

Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Wednesday, December 11, 2019 11:57 AM

https://uowtsd-my.sharepoint.com/:o/g/personal/0951270_student_uwtsd_ac_uk/EnmsCEWmmxdHsYGhiFHwQL0Bqd5MHDsVRJYfdZGFKgiptw?e=q8kuyb

This is my link for my entire OneNote assignment.

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Assignment Title: Prepare a portfolio (as though you were sharing with a mentor) which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Pathway: Secondary PGCE Art and Design

Targets from previous assignment: Read more widely and engage with the literature to contrast ideas. Support all ideas and reference them accurately.

This assignment requires you to collect, collate and critically reflect on examples of the implementation of three pedagogical principles in the first part of Professional Teaching Experience 1. The examples you include and the related discussion should be focused on illustrating your progress in planning and implementing **three** of the pedagogical principles, outlined by Donaldson (2015).

You **must** include these two pedagogical principles:

- Good teaching and learning means employing assessment for learning principles.
- Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

The third pedagogical principle should be **one** of the following:

- Good teaching and learning means employing a blend of approaches including direct teaching.
- Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.
- Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.
- Good teaching and learning creates authentic contexts for learning.
- Good teaching and learning ranges within and across Areas of Learning and Experience

Good teaching and learning means employing assessment for learning principles AFL

Wednesday, December 11, 2019 11:58 AM

Please find the link my [Lesson Plan, PowerPoint Presentation](#) for class 7M here.

My AFL examples are all based using a SEN year 7 class in this instance the class is called 7M this reflection is based on one hours lesson with 7M. Over the next three pages I will illustrate a critical reflection on my own personal progress on the planning and implementation of three pedagogical principles in my Secondary Art & Design lessons at a local South Wales Comprehensive school.

During my PTE1 teaching art and design I have been following the guidance of *The Five Key Strategies With One Big Idea* (Leahy, Lyon, Thompson & Wiliam, 2005)

The five key strategies are:

1. *Clarifying, sharing and understanding learning intentions and criteria for success.*
2. *Engineering effective classroom discussions, activities and learning tasks that elicit the evidence of learning.*
3. *Providing feedback that moves learning forward.*
4. *Activating learners as instructional resources for one another.*
5. *Activating learners as the owners of their own learning.*

I will be referring to these key strategies in my AFL Examples over the next three pages and indeed in my critical reflection .

LESSON 7N: This one hour lesson was based on the artist and artwork of Russian artist Kandinsky. Kandinsky's work was influenced by listening to music such as opera and jazz, he was quoted to have said "I can see colours when I listen to music." He predominately uses primary and secondary colours in his work. This opens up the chance to discuss and learn the colour wheel with 7N and differentiate the primary and secondary colours through kandinsky's work.

During this lesson we recap our knowledge of the primary and secondary colours as well as prior learned knowledge of Kandinsky's life. We then listen to three different genres of music (one song each) and create three separate pieces of artwork in the style of Kandinsky letting the music inspire as we create. Year 7 plays particular attention to shade and tonal colouring when finishing off their drawings a technique learnt at the start of the year.

FEEDBACK: I was given feedback for this lesson by the head of the art department who was over all pleased with my performance. I had been giving suggestions on ways I could improve my live demonstrations to the class I.e provide more examples of line and movement to the beat/tempo of song, to experiment with different genres of songs for the task and lastly to recap plenary through questioning.

I took the advice on board and followed the feedback for the next lesson with 7N and adhered to the same advice for the next year 7 class I had to teach this topic to.

AFL Example 1 Think Pair Share

Friday, December 20, 2019 1:58 PM

Time	Activities/Thinking/Key Concepts (Teacher's Role - including key teaching points and key questions)	Pupil Tasks (Pupil's role including differentiation strategies, engagement in formative assessment and homework)	Resources (including Health and Safety requirements)
Opening phase with time to start learning	STARTER ACTIVITY: Pupils enter and are shown to their seats. Pupils must take out pencils and sketchbook. Drawn about the true/false starter activity on the PPT. 5 mins Lesson aims and objectives given. Teacher led recap on previous learning, using questioning and answering techniques. 10 mins	Pupils enter quietly and be seated. Pupils use literacy and thinking skills to complete Starter task. Pupils are listening, observing and answering questions.	Teacher Power Point / Sketchbook / Drawing Pencils / Colour pencils / Colour theory resources / Worksheets
Teaching & Core Learning	MAIN DEVELOPMENT Task 1: Pupils work in pairs to group primary and secondary colours based on prior knowledge of colour theory and link emotions to the colours. 10 mins	Pupils use numeracy and drawing skills such as line, shape and pattern to complete the task.	
Plenary	PLENARY: Pupils recap success criteria and complete work. Pupils are to be seated and read sentences from PowerPoint and answer questions. 10 mins Pupils to tidy away materials and pack.	Pupils are listening, observing and answering questions. Pupils are stood quietly behind their desks with a clean table ready to learn.	

This is a screenshot of my lesson plan structure for 7M. I have included a detailed starter activity, main development and a plenary.

In the main development, Task 1 was the **Think Pair Share** exercise in which students had to work in pairs to group primary and secondary colours based on prior knowledge of colour theory and link emotions to the colours.

The student pairs were then asked to share their answers with class.

I choose to use this strategy as it was familiar to the class and from my lesson observations had proved very successful for other lessons.

I found that **Think Pair Share** worked very well as it involved the entire class and students discussed ideas out loud with each other. This links directly to *strategy 2* in The Key Strategies With One Big Idea for formative assessment guidelines. (Leahy, Lyon, Thompson & Wiliam, 2005)

In future I may need to consider my student pairing as I have found that students who are paired in friendship groups compared to students who are not paired in friendship groups tend to be less productive and prone to chattyness that does not relate to classroom work.

I also need to ensure that I give ample **Think** time first and verbally states the amount of time allowed as some students tend to want to rush in and answer everything before the rest of the class has had a chance for discussion.

TASK 1/Tasg 1

COLOUR MATCH/Cydweddiad Lliw

- Work in pairs.
1. Find the primary colours.
 2. Find the secondary colours.
 3. Link the colours to the emotions.

Key Words

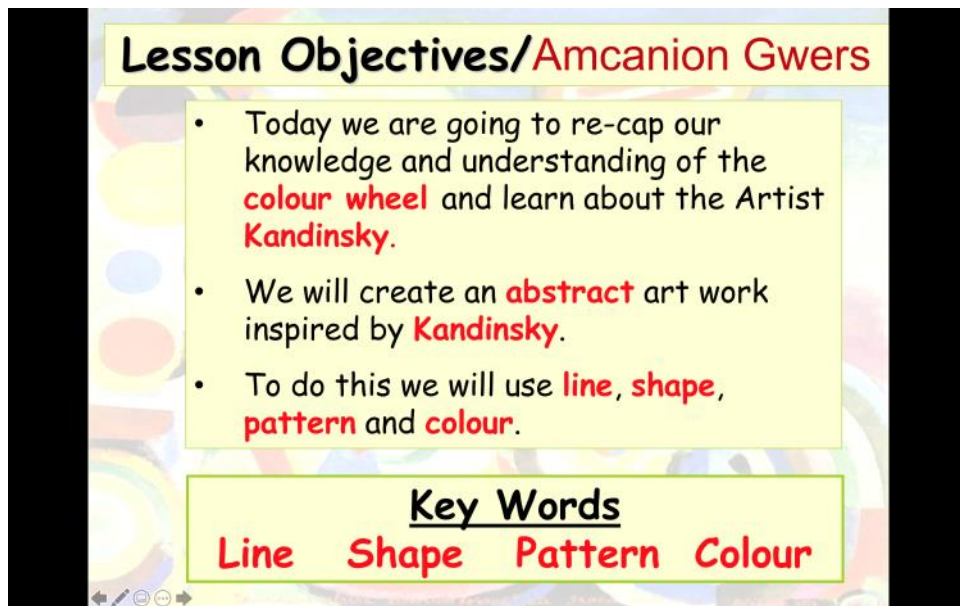
Line Shape Pattern Colour

This is a screenshot from my PowerPoint explaining Task 1, the Think Pair Share exercise.

This technique links directly to Donaldson's principle *Good teaching and learning means employing assessment for learning (AFL)*. The **Think Pair Share** technique allows for **Peer Assessment**. In which students discuss the questions and agree on the correct answers to orally present to the rest of the class. Implementing this principle in my classroom has led to the engagement of all pupils in their own learning, pupil performance – leading to higher outcomes, Pupils ability to transfer generic skills leading to greater flexibility and therefore employability and lastly, an increased enjoyment for both teacher and pupil.

AFL Example 2 Lesson Objective

Friday, December 20, 2019 1:59 PM



Lesson Objectives/Amcanion Gwers

- Today we are going to re-cap our knowledge and understanding of the **colour wheel** and learn about the Artist **Kandinsky**.
- We will create an **abstract** art work inspired by **Kandinsky**.
- To do this we will use **line**, **shape**, **pattern** and **colour**.

Key Words

Line Shape Pattern Colour

This is a screenshot from my PowerPoint where I explain the Lesson Objective for the lesson in bullet point format. I used red font to highlight the key words which the entire class is told at the start of the lesson they may be quizzed at the end of the lesson on how many key words they can remember.

This illustrative example is a detailed Lesson objective from my lesson Power Point in which I give clear step by step instructions using bullet points. During the lesson I present this slide and read it out loud to the class, once I have finished reading I enquire if everyone has understood and if everyone understands what they have to get on with.

I chose to use this method as I personally found it to be a lot easier to understand what is expected of you when you can see it written clearly.

This technique links directly to Donaldson's principle *Good teaching and learning means employing assessment for learning (AFL)*. I found including a Lesson Objective to be highly effective in ensuring the students knew exactly what they were doing within that hour lesson and just what is expected of them. A lesson objective instantly dismisses any misunderstanding/misbeliefs of the days lesson and gives a clear and precise outline/aim. Implementing this principle in my classroom has led to the engagement of all pupils in their own learning, pupil performance – leading to higher outcomes, Pupils ability to transfer generic skills leading to greater flexibility and therefore employability and lastly, an increased enjoyment for both teacher and pupil.

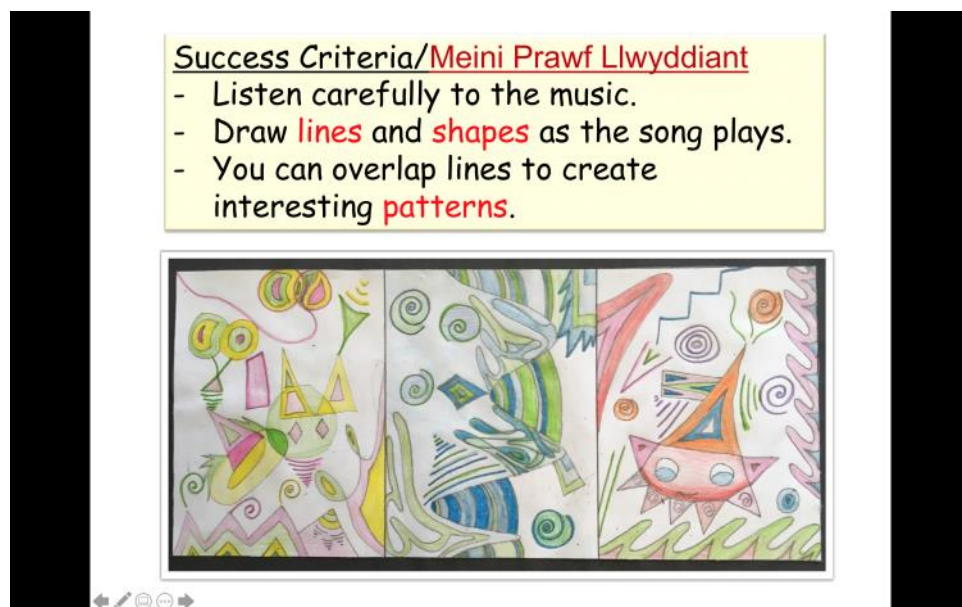
Also it is a useful tool to be left on the board in case there is a student who hasn't fully understood the first time it was explained. I have personally found including a visual Lesson Objective in every lesson I have taught to be crucial to classroom/student understanding that I now always include one.

The implementation of a lesson objective/intention links directly to *Strategy 1* of the formative assessment guidelines for ensuring correct AFL in the classroom.

In future I may develop this further by making photocopies of the lesson objective and handing them out between pairs to ensure understanding.

AFL Example 3 Success Criteria

Friday, December 20, 2019 2:00 PM



This is a screenshot of my Success Criteria slide on PowerPoint. I have used a bullet point format to ensure easy reading and I have continued to use red to highlight key words in that particular lesson/topic.

I have used an illustrative Success criteria where I have included easy to read bullet point instructions which enables each student to have a clear understanding of what a successful outcome will comprise of. Again I have used red font in which to highlight key words from the lesson. Additionally to the bullet points I have also included an example success criteria or WAGOLL (What A Good One Looks Like). I have found using an physical example success criteria to be detrimental to student understanding.

I have implemented this technique of success criteria in several forms during this particular lesson. For example the use of a WAGOLL using a PowerPoint presentation. Performing a live demonstration in which I carry out the task. In this case I played three different songs of three different genres of music to the class while I followed the success criteria on the PowerPoint which I left up on the board for the duration of the lesson.

I found by showing my students myself how I expect the task to be executed extremely effective. This often allows students to ask me questions while I am giving a live demonstration and most importantly it allows me to ask the class questions while I am modelling. For example "Why might I be using these particular colours together?", "Can anyone remind me how do we hold our colouring pencils when adding shade and tone to our work?" Etc.

Lastly I employ a success criteria in the form of praising exemplar student work (WAGOLL) by holding it up in front of the class. By doing this I explain why this is a good piece of work and I also ask the class why might agree with me.

I have found this technique to be highly useful when promoting classroom understanding and boosting the moral of less artistically confident students. However, I have to be careful not to repeatedly select the most artistically capable students in the class as this can appear as favouritism and discourage students who are not as artistically capable in contrast.

The Success Criteria technique links directly to Donaldson's principle *Good teaching and learning means employing assessment for learning (AFL)*. Implementing this principle in my classroom has led to the engagement of all pupils in their own learning, pupil performance – leading to higher

outcomes, Pupils ability to transfer generic skills leading to greater flexibility and therefore employability and lastly, an increased enjoyment for both teacher and pupil.

Using the three example forms of implementing Success criteria during this lesson we have three different outcomes of assessment for learning.

Firstly, The bullet point success criteria on the board allows for **Self-Assessment**. The class is given a clear check list in which they have to individual complete in order to meet the success criteria.

Secondly, the modelling technique allows for **Group Assessment**. I give the classroom a live demonstration where I show all the students how to perform the days task. This opens opportunity to have a class discussion, for example "Why is my demonstration successful?", "How could we make this better?". It also allows students to ask me questions and most importantly it allows me to ask the students questions to ensure understanding and set a clear success criteria.

Lastly, the WAGOLL technique allows for **Peer Assessment**. When holding up an exemplar piece of student work and praising said pupil for following the set success criteria, it sets a clear message to the rest of the class. It also allows class discussion, "Why do you think this is a good piece of work?", "How could we make this even better?".

The implementation of a success criteria also links directly to *Strategy 1* of the formative assessment guidelines for ensuring correct AFL in the classroom.

Good teaching and learning regularly reinforces cross curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

Wednesday, December 11, 2019 11:58 AM

Please find the link for my 7M lesson plan, PowerPoint Presentation, Evaluation, Resources and Feedback here:

https://uowtsd-my.sharepoint.com/:f/g/personal/0951270_student_uwtsd_ac_uk/EoJnUllFH_ZMkm9M4nKez6sBcrVxVaub9v4rRNRy6hjR1w?e=7PEe1S

Please find the link for my 8N Lesson plan, PowerPoint Presentation, Evaluation, Resources and Feedback here:

https://uowtsd-my.sharepoint.com/:f/g/personal/0951270_student_uwtsd_ac_uk/ErBNrmemG1RFml_PLIyGlm8BaVHewSBWVpiSkBOxFTFq0Q?e=Rzpbdl

Please find the link for my 9C Lesson plan, PowerPoint Presentation, Evaluation, Resources and Feedback here:

https://uowtsd-my.sharepoint.com/:f/g/personal/0951270_student_uwtsd_ac_uk/EskZzSQ_w3hKh1G_faeWfmsBlqjCGEd1hHhD47MzkHP-IQ?e=qorb5w

My three Cross Curricular examples are of mixed abilities and range in year groups. I will be using a SEN year 7 class in this instance the class is called 7M. A year 8 middle band year group in this instance this classed is called 8N. Lastly we will be looking at a upper band year 9 class in this is instance 9C. Over the next three pages I will illustrate a critical reflection on my own personal progress on the planning and implementation of three pedagogical principles in my Secondary Art & Design lessons at a local South Wales Comprehensive school.

The LNF (The national literacy and numeracy framework) states a number of requirements for young people to master across the curricular these are divided into two categories – numeracy and literacy.

Within **literacy** we expect children and young people to become accomplished in:

- *oracy across the curriculum
- *reading across the curriculum
- * writing across the curriculum

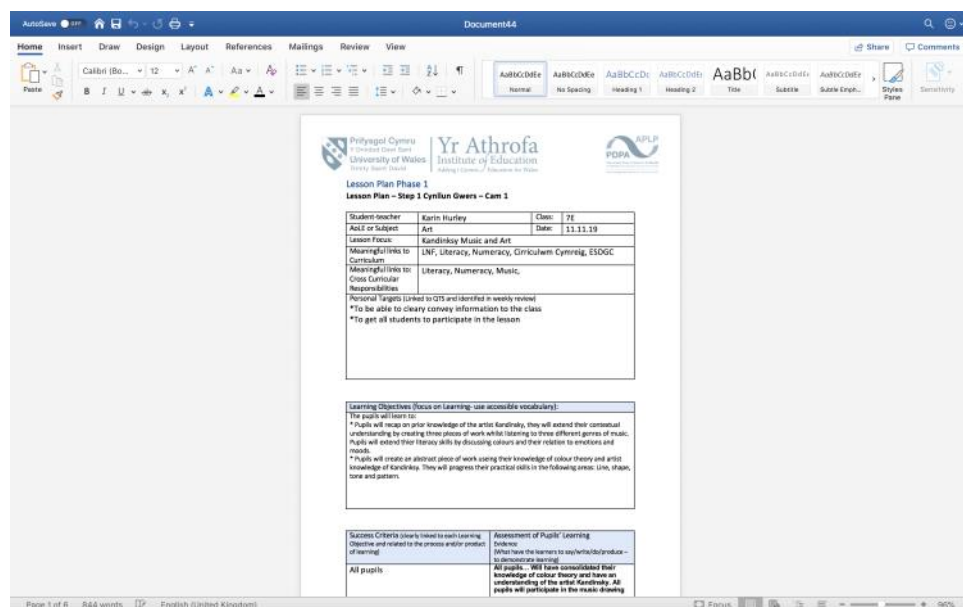
Within **numeracy** we expect children and young people to be accomplished in:

- *developing numerical reasoning
- *using number skills
- *using measuring skills
- *using data skills.

(Celc.arts.wales, 2020)

Literacy - Cross Curricular example 1

Friday, December 27, 2019 4:53 PM



This is my lesson plan for SEN class 7N which includes a section called **Meaningful Links to Cross Curricular Responsibilities**. Here I have included my Literacy Cross Curricular reference.

Please find the link for my 7M lesson plan, PowerPoint Presentation, Evaluation, Resources and Feedback here:

https://uwotds-my.sharepoint.com/:f/q/personal/0951270_student_uwotds_ac_uk/EoJnUllFH_ZMkm9M4nKex6sBcrVxVaub9v4rRNRy6hjR1w?e=7PEe1S

I will be looking at the Donaldson principle *Good teaching and learning regularly reinforces cross curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them*. In this section I will be focusing on literacy. In this instance I will be using my 7N class as an example.

Whilst introducing the topic Colour Theory year 7 were introduced to the artist Wassily Kandinsky. As this particular class is at lower ability level I had to adjust my artist background knowledge to suit the class' needs. At the time of constructing my texts and PowerPoint presentation I had to bare in my that 7N would later be writing an artist evaluation of Kandinsky based on prior knowledge. Below is a slide from the PowerPoint presentation I used to introduce 7N to the artist Kandinsky. I have used a red font to highlight key words throughout my slideshow which the class has been told they will be quizzed on at the end of the lesson.

To make sure I am successfully incorporating literacy into my lessons I choose a student at random to read a sentence each of the presentation out loud to the class. As 7N is quite a small class this is a very successful technique.

Once the text has been read out by the class I ask the class what they already know about the keywords shown, in particular opera, jazz and most importantly the meaning of the word **abstract**.

The word abstract and its meaning lead to a class discussion in which some students recalled where they had heard the word before and in what context and described other words that could relate to the meaning of abstract.

Music helped Kandinsky create his paintings. He especially loved opera and jazz music. He listened to the music to help decide what colours and shapes to use.



Composition VIII, 1923



Yellow, Red, Blue, 1925

Kandinsky's artwork is called **abstract**. He has produced some very famous **abstract** artworks.

This is a slide from my Kandinsky Power Point Presentation for 7N which introduces the artist Kandinsky.

Once the class had finished discussing what they already understood about the meaning of the word Abstract I presented them with my own definition of the word using the next slide. In my brief description I include more highlighted keywords that relate to the topic and the artist's work. These words are used as prompts for the students when I ask the class to verbally describe what they can see in Kandinsky's paintings.

Kandinsky's artwork is called **abstract**. He has produced some very famous **abstract** artworks.



Composition VIII, 1923



Yellow, Red, Blue, 1925

Abstract means:
Something that does not look like a person, place or thing in the natural world.

Therefore, the work is based on what you see and feel: **lines, shapes, pattern and colour**.

This is a slide from my Kandinsky Power Point Presentation for 7N which defines the meaning of the word abstract and provides key words relating to the topic and the artist's work.



This is a slide from my Kandinsky Power Point Presentation for 7N which asks the class to discuss shape and pattern in Kandinsky's painting.

So far I am happy with my use of literacy in my lessons, however if I was to build on this further I could prepare starter activities/plenary activities based on the key words used in lessons or based on prior knowledge. For example unscrambling the letters to form a keyword.

FEEDBACK: I received very positive feedback for my delivery of this lesson from the head of the art department who praised my development on previous advice and feedback. AS mentioned previously in the AFL pedagogical principle section with my 7M class.

Numeracy - Cross Curricular example 2

Friday, December 27, 2019 4:54 PM



This is a slide from my Repeat Pattern PowerPoint Presentation in which I provide step by step instruction.

Please find the link for my 8N Lesson plan, PowerPoint Presentation, Evaluation, Resources and Feedback here:

https://uowtsd-my.sharepoint.com/:f/q/personal/0951270_student_uwtsd_ac_uk/ErBNrmemG1RFml_PLlyGlm8BaVHewSBWVpiSkBOxFTFq0Q?e=Rzpbdl

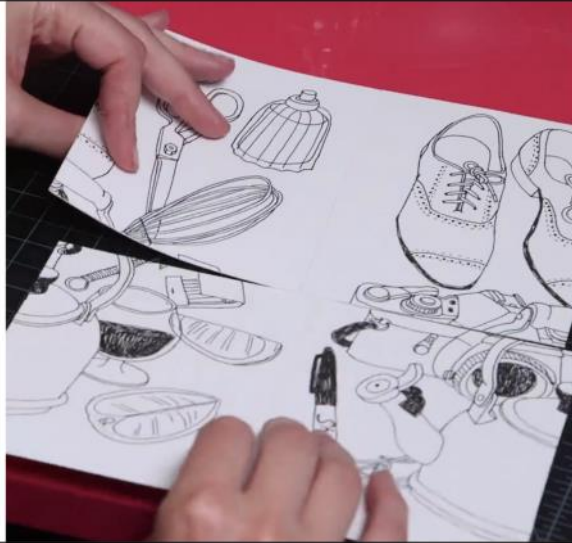
I will be looking at the Donaldson principle *Good teaching and learning regularly reinforces cross curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.* In this section I will be focusing on Numeracy. In particular a year 9 class called 9C.

I will be looking at the implementation of Numeracy in my Repeat Pattern lesson where I provided step by step instruction/success criteria on how to create a handmade repeat pattern design. As well as the PowerPoint Presentation I also provided a the instruction in printed form to each student and a live demonstration of myself following the instructions.

As the process of designing a pattern template is very tricky and demands accuracy, rulers, craft knives and cutting boards were required as pictured above on the slide. Students were instructed to create a design in the middle of a sheet of A4 paper, once completed they were then asked to cut their design in half then half again. This task required measuring the A4 paper using a ruler and finding out the length and width of their sheet of paper(21cmx28cm). The students then had to half these dimensions and accurately cut their design into quarters in order to complete the process. The students were allowed permission to use a calculator to work out dimensions or scrap paper.

STEP THREE/ CAM TRI

Rotate your page, and cut it in half again (the other way, so that the two cuts form a cross). Flip these two new halves, and tape them back together. Again, the tape should go on the back.



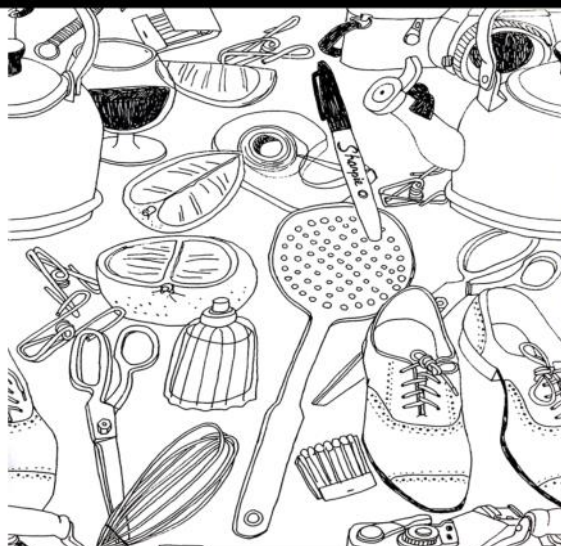
This is a slide from my Repeat Pattern PowerPoint Presentation in which I provide step by step instruction.

Once students had cut their design into quarters they then had to rearrange these four squares to make their *Repeat tile*. To do this the students had to carefully Reflect and rotate each section. The purpose of this being when photocopied the newly form design will repeat in any direction when laid next to the copies to form a repeating pattern.

STEP FOUR/ CAM PEDWAR

Since your design is now on the outer edges, **you're likely seeing a big blank space in the middle. Fill it in!** Draw in all the empty bits and finish your drawing. As before, don't draw on the edges.

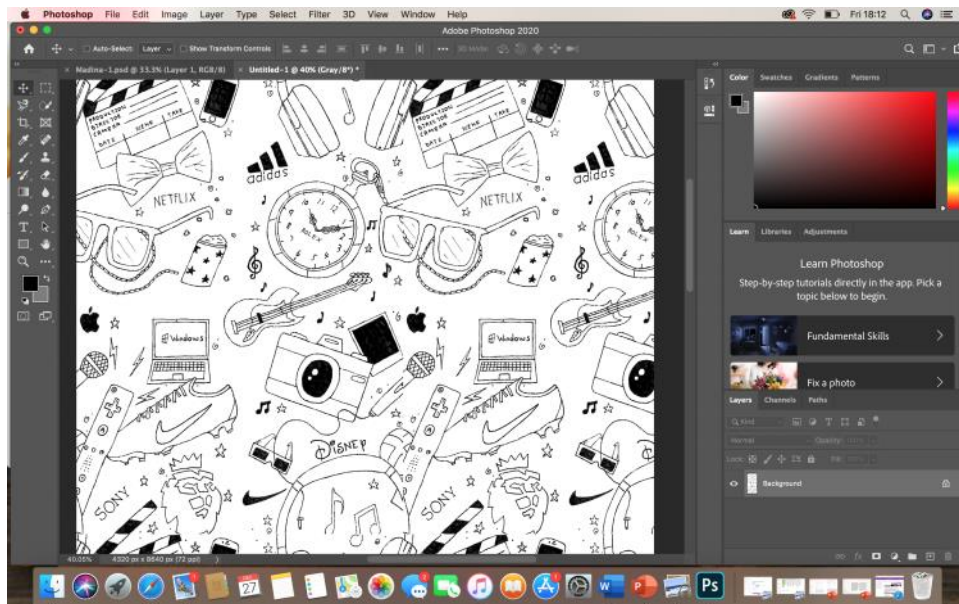
When you're done drawing, step back and admire your work. This is your **repeat tile**. Isn't it beautiful?



This is a slide from my Repeat Pattern PowerPoint Presentation in which I provide step by step instruction.

The use of numeracy during this lesson was vital as if poorly or incorrectly measured or cut the entire design would not line up and repeat correctly. This was the case in a few instances where students were so keen to see the end result that they rushed the measuring process and there for made errors or perhaps were not as accurate in the cutting process using a craft knife and ruler.

In future I will be sure to drill the term "measure twice, cut once" to lower the margin for student error. I will also keep a failed student example to show to the class to explain what happens when measuring hasn't been successful. Please see this example below.



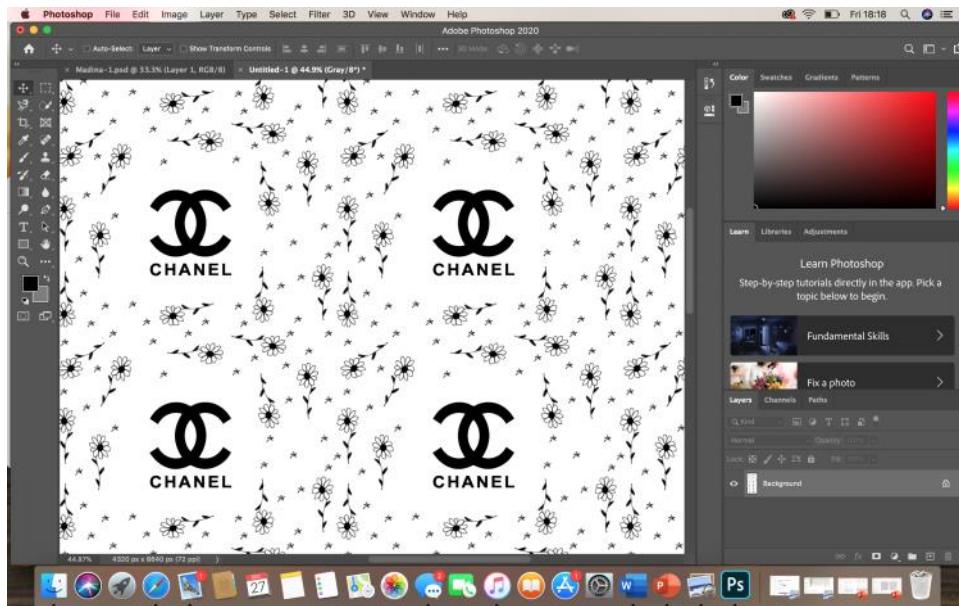
Student example 1 a successful outcome ready to be edited using Adobe Photoshop



Student example 2 a successful outcome ready to be edited using Adobe Photoshop



Student example 3 incorrect measuring which resulted in a failed outcome



Student 3 example attempt number 2 successful outcome

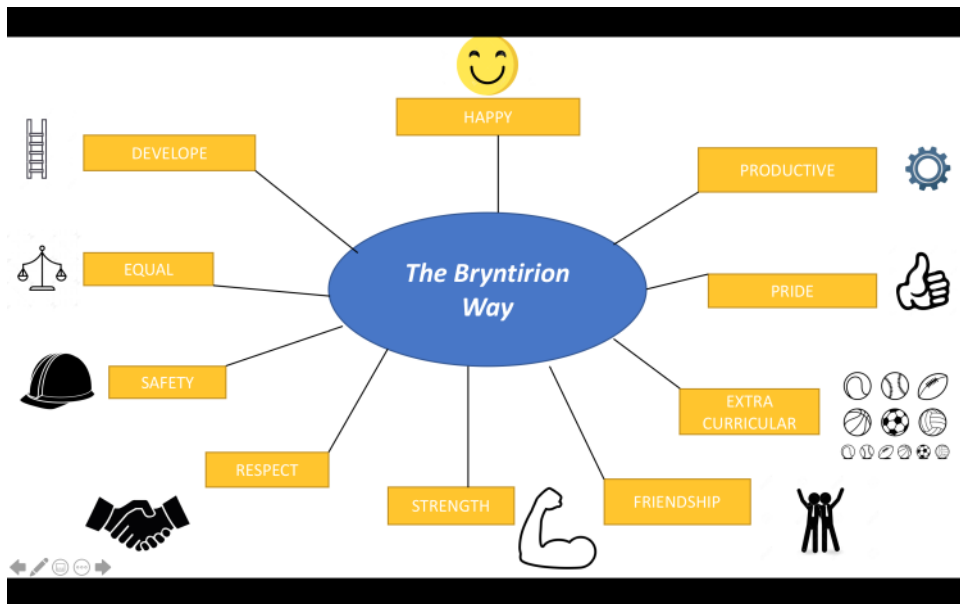
Friday, December 27, 2019 4:54 PM

This is a section of my lesson plan which includes a section Meaningful Links to Cross Curricular Responsibilities, in particular IT.

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During this lesson the class had access to the computer room and were instructed to make a digital mind map for the first task using Microsoft PowerPoint. This mind map would later help them to make the second task, a digital graffiti mural using the same software. The class already had a basic understanding of how to use Microsoft PowerPoint but a live demonstration was provided by myself using the projector where I followed the success criteria to complete the task. As well as giving a live demonstration I also used the technique *Thinking Out Loud* where I explained the process as I was doing it and asked the class questions such as "why do you think it is important to use shapes for your mind map?", "Can anyone remind me how to open a new slide?", "Which tool icon allows me to crop an image?" Etc.

As well as talking the class through the process and providing demonstration I also had model examples available for the class to have a clear understanding of the success criteria.



This is a slide from my School Mind Map PowerPoint Presentation where I provided examples of exemplar work and success criteria

As mentioned previously the successful completion of the school mind map would then be used for the task 2 the school graffiti mural. In this task the students were asked to use the website www.memefontgenerator.com to create graffiti style fonts. They were asked to source a suitable background to digitally graffiti with the schools principles and aims.



This is a slide from my PowerPoint Presentation in which I provide a finished example piece of work.



This is a slide from my PowerPoint Presentation in which I provide a finished example piece of work.

From my experience so far I have used a lot of IT as a student art and design teacher in lessons. From teaching lessons based on and entirely focusing on the use of computers Eg. Student artist evaluations using Microsoft Word, Repeat pattern designs using Adobe Photoshop, Basic Photoshop tutorials and student sketch book research using Google Images etc.

In future I will allow more access to the computer room for any students who wish to use the facilities to aid them with their individual topics/themes. This could be in the form of artist research or image research.

Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.

Wednesday, December 11, 2019 11:58 AM

My previous knowledge examples will include a year 7 class in this instance the class is called 7M. And a year 8 class called 8N. Over the next three pages I will illustrate a critical reflection on my own personal progress on the planning and implementation of three pedagogical principles in my Secondary Art & Design lessons at a local South Wales Comprehensive school.

Please find the link for my 7M lesson plan, PowerPoint Presentation, resources, feedback and reflections here:

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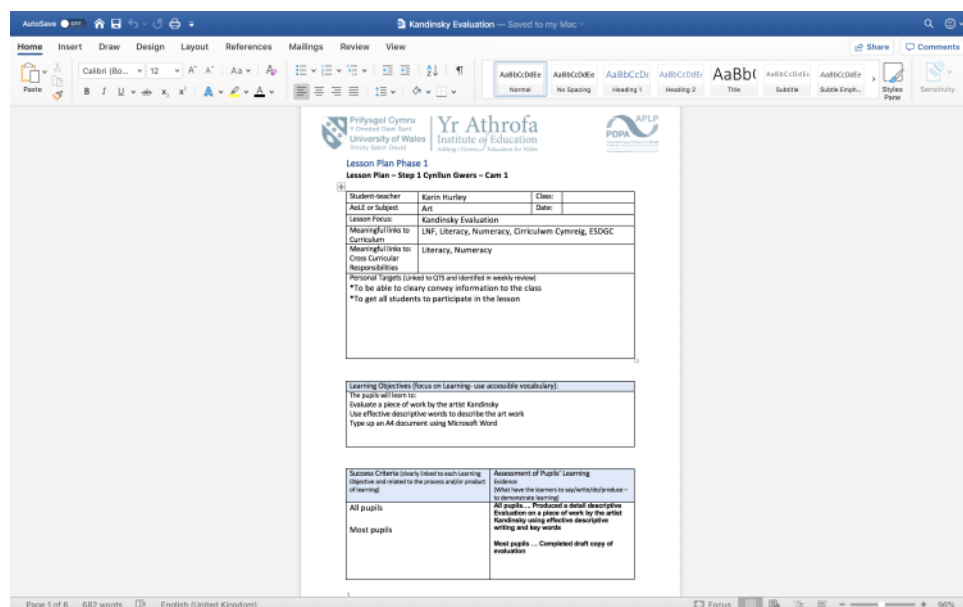
Please find the link for my 8N lesson plan, PowerPoint Presentation, resources, feedback and reflections here:

https://uowtsd-my.sharepoint.com/:f:/g/personal/0951270_student_uwtsd_ac_uk/ErBNrmemG1RFml_PLlyGlm8BaVHewSBWVpiSkBOxFTFq0Q?e=GU7rPo

From my experience so far I have found that recapping on previous knowledge and building on it is detrimental to learning. It allows me as the teacher to understand and evaluate each individual students understanding and if there are any further actions I can do to help.

Example 1 Previous Knowledge

Friday, December 27, 2019 7:32 PM



This is a section of my Kandinsky Artist Evaluation lesson plan for my class 7M.

In this section I will be looking at the Donaldson principle *Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest*. I will be discussing how I have planned and implemented this principle into my own teaching practice. In this instance we will be looking at my class 7M.

In this particular lesson the class was set a task to write an artist evaluation on the artist Kandinsky based on prior knowledge and understanding. During the course of around 4-5 lessons we had been learning about Kandinsky's background and his art work as well as creating our own pieces of art modelled on his style of working. During this lesson we re-capped on what we had already learnt using a PowerPoint presentation. For instance the class starter activity was based on the type of colours found in Kandinsky's paintings. While I took the register I instructed the class to quietly read and think about the true or false questions on the board ready to answer.

I found this starter activity to be particularly effective. I would read out each individual answer and ask the class to raise their hands for a show of true or false. Once the class had given me their verdict I would reveal the correct answer. This starter activity was purely based on prior knowledge without any recap. As mentioned previously 7M had roughly 4-5 lessons on this topic and proved very successful in answering the true or false questions

In future I would like to use this true or false starter activity more frequently however I am aware of some students who tend to follow the statement with the most show of hands. Maybe these students in particular could be individually asked to ensure better understanding.

The slide is divided into three main sections. At the top is a horizontal rainbow with six bands of color: red, orange, yellow, green, blue, and purple. Below the rainbow is a dark olive green rectangular box containing the text 'Starter Activity/' in white and 'Gweithgaredd Cychwynnol' in red. To the right of these elements is a dark grey rectangular box containing the text 'Are the following statements *True or False?*...' followed by a bulleted list of four statements. At the bottom left of the slide, there are small navigation icons: a left arrow, a pencil, a speech bubble, a circular arrow, and a right arrow.

Are the following statements *True or False?*...

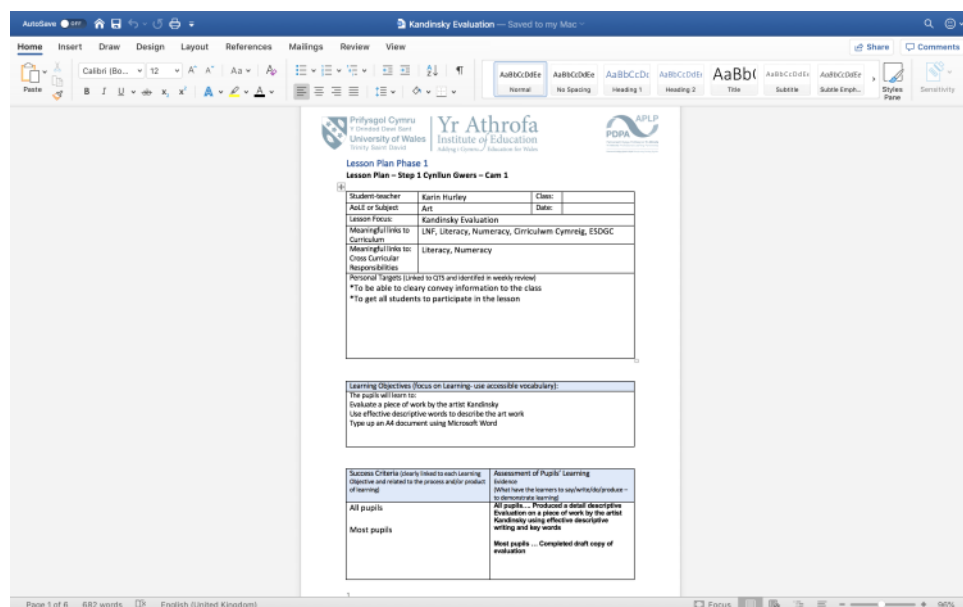
- 1. The primary colours are RED GREEN and BLUE
- 2. You can only make secondary colours by mixing primary colours
- 3. The secondary colours are GREEN ORANGE and PURPLE
- 4. YELLOW and PURPLE are complementary colours

Starter Activity/
Gweithgaredd Cychwynnol

This is the true or false starter activity based on prior learning for class 7M

Example 2 Previous Knowledge

Friday, December 27, 2019 7:32 PM



This is a section of my Kandinsky Artist Evaluation lesson plan for my class 7M.

In this section I will be looking at the Donaldson principle *Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest*. I will be discussing how I have planned and implemented this principle into my own teaching practice. In this instance we will be looking at my class 7M.

In this particular lesson the class was set a task to write an artist evaluation on the artist Kandinsky based on prior knowledge and understanding. During the course of around 4-5 lessons we had been learning about Kandinsky's background and his art work as well as creating our own pieces of art modelled on his style of working. During this lesson we re-capped on what we had already learnt using a PowerPoint presentation.



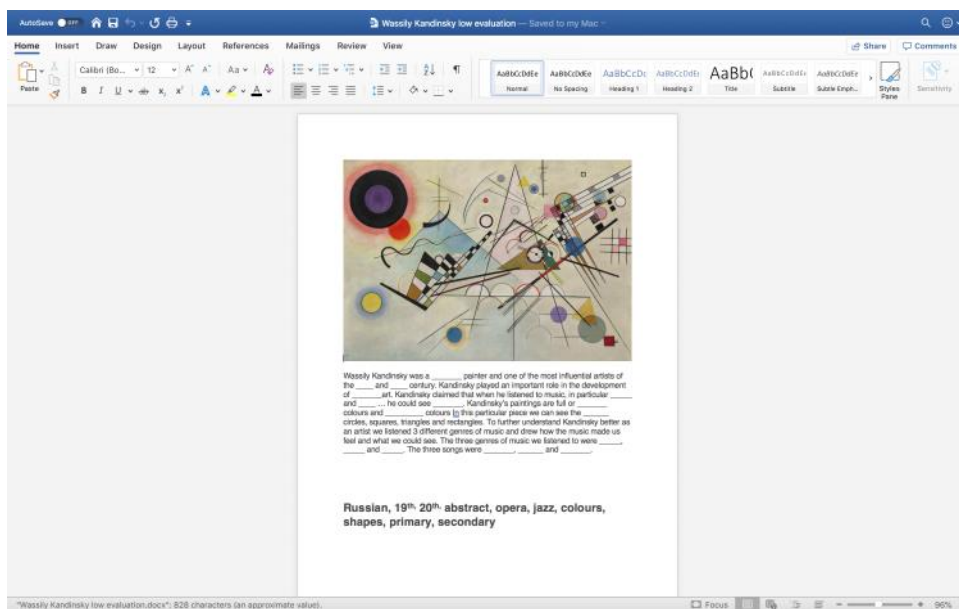
This is a slide from my PowerPoint presentation where we recapped our artist knowledge of Kandinsky ready to write an artist evaluation.

Firstly I asked the class to put their hands up and tell me what they already knew about the artist Kandinsky and anything else they could remember about him. I then presented a quick recap of

basic facts on the artist, his life and art work. 7M was then each given a work sheet evaluation to complete. The work sheet contain a piece of text regarding the artist and blank spaces for the students to fill in and complete using the key words at the bottom of the page. These keywords at the bottom had persistently appeared throughout in my PowerPoint presentation and were often highlighted in red.

After 7M was given ample time to complete the task, pupils at random were chosen to read out sentences including the missing word. Praise was given to students who had answered correctly and more help was provided for students who had an incorrect answer.

I feel that an artist evaluation at the end of a topic is a strong way of determining pupil understanding and recapping previous knowledge. In future I would like to include an artist evaluation or even a process evaluation/step by step instructions at the end of every one of my topics to ensure classroom understanding and to determine individual ZPD (Zone of Proximal Development.)



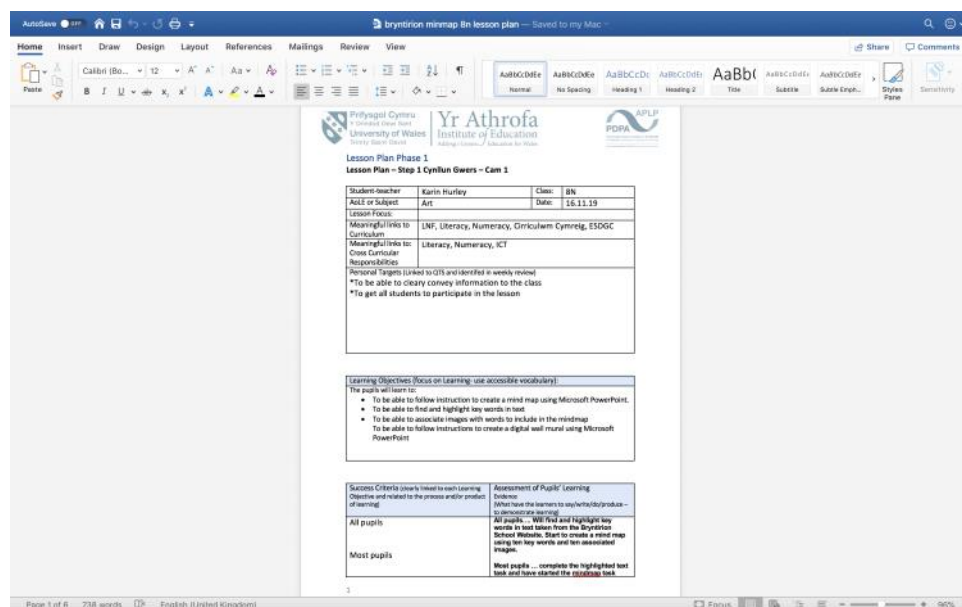
This is the Kandinsky Evaluation worksheet for 7M



Example of use of red highlighted keywords throughout my PowerPoint presentation

Example 3 Previous Knowledge

Friday, December 27, 2019 7:34 PM



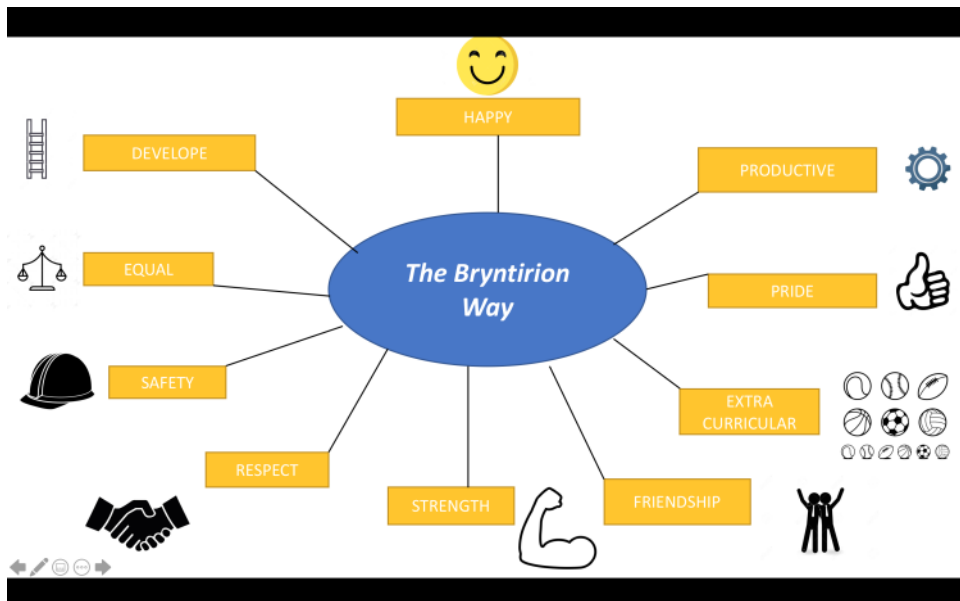
This is a section of my digital graffiti mural lesson plan for 8N

In this section I will be looking at the Donaldson principle *Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest*. I will be discussing how I have planned and implemented this principle into my own teaching practice. I will be using a year 8 class to focus on in this instance the class is called 8N.

During this lesson the class had access to the computer room and were instructed to make a digital graffiti mural based on the schools ethos and principles. They would use the software Microsoft PowerPoint to create this.

8N already had a good understanding of how to use Microsoft PowerPoint based on a previous lesson with myself where they had created digital mind maps containing the schools ethos and principles using PowerPoint. The successful completion of the school mind map would then be used for the second task in which they would create a digital school graffiti mural based on prior knowledge and understanding of using the software.

In this task the students were asked to use the website www.memefontgenerator.com to create graffiti style fonts using their words they had chosen for their school mind map. For the digital mural the class was instructed to include a minimum of ten school ethos and aim words and a minimum of ten associated images/icons. They had already successfully executed this task previously for the school digital mind map and showed a great deal of ease when performing it again for the digital mural. Then lastly 8N were asked to source a suitable background that they could digitally graffiti using Google images, again they completed this task with ease as they had already performed it in the previous lesson.



This is a slide from my School Mind Map & Mural PowerPoint Presentation where I show a model example and success criteria



This is a slide from my PowerPoint Presentation in which I provide a finished example piece of work.



This is a slide from my PowerPoint Presentation in which I provide a finished example piece of work.

From my experience so far I have found that recapping on previous knowledge and building on it is detrimental to learning. It allows me as the teacher to understand and evaluate each individual students understanding and if there are any further actions I can do to help.

In this case it was a 2 part lesson, the second task could not be attempted without the first having been completed. I really enjoyed teaching this class topic spread out over two lessons. I found by explaining the situation to the students they came in the next lesson with a clear understanding of what they were going to be doing that day and looking forward to the task at hand.

ECAD6008: A Critical Reflection of Progress Made On The Planning And Implementation of Three Pedagogical Principles.

Wednesday, December 11, 2019 11:58 AM

ECAD6008: A Critical Reflection of Progress Made On The Planning And Implementation of Three Pedagogical Principles.

In this critical reflection I will be looking at my own personal progress and implementation of three of Donaldson's pedagogical principles during my PTE1 stage teaching art and design. I will be supporting my development by using illustrative examples that I have collected, collated and annotated on the platform OneNote. In this writing I will be referring to literature that supports my chosen teaching methods/strategies and links to my three chosen pedagogical principles. Lastly, I will develop a justified conclusion about my own personal progress in planning and delivering the three pedagogical principles.

In this section I will be looking at effective literary links to each individual pedagogical principle. I will be using OneNote as a platform to upload my illustrative examples and annotations. These examples will be referred to in this critical reflection.

I will begin with the first pedagogical principle. *Good teaching and learning means employing assessment for learning (AFL)*. Assessment for learning has been described by Stuart Kahl (2005) as "A tool that teachers use to measure student grasp of specific topics and skills they are teaching. It's a mid-stream tool to identify specific student misconceptions and mistakes while the material is being taught" That being said I understood AFL to be vital tool in my own practiced to ensure I use in every lesson taught at PTE1.

In a nutshell assessment for learning (formally known as formative assessment) boils down to myself the teacher establishing where the students are in their learning, establishing where they are going, and then finding out how I will get them there. This concept is commonly known as the ZPD (Zone of Proximal Development) developed by psychologist Lev Vygotsky. Vygotsky believed that when a learner is in the zone of proximal development during the learning itself, the addition of extra and appropriate assistance will enable the learner to achieve the task. This additional assistance can be in the form of an individual/educator with skills and knowledge that surpass the learner. It can be in the form of social interaction with a skilled individual/educator that allows the learner to observe, participate and practice their skills. Additional assistance also comes in the form of scaffolding, modelling, peer learning and other supportive activities that can help the learner as they are led through the zone of proximal development.

AFL in teaching needs to be individually adaptable to each learner in order to be successful, and when successfully delivered the once impossible is achieved. Thus, making this first pedagogical principle crucial to teaching.

During my PTE1 I am employed a number of AFL strategies. I paid particular attention to the "key strategies" of formative assessment with one big idea (Leahy, Lyon, Thompson & Wilson, 2005) The "big idea" behind these strategies is the adaptability to meet the learners and the classrooms needs.

"The five key strategies are:

1. *Clarifying, sharing and understanding learning intentions and criteria for success.*
2. *Engineering effective classroom discussions, activities and learning tasks that elicit the*

evidence of learning.

3. *Providing feedback that moves learning forward.*
4. *Activating learners as instructional resources for one another.*
5. *Activating learners as the owners of their own learning.*”(wiliam, 2011, p.46)

I delivered my AFL strategies in a number of ways firstly.... A *Think Pair Share* activity where pupils were instructed to co-operatively work together in pairs to answer a series of true or false questions from a PowerPoint slide on the board based on prior learning. During this activity the paired pupils were asked to decide the correct answers and then present/share their answers with the rest of the class. This opened up opportunity for classroom discussion, strategy 2 of the key five strategies of formative assessment with one big idea.

My second example is establishing a learning intention in the form of a lesson objective using a PowerPoint slide. Here I give clear step by step instructions using bullet points. During the lesson I present this slide and read it out loud to the class, once I have finished reading, I enquire if everyone has understood and if everyone understands what they have to get on with. If any pupils appear to still be unsure or directly tell me they do not understand this is where I interline and provide extra support and guidance to make sure that pupil is on task.

I found that using this process was an excellent way of making sure the class understood what was expected of them that lesson and instantly diminished any misunderstandings/misbeliefs of the lesson. This directly relates to key strategy 1.

My third example is creating an easy to read success criteria in bullet point format. This was delivered in the form of a PowerPoint slide on the board. Here I gave simple, clear, and precise Lesson goals. This Success criteria is left up on the board for the duration of the lesson for pupils to refer to at their leisure.

This example allows for pupil self-assessment by ensuring each individual has adhered to each bullet point of the success criteria. Linking this to the fifth key strategy.

As well as providing a written success criterion, I also provided a successful example model of work. Using a physical example of work or WAGOLL (What A Good One Looks Like) is detrimental to student understanding as again it illustrates what is expected of them that lesson and instantly diminished any misunderstandings/misbeliefs of the lesson.

To further ensure pupil understanding I have provided live classroom demonstrations of the desired task. During my demonstrations I allow questions and I ask the class questions, such as “why do you think I might be holding my pencil at this angle?”, “What do you think might happen if I press too hard?”, “How do you think we could improve on this piece of work?”. These questions allow me to check for student understanding. Again, this opened up opportunities for group/classroom discussions.

Key strategy 3 was employed when I used exemplar student work as successful model examples. This WAGOLL technique allowed me to praise the pupils work in front of the class and describe desirable qualities of the work that linked directly back to my success criteria. This gave me the opportunity to ask the class questions such as “why do you think this is a good piece of work?”. Thus, making the pupils active learning resources for each other. See key strategy 4.

I found this method extremely useful as it made other learners want to be noticed and praised in front of the class which in turn increased class productivity. However, I did notice I had to be careful when selecting pupils to praise for example work as it became increasingly more common that the same students of higher artistic abilities than others would be chosen. This could cause the classroom to suspect favouritism on my part which I did not want.

Over the years much research has been carried out to try and determine the benefits of implement assessment for learning in the classroom. The Assembly Government established the following outcomes:

“Improvements in:

- *Learners performance – leading to higher quality outcomes*
- *Engagement of all learners in their own learning*
- *Learners ability to transfer generic skills leading to greater flexibility and therefore employability*

Increase in:

Enjoyment of both teacher and learner.”(Centerii.org, 2020)

With the Assembly Government outcomes in mind I can only reaffirm my previous statement that I believe the Donaldson pedagogical principle, *Good teaching and learning means employing assessment for learning (AFL)* to be essential to teaching and importantly my personal practice.

I was given feedback for this lesson by the head of the art department who was over all pleased with my performance. I had been giving suggestions on ways I could improve my live demonstrations to the class I.e. provide more examples of line and movement to the beat/tempo of song, experimentation with different genres of songs for the task and lastly to recap plenary through questioning.

I took the advice on board and followed the feedback for the next lesson with 7N and adhered to the same advice given for the next year 7 class I had to teach this topic to.

Secondly, I will look out the next Donaldson principle. *Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence and provides opportunities to practice them.*

The LNF (The Welsh Government national literacy and numeracy framework) states a number of requirements for young people to master across the curricular these are divided into two categories – numeracy and literacy.

“Within **literacy** we expect children and young people to become accomplished in:

- Oracy across the curriculum
- Reading across the curriculum
- Writing across the curriculum.

Within **numeracy** we expect children and young people to be accomplished in:

- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using data skills.” (Celc.arts.wales, 2020)

With these requirements in mind I will provide examples of how I have included literacy, numeracy and IT in my PTE1 lessons. Firstly, I will discuss the use of literacy in my lessons. Whilst introducing the topic Colour Theory, year 7 were introduced to the artist Wassily Kandinsky. As this particular class is at lower ability level, I had to adjust my artist background knowledge to suit the class' needs. See image below.

I have used a red font to highlight key words throughout my slideshow which the class has been told they will be quizzed on at the end of the lesson. To make sure I am successfully incorporating literacy into my lessons I choose a student at random to read a sentence each of the presentation out loud to the class. As 7N is quite a small class this is a very successful technique.

Once the text has been read out by the class, I ask the class what they already know about the keywords shown, in particular opera, jazz and most importantly the meaning of the word **abstract**.

The word abstract and its meaning lead to a class discussion in which some students recalled where they had heard the word before and in what context and described other words that could relate to the meaning of abstract. Once the class had finished discussing what they already understood about the meaning of the word Abstract I presented them with my own definition of the word using the next slide. In my brief description I include more highlighted keywords that relate to the topic and the artist's work. These words are used to prompt students when I ask the class to verbally describe what they can see in Kandinsky's paintings. This example in particular echoes The National Curriculum for Wales Art & Design guidelines that states: "In art and design learners develop wider communication skills to express their ideas and emotions. They inform their own work by responding to the work of others." (Hwb.gov.wales, 2020)

By doing this my pupils are developing their literacy and hence forth adhering to the Donaldson principle.

Music helped Kandinsky create his paintings. He especially loved **opera** and **jazz** music. He listened to the music to help decide what colours and shapes to use.



Composition VIII, 1923



Yellow, Red, Blue, 1925

Kandinsky's artwork is called **abstract**. He has produced some very famous **abstract** artworks.

This is a slide from my Kandinsky PowerPoint presentation for 7N which introduces the artist Kandinsky.

Kandinsky's artwork is called **abstract**. He has produced some very famous **abstract** artworks.



Composition VIII, 1923

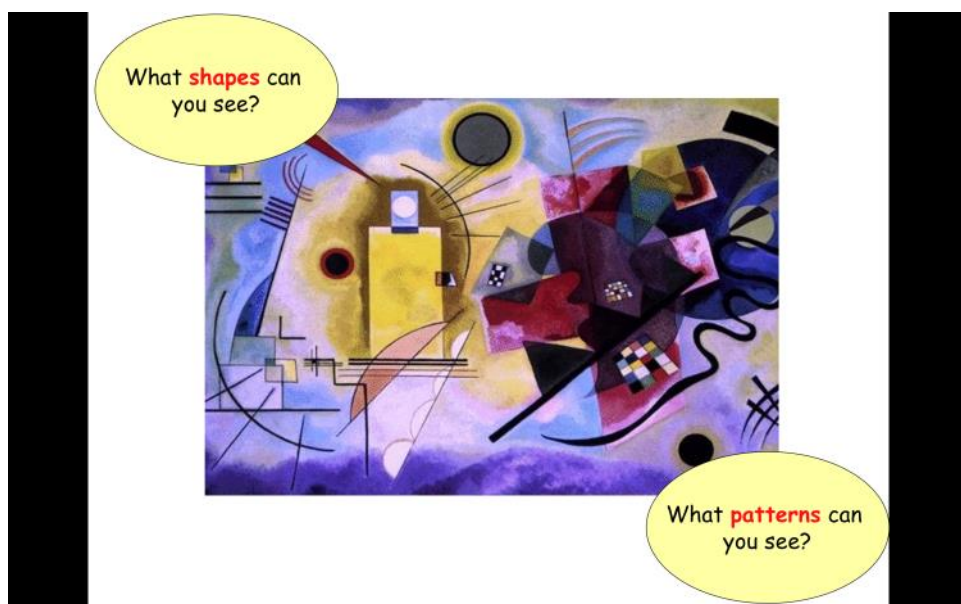


Yellow, Red, Blue, 1925

Abstract means:
Something that does not look like a person, place or thing in the natural world.

Therefore, the work is based on what you see and feel: **lines, shapes, pattern and colour**.

This is a slide from my Kandinsky Power Point Presentation for 7N which defines the meaning of the word abstract and provides key words relating to the topic and the artist's work.



This is a slide from my Kandinsky Power Point Presentation for 7N which asks the class to discuss shape and pattern in Kandinsky's painting.

So far I am happy with my use of literacy in my lessons, however if I was to build on this further I could prepare starter activities/plenary activities based on the key words used in lessons or based on prior knowledge. E.g unscrambling the letters to form a keyword.

Next I will be looking at my use of numeracy in my lessons at PTE1. I will be looking at the implementation of Numeracy in my Repeat Pattern lesson where I provided step by step instruction/success criteria on how to create a handmade repeat pattern design.

As the process of designing a pattern template is very tricky and demands accuracy, rulers, craft knives and cutting boards were required as pictured above on the slide. Students were instructed to create a design in the middle of a sheet of A4 paper, once completed they were then asked to cut their design in half then half again. This task required measuring the A4 paper using a ruler and finding out the length and width of their sheet of paper (21cm x 28cm). The students then had to half these dimensions and accurately cut their design into quarters in order to complete the process. The students were allowed permission to use a calculator to work out dimensions or scrap paper

STEP TWO/ CAM DAU

Cut your drawing in half. (I know, this is scary! You can do it. Remember you can always copy, scan, or photograph your original for safekeeping.) Consider using a **cutting knife** for a clean cut, but scissors are fine, too.

Once you have your two pieces, flip them so the original outer edges touch, back to back. Then, tape your two halves together. **Tape** on the backside so your drawing stays clean.

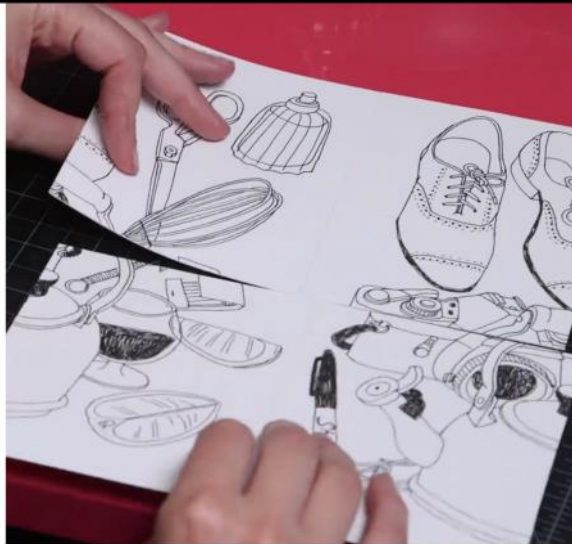


This is a slide from my Repeat Pattern PowerPoint Presentation in which I provide step by step instruction.

Once students had cut their design into quarters, they then had to rearrange these four squares to make their *Repeat tile*. To do this the students had to carefully Reflect and rotate each section. The purpose of this being when photocopied the newly form design will repeat in any direction when laid next to the copies to form a repeating pattern.

STEP THREE/ CAM TRI

Rotate your page, and cut it in half again (the other way, so that the two cuts form a cross). Flip these two new halves, and tape them back together. Again, the tape should go on the back.



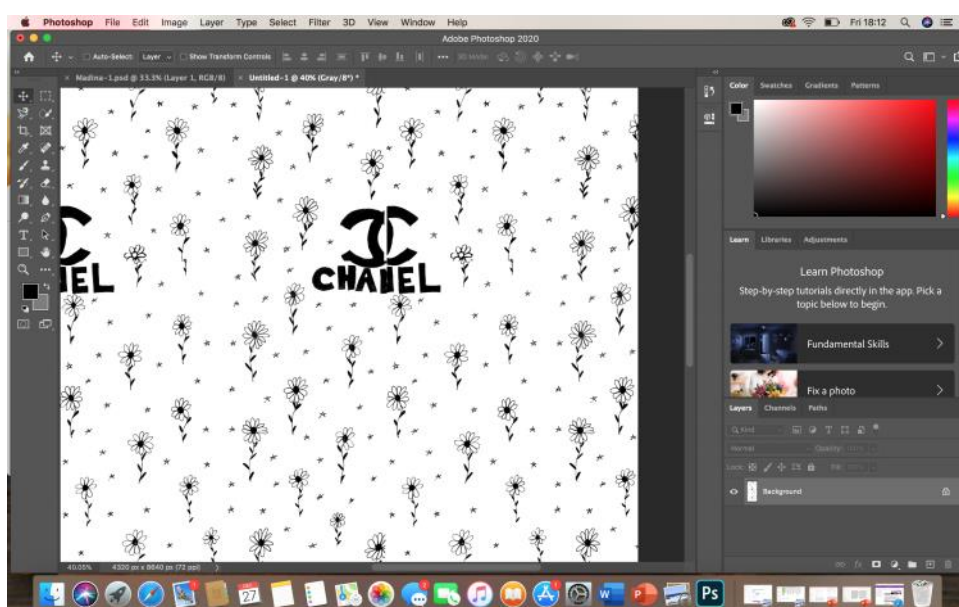
This is a slide from my Repeat Pattern PowerPoint Presentation in which I provide step by step instruction.

The use of numeracy during this lesson was vital as if poorly or incorrectly measured or cut the entire design would not line up and repeat correctly. This was the case in a few instances where students were so keen to see the end result that they rushed the measuring process and there for made errors or perhaps were not as accurate in the cutting process using a craft knife and ruler.

In future I will be sure to drill the advice "measure twice, cut once" to lower the margin for student error. I will also keep a failed student example to show to the class to explain what happens when measuring hasn't been successful. Please see successful vs unsuccessful examples below.



Student example 2 a successful outcome ready to be edited using Adobe Photoshop



Student example 3 incorrect measuring which resulted in a failed outcome

Lastly, I will be looking at my use of digital competence. Here I will be using 8N as my example. This lesson was entirely ICT focussed with a full one-hour access to the computer room. 8N were instructed to make a digital mind map for the first task using Microsoft PowerPoint. This mind map would later help them to make the second task, a digital graffiti mural using the same software. The class already had a basic understanding of how to use Microsoft PowerPoint, a live demonstration was provided by myself using the projector where I followed the success criteria to complete the task. While doing this I used the technique *Thinking Out Loud* where I explained the process as I was doing it. In this task the students were asked to use font generator websites to create graffiti. They were asked to source a suitable background to digitally graffiti with the school's principles and aims

In future I will allow more access to the computer room for any students who wish to use the facilities to aid them with their individual topics/themes. This could be in the form of artist research or image research.

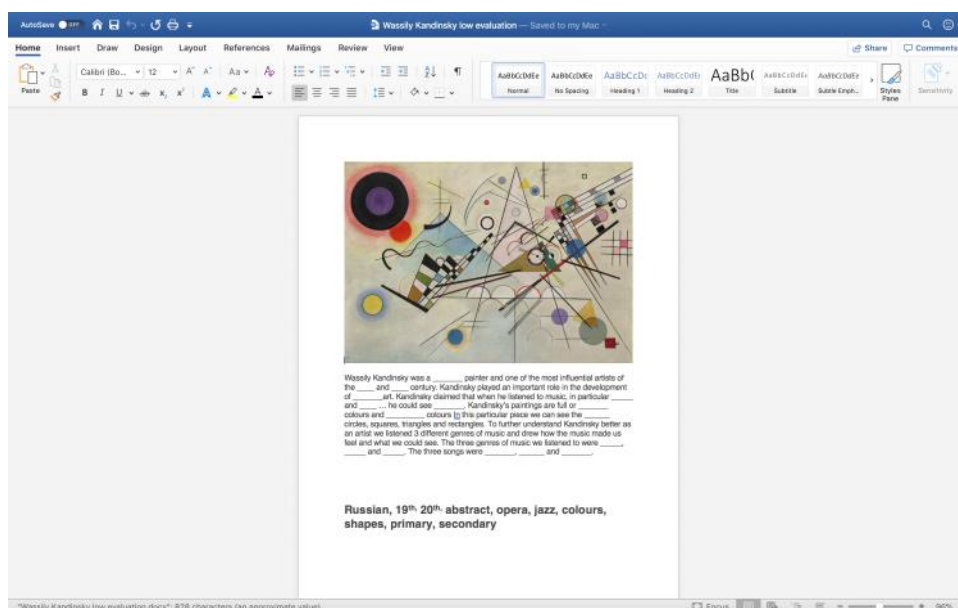
“Cross-curricular dimensions provide important unifying areas of learning that help young people to make sense of the world and to give education relevance and authenticity.” (Addison, 2010) Baring this statement in mind from author of *Understanding Art Education* it would appear that these three extra academic subjects belong in the art classroom in the form of expression, problem solving and creativity.

And lastly, I will be discussing the third pedagogical principle. *Good teaching and learning sets tasks and select resources that build on previous knowledge and experience and engages interest.*

It has been said that “The most important single factor influencing learning is what the learning already knows.” (Capel, Leask and Younie, n.d.)

This has been detrimental when it comes to student’s writing artist evaluations and answering true or false questions based on prior learning. In particular 7M was given around 4-5 lessons on the artist Kandinsky, they were then presented with starter activity task of answering true or false statements based on what they had previously learned. They were then instructed to write an artist evaluation using a worksheet with a block of text missing out crucial key word information about the artist and his work. 7M were given a choice of words to use at the bottom of the work sheet. They had to rely on prior knowledge to select the correct missing word.

I found employing these methods to be very successful in both cases. The starter activity allowed for classroom discussion and even debate to identify the correct answers. The artist evaluation work sheets depended on prior learning but also offered cues at the bottom of the page to provide extra assistance to my SEN 7M class.



This is the Kandinsky Evaluation worksheet for 7M



Starter Activity/
Gweithgaredd Cychwynnol

Are the following statements **True or False?**...

- 1. The primary colours are RED GREEN and BLUE
- 2. You can only make secondary colours by mixing primary colours
- 3. The secondary colours are GREEN ORANGE and PURPLE
- 4. YELLOW and PURPLE are complementary colours

This is the true or false starter activity based on prior learning for class 7M

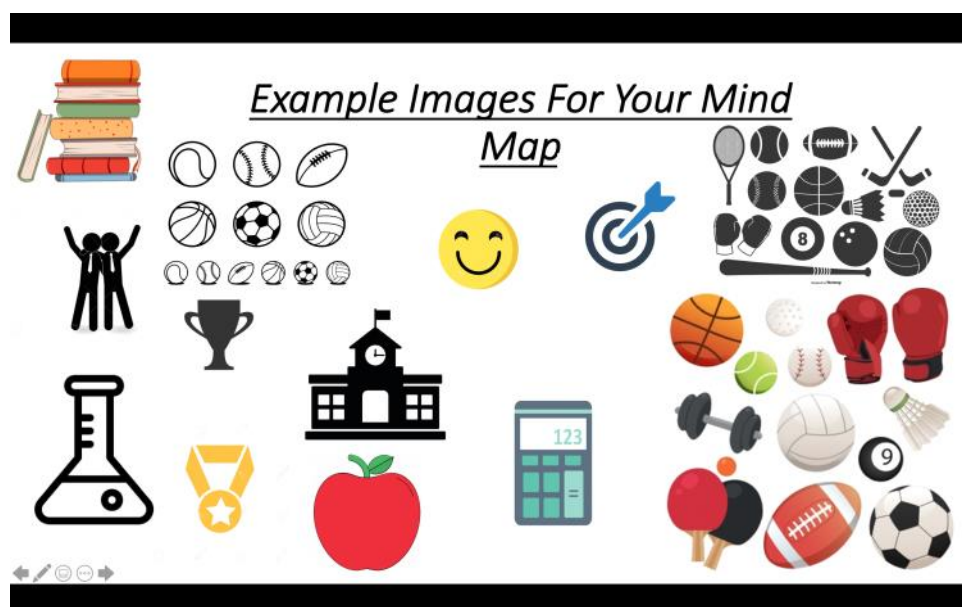
"The importance of taking account of prior learning...has been shown to be important in teaching...where misconceptions established at an earlier stage create serious barriers to new learning and need to be tackled."(Assets.publishing.service.gov.uk, 2020) This particular statement from The National College for School Leadership has proven to be particularly true for my next example of implementing this final Donaldson principle.

As mention earlier on in this critical reflection, my class 8N had the task of making a school digital graffiti mural. As they already had a previous lesson on creating a digital mind map using Microsoft PowerPoint, they were familiarised with the software and aware of the current lesson objectives and success criteria. With this prior knowledge 8N were able to navigate the software and create a digital mural with ease referring back to their previous mind map for assistance.

In this case for 8N it was a 2-part lesson, the second task could not be attempted without the first having been completed. I really enjoyed teaching this class topic spread out over two lessons. I found by explaining the situation to the students they came in the next lesson with a clear understanding of what they were going to be doing that day and looking forward to the task at hand.

However, during my time at PTE1 I have come to realise that without repetition and regularly implementing newly acquired knowledge pupils tend to forget what they have learnt. This has commonly been seen in students who study/prepare for an exam. They will learn the material for the examination and then forget it afterwards.

"With our students, once they learn the material, the replicative maps lose meaning and repeating the material becomes much less powerful." (Jensen, 1995)



This is a slide from my School Mind Map & Mural PowerPoint Presentation where I show a model example and success criteria



This is a slide from my PowerPoint Presentation in which I provide a finished example piece of work of the school digital graffiti mural..

At the next PTE stage, I will continue to implement the three previously discussed principles and I will continue to develop on these. In terms of AFL I will be paying more attention to scaffolding and modelling particularly for my lower ability classes.

For cross curriculum, I will develop this in the form of introducing Welsh language into my lessons. This will be in the form of slide headings where I will have one side in English and the other in Welsh. I will aim to include at least one relevant Welsh artist in every new process/topic in introduce.

For prior knowledge, I will be sure to reintroduce previous processes/topics in order to keep newly acquired knowledge at the surface for my pupils.

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Wednesday, December 11, 2019 11:58 AM

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