Lesson 8: Build the painting relationships

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

Teacher / class: _____ Date: _____

Learning intention

Develop the painting while maintaining consistent colour, space and paint handling.

Students are learning to

- Connect a working decision to the intention and selected conventions.
- Manage paint handling across connected areas of the painting.

Materials & preparation

Return dry paintings, source material, successful tests and mixing notes. Prepare the agreed media and a separate demonstration surface. Allow students to be at different production stages.

Language to make visible

Relationship · consistency · focal area · layering

Support & access

Agree one achievable goal, provide a visual sequence for tool use and offer a short technique recap on separate material.

Extend the learning

Ask students to sustain the same quality of handling through a less successful passage, rather than adding more detail to a strong one.

Class adjustments

Lesson 8: classroom sequence

Build the painting relationships · 50 minutes, including clean-up

Time / phase	Teaching and learning
0–5 min Connect	Students inspect the whole painting and set one specific studio goal, pointing to the passage they will work on.
5–13 min Teach & model	Demonstrate a shared technical need identified in the class, such as joining adjacent colours or layering over a dry passage. Keep the example separate from student work and connect it to the effect it produces.
13–38 min Studio practice	Students develop connected areas using their tests and plan. Prompt regular distance checks. Confer through questions: what is happening here, what effect are you seeking, and which option will you test? Record progress without prescribing solutions.
38–45 min Review & check	Students compare the beginning and end of the session. Ask what changed in the painting and whether the change supports the intention. Identify any issue needing a fresh trial.
45–50 min Record & clean up	Record a short next-step note, photograph progress when useful, clean and store work. Keep mixtures or process notes for continuity.

Check for learning

Visible progress in the final painting and an identifiable student-led decision.

Before the next lesson

Repeat this studio plan with a new student-set goal as needed. Reserve a midpoint review before the work becomes too settled.

Teacher reflection / next steps