

# PLANNING

Analysis of the effectiveness of my scheme and lesson planning



# Introduction

## **How effective was the scheme plan in supporting my vision of the intended learning experience?**

Through the course of this presentation I will be analysing the effectiveness of my scheme and lesson planning. To do this I will take an in depth look at what

*I had planned for v's what actually happened .*

# The Scheme Plan

## 5<sup>th</sup> Year Painting Scheme

**Scheme: Exploration of street photography, colour mixing and paint application -using palette knives. Paintings created & informed by photographic studies of an urban environment. (exact Location yet to be determined)**



# Goals and Purpose of Scheme:

## Aims

To help pupils to.....

- **Look at their urban environment *in different ways*** by describing, investigating and conveying the qualities of the subject matter through recording information with photography and preliminary drawing to inform their paint application.
- **Develop new skills**, concepts and techniques ***in drawing and painting*** to facilitate and explore the disciplines in the contexts of how they can use them to record and interpret our urban environment, while discovering its potentials and limitations.
- **Understand colour mixing** as an essential element of painting. Experiment with different paint application techniques.
- **Improve their photography skills** in terms of selecting relevant subject matter, cropping, composition and understanding how to use light.
- **Develop their awareness** of the significance of comprehensive **visual research** of the subject matter and the importance of careful selection of appropriate use and application of colour and painting techniques in conveying, line, shape, colour and atmosphere.
- **Expand their knowledge *about contemporary painting practice***, learning about painters and photographers such as Charles Sheeler and Henk Van Rensbergen. Prompting discussion on the subject matter and techniques.

# Learning outcomes

## On completion pupils should be able to:

- • **Investigate the subject matter** through direct observational sketching and photographic compositions describing and documenting the qualities of the subject matter.
- • **Identify specific colour tones** within their photographs and be able to successfully create the hue through proper mixing techniques on the palette.
- • **Create an image by carefully applying paint with a palette knife** using accurate colour tones and varieties while incorporating the lines, shapes and forms captured in initial photography.
- • **Review and discuss the decisions made** by students throughout the project process in a way that facilitates more innovative decisions in the future.
- • **Refer back to the artists** looked at and discussed, while students work on painting process and when reviewing work done.



# Scheme contextual images of my work from photography workshop



# Planned contextual resources for scheme photography element.

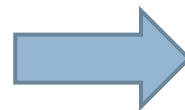
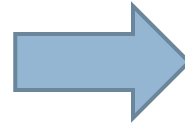
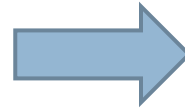
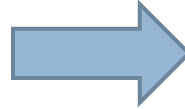


\*Dylan Kasson – Street Photography



# Scheme Time line Sequence Week 1 to Week 4

## What I planned

- **Week 1:**
- - Introduction to project
- - Students taking photographs on location
  
- **Week 2:**
- - Reviewing of students photography
- - Students identifying colour palettes
  
- **Week 3:**
- - Students continue working on colour charts
- - Review completed charts
- - Introduce Artists Edward Hopper & Charles Sheeler
  
- **Week 4:**
- - Students prime surfaces
- - Students begin drawing out compositions
- - Students begin applying paint.



## What happened

- **Week 1:**
- - Introduction to project
- - Students focus on compositional drawing exercises
  
- **Week 2:**
- - Students heading out on location
- - Photography activity not gone as planned
- - Students begin some colour mixing 
  
- **Week 3:**
- - Students begin their preparation sheets
- - Students take much longer doing these than planned
  
- **Week 4:**
- - Students continue working on painting prep sheets
- - Students are forced to move onto painting 



# Scheme Time line Sequence Week 5 to Week 8

## What I Planned

### Week 5 :

- Students continue working on their paintings. Mixing and applying paint.



### Week 6:

- Students review and discuss progress happening in the work.
- Students continue to work on the paintings



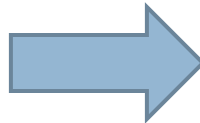
### Week 7:

- Students complete their paintings with finished touches
- Students present their work and review with a group discussion




### Week 8:

Students bring their paintings together to create a collaborative piece and exhibits their work in a public space on the school grounds or somewhere outside it.



## What Happened

### Week 5 :

- Introduce students to work of artists Hopper and Sheeler. Analysis and discussion 
- Students continued painting


### Week 6:

- Students continued to work on the paintings, experimenting with tools and techniques

### Week 7:

- Brought students on a trip to the Hunt Museum
- Students continued working on their paintings

### Week 8:

- Students finished off their paintings
- Students reviewed the work they had done with a group class discussion 

# Scheme Time Line points of Interest

- **These points on my time line plan or the scheme are of interest because they either changed the direction of the scheme/subject matter or they show me now looking back what I would change the next time**
- **1. – Week 2;** First of all I had planned for students to go on location to take photographs in the *first* week. I quickly realised that this was unrealistic planning. Students needed time to learn some elements of photography first. So I took students out to take photos on location during week 2. This activity did not go to plan and changed the direction of the scheme. The weather was dark and dull when students took their photos. I had to make a decision about the *subject matter* of the scheme.
- **2. – Week 4;** This is a notable point of interest because it was the point at which I had planned for students to begin painting onto canvas. Students were not ready by the start of this week, though I forced them to begin at the end of the week 4, but looking back now it did push the whole scheme back

# Scheme Time Line points of Interest ✖

- **These points on my time line plan or the scheme are of interest because they either changed the direction of the scheme/subject matter or they show me now looking back what I would change the next time**
- **3. Week 5** – Reflecting on the scheme, this is a notable point in the planning, as it is where I introduced students to the contextual artists for the scheme Hopper and Sheeler. I found students gained a deeper understanding of the scheme from this point on
- **4. Week8** – This point at the end of the scheme is notable to me because I had planned for students to organise an exhibition to show their finished work. Students did not get to do this however because they were not finished on time. I believe this was a missed opportunity because of poor planning on my part

# Reflection on introduction to scheme

*“In terms of how my lessons actually went, there was certainly a lot of silly **mistakes that I over looked in my planning**, I think it could be down to **over thinking things in the planning stage**, and when the time comes to actually teach I have over looked obvious elements.*

*One such example was in one of my first lessons with the 5<sup>th</sup> years, I was introducing the project on street photography and attempting to explain the elements I wanted us to concentrate on – Line, Shape, Perspective and contrast. I had all these listed on one **power point slide with written explanations** for each. After the lesson I kicked myself – each these elements obviously **need a visual explanation** not a written or aural one – talk about confusing!”*

**\*Reflective Journal Quote – 16.01.17**

# Slide from Presentation

## **Composition**

- How is the picture cropped? What was left in or taken out? What angle was the photo taken from?

## **Line**

What kind of lines can you identify in the photo? What is making the lines? Buildings? Roads? Light & Shade?

## **Perspective**

How do the lines in the picture create space and distance? How do lines draw you into the picture?

## **Contrast**

How is contrast created in the picture? Light and dark? Different textures? Different Shapes?

Juxtaposition .....

**\*Slide from introductory PowerPoint presentation**



# Amended teaching strategy; using visual examples of photography elements

Line



Shape



Perspective



Contrast



# Subsequent Student work





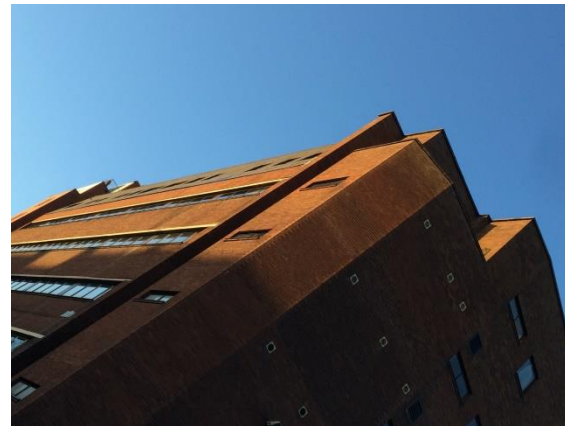
# Student Photography from notable point – week 2



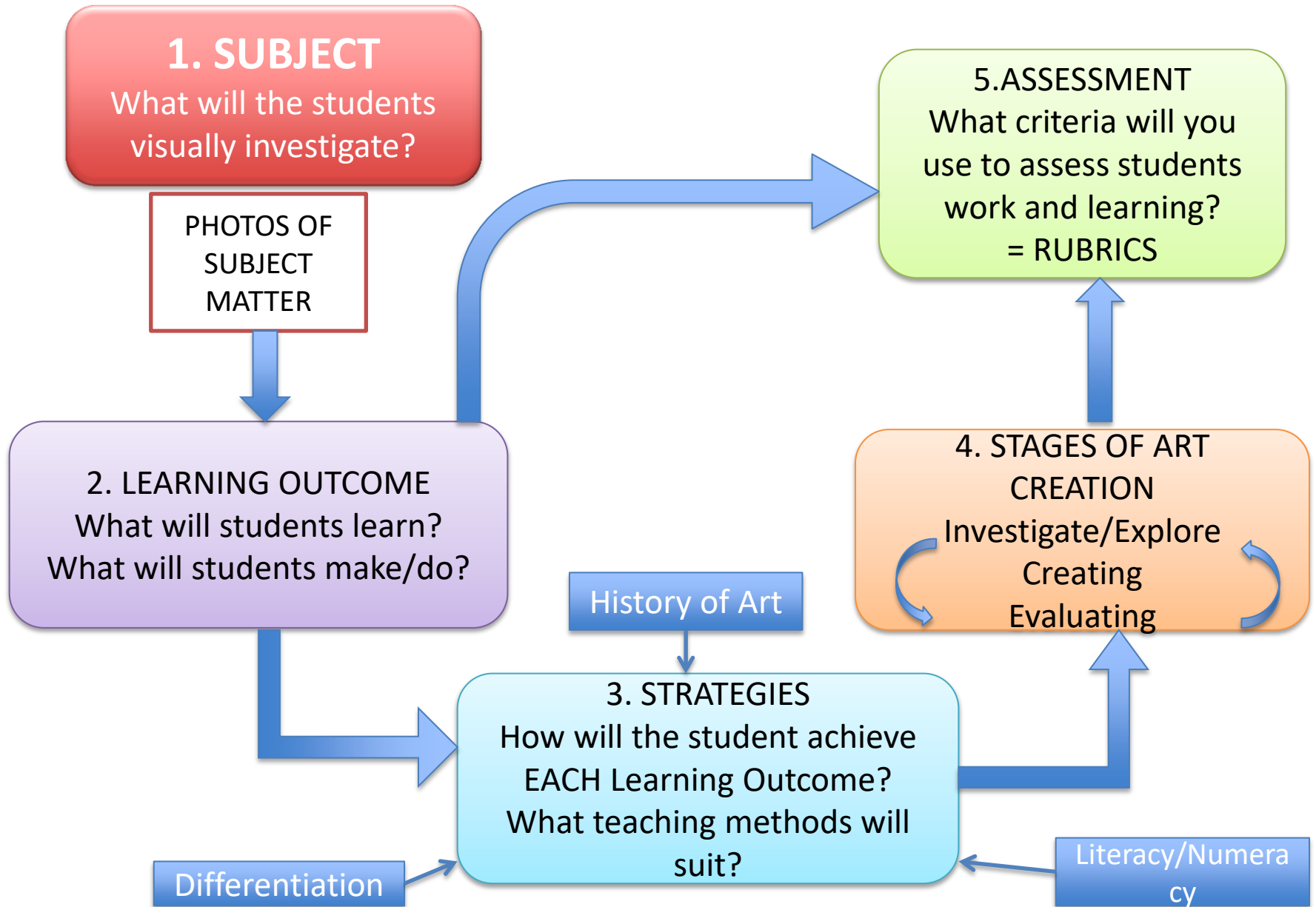
# Scheme

## Subject Matter

I made a decision in the interest of students experiencing a rich exploration with paint, to use my own photographs because of the striking colours, angles and contrasts. Reflecting on this decision I feel like students could have had a deeper connection to their paintings had they used their own photography. It's a decision I made at the time, but shall keep in mind for the future.



# Scheme Planning Flow Chart





# Chris Kyriacou on Lesson Planning

- *“There are a number of important purposes and functions to the planning of lessons which are worth noting. First and foremost, it enables you to think clearly and specifically about the type of learning you wish to occur in a particular lesson, and to relate the educational objectives to what you know about the pupils and the place of the lesson in the general programme of study.”*
- (C.Kyriacou *Essential Teaching Skills* 2007)

# Lesson Planning

## Attempt at defining appropriate Learning Outcomes

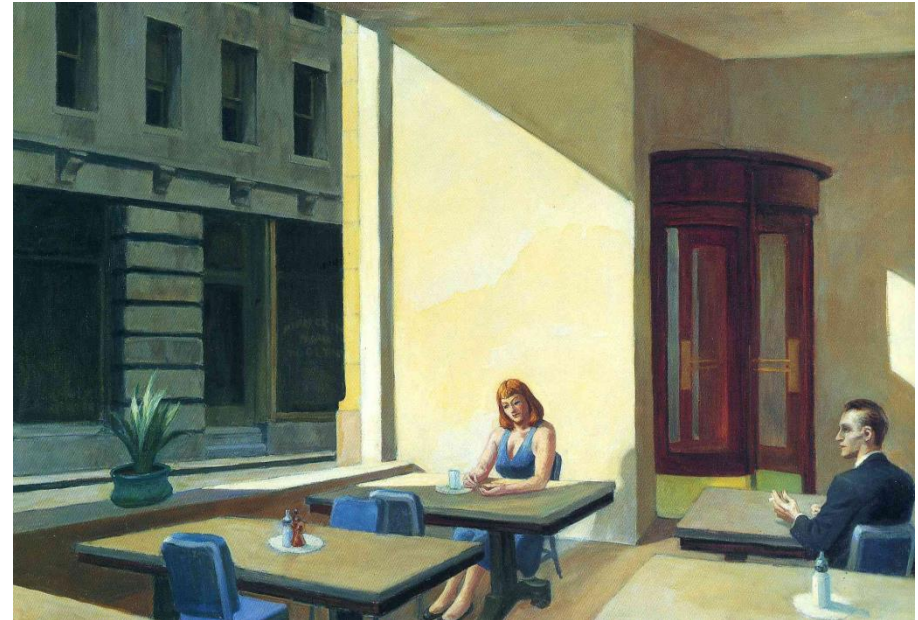
### Learning Outcomes

- **Students will learn:**
- **How to define and refine subject matter, in their own practice and in other artists work**
- How to describe and analyze a painting
- How to mix and apply paint to surface while considering layering techniques
- **Students will learn this by:**
- **Identifying elements in their own work and in the work of artists Hopper and Sheeler**
- Taking part in a group work activity where students will compare and contrast the images in pairs
- Analyze the photos we are using, describing their common features and defining the subject matter of the project
- Practicing using the tools, to apply the paint, focusing on one layer one block at a time

# Compare and Contrast

List 3 Similarities

List 3 Differences



## Lesson Planned Activity

Paired group work, analysis of paintings followed by subject matter discussion

# Reflection

- Looking back on the learning objectives I had defined for that lesson, I feel as though I could have pushed for some more ambitious learning.
- The outcomes I wrote for that lesson plan stated students should be able to identify elements in the paintings, and be able to define subject matter.
- Reflecting on this I think I could have pushed these learning objectives to more higher order thinking outcomes. Perhaps looking at what subject matter means to students and have them discuss their opinions on it.
- I prompted a short discussion after the activity, though I failed to facilitate a deeper comprehensive conversation, this I believe was due to my failure to integrate more higher order questioning into the lesson plan.