Lesson 9: Review the painting at midpoint

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

Teacher / class: _____ Date: _____

Learning intention

Use evidence from the painting to decide what needs strengthening.

Students are learning to

- Describe what the painting currently communicates.
- Choose and test a revision that addresses a visible issue.

Materials & preparation

Arrange space to view paintings upright and from a distance. Return intentions, source studies and dated progress images. Have scrap paper or spare supports ready for tests before changes to the final painting.

Language to make visible

Critique · intention · evidence · revision

Support & access

Use a small feedback group, descriptive sentence starters and oral or recorded responses. Keep feedback focused on one visible issue.

Extend the learning

Invite a revision that strengthens relationships across the whole composition rather than repairing an isolated detail.

Class adjustments

Lesson 9: classroom sequence

Review the painting at midpoint · 50 minutes, including clean-up

Time / phase	Teaching and learning
0–5 min Connect	Ask students to look at their painting silently and note where the intended idea is most and least clear.
5–13 min Teach & model	Model descriptive feedback: “I notice … because …” followed by a question. Separate observations from preferences. Show how a small trial can help evaluate a possible revision.
13–38 min Studio practice	Pairs or small groups describe what they see before hearing the intention. Each artist selects an issue, tests a possible change on spare material or in a study, then decides whether to apply it. Hold brief individual conferences.
38–45 min Review & check	Students point to the test and explain the decision. Ask whether the proposed change addresses the issue identified, and what evidence would show that it worked.
45–50 min Record & clean up	Keep a dated before-and-after record or review note, then clean and store the work.

Check for learning

A focused review, a relevant test and a decision grounded in the painting.

Before the next lesson

Plan further studio sessions from the review. Redirect unfinished technical learning to a separate trial before continuing.

Teacher reflection / next steps