Reflection Sheet

Experience-Alison Bater, my lesson (lesson study 1)	
Description (Describe what happened)	I provided a demonstration on monoprint. The classroom was 'set-up' ready for the pupils with their books and printing resources on the desks for their arrival. Before starting the demonstration, I showed the pupils a PowerPoint with slides that described What is a monoprint? How to monoprint? and I asked them what 'mono' means in the context of a 'monoprint'. I then showed some examples of artist and pupil's work. I questioned the pupils throughout the lesson to activate prior learning and to reinforce new learning and understanding. Next gathered pupils around the central table. My workspace was well organised, with all of my resources to hand. Throughout the demonstration I continued to question the pupils, I asked them to talk me through the processes and introduced them to key words like 'noise' and 'lateral inversion'. All pupils were engaged and focused throughout the demonstration. I asked them about the success criteria which was on the board and then got them to relay the task set back to me to ascertain understanding and learning. My demonstration was backed up by printed resources, a PowerPoint and verbal questioning throughout.
Feelings What are your feelings and thoughts regarding the experience?	I feel the demonstration was very successful, there was a good use of questioning throughout. This allowed the pupils to express what they already knew and to activate prior learning. The fact that my resources and workspace were prepared enabled the pupils to feel confident in me as a teacher allowing them to fully focus on the demonstration/modelling and the lesson as a whole. What has become evident is that although a demonstration is vital within an art lesson to actively show the pupils what is expected of them and also what a successful piece looks like, this needs to be scaffolded with other resources. An informative PowerPoint with examples and a success criteria is essential. Being organized and ready with your workspace and resources also gives the pupils trust and confidence in your teaching and encourages them to learn and understand. The teacher must also engage with the pupils throughout the lesson with the use of questioning. Whenever I introduced a new 'keyword' I asked the pupils to tell me what they thought it meant and how it related to the topic.
Evaluation What aspects of the learning experience that went well?	I felt that because I had activated prior learning and introduced new ideas with my PowerPoint and questioning before I demonstrated the practical task the pupils were already engaged and eager to learn. By being organised and having my demonstration space already prepared I 'modelled' how I wanted the space to look, which in turn the pupils reflected. This allowed for a potentially untidy, disruptive lesson to have a calm and industrious learning atmosphere. The pupils were fully engaged with the demonstration, they were quiet, listening and watching throughout. They were able to re-call prior learning (they had made monoprints the previous term). The pupils understood the new key words given to them and were able to re-call them at the end of the demonstration, they were also able to tell me the task that was required of them and the success criteria.

What were the elements of the learning experience that were not as expected?	The lesson and in particular the demonstration went exactly as I intended, pupil feedback showed that the pupils were engaged with not only the practical task but the subject as a whole. There was very little low-level disruption as all the pupils understood what was expected of them and by me circulating the classroom as the pupils worked, I was able to reinforce this. There weren't many areas that I felt were unsuccessful. To improve, I could have got the pupils to write the new key words in the back of their books to reinforce the learning and to enable them to recall prior learning in the future (this would be particularly helpful for the ALN and less able pupils). One other aspect of the feedback was that the demonstration could have been a little longer, further discussion with the focus group revealed that the part of the demonstration that they would have liked to be extended was the actual drawing part of the demonstration but they felt it didn't have a major impact on the learning, they would have liked to see me complete an example.
Analysis What will you keep the same in the future?"	I would keep demonstration practically the same in the future. I would plan the lesson around the demonstration as I did here, using other resources and questioning to prepare the pupils and to ensure understanding and engagement in the demonstration. I would continue with my use of questioning throughout the lesson, this not only demonstrates learning but encourages engagement throughout the lesson. At the end of the lesson I asked all pupils if they had achieved the success criteria and also how it linked into the scheme of work, they had been following this term.
What was the most unsuccessful and disappointing element?	I feel the most unsuccessful or disappointing element of the demonstration was perhaps time management. I would give a little longer to the main element, however I would need to be mindful of the overall time of the demonstration as a whole, it is vital that the demonstration is not too long that it has a negative impact on the task and the lesson as a whole. Part of the success criteria was as a stretch to make two prints, one of the individual building and one outline of the building to include pattern design from the relevant country. It soon became evident that this would only be achieved by one maybe two of the pupils, so as the pupils started the task, I changed the success criteria, so they only had to make one print but to include pattern design. I had included both elements in my demonstration, but I should have been more mindful of the time constraints in a lesson.

Conclusions and Actions What are your possible solutions to the disappointing issues identified?"	My solution would be to extend the main element of the demonstration whilst still ensuring there would not be a negative impact on the lesson as a whole, the main task in this instance takes a lot of time and to encroach on the pupils 'making' would have a detrimental effect on the pupils learning. It was important that 'most' of the pupils were able to complete one monoprint. The main messages that the pupils need to learn and understand along with the success criteria need to be delivered as does the questioning and recall of prior knowledge.
What will you do next?	If I were to repeat the lesson, I would alter the success criteria asking the pupils to produce one print, with a stretch and challenge to make two prints. My research partner and I will discuss what we feel he needs to change to improve on an already successful lesson. He will try to extend the drawing part of the monoprint, the pupils will be asked to only produce one print and he will to alter the success criteria accordingly.

Adapted from Gibbs, (1988) Reflective Cycle

Observation Schedule Lesson 1 (my lesson study)

What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?

Context: First lesson study concentrating on the demonstration/modelling.

	Pupil A	Pupil B	Pupil C
Readiness and preparation for demonstration (i.e. How long it took them to place themselves? Is the demonstration table visible to each of them?)	5 Yes	4 Yes	3 Yes
Level of attention and engagement during demo stages (beginning middle and end)	5, 5, 4.	4, 5, 5.	4, 4, 4.
Pupil's focus when other students are being asked to describe demo and task	5	5	5
Do pupils need further explanation (or one-to-one support) after demonstration? (tick if applicable)	No	No	No
Do pupils understand and meet the lesson objectives?	Yes with varying degrees of success	Yes with varying degrees of success	Yes with varying degrees of success
Observation notes	Based on my mentor's feedback and my own observations all pupils were quiet, listening and watching.	Based on my mentor's feedback and my own observations all pupils were quiet, listening and watching.	Based on my mentor's feedback and my own observations all pupils were quiet, listening and watching.
Observation notes	I circulated the room and all pupils were on task. I did however change the success criteria to one print from two due to time restrictions. All pupils understood this.	I circulated the room and all pupils were on task. I did however change the success criteria to one print from two due to time restrictions. All pupils understood this.	I circulated the room and all pupils were on task. I did however change the success criteria to one print from two due to time restrictions. All pupils understood this.

Observation Key (adapted from Leuven Scale)https://www.teachertoolkit.co.uk/wp-content/uploads/2016/03/LeuvenScale_tcm4-735285.pdf

1. **Extremely low:** Child shows no level of engagement
2. **Low:** Child slightly engaged in part or some of the activity with lack of concentration
3. **Moderate:** Child appeared to be engaged but easily distracted
4. **High:** Completely engaged with the activity
5. **Extremely high:** Child completely engaged with the activity, creative and enthusiastic.

Observation Schedule Lesson 1 (My lesson study feedback from my partner)

What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?

Context: First lesson study concentrating on the demonstration/modelling.

	Pupil A	Pupil B	Pupil C
Readiness and preparation for demonstration (i.e. How long it took them to place themselves? Is the demonstration table visible to each of them?)	3 Yes	4 Yes, with reasonable distance	5 Yes
Level of attention and engagement during demo stages (beginning middle and end)	2, 3, 4.	4, 5, 4.	5, 5, 4.
Pupil's focus when other students are being asked to describe demo and task	4	5	5
Do pupils need further explanation (or one-to-one support) after demonstration? (tick if applicable)	A little bit.	A little bit.	No
Do pupils understand and meet the lesson objectives?	Not at the beginning of the demo	Yes, after solving the problem.	Yes
Observation notes	At the beginning of demonstration, pupil showed poor attention and therefore, was unsure of the steps of work until teacher asked one of the pupils to repeat the steps; at that stage student showed better attention.	Pupil was standing at the back of the demonstration table but still able to see the demonstration.	Pupil seemed to be confident and knowing what to do.
Observation notes	After the demo, pupil faced some difficulty by getting some noise (smudges) on the print.	The pupil had to redo the task again due to multiple smudges on his print. Scaffolding support provided to take the excess ink out	The resulted work was good with acceptable level of 'noise'.

Observation Key (adapted from Leuven Scale)https://www.teachertoolkit.co.uk/wp-content/uploads/2016/03/LeuvenScale_tcm4-735285.pdf

2. **Extremely low:** Child shows no level of engagement
3. **Low:** Child slightly engaged in part or some of the activity with lack of concentration

4. **Moderate:** Child appeared to be engaged but easily distracted
5. **High:** Completely engaged with the activity
6. **Extremely high:** Child completely engaged with the activity, creative and enthusiastic.

Observation Schedule Lesson 2 (partners lesson study)

What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?

Context: Second lesson study concentrating on the demonstration/modelling.

	Pupil A	Pupil B	Pupil C
Readiness and preparation for demonstration (i.e. How long it took them to place themselves? Is the demonstration table visible to each of them?)	5 Yes	2 Yes	3 Yes
Level of attention and engagement during demo stages (beginning middle and end)	4, 5, 3.	2, 3, 2.	3, 3, 2.
Pupil's focus when other students are being asked to describe demo and task	5	3-2 Still drawing.	3-2 Talking to friends and looking around.
Do pupils need further explanation (or one-to-one support) after demonstration? (tick if applicable)	No	Yes	A little.
Do pupils understand and meet the lesson objectives?	Yes	Yes	Yes
Observation notes	Pupil was ready and standing by the side of the teacher. They had done this before and were eager to answer any questions.	Pupil was already sitting at the table but still drawing the starter and not really engaged. The pupil continued to be easily distracted.	Pupil arrived slowly at the same time as friends from other tables, chatting. The pupil continued to be distracted, turning around, chatting and laughing.
Observation notes	The pupil knew exactly what to do.	The pupil asked me how to do the task when the demonstration was over.	The pupil clarified with me if they were doing the task correctly.

Observation Key (adapted from Leuven Scale)https://www.teachertoolkit.co.uk/wp-content/uploads/2016/03/LeuvenScale_tcm4-735285.pdf

3. **Extremely low:** Child shows no level of engagement
4. **Low:** Child slightly engaged in part or some of the activity with lack of concentration
5. **Moderate:** Child appeared to be engaged but easily distracted
6. **High:** Completely engaged with the activity
7. **Extremely high:** Child completely engaged with the activity, creative and enthusiastic.

Alison Bater Lesson 1.

What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?

1. Could you explain what you have learned from this demonstration?
2. How has this demonstration helped you achieve the success criteria?
3. What suggestions could you give to make the demonstration even more effective?
4. If a practical demonstration hadn't been provided how do you think you would have completed the task?

Answers – Three pupils were chosen at random by our mentor, the class teacher. The three pupils answered as a focus group and discussed their answers with each other.

1. The pupils agreed they had learned about all aspects of monoprinting. They learned some keywords and how to make a monoprint.
2. The pupils said it helped them understand what monoprint meant and how to complete the success criteria, which they were able to repeat.
3. The pupils all agreed that the demonstration was useful, but they felt that the drawing part of the demonstration could have been longer. Their response indicated they would like to see a good example in front of them, rather than displayed on the board.
4. The pupils all agreed that although they had done a monoprint before, they would have been unable to complete the task again without watching the practical demonstration provided. They could all remember some aspects of the task (e.g. how to roll out the ink) but they needed the demonstration to take them through the other steps.They also felt the PowerPoint slides and questioning before and during the demonstration enabled them to carry out the task.

Lesson 2- Lesson Study Partner.

What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?

5. Could you explain what you have learned from this demonstration?
6. How has this demonstration helped you achieve the success criteria?
7. What suggestions could you give to make the demonstration even more effective?
8. If a practical demonstration hadn't been provided how do you think you would have completed the task?

After the first lesson study we added the following question.

9. What do you think of the length of the demonstration?

Answers – Three pupils were chosen at random by our mentor, the class teacher. The three pupils answered as a focus group and discussed their answers with each other.

1. The pupils said they learned how not to make 'noise' by not pressing hard, not to use to much ink and when prompted to monoprint.
2. They felt it helped them to use clear lines, not make noise and fulfil the success criteria which they could repeat.
3. They felt there could have been more questioning before and during the demonstration to help them understand the task better and to activate their prior learning (they had made monoprints the previous term).
4. Two of the pupils agreed that without the demonstration they would not have been able to complete the task. Although all of the pupils could recall some part of the technique (e.g.how to roll the ink out) only one was able to use their prior learning to carry out the task. This pupil was the one who answered all of the questions during the demonstration.
5. All of the pupils agreed that the demonstration was the right length.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Alison Bater	Class:	8
AoLE or Subject	Art	Date:	03/02/20
Lesson Focus:	Around the world.		
Meaningful links to Curriculum	The lesson will involve thinking (researching and discussing ideas on World buildings and pattern design), making (a monoprint) and understanding (World culture and design).		
Meaningful links to: Cross Curricular Responsibilities	Links to literacy through reading the text and researching artist. My school is a pioneer school- iCreate links to Music and Drama (Successful Futures – Donaldson links – Interdisciplinary learning), also links to iThink.		
Personal Targets (Linked to QTS and identifed in weekly review),Pedagogy,Collaboration Innovation,Professional learning & Leadership			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Understand countries around the world through iconic buildings/structures and textile/pattern design and to produce monoprints of a building or structure from one of these countries and a monoprint of a structure filled with a pattern or design from the same country.

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)
Do Now-Pupils will complete the countries word search. The pupils will watch the demonstration and then make 2 monoprints following the success crteria.	Do Now-Pupils will complete the countries word search. The pupils will re-call what they have learnt so far about countries and the traditional patterns that originate from those countries. They will be asked to re-call what they learnt last term about

Success Criteria: • Clear lines to show detail of building • No 'noise', noise is the unwanted smudges or marks on your print from resting too hard on the paper. • S&C: To produce 2 prints. • Print 1- A clear print showing detail of your chosen building. • Print 2- An outline of your chosen building filled with pattern and design from that country. The pupils will self assess/reflect: • What printing method did we use this lesson? • What worked well? • What could you improve? • What were the challenges you faced during this lesson?	monoprinting. They will be asked what 'mono' meams in this context and what a monoprint is.match traditional patterns to the country of origin. During the demo pupils will be asked to describe how to monoprint, they will be asked about the images (the will have been laterally inverted and they will be asked what this means.Mirror image.) The pupils will then make a monoprint of a building from the country they have previously researched. Pupils can draw from the image freehand or to show differentiation trace from the image provided. A stretch and challenge will be to make 2 monoprints, one of the building showing line and texture. The second an outline pof the building to be filled with pattern and design that represents the country the building is from. Self Reflection: • What printing method did we use this lesson? • What worked well? • What could you improve? • What were the challenges you faced during this lesson?

The plenary will be- What have you learnt this lesson and why? How does it relate to the topic of 'Around the World in 80 Days' and the making of a colouring book	Plenary- What have you learnt this lesson and why? How does it relateto the topic of 'Around the World in 80 Days' and the making of a colouring book

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- Do now, complete the countries word search. Questions- do they recall the patterns from the various countries? Do they know what monprinting is? Do they know the meaning of 'mono' in this context?	Do now-Pupils to complete the countries word search. Q&A about what pupils have learnt so far aboit countries and patterns. Q&A about the pupils re-call and knowledge of monoprinting.	Classroom organised, seating plan. Power point and handout of wordsearches.
Teaching & Core Learning	Demonstration of monoprinting. Questions- Talk me through how to monoprint. What does the term 'noise' mean.	Watch demonstration and answer questions whilst the demo takes place. They will be asked to re-cap on what the task is ans what the stretch and challenge will be. S&C- To draw the monoprint without tracing and to complete 2 monoprints the second to include pattern and design. Differentiation will be shown by the images provided that the pupils will be able to trace from.	PP Handouts- images of world buildings and patterns. Monoprint equipment, ink, rollers, mats and paper.

Plenary	Q&A to demonstrate understanding of task and how it relates to the topic of 'Around the World in 80 Days' and the making of a colouring book.	Self assess/reflection- • What printing method did we use this lesson? • What worked well? • What could you improve? • What were the challenges you faced during this lesson? Plenary- What have you learnt this lesson and why? How does it relatesto the topic of 'Around the World in 80 Days' and the making of a colouring book	

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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))	Through the use of questioning the pupils were able to re-call what they had learnt last term about monoprinting. They were able to talk me through the demonstration and their learning was reinforced at the end of the lesson with further questioning about what they ahd learnt including new subject specific vocabulary.
Next Steps for Progress	To ensure that all puplis are fully engaged with the lesson.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	I was able to use questioning to establish the pupils prior knowledge and to teach new information. All pupils were on task and fully engaged with the lesson afyer the demonstration.
Areas for my Development Personal Targets for Progress	I need to ensure all pupils are fully engaged at all times, this has improved however there is still room for further improvment. My personal target is to engage all students in the Q&A sessions, perhaps to try some new techniques e.g. hands down strategies.

CONSENT FORM

PROJECT TITLE: What impact does practical demonstration as a visual resource have on pupil's engagement and learning?

Name of Researcher: Alison Bater

Please initial box

1.I confirm that I have read and understand the information sheet dated 10/01/2020 for the above study. ☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment. ☐

5. I understand that my child's name will not appear at any time. ☐

6. I agree for my child to take part in the above study. ☐

Child's name	Parent signature	Date

INFORMATION SHEET

PROJECT TITLE: What impact does practical demonstration as a visual resource have on pupil's engagement and learning?

Dear Parent / Guardian,

My name is Alison Bater and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within Olchfa and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is What impact does practical demonstration as a visual resource have on pupil's engagement and learning? Through your child's participation, I hope to ascertain the importance of providing a teacher demonstration for pupils' engagement and learning.

The process will be an observation conducted by my research during your child's normal lesson and questions asked in a focus group afterwards. There will be written notes taken by my research partner during the question and answer time.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

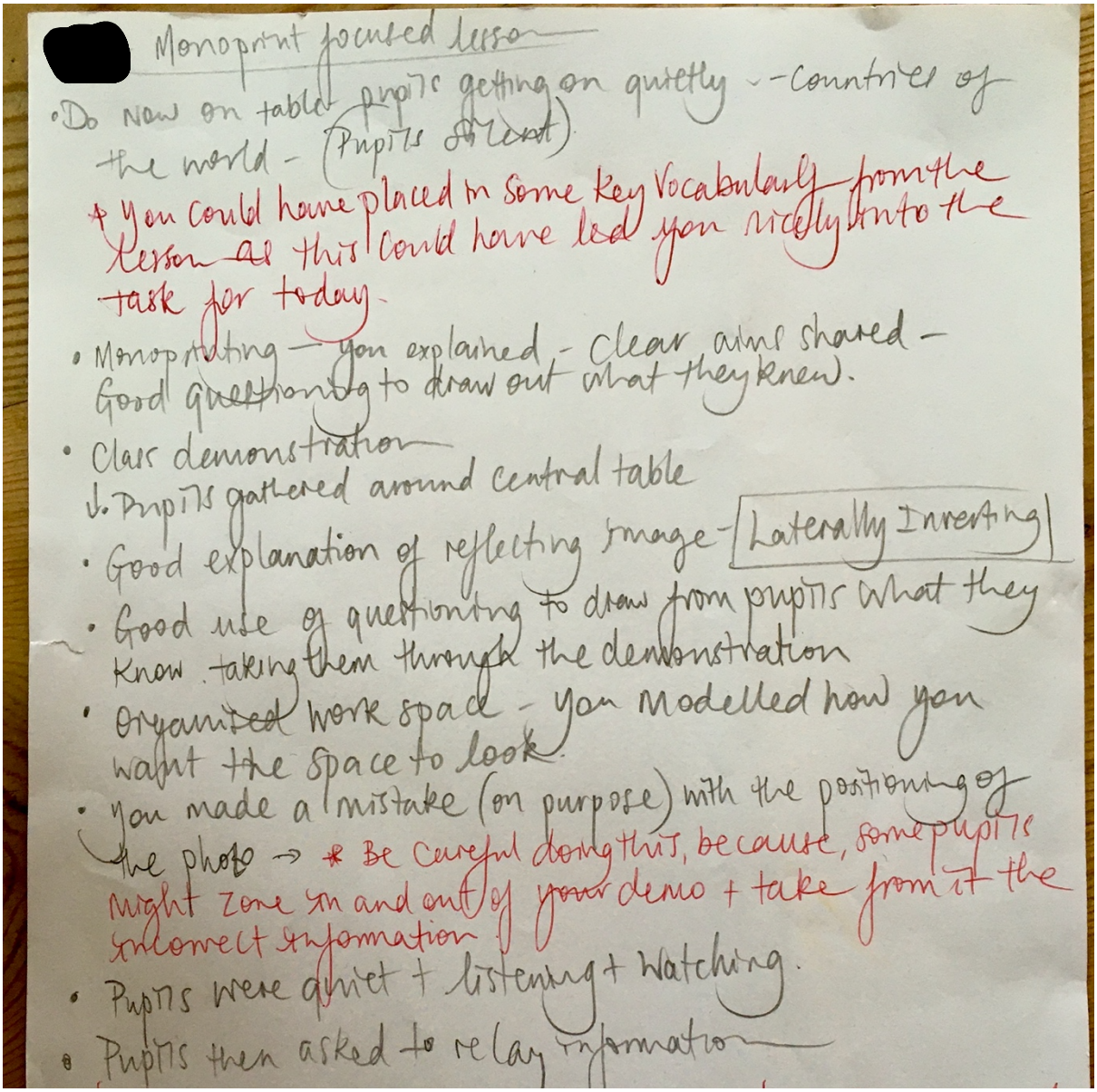
After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on secure cloud storage and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Alison Bater

Mentor's feedback for Alison Bater Lesson Study.



[redacted] Monoprint focused lesson

- Do Now on tables pupils getting on quietly - Countries of the world - (Pupils seated)
  - * You could have placed in some key vocabulary from the lesson as this could have led you nicely into the task for today.
- Monoprinting — you explained - Clear aims shared - Good questioning to draw out what they knew.
- Class demonstration
  - Pupils gathered around central table
  - Good explanation of reflecting image - Laterally Inverting
  - Good use of questioning to draw from pupils what they know taking them through the demonstration
  - Organised work space - you modelled how you want the space to look.
  - You made a mistake (on purpose) with the positioning of the photo → * Be careful doing this, because, some pupils might zone in and out of your demo + take from it the incorrect information
- Pupils were quiet + listening + watching.
- Pupils then asked to relay information

