

Year Level:		Year 9		Subject:	Art
Curriculum descriptor:				Materials/Resources:	
<ul style="list-style-type: none"> Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR13) Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks 				Powerpoint Markers	
Learning objectives:					
<ul style="list-style-type: none"> Evaluating by using evidence to analyse a response. Identifying key terms to analyse an artwork. 					
Teaching strategy/ Time		Content		Resources and ICT	Adjustments for needs of learners
Orientation	Warm up- 5-10 minutes	Does Banksy need an artist statement? Why does Banksy not need an artist statement?		Banksy images and information	
	20 minutes Brain break	<ul style="list-style-type: none"> Expectations with criteria, explain the cognitive verbs and what the students will be marked on Select C criteria to break down, display criteria on board and ask students to have a go at breaking it down while drawing arrows from the key words within the criteria section Provide students with a past exam paragraph to analyse have handout ready- example paragraphs have coloured pencils ready <ul style="list-style-type: none"> Explain the three different colours needed to analyse the artist statement. 		Criteria sheet slide Yellow, orange, red, green and blue colours.	

		<ul style="list-style-type: none"> • Identify and describe (decoding) <ul style="list-style-type: none"> - Key terms, processes and practices • Analyse and interpret (meaning) <ul style="list-style-type: none"> - the meaning behind the use of key terms, processes and practices. • Evaluate and judge/ justify conclusions (evidence) <ul style="list-style-type: none"> - Use evidence to back up the claims found in the analysis 		
Body	15 minutes	Demonstrate first example paragraph on the point - Pablo Picasso- make sure to explicitly display correct modelling for analysing the paragraphs Show/ ask students where some key terms or phrases might be within the paragraph		
	20-30 minutes	Direct students to complete the rest of the sheet in pairs, look for language the students are using to analyse the paragraph. Assist students where needed		
		Go through the paragraphs and ask students to analyse together. Point out what paragraph has more or less of and ask students to give feedback on the paragraphs.		
Ending	Exit ticket- if time persists	Discuss the exam and ask questions about how the students are feeling about it		

Teaching Reflection

What – *explain* what you saw was effective in how you facilitated learning for the children/students – what were the strengths/challenges of your teaching practice?

So what – *synthesise* the significant learnings and insights you gained from these experiences; include key points from your supervising teacher's feedback

Now what - which aspects of practice you want to further develop and why. What learning from these experiences would you *apply* in your future teaching practice?