

# Lesson plans

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Lesson plan Shape and form Grade level: 6th grade Length of Lesson: 40 minutes Learning Goal: By the end of the lesson, will be able to identify different forms and shapes.

#### Lesson Summary

The lesson will start with the the teacher asking the pupils which shapes they know. Shapes and forms will be portrayed using an egg, a square piece of paper, rectangular box and a ball. The teacher will explain the different shapes and their differences. In order to help the students understand the various shapes and forms, the students will be asked to identify various figures and their predominant shapes.

#### Methods/Strategies

The teacher will perform a short powerpoint presentation before applying other methods of teaching. The student activity will mainly involve students working in groups of threes. Inductive learning will be applied. Students will be encouraged to ask questions regarding the shapes and forms discussed.

#### Grouping

The groups will consist of three to four members each. The small group is useful in enhancing learning as students get to learn from one another.

#### Equipment and Materials

The teacher will use a powerpoint presentation to show students different shapes and forms. A computer and projector will therefore be used. The teacher will also hand out to students paper cards containing the drawing of various shapes and forms. The students will be asked to draw on paper and model various shapes using water and clay. Other materials to be used include: pencil ruler, eraser, drawing paper, clay, and water.

#### Pre assessment

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Will students be asked to identify shapes and forms be able to make clay forms during the lesson. The following questions will be asked:

Which shapes and forms do you know?

Which shapes make up the following figures?

The students will be observed as they participate in the lesson.

Procedures

Step1: Describe the topic

- Ask pupils to mention the different shapes and forms that they know
- Write the shapes and forms mentioned on the board

Step2: Create direct analogies

- Name objects remind you most of the shapes written on the board
- Encourage students to explain their answers and write these on the board
- Ask the class to discuss about each analogy

Step3: Describe personal analogies

- Think about the shapes and objects chosen previously.
- Discribe other shapes that take the form of the shapes mentioned previously.

Step4: Identify compressed conflicts (The most important step)

- Identify the main differences between various shapes and forms

Step5: Create a new analogy

- Draw objects in real life that can be associated with various forms/shapes

Step6: Reexamine the original topic

- Ask learners to identify various shapes that make up an object drawn on the board.

Step7: Evaluate

- Ask students to write a brief evaluation of the lesson including what they

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have learnt and their feelings regarding the lesson

#### Post Assessment

Student will be given a written test which will constitute formative assessment. The students will be given results of the test during the following lesson.

#### European Art

Grade level: 6th Grade

Time: 40 minutes

#### Learning Goal

#### Learning Objectives

The student will be able to understand the history of European art and some of the characteristics of European art.

#### Lesson Summary

At the beginning of the lesson, the teacher will display pictures of European artworks and artists and ask the students to identify their names. Group discussion will be applied, with each group consisting of 4 to five members.

#### Methods/Strategies

The teacher will perform a powerpoint presentation before applying other methods of teaching. The student activity will mainly involve students working in groups of four or five members discussing the history and characteristics of European art. Inductive learning will be applied. Students will be encouraged to ask questions regarding any aspect of European art.

#### Grouping

Each group will consist of four or five members. The small group setting is useful in enhancing learning as students get to learn from one another.

#### Equipment and Material

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The teacher will use a powerpoint presentation to show students pictures of European art and artists. A computer and projector will therefore be used. Websites will also be visited to obtain more pictures and information regarding the topic. The teacher will also hand out pictures to students related to the topic.

#### Pre-Assessment

The teacher will ask the following questions;

- Name some famous European Artists that you know?
- what historic periods do you know in relation to European art?
- What are some characteristics of European art, based on the periods?

#### Procedures

Step1: Describe the topic

- Ask students to define European art. Write the answers given on the board

Step2: Create direct analogies

- Present different artists and their artworks and associate them with different eras/ historic art periods

Step3: Describe personal analogies

- Ask students which eras/pictures/artists they like most and state why they like the specific eras.
- Ask students to explain their views

Step4: Identify compressed conflicts (The most important step)

- Examine different artworks, artists and their periods
- Establish the main differences between the historic periods based on the characteristics of the art works

Step5: Create a new analogy

- Examine different artworks, artists and their periods

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-Teacher to explain the main characteristics of each period

Step6: Reexamine the original topic

Ask students to try and draw objects based on what they have learnt for different historic art periods.

Step7: Evaluate

-Ask each student to write a brief evaluation of the lesson including what they have learnt and their feelings regarding the lesson.

Post-Assessment

The teacher will give a written test form for the post-assessment as attached. This will be a kind of formative assessment. The result of the Post-Assessment will be reflected to the next lesson.