

Lesson Plan

School : St. Mary's Canossian College	Date : 21/11/2024
Class : 2B	Subject : Visual Arts
Level : F2	Learning focus : <i>Interpretation of STEAM learning in F2</i>
Topic : Group Model Presentation	Time : 1:35-2:40 PM
Session : 2 periods (65 minutes)	

Prerequisite Knowledge of students :

1. Students can reflect on how their own perceptions of smart schools are changed after viewing other teams' models and evaluating their own model.
2. Students can relate the models to their personal experience in order to make sense of the smart classrooms and build up confidence in engaging in the interactive dialogue among teams.
3. Students can collectively agree and identify how they tried to integrate relevant learning elements from different KLAs to solve problems of classrooms.

Lesson Focus / Learning Objectives :

After completing this session students are able to :

1. highlight what they tried to look at in the scope of Science, Art and Technology and by focusing on one splendid part of the design **to give an analysis of their own model** (core).
2. engage themselves in deeper level thinking and questioning. Interpreting their own or other teams' models with refer to the science application or theme (e.g. design for sustainability (energy efficiency) / comfort) that the models are showing (extended).
3. correctly make judgements of the pair of models based on evidence found in analysis and interpretation of them (challenging).

Teaching Resources :

- Teaching and Learning of Passive Design
(https://www.cic.hk/ideisplay/m/en/zero_carbon_design_strategy/game3133_planview.aspx?public?music?public)
- YouTube Video clips:
(https://youtube.com/clip/UgkxISU_nXthkyGWSHcjOu3o_RE69z5Bjlrz?si=4_oOt8-Z91H0zZY6)
- Implementation Reflective Guide
- Visual Aids
- Explanatory PowerPoint
- Checklist of Learning Objectives
- Student Self Evaluation Form (for each pair of students)

Learning Focus/ Objectives / Outcomes	Learning activities	Learning Process	Remarks / Time / Resources	Strategies
To state the learning objectives of the STEAM project <ul style="list-style-type: none"> ❖ integration of Science, Technology and Art in interior design ❖ use of the Engineering Design Process and how it is connected to STEAM project 	Introduction	Lead in <ul style="list-style-type: none"> ✓ T lists the learning objectives to students. ✓ T states what have been done in ICT, IS and VA lessons in the past 3 months ✓ Introduce the rundown of the lesson 	12 minutes <i>Checklist of Learning Objectives</i>	<i>Clearly-stated learning tasks and objectives</i>
Ss can highlight what they tried to look at in the scope of Science, Art and Technology. And by focusing on one splendid part of the design, they give an analysis of their own model	Group Presentation (first 3 teams are the groups with 3 different sites of studies)	<ul style="list-style-type: none"> ✓ Ss can present their learning outcomes through oral presentations, showing 2-3 highlights of their design. ✓ (Each group should have prepared 2/3 slides for the presentation before the lesson) 	12 minutes <i>Powerpoint slide</i>	
Ss can engage themselves in deeper level thinking and questioning. Interpreting their own or other teams' models with refer to the science application that the models are representing	Discussions	<ul style="list-style-type: none"> ✓ T highlights the importance of “Improve and Evaluate” in the Engineering Design Process ✓ Ss evaluate and try to give further suggestions to other groups for improvement ✓ Ss make modification based on the finding suggested by their classmates 	17 minutes <i>Google Slide/ Padlet</i>	<i>Small group strategies (One Stray, the Rest Stay)</i>
Based on the evidence found in analysis and interpretation of the models, most Ss sophisticate the accents for project improvement (<i>which can be fabricated with the built of ICT related</i>)	Group Presentation (another 3 groups whose sites of studies are corresponding to the first 3 teams)	<ul style="list-style-type: none"> ✓ Ss can present their learning outcomes through oral presentations, based on the findings gained from the group assessor tool and/or the discussions/ sharing ✓ (The first 3 groups can further react to their challenged parts by the revisit of the improve-and-evaluate loop in the engineering design cycle) 	12 minutes	
Consolidation T closes the lesson by paraphrasing the objectives	Summary Self-evaluation & Sharing	Self-evaluation: <ul style="list-style-type: none"> ✓ A reflection on how Science, Technology and Art are integrated in this project and in our daily life ✓ T emphasises the importance of Science, Technology and Art and how they can be integrated in life problem-solving 	12 minutes <i>Student Self Evaluation Form (for each pair or triplet of students)</i>	
Total:			65 minutes	