


**Course code: TLS3008**  
**Course: Teaching Innovations**  
**Department: Curriculum and Instruction**  
**TLS 3008 Teaching Innovations**

**Supervisor: Dr LAM Bick Har**

**Subject : Visual Arts**

	Topic	<b>Surrealism:</b> I feel _____ in HK
	Class	Form 3
	Date	2019
	Duration	80 mins (Double lesson)
	<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>● Capable to apply basic function of PS</li> <li>● Understand basic background of PS(Drawing/ Retouching)</li> </ul>
	<b>Learning Objectives</b>	<p>By the end of this lesson ,students are able to :</p> <ul style="list-style-type: none"> <li>● Master Photoshop</li> <li>● Produce a surrealism artwork to show creativity</li> <li>● Criticize and appreciate Surrealism artwork</li> <li>● Understand the definition and characteristics of Surrealism artwork</li> </ul>
	<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>● Cooperative Learning</li> <li>● E-learning: Photoshop, Google drive for uploading artwork</li> </ul>

1. **Teaching Flow**

Time (mins)	Teaching Objective(s) ( Briefly list out the key content for learning objectives )	Teaching Activities and Usage of resources (List out all the teaching strategies and learning activities )	Assessment (List out relevant assessment and guideline)
10 mins	<ul style="list-style-type: none"> <li>● Criticize and appreciate Surrealism artwork</li> </ul>	<p><b>1. Introduction:</b></p> <p>Teacher displays the photography Surreal HKartwork of Tommy Fung in Powerpoint and asks students: What is special about these photos?</p>  <p>Teacher conclude: we cannot see these scenes in daily life.</p> <p><b>2. Guiding Questions</b></p> <p>List out the contextual questions close to their daily life - “ Do you have dreams when you are sleeping ? and “ Have you drawn about your dreamland ?” Teacher arouses student attention to think about unnerving and illogical scenes dreams can be the topic of art work.</p> <p>Teacher gives the definition of dream: unrelated people, places, or objects come together in completely inexplicable ways</p>	<ul style="list-style-type: none"> <li>● Students are able to point out what is special about Tommy Fung’s photo e.g. the woman is running out from the book, bubble tea is very big, etc...</li> <li>● Students are able to answer the question related to " The Son of Man".</li> </ul>

### 3. Introduction of Art Style: Surrealism

Introduction of famous surreal artist  
'Magritte' Work : " The Son of Man".  
Teacher leads students to analyse the  
visual elements in the painting by  
questioning:


- What you see in the painting you think does not exist in real life and will just exist when we are dreaming? (apple floating, apple are very big, mystery feeling)
- Why the apple is floating?
- What you think the features of Surrealism painting is?  
(Unnerving and illogical scenes → in dream)

Rene Magritte (1898 - 1967, Belgian):  
*The Son of Man*, 1964

Think about :  
Where, When,  
What, How, Why...



oil painting on canvas, Private Collection

<p>10 min s</p>	<ul style="list-style-type: none"> <li>Understand the definition and characteristics of Surrealism artwork</li> </ul>	<p><b>Introduction of Surrealism photography artworks related to Hong Kong</b></p> <p>1. <b>Display the photography Surreal HK artwork of Tommy Fung in Powerpoint again</b> and tell students that what we have seen at the beginning of the lesson are all surrealism photography artworks related to HK.</p> <p>Questioning: Can u see what skills are used in the photography? (Artworks are made by combining and enlarging objects)</p>  <p>2. <b>Teacher introduces the characteristic of Surrealism:</b></p> <ul style="list-style-type: none"> <li>Liberating the creative power of the unconscious mind</li> <li>Involving unconsciousness and dream elements (useless, irrelevant, and arbitrary)</li> <li>Artworks are made by combining and enlarging objects</li> </ul> <p>3. <b>Teachers introduces the topic of today's lesson:</b> Feel ___ in HK to students and tell them they will use iPad and Photoshop to create a surreal artwork about their feelings towards HK.</p>	<ul style="list-style-type: none"> <li>Students are able to point out the characteristics and skills used in the product of Surreal HK</li> </ul>
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<p>10 min s</p>	<ul style="list-style-type: none"> <li>● Master Photoshop</li> </ul>	<p><b>1. Introduction of Toolbar of Photoshop (Revision the skills learnt from last lesson)</b></p> <p>2. Refer from the artist on how to use PS for collage</p> <p>3. Teacher's demonstration on the steps of collage <a href="https://www.6law.net/bizarre-surreal-photoshop-tutorials/">https://www.6law.net/bizarre-surreal-photoshop-tutorials/</a></p> <p>Example : Create a lost fantasy micro world <a href="https://we.graphics/blog/create-a-lost-fantasy-micro-world-with-powerful-photo-manipulation-techniques-in-photoshop/">https://we.graphics/blog/create-a-lost-fantasy-micro-world-with-powerful-photo-manipulation-techniques-in-photoshop/</a></p>	<ul style="list-style-type: none"> <li>● Students are able to acquire the knowledge of the function and skills of Photoshop-combination and collage</li> </ul>
<p>35 mins</p>	<ul style="list-style-type: none"> <li>● Produce a surrealism artwork to show creativity</li> </ul>	<p>Students are formed into groups of 4-5 and each group will get one I-pad from teacher.</p> <p>Division of Labour:</p> <p>Student a : Making the artwork Student b: Making the artwork Student c : Sharing of idea Student d : Sharing of idea Together: Brainstorming of ideas</p> <p><b>1. Brainstorming( 10mins)</b></p> <p>Teachers display some pictures related to Hong Kong culture, politics, etc...in the Powerpoint and stimulate students to think about what they concern about Hong Kong</p> <p>Draw a concept map in the worksheet provided. (Shown in Appendix 2)</p> <p><b>2 . Creating artwork using Photoshop (25mins)</b></p> <p>Students need to choose the photos from the internet and make their surreal artwork using Photoshop.</p> <ul style="list-style-type: none"> <li>● While student a and b are making the artwork using photoshop, student c and d</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able to use the skills of combination to create the products of surrealism</li> <li>● Students are able to present the meaning of their artworks</li> </ul>

		<p>will write about what they will present about their idea of artwork: the meaning of the product represented, Why these objects should be combined, etc.</p> <p>After completion, students need to upload their products to Google Drive.</p>	
<p>35 mins</p>	<ul style="list-style-type: none"> <li>Produce a surrealism artwork to show creativity</li> </ul>	<p>Students are formed into groups of 4-5 and each group will get one I-pad from teacher.</p> <p>Division of Labour:</p> <p>Student a : Making the artwork          Student b: Making the artwork          Student c : Sharing of idea          Student d : Sharing of idea          Together: Brainstorming of ideas</p> <p><b>1. Brainstorming( 10mins)</b></p> <p>Teachers display some pictures related to Hong Kong culture, politics, etc... in the Powerpoint and stimulate students to think about what they concern about Hong Kong</p> <p>Draw a concept map in the worksheet provided. (Shown in Appendix 2)</p> <p><b>2 . Creating artwork using Photoshop (25mins)</b></p> <p>Students need to choose the photos from the internet and make their surreal artwork using Photoshop.</p> <ul style="list-style-type: none"> <li>While student a and b are making the artwork using photoshop, student c and d will write about what they will present about their idea of artwork: the meaning of the product represented, Why these objects should be combined, etc.</li> </ul> <p>After completion, students need to upload their products to Google Drive.</p>	<ul style="list-style-type: none"> <li>Students are able to use the skills of combination to create the products of surrealism</li> <li>Students are able to present the meaning of their artworks</li> </ul>

<p>10 mins</p>	<ul style="list-style-type: none"> <li>● Criticize and appreciate Surrealism artwork</li> </ul>	<p><b>Artwork Appreciation</b></p> <p>Teacher let each group take turns to present their ideas of their artwork in front of the class.</p> <p>Student should answer the guiding question below during presentation.</p> <ul style="list-style-type: none"> <li>● What objects are combined in the artwork?</li> <li>● What characteristics of surrealism are used in the artwork ?</li> <li>● What is the meaning of the artwork?</li> </ul> <p>After presentation, Students will vote for their favourite artwork in google form and give reasons.</p>	<ul style="list-style-type: none"> <li>● Students are able to answer the guiding question during presentation.</li> <li>● Students are able to appreciate the artwork with reasons</li> </ul>
<p>5 mins</p>	<ul style="list-style-type: none"> <li>● Conclusion</li> </ul>	<p><b>1. Conclusion</b></p> <p>Teacher concludes what students have learnt in today's lesson: the concept and features of surrealism and the technique of PS. Then teacher asks:</p> <p>Why the topic today it is related to Dreams?</p> <p>Does it inspire you regarding art making?</p> <p><b>2. Tidy Up</b></p> <p>Return the iPad to teacher.</p>	<ul style="list-style-type: none"> <li>● Students are able to answer the characteristic of surrealism</li> </ul>