

Julia Filip Viva Voce Presentation

Class Profile

1x Dyslexia / Dyscalculia
1x ASD / Dyslexia

1x ASD / Dysie 1x Dyslexia

Kylemore College 2nd Yr Cardboard Construction

AIM

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".

Class Name: 2Vart Year group: 2nd Yr

No of Pupils: 24

Total No of lessons in UoL: 9

Theme/Scenario: The Sound of Music

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.

Scenario:

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

Layer or Learning : Recycling and climate change - Cardboard Recycling

Learning Outcomes

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.

Lesson No: 1/9(H)

14th Nov

Stage: Explore (Research)

Learning Intentions

Analyse and identify geometric and organic Shapes in Martin's artworks.

Illustrate geometric/organic shapes in contour/line drawings of the instruments

Discuss the importance of listening to music

Success Criteria

All students will....

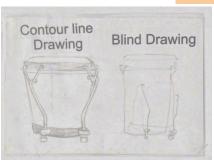
- List the reasons for listening to music and when we listen to music relating back to personal experience.
- *Illustrate* the outline shape of their instruments using contour line drawing.
- Identify the types of shapes they illustrated in their contour line drawina.

Learning Content

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. AEDP Shape

L.O. 3.11 examine their own and others' design work through the use of art elements and design principles

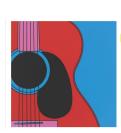
VISUAL AIDS





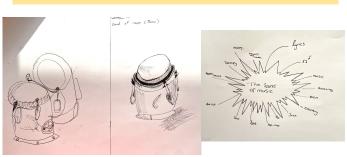


SS - Michael Craig Martin





STUDENT WORK



ASSESSMENT:
Group Evaluation AOL - Question Strategy

Lesson No: 2/9(H)

16th Nov

Stage: Explore (Research)

Learning Intentions

Identify form in SS Artists and Recognise how the subject gets smaller and closer to the vanishing point.

Apply Linear Perspective to illustrate the form of the instrument.

Understand that form can be created through perspective drawing technique

Success Criteria

All students will....

- **Apply** perspective lines to create the illusion of form in their drawings
- **Demonstrate** understanding of perspective by making the subject smaller closer to the vanishing point

Learning Content

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.AEDP Form

L.O. 3.4 interpret a design brief and represent this through their drawings

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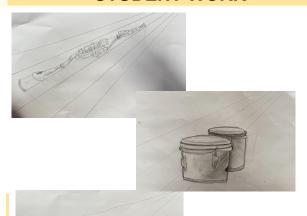
SS - Gustave Caillebotte



Le pont de l' Europe

Lines meet at a anishing Point.

STUDENT WORK



ASSESSMENT: **Group Evaluation AOL - Question Strategy** Lesson No: 3/9(H)

21st Nov

Stage : Design

Learning Intentions

Know how to create shapes from form

Understand the importance of creating a design plan

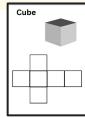
Identify the shapes used to create the 3D form of their instrument

Success Criteria

All students will

- In groups identify shapes from the forms in their instruments to create template designs
- **Apply** the identified shapes to create a template design for the base of the instruments
- Discuss and deliberate the importance of creating templates before creating their actual product.

Handouts - Differentiation



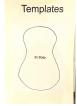
Learning Content

Learning how to convert 3D forms into 2D shape templates by exploring their instruments in groups. Learning how to collaborate within a group.

L.O. 3.14 utilise media in their own design work based on a design brief

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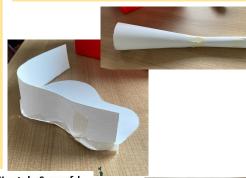




SS -Ikea Template for Gingerbread Chair



STUDENT WORK - Discovery Learning



How to be Successful

Create a template design based on the shapes Identified from your instrument.

- Collaborate in a group to create the template designs.
- State how many of each shapes is needed to recreate the instruments form

ASSESSMENT:
Peer-Evaluation - Using SC

Lesson No: 4/9(H)

23rd Nov

Stage: Develop (Design)

Learning Intentions

Understand what a paper maguette is.

Discover how to apply 2D templates of their instrument to create 2D Forms

Identify geometric shapes within their instrument to break down into templates

Success Criteria

All students will....

- **Discover and identify** shapes from their 3D **INSTRUMENT FORMS to create templates**
- **Apply and cut out** templates to reconstruct the forms using paper to create a maquette

Group Work-Differentiation



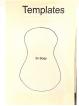
Learning Content

Learning about maquettes using the paper templates to then have a template design for their Cardboard construction. Working within groups to develop communication and social skills

L.O. 3.7 describe examples of historical and contemporary design

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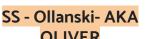














OLIVER

STUDENT WORK





How to be Successful

- Develop template design.
- Cut template designs and create a paper maquette of vour instrument



ASSESSMENT: **Peer-Evaluation - Using SC** Lesson No: 5/9(H)

30th Nov

Stage: Explore(Experiment)

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

Success Criteria

All students will....

- 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,

Learning Content

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 scalps and glue guns.

L.O. 3.14 utilise media in their own design work based on a design brief

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SS - Mike Leavitt





STUDENT WORK





ASSESSMENT:
Group -Evaluation (o) -Question Strategy

Lesson No: 6/9(H)

5th Dec

Stage : Create

Learning Intentions

Identify a range of reasons why recycling cardboard is important to our environment.

Understand our material and the process of recycling cardboard for new uses.

Recognise H&S precautions put in place to create a safe and controlled environment.

Success Criteria

All students will....

- **Apply** a range of cardboard construction techniques to develop their form.
- List a range of benefits of recycling (Cardboard) on our environment through group mind maps
- **Demonstrate** H&S procedures when using scalpels and glue guns to construct their instruments.

Learning Content

Learning about our material -cardboard and touching base on why it's important to recycle and its effects on our environment/ and climate change.

Developing our cardboard construction using a range of cardboard construction techniques-Re-capping on H&S regulations and cardboard construction techniques.

L.O. 3.14 utilise media in their own design work based on a design brief

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Resources + L.L



How they recycle cardboard | Making new paper from old cardboard.

STUDENT WORK

SS - Patianne Stevenson









ASSESSMENT: Group -Evaluation (o) - with S.C **Lesson No: 7/9(H)**

7th Dec

Stage: Design

Learning Intentions

Analyse a range of music and identify the type of colours we can visualise when listening.

Understanding what colour Synesthesia is and learning about sensory crossovers.

Success Criteria

All students will

- As a group Deliberate the types of colour they will apply to their cardboard construction.
- Listen to instrument-specific music and **identify** the colours they can visualise in a group.
- Cut out and find identified colours based on their instrument melody from magazines to apply to their cardboard instrument.

SS - Jacob Gurevitsch/Maynard Ferguson Tchaikovsky/African Bongos

Learning Content

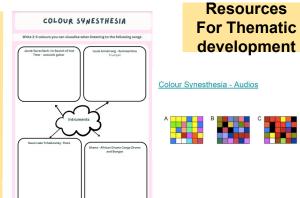
Learning and exploring music through colour. Exploring how we associate types of colour to the types of music (Sound-color synesthesia). AEDP Colour-Accent colours

L.o. : 3.14 utilise media in their own design work based on a design brief

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STUDENT WORK





ASSESSMENT:

Group -Evaluation (o) - Sandwich Technique

Lesson No: 8/9(H)

12th Dec

Stage : Design

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

Success Criteria

All students will....

- 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

Learning Content

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 colours

L.O. 3.14 utilise media in their own design work based on a design brief





SS- Claude Monet



Water Lilies, 1914-17 + Impression, Sunrise, 1872

Resources



STUDENT WORK







ASSESSMENT:

Group -Evaluation (o) - Sandwich Technique

Lesson No: 9/9(H)

14th Dec

Stage : Realise

Learning Intentions

Justify their colour choice using descriptive words when presenting to their peers.

Understand the importance of evaluating work to develop ideas for the next projects.

Be able to assess peer group members using a group rubric template

Success Criteria

All students will....

- Apply a range of descriptive words when presenting the final artefact to justify colour use and cardboard construction process.
- Award participation and teamwork effort for each group member by giving a number from 0.5-2 using the group rubric template.

Learning Content

Finalise and present our cardboard construction to our peers while learning about evaluating using descriptive words and assessing group members through a group rubric

L.O. 3.3 respond to and critique works of design using appropriate visual language

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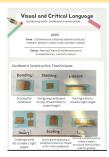


Assessment - Group Rubric





Resources + Diff



STUDENT WORK







ASSESSMENT: Present + Group Rubric

Reflection on UoL

- Reflections at the start of my UoL were not as in depth- They didn't recognise aspects that I could improve on from my lesson and why they should be improved. I think though my UoL I recognised this, and using the school placement form I started evaluating my teaching and referencing back to articles to inform me on my strengths and weaknesses.
- Knowing the environment I was in informed my decisions on the development on the thematic process of the UoL - This in turn allowed me to base the projects that were relevant to the students which allowed them to enjoy the work while learning.
- Implementing discovering learning through this UoL allowed for the students to have a sense of ownership to their work - They were using group and team work to critically think how to construct the instrument.
- I felt like assessment was mostly oracy based except for the group rubric - Having written evidence of peer evaluations would have benefited the students to look back onto and develop their work.

Reflection on Placements

- Second Block Placement developed my as a teacher. I started to implement the theory and advice given by tutors and host teachers which in turn allowed for more engaging UoLs. Placing an emphasis on Learning layers and thematic development. I started to understand the process of creating a UoL especially the Learning Intentions and Learning contents which was evident from Tutors comments.
- First Placement block allowed my to discover my strengths and weaknesses. From reflection I can see how I needed improvement on several aspects of my teaching practice. Developing and understanding the importance of a Visual Aid was evident by the end of the placement. My assessment strategies and teaching methods improved from this block. I started imcopertaing different assessment strategies - Peer evaluation/ Group rubrics in my second placement which lacked in my fist placement.
- SEN Unit I believe this unit allowed my to develop my differentiation skills and the importance it has on students learning. It is evident from my 3rd Yr CBA2 unit how this unit allowed me to understand how to differentiate for a L2LP student but I think after the second placement I need to look back on the SEN unit and develop my differentiation in mainstream classes and research high achieving differentiation.