

# RETRIEVE

## QUESTION

What can you remember about positive space, negative space, figure, ground, placement, balance and visual weight?

## BRAIN + LEARNING

Spaced retrieval requires the learner to recall prior knowledge after a delay, strengthening access without immediate prompts.

## RESPONSE / NOTES

# APPLY TO A NEW IMAGE

## QUESTION

What is functioning as positive space and negative space? What is the figure and ground? Does colour determine the answer?

## BRAIN + LEARNING

Applying established knowledge to an unfamiliar example provides evidence of transfer.

## RESPONSE / NOTES

# CHOOSE A GOAL

## QUESTION

Which goal will you choose: active negative space, balanced visual weight or a figure-ground shift?

## BRAIN + LEARNING

Goal setting directs attention and provides a clear standard for self-monitoring.

## RESPONSE / NOTES

# PLAN + PREDICT

## QUESTION

Where do you predict the viewer will look first, and why?

## BRAIN + LEARNING

Prediction activates prior knowledge and creates an expectation that can be checked against the finished work.

## RESPONSE / NOTES

# MAKE INDEPENDENTLY

## QUESTION

How will you make negative space visually important in your new composition?

## BRAIN + LEARNING

Fading teacher guidance allows the learner to apply established knowledge with increasing independence.

## RESPONSE / NOTES

# SELF-CHECK

## QUESTION

Is the negative space active? Where is the visual weight? What attracts attention first? Is the composition balanced? Can figure and ground change?

## BRAIN + LEARNING

Self-checking supports metacognitive monitoring and provides formative evidence during the task.

## RESPONSE / NOTES

# REVISE

## QUESTION

What one intentional change will you make after photographing your first arrangement?

## BRAIN + LEARNING

Intentional revision uses feedback from the work to improve alignment between the goal and the outcome.

## RESPONSE / NOTES

# EXPLAIN

## QUESTION

What did you change, and how did that affect visual weight, balance, attention or figure and ground?

## BRAIN + LEARNING

Explanation makes the learner's thinking visible and checks whether knowledge can be independently applied.

## RESPONSE / NOTES