Lesson 2: Observe and gather your own imagery

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

Teacher / class: _____ Date: _____

Learning intention

Gather first-hand visual information that can sustain a painting.

Students are learning to

- Record distinctive shapes, tones and textures from your own source.
- Choose imagery that helps communicate your intention.

Materials & preparation

Have pencils, viewfinders made from scrap card and drawing paper ready. Students bring their own photographs or observe an accessible school view or arranged objects. Check permission before photographing people or restricted places.

Language to make visible

Viewpoint · cropping · tone · primary source

Support & access

Use a nearby still-life, a viewfinder and large-format drawing tools. Allow verbal observations alongside drawing.

Extend the learning

Compare an unusual crop with a wider view. Explain how each changes the narrative.

Class adjustments

Lesson 2: classroom sequence

Observe and gather your own imagery · 50 minutes, including clean-up

Time / phase	Teaching and learning
0–5 min Connect	Students show a source or identify the classroom view they will use. Ask: what makes this particular place recognisable to you?
5–13 min Teach & model	Demonstrate looking before drawing: block in large shapes, compare light and dark, then select a meaningful detail. Use a viewfinder to change the crop without tracing an existing artwork.
13–38 min Studio practice	Students make a broad tonal observation and a close detail study. They may take their own reference photographs where permitted. Ask them to record where and when the sources were made and select a useful viewpoint.
38–45 min Review & check	Students compare sources against their intention. Ask which visual information is still missing and how they can obtain it. Check that reference images are their own or appropriately sourced for local assessment conditions.
45–50 min Record & clean up	Photograph or collect the studies, label sources and clean the work area. Each student records one gap to fill.

Check for learning

Original source imagery and observation studies showing useful visual information.

Before the next lesson

Identify students needing more observation time. Select artist references relevant to the places and intentions emerging.

Teacher reflection / next steps