

### Starter

Inform the learners of the lessons objectives; ask them to answer the two starter questions, which will be recapped after the presentation.



### Recap

Discuss the learning objectives from Unit 12, ask the learners about their interpretation of the final outcome. Clarify the importance of this lecture, where through the examination of Double Page Spreads (DPS), regardless of content, will inform design.



### ALS & Direction

The lecture will be provided as a PDF to all learners to support their visual research development.

### Active Learning & Checks

1. When questioning the learners on their starter question, ensure that they have understood the overall theme; ask them to recall examples of which magazine evidenced an effective communication presence.
2. The core time will be governed by the lecture, prompting questions will be asked to measure and check the learners' engagement and understanding of the material. Once the lecturer is completed the learners are to engage in a research and blog post session, where they make a dedicated entry in their learning logs/blogs.



### E&D/FBV/PREVENT/PDBW/Employability

During the lecture, specific magazines will be examined that promote equality and diversity.

### Stretch & Challenge

Engage various learners of their interpretation of the material, question their understanding.

### Conclusion

Question the learners as to what their response to the first starter question is; reinforce and strengthen the guiding theme of effective communication with DPS.

### Minimum Core

Examination of the effective communication of magazines will further engage literacy.

### Learning Outcomes

The learners will be able to:

- Deconstruct** magazine spreads and gauge their effective, visual communication.
- Consider** how column structure and image placement impacts the articles readability.
- Develop** their visual deconstruction skills through sustained research and examination of DPS.

### DIS & Homework

Learners are to examine a broad range of DPS for visual analysis. Based upon their theme, they are to source appropriate material, which is pertinent to their projects equality theme.

### Resources, Trips, Visits & ICT

Ensure that all learners have access to a computer for the core research session.