

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

School Code	
Practitioner Code	Q8
Curriculum Area(s)	Maths/Art
Level	First
Stage(s)	P3
Specific subject (if applicable)	

Experiences and Outcomes:

I have explored symmetry in my own and wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a

Learning Intentions:

To explore and create symmetrical patterns using line and colour

Success Criteria:

I can identify the fold line as a line of symmetry

I can make and create a symmetrical pattern using paint

I can colour to make a pattern symmetrical

I can mark lines of symmetry

I can create a symmetrical picture using my knowledge of lines and pattern.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1 – The teacher discussed with the children that the fold line in a line of symmetry. The children were then asked to make a pattern on one side of the T shirt using different coloured paints and fold along the line of symmetry.

Lesson 2 – Discussion about symmetry building on prior lesson.

Whole class game on IWB top marks – symmetry.

matching). How to use colour to make patterns symmetrical.
Individual activity – pupils completed Workbook page 30. Q.1
ICT game – Laptops/Computers in classroom – Education City – Barb Shapes game – finding the line of symmetry
Individual activity – pupils completed Workbook page 30. Q.2
Plenary – Children discuss what they have found out about different clothes, why does the glove not have a line of symmetry?

Lesson 3 – The children recapped on previous lesson and discussed why some shapes are symmetrical and others are not. The children were given an A4 black and A3 white piece of paper.

- Draw shapes on black piece of paper – begin at the top of the paper and do not touch the bottom.
- Cut out shapes from paper
- Stick remaining piece of black paper onto A3 white paper
- Place the cut out shapes back in spaces (jigsaw)
- Then flip shapes over so that they land on the other side of the page

Plenary – Discuss the importance of the line of symmetry and complete a written piece of work to reflect their understanding.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Lesson 1 – Make - a symmetrical T-shirt with paint
Say – Teacher/Pupil discussion – recorded in speech bubble 1

Lesson 2 – Say – Teacher/Pupil discussion – recorded in speech bubble 2
Do – Colour pattern to make symmetrical workbook activity
Two online games (Topmarks and EducationCity)
Cut out clothes shapes and fold to show any lines of symmetry

Lesson 3 – Make - symmetrical picture with paper
Write – Connect and Reflect entry on what we have learned

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Lesson 1: During the lesson the pupil was encouraged to refer back to the example in the textbook to help with the understanding of the importance of line and colour to create a symmetrical pattern. Pupil voice on speech bubble 1. Teacher and class discussed what made each T-shirt symmetrical.

Next Steps: “Now, can you use colour to make a given pattern symmetrical?” – T comment

Lesson 2: Oral feedback given to child about how they were getting on during ICT programmes.

Written feedback on workbook page

Discussion – Why some clothes have no line of symmetry? – Pupil voice on speech bubble 2.

Next Step: “Next lesson do you think you could use your knowledge of line and pattern to create your own symmetrical picture?” – T comment

Lesson 3: The children were encouraged to refer to the line of symmetry when creating their symmetrical pictures/patterns. The children were praised and encouraged throughout. Lots of discussion was generated and pupil progress highlighted throughout to help with connect and reflect written follow up. (Evidence supplied)

Practitioner Moderation Template

Learner Evidence

Teacher feedback on pupils' reflections.

Next Steps:

"Can you find any lines of symmetry in our school environment?"

TJ symmetry worksheets (Homework task)

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

"I have learned about line symmetry in maths and made a picture in art. I learned it by using black and white paper. First we drew shapes. They had to touch the top line of the black paper and not the bottom. We then cut out the shapes and had to remember how important the top line was. We glued black paper onto a huge white piece of paper. Then we put our cut out shapes back in their places. It was like a jigsaw. Then we flipped them over the line and glued them onto the white side of the paper. Finally, I was finished and it looked great. I felt really happy with my line symmetry picture."

Did the learner successfully attain the outcomes? YES/NO

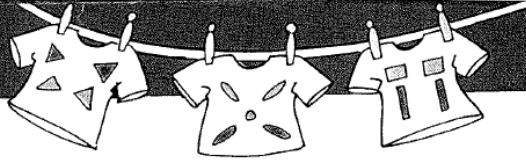
Learner Evidence

39

Line symmetry

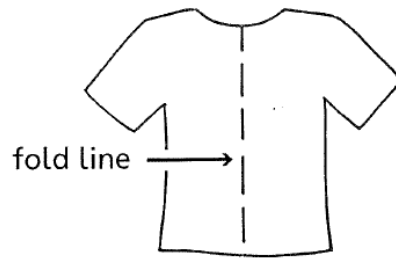
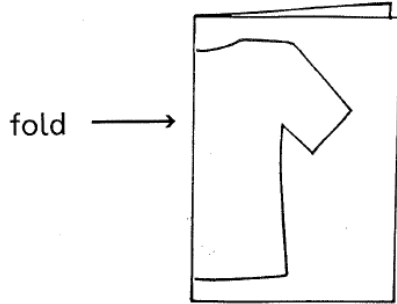
T-shirts

Lesson 1



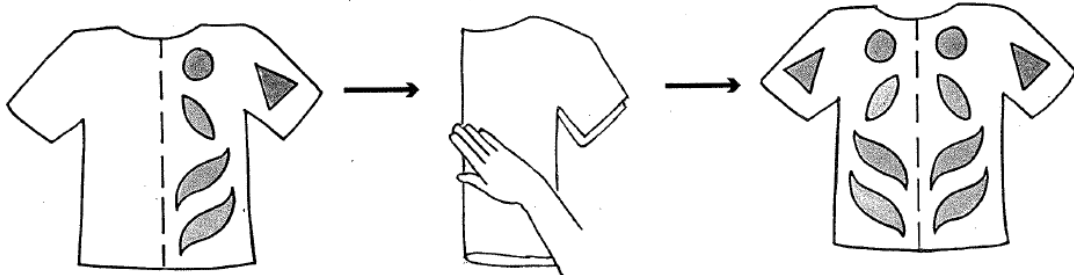
1 Fold a sheet of paper and draw a shape like this.

2 Cut out the shape and open it out.



The fold-line is a **line of symmetry**.
The T-shirt is **symmetrical**.

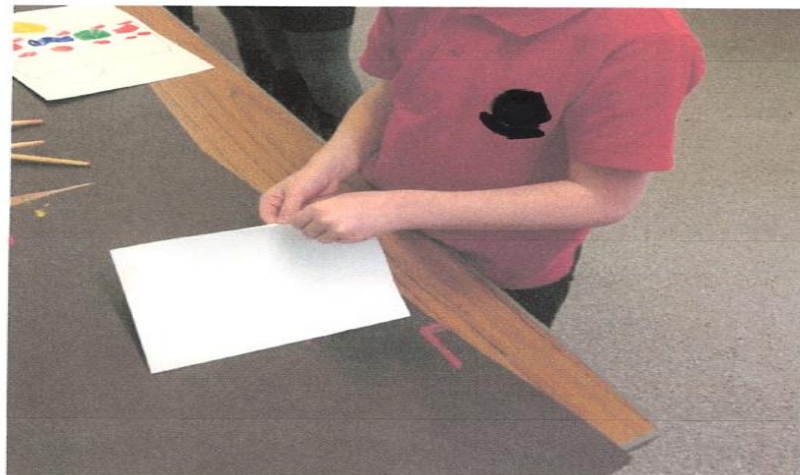
3 Make a **pattern** for your T-shirt. Use paints.



Your T-shirt **pattern** is symmetrical.

Q8

Lesson 1



Q8

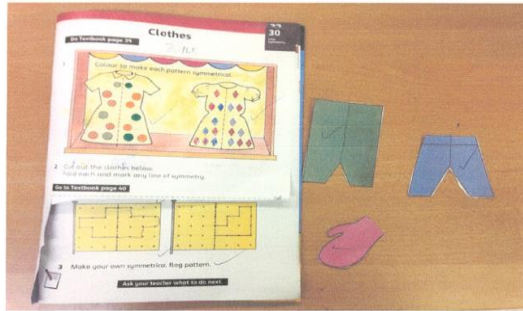
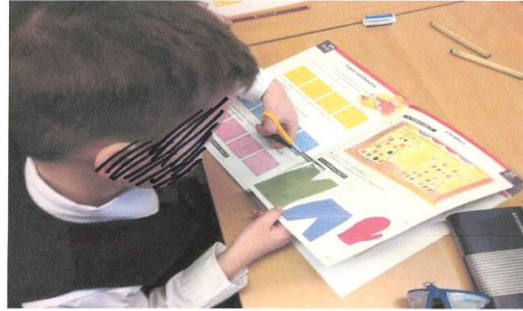
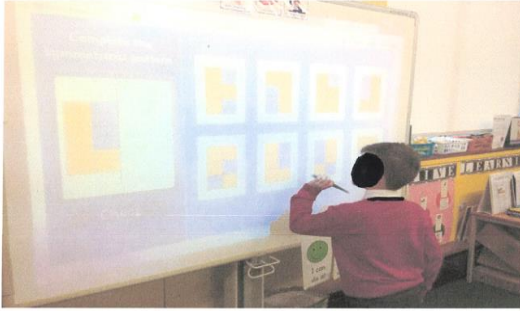
Lesson 1 - Say - Teacher/Pupil discussion

I folded a paper t-shirt in the middle. Then I drew shapes. I put paint in the middle of the shapes and folded it again. It was exactly the same on both sides. It was symmetrical.

Practitioner Moderation Template

Learner Evidence

Lesson 2



Lesson 2

Clothes



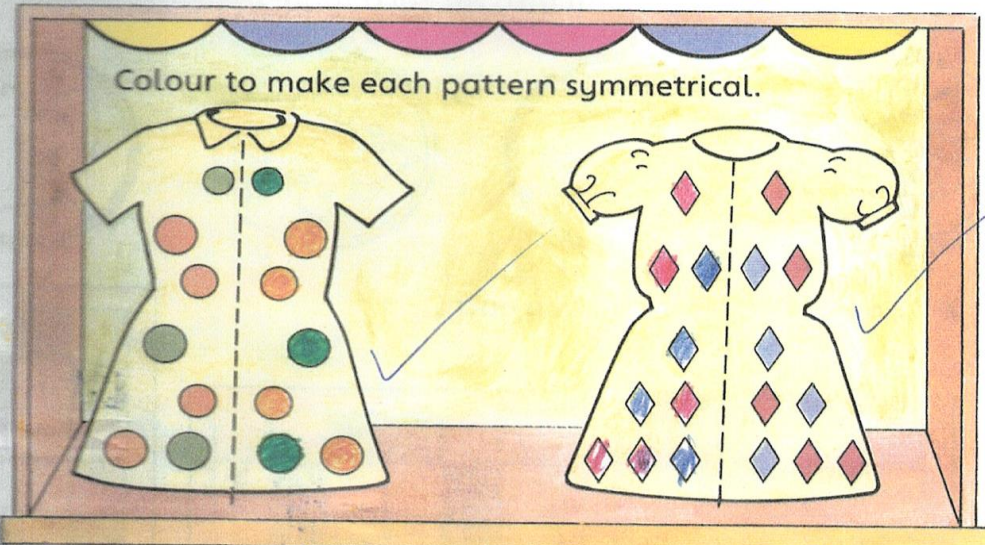
Line symmetry

Do Textbook page 39

30/11.15

1

Colour to make each pattern symmetrical.



2

Cut out the clothes below.

Fold each and mark any line of symmetry.

Go to Textbook page 40

Wow, you have used colour to make the given pattern symmetrical.
Well done! You found the lines of symmetry.
Do you think you could now use your knowledge of line and pattern to create your own symmetrical picture!

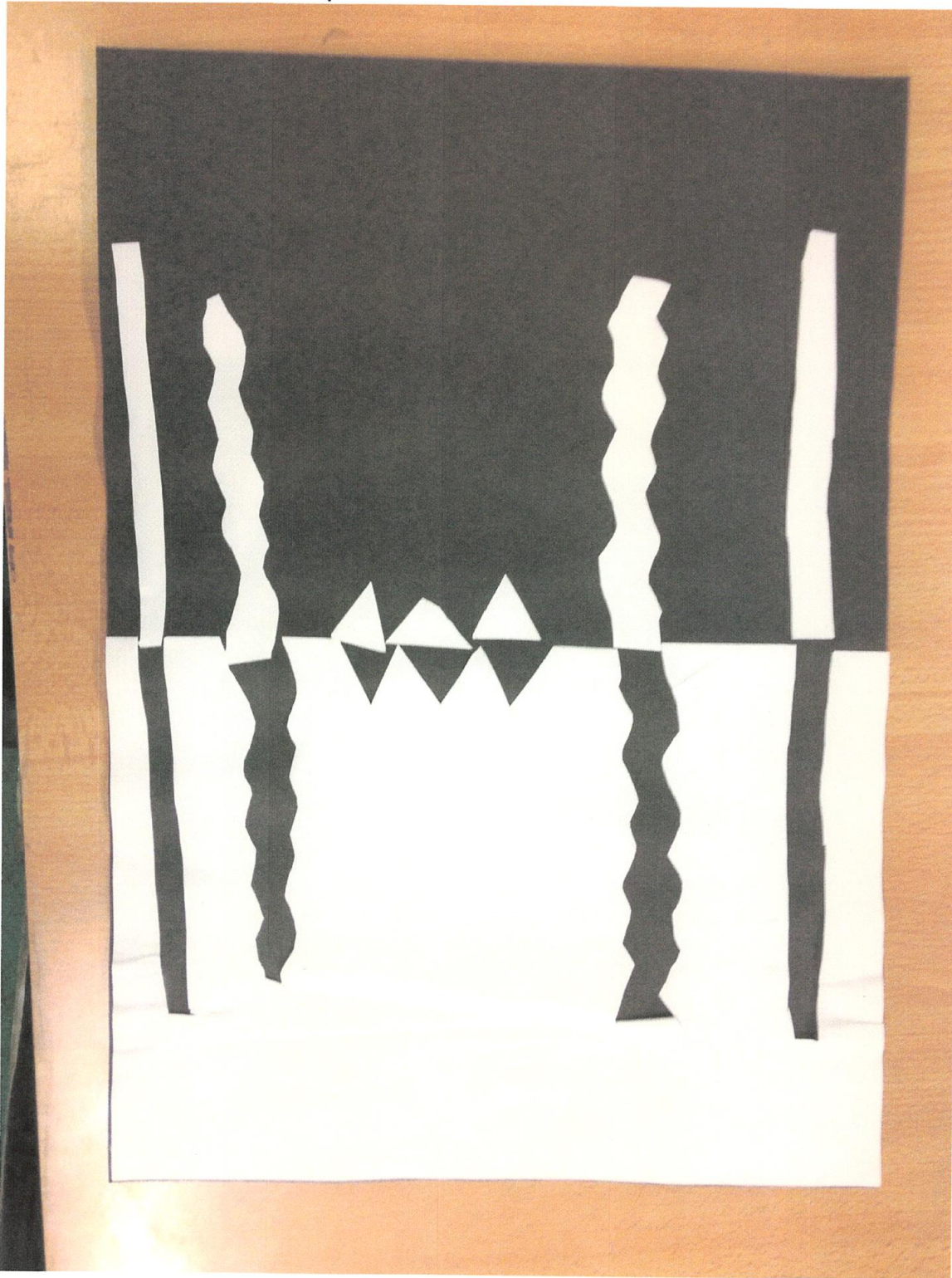
Q8
Q8

The glove isn't symmetrical as there is only a thumb on the right side. If it was symmetrical there would ~~be~~ need to be a thumb on the other side.

Lesson 2
Pupil discussion

Lesson 3- Pupils art work

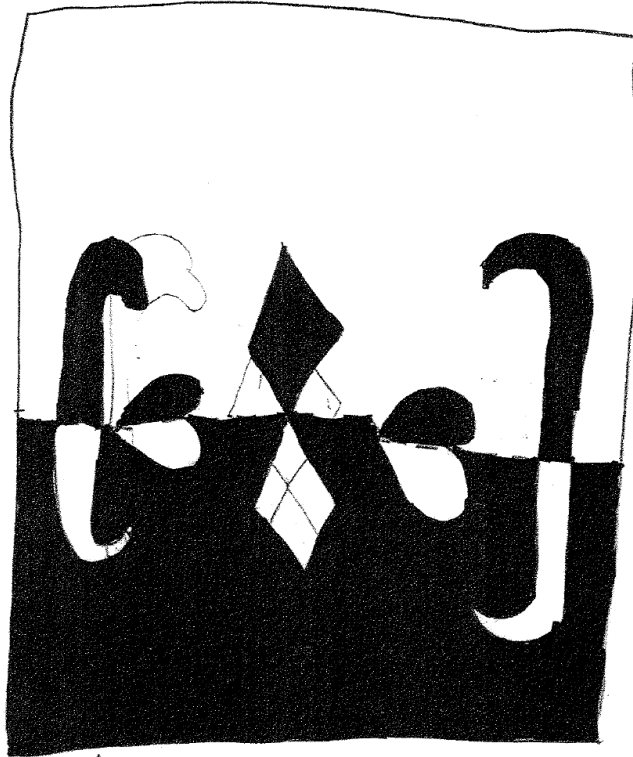
08



Symmetry

Lesson 3

80



I have learned about line symmetry in maths and made a picture in art. I learned it by using black and white paper. First we drew shapes. They had to touch the top line of the black paper and not the bottom. We then cut out shapes and had to remember how important the top line was. We glued black paper on a huge white piece of paper.

Then we put our cut out shapes back into their places. It was like a jigsaw. Then we flipped them over the line and glued them on to the white side of the paper.

Finally, I was finished and it looked great. I felt really happy with my line symmetry picture.

★ A fantastic piece of work. You have made a symmetrical picture using your knowledge of line and pattern.

★ Can you look for lines of symmetry in your school and home environment?