

Lesson Topic :- Production of final poster to promote their chosen architect Level 1 - Architect Poster - AS91069				
Year Group :- Year 11				
Learning Outcome	Year 11 To take all of the work, skills and knowledge to date and put it into practice to complete their final poster design.			
Success Criteria Using SOLO				
	Uni structural Produces a simple layout that does not have many parts to it and does not have clear use of design elements.	Multi structural The main features of the architects work have been selected and are shown in the poster. More than one piece of work by the architect is shown.	Relational Produces a clear layout for their poster design. Shows use of the design elements that have influence from the architect's work. Use of the Adobe software shows purposeful selection of which techniques to use to create the impact needed.	Extended abstract Produces an effective layout for their poster design that uses the design elements highlighted from the architect's work to show understanding of those elements. There is accuracy shown to achieve a visual impact in the layout Uses the Adobe software in a way that enhances their layout idea.
Links with the New Zealand Curriculum	Level 1 Curriculum Level: 6 Learning Area: Technology Strand: Design and Visual Communication Achievement Objective: Outcome development and evaluation Critically analyse their own and others' outcomes to inform the development of ideas for feasible outcomes. Undertake ongoing experimentation and functional modelling, taking account of stakeholder feedback and trialling in the physical and social environments. Use the information gained to select, justify, and develop a final outcome. Evaluate this outcome's fitness for purpose against the brief and justify the evaluation, using feedback from stakeholders.			



	Achievement Standard: AS91069	
Key Competencies	• Thinking • Using language, symbols, and texts • Managing self • Participating and contributing	
Prior knowledge	Level 1 They have collected information and images about their chosen architect. They have produced thumbnail sketches of possible layouts. They have developed their possible layouts into more feasible layouts using Google Drawings. They have looked at the design elements in respect to their architects work. They have tried out a variety of skills on Adobe Photoshop and Illustrator. They have produced a drawn layout plan in their sketchbooks.	
Lesson Sequence	Thursday 6th April	
	Session 1	
	Student Activity	Teacher Activity
	• Sit all together round the front table. • Listen to main points of the next week and a half being laid out and what they have to do in order to complete their poster.	• Sitting with the class at the front of the class leading the discussion about what they have to do to complete their poster work before the end of term. • Explanation and showing examples of what they are expected to do this period and in the next week and a half.
	Session 2	
	Student Activity	Teacher Activity
	• Production of drawn “grids” that will be scanned in and used as layout guides in Photoshop. • Moving onto Photoshop when ready to start laying out their final poster design.	• One to one advice on grid production and where they can get the inspiration for their grids. • Help on Photoshop as needed. • Scan and share their drawn grids as they finish them. • Print any resources they require as needed.
	Session 3	
	Student Activity	Teacher Activity



- Students must continue to focus on their poster work as the teacher has to work with and support the other two year levels in the class.

- Continuing support of Year 11, 12 and 13 students in the class as the double lesson progresses.

Tuesday 11th April

Session 1

Student Activity

- Year 11 students are continuing with their final design work. This involves them working on Photoshop, finishing the write up of information for the poster or producing work in whatever way is appropriate.

Teacher Activity

- Support and demonstrations of skills and techniques where needed with whatever they are doing during the lesson.

Session 2

Student Activity

- Year 12 students are coming to the end of their design era work and they are focusing on news events of the time and the effects that events had on design of the time. They are mainly working on google drawings to present their work.

Teacher Activity

- I will be walking the room giving help and support where needed, especially on the cause and effect section of their work as this is the most complex area.

Resources

[Breaking down the standard](#)
[Photoshop skills](#)
[Illustrator skills](#)
 A3 paper
 Drawing pencils
 Black outline pens
 Access to printer and scanner

Next Steps

Thursday 6th April

The students need to continue from where they get to today in the next lesson (tomorrow)



Reflection and Analysis	
	What went well? Thursday 6th April All the students made a good start today on their final layout and most of them have a drawn grid completed. Most of the group have their grids scanned in ready to download them tomorrow and get on to Photoshop. One of the students got onto Photoshop today. They were able to use their knowledge of their architect well when designing their layout grids. My student who is expert at looking busy but not doing much worked really well today. Even the rest of the group noticed and were quizzing him about it. He said he has "changed"... we have just had student conferences with tutor teachers and parents so maybe this is the cause. It was good. I'll take it. The students did not run out of things to be focussed on in the double period (100 minutes) and were able to get on when the teacher was busy with the other year groups.
	What did not go so well? Thursday 6th April Two of the girls do tend to just sit there and wait for me to go and nag them, but once I indicated what direction they should be going, they got on with it quite well. A couple of students did not have time to get their grids scanned today, but I can do that for them before the next lesson starts so they are ready to go.
	What went well? Tuesday 11th April They seem to be plodding along quite nicely and I am having plenty of time to support them on a one to one basis which is good for them and I can see where their understanding is. There is a range of abilities and use of techniques going on, ranging from basic layouts on Google Drawings which are headed towards an achieved to use of Photoshop to layout a design based on the style of their architect. This work will be headed towards merit of higher which is good to see for some of them.
	What did not go so well? Tuesday 11th April



	I am worried about them getting everything complete before the end of term. If they finish their actual poster, then I will be happy, as we can collate everything onto their portfolio site and write an evaluation in the new term at the same time as starting the next project. I have not had this completion problem with a whole Year 11 group on this project before and I am wondering if the mix of Level 1, 2 and 3 is affecting them in a bad way. Time for some anonymous student voice surveys I think!
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