

FEEDBACK, LESSON PLAN, & RESOURCES

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Jamie Lewis Brown

Establishment: St David's

Date: 01.10.2017

GRADE DESCRIPTORS: (When compared with an experienced teacher)

VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
U - Needs attention through further development and improvement

Context of observation

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

Seniors

A. SUBJECT KNOWLEDGE		VG	G	S	U
1	accuracy of knowledge of subject matter	☒			
2	understanding of context e.g. scheme of work, programme of study	☒			
B. LESSON PLANNING AND PREPARATION		VG	G	S	U
1	detail and structure of plan	☒			
2	clarity and suitability of learning objectives	☒			
3	consideration of SPLDs, anticipated difficulties, health and safety, etc.	☒			
4	resources selected, prepared, organised	☒			
5	consideration of professional standards	☒			
6	consideration of appropriate cross-cutting enhancement theme(s)	☒			
7	consideration of active learning, learner engagement and skills development	☒			
C. TEACHING		VG	G	S	U
1	lesson start, e.g. outlining content, aims and objectives	☒			
2	presentation: instructing, explaining, demonstrating	☒			
3	effective questioning	☒			
4	choice and variety of task/s/activities	☒			
5	variety and suitability of teaching strategies/methods/approaches	☒			
6	use of emergent technologies	☒			
7	pace of lesson, use of time	☒			
8	lesson ending, e.g. summarising, recapping key points, etc.	☒			
D. CLASS MANAGEMENT AND CONTROL		VG	G	S	U
1	presence and voice projection	☒			
2	transitions - smooth	☒			
3	awareness, vigilance and intervention	☒			
4	use of praise and encouragement	☒			
5	management of task/s/learners/work groups	☒			
E. MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U
1	monitoring understanding and progress during lesson	☒			
2	suitability of assessment strategies/methods/approaches	☒			
3	assessing achievement of learning objectives	☒			
4	giving feedback and setting targets for progress	☒			
F. EFFECTIVENESS		VG	G	S	U
1	in setting high expectations for work	☒			
2	in conveying enthusiasm and challenging students	☒			
3	of students' engagement and learning in this lesson	☒			

Observer Signature: _____

01.10.17

General Notes and Comments:

Planning and Preparation
A well considered lesson plan with clear learning objectives, which have clearly been considered and written in reference to Bloom's Taxonomy Development/Delivery

This was an ambitious subject for your first micro teach. You put together a superb plan for the demo. The lesson was delivered with confidence and clear subject knowledge. Very successful!

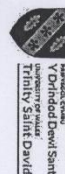
Plenary / Conclusion

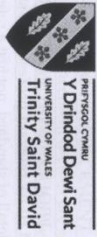
Excellent formation & formative Assessment strategies used throughout

TARGETS FOR IMPROVEMENT

I am not sure what to suggest other than to keep on teaching and get experience, this will help you find that comfort zone -

Can done!





Jamie Brown
Copy of
Materials

LESSON PLAN

TOPIC: SEMIOTICS		CLASS: MIRCO TEACH (LEVEL 4)
DATE: 1 ST OCT 2019	LENGTH OF LESSON: 30 MINS	NO IN CLASS: 7
ABILITY/SPECIAL EDUCATIONAL NEEDS:		
AIM OF LESSON -To provide a definition and breakdown of the theory of Semiotics -Give examples of ways in which a sign can be read (colour, composition, etc)		
LEARNING OBJECTIVES - The Learners Should Be Able To: - List ways the media use semiotics to communicate meaning/emotion - Identify signifiers within real world media artefacts and then analyse them for their greater meaning. - Distinguish between signifier, and the signified.		
PREVIOUS KNOWLEDGE: - Understanding of cultural media (E.G. What a film is)		
ANTICIPATED DIFFICULTIES: Literary Skills Time Entry Behaviour Potential Visual Issues (e.g. short sighted) Technical Literacy Internet (or lack of) Religious Symbolism		
RESOURCES/EQUIPMENT REQUIRED: -Powerpoint -Printed Worksheets -Paper and/or Pen -Smartphone/Smart Device		
HEALTH & SAFETY: Basic Risk Assessment of Teaching Space		

V. Ford 1.10.19

new sign
to sign

PROFESSIONAL STANDARDS

Please note WHEN and HOW relevant professional standards occur and are met:
(Include detail of standard, not just a reference number)

A1 Design and plan learning activities and/or programmes of study - Create and plan a 30-minute Microteaching session A2 Teach and/or support learning - Deliver 30-minute Microteaching session - Provide assistant for students when/if they require it. A3 Assess and give feedback to learners - Through a mix of Q&A and group Discussion.	K1 The subject material - Include definitions of Semiotic theory and how it can be applied K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme - Asking learners to apply the theories to practical artefacts by analysing them individually.
V1 Respect individual learners and diverse learning communities - Treat each individual with the same level of respect, regardless of previous experience and offer additional help if required. - Provide a printed version of the slides in case learners have vision issues.	

CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and WHEN and HOW they are met:

-Critical/Analytical Thinking
By learning and applying semiotics to real world signs, it allows the learner to gain a different perspective of media and what it tries to portray. These signifiers can also be applied to many more practical sectors (e.g. design)

LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	Q&A session, assessing the classes entry behaviour -Outlining Objectives	-(Policy) Ask learners to list potential signifiers that the media use to communicate their message. -(Powerpoint)	5
DEVELOPMENT	-Exploring the theory of Semiotics. -Critical Evaluation	-(Powerpoint) Breakdown the definition and explain the definition of the theory -(Powerpoint) Using a still from US (2019), applying the theory it and then break down the image as an example for the coming task. -(Activity) Using worksheets, the learner must identify signifier and signified with provided images.	10 5-10
PLENARY/ CONCLUSION	-Assessment of LO	-(Group Discussion) As a class, the learners must attempt to break down the image into signs, identifying the signifiers and the signified using their answers on the worksheets.	5

See Structure

ASSESSMENT STRATEGIES USED (WHEN and HOW):

-Question and Answer
At the start of the Microteaching, learners will be asked whether they are familiar with semiotic theory.

During the conclusion, the learners will be asked to share their ights and answers from the task. This will hopefully show the learners ability to apply semiotics to real world artefacts.

-Polling
When transitioning to Semiotics in the Media, students will be asked, through their devices, to poll potential ways through semiotics that the media tries to communicate.

Word

INFORMAL LESSON EVALUATION:
(This section should be completed straight after the lesson)

-Nervous : shouldn't be so open
Was more confident when talking about subject

-Ambitions

- Should have relaxed more

- Could get a gauge of how well I did... People liked it and found it informative though

V. Lewis P14

30/09/2019

SEMIOTICS IN THE MEDIA

How to Read the World Around Us?

DIFFERENT TYPES OF MEDIA

1

30/09/2019

LEARNING OBJECTIVES

- List ways the media use semiotics to communicate meaning/emotion
- Identify signifiers within real world media artefacts and then analyse them for their greater meaning.
- Distinguish between signifier, and the signified.

SEMIOTICS

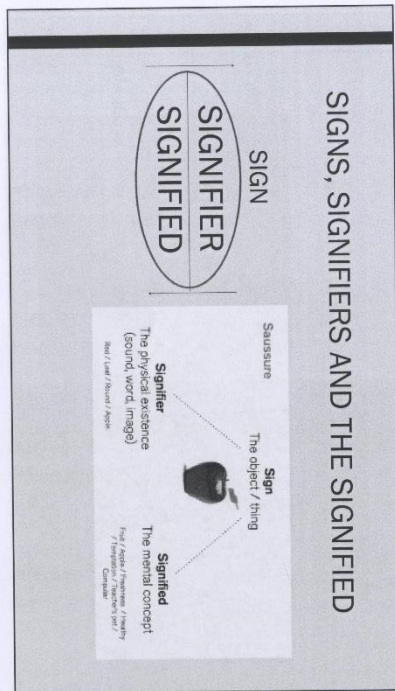
2

30/09/2019

WHAT IS SEMIOTICS?

- "A sign, in this context, refers to something which conveys meaning - for example, a written or spoken word, a symbol or a myth." (Robinson - 2011)
- "Generally, semiotics is the study of signs or an epistemology about the existence or the actuality of sign in societal life." (Yatkin & Toku - 2014)
- Semiotics, according to Saussure (1913), we break down a sign into two separate categories:
- **SIGNIFIERS**
- **SIGNIFIED**

SIGNS, SIGNIFIERS AND THE SIGNIFIED



3

30/09/2019

SEMIOTICS AND THE MEDIA

- "Language disguises thought." (Wittgenstein - 1970)
- "I have a disease, I see language" (Barthes - 1994)
- While Saussure was mostly talking about literature and print based media, in the modern day, we can apply semiotic theory to so much more.
- We use semiotics and signifiers/signified to hide meaning among artefacts in order to make us read it at both a conscious and unconscious level.

30/09/2019

SOME EXAMPLES...

- Colour
- Composition
- Gesture
- Metaphor
- Iconography/ Nostalgia
- Body Language
- Typography
- Written Language
- Musical Motif

4

30/09/2019

VISUAL SEMIOTICS: REAL-WORLD APPLICATIONS



REAL WORLD APPLICATIONS

5

30/1

TASK

- On the handout, there are various images from all types of media. Try and identify as many signifiers as you can as well as describe the signified for each one.
- 10 minutes and feel free to talk amongst yourselves!
- A quick word of advice...
- If you can justify/point it out and back it up...
THERE ARE NO WRONG ANSWERS!

IMAGE 1



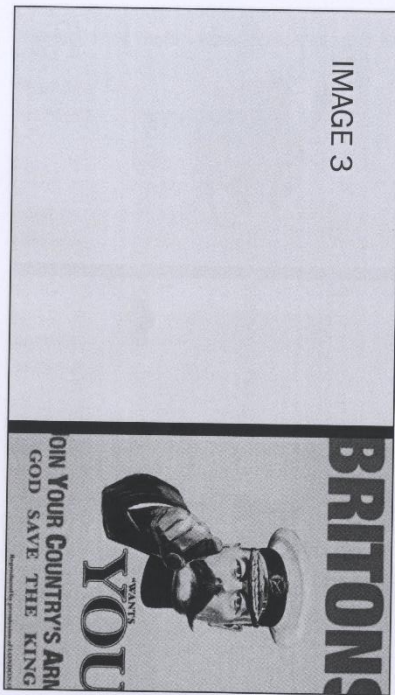
6

30/09/2019

IMAGE 2



IMAGE 3



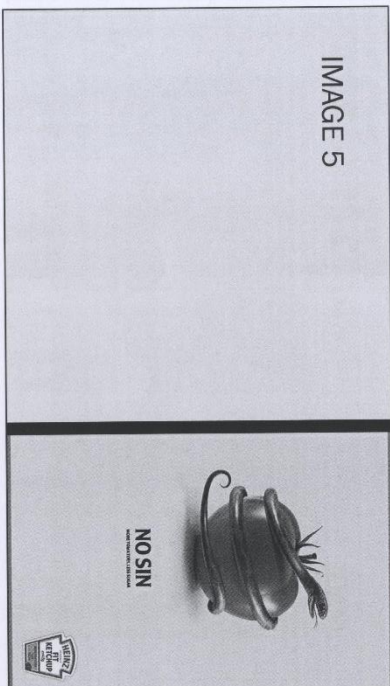
7

30/9

IMAGE 4



IMAGE 5



8

30/09/2019

IMAGE 6



LEARNING OBJECTIVES

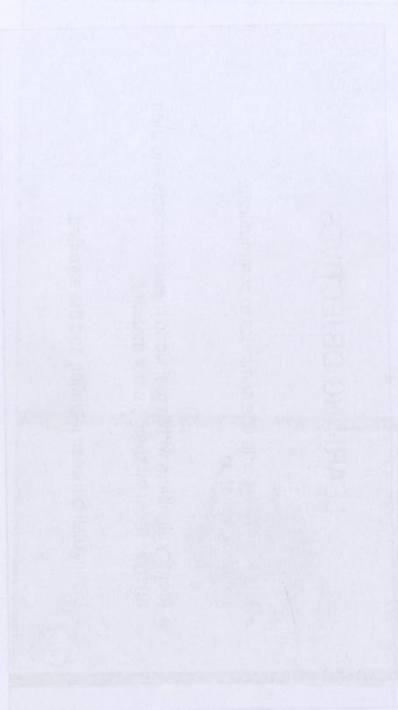
- List ways the media use semiotics to communicate meaning/emotion
- Identify signifiers within real world media artefacts and then analyse them for their greater meaning.
- Distinguish between signifier, and the signified.

9

30/09/2019

MY EMAIL:

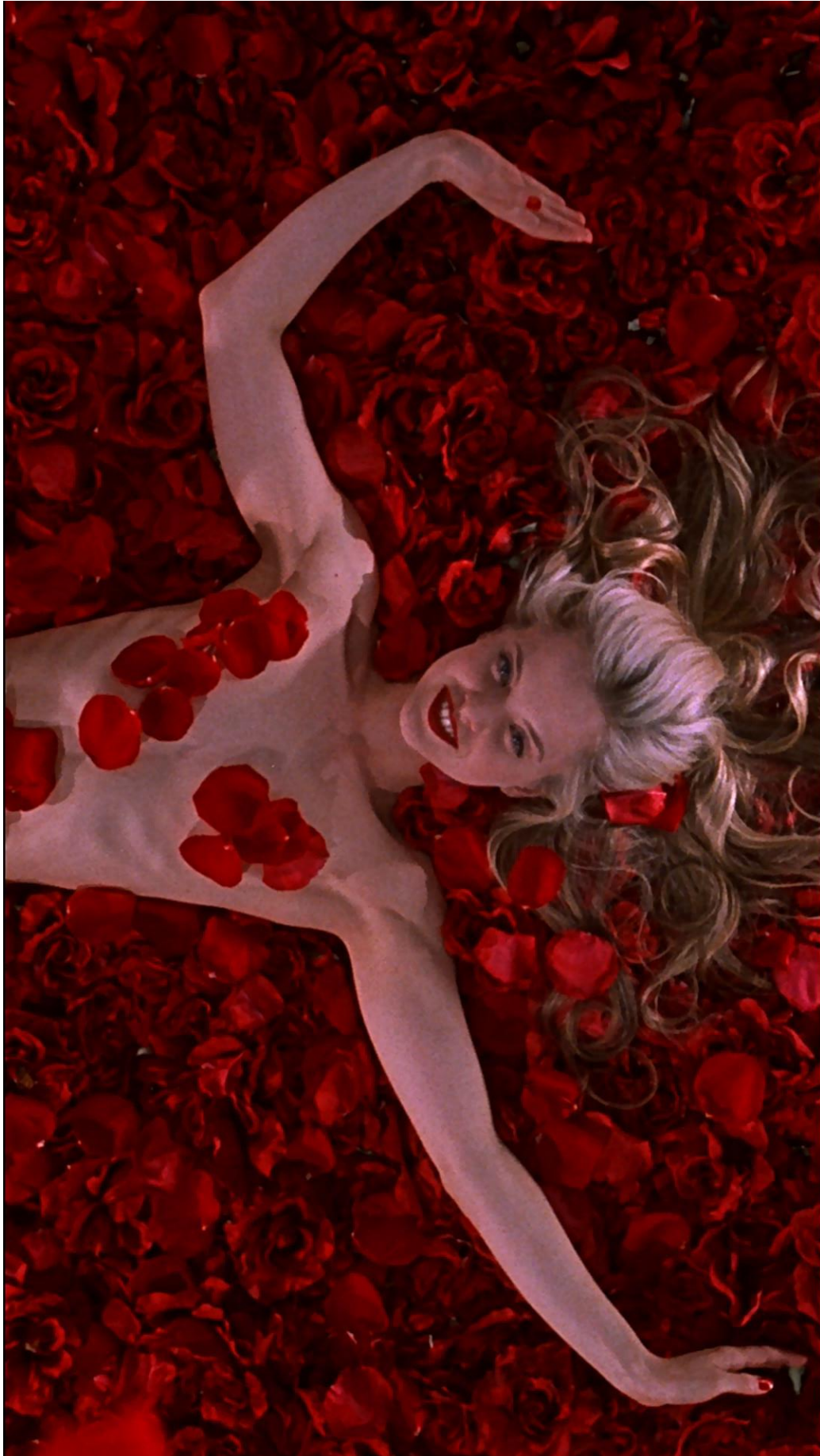
jbrown.141620@student.uwtsd.ac.uk

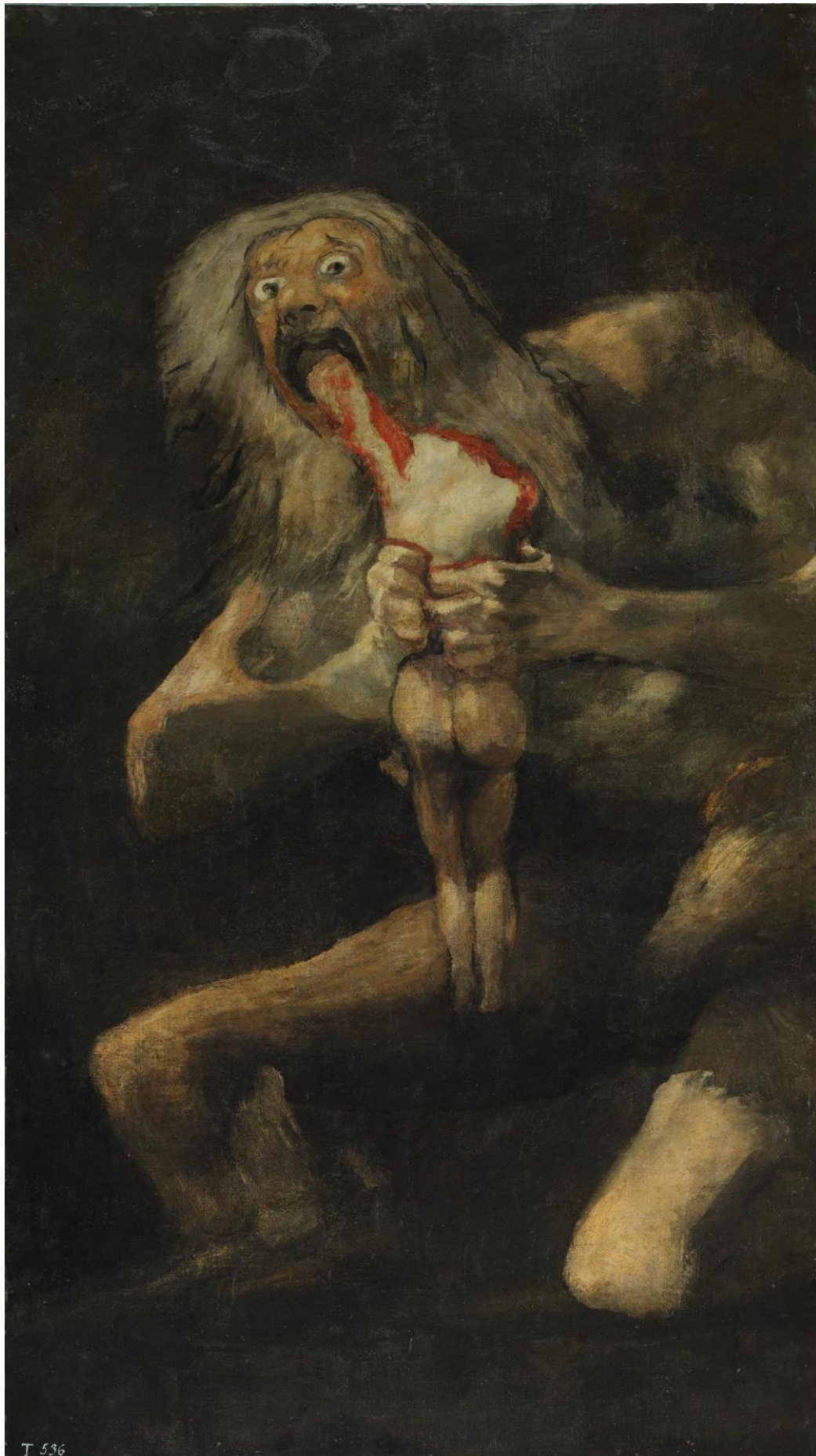


10

HANDOUTS













NO SIN

MORE TOMATOES, LESS SUGAR



Semiotics in the Arts and Design, Cheat Sheet Ideas

When we break down a sign, there are almost infinite ways in which we can interpret meaning from all the different signifiers (it's arguably down to your own interpretation). The following list are just some basic signifiers to look out for when analysing an image, just remember... If you can justify/point it out and back it up... THERE ARE NO WRONG ANSWERS!

Colour

- Red: Anger, Passion, Lust
- Blue: Male, Calm, Upper Class, Wisdom
- Green: Jealously, Nature
- Yellow: Happiness, Danger
- Pink: Feminine, Romantic, Cute (Sweet)
- Black: Death, Professionalism
- White: Life, Light, Innocence
- Purple: Supernatural, Royalty, Peace
- Shadows: Mystery, Deception
- Contrast: Makes things stand out,

This may work for us in the West; however, media companies must be mindful of their colour choices when going international. For Example, the character "Rayman", is a French-Canadian creation and is often depicted in purple but, in Japan, they changed his design to blue as the former is, in the country, is closely associated with death.



Composition (Where Something Sits Within the Frame)

- Power: The size of or how much a character/object dominates the frame can suggest its power within the artefact. E.g. if one character is stood over another, it implies that they have more control or authority/control within the given situation.



- Space (or lack of): Going from power, the space around an object can have just as much significance as the subject itself. E.g. if there is lots of empty space around the object, it can imply loneliness, isolation or give an idea of the scale of a situation. On the other hand, having object be tightly confined by its surrounds, it could signify confusion, claustrophobia, or being out of their depths.



Symbolism

- Metaphorical: metaphors are a deceptively complicated method of using Semiotics. On one hand, you could argue that everything we see, that can be analysed, is a metaphor as it hides its meaning through association (e.g. use of colour) however, when carefully chosen, they can be used to tell a story within an image.

For example, the famous Red Bull slogan: "Red Bull Gives you Wings", isn't saying directly that you'll sprout wings and will fly like a bird but, that the energy it gives you will make you feel like you could.



OR, this McDonalds add, though showing a live fish within a glass burger, implies that all 'Filet O' Fish', are made with 100% natural products.



- Nostalgia/Iconography: people use iconography to get our attention. They'll use pop culture or nostalgic signifiers in order tap into our emotions as were more likely gravitate towards things that bring us good memories, as well as an attempt to attract as many people as possible. E.g. Coca Cola used images of Marilyn Monroe and Elvis in a recent add campaign as, even 50 years after their fame, they still thrive in popular culture.



Body Language: as animals, we can communicate so much without even opening our mouths.

From the way in which someone stands, to the direction of their eyeline, a slight change in the way a character/object is placed or moves can greatly impact the emotion or signified.

- Gestures: In the west, a thumbs up is a pretty good sign to show approval but, in some parts of the Middle East, it's considered very offensive (a less than subtle way to say 'up yours'...). Media must be very careful when picking how their artefacts look and how they communicate within the frame as they want to get across to as many people as possible and without offending anyone. In some cases, the artefact is changed all together.



- Eyeline: *"The eyes are the window into the soul"*, is a pretty common phrase that is thrown around film and television, but in semiotics, they act as a portal into a character's psyche. If two people are looking directly at each other, we know there is a connection between the two, if someone is just staring into space, we can assume that they are in thought, or if the eyes are darting around the place, they look shifty.
- Posture: posture is another way we communicate feelings and emotion across without saying anything. If someone is slouched, they might be bored, if someone is uptight, they could be nervous, if someone is sully upright and over the top they could be happy. Although, for some people, posture is just down to physical health... In the median, it is carefully chosen so that you, the audience can empathise with the artefact and feel how they want you too.



