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MODULE: PRINCIPLES OF  
TEACHING, LEARNING AND  
PEDAGOGY IN THE  
SECONDARY SECTOR  
LECTURER: ALISON S EVANS

## PART B

### TASK (1)

The PGCE Art and Design course was located this year in the Industrial town of Aberavon. It was therefore relevant that the theme for the scheme of work was set as INDUSTRY. The lesson plan was written for a Key stage 3 class of mixed ability on the theme of Industry based in that area.

I am not a native of the area and so needed to research, via the internet, listening to BBC interviews of the locals and walking around to get a flavour of the place, I remembered as a small child visiting the Avonlido swimming pool, the monolithic skyline of the steel works however, never made an impression on my mind. The steel industry in the area faces an unclear future, mentioned almost on a daily basis in the tabloids which bears heavily on the shoulders of the local inhabitants.

Teaching the local children on the theme of Industry, I wanted to address the wonderful things that could be done in the area. This began my research into the leisure industry in the area.

I wanted to introduce contemporary Artists and Sculptors who were Welsh or trained in Wales and in the main from the South Wales area. I chose sculptor Andrew Rowe, sculptress Lynne Walters, artist Jeremy Thomas and artist Dorian Spencer Davies,

Jeremy Thomas was a primary school teacher for 15 years but now works out of Abergavenny as a fulltime artist. He was brought up in Ebbw Vale. I became particularly inspired by his work because it was illustrative and reminded me of children's illustrations, with twisting and turning dominant lines expressing the undulations of the buildings and streets. He works in the medium of oils mainly.

Jeremy Thomas states - "most of my artwork is based on the environment in which I live, I endeavour to portray the natural beauty of my surroundings, as well as the decay and depravation that has resulted from decades of heavy industry and neglect". ([www.jeremythomasart.co.uk/about.html](http://www.jeremythomasart.co.uk/about.html))



Figure 1 'The Rusted Iron Shards of Choking Air.' (2012)

The work of Jeremy Thomas led me on to look at the work of Carmarthenshire artist Dorian Spencer Davies who has a similar style of painting. He attended Dyfed College of Art studying illustration. His work expressly illustrates landscapes and seascapes in Wales. Unlike Thomas he depicts actual places, and it is this which makes them so charming because he paints in bold colours and picks out the key things that you would remember about a place as a memory. He works in watercolour predominantly. Similarly to Jeremy Thomas his work has the black outlines emphasising the curves in the paintings.



Figure 2 Tenby Harbour

I feel inspired by the sheer energy and vitality of his paintings which are a celebration of the varied welsh landscapes and seaside towns.

Sculptor Andrew Rowe studied at Dyfed college of Art. Contemporary Welsh

sculptor, artist and blacksmith Andrew Rowe has designed a sculpture for the seafront in Aberavon which is a representation of the tail of a kite being flown. The structure is 42 feet tall and made from corten steel. This steel is manufactured by Tata a global company in Port Talbot.

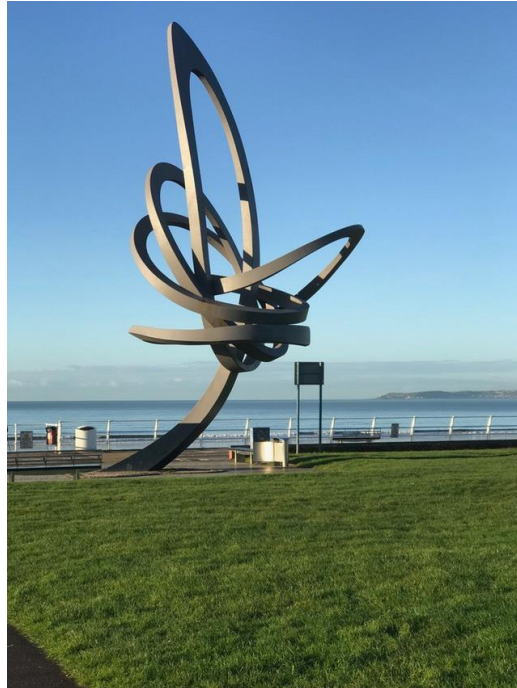


Figure 3 Kite Tail (2009)

Andrew Rowe said of the sculpture that -

“It was inspired by seeing families flying kites on the long, windy stretch of sand that is Aberavon Beach. “I made it from steel to reflect the town’s status as one of the major steel producing centres of the world.”

“The long, flowing section of the work reflects the ribbons which fly behind kites.”

[www.aberavon-beach.co.uk/beach-art.html](http://www.aberavon-beach.co.uk/beach-art.html)

Lynne Walters lives and works in Wales having graduated from Cardiff university with a degree in contemporary textile practice. Waters says of her work -

“The materials I work with are primarily mild steel wire, anodised aluminium, stainless steel and recycled tin. I produce wall hung or free-standing sculptures, which depict life with a humorous twist. My work is inspired by memories of people and places, vibrant street scenes are evocative of any place where people inhabit”

<http://newartcollectors.co.uk/lynn-walters/>

She depicts everyday life with her quirky figures and street scenes. Her use of recycled tin I felt inspired to address the issues of recycling to the class. Their final wire sculptures were made from recycled earthing wire.



The four artists have a significant part to play in the scheme interpreting the leisure industry in the Aberavon area. Jeremy Thomas who uses a strong illustrative depiction of scenes which he says “in truth many of these places are not real... more of an ensemble of memories and dreams”

[www.jeremythomasart.co.uk/about.html](http://www.jeremythomasart.co.uk/about.html) (2018)

The collection of places look as if they belong in a children’s story book, his paintings have strong lines and distorted shapes. In a similar way the work of Dorian Spencer Davies has strong lines. The colours are however far brighter and give an optimistic interpretation of the subject, with a large amount of his work being seaside scenes. This draws of the very long sandy beach in Aberavon where people love to walk their dogs, take the children to play, fly kites and enjoy a wide variety of water sports from windsurfing , kayaking to scuba diving. Andrew Rowe is a significant addition because of his Kite Tail sculpture on the beach front.

The introduction of Lynne Walters introduces a different way of thinking about sculpture and a medium which they haven’t tried before. All four artists knit together the idea of an expressive line to interpret a subject, this one being the

leisure industry. The movement through the artists is one of bending moving flowing and manipulating.

Having researched the four artists I felt that I now had what I needed to engage the children to value and appreciate what they had around them, in a way to treasure what they have, instead of the bleak outlook often portrayed about this specific place.

The scheme of work consists of 6 lessons

The purpose of the scheme of work is to study the work of four contemporary welsh artists examine the leisure industry in the Aberavon area, by means of investigation, then learn how to express their ideas artistically working developing from 2D into 3D. Differentiation is addressed by how straightforward or how complex the pupils are able to complete the tasks ,however their highest standard is always expected also handouts are consistently given out e.g. artists. Having studied the work of the four artists and researched the variety of things to do in their locality with understanding of impact on the local economy. They will begin by investigating the work of Jeremy Thomas and Dorian Spencer Davies and also an ordinance survey map of the Swansea bay. (This will give the geographical / environmental context of the work.) The bold curving, lines of the artist's work lead naturally to the shape of the bay. It is at this stage the base is made. The main constituents being recycled polystyrene carved and covered in a map then papier mache The pupils will then will then investigate leisure activities available in the area. Progressively the scheme moves on to study the work of Andrew Rowe and Lynne Walters which are comparable with the work of the first two artists curves in its interpretation as we begin to explore the interpretation verbs in art i.e Andrew Rowe's 'kite tail' sculpture. The addition of these two artists shows a similarity in subject material but a diversity in medium. The wire work of Lynne Walters will enable the pupils to make sculptures based on the leisure activities they have researched e.g. swimming sailing kite flying, dog walking scuba diving to name a few.

I chose the fourth lesson to deliver to my colleagues, because this was the beginning of next stage in the scheme where the practical element was making wire sculptures. This was creative and you had a finished element at the end of the lesson. It was something that I had to research, practice and then teach which was the challenge I was looking for.

The principles of Y Cwricwlwm Cymreig (2003), Skills Framework (2008) and the Literacy and Numeracy Framework (2013) can be seen throughout my the SoW by the following:-

The scheme of work demonstrates Y Cwricwlwm Cymreig (Qualifications, Curriculum and Assessment Authority for Wales, 2003) where it is explained that the common requirements which should be included in all education in Wales. The five aspects that are addresses are cultural, economic, environmental, historical and linguistic. I believe that they are all intrinsically linked to one and other with each element having a fundamental effect on the next. Where Aberavon is placed geographically/ environmentally has had a dramatic effect on the economy and work I.e. the steel works and neighbouring coal mining (now closed). A sense of strong welsh cultural identity, solidarity and survival has been born from this.

(ACCAC2003:04) states the cultural guidelines for the Cwricwlwm Cymreig

‘Gaining knowledge of one’s own community and its values and traditions.

Exploring the creative and expressive arts in Wales and in the broader Celtic tradition; traditional and contemporary literature, music, art, craft, dance and sport.’

This can be seen all the way through my SOW by the choice of four contemporary diverse welsh artists and the way the lessons investigate the leisure industry in their own community.

The Skills framework (2008.10) can be seen by the pupils developing their analytical skills to evaluate the surrounding area by a researching information on the computer, and analysing the work of Jeremy Thomas, Dorian Spencer Davies, Andrew Rowe and Lynne Walters .They will then create a piece of artwork influenced by them and be able to compare and reflect on how well they did. The

Welsh Assembly Government, set out the idea of 'plan, develop and reflect'. By following these three steps the pupils will be able to think creatively and critically this in turn with reference to my SOW enables them to develop a greater understanding of their environment artistically and economically and the influences on it. Equally the SOW is developing the pupils thinking by investigating what can be done around them in the area (The skills framework 2008.11) as taken from 'why develop thinking and assessment for learning in the classroom Welsh Assembly Government,2007) expresses that developing thinking should be 'learned linked to other lessons, subjects,life outside school'

In addition the first lesson in the SoW uses an ordinance survey map Explorer 165 of the bay in order to see where they are geographically. With the map they are able to see the mountains



Figure 5 OS map

Examination of the map allows discussion around the symbols used and recognition of the features included e.g. sea depth – scuba , mountain height – mountain biking, yellow for the beach, green for wooded areas. (further discussion could examine shipping routes and the significance of the docklands in other SoW).

The SoW includes group discussions, map reading (scale and measurement) knowledge of paper sizes and oral and written work which meet with the recommendations of the NFL (last updated 2013) states for year 9 pupils that the Should

‘select, interpret and evaluate ideas and information convincingly or objectively’

‘consider the relevance and significance of information and ideas presented to them’

## Task 2

A Scheme of Work (SoW) is a sequential plan of lessons which develops a theme of work to a conclusion. The SoW takes into consideration what has gone before and what is to develop and is therefore interconnected and develops progressively. A SoW sets out clearly objectives for the scheme and contains the fundamental principles set out by The National Curriculum for Art and Design in Wales, Y Cwricwlwm Cymreig, The National Literacy and Numeracy Framework, The Skills Framework, Differentiation and Standards for Qualified Teacher Status. A scheme of work is a tool where is essential to pace according to needs of the individual by their learning ability, therefore addressing the need of differentiation.

My scheme of work was planned in detail in order to give logical progressive flow finishing with a sculpture. The scheme of work was taken step by step to stimulate, engage and progress the pupils learning. I think that the choice of artists and their subject matter were relevant, linking the leisure industry with the area and expressing themselves diverse use of recycled wire and mixed materials this helped to support the pupils learning.

Following my initial teacher training placement I think I would readdress the amount of work I would expect from my SoW. The sheer quantity I think was a little optimistic, there is a wide range of difference in one class when addressing the pupil's ability to complete their creative tasks, more time must be given.

Pupils of higher ability however have plenty of opportunity for extension Tasks. QTS standard S3.1.1.

A lesson plan is an account of work to be undertaken in a single lesson which a teacher can refer to. Included in the plan a teacher can write down their analysis of

the learner group to include the number of pupils, whether there are children who have special needs, any high achievers and a seating plan as a result of this. The lesson plan refers to where the lesson lies in a scheme of work and what the pupils are specifically able to do by the end of the lesson and what measures are to be taken in order to address differentiation. Any notes from previous lessons and new materials needed are listed. The lesson plan includes a pre - lesson checklist that the teacher can see the frameworks that are being taught. A successful lesson I believe is one which progresses on from the previous one and is clear in its structure aims and expectations. I followed Mike Hughes' guide to 4 phase lesson plan, where in the 1<sup>st</sup> phase I greeted the class and set them at their ease, I then recapped on the previous lesson. The pupils were learning to develop 2d into 3d abstract ideas. The lesson learning objectives discussed. In the 2<sup>nd</sup> phase I demonstrated the line drawing first then they attempted the task. In phase three we moved on to the wire making. Following my demonstration they attempted the task. I feel this was a successful progression which moved from 2d to 3d well. The emphasis was on their interpretation with the templates as a guide. In the 4<sup>th</sup> phase was my plenary, we played a True / False quiz. The pupils wrote their names on the top and answered relevant questions to do with the lesson and we could recap as a group. In retrospect I would I have liked to have spent more time on the wire manipulation task. I felt this was rushed and the class would have benefited with more time. I have now appreciated how much can be fitted into a lesson and have addressed the QTS standard S3.3.7.

The national curriculum for art and design in Wales is a document which outlines the structure of teaching the subject for school and teacher in Wales in depth. It is 'a single coherent framework for curriculum, assessment and qualifications 3-19 which will help schools to raise standards of achievement and widen educational opportunity' (national assembly government 2008:2)

within the structure of the document it set out that learning should follow the process of understanding, investigating and making. I believe that my lesson has been creative, stimulating and progressive. As set out by level 6 of the level

descriptions (national assembly government 2008:14). The pupils explored and demonstrated their understanding, when comparing the methods and techniques used in their own work and that of the chosen artists. The 'Investigating' section was set as a homework task in the previous lesson where they were asked to research leisure activities in the area and bring in photo examples from the internet or magazines. This was then discussed and implemented into this lesson. 'Making' was implemented as the practical exercise in the lesson. Where the pupils began with a 2D line drawing and then having evaluated the work of Lynne Walters to make a 3D wire sculpture. The hazards of working with wire were discussed in the lesson (national assembly government 2008:15) and protective glasses were worn. Looking back at the making section I would have changed the wire to recycled garden wire which is easier to bend and to begin the sculpture bending I would have suggested taping the wire down onto their line drawings. This would have made it easier for the less able.

The Cwricwlwm Cymreig (YCC) framework specialises in the integration of Wales and what it means to be Welsh into the curriculum. This is done through five elements when taken together are Y Cwricwlwm Cymreig. These are outlined in a document entitled Advisory Paper 18 'Developing a Cwricwlwm Cymreig' published by the Curriculum Council for Wales (CCW)1993.

The five elements were 'intended to develop pupils

- A sense of belonging

- A sense of place and heritage

- An awareness of the importance of language and literature in the history and life of Wales.

- An understanding of the creative arts in Wales religious beliefs and practices.

- An awareness of the factors that have shaped Welsh religious beliefs and practices'.

As Shan Samuel-Thomas highlights on [www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/19707.pdf](http://www.wjec.co.uk/qualifications/art-and-design/art-and-design-gcse/19707.pdf)

QTS - S2.2, demands that students should provide pupils with opportunities to : '

develop and apply their knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (the Curriculum Cymreig)'. Whilst I attended the 2018 Secondary School Conference Professor Robin Banerjee, Professor of Developmental Psychology stated "learning is a social process in a contemporary school".

My lesson concentrated on the cultural, economic and environmental sections. This was shown by the study of four Welsh artists Lynne Walters, Jeremy Thomas, Dorian Spencer Davies and Andrew Rowe. The study of the area in a geographical setting at the beginning of the scheme addresses the environmental section and finally and the study of the leisure industry in the area addresses the economic section. In my lesson I greeted the pupils both in Welsh and English. The power point presentation titles are in Welsh and English. I could improve my lesson by taking this further to address the needs of the Welsh speakers, by also giving bilingual handouts.

I agree with the curriculum and assessment authority for Wales when they state that:-

'A Curriculum Cymreig helps pupils to understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century, to identify their own sense of Welshness and to feel a heightened sense of belonging to their local community and country.' Curriculum and Assessment Authority for Wales (ACCAC) 2003.p2.

Professor Graham Donaldson states within his four principles of the new curriculum healthy confident individuals will have 'secure values' and begin to make their own 'spiritual and ethical beliefs' Successful Futures Independent Review of Curriculum and Assessment Arrangements in Wales Professor Graham Donaldson CB February 2015.p30 These are similar ideas to Y Cwricwlwm Cymreig's primary objectives.

The National Literacy and Numeracy Framework (2014). In the lesson literacy and oracy were addressed by a group discussion about health and safety issues of

working with wire. As a group we discussed the main worries then filled in the mind map template given to them. Reading skills were addressed with a true / false quiz at the end which they had to read and answer. This was then discussed as a class to finish checking their understanding. I took the quiz in, because they were asked to put their names on the top I could then see their individual understanding.

As stated by Estyn 'Schools are not expected to create opportunities for pupils to show their skills in ICT, numeracy, literacy or Welsh in every single lesson.'

Inspection Clarified (Estyn, 2015, Q22)

Literacy and numeracy: Your questions answered Crown copyright 2017 Welsh Government's.

The lesson did not contain any elements which dealt with the numeracy framework . However the scheme of work did in many areas e.g the analysis of the OS maps discussing ideas around scale and distance and numbers on contour lines. I could in the future add an element where the pupils can measure the length of wire and then cut.

The Skills Framework (2008) is guidance to improve thinking, ICT and communication skills for pupils from 3 –19 and beyond. This strategy in part addresses the skills shortage in Wales (welsh assembly government 2008.06) Within the lesson that I delivered the pupils developed their thinking skills by evaluating the work of artists and comparing their own to it. The pupils were thinking of ways to manipulate the wire in order to make the desired shape they wanted, and they created their own interpretations of sculptures. Their ICT skills were developed by the use of computers to investigate the local area and its leisure activities, which was set as homework for the taught lesson. The pupils personal and social education was developed by learning about local artists, what to do in the area and the importance of recycling. When addressing careers and the world at work the pupils were improving their skills of speaking in front of an audience, how to articulate in a presentation in the scheme of work and the importance of health and safety when using wire in the lesson which was delivered.

## Teaching and learning theories

The starting point for my scheme of work and lesson was the principles in the consultation document Art and Design in the National Curriculum in Wales for Key stage 3, understanding Investigating and making. These elements were integrated as activities. The Curriculum Cymreig was also integrated as discussed previously. Having studied the theories of Behaviourism, Cognitivism and Constructivism. The work of Russian psychologist Lev Vygotsky interested me. His Social Development theory which is the foundation of Constructivism. Within his theory he discusses the zone of proximal development.

‘Vygotsky (1962) introduced the concept of ZPD to criticize the psychometric-based testing in Russian schools. The traditional testing reflected only the current level of learners’ achievement, rather than learner’s potential for development in future’.

Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development Vol. 3, No. 4; December 2010 p239 Published by Canadian Centre of Science and Education

When you compare Piaget and Vygotsky’s approach to development you could argue both sides. Piaget believes that if a child is made to find out himself he will have those tools for life (Piaget, in Piers, 1972), Vygotsky on the other hand believes that if you show a child how to do something he will know how to do it next time (Vygotsky, In Mind and Society, 1978).

I agree with Vygotsky’s that you cannot ignore culture in cognitive development. This is where I see that the Welsh culture is fundamental element to be included in the Welsh curriculum. This formed a large part in my Scheme of Work and taught lesson, with the inclusion of Welsh artists, geography and economy. My SoW and taught lesson plan use strategies which are influenced by Vygotsky where the pupils are taught by the teacher and there is some group discussion.in order for the pupil to perform independently later on. Vygotsky's Zone of Proximal Development:

Differentiation is where all learners are included in a lesson by addressing their needs. The differentiation in my Scheme of Work and my lesson plan was addresses in the main by how complex or how straightforward. I knew that there were three pupils with dyslexia and one with dyspraxia. Tools were made available for them by the means of artist handouts, mind maps and group discussion. The level of dyspraxia in the one pupil did not impact on their ability to complete the tasks. QTS standard S3.3.4.

The scheme of work was creative and used a variety of materials which would interest boys and girls. The theme of leisure industry brought awareness for the need of exercise and the opportunity for both boys and girls to participate, as they are not gender dependant. The work of both male and female artists were introduced. The art which I chose was expressly from the area apart from DSD, this was intentional as I wanted to present excellent role models. In hindsight I would to have tried to get Lynne Walters to come in and talk to the pupils.

With the type of lesson presented Health and Safely was paramount to avoid injury. Safety issues were discussed appropriately and protective glasses worn. The pupils were not allowed to walk around with the wire, and at the end of the lesson I collected all the wire. The pupils were taught how to cut the wire (pointing down). This could have been improved by cutting the wire into smaller lengths.

## ACTION PLAN

| QTS standard | Area to Improve                     | Process to achieve improvement                            | Help and Guidance Needed                                 | Indicators of Success            |
|--------------|-------------------------------------|-----------------------------------------------------------|----------------------------------------------------------|----------------------------------|
| S3.1.1       | Remember to share Lesson objectives | They will be written into the way I begin the lesson.     | None (I must remember)                                   | Class understands objectives     |
| S3.1.3.      | Welsh                               | Increase the use of Welsh during the whole class teaching | Welsh mentor<br>Checking my handouts (this is happening) | All my lessons are in welsh now  |
| S3.2.1       | Marking knowledge                   | Sit with mentor and go through the criteria               | From mentor (already arranged)                           | Improved teaching by evaluating. |
| S3.3.7       | Time Management                     | I must not cram as much into lesson plans                 | Self evaluation                                          | The lesson will not be rushed.   |
|              |                                     |                                                           |                                                          |                                  |
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## TABLE OF ILLUSTRATIONS

Figure 1 The Rusted Iron Shards of Choking Air.'  
(2012)[www.jeremythomas.co.uk/about.html](http://www.jeremythomas.co.uk/about.html). Last accessed 10th November 2018.

Figure 2 Tenby Harbour <https://dorianspencerdaviesart.com/art-shop/tenby>

Figure 3 Kite Tail (2009) at [www.aberavon-beach.co.uk/beach-art.html](http://www.aberavon-beach.co.uk/beach-art.html). Last accessed 11 November 2018

Figure 4 Along the Canal at <http://newartcollectors.co.uk/lynn-walters>. Last accessed 20th November 2018.

Figure 5 OS Map.

