

## Lesson Plan Trial 1

# ART LESSON STUDY

Stella Maris College, Junior School, Gzira

GRADE 4

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MONDAY 2<sup>ND</sup> MARCH 2020



L-Università ta' Malta  
Faculty of Education

  
CLeStuM  
Collaborative Lesson Study Malta

## Lesson overview

The aim of this lesson study is to identify a concept (in this case an Art concept since it is a lesson study focuses on an Art lesson) in which students tend to struggle or find it hard to grasp/understand effectively.

The teacher decided that the lesson focuses on supporting students to understand the concepts of foreground, middle ground and background and helping them appreciate how these are portrayed in an image. The lesson involves active learning pedagogies, mainly through discussion, creative thinking, pair work, creating an art work (collage) and justifying choices in creating the collage. The lesson is divided into five main activities:

- **Activity 1: Whole-class discussion**

Students are provided with different images and asked to comment about them.

- **Activity 2: Consolidation exercise**

Working in pairs, students label the 'foreground', 'middle ground' and 'background' of an image using three flashcards provided.

- **Activity 3: Task introduction**

Teacher introduces the pair work task involving a collage design. She will also explain the resources and how students are expected to work in pairs.

- **Activity 4: Pair work**

Students work together to design their collage based on a particular theme. They are given a number of resources including: printed images, cardboard, glue, scissors and colours.

- **Activity 5: Lesson closure**

Teacher asks pairs of students to present their collage and explain their choice of images included in their collage. Other students are encouraged to comment about what they like about the design of the collage.

## People involved in lesson design

This lesson was planned in collaboration with Dr. James Calleja, who acted as a lesson study facilitator. Prof. Raphael Vella (Art Education expert) was also involved in the process to provide feedback on the lesson content, the lesson plan structure and the design of activities.

## Lesson title

Using foreground, middle ground and background in an art work

## Class and pupil age

A group of 12 boys who are 8 years old (Grade 4) in a mixed-ability classroom

## Date of lessons

Lesson 1:	Monday 2 <sup>nd</sup> March 2020	Grade 4 Miguel
Lesson 2:	Friday 6 <sup>th</sup> March 2020	Grade 4 Benjamin

## Time and duration of lesson

10:55 – 12:00 (65 minutes)

## Lesson Focus

- Understanding the concepts of foreground, middle ground and background and how these are portrayed in images;
- Learning how to make use of and put these concepts in an art work.

## Desired Learning Outcomes

By the end of the lesson, the children:

- will be able to demonstrate an understanding of the developments in their work as they acquire skills and use a range of media (crayons, pencil colours, glue, scissors, images)
-  CREATIVE LEARNING: can visually respond to visual elements found in nature, man-made objects and the built environment, in 2-Dimensional and 3-Dimensional work.
-  COGNITIVE LEARNING: can identify a landscape with **foreground, middle ground and background**; can do a landscape with **foreground, middle ground and background**

-  COMMUNICATING DIVERSITY: can feel motivated to assist their peers during group activities.
-  LISTENING AND SPEAKING: are aware of the relationship between evaluating their own work and evaluating works of art and artefacts that they are shown.

## Resources to be used in this lesson

- Boys' names in pairs (teacher's copy)
- PowerPoint
- A3 printed and laminated photos (3 copies of the 3 photos taken from the PowerPoint)
- Flashcards: 'foreground', 'middle ground', 'background' (6 sets)
- Blue tag
- 6 packs with printed images in each
- 6 A3 size light blue cardboard
- A5 sheets of white paper
- 12 glue sticks
- 12 scissors
- Pencils, rubbers, crayons, and pencil colours

## Welcome

Time

5 minutes (10.55 – 11.00)

- When the boys come up to the Art room, they sit down in pairs **in the discussion room** (boys will be informed beforehand who their partner will be). Then greet them:
- **Good morning and welcome! Today I have a lesson that I prepared together with some of the visitors who are with us today. They are here to see us work and learn with us. I would like you to feel relaxed and be yourself. During this lesson, we will learn how artists plan to make use of space on their paper before they draw or paint something. We are going to see how they do it and what we can learn from them. I need your ideas, so it is important for you to think about the questions I will be asking and to participate.**

At some point, you will be working and discussing in pairs and you will also be doing an artwork later on, so it is important for you to give your full attention.

## Activity 1

### Discussing images; introducing 'foreground', 'middle ground' & 'background'

Time

15 minutes (11.00 – 11.15)

#### Resources

- PowerPoint
- Laptop and projector

#### Activity

The goal for the first part of the PowerPoint is to set the boys thinking on what they can see and interpret from the images presented to them. Keep questions open-ended as much as possible – let them come up with the main points for discussion. At this point do not introduce the terms F/M/B. The teacher will allow and support students to think about concepts such as size (e.g. dog's, poppies', trees', mountains' size), distance (e.g. trees, building, mountains placed at the back of the images), colour (e.g. from bright to fading with distance), photographer's position (can all objects be seen in their full proportion in each image?). These images will serve to invite the boys to think critically and learn how to analyse and discuss images they are presented with. Guidance and prompting will be given by the teacher on the spot according to the needs that may arise.

- Start the PowerPoint.

#### Slide 1

Say: **I would like you to look closely at the following image I am going to show you.**

#### Slide 2: Dogs' image

**Last Summer I visited my friend Liza in England. She has two very cute dogs named Sally and Snowflake. Here is a photo of the dogs.**



Questions to consider asking:

- Do you like this image I took of the dogs? Why do you/don't you like it?
- What can you see in this image?
- What does the image tell us about the dogs?
- Do you think these are big or small dogs? How do you know?
- What else can you see? How do you know?
- What do you think could be between the dogs and the trees?
- Where do you think is the photographer?

### Slide 3: Poppies & building image

I love travelling and I love taking photos. In fact, I like to make an album for every holiday I go to! This is a photo I had taken when I was on holiday few years ago.

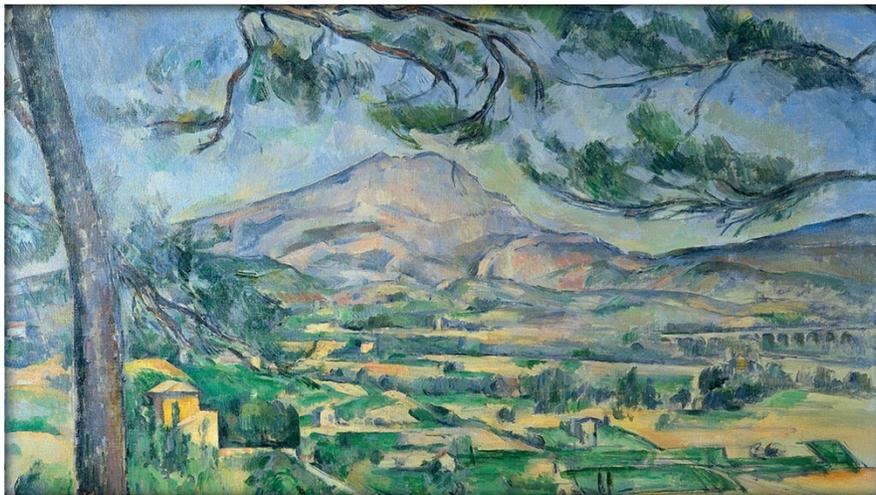


Questions to consider asking:

- What do you like about this photo? Why?
- What can you see in this photo?
- What about the colours in this photo? (*very bright & rich in colour*)
- Why do they look like this? (*they are very close to us so we can see them really well*)
- Can you mention something that is far away from the photographer? How do you know it is far away? (*the building looks lighter in colour, not so bright like the poppies, the poppies are looking large when compared to the building*)
- What do you think could be between the poppies and the building?

#### Slide 4: Mont Sainte Victoire by Paul Cezanne – painting

Here is one of my favourite paintings done by one of my favourite artists called Paul Cezanne.



Questions to consider asking:

- What do you like about this painting? Why?
- What can you see in this painting?
- What can you tell me about the trees in front?
- Can you mention something that is far away from the artist? How do you know it is far away?

#### Slide 5

Ask a boy to read:

In art, artists use what we call **foreground**, **middle ground** and **background**.

- **Is there a word which you are familiar with?** Allow a couple of minutes for some possible responses from the boys. Process such responses. If while they explaining they refer to any one of the photos we discussed earlier, go back to that slide.
- **If, for example, this is the artist's paper, (point at the image on the right) the artist may place objects in the foreground (in front), in the middle ground (in the middle ground) and in the background (at the back).**

### Slide 6

Ask a boy to read:

The **Background** shows things at the back of an image. Objects in the background usually look **small and light in colour**.

- Ask

**So, what is in the background in this image?**

Boys reply "the hills". Click so that the arrow comes up.

### Slide 7

Ask a boy to read:

What is the foreground? The **foreground** shows things in front in an image. Objects in the foreground usually look **big**

- Ask

**So, what is in the foreground in this image?**

Boys reply "the rocks". Click so that the arrow comes up.

### Slide 8

Ask a boy to read:

The **Middle ground** shows things in the middle of the image. Objects in the middle ground usually **look smaller** than those placed in the foreground.

- Ask

**So, what is in the middle ground in this image?** Boys reply "the sea".

Click so that the arrow comes up.

- **What can you tell me about the rocks in the foreground to the sea in the middle ground? *(they are covering part of the sea so we cannot see all the sea – we call this overlapping)*. *This is what happened to the dog that covered the grass and we couldn't see what could be in the middle of that image.***

## Activity 2

### Consolidation task on 'foreground', 'middle ground' and 'background'

**Time** 5 minutes (still in the discussion room) – (11.15 – 11.20)

#### Resources

- A3 printed and laminated image (1 image per pair)
- Flashcards: 'foreground', 'middle ground', 'background' (6 sets)
- Blue tag

#### Activity

##### Slide 9: Pair work

- Say  
**You are now going to work in pairs (same pairs as instructed in the beginning of the lesson). I am going to give each pair an image and the flashcards 'foreground', 'middle ground' and 'background'. Discuss and work in pairs to label the 'foreground', 'the middle ground' and the 'background' of this image. You have 2 minutes for this activity. I need you to focus on the words, discuss and reach an agreement before you decide to label them.**
- Allow around 1 minute. Then, choose 3 pairs, one from each theme, and stick their images with blue tag at the top. Attach the images to the wooden board in the discussion room. Stick the other images underneath.
- Have a look at how they labelled their images and discuss any difficulties they had.

## Activity 3

### Introducing the task (at the teacher's desk)

**Time** 10 minutes (11.20 - 11.30)

#### Resources

A sample on teacher's desk to help in explaining the task:

- A pack with printed images

- A3 size light blue cardboard
- Some A5 white paper

### Activity

- As soon as the boys come out from the discussion room, the boys gather around the teacher's desk for an explanation of the task.
- *During this explanation, keep a pack next to you as an example.*

**For the following activity, you are going to work in pairs, together with the same boy you worked with before. You are going to make a collage. (Ask the boys if they remember what collage means: *A collage is made by sticking different materials such as cardboard pieces or coloured paper or images on another large paper or cardboard.*)**

**Each pair will be getting a pack filled with images that show a theme – either 'In the park' or 'At the beach'. I am also going to give you a large piece of light blue cardboard, glue and scissors. You are going to make one collage between you (in pairs). First you are going to take out and have a look at the images you have in the pack. Then, discuss together which images you like and which ones you would like to include in your collage. You do not have to use all of them and you may choose to add other things by drawing them on the extra papers I am giving you. Feel free to cut the images the way you would like them to look on your collage. When you are happy with the chosen images, spread them out on the large cardboard and see how it is best to place them to bring out the Background, the Middle ground and the Foreground of your collage. Hint: Take note of the size of the images! That will help you decide whether to put them in the F/ M or B. The last step is to stick everything down. Try to be as creative as possible. Discuss with your partner and share ideas before sticking anything. I will be coming around to listen to your discussions and see you working. You have 25 minutes to do this activity.**

- Answer and clarify any questions they may have while still at the teachers' desk.
- Give out the pack per pair. Boys take a seat at the tables in the Art room, sitting next to their partner.

## Activity 4

### Making a collage of a given theme: 'In the park' or 'At the beach'

Time

25 minutes (11.30 – 11.55)

#### Resources

- 6 packs with printed images in each
- 6 A3 size light blue cardboard
- Some A5 sheets of white paper
- 12 glue sticks
- 12 scissors
- Pencils, rubbers, crayons, pencil colours
- 'Doing your collage' guidelines card

#### Activity

- Working in pairs, boys start working on their collage, using the resources given to them and those set up on the tables. They are also provided with a card as guidelines.
- Teacher goes around to assist the boys while they discuss, select, cut and stick the images. She may remind them that what is in the background will look smaller than what is in the middle ground, and what is in the foreground will look bigger (refer to the images hanging on the board used in the pair work activity).
- Teacher may also remind students that they can modify and cut the images to their liking. They may also add drawings of other objects which they feel would make their collage look complete (using the loose papers given).

**Doing your collage**

1. Look at the pictures in the pack. 
2. Choose the pictures for your collage. You do not have to use them all. You may choose to add other things (draw these on the white paper). 
3. You can cut  the pictures.
4. Spread the pictures on the cardboard to create the Background, the Middle ground and the Foreground.

Hint: Take note of the size of the pictures! That will help you decide where to put them

5. Stick the pictures. 

 25 minutes

## Activity 5

### Closure of lesson

Time

5 minutes (11.55 – 12.00)

#### Resources

- Children's collages

#### Activity

- At the end of the lesson, all boys gather around the teacher's desk. With them they bring their collage.
- Briefly, tell each pair to show their art work to the rest of the class.
- Invite another pair of boys to comment on what they like in their friends' drawing and why.

Questions to ask the boys showing their collage:

- **What was the theme of your collage?**
- **Did you use all the images in the pack? Which ones did you leave out and why?**
- **What did you place in the F/M/B of your collage and why?**
- **How did you work together as a pair?**

Questions to ask the boys giving comments:

- **I would like you to share with \*name of boys\* what you like about their collage and why?**

#### Homework

- Invite the boys to practice F/M/B in photography too! During the week, boys may use their own school tablet (or if they prefer to use another device of their choice, they would need to print out their photos to show them to me & their classmates) to take photos of things/objects they like in F/M and B.