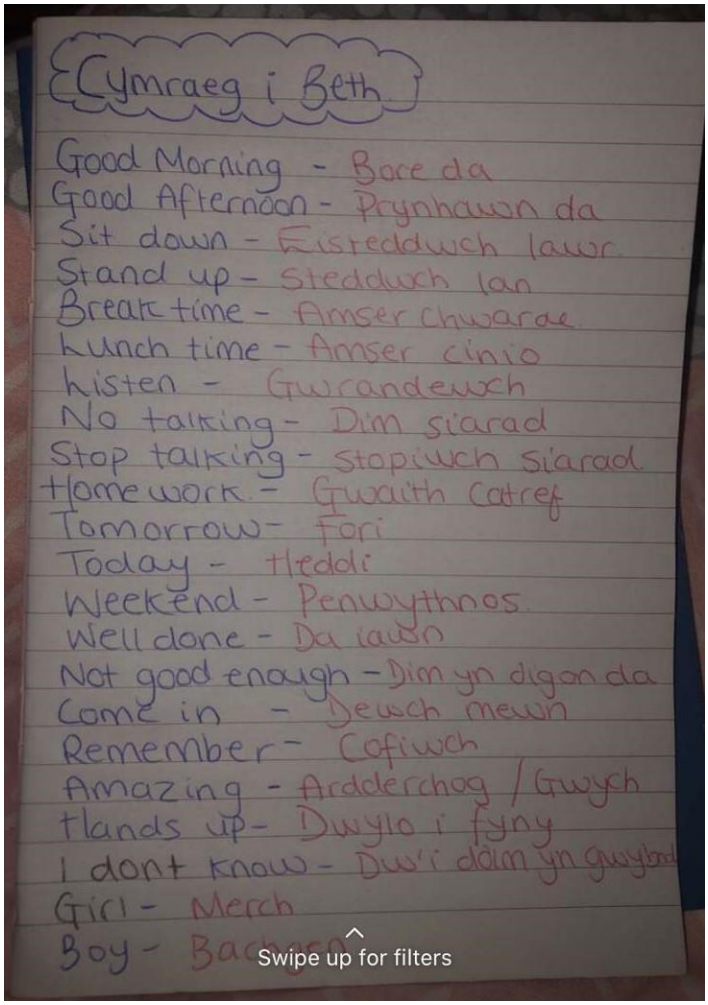
Welsh Language Competency Framework

During my PTE practice, I have used a range of simple sentences in Welsh language (such as short conversation, greetings and praise) during my lessons.

I have also made my PowerPoint presentations bilingual (Welsh and English).

Furthermore, the university has arranged a series of Welsh lessons and workshops to help us gaining and improving our Welsh skills. Below is an example of the Welsh workshop that I have undertaken with other PGCE fellow students to learn and practise Welsh vocabulary.



I have incorporated Welsh culture into my lessons for Year 7 Art (Spring Term).

The learning goals were set to enable pupils to critically think about Welsh culture, and investigate aspects and elements associated with textile and waving in Wales.

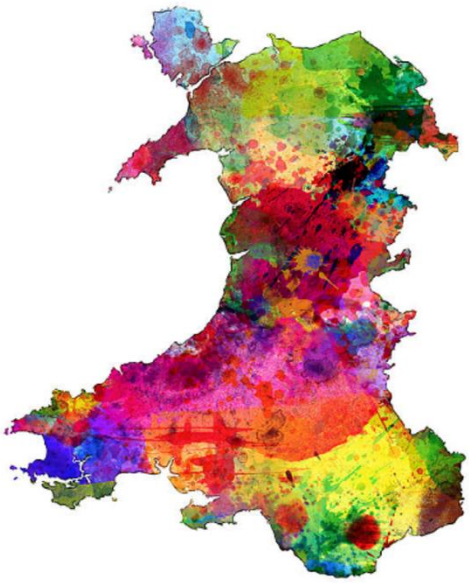
To learn Welsh heritage and contemporary aspects of Welsh culture.

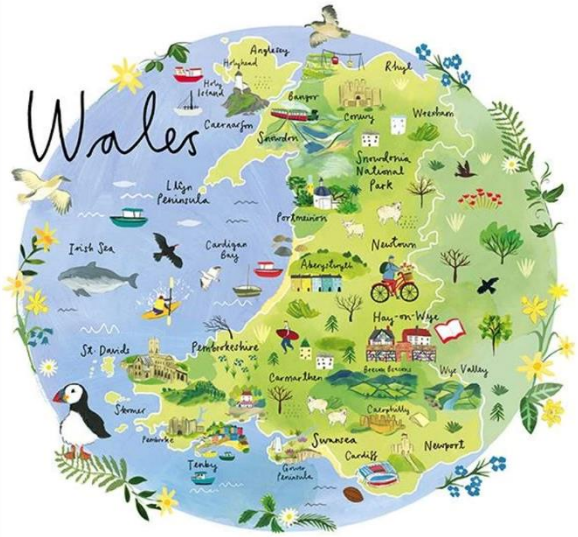
Express their ideas and thoughts through starter literacy task and discussing Welsh culture.

Below is an example of the PowerPoint presentation and the Lesson plan of one of these lessons.

Where do I live 2?

Ble Dwi'n Byw 2?

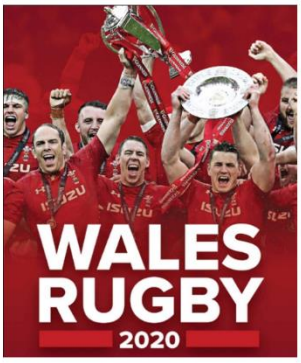




A contemporary investigation into Welsh culture

What Does it Mean to be Welsh?

Beth mae'n ei olygu i fod yn Gymraeg?



Do Now Task

Tasg Nawr

1. Stick your research sheet homework on a new page of your sketch book.
2. Swap your sketch book and write some feedback on their work according to the Success Criteria

Success Criteria

- A title page that fills the page with images.
- A page that is informative and dynamic.
- The page can be black and white or coloured.
- The page can be mixed media, collage or digital.

- **What? Beth?**

Making paper weave.

- **How? Sut?**

By using strips of coloured paper, scissors, glue and ready-cut templates.

- **Why? Pam?**

To use the Visual Arts to depict aspects of our culture, heritage and geography in a contemporary way.

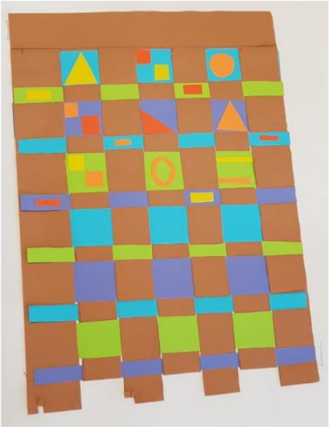
Welsh Heritage - Blanket and Quilt Making

Treftadaeth Gymreig - Gwneud Blancedi a Chwiltiau

The **woollen industry in Wales** which is dated back to 12th century was country's most important industry during the Industrial Revolution.
As of 2013 there were just nine commercial woollen mills still in operation, often run by small families producing traditional Welsh cloth on old looms.
In 2017 Welsh blankets became a trend, and had been increasingly popular and valuable as a heritage craft.

https://www.bing.com/videos/search?q=welsh+quilts+video&view=detail&mid=57FB5F54017BDA4ECD5057FB5F54017BDA4ECD50&FORM=VIRE

Examples of Students' Work
Enghreifftiau o Waith Myfyrwyr



Success Criteria
Meini Prawf Llwyddiant

Chose your colour scheme (2-3 colours); make sure you make a contrast between the background and the strips.
Decide how to alternate the strips (in and out) to create your pattern.
Make sure that all strips are **evenly** fitted.

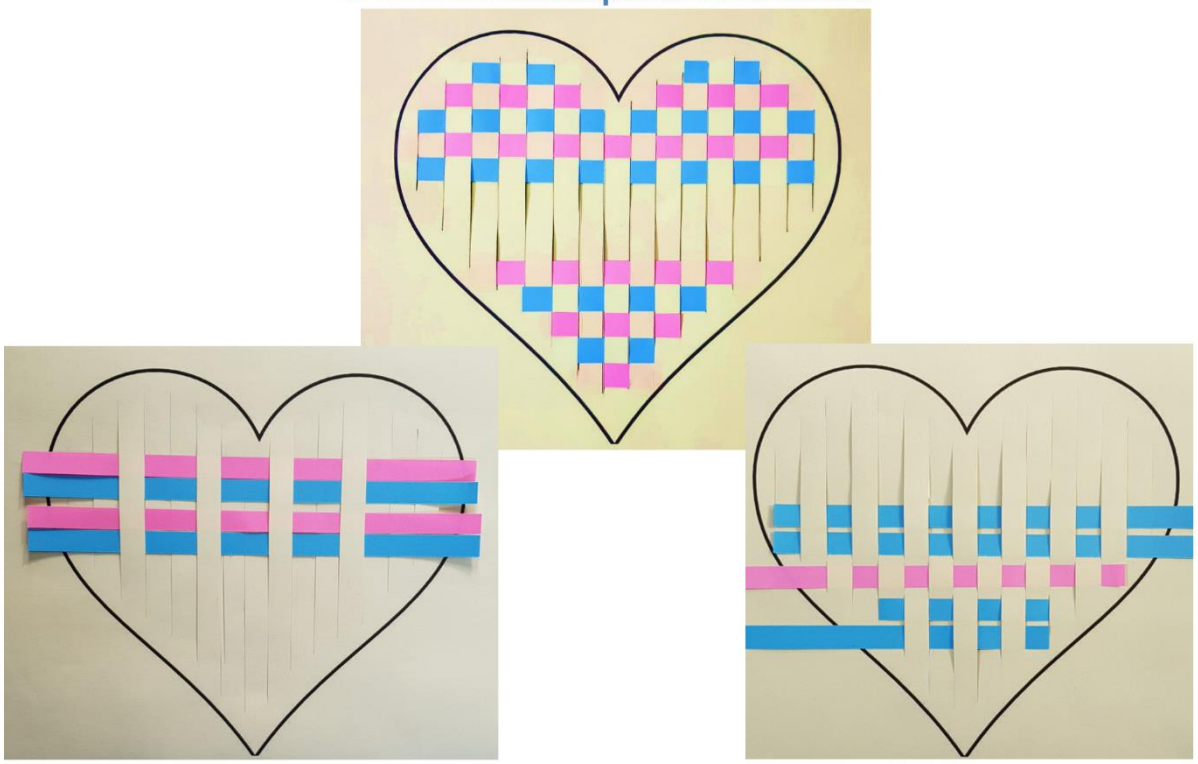
Main Task

Prif Dasg

Produce a weave using strips of coloured paper to create your own geometric design as demonstrated.

Teacher's Sample Work

Gwaith Sampl Athrawon



Plenary

Cyfarfod Llawn

- What have you learned today?
- Even better if…?
- What would you like to learn next lesson?

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ousama Lazkani	Class:	Y7
AoLE or Subject	Art	Dates:	13-17/01/2020
Lesson Focus:	**Where do I live? A contemporary investigation into Welsh culture** **<u>Lesson 2</u>:** Making of a paper weaving pattern that is inspired by Welsh textiles, using paper strips, coloured paper.		
Meaningful links to Curriculum	Cross curriculum Promoting: thinking, understanding and making		
Meaningful links to: Cross Curricular Responsibilities	LNF: Literacy and Numercy Curriculum Cymreig DCF		
Personal Targets (Linked to QTS and identifed in weekly review) **Pedagogy**: Managing the learning environment; Assessment; Differentiation. **Collaboration:** Seeking advice and support as needed; Work in collaboration with colleagues and members of staff. **Innovation:** Offering expertise; Developing new techniques; Evaluating the impact of changes in practice. **Professional learning**: Wider reading and research; Continuing professional learning; Welsh language skills. **Leadership:** Taking responsibility for teaching, learning and classrom management; Developing positive relationships with learners, carers and colleagues.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will: Critically think about Welsh culture, and investigate aspects and elements associated with textile and waving in Wales. Learn about concept and elements of paper waving technique. Learn about Welsh heritage and contemporary aspects of Welsh culture. Express their ideas and thoughts through starter literacy task and discussing Welsh culture. Improve making, thinking and designing skills. Follow the steps as demonstrated, and examples displayed on the PowerPoint presentation to create own paper weaving pattern. Learn and utilise new terms and vocabulary. Callaborate and work together as teams/groups.

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)
Lesson 2 All To Produce own basic paper weaving pattern that is inspired by Welsh textiles, using strips of coloured paper. Many To Produce own geometric design paper weaving pattern that is inspired by Welsh textiles, using strips of coloured paper. Some To Produce own geometric design paper weaving pattern that is inspired by Welsh textiles, using strips of coloured paper; as well as extending the task to decorate the pattern by using pens and/or coloured paper.	Starter task sheet. Main task resulted work. Questioning and discussions. Peer assessment. Self-evaluation. Group discussion and reflection (based on the Success Criteria). Homework and feedback.

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)	Preperation of seating plan, with all materials and resources ready on the desks prior the start of the lesson. Introductory starter task with connection to the main task.	Starter- Think, discuss and share. Identify the key elements of the weaved patterns.	PowerPoint Presentation Questioning and discussion Task sheets Template sheets and handouts.
Teaching & Core Learning	PowerPoint presentation with examples of patterns based on Welsh culture and textiles. Asking challenging questions to promote diffirentiation and encaurage critical thinking. Demonstration with questioning and a display of the Success Criteria. Providing three diffirent templats to give choices and diffirentiate the task to suit all learners. Moving around the classromm to provide support and feedback.	Watch teacher's demonstrated work, experiment and make own design. Extended task by using felt-tip pens and colour pencils to draw over the weaved pattern, or by decorating th pattern using coloured paper and/or fine-line pen.	Paper, pencil, glue, fine-line pen, colours. Coloured paper and scisers
Plenary	Thinking, reflecting and discussing Recaping, sumarising and questioning.	Students will discuss in pairs, the following points: 1. Strength and area of development (what went well, and things to do differently next time) in accordance to success criteria. 2. To what extend they have achieved the learning objectives?	Minding health and safety issues when using scissors.

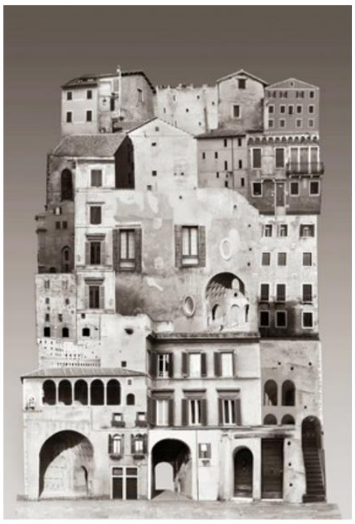
		3. Reflecting on what they know, what they have learned and what they wish to learn.	

Moreover, as part of the Welsh Language Competency Framework, the university has recently arranged a filming event on 25th February of a lesson that I have delivered to a group of fellow PGCE students for assessment. Below is the PowerPoint presentation and the Lesson Plan of that lesson.

Artist Anastasia Savinova

Edrych, arsylwi a thrafod

What do you think about these images?



Italy

Belgium

Sweden

Do Now Task

Tasg Nawr

- Torrwch y papur
- Gludwch y papu

Example of Teacher's Work

Enghraifft o Waith Athrawon

- beth ddysgoch chi?
- What did you learbed?

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Ousama Lazkani	Class:	Y9
AoLE or Subject	Art	Dates:	27/01/2020
Lesson Focus:	**Photomontage** **An Exploration of Conflict and Harmony in Architecture of Our City**		
Meaningful links to Curriculum	Cross curriculum Promoting: thinking, understanding and making		
Meaningful links to: Cross Curricular Responsibilities	LNF: Literacy and Numercy Curriculum Cymreig DCF		
Personal Targets (Linked to QTS and identifed in weekly review) **Pedagogy**: Managing the learning environment; Assessment; Differentiation. **Collaboration:** Seeking advice and support as needed; Work in collaboration with colleagues and members of staff. **Innovation:** Offering expertise; Developing new techniques; Evaluating the impact of changes in practice. **Professional learning**: Wider reading and research; Continuing professional learning; Welsh language skills. **Leadership:** Taking responsibility for teaching, learning and classrom management; Developing positive relationships with learners, carers and other colleagues.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will: Critically think about architecture of Swansea city, and investigate aspects and elements associated with the topic of 'Harmony and Conflict'. Learn about technique and elements of photomontage. Evaluate beauty of heritage and historical buildings in Swansea in corrolation with modern buildings. Express their thoughts through discussing and sharing ideas about Swansea's urban environment. Follow the steps as demonstrated, and examples displayed on the PowerPoint presentation to create own photomontage pattern. Enhancing pupils' literacy skills through the comprihansive readingtask. Callaborate and work together as teams/groups.

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)
All To produce a visual representation of Swansea's urban environment showing harmony and contrast, by using photomontage technique, with a clear link to the work of artist Anastasia Savinova **Many** To compose a full page of photomontage with clear and successful harmonious and contrasted images from Swansea architecture. **Some** To extend the task by using markers/fine-line pens to emphasise on the tones differentiation.	Starter task sheet Main task resulted work. Questioning and discussions. Peer assessment. Self-evaluation. Group discussion and reflection (based on the Success Criteria). Feedback.

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)	Preperation of seating plan, with all materials and resources ready on the desks at the start of the lesson. Introductory starter task with connection to the main task.	Starter- Think, discuss and share. Identify and write of the comprihansive literacy task on the task sheet.	PowerPoint Presentation Questioning and discussion Task sheets Template sheets and handouts.
Teaching & Core Learning	PowerPoint presentation with examples of patterns based on the topic. Asking challenging questions to promote diffirentiation and encaurage critical thinking. Demonstration with questioning and a display of the Success Criteria. Providing diffirent templats to give choices and diffirentiate the task to suit all learners. Provided additional support to ALN students as required. Moving around the classromm to provide support and feedback.	Watch teacher's demonstrated work, experiment and make own pattern. Extended task by using fineliners and markers. completing work and extending the task by using markers or fine-liners.	Paper, pencil, glue, fine-line pen, colours. Images and scisers
Plenary	Thinking, reflecting and discussing with revisiting of Success Criteria and disply of a successful student work. Recaping, sumarising and questioning.	Students will discuss in pairs, the following: 4. Strength and area of development (what went well, and things to do differently next time) in accordance to success criteria 5. To what extend they have achieved the learning objectives? 6. Reflecting on what they know, what they have learned	Minding health and safety issues when using scissors.

		and what they wish to learn next.	

I am still encouraged to use Welsh I feel that it is still insufficient use of Welsh, I would therefore hope to have the opportunity to use medium of Welsh in a border scale in my future lessons.