

Lesson Plan

Subject: Visual Arts

School: HKTA The Yuen Yuen Institute No.3 Secondary School

Class: S2A

Time: 10:50 am -11:50 am

Teacher: Mak Yim Hoi

Topic: Tessellation

Objectives

- Students can define the definition of tessellations.
- Students can make a motif of tessellation with paper cut method.

Teaching materials

1. Power point
2. White board

Students' materials:

1. Draft paper
2. One piece of square paper
3. Pencil
4. Scissors
5. Tape

Introduction: Teacher will give a short introduction about the history of tessellations and show some daily example about tessellation.

Activity 1

White board using:

SETTING THE CONTEXT

- Teacher shows examples of tessellations.
- Teacher and students discuss the characteristic of tessellations.
 1. Repeated shape
 2. Over and over again
 3. Covering a plane
 4. Without any gaps or overlaps
- Teacher asks students to give their examples of tessellation from students' daily observation.
- Teacher asks students to verify whether the examples of tessellations are correct or not.

Activity 2

MODELLING AND DECONSTRUCTION

Making a motif of tessellation

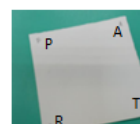
Tessellation

1. Repeated shape
2. Over and over again
3. Covering a plane

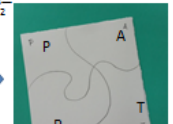
剪紙法

Papercut method

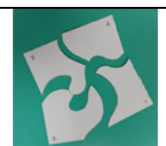
步驟一
Step1



步驟二
Step2



White board using:



步驟四
Step4



步驟五: 沿模型把形狀繪畫出來 -
Step5: Start tracing with your stencil.

- Teacher demonstrates how to make a motif of tessellation with paper cut method.
- Teacher shows the power point on the steps of motif making.
- Teacher models the motif, making and explaining what is done with drawing random line in the square paper, cutting out and rearranging it into irregular shape

GUIDED CONSTRUCTION

- Students work under teacher's guidance to analyse their own action.

INDEPENDENT CONSTRUCTION

- Students practice their own tessellation

GUIDED CONSTRUCTION

- Teacher asks students to trace the outline of their motif in the draft paper and see whether the shape of the motif can tessellate or not.

Round up

MODELLING AND DECONSTRUCTION

- Teacher takes students' motifs and shows them on the white board for appreciation.

GUIDED CONSTRUCTION

- Teacher asks students' motifs whether they are tessellations or not and keep asking why.

INDEPENDENT CONSTRUCTION

- Students can name the definition of tessellation.

Consultant's comments

I can see that you are looking at whether the students' tessellations are actually tessellations or not, ie "Do they satisfy the criteria you have written down?". However, you have mentioned "appreciation" so what criteria do you use when appreciating/evaluating/assessing a tessellation? Is it simply that it satisfies the definition of a tessellation, ie that it repeats over and over, covering a plane and without gaps or overlaps? Or is there something else you are looking for when identifying a tessellation that is "better" than another? How are the students going to find out what these criteria are? For example, are you going to use the criteria when you show them how to appreciate a tessellation? Will you write them up on the board in the same way you have written the essential characteristics of tessellations?

These questions about appreciation are relevant for anything you do in Art.

Tidy up and class dismiss