

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

School Code	F
Practitioner Code	F8
Curriculum Area(s)	Art and Design, Technology
Level	First
Stage(s)	Primary 4
Specific subject (if applicable)	

**Experiences and Outcomes:**

I can **create** and present work using the visual elements of line, **shape, form**, colour, tone, pattern and texture.

**EXA 1-03a**

Through discovery and imagination, I can **develop** and **use problem solving strategies** to construct models.

**TCH 1-14a**

**Learning Intentions:**

To create work using different visual elements

To develop and use problem solving strategies

**Success Criteria:**

- I can use shape to show the details of an object.
- I can describe possible approaches to solving a practical problem.
- I can apply ideas and suggestions through talking, writing, drawing to show my problem solving strategies.
- I can apply my design criteria to make a model.
- I can measure accurately.
- I can solve problems as they occur.
- I can create a 3D model to show form.

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

Children chose a bottle to study. Through close observation, they were able to identify the different 3D shapes that make up the bottle. The children then negotiated and agreed the design criteria through class discussion. They then drew and wrote their plan including how they initially thought they would solve the problem, how they would use materials, measurements/ estimations for their desired size and how they would join their different shapes together. After the children had completed their plan, they all took part in peer assessment where they identified strengths and areas for improvement of their partner's work. This was an opportunity for the children to talk about their plan and share how they intended to solve the problem of building a bottle using art straws.

As the building process continued, the children were faced with further problems to solve and as a result had to adapt their designs/ strategies accordingly. After completing their 3D model, the children were given the opportunity to assess their own model and their peers against the success criteria. The children were encouraged to identify next steps if they were faced with the same challenge again.

Though the focus for assessment was art and technology, the learners were required to apply mathematical and literacy skills throughout thus making connections across different areas of learning (breadth). The child was required to use higher order thinking skills in order to successfully analyse a bottle and break it into different sections, and then create a model that clearly showed this understanding. The children were eagerly engaged throughout the learning experience, and as the evidence suggests "it was hard... when the problems came it was hard to solve them". He produced an incredibly complex piece of work and shown an aptitude for evaluating his own learning and having high standards for himself (challenge and enjoyment). Finally through the evaluation of their work throughout the learning experience, and the identification of next steps, they were able to show how their understanding and skills had developed and how they would ensure they would continue to do improve them (application).

## Practitioner Moderation Template

## Learner Evidence

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

Write - To begin, the children's initial written and drawn work was assessed by their peers to determine whether their plan communicated clearly their chosen method of solving the problem using shape. As seen through their written evidence, the child has been successful in using shape to draw the different 3D objects that would be required to make the final model and what they pictured their finished product would look like.

Make – the child was successful in being able to create a 3D model to show form. The second video highlights that he was able to solve problems as they occurred. The height of his model shows that he was able to measure accurately as it exceeds the design specification of 50cm tall and follows He has given himself amber because his model was not stable enough to stand on its own – again as highlighted in the video and on his self-assessment sheet.

Did the learner successfully attain the outcomes? YES/NO

Although there were clear opportunities for assessing the application of literacy and numeracy skills, the main focus of this learning experience was combining art with technology. As the evidence indicates, the learner has achieved the learning intentions and success criteria.

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

Oral feedback is shown through both videos – the first shows the child explaining his plan in detail, and so describing his possible approaches to solving a practical problem. Though the teacher is clearly checking to ascertain whether he has thought about how he is going to join the different components of his model together, it was clear that the boy knew what he was going to do even if he did not reply with the desired vocabulary.

The pupil received feedback through peer assessment on both his written plan and his final product. The feedback given on his written work indicates that his peer was finding it difficult to find anything for him to improve upon.

In the videos, the child required some prompting when thinking of his next steps to help him verbalise how he would improve (though he clearly knew which aspect he wanted to improve on). Following from this section of learning, the child would be encouraged to create another model to use the visual element of form, but with a more complex 3D components. He would also be encouraged to use what he had learned from making his previous model (i.e. making sure every aspect of his shape was strong, especially the base) and apply this to a new shape.

Pupil Voice:

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

Though the learners were not involved in the planning of the success criteria, they did negotiate the design criteria their model would need in order to be successful (as highlighted in the provided flipchart). They were given opportunities to not only assess their own work against the success criteria, but also other pupils too through self and peer evaluation. The traffic-light sheet and the second video highlight that the child is reflecting on his learning, how he solved problems as they arose, and an awareness of what he would do to improve for next time (where appropriate).

## Learner Evidence

These are the negotiated design criteria that the class decided each model would need to be in order to achieve the highlighted S.C.

- I can use shape to show the details of an object. ✓
- I can describe possible approaches to solving a practical problem. ✓
- I can apply ideas and suggestions through talking, writing, drawing to show my problem solving strategies. ✓
- I can apply my design criteria to make a model. ✗
- I can measure accurately. ✗
- I can solve problems as they occur. ✗
- I can create a 3D model to show form.

- 50 cm tall
- 35 cm round
- hollow
- Got to stand up
- Got to be one whole structure

This slide was used throughout the learning experience. The annotations next to the S.C. were written during a class discussion after the children had completed their plan and were about to start building their model. They were able to identify which S.C. they had already achieved through their plan and the criteria they were now going to focus on during the building process.

### Cone

1. make 3 B of 15cm and 3 small 11cm circles

2. make 8 strips (15cm) same size

3. get the one of the circles and glue together

4. get the one of the small circle and glue to the over end of 4 strips (Repeat twice)

5. turn the one upside down

6. get the cylinder and glue it to the top of the cylinder to the bottom of the cone

7. glue the last cone on to the upside down cone

8. Well down now complete

### Cylinder

1. make 4 circles 35cm Around Same Size

2. make 4 strips 15cm Same Size

3. glue the 4 circles to one of the strips

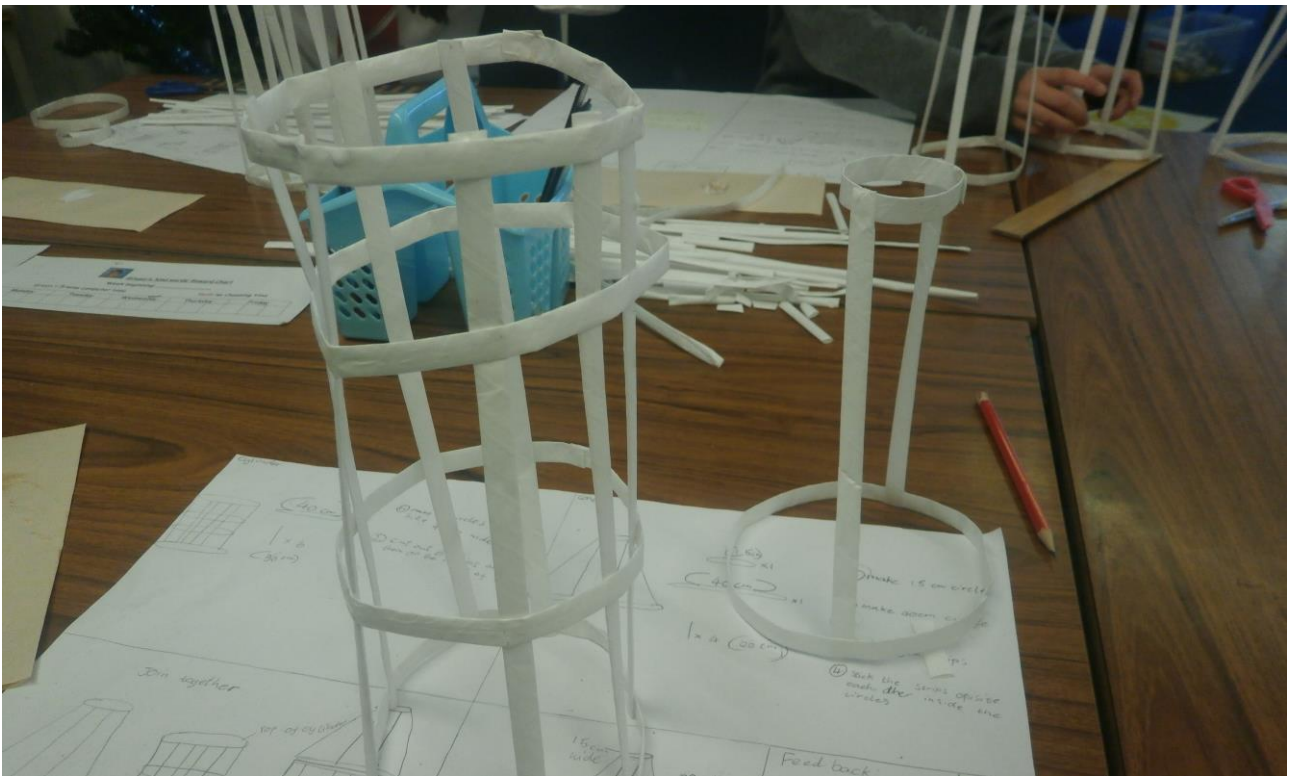
4. glue the rest of the strips onto the circle one at each over

**Feedback**

- \* it is very clear
- \* it is very good

**Annotations:**

- I can apply ideas and suggestions through talking, writing, drawing to show my problem solving strategies.
- I can describe possible approaches to solving a practical problem.
- I can use shape to show the details of an object.



Success Criteria	Self Assessment	Peer Assessment
I can apply my design criteria to make a model.		
I can measure accurately.		
I can solve problems as they occur.		
I can create a 3D model to show form.		

Self Evaluation:

I would make my bottom circloy2  
and add 2 straws more.

Peer Evaluation:

next time try to make it stand  
and good measuring

P.A by Fatimaha beh

This shows the pupil clearly assessing their work to see how well he has learned. They are reflecting on their learning and identifying how he would improve for next time.