**Arts Education CEATE Awardee Workshop (Secondary)**

**Creative Thinking Teaching Strategy**

**Lesson Design**

Unit : S.C.A.M.P.E.R. application

Teacher : Mr CHIU Shun-man

School : Immaculate Heart Of Mary College

Class : S4 Arts student

Date : 11th April, 2019

Time Allowed : 70 mins (1-double lesson 35+35 mins)

Knowledge : Students used iPads to design and draw on a photo by their creativities.

Objective : Students will acquire and apply knowledge and understanding of:

❖The elements in “S.C.A.M.P.E.R.”

❖The application of “S.C.A.M.P.E.R.”

❖The use of digital technologies to make their creative artworks.

Process:

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| **Duration** | **Learning objectives** | **Learning activities and**  **Teaching materials** | **Note: (Preparation / Homework / Assessment / Extended learning)** |
| 5 mins | Analysis and Reflection on previous work   * Structure * Use of colour * Creativity | 1. *Revision warmup activity*   Each student use iPad and re-examine their own previous **\*** “Street Art” works.    **\*** Students randomly chose a corner within the school campus to develop their street art assignment. | iPads  (with  Adobe *SKETCH* apps installed)  Apple pencils |
| 5 mins | Introduction of the elements in SCAMPER:   * definition * examples   Understand the possibilities of the technique of SCAMPER | 1. *Motivated warmup activity*   Reference photo showing:   1. Definition of S.C.A.M.P.E.R.   R:\Visual Arts\(18-19)\F.4\SCAMPER lesson obser 2019, Apr, 11\StreetSCAMPER\1.png   1. Example application: “KitKat”   R:\Visual Arts\(18-19)\F.4\SCAMPER lesson obser 2019, Apr, 11\StreetSCAMPER\2 KIT KAT scamper.png | Showing photos captured on Instagram |
| 15 mins | Appreciation and identification of the artwork:   * Search the daily surfed creative photos on Instagram | 1. *Voting activity*   Students have to discuss among the classmates and say it loud the SCAMPER method used on the photos showing on the screen:  Examples:   1. Project of Jr. @ Museum Louvre   (**R**earrange)   1. (**E**limination)  1. (**C**ombine)   Count the frequency of which element used most in the SCAMPER and write on the blackboard.  R:\Visual Arts\(18-19)\F.4\SCAMPER lesson obser 2019, Apr, 11\Photos\IMG_3379.jpg | Teacher’s computer  Projector  Showing photos captured on Instagram  Search: #creativestreetart  #creativedesign  A4 draft papers |
| 20 mins | Experimental practice:   * Students have to download the pre-set photos * Choose the most interesting photo * Create their own digital artwork by applying the method of SCAMPER | 1. *In-class activity*   【Is it our tuck-shop!?】  Students can use their own iPads and Apple pencils to edit and rearrange the provided photos on the Google Drive:  The last **5 mins**, students are reminded to add one more layer of the digital drawing in the iPad, for the use of peer commentary  Some students may find this task a bit difficult, as **IT IS HARD** to edit and manage digital devices. | iPads  (with  Autodesk *SKETCHBOOK*  apps installed)  Apple pencils  Google Drive |
| 10 mins | Peer appreciation based on:   * Structure * Use of colour * Creativity | 1. *Peer Appreciation*   Students can walk around and appreciate other classmates’ works and use Apple pencil to write their own **feelings** towards the work    The last **5 mins**, students are reminded to upload their whole work file onto the designated Google drive space after this session. | iPads  (with  Autodesk *SKETCHBOOK*  apps installed)  Apple pencils  Google Drive |
| 10 mins | Summarized appreciation | 1. *Summarization appreciation*   After students uploaded their work on Google Drive, teacher can show on screen through projector simultaneously the good works by the students.  Teacher’s perspective of appreciation:   1. *Structure* 2. *Use of colour* 3. *Creativity*   R:\Visual Arts\(18-19)\F.4\SCAMPER lesson obser 2019, Apr, 11\Lallruns' sharing 26-6-2019\Slide13.JPG | Google Drive |
| 5 mins | Conclusion and clean up | 1. *Round up conclusion*   Teacher reminds the students again the application of SCAMPER, and encourages them to use this method frequently. | Students should finish the work on their own |

教學反思：

今年參加了卓師工作室的創意教學策略研究，當中有遇到困難與限制的，因為本人從工作室所學到的策略，是需要持續的去在課堂中試教，學生們才會更投入和配合指引，惟有時時間安排的局限，導致課堂效果未如理想。老師確實需要花時間去熟習這些創意教學策略，而且需要計劃好設計指定課堂給學生們去嘗試，學生也需要在多次接受這模式的上課方法後，才能有效地及更投入地善用這創意教學模式；創意教學策略是有根有據及有指引的教學模式，能令整體課堂整合及同一步伐地達成目標。最後在多次的重覆善用這次策略後，老師及學生雙方必能在創意能力上有所得益。

另外，我們所設計的教具都是以著實際的親身經歷，按學生們的較弱之處去製作出來的。 所以以著簡單的說明書去使用必能有所得益。

最後，本人覺得今年參加卓師工作室的得著是非常多的，因為除了在試教觀課的一次嘗試運用創意教學策略外，本人持續再嘗試在自己的課堂運用那些創意教學策略及方法，確實是有效令全班同學(高中選修VA)更投入課堂，例如在中四級試過運用double-diamond 以及 brainwriting方法幫助他們去發展SBA的主題和定出有效且有創意的4件作品大綱。若果分析教研前後的分別，本人發現是在教學上較之前更成熟，學生亦較投入課堂。