Lesson 12: Present, reflect and review evidence

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

Teacher / class: _____ Date: _____

Learning intention

Present the resolved painting and explain the decisions that communicate its idea.

Students are learning to

- Present the single painting with its title and clear identification.
- Use visible evidence to explain selected conventions and technical decisions.

Materials & preparation

Prepare a dry, safe display space and photography setup if used. Confirm the school's evidence, authenticity and moderation procedures. Bring process records and the student task sheet; gather reflection responses without imposing an extra assessment threshold.

Language to make visible

Presentation · reflection · authenticity · acknowledgement

Support & access

Offer an oral reflection or scribed access arrangement where appropriate. Use a clear presentation checklist and accessible viewing options.

Extend the learning

Compare the starting intention with the final painting and explain how a significant decision changed the communicated meaning.

Class adjustments

Lesson 12: classroom sequence

Present, reflect and review evidence · 50 minutes, including clean-up

Time / phase	Teaching and learning
0–5 min Connect	Students check that their work is dry, identified and ready to be viewed. Revisit the initial intention.
5–13 min Teach & model	Model a concise reflection that points to a particular painted passage, names a technical choice and explains its contribution. Clarify the locally agreed presentation and source-acknowledgement process.
13–38 min Studio practice	Students title and present the single painting, document it as required locally and prepare a short written or oral reflection. Keep sources and progress studies available to support process and authenticity. View peers' work respectfully.
38–45 min Review & check	Students share one choice that communicates the idea and one future learning goal. Teacher checks completeness and authentic process; make assessment judgements separately against the official standard and normal moderation procedures.
45–50 min Record & clean up	Collect or record the agreed evidence, return resources and leave display and storage areas ready for the next class.

Check for learning

The final resolved painting, with locally agreed identification and supporting process records available.

Before the next lesson

Assess the substantial final artwork holistically. Use current NZQA guidance to calibrate judgements; reflect on teaching needs for the next unit.

Teacher reflection / next steps