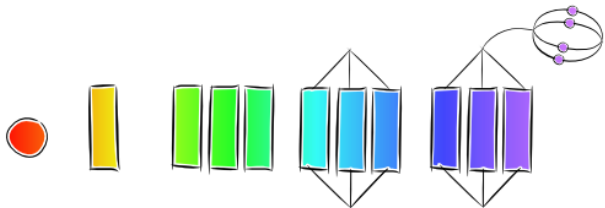




Lesson Topic :- Rendering

Level 2 - Development of concept ideas - AS91342

Year Group :- Year 12

Learning Outcome	The Year 12 group with transfer their rendering skills onto a Year 10 class. The question is whether they understand how to do something any better by teaching someone else how to do it.			
Success Criteria Using SOLO	Uni structural	Multi structural	Relational	Extended abstract
	Show the Year 10 group how to render a simple cube form in 3D using 3 tones.	Show the Year 10 group how to render a range of simple forms in 3D using 3 tones and to use use different media in order to do it.	Show the Year 10 group how to use their rendering skills in their own design developments to get a desired effect.	Demonstrate to the Year 10 group clearly how to use tones, media and rendering skills to make their design developments look 3D and have a particular surface texture.
				
Links with the New Zealand Curriculum	Level 2 Curriculum Level: 7 Learning Area: Technology Strand: Design and Visual Communication Achievement Objective: Outcome development and evaluation Critically analyse their own and others' outcomes and evaluative practices to inform the development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, and trialling in the physical and social environments. Use the information gained to select, justify, and develop an outcome. Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue. Achievement Standard: AS91342			



Key Competencies	• Thinking • Using language, symbols, and texts • Managing self • Participating and contributing														
Prior knowledge	The Year 12 students have done a lot of work on drawing in 3D. We have done some work on rendering in past lessons. The Year 10 students have done some work on 3D sketching using the isometric grids - so a brief reminder will be necessary for this but they should know enough.														
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	Year 12 students. • Listen to the Year 12 student and watch their demonstration about rendering.	
	• Year 10 students will practice their rendering skills with the support of the Year 12 students.	
	Session 3 - Year 12 students	
	Student Activity	Teacher Activity
	• Analysis of the lesson with the Year 10 students - discussion with teacher and each other.	• Facilitation of discussion about how the session went with the Year 10 group and analysis of whether teaching others to do a task can help consolidate knowledge of the task.
Resources	Plain paper Isometric grids Drawing pencils Coloured pencils Sugar paper White pens White pencils Rulers Jump start site with examples on	
Next Steps	Talking to the Year 10 group about what they thought of being taught by the Year 12 students instead of the class teacher. Did they listen more? Did they understand the task any better?	
Reflection and Analysis		
	Monday 12th January Session with the first group of Year 12 students - Period 1 and 2 What went well? Splitting the skills up into small chunks for them to see then practice worked well as they could see what to do in small steps instead of forgetting most of a longer demonstration.	



This also modelled to them how to present this content to the Year 10 class when they see them.

They practiced their skills more than once each time which was a good step forward. They listened well and had a really good try at each step that I showed them today so the quality of their work was of a good standard.

They were keen to try the different media that were on offer for the rendering skills.

What needs work?

Getting them to come backwards and forwards to the front of the room, or around one table for small demonstrations is always a struggle as they moan and complain each time I want them to come together. Maybe doing the demos on the big screen with the drawing board projector would have worked better as they could have stayed where they were.

Tuesday 13th June

Double period with the Year 12 group teaching the Year 10 students

What went well?

The Year 10 students responded very well to the Year 12 group teaching them. They listened very well and were very respectful to the boys. They tried really hard with the skills they were being taught and made a good job of them.

The group of Year 12 boys did a good job of working through the steps in the skills that they were demonstrating.

It was good to see them being so supportive of the Year 10 students as they were working, helping them improve, and making supportive comments and judgments.

The boys ended up working in pairs for the activity today so their group size was a little bigger than planned but they felt more confident doing it this way so it worked out well in the end.

You could see the boys enthusiasm and confidence grow as the session progressed and some of them ended up doing a little roaming of the room seeing what other groups were doing too.

What needs work?

I should have let the Year 10 students know before hand what was going on, especially in regards to getting into groups. They were quite "precious" about what group they were working in.

We had a couple of no shows of the year 12 group so a couple of them were last minute inclusions. I thought they did well in spite of this though.

The boys were very shy about doing the teaching and were EXTREMELY shy about being recorded, so some of the recording s are lacking heads.

