

Reflection 6 15/10/2018

Cathy Mc Keown

1st Year C Painting (analogous colours) (VISIT)

5th Year AHP (Monet essay prep and Renoir)

T.Y. Costume Design (medium manipulation)

5th Year Multimedia Still Life (colour studies)

Professional teaching skills and ability

- **1st Year:** Learning intentions for this class were met. A range of strategies were used to instruct students at the beginning of the lesson and throughout to reinforce the learning and keep students on track. I knew my content so was confident in answering questions and pushing students beyond what I had intended to teach (e.g. perspective, space). One thing I need to work on is accepting wrong answers: some students responded today that a certain colour palette was warm when it was more vibrant and bold, however I took their answer. Isobelle, after my visit, suggested that rather than having one poster with a range of descriptive words on it, I have the descriptive words separated into categories to help students with their evaluations even more. My questioning and visual aid posters were the most effective teaching strategy for students today.
- **5th Year AHP:** Learning intentions were not all met in this lesson as I had my post tutorial meeting that ran into this class. The main component of this class so was mindmapping the Monet essay homework question. I was happy with how this was going and so didn't want to rush it as I felt the students were getting a lot out of it. Students were peer-learning, using their notes and resources and setting themselves up for their essay. The initial group 'True/False' walking debate task worked really well and is something I want to expand on and bring into my other art history class.
- **T.Y.:** Learning intentions were met in this class: I used support studies, visual aids and group questioning to instruct learners however I am not happy with the progress this group is making. Although it was only most students' second lesson I expected much more work to be done: to be moving onto the actual construction of the dress. I feel like the students are aware of the costume design project from first year and so are very set in their ways as to how they are going to go about it. The T.Y.s are reluctant to engage in any class discussions, introductory presentations or evaluations: only interested in talking within their group, which is affecting progress and preventing their design to develop. In three weeks I will have my next class with them and will address this issue and hopefully see a change.
- **5TH Year Still life:** Learning intentions were met today however some students were struggling and needed a lot of differentiation: today I took to doing a demonstration and then redoing the demo to a group of about 6 students. Next lesson I am going to pull back the complexity of the learning and presentation/demonstration of the student task at the beginning, so as not to lose students who struggled today and

then go to more capable students while everyone is working and push their work that bit further if they can.

Classroom management

- **1st Year:** minor issues arose in the class today because several students didn't have their jackets in with them: they therefore had to go inside before the end of the task: I would worry this could lead to a precedent of intentionally acting up to get out of the work. One student has been mildly interrupting discussions, commenting over other students and speaking out of turn. In this lesson I was very accommodating to her however I think the class would run more smoothly if I pull her aside at the beginning of class next week and remind her that she can't talk over other students and going off topic to discuss whatever she's thinking about can't continue. I pulled up this student at one point for shouting inappropriate language, however on reflection I think I should have separated her from the student she was with and had a discussion with her then.
- **5TH Year Still life:** there were no disciplinary issues in this class, whenever noise levels rose slightly I reminded the students of what they should be doing and asked them to quieten down until the end of the task.

Presentation of learning content

- **1st Year:** This lesson was introduced through a PowerPoint, discussion, questioning and visual aids: the recapping of the last lesson and introduction to this lesson were intrinsic and students were involved through questioning – nothing was told or stated, rather asked: I think this worked well because they are an energetic group so a teacher central presentation would make them restless. There were three teaching episodes in this lesson.
- **5th Year AHP:** there were two teaching episodes in this lesson (it was a short class): the student True/False walking debate task and the class essay breakdown task. The class was concluded by having students repeat criteria for their homework: the assessment FOR learning was done at the beginning of class through the student task.
- **T.Y.:** No new learning content was presented today: the same support studies and visual aids were used however I think this time the penny dropped with the students: I saw this through the development in their ideation sketches by the end of class (no everyone had hoop-skirts, due to support studies and Vas shown on form).
- **5th Year Still life:** I began this lesson with a powerpoint however it wasn't suitable as it couldn't be seen with the sun streaming in the window: it would be even better if I had content of handouts or posters, or if powerpoints were made with high contrast and bold font (students had to gather round the computer to go through the powerpoint for AEDP recap and introduction to colour)

Effectiveness of planning

- **1st Year:** Literacy was brought in through a keyword bank and a descriptive word poster used in the evaluation. There was a layer of learning when students were

questioning the origin of 'En Plein Air' technique and a cross-curricular link when discussing primary and secondary sources.

- T.Y.: the cross-curricular link with geography and science and the layer of learning of pollution were evident in the planning for this lesson; next lesson I want to go into this more.

Assessment and evaluation of pupils work in class

- 1st Year: Assessment FOR learning took place half way through the student drawing task (student putting work on the floor, questioning, and then applying what they learned to assess and develop their own work). Assessment FOR and OF learning took place then at the end of the lesson during the questioning (art elements and process were explored). Assessment of learning was also evident in the worksheet for homework, which will be handed up next week.
- 5th Year AHP:
- T.Y.: assessment of work took place through discussions within the groups: I think this would be better if I did 15 minute group presentations to the class as a whole next lesson: the class can then discuss and develop together and groups can also see their progress in relation to each other's.