

02 / ARRANGE + BALANCE

40 MINUTES

Positive space, negative space, figure and ground

LEARNING INTENTION		SUCCESS CRITERIA		MATERIALS	EVIDENCE TO COLLECT
We are learning how placement, spacing and visual weight affect the balance of positive and negative space.		• I can retrieve the meanings of positive and negative space. • I can compare two arrangements. • I can explain how moving a shape changes visual balance. • I can revise my composition for a stated reason.		• Lesson 01 composition or retained paper pieces • Additional black paper shapes • White or off-white backing paper • Scissors • Glue stick • Black marker • Phone or camera for photographing alternatives • Two arrangement examples: one visually balanced and one deliberately unbalanced	• Photographs of two arrangements • Learner's comparison • Chosen arrangement and stated reason • Revised final composition • Short reflection • Selected video timestamps
TIME	TEACHER + PROMPT	LEARNER	LOOK FOR	IF STUCK	
0–5 MINUTES RETRIEVE	TEACHER Show the Lesson 01 composition. ASK “Point to one positive space and one negative space.” “What happens to the white space when a black shape moves?” Do not reteach unless the response shows a clear gap. <i>Spaced retrieval strengthens access to learning introduced in Lesson 01 and reveals what remains available without prompting.</i>	Retrieves the terms and identifies both spaces in the existing work.	• Independent recall • Accurate identification • Awareness of shared edges	Ask the learner to trace one boundary. Give an everyday-language cue before supplying the technical term.	
5–10 MINUTES COMPARE	TEACHER Show one balanced and one deliberately unbalanced arrangement. ASK “Where does your eye go first?” “Which arrangement feels more stable?” “What creates that effect?” Explain visual weight briefly through size, placement, contrast and empty space. <i>Explicit teaching connects the new idea of visual weight to the learner's existing knowledge of positive and negative space.</i>	Compares both arrangements and identifies one visual difference.	• Use of visual evidence • Recognition of spacing and visual weight • Reason rather than preference alone	Cover parts of the compositions and compare one difference at a time.	
10–15 MINUTES MODEL ONE MOVE	TEACHER Move one black shape between two positions while thinking aloud: Here the shape pulls attention toward the edge. Here the surrounding white space feels more even. I am changing both the black shape and the white space. ASK “What changed even though the shapes stayed the same?” <i>Modelling makes the teacher's visual decision-making visible while limiting working-memory demands to one controlled change.</i>	Observes, predicts and explains the effect of the move.	• Attention to both spaces • Prediction • Connection between placement and visual effect	Return the shape to its first position and alternate slowly between only the two options.	
15–20 MINUTES ARRANGE TOGETHER	TEACHER Give the learner three to five shapes. Jointly construct an arrangement without gluing. ASK “Where could this shape go?” “What happens to the space between these forms?” Use prompts rather than making the decision for the learner. <i>Guided practice allows successful rehearsal while the learner still has access to immediate support.</i>	Places and moves shapes while explaining what changes.	• Deliberate placement • Attention to gaps and edges • Response to prompts	Reduce the number of shapes and offer two possible positions to compare.	
20–25 MINUTES TEST TWO OPTIONS	TEACHER Ask the learner to create and photograph Arrangement A and Arrangement B using the same pieces. ASK “How are the two arrangements different?” “Where does your eye go first in each one?” <i>Comparison helps the learner discriminate between visual effects and produces visible formative evidence.</i>	Creates, photographs and compares two arrangements.	• Meaningful difference between alternatives • Comparison using visual evidence • Awareness of the viewer's attention	Ask the learner to move only one large piece and photograph the before-and-after result.	
25–30 MINUTES CHOOSE + EXPLAIN	TEACHER Ask the learner to choose one arrangement. PROMPT “I chose Arrangement ____ because...” “Which positive or negative space supports your reason?” <i>Requiring an explanation checks conceptual understanding rather than accepting preference or practical skill as evidence.</i>	Chooses one option and explains the decision.	• Intentional choice • Specific visual reason • Connection between action and effect	Ask the learner to point to the strongest or weakest area before explaining it verbally.	
30–35 MINUTES REVISE WITH REDUCED SUPPORT	TEACHER Ask the learner to make one final adjustment and then glue the arrangement. Wait before intervening. ASK ONLY “Does this arrangement do what you intended?” <i>Fading support transfers responsibility to the learner while retaining one self-checking prompt.</i>	Revises, checks and completes the composition with reduced support.	• Independent adjustment • Self-correction • Sustained intention	Return to the two photographs and ask which feature from the preferred version should be preserved.	
35–40 MINUTES RETRIEVE + REFLECT	TEACHER ASK “How did spacing affect the composition?” “What did you move deliberately?” “What became better balanced?” “What would you try next time?” <i>Retrieval and reflection consolidate the lesson and provide evidence for planning the level of independence required in Lesson 03.</i>	Explains one change, its effect and one possible next step.	• Accurate retrieval • Decision linked to visual effect • Ability to reflect beyond neatness	Use the two photographs as evidence and ask the learner to describe one visible difference.	
OPTIONAL TASK		BRING THE SHAPES TO LIFE Use a black marker to add a few details that turn the paper shapes into a character, creature or object. ASK What is the figure now? · What has become the ground? · Did the marker change the positive and negative shapes, or change how you read them? · Where does your eye go first now? · Has the visual balance changed?			
EVIDENCE FOR LESSON 03		Conceptual understanding:	Cutting skill:	Prompt that helped:	Point of confusion:
		Support needed next:		Video timestamp:	