

Overview

Wednesday, December 11, 2019
11:45 AM

Student name- Melissa Jayne Roberts.

Student number- P140599.

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- Art and Design Secondary PGCE.

Word count- 3,160 words.

Assessment for learning

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Assessment for learning was demonstrated using various techniques throughout my teaching experience. I will be focusing on Year 7, 8, 9 (KS3) and year 10 (KS4) classes and I will discuss the progress made through implementing the pedagogical principle 'Good teaching and learning means employing assessment for learning principles' (successful futures, 2015) throughout my lessons.

As an assessment for learning, I will be discussing how I encouraged regular self- assessment and peer assessment throughout my lessons. I created a success criteria for every lesson that I taught, these were displayed on a white board so that pupils could relate to them during the lesson. They were given information on what they need to do and how they need to do it well.

Below, I have attached examples of resources from my lessons where I believe showed successful assessment for learning-

The year 7 group that I worked with were focusing on working towards the Lion King production. As part of the new Donaldson curriculum, the 'expressive arts' means that Drama, Music and Art lessons should be combined and collaborated through lessons. The art department are working on a SOW based on the theme of Africa. As part of this theme pupils were encouraged to familiarise themselves with Warm colours and colour mixing to develop their painting skills.

I have attached a lesson plan from one of my year 7 lessons that I believe showed a very strong assessment for learning, and that pupils were aware of why they were doing the work and what they needed to aim to achieve by the end of the lesson.



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	Yr 7H
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Thursday 5th of December 2019
Lesson Focus:	Continuing with the Warm Tints and Shades pages.		
Meaningful links to Curriculum	Understanding, investigating and making.		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review).			
-Increase the use of the welsh language throughout my lesson.			
-Prepare handouts prior to the lesson.			

Learning Objectives (focus on Learning- use accessible vocabulary):

- Continue to work on your Tints and Shade pages-
- *Remind pupils that they are only working with WARM colours- RED, ORANGE AND YELLOW.
- Remind pupils about what a tint is and what a shade is- Formative assessment.
- * Pupils will be colour mixing to develop their painting skills.
- *Stop and check to see if pupils are meeting the success criteria.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
When pupils are creating their tints and shade pages. They will need to make sure that they are using WARM colours. Pupils will need to make sure that their painting is neat and that their brush strokes are kept in	As an assessment of pupils learning, Pupils will need to demonstrate that they remember the definition of a tint and the definition of a shade. I will use a formative assessment to question pupils through out the lesson. I will be monitoring pupils

one direction. That they don't add too much water to the paint, that they are thinking block colours. Most importantly, that pupils only add a small amount of black and white each time so that the change in tone is gradual .	progress and regularly observe pupils work to see if they are doing the work meeting the success criteria. By doing a STOP AND CHECK to see if they are following instructions correctly.
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When I planned this lesson I thought about teaching techniques on how I could ensure that pupils were doing their work well. Colour mixing and painting can be quite challenging for some pupils and therefore it is difficult to support each pupil individually. I decided that half way through my lesson, I would do a STOP AND CHECK. This is when pupils need to stop working, look at the examples that I had produced and read the success criteria to ensure that they are on the right track and have fully understood and listened to previous instructions. This was an excellent approach to the assessment of pupils learning, and it worked very well overall.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	As a starter activity, pupils will be given the task of creating as many words as they can from the letters AFRICAN SUNSET. This will need to be presented on a power point presentation.	Pupils will have 5 minutes to gather as many words as they can.- This is a good way of using literacy into the lesson. The pupil with the most amount of words will have a prize- This is for encouragement and an incentive for pupils to work harder. As year 7H are a Welsh class, they will be encouraged to make Welsh words as well as English words.	Paper and pens.
Teaching & Core Learning	After the starter activity, I will go through the lesson objectives with pupils on a power point presentation. I will question them on what we learned last lesson (Formative assessment). I will place examples on the board of what pupils should be aiming to produce and handout will be placed on the tables. Half way during the lesson, I will do a STOP AND CHECK assessment with pupils. I will need their full attention and they	Pupils will need to give a definition of a tint and a definition of a shade without looking at the handout. This will be an assessment of pupils' learning. Pupils will continue with their painting and then will be stopped half way through the lesson. This will be a way of pupils checking their work and to see if it is at a good standard before continuing. Pupils will need to ensure that they have cleaned all of their paint palette and	A power point presentation with the lesson objectives and the success criteria. Water colour paints, RED, ORANGE AND YELLOW, brushes, pallets, and cups. A finished example of what pupils should be aiming for.

	will need to stop working and look at their work and to focus on the success criteria to see if they are working correctly and meeting the lesson objectives. As pupils are painting, they will need to start cleaning up 10 minutes before the end of the lesson.	brushes 10 minutes before the end of the lesson.	Pupils sketchbooks. Pens, pencil and ruler.
Plenary	I will need to create a power point page with guidance for pupils on what they will need to write on a post it note.	Pupils will have a couple of minutes at the end of the lesson- On a post it note, they will need to write down one word to describe how they feel at the end of the lesson and stick them all on one desk.	Post it notes. Pens.

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Regularly questioned pupils to assess their knowledge and understanding. As they were continuing with the same objectives from the previous lesson looking at tints and shades I did a quick recap and to see what pupils remembered. I believe that the working atmosphere was very good and all pupils were engaged and focused on the task. Half way through the lesson, I did a STOP AND CHECK which was to see how well pupils were performing. I asked pupils to look at the success criteria and compare their own work to see if they are working well and meeting the criteria.
Next Steps for Progress	Pupils will need to be reminded each lesson about tints and shades so they get a clear understanding and will remember the definitions.

A high standard piece of work by one of the year 7 pupils-

This shows that they have listened clearly during the lesson and have followed the success criteria.



Example of a resource used on the white board including the success criteria, so that pupils can look at throughout the lesson-

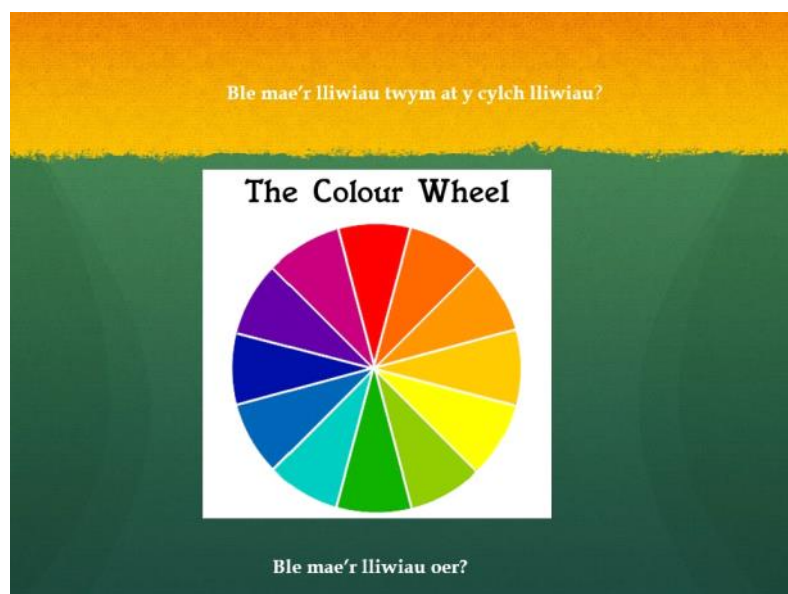
Lesson Objectives- Amcanion y gwers-

- Continue to work on your Tints and Shade pages-
- Remember you are only working with WARM colours- RED, ORANGE AND YELLOW.
- You should be mixing colour and developing your painting skills.
- Stop regularly and check to see if you are meeting the success criteria.

Success Criteria:

1. Keep brush strokes in one direction.
2. Not too much water.
3. Clean your palette.
4. Add a small amount of black and white each time to ensure the change in tone is **gradual**.

Example of resources used for formative assessment- Used to create a conversation with the whole class.



Year 8-

The year 8 pupils that I taught were working on a Scheme of work which I familiarised myself with during the first week. I decided that I would create my own mini project to run along-side with the Art department's current SOW.

I worked on this project with pupils over 4 weeks which consisted of 4 lessons of teaching time.

Pupils were asked to create Scarab beetles made from Air drying clay and then to make them look as interesting as possible by adding colour and embellishment.

I have attached an example of a lesson plan which shows how I encouraged assessment for learning through my lesson-

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	YR 8H
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Thursday 14th November 2019
Lesson Focus:	Creating a scarab beetle from air dried clay		
Meaningful links to Curriculum	Understanding, investigating and making.		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review)			
Make sure that I use the Welsh language through my power point presentations			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
- Pupils will look at the scarab beetle, as they are looking at Egypt as their theme. - Pupils will investigate the shape and the form of a beetle and then create their own beetle using air dried clay. - Pupils will understand how to work with a new material and then in the next lesson how it can be developed.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learner to say/write/do/produce – to demonstrate learning)
Pupils will need to produce a beetle using air dried clay. They will need to focus on the shape and how they can form the same shape using air dried clay. Pupils will show that they have thought about texture and other ways of making their beetle look as interesting as possible.	Pupils will gather together at the end of the lesson and show each other their work. This will enable them to peer assess and discuss what they like about a particular piece of work and why.

Here I planned a peer assessment as a plenary for the lesson. Gathering pupils just before the end of the lesson to look at all of the work that pupils had produced during the lesson. This gives Pupils the opportunity to reflect on what they have learnt and also to get opinions from the rest of the pupils in the class on how they could improve their work next lesson.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Starter Activity- I will present a starter activity on a power point presentation. I will design a page full of scarab beetles and give pupils a count down to challenge them.	Pupils have 20 seconds to count up the scarab beetles and tell me the answer. This is a good way of introducing Numeracy into my lesson	Power point page with lots of the same scarab beetles.
Teaching & Core Learning	Pupils will be introduced to the lesson objectives and what I expect them to do. I will question them first, to see their current understanding of working with air dried clay. I will then so a quick class demonstration so that pupils have a clear idea on how to mold and form shapes from the clay.	Pupils will need to show their understanding by formative assessment. Testing pupils to see what they already know. Pupils will need to gather around a table for me to teacher model the task. To show that they know what they need to do, I will pick one of the pupils to tell me and the rest of the class what the task of the lesson is.	Power point presentation with the lesson objectives, images/ examples of air dried clay beetles. Das air drying clay. Pens pencils etc for mark making and creating textures.
Plenary	I will gather all the pupils around a desk with their clay beetles.	A couple of pupils will be asked, What they thought went well about the work and id they had the chance to use the clay again, what would they change.	Peer assessment.

I wanted to use a formative assessment throughout my lessons questioning pupils before, during and after the lesson. This is a way of Seeing pupils current knowledge and to see how it develop throughout the lesson. Formative assessment encourages pupils

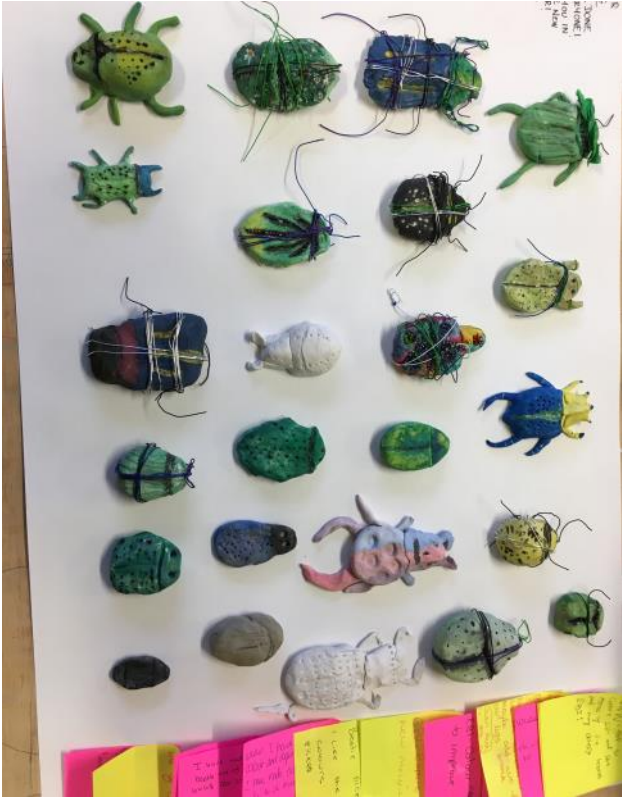
Pupils gathered all of their work at the end of lesson and had a group discussion about things they could improve on next lesson. Having a group discussion allows pupils to share and gather new ideas.

These are some examples of work produces by my year 8 pupils. They show the development from different lessons and how their work And learning has progressed over a few lessons. For this project, Pupils were able to INVESTIGATE new materials, UNDERSTAND how it relates to their project theme and MAKE and create new art work.

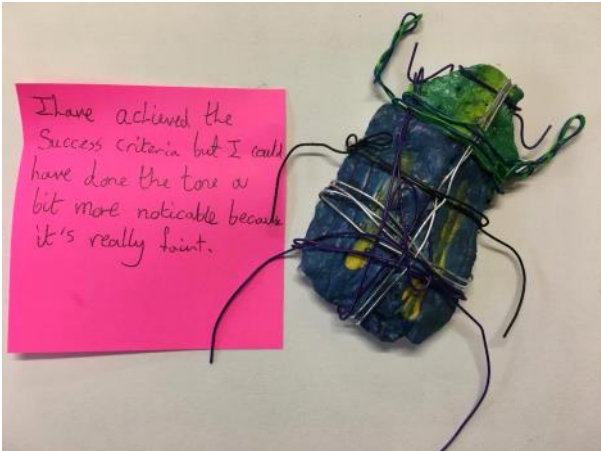
STAGE 1- CREATING THE FORM AND SHAPES FROM CLAY.



STAGE 2- PAINTING AND COLOUR MIXING THE CORRECT TONE AND SHADES.

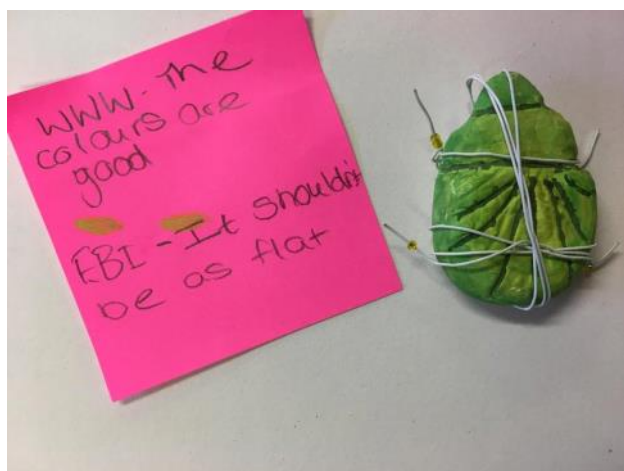


STAGE 3- THE EMBELLISHMENT AND ADDING TEXTURE.



Examples of pupils post-it notes for peer assessment and self assessment during the lesson.

I have achieved the Success criteria but I could have done the tone a bit more noticeable because it's really faint.



As an assessment of learning, each lesson pupils would be given a post-it note and before the end of the lesson I would either ask pupils to work together or self-assess their work to do a 'what went well' about their work and 'how they could improve'. This would give pupils the chance to reflect on their work and to see what they could do to progress in the next lesson. This technique worked very well at the end of the lesson so then when they came back to the next lesson, their post-it note would be by their work and they would know what they needed to do next.

Year 9-

My year 9 pupils were working on a SOW, 'The Tim Burton project'. For the lessons that I taught, they were working on a TIM BURTON artist pages. Throughout the weeks, I taught pupils different techniques to create effective pages. I did various different demonstrations each lesson so pupils could learn and work with a range of different materials.



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	Yr 9E
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Tuesday 26th November 2019
Lesson Focus:	Tim Burton Artist page- Title focus		
Meaningful links to Curriculum	Understanding, investigating and making		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review) Use the welsh language through some of my power point presentations and went teacher modelling.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
- Explore a range of different media to create an effective title. - Experiment with different styles of writing and fonts. - Pupils will need to think about the colour, size and the composition of their title.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learner to say/write/do/produce – to demonstrate learning)
Pupils will need to experiment and try out their titles before working on their main page. Pupils will need to show that they have used an interesting font which looks eerie to relate to the theme. They will need to demonstrate that they have used and experimented with a range of mixed medias to create an effective and eye catching title.	As an assessment for learning, I will be using a formative assessment, questioning pupils throughout the lesson. I will do a class demonstration which will show if pupils are engaged and understand the task. I will demonstrate a range of different approaches and show pupils what I expect them to produce and how to do it well.

I used formative assessment again throughout my year 9 lessons. I found this technique worked well for assessment of learning .

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	As a starter activity for the lesson, I have created a quick game. I have written the words TIM BURTON on the screen and pupils will be set a task. This is way of bringing literacy into the Art lesson and to try and make it as exciting as possible.	Pupils will need to make as many words as they can from the name TIM BURTON. The pupils with the most amount of words will receive a prize.- This is a good way of motivating pupils and to challenge them.	A power point presentation with the lesson starter. Papers and pens for pupils. A prize for the person who finds the most words.
Teaching & Core Learning	- To present the lesson objectives clearly to pupils so that they know what they need to do. - Give pupils a task of creating 3 letters in boxes using different techniques. - Do a class demonstration to give guidance and to show pupils what they could do and how to do it-	- Pupils will need to listen to the lesson objectives and look at the power point presentation. - Pupils will be given a quick task to experiment in 3 boxes with three different different fonts and medias- This will allow pupils to do a 'test run' before working on their final title.	Card, pencils, water colours, scissors, needle and thread, examples of different style fonts. 3 grids prepared ready for each pupil.

	-A demonstration of using stitch in their work. -Writing different fonts, cutting and collaging.	After pupils have worked on their example letters they can then continue on their main page.	
Plenary	At the end of the lesson, i will pick one pupils to tell the class one thing that is going well about their work and one things that they could change.	The chosen pupil at the end of the lesson will need to be expressive about their work and indentify areas that they think that they have worked well and areas that they think that they couls improve.	-

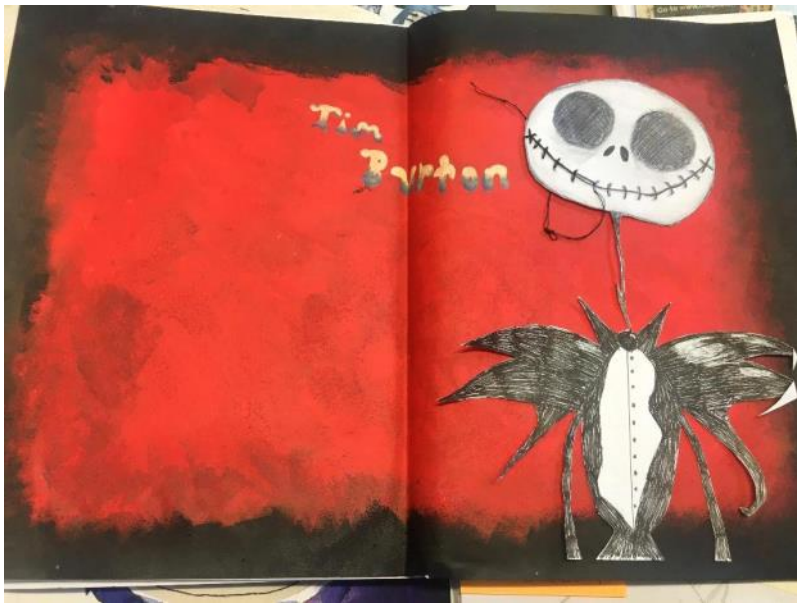
Evidence of pupil understanding and learning-
 Showed that they have met the success criteria-
 Eerie themed, gothic fonts, dark colours etc.

Shows that they have understood what Tim burton's work is like and how they have interpreted the theme in their own Styles.

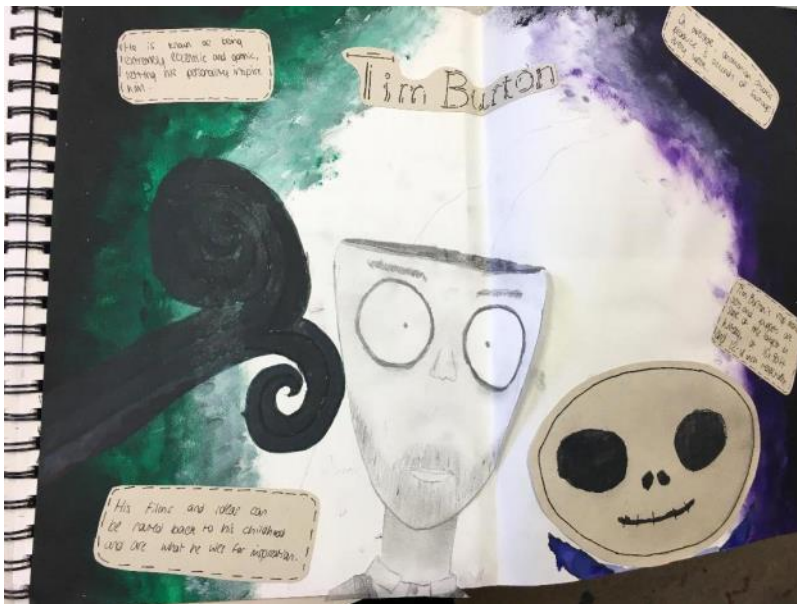
Example 1-



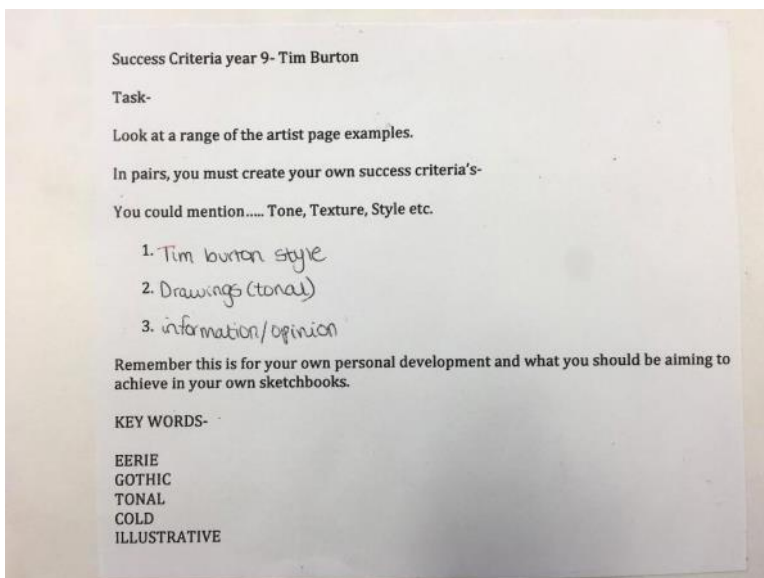
Example 2-

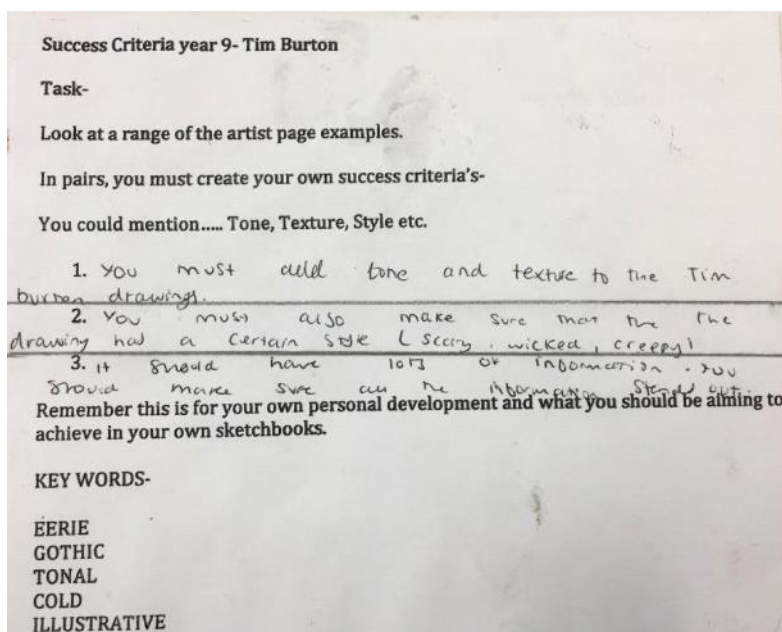


Example 3-



Before pupils started their artist pages, I had created a success criteria for pupils to fill out. They were encouraged to Write 3 points on what they thought they would need to include to make their artist pages as interesting as possible. Below, are examples of what pupils had written. These then needed to be glued into their sketchbooks so that they could Look back on when they were creating their pages.





At the end of each lesson, I would do a group critique where as a class, we would gather all of our work around one table and have a group discussion about the work. This allowed pupils to speak about their own work or about someone else. I would also ask questions through the critique such as, "what have you learnt today?" or "what do you think you need to improve on next lesson?" I found that lesson endings like these were a good way of closing the lesson but also for me to see as a teacher how much pupils have learnt and what do I need to teach them next time.

Year 10-

With my year 10 pupils, I had a more freedom to teach my own workshops and to teach them a little bit about what I did throughout my degree in university.

Below is an example of a lesson plan where I set up a cut and collage workshop and how I use different teaching methods for assessment for learning-



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	YR 10C
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Monday 21st November 2019
Lesson Focus:	Cut and collage workshop based on their theme.		
Meaningful links to Curriculum	Understanding, investigating and making		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review) Use the welsh language through some of my power point presentations and went teacher modelling.			

Learning Objectives (focus on Learning- use accessible vocabulary):	
The pupils will learn to:	
Finish the collage and cutting page that was worked on in the previous lesson.	
Check the work to see if the success criteria has been met-	
Have I worked in an abstract way?	
Have I focused on my object and taken out elements?	
Does my work have a good composition (layout)?	
Do my colours work well together?	
Once the collage has been finished, you must now do some observational drawing-	
• using black pens or fine liners. • Draw parts of your object using LINE AND DOT WORK. • Think about layering your drawings on top of the collage.	

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will need to show that they have finished the collage and have met the success criteria. They will	I will use formative assessment- Pupils will be regularly questioned and asked if they understand the task

need to demonstrate that they have started drawing on top of their work using black pens- so their collage is beginning to include textures.	and for them to tell me what they need to do. I will regularly observe the lesson and see howpupils are progressing.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Starter Activity- I will do success criteria for pupils to see if they are doing the task well and correctly.	Pupils will have 5 minutes to look over their work from last lesson and check to see if they have met the success criteria	Print outs of the success criteria that i will create. One for each pupils to go with their collaged work.
Teaching & Core Learning	After the success criteria has been checked over by pupils, i will present a power point intro into line and dot drawing. I will then do a demonstration and show what i expect pupils to do.	Pupils will have time to complete the collage and then begin the new task of drawing ontop of their collage. They will need to show that they understand by explaining back to me and the other pupils what the task of the lesson is.	A power point presentation with the new lesson objectives. Black pens, coloured card, PVA glue, scissors, personal objects.
Plenary	At the end of the lesson, I will gather pupils around the desk and set them a homework task. To complete any unfinished work.	I will choose a couple of pupils to speak about someone else's work, why they like it and why.	Peer assessment.

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Pupil outcomes will show their understanding of the task. They will be gathered at the end of the lesson to reflect on the lesson with their work. This will be an opportunity for pupils to show each others work and to give opinions on the positives and the negatives.
Next Steps for Progress	Pupils will need to look at feedback and look at the success criteria and in their own time at home, they will need to take action to feedback and finish the task in their own time.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I believe that a written success criteria handout was a very good way of providing extra support to pupils. It had given them more guidance on what they needed to do and how to do it well.
Areas for my Development	I think for my future personal development, I would create an easier workshop next time. I believe that some pupils did find the workshop quite challenging. I need to understand that work that i do for my own practice maybe slightly harder for Year 10 pupils. Next time i could do a collage workshop but not working in an abstract way and just work with simple basic shapes.

Below, I have attached some examples of the work that was produced by my year 10 pupils. Pupils had been given this success criteria that I produced in order for them to focus on and for them to make sure their work has met all of the lesson objectives.

Year 10C-
Cut and collage workshop
Success criteria-

- Have you worked in an abstract style.
- Does the work have a good composition (layout).
- Have you used effective colours and do they work well together.
- Have you added some mark making and textures using black pens.
- What could you do to improve your work?

Examples of pupil outcomes showed that they had followed instructions, listened carefully to a teacher demonstration and Successfully completed the task over 2 lessons.

Example 1-



Example 2-



Example 3-



Plenary-

- 5 minutes before the end of the lesson, pass your work to the person sitting on your right.
- Give your peer, one positive and then one negative thing about their work.

what went well
and how they could improve for next time.

I used peer assessment again with my year 10 class. Getting a range of opinions from other class peers can change a piece of work, share new ideas and guide pupils to how they can change and improve their work.

On track

- Comments and Evidence
- Targets for improvement and suggested ways forward

Melissa has shown a good understanding and knowledge of the importance of establishing and maintaining a positive learning environment. All her lessons include an assessment of pupil progress to inform planning to ensure progression. She provides pupils with verbal feedback regularly as she circulates the room encouraging, motivating and addressing misconceptions. • Targets for improvement and suggestions for moving forward As Melissa becomes more familiar with her classes she should try to personalise the learning to ensure stretch and challenge for all pupils.

From my mid-term review feedback, it shows evidence that my teaching has been effective throughout my placement and that pupils were Had been given a positive assessment for learning and knew how to progress each lesson. As suggested as a target for improvement, I should try and Personalise the learning to challenge pupils. This will be an area that I will need to focus on and investigate how and what I can do to refine my practice more effectively.

Cross- curricular

Wednesday, December 11, 2019
11:47 AM

NUMERACY
LITERACY
DIGITAL COMPETENCE
WELSH CURRICULUM

Throughout my teaching experience, cross-curricular responsibilities were embedded through many of my taught lessons. I regularly emphasised the use of numeracy, Literacy, Digital competence and the welsh language throughout my lesson starters. I will be showing resources from Year 7, 8, and 9 classes and I will discuss the progress made through implementing the pedagogical principle 'Good teaching and learning means reinforcing cross curricular responsibilities'. (Donaldson, Successful futures).

Year 7 lesson plan- Example of cross- curricular using a combination of literacy and numeracy.



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Melissa Jayne Roberts	Class:	Year 7H
AoLE or Subject	ART & DESIGN	Date:	21/11/2019
Lesson Focus:	Blending and shading warm and cool colours And a 'Fix it lesson'		
Meaningful links to Curriculum	Understanding, investigating and making.		
Meaningful links to: Cross Curricular Responsibilities	Digital competence. Literacy skills Numeracy skills		
Personal Targets (Linked to QTS and identified in weekly review) Remember to use the welsh language through my lessons- This is a fully welsh class and therefore i want to challenge myself to deliver the lesson through the welsh language. (The welsh curriculum)			

Learning Objectives (focus on Learning- use accessible vocabulary):	
The pupils will learn to:	
- Pupils will need to go through their books and finish any unfinished work. - There are yellow dots by some of the pages in sketchbooks where they will need to do adjustments- Making sure its all up to date and organised ready for the ESTYN inspection. - Pupils will have a recap on the colour wheel and be reminded on the warm and cool colours. - Pupils will need to complete the cool moon and the warm sun page for their sketchbooks. Pupils will need to use the blending techniques that were taught last lesson and include elements of these in their work.	

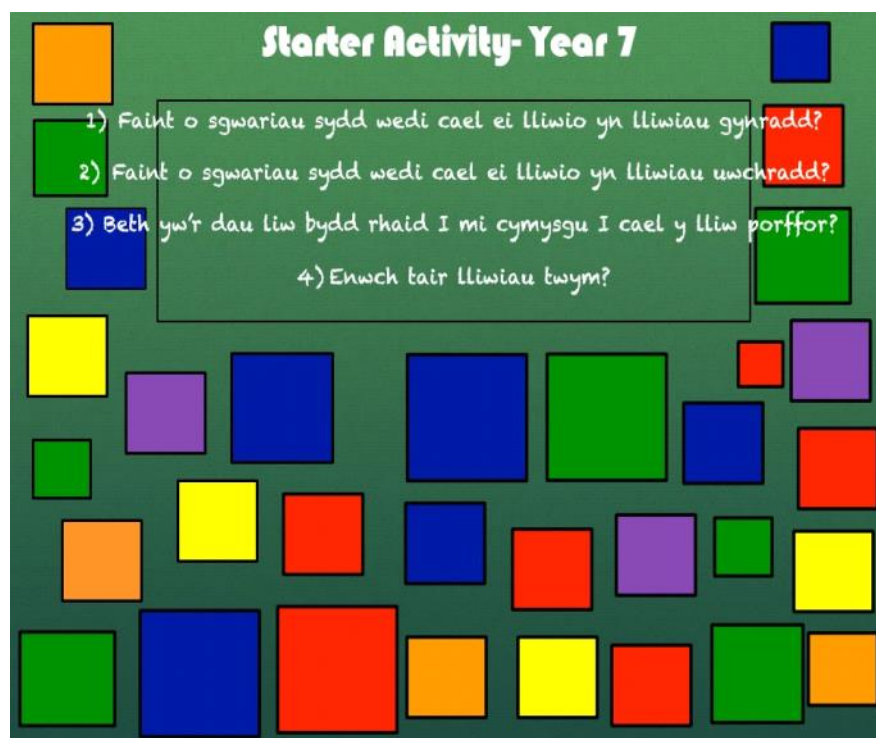
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learner to say/write/do/produce – to demonstrate learning)
Pupils will need to make sure that all unfinished work is completed to a good standard and that all yellow dot will be ticked off in their sketchbooks. Pupils will then need to work on the moon and sun drawing,	Pupils will be observed ensuring that they are completing old unfinished work before completing the other task. I will question pupils as a way of formative assessment to test their current knowledge and

ensuring that they have used the right colours for warm- Red, orange and yellow and then for the cool- blues, greens and purples. They must demonstrated that they have used some of the blending and shading techniques such as hatching, cross-hatching, blending etc.	understanding about the colour wheel and the different techniques of blending and shading.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	A quick starter will be given to pupils- I will need to create a power point presentation page with lots of coloured squares and questions to accompany them- This is to encourage literacy and numeracy during the lesson.	Pupils will be given a 10 minute task to work on the questions. The questions will challenge pupils to know what primary, secondary and warm colours are on the colour wheel.	Power point presentation with questions.
Teaching & Core Learning	After the pupils have done their starter activity, I will do a recap on the previous lesson of the warm colours and question pupils. I will then do a demonstration of what I want them to do for the warm sun and cool moon task. I will gatherer pupils around the table 10 minutes before the end of the lesson and they will need to draw out boxes for the next lesson- ready to fill with different types of colour tone.	. Pupils will need to show evidence of their understanding by responding to questions that I will be giving them during the demonstration. I will ask questions such as, "where do we see warm colours? And why?". Pupils will then be given most of the lesson to work on the moon and sun task and then just before the end of the lesson pupils will need to listen to the demon of drawing boxes and then they will need to do this ready for the next lesson.	A power point presentation with the lesson objectives. Warm colour pencils, red, orange yellow. Cool colours, Blue, green, purples Pupil sketchbooks ready.

			Examples of shading and blending for pupils to look at. And examples of the draw boxes for the next lesson.
Plenary	I will chose a pupils at the end of the lesson to speak about their warm sun and cool moon piece.	The pupil that i have chosen will need to tell the rest of the class what is workng well with their piece of work and what they would change about it.	Formative assessment.

For this lesson starter, I had written the questions in Welsh as this was a welsh medium class. As they were looking at colour mixing and knowing what primary colours and secondary colours are I thought it would be interesting to assess their current knowledge. This starter activity that I had created promoted literacy as pupils needed to read and understand the questions, and it also promoted numeracy, as pupils need to add the colours that answered the questions. This was a simple, fun starter that involved cross-curricular responsibility. Pupils were not daunted by the thought of English and maths through the lesson, they seemed to enjoy and all pupils took part.



I have included another resource from a year 7 lesson, where I included the use of literacy. Pupils were set a task to rearrange the letters of the paragraph. They had to read their way through, and had to guess what the white jumbled words were. Everything written in the paragraph pupils should have already known, this was a way of testing pupils knowledge skills to see what they remember from previous lessons.

- Read the paragraphs and reveal the mixed up highlighted words.
- You have 10 minute to complete the task and reveal all of the white words.
- The top 3 to finish first and to answer them all correctly will receive a prize! ☺

When you mix two yarmpri colours, you make a rdyseacon colour. So, by mixing Uebl and dre you will make plerup. Another combination could be, to mix lelwoy and der to make a shade of nagore.

Warm colours, are often shades of dre, lewoyl, and nageor. On the other hand, cool colours are often shades of uelb, eenrg and dark plerup.

You can lewnd these colours together by using different shading techniques.

rsosC tahchgin, is a technique by creating two layers of tahchgin at right-angles to make a mesh-like pattern.

licrCusmi means overlapping and intertwining licrces to achieve an interesting blended texture.

19 words to reveal.

Year 8-



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	Yr 8H
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Thursday 28th November 2019
Lesson Focus:	Painting and embellishing the scarab beetle- EGYPT		
Meaningful links to Curriculum	Understanding, investigating and making		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review) Use the welsh language through some of my power point presentations and went teacher modelling.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
•Work with wire- To explore new materials
•Add interesting textures and detail to Their clay beetle.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learner to say/write/do/produce – to demonstrate learning)
Pupils will need to make sure that you have used a good use of colour and been inspired by their images. The use of tone focusing on the light and dark areas of the beetle. Look at the pattern on the body LINES AND SPOTS to create texture and finally to explore new materials and add detail.	As an assessment for learning pupils will need to demonstrate that they understand what the use of tone is when painting their beetles and that they are using it correctly. I will do a classroom demonstration which will guide pupils and use a formative assessment to question them throughout. I will also be introducing a new material to pupils- Wrapping and twisting wire to make interesting effects. As this will be

	new to some pupils, I will ask individuals to repeat the task back to myself as the teacher and to the other pupils in the class to ensure that they have listened and fully understand the task.
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Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	As a starter activity, I will create a power point with the words SCARAB BEETLE, I will give pupils the task of finding as many words as they can from the letters.	Pupils will be set the task of finding as many words as they can within 10 minutes. This is a very good way of getting pupils to use literacy through the art lesson. The pupil who finds the most amount of words will receive a prize- This is an incentive for pupils to work harder.	Power point presentation. Paper and pens
Teaching & Core Learning	After the starter activity, I will be presenting the lesson aims and the objectives on a power point presentation. This will ensure that pupils are set a task and they know what to do and how to do it. I will then do a classroom demonstration of wire wrapping and twisting around their clay pieces. This should roughly take 5 minutes as it's quite a simple process.	Pupils will need to show that they are engaged with the presentation and that if they are unsure on anything that they can ask at anytime. Pupils will need to listen through a quick teacher demonstration. I will be questioning pupils throughout to see their knowledge and understanding. Pupils should then be able to continue with the task and aim to finish painting and start to embellish their scarab beetles by the end of the lesson.	Different colour wire. Watercolour paints Pallets. Paint brushes. Cups with water. Tissue paper.

Plenary	10 minutes before the end of the lesson. we will look at all scarab beetles and have a group discussion. I would like all pupils to have a post it note each and write something positive about someone else's work and why they like it	Pupils will need to think about what kind of things that they can mention on a post it note. Things like tone colour and texture. Pupils will need to be aware of the success criteria and to make sure that when they are looking at everyone's work that they consider this.	Post it notes. Pupil's clay work.
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Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time)	Pupils were focused and engaged during the lesson. Formative assessment was used at the beginning middle and the end of the lesson to assess pupil learning and development.
Next Steps for Progress	Pupils will need to finish embellishing their scarab beetles. Pupils will be given a success criteria to focus on. They will need to ensure that they have met all of the points on the success criteria as they will be handed in to mark by the end of the lesson.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	A class demonstration/ teacher modelling gave pupils the support that they needed to ensure that they know what to do and how to do it well. Pupil outcomes met the lesson objectives and were very successful. These will need to be developed further next lesson.
Areas for my Development Personal Targets for Progress	I think that a better structured plenary will make a lesson more effective. My timings for the lesson need to be worked on as there was not much time at the end to have a closing phase to the lesson.

Another quick, fun starter for my year 8 pupils. As they are creating scarab beetles I thought I would create a quick power point slide with lots of different sized scarab beetle, pupils had to count how many beetles were on the screen. This was another way of including numeracy during the lesson, pupils had 20 seconds to write their answer on a post it note.

Resource 1-



I have also attached another resource that I believe worked well reinforcing cross-curricular using literacy and numeracy.

Resource 2-

Gwaith Dosbarth
6th December 2019

Year 8 Starter activity-

Orange= 2g
 Red= 3g
 blue= 6g
 Yellow= 7g

Miss Roberts is painting and needs help with her mixing and measurements.....

- A) To create the first mix, Miss needs to make PURPLE, what is the total amount of grams needed to make that colour?
- B) If Miss adds the total amount of grams for the WARM colours, what is the total?
- C) Miss is working with PRIMARY colours only, but is not using the colour RED, what is the total if you TIMES (X) the other two primary colours?

Pupils had to work out what colour combinations were needed for colour mixing. Pupils had to read the question carefully and work out what colours they needed before working out the equation. Although this wasn't to do with the year 8 project theme, I thought it would be interesting to test pupils knowledge skills . As all the question that were given to pupils, they should have learnt about during their year 7 lessons from the previous year. This also links in with the assessment for learning principle- seeing what pupils remember.

YEAR 9-

A starter that involved literacy, pupils were given one of the images on the slide and they had to think and write down 3 words that best described their image. This was a way of getting pupils to think about their vocabulary and what interesting words they could gather. As pupils had to create their artist pages. A starter like this would help them



Think of 3 words to describe your images.



Lesson plan example-

This shows how I planned my lesson to include literacy through the year 9 lesson starter-



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	Yr 9E
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Tuesday 26th November 2019
Lesson Focus:	Tim Burton Artist page- Title focus		
Meaningful links to Curriculum	Understanding, investigating and making		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review) Use the welsh language through some of my power point presentations and went teacher modelling.			

Learning Objectives (focus on Learning- use accessible vocabulary):

The pupils will learn to:

- Explore a range of different media to create an effective title.
- Experiment with different styles of writing and fonts.
- Pupils will need to think about the colour, size and the composition of their title.

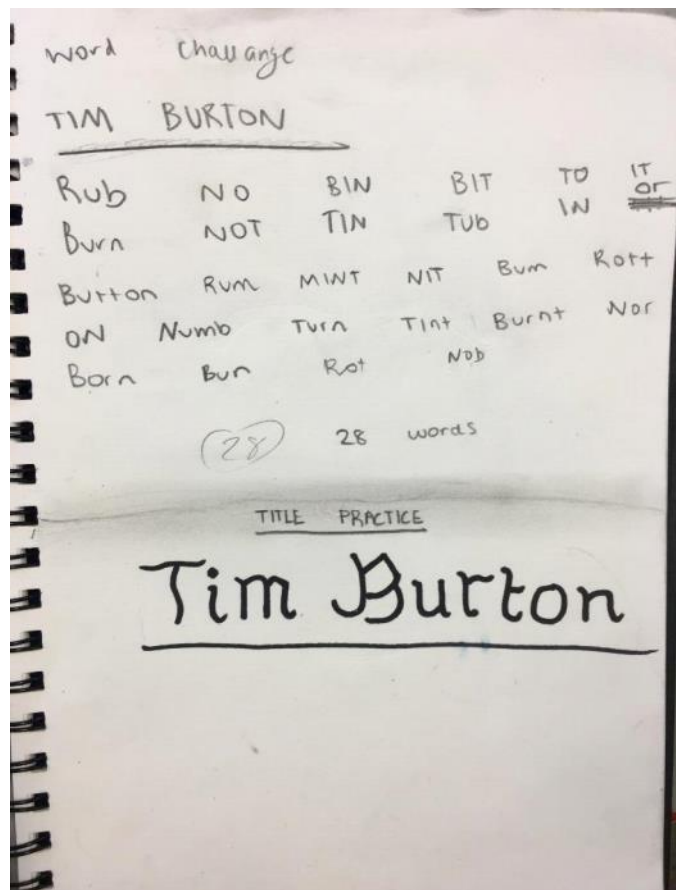
Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will need to experiment and try out their titles before working on their main page. Pupils will need to show that they have used an interesting font which looks eerie to relate to the theme. They will need to demonstrate that they have used and experimented with a range of mixed medias to create an effective and eye catching title.	As an assessment for learning, I will be using a formative assessment, questioning pupils throughout the lesson. I will do a class demonstration which will show if pupils are engaged and understand the task. I will demonstrate a range of different approaches and show pupils what I expect them to produce and how to do it well.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	As a starter activity for the lesson, I have created a quick game. I have written the words TIM BURTON on the screen and pupils will be set a task. This is way of bringing literacy into the Art lesson and to try and make it as exciting as posible.	Pupils will need to make as many words as they can from the name TIM BURTON. The pupils with the most amount of words will receive a prize.- This is a good way of motivating pupils and to challenge them.	A power point presentation with the lesson starter. Papers and pens for pupils. A prize for the person who finds the most words.
Teaching & Core Learning	- To present the lesson objectives clearly to pupils so that they know what they need to do. - Give pupils a task of creating 3 letters in boxes using different techniques. - Do a class demonstration to give guidance and to show pupils what they could do and how to do it-	- Pupils will need to listen to the lesson objectives and look at the power point presentation. - Pupils will be given a quick task to experiment in 3 boxes with three different different fonts and medias- This will allow pupils to do a 'test run' before working on their final title.	Card, pencils, water colours, scissors, needle and thread, examples of different style fonts. 3 grids prepared ready for each pupil.

	-A demonstration of using stitch in their work. -Writing different fonts, cutting and collaging.	After pupils have worked on their example letters they can then continue on their main page.	
Plenary	At the end of the lesson, i will pick one pupils to tell the class one thing that is going well about their work and one thigs that they could change.	The chosen pupil at the end of the lesson will need to be expressive about their work and identify areas that they think that they have worked well and areas that they think that they could improve.	

Evidence of year 9 literacy starter-

Pupils had the task of creating as many words as they could from the letters TIM BURTON. Pupils were challenged and had a 5 minute countdown to complete the task. This shows how well pupils responded to the task-



Areas of strength/Areas for development

PEDAGOGY – Advancing learning (through effective application of subject knowledge and discipline)

On track

• Comments and Evidence

• Targets for improvement and suggested ways forward

Lessons are built on learners' prior experience and learning, and it is evident that Melissa is able to plan for progress and include key areas of learning to fit in with the departments' schemes of work. Melissa is able to plan sequences of lessons Melissa demonstrates that she has a good understanding and knowledge of pedagogic strategies and how they impact on learner outcomes in art. She plans her lessons sequentially, building on the prior knowledge that the pupils have and is able to take on board learners' needs including interventions. She ensures that the range of activities allow most pupils to make progress. Melissa has planned for cross-curricular themes in her lessons supporting the pupils' development of subject specific vocabulary through starter activities and questioning. She makes good use of the Welsh language with her classes. • Targets for improvement and suggestions for moving forward Further develop the cross-curricular themes with a focus on authentic contexts for learning to extend the cultural experience for learners.

As mentioned in my mid- term placement review moving forward, I need to be developing the cross-curricular through my lessons further by focusing on authentic contexts for learning to extend the cultural experience for learners. I need to be looking at ways to include cross curricular through the main teaching and core learning of the lesson.

Employing a blend of approaches

Wednesday, December 11, 2019
11:47 AM

For my chosen pedagogical principle, I chose to look at 'good teaching and learning means employing a blend of teaching approaches' (Successful futures, 2015). Throughout my teaching experience, I developed different ways and approaches to teaching.

The art subject means very independent working for all pupils and means that pupils need a lot of support and direction to know what to do. I regularly enhanced teacher modelling through my lessons and I believe this approach particularly improved the performance of pupil knowledge and understanding. I think that teacher modelling gives pupils encouragement and guidance on how to complete tasks.

After doing teacher modelling and explaining tasks to pupils, I would then use a blended teaching approach of allowing pupils to do conduct their own research online by using chrome books. This idea is for pupils to work and to learn independently, making learning more exciting and for them to collect new ideas to develop through their own work. The idea of combining traditional teaching with independent learning and researching.

I found worked creating examples of work prior to teaching lessons improved the learning environment as I was organised and well prepared for lessons. It also made it easier to explain what I wanted pupils to achieve as a finished piece.

I have attached an example of work which I colour mixed and painted ready prior to the lesson, to show pupils during teacher modelling-

Year 7- Tints and Shades

Example of what your Tints and Shades pages should look like-

TINTS



SHADES-



The teaching plan below was created before the lesson and shows how I structured the lesson, including teacher modelling-

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	Yr 7G
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Thursday 5th of December 2019
Lesson Focus:	Introduction to Tints and Shades- WARM COLOURS		
Meaningful links to Curriculum	Understanding, investigating and making.		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review). -Increase the use of the welsh language throughout my lesson.			

Learning Objectives (focus on Learning- use accessible vocabulary):
-Pupils will learn, what a TINT is and what a SHADE is.
- To learn how to create tints and shades.
-To develop pupil painting and mixing skills.
Lesson Objectives-
-Working on the grids from the previous lesson.
-Create tint and shade strips using WARM colours- RED, YELLOW,ORANGE.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will need to make sure that when they begin painting that their brush strokes are kept in one direction. That they dont add too much water to the paint, that they are think block colours. Most importantly, that pupils only add a small amount of black and white each time so that the change in	As an assessment of pupils learning, Pupils will need to demonstrate that they understand what a tint is and what a shade is and that they understand how to create them by colour mixing. I will use a formative assessment to question pupils through out the lesson and through the class demonstration. I will be monitoring pupils progress and

tone is gradual .	regularly observe pupils work to see if they are doing the work meeting the success criteria.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role – including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	As a starter activity, pupils will be given the task of creating as many words as they can from the letters AFRICAN SUNSET. This will need to be presented on a power point presentation.	Pupils will have 5 minutes to gather as many words as they can.- This is a good way of using literacy into the lesson. The pupil with the most amount of words will have a prize- This is for encouragement and an incentive for pupils to work harder.	Paper and pens.
Teaching & Core Learning	After the starter activity, I will go through the lesson objectives with pupils on a power point. I will be giving pupils an introduction to tints and shades- questioning pupils what is a tint and what is a shade. I will then do a classroom demonstration of what I want pupils to do- This will be an intro into colour mixing to get tints and shades of warm colours, they have drawn grids in their sketchbooks which they will then work on to complete the task.	Pupils will need to engage in the power point presentation. They will be encouraged to answer questions throughout. Pupils will then need to listen to a task demonstration. This will be an opportunity for pupils to see what they need to do and how to do it. They will also be able to ask any questions throughout. Pupils will need to finish their work from last lesson before beginning the new task. From the previous lesson, pupils drew 2 grids which they will need to continue their warm Tints and Shades- Pupils will need to demonstrate that they are	A power point presentation with the lesson objectives and the success criteria. Water colour paints, RED, ORANGE AND YELLOW, brushes, pallets, and cups. A finished example of what pupils should be aiming for. Pupils sketchbooks.

		mixing colours well and making sure that their tints and shades are gradual in colour. Black will be added to create different shades and white will be added to create different tints of colour.	Pens, pencil and ruler.
Plenary	I will need to create a power point page with guidance for pupils on what they will need to write on a post it note.	Pupils will have a couple of minutes at the end of the lesson- On a post it note, they will need to write down one word to describe how they feel at the end of the lesson and stick them all on one desk.	Post it notes. Pens.

Year 8-

My example of year 8 work made before the lessons so that pupils could get an idea of what they needed to produce over the few weeks of working with them. They could get an idea of the finished outcome- this was also an opportunity for pupils to discuss and ask questions how to achieve certain finishes. It is a good way of developing my own practice by exploring new materials. I did the same with my year 8 class and did a teacher demonstration from start to finish, with different lesson objectives each lesson.



I have attached an example of the year 8 lesson plan that was used to structure the lesson-

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	YR 8G
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Tuesday 19th November 2019
Lesson Focus:	Creating a scarab beetle from air dried clay		
Meaningful links to Curriculum	Understanding, investigating and making.		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review)			
• Create examples prior to teaching, to make teacher modelling easier to explain. • Make sure that I use the Welsh language through my power point presentations.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • Pupils will look at the scarab beetle, as they are looking at Egypt as their theme. • Pupils will investigate the shape and the form of a beetle and then create their own beetle using air dried clay. • Pupils will understand how to work with a new material and then in the next lesson how it can be developed.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will need to produce a beetle using air dried clay, They will need to focus on the shape and how they can form the same shape using air dried clay. Pupils will show that they have thought about texture and other ways of making their beetle look as interesting as possible.	Pupils will gather together at the end of the lesson and show each other their work. This will enable them to peer assess and discuss what they like about a particular piece of work and why.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Starter Activity- I will present a starter activity on a power point presentation. I will design a page full of scarab beetles and give pupils a count down to challenge them.	Pupils have 20 seconds to count up the scarab beetles and tell me the answer. This is a good way of introducing Numeracy into my lesson	Power point page with lots of the same scarab beetles.
Teaching & Core Learning	Pupils will be introduced to the lesson objectives and what I expect them to do. I will question them first, to see their current understanding of working with air dried clay. I will then do a quick class demonstration so that pupils have a clear idea on how to mold and form shapes from the clay.	Pupils will need to show their understanding by formative assessment. Testing pupils to see what they already know. Pupils will need to gather around a table for me to demonstrate the task, to show that they know what they need to do. I will pick one of the pupils to tell me and the rest of the class what the task of the lesson is.	Power point presentation with the lesson objectives, images/ examples of air dried clay beetles. Air drying clay. Pens pencils etc for mark making and creating textures.
Plenary	I will gather all the pupils around a desk with their clay beetles.	A couple of pupils will be asked, What they thought went well about the work and if they had the chance to use the clay again, what would they change.	Peer assessment.

It has not been stated how I included the use of digital competence through the lesson. After my teacher modelling, I encouraged pupils to work use chrome books for further development. I wanted pupils to gather alternative resources to collect new ideas on how they could adjust their work.

Year 9-

My samples prior to lessons- A combination of mixed medias- using stitch and drawing.



Year 9 lesson plan layout of how I employed teacher modelling and evidence that it was effective-

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	Yr 9E
AoLE or Subject	PGCE Secondary Art and Design.	Date:	Monday 2nd of December 2019
Lesson Focus:	Artist Page- Tim Burton.		
Meaningful links to Curriculum	Understanding, investigating and making.		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills Numeracy skills Digital competence		
Personal Targets (Linked to QTS and identified in weekly review). As pupils will be learning about a new process. When I am doing my classroom demonstration. I will need to make sure that I pace myself when talking to pupils. So that what I am trying to explain is said clearly and more understandable for pupils.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
- Pupils will learn how to use a sewing machine. - They will be able to develop their drawing skills by using a different technique. - Explore a range of new materials and try stitching on different materials such as fabric/paper etc.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learner to say/write/do/produce – to demonstrate learning)
Pupils will need to demonstrate that they have used some stitch work throughout their artist pages. They will be introduced to a new technique of drawing with a sewing machine. Pupils are expected to try the free machine stitch even if it is just a sample. It will develop pupil	Pupils will need to show that they are continuing to work on their artist pages. They will need to show that they have listened to the introduction of free machine stitching and create their own samples to show that they have tried a new technique and know how and

knowledge and understanding of stitch work and they will be able to investigate and explore new materials ready for future projects.	what to do to. Pupils will be questioned at the beginning the middle and the end of the lesson to see how their knowledge and understanding has progressed.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	As a starter we will do last lesson's plenary as there was not enough time during the previous lesson. This should take approximately 10 minutes.	Pupils will need to pair up with someone sitting next to them and on a post it note, they must write one thing that is working well about their partners work and one thing that they would change.	Post it notes.
Teaching & Core Learning	After the starter the lesson aims and objectives will be presented on a power point presentation. This will inform pupils on what they need to do and how to do it. I will give the class a demonstration on different techniques and ideas for their page- I will show pupils how to create drawings with a free machine. To create an embroidered look drawing.	Pupils will need to read their feedback and take action to things that could be changed. Pupils will need to listen to a teacher demonstration which will give them new ideas to add to their pages. Pupils can continue to work on their pages and aim to finish their background and title by this lesson.	Pupil sketchbooks. Sewing machine A mixed of dark threads. Free machine foot. Drawings and resources as inspiration. Health and safety rules of using the sewing machine.
Plenary	10 minutes before the end of the lesson, I will ask one of the pupils who have managed to create some stitch work questions about their piece. I will need to get the class's full attention so that they are all listening and take action to any feedback from other pupils	Chosen pupils will need to show the rest of the class their work and tell us what is working well and how they could change it.	Peer assessment.

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Pupils were fully engaged with the lesson. They were all fully focused during a classroom demonstration- I asked questions and pupils were showing positive responses. It was clear that pupils like the effect of the free machine work and wanted to develop it through their own practice. It was interesting to see how some pupils in the class who have behaviour issues were doing work without disrupting the class. Their outcomes showed they had worked and performed well.
Next Steps for Progress	Pupils will be continuing to work on their artist pages next lesson. They will continue to add some stitching to their pages and carry on with their detailed drawings which will be assessed.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Teacher modelling of stitching on a free machine was very successful. Pupils showed that they wanted to listen and were eager to try the technique themselves. My formative assessment gave me an idea on the current knowledge of pupils and what I needed to do to support them.
Areas for my Development Personal Targets for Progress	I think that I need to focus on judging the timings better at the end of the lesson. As some pupils were painting- I needed to ensure that the started packing up earlier to make sure the room was clean and tidy ready for the next lesson.

Mid-term placement review-

On track

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

Melissa listens to the views of learners in her classes and adjusts her lessons accordingly. She ensures that every lesson allows time for learners to reflect on their own progress and encourages the pupils to become self-motivated active learners making decisions for themselves around choices for Tim Burton characters. Melissa has already brought a new dimension to the department through leading stitching workshops for exam classes using her textiles base to introduce the pupils to new creative skills. • Targets for improvement and suggestions for moving forward Develop strategies to allow pupils to reflect on their learning through organising purposeful opportunities for peer and self-assessment.

Collaboration & Reflection

On track

- **Comments and Evidence**
- **Targets for improvement and suggested ways forward**

As written in my mid-term review feedback, bringing in Textiles workshops to the Art department had a very good impact and meant that there had been a new blend of teaching approaches been developed through the lesson. I think that promoting new techniques and skills to pupils will give them a better opportunity. As a target for improvement, I have been give the suggestion to develop strategies which will allow pupils to reflect on their learning through organising purposeful

Critical reflection

Wednesday, December 11, 2019
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My placement took place in a secondary school, in a semi-rural area in west Wales. The school has a bilingual ethos and strongly encourages the Welsh language. My local school states that there is estimated to be 865 pupils in the school, ranging from ages 11-19. (My local school, 2019). My teaching experience took place in the department of Art and design, who are gradually adapting to the new Donaldson curriculum for 2022. The idea is to combine similar subjects which are Art, Dance, Drama, Film, Digital media, and Music under the new 'Expressive arts'. It is said that, "the area of learning and experience will make the Expressive Arts accessible to all and through this inclusive approach expand the horizons of every learner." (Donaldson, 2015).

It is essential that pedagogical principles are reinforced throughout teaching practice. Pedagogical principles are different methods and ways of teaching in relation to the national curriculum. Also mentioned by (Donaldson, 2015) "It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts." Therefore, this critical reflection will discuss how I have implemented 3 pedagogical principles through my own practice. This will discuss the advantages and the approaches that were taken with reference to my teaching portfolio, and will discuss ways that I could improve my teaching performance to make my future lessons more effective.

The first pedagogical principle that was refined during my teaching experience was the pedagogical principle, "good teaching and learning means employing assessment for learning principle" (Donaldson, 2015).

Assessment for learning is an extremely important feature for encouraging pupil understanding and development. An online report states that Assessment for learning, also known as AFL is an "approach to teaching and learning that creates feedback which is then used to improve students' performance" (CAIE, 2019).

Throughout my teaching experience with reference to the teaching portfolio, I adapted AFL through my lessons using a combination of methods. Formative assessment was addressed regularly, as I believe it's a process of seeing the current knowledge of pupils to see what level they are at and what I need to do to allow pupils to further their skills and progress. Dylan William is a theorist that believes that formative assessment can lead to the improvement of learning. As stated by Stuart Kahl (William, 2011) "formative assessment is a tool that teachers use to measure student grasp of specific topics and skills they are teaching. It's a 'midstream tool to identify specific student misconceptions and mistakes while the material is being taught". The use of formative assessment encouraged me to regularly question pupils throughout the lessons, this would give me an idea of whether or not my teaching was effective and that pupils were listening well and learning from what was being taught.

I believe that this technique was very successful throughout my lessons, I would often do a STOP AND CHECK technique where pupils would stop working, look over the work that they had produced and then check to see if they were meeting the success criteria, this is what pupils are expected to achieve.

John Hattie is a theorist who believes that it is important to share learning intentions with pupils, as mentioned, "The basic premise is that the students have the same idea as their teacher what is going on in the classroom, and what they should be learning as a result of

doing. Many students are not going to know this unless it is clearly signposted - learning intentions (or objectives), and learning outcomes (or success criteria) provide this direction."

(Hattie, 2010). As a student teacher, I interpreted this strategy through my practice. I think that it gives pupils extra support and guidance to successful learning, so that they know how to do a task correctly and to a high standard. After researching further into success criteria, they are said to be "Most effective when they are staged, which is also a very effective and simple way to show differentiation. Showing learning as a journey." (Gadsby and Beere, 2012). I believe this is a very positive way of developing through my own practice, I think that staging the success criteria for each individual lesson, instead of writing a list of what pupils need to achieve across a few lessons would make the structure, and explanation of the tasks much easier and clearer for pupil learning.

As previously mentioned, I took several approaches to AFL throughout my teaching practice, another method that was used during my lessons was regular peer and self- assessment. Every lesson encouraged a reflection on what pupils had learnt during the lesson. My method of encouraging pupils to write, what went well about their work and one thing that they would change, it helps pupils improve their own learning and the learning of others in the classroom. After reading an Estyn report, it showed how another school in Wales have adapted to a similar AFL strategy through self and peer assessment. Advantages were mentioned, and how it can "support pupils development in providing constructive feedback to their peers. The progressive models make reference to the success criteria, marking checklist, individual targets, celebration of strengths and next steps. The process highlights the importance of respect when providing feedback to peers." (Estyn, 2018). This proves how these types of assessment have created a positive impact for the learners in that school and it is evident that using self and peer-assessment through my practice has been beneficial for the pupils in my placement school.

Although self-assessment and peer-assessment are positive approaches to assessment for learning, it is also essential that formal feedback given by the teacher. Hattie explains how teachers should consider formal feedback through "comments, clarification, criticism, confirmation, content development, constructive reflection, correction, pros and cons, commentary, criterion." (Hattie, J and Clarke, S. 2019). On placement, I was lucky enough to have a marking lesson which was taught by an English teacher in the placement school. It was interesting to see this school have a particular approach to marking pupil work. The school have adapted a 'yellow dot' scheme, this where teachers would assess pupil work and place yellow dots in areas where pupils need to take action. It is a way of giving pupils formal feedback on how they need to improve or what they need to do to make their work a higher standard. My portfolio shows evidence on how I taught 'fix it' lessons, before pupils continued with the work task I had set them, they would have time to reflect and adjust any old work which has been formally assessed by the teacher. This shows how this technique is successful and, that pupils are learning and understand what they need to do to maintain an achievable level.

The second pedagogical principle that was developed through my practice was the principle "good teaching and learning means reinforcing cross-curricular responsibilities" (Donaldson, 2015). The national literacy and numeracy framework also known as LNF is a statutory curriculum requirement. It aims to "Help teachers of all subjects to identify and provide opportunities for all learners to apply literacy and numeracy across the curriculum" (Welsh Government, 2013). The idea is to give pupils better experiences by combining different subject areas to help develop a range of skills.

During my teaching experience, It was essential to think about "What literacy skills do

students in my subject need and what approaches to language learning will help me to be an effective teacher of my subject?" (Ofsted, 2013). My teaching portfolio includes evidence of how I regularly encouraged literacy through lesson starter activities for Key stage 3 (age 11-14). All starter activities were relevant to the lessons, and I made sure that they closely linked to the scheme of work. The lesson starters included the use of oracy as pupils were contributing to starter conversations by questioning, this was to help build pupil confidence and to develop their understanding. I set reading tasks, where pupils had to read through paragraphs and fill in the missing words, this was also testing their knowledge and understanding. Finally the use of writing, by promoting descriptive writing tasks about the artist's work, the idea to develop their creative writing skills and increase their art terminology.

Ofsted are a government department who are responsible for raising standards in schools and ensure that schools are promoting a great amount of literacy across the curriculum. A case study showed how other schools deliver the use of literacy using different teaching approaches. One school uses "online literacy resources using an interactive white board" (Ofsted, 2013) the idea is allow pupils to work together and contribute as a group instead of individually. I am particularly enthusiastic about the idea of promoting more group work activities using literacy skills, the idea of getting pupils to communicate and contribute to lesson and to work more collaboratively.

In Wales, it is mandatory to apply the curriculum Cymreig through lessons across the curriculum. It is mentioned that "Pupils should be given opportunities, where appropriate, to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales." (Welsh assembly government, 2003). In reference to this, I strongly encouraged the Welsh language through my Art lessons. As mentioned previously, my placement school has a bilingual ethos and has a specific form group who get taught mainly through the medium of Welsh. Being a first language Welsh speaker, I believe that my role is to promote and inspire pupils to use as much of the Welsh language as possible. Therefore, I took the responsibility of teaching one year 7 group fully through the medium of Welsh. In relation to my teaching portfolio, I attached examples of resources that were using during these classes. This teaching strategy was very effective as pupils showed enthusiasm that they wanted to learn through a different language. Pupils were willing to contribute to the lesson and respond to questions in Welsh. They also learnt new Art terminology from key words and starter activities. Teaching a lesson in Welsh did not just benefit pupil learning, but, it also developed my skills for my own practice. I have become more confident and feel as though I have learnt a lot from my experience.

An online news article discusses the positive impacts of curriculum Cymreig, it states that "young learners in secondary schools are more interested in subjects that they can relate to their own lives." (Blake, 2013). I fully support this comment, as I feel pupils have a better connection to the lesson if it influences elements of personal experiences, it makes a subject more enjoyable and pupils are more passionate about willing to learn. Most of the pupils in my Welsh class are from Welsh speaking backgrounds, so having the opportunity to speak and be educated through their first language can be much more constructive for pupils.

The third chosen pedagogical principle that was implemented through my practice was "good teaching and learning means employing a blend of approaches including direct teaching" (Donaldson, 2015). It is said that "Blended approaches use multiple methods to deliver learning, combining face-to-face interactions with online activities." (Advanced HE, 2018). For this section, I will discuss how I combined a mixture of direct teaching methods with independent learning.

A main teaching approach which was regularly reinforced in every lesson was, teacher

modelling. This is when a teacher performs a classroom demonstration and models the task of what pupils need to do during the lesson. An online article outlines the importance of teacher demonstrations in Art lessons, it explains, "The teachers demonstrate to help break down complex subject matters for the students to understand. Feedback is given at this stage through suggestions and demonstration." (Art grain, 2016). I believe this technique is a good way of gathering a class together and ensuring that they are confident on what to do, before working independently. Throughout my classroom demonstrations, I would often choose pupils to feedback to the rest of the class what they need to do. It is a very good method of seeing who was listening during the demonstration and whether or not my teacher modelling was effective. Investigating further into teacher modelling and looking at alternative approaches to refine my teaching method, I was influenced by the quote "invite one or more students to model." (Wilson, B, M, 2012). This could potentially be a way forward, to get pupils to participate more through demonstrations. It would develop their confidence skills and give pupils a chance to get more involved through lessons allowing them get their views and ideas across. The national children and young people participation standards defines the importance of 'pupil voice' and involvement in school life (Welsh gov, 2018).

After teacher modelling was performed, I used a blend of approaches where I encouraged pupils to do further research especially with Key stage 4 classes, to gather alternative resources for the lesson. They would work independently, using chrome books to research and gather new ideas with relevancy to their work tasks. This would broaden their knowledge and help them become "ambitious capable learners" (Donaldson, 2015). The idea of blending different teaching approaches by combining formal traditional teaching with independent digital learning. My intentions were to create an alternative working environment that is more interesting for pupils. It has been proven that it encourages "self-motivation through exploration and play" (Rose, 2017).

As expressed by an online guidance report for using technology to improve lessons, "Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do, but may be most effective when used as a supplement rather than a substitute for other forms of modelling." (Education endowment foundation, 2019). This emphasises the advantage of how technology can give pupils a more advanced learning by gathering alternative resources. Introducing digital competence into lessons also shows a link between the pedagogical principle of developing and implementing cross-curricular into lessons.

After looking at the different approaches that I had taken during my experience and relating them to the pedagogical principles of the curriculum. I feel as though it has given me an opportunity to reflect on my own, personal learning. As suggested in my mid-term review feedback, it was advised that I 'personalise my learning to ensure that I challenge pupils.' I think that this critical reflection, has allowed me to refine my practice and to see what new strategies and approaches I can adapt through future lessons.

In the area of assessment for learning, I believe that my approaches were very successful and my portfolio shows good evidence of pupil learning, they knew how to progress each lesson. I think that using a type of formative assessment throughout my lessons encouraged pupils to participate and respond to questions, a way of showing their understanding and to give me a clear idea and what the next steps were for teaching. As mentioned, every lesson I would use self-assessment and peer-assessment to reflect on lessons, giving pupils time to write the 'what went well and one thing to change' about their work. I think as a way forward, I should influence more group work by getting pupils involved from different classes to write down and suggest new ideas for work. More group critique could influence a better learning environment and having conversations as a whole class, or even promoting

an artist of the day achievement, which would give pupils more of an incentive to work harder. As quoted by a pupil at a secondary school "You get other people's opinions and not just the teachers and they explain things better than the teacher sometimes-you can understand what they say" (Bentham, S and Hutchins, R, 2012). I want to set challenges for pupils, allowing them to extend their art terminology by giving constructive feedback to other pupils.

Success criteria's are a good source for AFL, and worked well for pupils during the lesson as they often stopped working and reflected half way through lessons. I think to develop this area I could stage my success criteria's over each lesson, instead of what should be aimed over a few lessons, this would make it simpler and more clearer to pupils. I think to ensure pupils are working well, I need to be looking at sketchbooks after each lesson and write comments as formal feedback to help school pupils progress.

The cross-curricular pedagogy was implemented by using LNF through starter activities, I will consider alternative ways in which I can interpret this through the core teaching of the lesson. For example, promoting more oracy, reading and writing combined with drawing activities so that, the learning becomes more meaningful and relevant to pupils. My mid-term placement review target, was suggested that as a way forward I should 'focus on authentic contexts for learning to extend the cultural experience.' I believe by adding LNF to the core learning I will meet this target.

My progress on developing LNF with key stage 3 was a great success. I think that I could improve cross-curricular responsibilities with Key stage 4, such as, giving pupils artist readings or writing about an artist to develop their literacy skills and extend their knowledge of artist research.

As mentioned previously, the curriculum cymreig was influenced though my practice. I strongly promoted the welsh language by delivering lessons thorough the medium of Welsh. Welsh speaking pupils were more eager to learn as they were from welsh backgrounds, it created a more personal experience for pupils. I believe I could add more to lessons by looking at Welsh artists and comparing the work that pupils are currently doing to give them a sense of community and belonging. This would also help achieve my review target.

The employing a blending approaches pedagogy was implemented by combining traditional teaching approaches with independent digital learning. Traditional teaching was employed by teacher modelling/ classroom demonstrations, I believe that as a way forward for this strategy, I could involve pupils more by encouraging them to repeat my demonstration, giving pupils more confidence and it could make the learning environment more effective. Digital learning was performed after teacher modelling to allow pupils to further their knowledge with independent researching to advance their learning. It is suggested for this pedagogy that I should 'develop strategies to allow pupils to reflect on their learning'. I could include more group critiques where pupils share independent research, they could share their research on their chrome books with the rest of the class and explain where their inspiration has come from, this will also allow pupils to develop their oracy skills.

All three pedagogical principle have been implemented through my practice in alternative ways. Some areas have been successful and there are some areas which have room for improvement. I will consider new strategies researched through this critical reflection and how I can create a better learning environment for school pupils.

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