**Lesson:** Week 7 – Wednesday (10.5.2016), 10:00 – 10:50 AM

**Topic:** Movie Poster Describing and Interpreting Activity / Old Capitol Discussion

**Length:** 50 minutes

**Number of students:** 24

**Learning objectives:** At the end of this class, students will be able to:

* define descriptive and interpretative writing
* make clear distinctions between describing and interpreting works of art
* give planning examples regarding how descriptive and historical information can be placed in their papers

**Assessment:** No formal assessment of learner outcomes will take place during this class. Informal assessment of observation and monitoring will occur.

*(T: Teacher/Instructor; Ss: Students)*

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| **STEP** | **DESCRIPTION** | **ROLES** | **MATERIALS** | **TIME** |
| **1** | * T greets Ss. T and Ss chat informally for 1-2 minutes as a pre-class warm-up. * T talks about the agenda of this class. | T informs Ss about class activities. | PowerPoint presentation, projector | 2 minutes |
| **2** | * T asks Ss to remind the whole class of what descriptive and interpretive writing means in terms of reading a piece of art. (The question will be on PPT as well). * Afterwards, T goes over both these concepts again. T, then, asks Ss a follow-up question (on PPT). | T performs pre-activity warm-up.  Ss participate by recalling previous information. | PowerPoint presentation, projector | 5 minutes |
| **3** | * T puts students in groups of four through counting-up method. * T introduces the movie poster reading activity, and highlights that the students will mostly focus on describing what they see on posters without interpretations. T also asks each group to write down their descriptions on a piece of paper, and tells them to exchange this paper clockwise as they complete describing posters (This will make each student write at least one description). * T also gives students hand-outs that contain movie titles and plot summaries, that would help them interpret what they see after describing the posters. | T puts students in groups, and introduces the activity.  Ss move around, find their groups and get together. | PowerPoint presentation, projector, handout (on eProfiles website) | 3 minutes |
| **4** | * T starts showing the posters one-by-one. Students have three minutes to discuss and come up with descriptions. * After three minutes, T asks two groups to describe the poster physically. T asks students to focus on details, captions, colors, shapes, etc. * Once two groups describe the poster, T asks the whole class to read the plot summary and title of the given poster, and come up with interpretations. | T has Ss work in groups, and contribute to the larger group with their interpretations.  Ss collaborate to describe the posters, and also interpret by using additional resources (handouts) | Movie poster images (on eProfiles website), projector, handout (on eProfiles website) | 25 minutes |
| **5** | * T asks students to work in the same groups again, and discuss the questions on the PPT regarding their reading “Old Capitol.” **(7-8 minutes)** * T then asks groups to share what they have discussed with the large group. **(5-6 minutes)** * T wraps-up the class by asking Ss to turn in the papers from the poster-reading activity, and reminding the class of the Art on Campus tour that will take place on Friday. **(1 minute)** | T facilitates group work, and ends the class.  Ss work in groups and discuss the questions on the board. | PowerPoint presentation, projector | 15 minutes |