# Lesson 1: Find a place and a story

Visual Arts 1.2 · AS91913 v4 · 50 minutes · Teacher plan

Teacher / class: _____ Date: _____

### Learning intention

Choose a personally meaningful place and an idea a painting could communicate.

### Students are learning to

- Name a place you can observe or document yourself.
- Connect a specific visual detail to an idea or narrative.

### Materials & preparation

Set out drawing books, pencils and plain paper. Bring your own example of a familiar place and a short story about it. Prepare a classroom still-life or window view for students who need an accessible starting point.

### Language to make visible

Idea / narrative · context · observation

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### Support & access

Offer a school-based place, a small selection of ordinary objects, sentence starters and oral recording. Personal disclosure is optional.

### Extend the learning

Ask how the same place could communicate two different ideas through viewpoint or omission.

### Class adjustments

# Lesson 1: classroom sequence

Find a place and a story · 50 minutes, including clean-up

| Time / phase | Teaching and learning |
|---|---|
| **0–5 min** Connect | Ask students to list three places they know well. In pairs, describe one sound, object or memory connected to a place. |
| **5–13 min** Teach & model | Model moving from “the beach” to a specific intention: a worn path and empty seat might communicate returning or absence. Show how two viewpoints suggest different meanings. |
| **13–38 min** Studio practice | Students choose a place, sketch two remembered details and write or orally record an intention. Arrange access to their own photographs or direct observation before Lesson 2. Offer the school grounds as an in-class option. |
| **38–45 min** Review & check | Pairs point to one drawn detail and explain its connection to the intention. Confer with students whose idea is still only a topic; ask what they want a viewer to notice or feel. |
| **45–50 min** Record & clean up | Collect an intention and a source-gathering plan. Label books, return materials and check that any visit or photography follows school procedures. |

### Check for learning

A place, an initial intention and a feasible plan to gather original visual sources.

### Before the next lesson

Check source access and permissions. Provide time in school for anyone unable to gather sources elsewhere.

### Teacher reflection / next steps