

### Lesson Plan Format

<b>Class/Grade/Stage:</b> 8		<b>Date:</b> 22/11/2021	<b>Time:</b> 1:50 - 2:40
<b>Key Learning Area(s):</b> Religion		<b>Lesson Topic:</b> Images of God in Icons	
<b>NESA Australian Professional Standards for Teachers</b>		2.2 Content selection and organisation 3.4 Select and use resources 4.1 Support student participation <div style="float: right; font-style: italic; margin-left: 20px;">           } Addressed in resources and lesson         </div>	
<b>Syllabus/Syllabi Outcome(s):</b> C4.1 explains ways in which God is revealed in the world C4.9 gathers and analyses information about religion, independently and in teams C4.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts C4.11 uses appropriate terminology related to religion and belief systems C4.12 names, reflects on and integrates life experience, within a response to the Christian story and vision	<b>Indicators of Learning for this lesson- learning intentions and success criteria:</b> Learning intention - To demonstrate the characteristics of icons and how they could be images of God This is demonstrated through: <ul style="list-style-type: none"> <li>- ability to understand key concepts and themes in icons and identify them across a range of icons</li> <li>- recognition of icons amongst other religious artworks</li> <li>- identify the use of symbols, colours, and letterings in icons</li> </ul>		<b>Assessment:</b> In 'the gallery' task, Ss will demonstrate their knowledge of icons in comparison to other religious artwork by categorising each image based on their characteristics. By colouring in the given icon outlines, Ss will demonstrate their knowledge of the stylistic uses of colours in icons. <div style="font-style: italic; margin-top: 10px;">           Discussing answers with students in groups         </div>
<b>Any safety issues to be considered (APST 4.4.1):</b> Covid safe measures in place		<b>Resources:</b> Printed icons, printed icons for colouring in, Icons Google Slides,	

### LESSON SEQUENCE

Lesson Content / Indicators of Learning/ Teaching Strategies (What is Taught):	Timing (mins)	Learning Experiences: (How it is taught)	Resources and Organisation:
<ul style="list-style-type: none"> <li>- student skills</li> <li>- student concepts</li> <li>- student values</li> <li>- link with learning intentions</li> </ul>		<i>Write detailed steps showing what the teacher (T) will do and what students (Ss) will do. Include differentiation if applicable.</i> <ul style="list-style-type: none"> <li>- teaching strategies</li> </ul>	

- link with success criteria			
<b>INTRODUCTION</b>			
Revision Diagnostic assessment - Ss demonstrate their current knowledge before moving into the content.	5 mins	T asks Ss to recap what they have learnt last lesson - class discussion. <ul style="list-style-type: none"> <li>- What is an icon?</li> <li>- What are some characteristics?</li> <li>- Where do we see icons?</li> <li>- How does the image of God and icons relate?</li> <li>- Can all religions use icons? Why or why not?</li> </ul>	<del>Ask students</del> Instead of discussion ask students to write down as much as they know about this in 5 mins before sharing.
<b>DEVELOPMENT</b>			
T provides further information on icons Discussions to ensure Ss understand the content	15 mins	T presents a powerpoint on icons T leads a classroom discussion after each slide, asking Ss to identify characteristics and apply their knowledge to the icons depicted on the board.	Icons Google Slides Printed icons Printed icons for colouring in
Application of knowledge is demonstrated through the gallery walk and the Ss determining what is and isn't an icon.	10 mins	There are some icons and other images placed along the walls, each with a number. Ss are given the opportunity to walk around 'the gallery' and view the icons and images.  Ss are asked to stand in the middle of the classroom.  T picks an icon and holds it up and asks Ss to move to the left of the classroom if they think the image held up is an icon, and to the right if not.  T asks Ss to justify why they moved to either side before confirming if the image is an icon.  This is repeated for each image.	Put students in small groups and complete this task. Formative assessment, feedback as teacher speaks with the groups.
Participation of all Ss is encouraged through physically moving to a side of the classroom to indicate understanding - does not require verbal communication to meet learning intentions			
Assessment of knowledge completed through colouring in an icon to match the themes of a traditional icon.	5 mins	Ss are given a booklet with printed icon outlines to colour in. Icons are projected on the board as a reminder of the style, colours, and themes presented in an icon.  Ss colour in their icons.	8 ways of learning symbols and images

Will not all students participate - Need for group work

8 ways of learning symbols and images

8 ways of learning symbols and images  
- Different cultural images  
Community links

		T visits each table and asks Ss why they've chosen colours/what the icon means to them.	
<b>CLOSURE</b>			
Catholic school values <ul style="list-style-type: none"> <li>- Related to the current unit of work</li> <li>- Practical application of icons</li> </ul>	10 mins	Prayer - Visio Divina (explain what it is and how to pray it). <ul style="list-style-type: none"> <li>- Project icon on the board</li> <li>- Read scripture</li> <li>- Reflective music</li> </ul> Ss wipe down their desks and are dismissed.	Links content with spiritual practice