

Q&A ECAD 5005 for October 2018 cohort.

Question 1:

Are you looking for lots of different theorists/studies within the assignment?

Answer 1:

Yes – this aspect accounts for 30% of the overall mark - as shown on the marking sheet & rubric.

Question 2:

Do we have to write about a particular skill for the creative activities in our essay?

Answer 2:

Yes – but how many you will refer to per activity will depend on the activity that you will have designed i.e. some activities will lend themselves naturally to develop a couple of skills within one area / subject but then another activity may lend itself to develop a skills or couple of skills within more than one area / subject.

Question 3:

Do we put the curriculum skills that the lesson / activity aims to meet in the assignment? And do we include links with LNF?

Answer 3:

Yes – however if you are going to list i.e. ‘chunking’ perhaps you may want to consider placing in your appendices? For within the essay, you only need to demonstrate a purposeful inclusion of key vocabulary of the skills e.g. musical skills would be dynamics, texture and pace.

Question 4:

Should we define the specific year group or just the phase?

Answer 4:

Just the phase

Question 5:

When it says 'resource pack' does this mean to include lesson plans in the assignment?

Answer 5:

Do not include lesson plans (as you complete whilst on PTE) **in the main body of your lesson.** IF you would like to enhance your answer by including lesson plans – place them in your appendices.

Question 6:

By 'resource pack', how do you show these resources in the assignment? Do we have to create resources as well for the essay or is the essay our 'resource pack'? Is this a physical ‘resource pack’ that must be included in the appendix?

Answer 6:

Your essay is the resource. There is no expectation for you to prepare actual ‘resources’ for this assignment. **It is an essay.**

Question 7:

Does this have to be a solid 4000 word essay. I am confused as to how to structure the assignment.

Answer 7:

Yes - it is an essay – 4,000 words. 500 to 700 words introduction. Then approx. 2,600 - 3,000 activities (you may include subheadings i.e. to show which area of learning / activity you are discussing), then finally 500 to 700 words conclusion.

Question 8:

What subjects can we writing about?

Answer 8:

Physical Education – creative strand (KS2) or Physical Development – creative strand (F.Ph.), Design & Technology, Music, Art and Technology (all KS2) or these areas as found in Creative Development (F.Ph.) Drama, Film & Digital Media (which are new areas from Successful Futures).

Question 9:

Do you want us to write an ‘introduction, main and plenary, afl’ etc for each activity? For example ...for my music lesson the curriculum strand in which I aim to meet is

In order to meet this the lesson will consist of an introduction where there pupils....

In the main activity the pupils will.... Etc

Answer 9:

Yes – i.e. whatever information you think would be helpful to include in order for the reader to gain ‘the just’ of your proposed activity. Also, if and when it is appropriate to do so you need to link your dialogue with theorists & / or Welsh artists & / or Y Cwricwlwm Cymreig (as shown on the marking sheet)

Question 10:

I am putting an image in my appendix of one of the pictures used in a lesson. How would I reference this? Do I just put the link underneath the image or do I put it in the reference list?

Answer 10:

If it’s a personal picture / photo write as much as you can about the reference with the picture i.e. name of creator, date it was taken/created & then you don’t need to include in the reference list. But if the picture has come from a book you will need to reference as usual & include in your reference list. (also see answer 23)

Question 11:

I have chosen key stage two and put ‘more specifically year six pupils’ ...is that allowed? or are the activities supposed to be suited to the whole of KS2?

Answer 11:

Firstly, the assignment asks you to note a phase (not age group) if you decide to be specific then you need to be sure that the activity is appropriate for that exact age (as you may be penalized if we believe the activity is too easy or too hard for the age you’ve noted). Secondly, by providing a phase e.g. Foundation Phase or Key Stage 2 – this gives you the opportunity to demonstrate how your activity could be adapted inclusive for age range / ability. However, again, this would depend on the kind of activity you will have planned.

Question 12: When referencing from a website in my assignment would I need to include a page number?

Answer 12:

Not every website will provide you with a page number, therefore, no.

Question 13:

In the success criteria in the module handbook, it says that we need to make links to artists via our chosen artefact and / or via the activities we’ve designed - does there need to be a direct link?

Answer 13:

Yes. Also one or two of your activities should have an influence from a Welsh artist (this influence may be different to that of your stimulus)

Question 14:

Do we write an activity/ lesson for each subject/area? & can we use sub-headings?

Answer 14:

Yes to both questions – but you may also like to combine some of the subjects/arts areas of learning within an activity e.g. music & art, or music & dance. Therefore, you could write one of the activities with a main focus being based upon one area only and another activity with a main focus being based upon a combination of areas. From the total of 4,000 words, use up to 3,000 words on the ‘activities’ section. Do not use the formal lesson plan templates (as mentioned above). However, you may want to consider using sub-headings.

Question 15:

Do we just say the different activities that we could do with the stimulus in different lessons and say how the activities link to the curriculum?

Answer 15:

Your activities will derive from your stimulus however not all three/four activities will be designed with the stimulus as the main core focus of the activity e.g. I may have a trinket or an ornament (e.g. Welsh Crafts)



– may be my stimulus, then, for my art activity I may look at Valerie Ganz’s (1936 – 2015) art work (coal miners) and we may look at re-creating her work using pastels. OR for my music activity I may look at composers of modern hymns / songs such as Robat Arwyn song composed ‘Yfory’ or ‘Anfonaf Angel’ (1990’s). Or a brass band called Llareggub with songs such as ‘Cwm Rhondda’ (2010’s) as these genres influenced miners lives, in particular between 1840 – 1920, when coalmining was a major industry within Wales during which time

attendance at Churches and Chapels were at a record high. The children may then be led through the process of composing and writing their own hymn for their class to sing during class / school assembly about what makes them a good team.

Question 16:

Does our assignment need to go through turn it in or are we just handing in our hard copies to you?

Answer 16:

Every assignment you do for your degree must go through turn it in. For this module turn it in = from **essay title to end of reference** – DO NOT include your appendices in turn it in. You will also be handing in a **hard copy of ECAD5005 as it will be marked as a hard copy due to possibly having creative appendices. Due date Monday 10th November between 4 – 6pm.**

Question 17:

Do we need to submit our appendices through turn it in?

Question 17:

No - for turn it in you must submit from title, main body (inc. word count) and then the bibliography. **You do not need to submit your appendices via turn it in.** (see above answer 16)

Question 18:

Do we need to briefly describe the three / four proposed lessons and then give the rationale of why the lessons are beneficial and how and why e.g. it links to YCC & Creativity? As opposed to talking through the lesson in detail?

Answer 18 :

Yes

Question 19:

I understand that we do not need to include all aspects of YCC in each lesson, however do we need to cover all aspects between the three / four lessons/activities?

Answer 19:

No – you do not have to have covered all aspects of YCC between the three / four lessons / activities – this would be unrealistic and false.

Question 20:

Do you include a contents page?

Answer 20:

You may include a contents page if you'd like but you don't have to. Personally, I think a content page helps with making a good impression in general in relation to the presentation of an assignment.

Question 21:

If I have taught an activity on PTE during level 4 (yr.1) may I include the lesson plan, ARC, lesson obs, photos of wall display & evidence of children's work? – could I include all this evidence in my appendix?

Answer 21:

Yes. Ensure that anything that is placed in the appendix is referred to within the essay – so that the marker must look at them and their inclusion may enhance your answer. If you include pictures with children - include the consent form you would have secured from your PTE school. Also, in any text, e.g. ARC or lesson plans, children are referred to using their initials, never their names.

Question 22:

It is essential for us to include the mind map of the lessons we aim to discuss in the assignment? And if so is it possible for the mind map to be along the lines of a Foundation Phase mid term plan with all areas of the curriculum planned for?

Answer 22:

Yes – everyone must include a mind map. This should be the first document we read in your assignment.

Yes – you may follow the Foundation Phase mid term plan. However, please feel free to create this 'free hand' also.

Question 23:

I've been given some photographs to use in my assignment by a family member, I was just wondering how I would reference the photographs in my bibliography.

Answer 23:

If the photo has come from a published book then you would reference the book. If it is a personal photo, you would reference by providing the reader with the background source to the photo i.e.

location or content or date (some of these or all – depending on information you will have may be included when referencing the photo in your bibliography). **Do not include any originals in your assignment** – please take a photo of the photo and scan into your assignment. (also see answer question 10)

Question 24:

Is the mind map included in the word count?

Answer 24:

No.

I sincerely hope that the answers above are clear, concise and helpful for all.

Please e-mail me directly if you may have any further queries in relation to the assessment.

Kind regards, Heddwen Davies, module co-ordinator. Heddwend.davies@uwtsd.ac.uk