Lesson 5: Compose the painting

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

Teacher / class: _____ Date: _____

Learning intention

Develop and select a composition that communicates your intention.

Students are learning to

- Compare genuinely different arrangements of your own imagery.
- Explain how placement, scale and tonal structure guide attention.

Materials & preparation

Provide source studies, paper, pencils and paint for a small colour study. Bring a viewfinder and an example showing how a changed crop alters a composition.

Language to make visible

Composition · focal area · negative space · tonal structure

Support & access

Use movable paper shapes derived from the student's own drawings and a limited tonal range. Let students explain their selection orally.

Extend the learning

Develop an unexpected arrangement and test whether it communicates the idea more clearly than the first choice.

Class adjustments

Lesson 5: classroom sequence

Compose the painting · 50 minutes, including clean-up

Time / phase	Teaching and learning
0–5 min Connect	Ask students to describe where they want a viewer to look first and why that matters to their idea.
5–13 min Teach & model	Demonstrate several quick arrangements of the same source: change crop, overlap, scale or empty space. Reduce one arrangement to three tones to check its structure.
13–38 min Studio practice	Students make several small alternatives, then develop a promising arrangement in tone or limited colour. They compare it against the intention and retain an alternative rather than choosing only the neatest sketch.
38–45 min Review & check	Pairs describe the viewing path before hearing the artist's explanation. Students use that feedback to select or revise their proposal.
45–50 min Record & clean up	Label the selected plan and keep alternatives. Clear materials and record the next technical question.

Check for learning

Composition alternatives and a reasoned selection linked to the idea.

Before the next lesson

Check that the selected composition offers enough depth for a substantial painting and that students have the sources they need.

Teacher reflection / next steps