

<p>Lesson: 1/8 Date: 22/01/24</p>	
<p>Discovery Learning Activity.</p>	<p>Engage students in discussing the significance of hands in art and communication.</p> <p>Looking at examples of famous artworks where hands are a central focus. Encourage students to share their thoughts and ideas about Looking at M C Escher's hands and discussing.</p> <p>Introducing Mind Mapping: Explain the concept of mind mapping as a creative brainstorming tool.</p> <p>Discovery learning is fostered through students' active inquiry into the significance of hands in art. They utilise their existing knowledge for new insights and critically analyse M.C. Escher's artwork for deeper meaning. Open dialogue promotes varied perspectives, and mind mapping facilitates connections across concepts.</p>
<p>Implementation of Discovery Learning</p>	<p>Differentiated instruction paired with inquiry-based learning techniques was applied due to the level of ability within the class, where students explored the thematic significance of art hands, with M.C. Escher's works serving as a central focus.</p>
<p>Student Engagement and Outcomes</p>	<p>The class demonstrated high levels of engagement, which was evident through dynamic participation in discussions and the collaborative construction of mind maps. The effectiveness of discovery learning in this context was evident as students independently connected Escher's artwork to broader concepts of communication and art, displaying enhanced critical thinking.</p>
<p>Reflections / Insights</p>	<p>The class indicated that individualised encouragement significantly boosted student confidence, leading to a richer engagement. The use of a video resource effectively supplemented the discovery learning approach. Given the positive outcomes, future lessons will integrate more interactive elements such as group-based research and peer teaching to solidify further understanding and retention of new concepts discovered through this approach.</p>
<p>Lesson: 2/8 Date: 24/01/24</p>	
<p>Discovery Learning Activity.</p>	<p>Experiment with different textures using materials brought from home, as assigned in Lesson 2. Describe and document findings.</p> <p>In this activity, students actively explore different textures by gathering textured objects brought from home. They are also encouraged to work in groups, which promotes teamwork and collaboration. Through the guessing game, where they swap bags and guess the items based on their texture, students use their observations and deductive reasoning to make conclusions about what's hidden inside. This promotes</p>

	critical thinking, problem-solving, and a deeper understanding of the relationship between textures and the objects they represent.
Implementation of Discovery Learning	The texture exploration exercise proved to be a successful discovery learning activity despite the low student turnout, which hindered the formation of groups. To overcome this challenge, we adapted the activity as a whole-class exercise, allowing each student to identify items from a bag of various textures individually.
Student Engagement and Outcomes	This approach effectively engaged the students and sparked their interest in the task. By incorporating hands-on experiences, the lesson effectively differentiated between tactile and visual textures. Students were encouraged to reinterpret their worksheets by physically adding textures to their hands, thereby deepening their understanding of the concept. The overall learning experience was highly positive and well-received by the students.
Reflections / Insights	The positive outcomes of this activity were evident through the students' participation and heightened understanding. However, upon reflection, the lesson could be further enhanced by incorporating a more comprehensive range of diverse textures.
Lesson: 3/8 Date: 29/01/24	
Discovery Learning Activity.	During the observational drawing exercise, students will closely examine an object with distinct colour and texture, then draw their hand, adopting these characteristics and creating a sketch that blends the visual and tactile qualities of the object. The goal is to explore and visually represent the interaction between the object's characteristics. Students independently investigate and creatively apply their findings to produce a unique drawing that fuses the object's characteristics with a hand, leading to individualised learning outcomes rooted in active exploration.
Implementation of Discovery Learning	The class actively engaged with the tactile and visual aspects of the objects, a task that required minimal direction yet maximised their creative input. The hands-on nature of the activity necessitated independent exploration, as students were prompted to draw from observation rather than follow a step-by-step guide. Watching each student interpret the object characteristics with the anatomical structure of a hand was an effective discovery learning method, allowing for a varied display of outcomes.
Student Engagement and Outcomes	Engagement levels were notably high during this task. Students approached the challenge with curiosity and eagerness. Their focused interactions with the objects and their concentration during the drawing process signified a deep immersion in the activity. Discussions and interactions among peers about their experiences and choices also suggested that the exercise was personally engaging and fostered a collaborative spirit in the classroom.

Reflections / Insights	The task's success lies in the outcomes and the process itself. It underscored the value of discovery learning — students learn best when discovering independently, thereby retaining the knowledge more effectively. On reflecting, this lesson underlines the importance of balancing structured teaching with opportunities for students to explore, experiment, and engage in self-directed learning.
Lesson: 4/8 Date: 31/01/24	
Discovery Learning Activity.	Students will explore the concepts of equilibrium and balance through a blind building challenge, promoting teamwork and problem-solving skills. They must construct the tallest possible structure using paper cards without prior instructions, learning from trial and error. The competition added incentive the group with the tallest tower that can't be pushed over won a prize.
Implementation of Discovery Learning	This activity worked well having students learn from doing in groups created great involvement in the activity. I feel that most students fell into the trap of creating a taller structure overlooking the balance as the objective was to have a tall tower that couldn't be pushed over.
Student Engagement and Outcomes	Although the discovery learning activity was beneficial in teaching the idea of balance and equilibrium this activity took up a significant amount of class time. This made the outcome in this class possible lower than if I merely showed the students how to create a structure in a didactic manner.
Reflections / Insights	This class successfully introduced the 3D art to the students, emphasising the theme "The Language of Hands." Students actively engaged with the unique techniques, showing great potential. However, some needed help with the material exploration phase, specifically using tin foil and paper mache, suggesting a need for more detailed instruction and demonstrations in future classes to leverage these materials fully.
Lesson: 5/8 Date: 19/02/24	
Discovery Learning Activity.	Moving Gallery: Students will leave their work on their table, move to their neighbour's spot, and continue moving one space at a time in a circle until they get back to their seats. That way, they all get a look at each other's work. Using the "Tag: Tell, Ask, Give" method to provide constructive feedback, tag specific aspects, share reactions, ask insightful questions, and offer suggestions for improvement. This activity cultivates critical thinking, artistic appreciation, and collaborative communication within a creative learning environment.
Implementation of Discovery Learning	The activity effectively involved the principles of discovery learning; students were active rather than passive recipients of the information. They constructed knowledge independently through exploration and social interaction. By moving from place to

	place and engaging directly with the artworks, they made connections and meanings and developed a deeper understanding of artistic expression.
Student Engagement and Outcomes	Students enjoyed this activity, and they were willing to delve deeply into the artistic elements of each other's work. They respected the creative process and the personal vulnerability displayed in their classmates' art. I observed that through the activity, students learned to give and receive feedback constructively and developed an appreciation of diverse perspectives and styles, which enriched their artistic points of view.
Reflections / Insights	Facilitating the Moving Gallery activity using the "Tag, Tell, Ask, Give" method has been enlightening regarding student interaction with art and peer feedback. I noticed an increased depth of observation and critical thinking as students navigated through their peers' creative spaces. The activity highlighted the importance of structured peer feedback in the creative process and the potential growth it fosters in artistic skill and communicative competence.
Lesson: 6/8 Date: 21/02/24	
Discovery Learning Activity.	In a hands-on paper mache activity, students will learn to distinguish between tactile and visual textures by applying assorted materials to their hand sculptures to create different surface effects. They'll use items like leaves and sponges to craft tactile textures and employ painting techniques for visual textures. They'll explore how different textures can be represented and felt in a 3D form through experimentation and reflection.
Implementation of Discovery Learning	The extended duration of the paper mache activity underscores the need to weigh the benefits of discovery learning—such as increased student engagement and more profound understanding—against practical classroom time constraints.
Student Engagement and Outcomes	The prolonged focus necessary for creating textures meant that some students needed extra time to complete their sculptures within the allotted time. However, those who managed to finish demonstrated a substantial understanding and appreciation for the textures they created, suggesting that the depth of learning may justify the time investment.
Reflections / Insights	While the tactile and visual texture activity was highly engaging and instructional, it became evident that the complexity of working with paper mache and the intricacies of texture creation required a significant amount of in-class time. This consideration is crucial for future planning to balance hands-on exploration and covering class content.
Lesson: 7/8 Date: 26/02/24	

Discovery Learning Activity.	Painting the sculptures with a focus on how colour choices can influence the mood and overall aesthetic of their art. They'll experiment with shadows, highlights, and colour hues to complement their tactile textures, reflecting on emotional expression through colour.
Implementation of Discovery Learning	The activity's structure, which encouraged students to make personal choices and learn through doing, served as a prime example of discovery learning in action. Students were empowered to explore and discover the principles of colour and mood independently. This led to a deeper personal connection with the materials and concepts and fostered an environment conducive to independent learning and critical thinking.
Student Engagement and Outcomes	Engagement levels were high, with students immersing themselves in the painting process, enthusiastically experimenting with colour theories, and actively making connections between colour choices and emotional expression. The outcomes showcased diverse creative interpretations, suggesting that students could effectively translate their visions into tangible forms.
Reflections / Insights	The painting revealed the decisive role of colour in elevating students' sculptures, as they intuitively grasped the emotional weight that colour choices impart to their artwork. Observing students take risks with unexpected palettes and thoughtfully apply their knowledge of light and shadow provided insights into their developing artistic instincts and preferences.
Lesson: 8/8 Date: 28/02/24	
Discovery Learning Activity.	In the personal evaluation activity, students will independently examine their feedback sheets, reflecting on what aspects of the UOL succeeded, what challenges they faced, and what they learned. They will then set personal learning goals, deepening their understanding through discovery learning by transforming self-awareness into future action plans. This process culminates in students sharing their revelations, promoting a classroom environment where discovery and reflection are integral to the learning journey.
Implementation of Discovery Learning	The self-evaluation phase was a discovery of learning principles, as students were encouraged to take ownership of their learning journey. By identifying what worked and what didn't and setting personal goals, they employed a metacognitive approach to discover the content and their learning strategies and preferences, fostering a self-directed learning environment.
Student Engagement and Outcomes	Students were actively engaged in the reflective process, displaying genuine effort in analysing their learning. The individual setting of learning goals showcased a clear transition from reflection to application, signalling a readiness to implement lessons learned in the future, which indicates meaningful learning outcomes.

Reflections / Insights

The evaluation activity illuminated the effectiveness of personal reflection in the learning process, with students demonstrating a heightened awareness of their experiences throughout the UOL (Unit of Learning).