

**Class Name: 2Vart**  
**Year group: 2nd Yr**  
**Programme: JC**  
**Total No of lessons in UoL: 9 Lessons (1hr)**

**Aim of Unit of Learning**

Through a group collaboration project, they will design and Create a 3D Cardboard construction instrument while exploring line, colour and form under the theme “The Sound Of Music”.

**Theme Development:**

Scenario = Working from a Primary Source ( Using instruments around the school to develop cardboard construction)

**Key Skills: BEING CREATIVE** = Interpreting music into colour combinations

**MANAGING INFORMATION & THINKING:** Break down shapes from instruments to create templates.

**MANAGING MYSELF:** Implementing H&S procedures .

**WORKING WITH OTHERS :** Dealing with problems to create solution while respecting and listening to team members.

**LL- Recycling and climate change** - Cardboard Recycling

**Entering characteristics**

1x Dyslexia / Dyscalculia

1x ASD / Dyslexia

1x Dyslexia

( Keyword pages, Step by Step sheets, Regulation Breaks, Use of Fidget)

**Managing behaviours**

**Policy**

**SANCTIONS**

- verbal correction
- corrective notes in the diary for students and parents
- additional classwork
- additional homework

- detention
- communications with parents – phone, letter, meeting.
- report card
- restricted timetable
- withdrawal from an assigned class or classes
- suspension
- recommendation for exclusion

Serious breaches include bullying, harassment, substance misuse, aggressive physical interaction, breaches of health, safety and welfare requirements of students, staff and visitors.

### **Ladder of Referral**

- Subject Teacher (Breaches of school discipline)
- Year Head and/or Programme Coordinator (Serious Breach of Discipline 1)
- Year Head and/or Deputy Principal (Serious Breach of Discipline (2))

### **Positive Behaviour**

- A record of positive/negative behaviour by a student will be made on VSWare using the points system.
- A quiet word of acknowledgement for a student/group of students by a staff member
- Praise for effort, participation or achievement in class
- A positive comment on **VSWare**

### **Learning outcomes for unit of learning**

**Drawing:** 3.4 interpret a design brief and represent this through their drawings

**Visual Culture and Appreciation:** 3.3 respond to and critique works of design using appropriate visual language

**AEDP:** 3.11 examine their own and others' design work through the use of art elements and design principles

**Media:** 3.14 utilise media in their own design work based on a design brief

**Visual Culture and Appreciation:** 3.7 describe examples of historical and contemporary design

**SOL : SOL 4:** The student creates and presents artistic works and appreciates the process and skills involved

**SOL 23:** The student brings an idea from conception to realisation.

<p><b>Lesson No/total in UoL: 1/9</b>  <b>Date: 14th Nov</b>  <b>Lesson type: (S) 1Hr</b>  <b>Time: 11:00- 12:00</b>  <b>Stage: Explore (Research)</b></p>	<p><b>Learning Content for Pupils and Learning Intentions</b>  Exploring our theme The sound of music through a class group mind map. Exploring the shape of our instruments through contour and Blind drawing techniques to learn about shape.</p> <p><b>AEDP - Shape (geometric/ Organic )</b></p> <p><b>Support Study Slide</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Michael Craig Martin (Contour line)</a></li> </ul> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b>Analyse</b> and <b>identify</b> geometric and organic Shapes in Martins's artworks.</li> <li>- <b>Illustrate</b> geometric/organic shapes in contour/line drawings of the instruments</li> <li>- <b>Discuss</b> the importance of listening to music</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><a href="#">Lesson Plan 1</a></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>List</b> the reasons for listening to music and when we listen to music relating back to personal experience.</li> <li>- <b>Illustrate</b> the outline shape of their instruments using contour line drawing.</li> <li>- <b>Identify</b> the types of shapes they illustrated in their contour line drawing.</li> </ul> <p><b>Visual Aid:</b></p> <ul style="list-style-type: none"> <li>- Contour Line drawings</li> <li>- Blind Drawing</li> </ul>

## Post class reflection

### Presentation of learning content

Delivery of lesson, teaching strategies use of resources, visual aids, support studies

- Using Michael Craig Martin as an SS artist enforced the idea of contour line drawing to create shape. Getting the students to identify the types of shapes Martin uses in his contour line drawing allowed students to apply and be conscious of the types of shapes they see in the instruments in front of them.

### Effectiveness of planning

UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)

- Breaking down the tasks into 2 demonstrations and using blind drawing as a lead way to contour line drawing was good to break down the walls of the expectations to make a 'good drawing'. The blind drawing allowed them to get in the headspace of hand-eye coordination and the breakdown allowed the students to stay focused on the task

<p><b>Lesson No/total in UoL:</b> 2/9  <b>Date:</b> 16th Nov  <b>Lesson type:</b> (S) 1Hr  <b>Time:</b> 13:45  <b>Stage:</b> Explore (Research)</p>	<p><b>Learning Content for Pupils and Learning Intentions</b>  Exploring Form in their Primary source objects through Perspective linear drawing technique - to form a basis on the form and shape of their object to begin the design process.</p> <p><u>SS ARTISTS</u> - Gustave Caillebotte - Perspective / Form</p> <p><b>AEDP - Form</b></p> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b>Identify</b> form in SS Artists and <b>Recognise</b> how the subject gets smaller and closer to the vanishing point</li> <li>- <b>Apply</b> Linear Perspective to illustrate the form of the instrument.</li> <li>- <b>Understand</b> that form can be created through perspective drawing technique</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><u>Lesson Plan 2</u></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>Apply</b> perspective lines to create the illusion of form in their drawings</li> <li>- <b>Demonstrate</b> understanding of perspective by making the subject smaller closer to the vanishing point</li> </ul> <p><u>Visual Aid:</u></p> <ul style="list-style-type: none"> <li>- Perspective Drawings on the instrument.</li> </ul>
<p><b>Post class reflection</b></p>	<p><b>Presentation of learning content</b>  Delivery of lesson,teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> <li>- Having a range of perspective <u>drawings</u> based on the instruments the students will be drawing was an effective use of VA - Not only did it allow me to see how difficult the task was and if it would be achievable for a second-year student it also allowed the students to analyze the form of their objects in preparing for their 3D cardboard constructions.</li> <li>- Next time I would also remind students of the tone and shading they learnt in the previous UoL to use in their perspective drawings - I felt as students forgot the techniques when creating shadows on their objects and reminding students of tone it would reinforce the AEDP tone which is necessary for form.</li> </ul>

<p><b>Lesson No/total in UoL: 3/9</b>  <b>Date: 21st Nov</b>  <b>Lesson type: (S) 1Hr</b>  <b>Time: 11:00- 12:00</b>  <b>Stage: Design</b></p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p>Learning how to convert 3D forms into 2D shape templates by exploring their instruments in groups.</p> <p>Learning how to collaborate within a group.</p> <p><a href="#"><u>ss</u></a> Ikea - Template designs for gingerbread chair</p> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b><u>Know</u></b> how to create shapes from form</li> <li>- <b><u>Understand</u></b> the importance of creating a design plan</li> <li>- <b><u>Identify</u></b> the shapes used to create the 3D form of their instrument</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><a href="#"><u>Lesson Plan 3</u></a></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- In groups <b><u>identify</u></b> shapes from the forms in their instruments to create template designs</li> <li>- <b><u>Apply</u></b> the identified shapes to create a template design for the base of the instruments</li> <li>- <b><u>Discuss</u></b> and <b><u>deliberate</u></b> the importance of creating templates before creating their actual product.</li> </ul> <p><b>AEDP - Shape + Form</b></p> <p><b><u>Visual Aid:</u></b></p> <ul style="list-style-type: none"> <li>- Templates VA</li> <li>- 3D forms</li> </ul> <p><a href="#"><u>Handouts</u></a> - 3D Forms into 2D templates</p>

## Post class reflection

### Effectiveness of planning

UoL coherence. Clarity of intentions, quality of learning content (including, Creativity and originality)

- Students succeeded in creating their template 2D designs quite quickly - so we moved to create our maquettes even though that was planned for the next class. I feel like creating the paper maquettes is a good process to do as it allows them to visualize the 3D shape using paper and experiment with their form.
- They can use the templates created to use for the maquettes for the templates of their cardboard construction.
- I feel like doing this part in group work allows the students to learn about communication and teamwork while also working through obstacles as a team rather than singularly.
- Using 3D basic geometric shapes was an effective use of resources as they could identify those geometric shapes in their instruments which was easier to handle rather than creating the natural curved forms.
- Students did not complete their maquettes and for the next class, I need to allow time for them to complete them so they have templates ready for the cardboard construction, Recapping on forms and how to break down forms into shapes and reconstruct them needs to be developed in the following class.

<p><b>Lesson No/total in UoL:</b> 4/9  <b>Date:</b> 23rd Nov  <b>Lesson type:</b> (S) 1Hr  <b>Time:</b> 13:45-14:45  <b>Stage:</b> Design</p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p>Learning about maquettes using the paper templates to then have a template design for their Cardboard construction.</p> <p>Working within groups to develop communication and social skills</p> <p><u>Support Study Slide</u></p> <ul style="list-style-type: none"> <li>- Oliver - Paper construction</li> </ul> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b>Understand</b> what a paper maquette is.</li> <li>- <b>Discover</b> how to apply 2D templates of their instrument to create 2D Forms</li> <li>- <b>Identify</b> geometric shapes within their instrument to break down into templates</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><u>Lesson Plan 4</u></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>Discover</b> and identify shapes from their 3D INSTRUMENT FORMS to create templates</li> <li>- <b>Apply</b> and cut out templates to reconstruct the forms using paper to create a maquette</li> </ul> <p><u>Visual Aid:</u></p> <ul style="list-style-type: none"> <li>- Paper Maquette of the instrument.</li> <li>- Template design for instrument</li> <li>- 3D GEMORTIC FORMS</li> </ul> <p><u>Handouts</u> - 3D TO 2D GEMORTIC TEMPLATES</p>
<p><b>Post class reflection</b></p>	<p><b>Effectiveness of planning</b></p> <p>UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)</p> <ul style="list-style-type: none"> <li>- Developing the project to create a paper maquette was a conscious and effective decision made from the previous class - The development in learning for form 2D-3D and the breakdown of forms in their instruments into basic geometric shapes allowed the students to take on the challenge of construction as they are 2nd years. I can see the breakdown of forms into basic geometric shapes in their <u>maquettes</u>. I also feel like this was a good trial for the students to do and understand the basic construction of their instruments before taking on the challenge of cardboard construction.</li> <li>- Creating this task into a group/table project also allowed for a varied differentiation in the class for the students who I found not only had difficulty with social skills but also might have learning difficult which would have proved difficult, even for a better-abled students - That being said I took into consideration the difficulty of this project and on further consideration decided to make this into a group/trio project where</li> </ul>



students will constitute a cardboard construction outcome in groups. This will allow students to also develop their communication skills as proven effective over the last 2 lessons .

**Lesson No/total in UoL: 5/9**

**Date: 30th Nov**

**Lesson type: (S) 1Hr**

**Time: 11:00- 12:00**

**Stage: Experiment**

### **Learning Content for Pupils and Learning Intentions**

Learning about construction joining methods to start our 3D Cardboard Construction of their instruments using template from their maquettes in pairs or trios. ; learning about Health and safety using the scalpels and glue guns.

#### Support Study Slide

- Mike Leavitt (Cardboard Construction)

#### **Learning Intentions**

- **Deliberate** the best-joining techniques and methods to use when starting their base of cardboard construction.
- **Identity** some joining techniques SS Artists Leavitt uses in his cardboard construction
- **Demonstrate** health and safety regulations when creating joining techniques

### **LESSON PLAN**

#### Lesson Plan 5

#### **Success criteria**

- **Apply** 1-2 joining techniques when starting their 3D cardboard construction
- **Demonstrate** Health and safety procedures when using scalpel and glue gun - Hands in front of blade / Not touching the glue.
- **Deliberate** the roles the peers have in their pairs/trios - Cutting cardboard / Tracing templates / Gluing and applying them to create a coherent and safe environment in the classroom,

#### Visual Aid:

- Cardboard Construction Techniques
- Handout Template

<p><b>Post class reflection</b></p>	<p><b>Classroom Management</b> pupil activity, pupil behaviour</p> <ul style="list-style-type: none"> <li>- Having <a href="#">stations for glue guns and scalpel</a> use was an effective classroom strategy - students needed to put up their hands in order to go to the stations and use the equipment under supervision. This allowed me to have a controlled environment on the H&amp;S and allowed the students to not wonderly walk around the class when H&amp;S was at risk.</li> <li>- Breaking the groups into trios allowed for the project to be completed in time as individually doing a cardboard construction would need more lessons. It will allow the students to develop their social and teamwork skills and allow for a more controlled environment especially working with glue guns and scalpels. The group could devise which roles they each had in the group to effectively get the cardboard construction done.</li> </ul> <p><b>Presentation of learning content</b> Delivery of lesson,teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> <li>- Recapping the cardboard construction techniques is necessary - Only one group got to the point to apply some cardboard techniques to their <a href="#">construction</a> and most couldn't apply the new knowledge for me to assess their understanding. Next lesson recapping the techniques and reminding students to apply the techniques to their construction where applicable will allow them to be successful in their group project.</li> </ul>
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<p><b>Lesson No/total in UoL: 6/9</b> <b>Date: 5th Dec</b> <b>Lesson type: (S) 1Hr</b> <b>Time: 11:00- 12:00</b> <b>Stage: Create</b></p>	<p><b>Learning Content for Pupils and Learning Intentions</b></p> <p>Learning about our material -cardboard and touching base on why it's important to recycle and its effects on our environment/ and climate change.</p> <p>Developing our cardboard construction using a range of cardboard construction techniques- Re-capping on H&amp;S regulations and cardboard construction techniques.</p> <p><a href="#">SS</a> artist- Patianne Stevenson</p> <p><a href="#">Youtube Cardboard Recycle video</a></p> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b>Identify</b> a range of reasons why recycling cardboard is important to our environment.</li> <li>- <b>Understand</b> our material and the process of recycling cardboard for new uses.</li> <li>- <b>Recognise</b> H&amp;S precautions put in place to create a safe and controlled environment .</li> </ul>
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<p><b>LESSON PLAN</b></p>	<p><a href="#">Lesson Plan 6</a></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b><u>Apply</u></b> a range of cardboard construction techniques to develop their form.</li> <li>- <b><u>List</u></b> a range of benefits of recycling (Cardboard) on our environment through group mind maps</li> <li>- <b><u>Demonstrate</u></b> H&amp;S procedures when using scalpels and glue guns to construct their instruments.</li> </ul> <p><b><u>Visual Aid:</u></b></p> <ul style="list-style-type: none"> <li>- Cardboard construction technique</li> </ul>
<p><b>Post class reflection</b></p>	<p><b>Presentation of learning content</b></p> <p>Delivery of lesson,teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> <li>- Learning about recycling and our material - cardboard- that we are working with allowed the students to add a new depth to their project and understand the importance of recycling in today's world. Using the <a href="#">Youtube</a> video that explains the process of recycling allowed the students to have an understanding of why it is important to recycle and it aided them with brainstorming on the importance of recycling - I could see the video aided their brainstorming from their subheadings and deductions of the video</li> </ul> <p><b>Assessment and evaluation of pupils' work in the class linked to success criteria includes questioning</b></p> <ul style="list-style-type: none"> <li>- More consideration is needed for their evaluation / Assessment. I feel like the evaluations are surface level and dont equate to any change in the following class so I want to create a rubric that students can use to evaluate their peers in the group on a range of headings- Participation etc. I feel like giving this rubric to the groups will encourage students to evaluate after the task but also apply the reflection in their following class . <a href="#">Student work</a></li> </ul>

<p><b>Lesson No/total in UoL: 7/9</b>  <b>Date: 7th Dec</b>  <b>Lesson type: (S) 1Hr</b>  <b>Time: 11:00- 12:00</b>  <b>Stage: Design</b></p>	<p><b>Learning Content for Pupils and Learning Intentions</b>  Learning and exploring music through colour. Exploring how we associate types of colour to the types of music (Sound-color synesthesia).   AEDP - Colour -(Sound-color synesthesia).  <a href="#">Colour and music association examples</a>  <a href="#">Flute/ trumpet/bongo/guitar music examples to explore colour Synesthesia</a>  <b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b>Analyse</b> a range of music and identify the type of colours we can visualise when listening.</li> <li>- <b>Understanding</b> what colour Synesthesia is and learning about sensory cross-overs.</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><a href="#">Lesson Plan 7</a></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b>As a group Deliberate</b> the types of colour they will apply to their cardboard construction.</li> <li>- <b>Listen</b> to instrument-specific music and identify the colours they can visualise in a group.</li> <li>- <b>Cut out</b> and find identified colours based on their instrument melody from magazines to apply to their cardboard instrument.</li> </ul> <p><b>Visual Aid:</b></p> <ul style="list-style-type: none"> <li>- colour on Cardboard Construction that correlates to music listened</li> <li>- <a href="#">Handouts</a> - Colour and music association</li> <li>- <a href="#">Rubrik handout</a></li> </ul>
<p><b>Post class reflection</b></p>	<p><b>Presentation of learning content</b>  Delivery of lesson,teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> <li>- <a href="#">Using YouTube music</a> carefully curated by me to analyze the music to assess the type of colours we can visualize was a good activity to learn about sound-colour synesthesia. Having build-up activities that were based on the <a href="#">study</a> to compare our answers with the study also allowed for scaffolding of the understanding of sound-colour synesthesia - students could then easily allocate types of colours to the <a href="#">types of instruments we were listening to.</a></li> </ul> <p><b>Effectiveness of planning</b>  UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)</p> <ul style="list-style-type: none"> <li>- Having specific tables for the cutting of the colours out of the magazine created a coherent and balanced environment in the class where tasks were being done. Students in groups were able to manage to break rolls according to the attendance of peers and abilities and break down the different tasks in the</li> </ul>

classroom. I feel like because I had specific tables/ areas for different types of tasks the group were meant to do was the reason why it led to a manageable environment.

**Assessment and evaluation of pupils' work in the class linked to success criteria include questioning**

- I have to manage and keep an eye on the time so as to not forget about the assessment planned in the class - I wanted the students to preliminary complete the rubric sheet that I created for them to see their progress based on their peer's views and to adjust their role in the group as necessary. I only got to evaluate the work and use questions as my assessment strategy of learning in the class.

**Lesson No/total in UoL: 8/9**

**Date: 12th Dec**

**Lesson type: (S) 1Hr**

**Time: 13:45-14:45**

**Stage: Design**

**Learning Content for Pupils and Learning Intentions**

Learning about emphasis through accent colour collage - to apply cut out colours from previous class to visualise the type of music their cardboard construction plays.

**AEDP - Colour (Accent Colour) Emphasis through colour**

**Support Study Slide**

- Claude Monet - Accent colours

**Learning Intentions**

- **Understand** what emphasis is through accent colours
- **Design** and **deliberate** the colours they want to be represented on their cardboard construction
- **Identify** complementary colours in Claude Monet's Paintings to understand emphasis

**LESSON PLAN**

**Lesson Plan 8**

**Success criteria**

- **Apply** and design on the template sheet their colour association on their instrument apply an accent colour to emphasis a certain aspect of their instrument
- **Deliberate** which colour they identified in previous class based on their colour - sound synesthesia will be the primary colour of their instrument
- **Apply** colours using ripped collage technique to their cardboard construction leaving minimal cardboard through

	<p><b><u>Visual Aid:</u></b></p> <ul style="list-style-type: none"> <li>- Emphasis through accent colours</li> <li>- Final Artefact</li> <li>- Cardboard construction</li> <li>- <a href="#">Worksheet</a></li> </ul>
<b>Post class reflection</b>	<p><b>Effectiveness of planning</b>  UoL coherence. Clarity of intentions, quality of learning content (including. Creativity and originality)</p> <ul style="list-style-type: none"> <li>- I feel like having the <a href="#">template</a> as part of their process of designing their accent colour was a good stepping stone towards applying the paper collage. It allowed the students to have a plan beforehand using the success criteria of creating an accent point on their cardboard construction. I feel like this evaded the possibility of randomly applying colour collages to their construction.</li> </ul> <p><b>Presentation of learning content</b>  Delivery of lesson,teaching strategies use of resources, visual aids, support studies</p> <ul style="list-style-type: none"> <li>- The possibility of getting students to research the parts and names of their group instruments could have added a good layer of learning to this project/lesson - rather than pointing or referring to the wrong parts of the instruments, students could have utilised this layer of learning to properly refer to their instruments while working in their groups.</li> </ul> <p><b>Assessment and evaluation of pupils' work in the class</b> linked to success criteria includes questioning</p> <ul style="list-style-type: none"> <li>- The sandwich process was a great method to give feedback to their peers in preparation for how to improve their role in the group as preparation for filling out the rubric in the last class.</li> <li>- The thing about this strategy is that I didn't get the students to write down the feedback but it was done orally within the group. For next time I would get them to write the feedback down to refer back to it when filling out the rubrik form.</li> </ul>

<p><b>Lesson No/total in UoL: 9/9</b>  <b>Date: 14th Dec</b>  <b>Lesson type: (S) 1Hr</b>  <b>Time: 11:00- 12:00</b>  <b>Stage: Realise</b></p>	<p><b>Learning Content for Pupils and Learning Intentions</b>  Finalise and present our cardboard construction to our peers while learning about evaluating using descriptive words and assessing group members through a group rubric</p> <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>- <b><u>Justify their colour choice</u></b> using descriptive words when presenting to their peers.</li> <li>- <b><u>Understand</u></b> the importance of evaluating work to develop ideas for the next projects.</li> <li>- <b><u>Be able to</u></b> assess peer group members using a group rubric template</li> </ul>
<p><b>LESSON PLAN</b></p>	<p><u><a href="#">Lesson Plan 9</a></u></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>- <b><u>Apply</u></b> a range of descriptive words when presenting the final artefact to justify colour use and cardboard construction process.</li> <li>- <b><u>Award</u></b> participation and teamwork effort for each group member by giving a number from 0.5-2 using the group rubric template.</li> </ul> <p><u><a href="#">Visual Aid</a></u></p> <ul style="list-style-type: none"> <li>- Final example of construction</li> <li>- Cardboard construction</li> </ul> <p>- <u><a href="#">Group Rubric</a></u></p> <ul style="list-style-type: none"> <li>- <u><a href="#">Descriptive</a></u> words handout/cardboard construction process</li> </ul>
<p><b>Post class reflection</b></p>	<p><b>Assessment and evaluation of pupils' work in the class linked to success criteria includes questioning</b></p> <ul style="list-style-type: none"> <li>- Placing the responsibility of the group members to allocate and give a score to team members through a <u><a href="#">rubric</a></u> assessment sheet allowed them to reflect on their participation and teamwork collaboration throughout the project. I feel like letting the students assess their members on the following headings Participation / Collaboration / Listening and respecting/division of tasks / individual tasks allowed them to fully integrate into the group project because of the assessment rubric template that assessed them on teamwork in the group "eliminate free-riding in groups by establishing individual accountability and positive interdependence" (Kao, 2013). Link to <u><a href="#">article</a></u> which it's in.</li> <li>- Allowing the other groups to give feedback to the group presenting and allowing time to write this feedback would have been a good strategy to allow the students to get feedback from peers and get them in the routine of feedbacking what worked well and better if in preparation for their CBA's. This style of feedback is also good to hear from the perspective of outsiders as it might bring up other problems they need to address or achievements they overlooked.</li> </ul>

- I also think that the students would have benefited writing down their evaluation rather than only saying it verbally - Their CBA 1 will be working in 3D so having a written form of their evaluation might have been an ideal strategy as they could have referenced their [www/ebi](#) while they are working through their CBA 1 3D process.

### **Presentation of learning content**

Delivery of lesson, teaching strategies use of resources, visual aids, support studies

- What I feel worked well is giving them the [keyword](#) page to use specific words in their presentation of their final work using process keywords and art elements allowed them to stay focused on the evaluation and be precise with their presentation. It also allowed students to have a reference of techniques and art elements used if they might have forgotten them (Differentiation)