

**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	G13
Curriculum Area(s)	English and Literacy and Expressive Arts
Level	Second Level
Stage(s)	Primary 6
Specific subject (if applicable)	Reading and Art

Experiences and Outcomes:

I can:

- discuss structure, characterisation and/or setting
- recognise the relevance of the writer's theme and how this relates to my own and others' experiences
- Discuss the writer's style and other features appropriate to genre

ENG 2-19a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

Learning Intentions:

Lesson 1

LI: We are learning how to discuss, identify and explore characterisation.

Lesson 2

LI: We are learning how to identify 'writer's theme' within texts and relate them to our own lives and experiences

Lesson 3

LI: We are learning how to create images and objects to show our understanding of detail

LI: We are learning how to apply our knowledge from other subject areas into our creations

Lesson 4 (continuation of Lesson 3)

LI: We are learning how to create images and objects which show our understanding of detail

LI: We are learning how to apply our knowledge from other subject areas into our creations and designs

Success Criteria:

Lesson 1

LI: We are learning how to discuss, identify and explore characterisation.

Success Criteria

- I will be able to list 3 important details which make up a character
- I will be able to identify what Direct and In-Direct Characterisation is
- I will be able to take notes about In-Direct Characterisation of a character
- I will be able to discuss the characters a text
- I will be able to write a short text to show my understanding of Direct characterisation
- I will be able to self-assess my knowledge and understanding

Lesson 2

LI: We are learning how to identify and relate to the writer's theme of texts

Success Criteria

- In my own words, I will be able to explain what a writer's theme is
- I will be able to write what I think the writer's theme is of 'Home Sweet Home'
- I will be able to present what I think the writer's theme is and discuss when this theme has been important in my own life
- I will be able to peer-assess my peers work

Lesson 3

LI: We are learning how to create images and objects to show our understanding of detail

LI: We are learning how to apply our knowledge from other subject areas into our creations and designs

Success Criteria

- I will be able to observe and record details I already know about Blue from Literacy lessons on to a design template
- I will be able to design and plan a house character of my own, using my observations and recordings of 'Home Sweet Home' to help me
- I will be able to draw a plan of what my 'house' will look like
- I will be able to write a character brief next to my plan which details how their appearance gives clues about their character
- I will be able to self-assess my own work

Lesson 4 (continuation of Lesson 3)

LI: We are learning how to create images and objects which show our understanding of detail

LI: We are learning how to apply our knowledge from other subject areas into our creations and designs

Success Criteria

- I will be able to design and make a small house model
- I will be able to apply detail using colour and craft materials to show detail in my design
- I will be able to draw/ apply detail on my house which gives clues about its character
- I will be able to name my house with an appropriate name suitable for its character E.g Blue (house feels sad and lonely etc)
- I will be able to peer assess my classmates' models

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

The pupil was learning how to apply characterisation through the context of animated texts and stories without written words.

The child engaged in learning which allowed them to: analyse; relate to their own lives; review; communicate, report, format and perform; draw; design and create in order to evidence their understanding of 'Characterisation' and showcase their ability and development of each skill.

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

Say – The pupil had the opportunity to say how they could relate to different writers' themes throughout their own lives.

Write – The pupil had the opportunity to write their own version of 'Home Sweet Home' applying direct characterisation.

Make – The pupil had the opportunity to make and design their own character using what they had learned throughout the block of lessons.

Do – The pupil had the opportunity to use summative assessment on their whiteboards and the chance to peer assess and compare their work to that of others.

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

- The pupil was given positive feedback for the effort and contribution towards all teaching and learning.
- Their next steps included: ensuring that they challenged themselves to add a little more quantity to their writing as they could have perhaps produced a little more work.

Pupil Voice:

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

“I have learned that there are two different types of characterisation. One is direct characterisation which is like, when they tell you exactly what the characters are like in a story and we don't get to make it up in ours heads as much. The other is in-direct characterisation where we can make up what the character is like by how they move or how they maybe treat their friends in the story.”

Did the learner successfully attain the outcomes?

Yes.

Moderation 2018

Group: Group 1 **Level:** Second Level **Primary:** 6

Experience and Outcomes Met:

1. I can:
 - discuss structure, characterisation and/or setting
 - recognise the relevance of the writer's theme and how this relates to my own and others' experiences
 - Discuss the writer's style and other features appropriate to genre **ENG 2-19a**

2. Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**

Background Information

The text used as the basis for the lessons was a film called 'Home Sweet Home'. The film has no dialogue, only background music and is filmed in vivid colour and animation.

The story follows a house named Blue, who leaves his home town as he is lonely and bored of waiting for someone to buy him. On Blue's journey, he meets another house who is worn down and old looking. This house has no name and so the pupil has named them accordingly. The older house also has a kennel which follows him, the same as a dog would. The houses travel together, enduring storms and sadness as the older house starts to deteriorate further. They also meet a caravan who is active and energetic. Blue shows interests in the caravan and is encouraged by the older house to continue his journey with her. Alas, Blue decides not to and stays with the older house until he sadly passes away, unable to endure their journey any further. Blue and the kennel continue off together.

Key Notes

Please read through the information in order, this will explain each part of each lesson and will detail the evidence along the way.

Lesson One

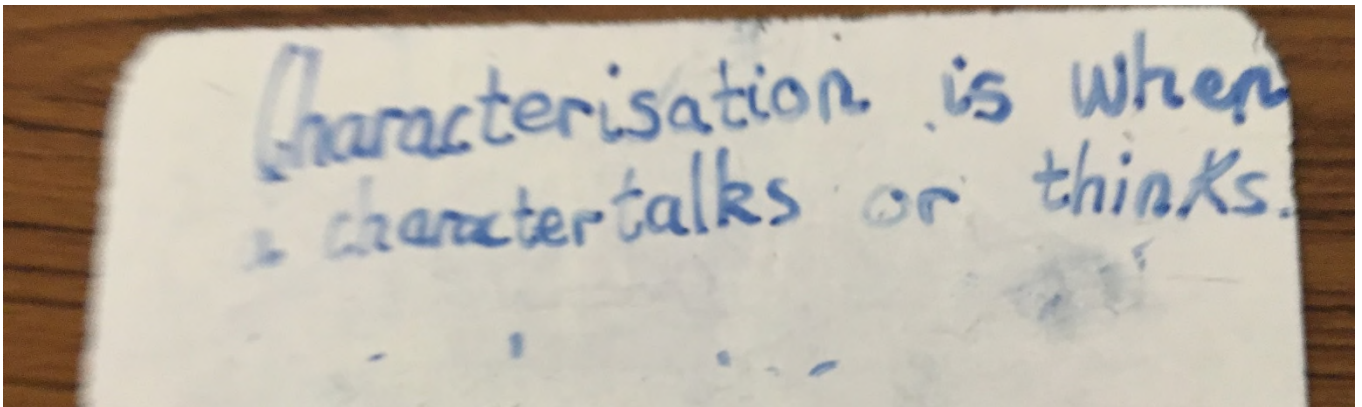
LI: We are learning how to discuss, identify and explore characterisation.

Success Criteria

- I will be able to identify what Direct and In-Direct Characterisation is
- I will be able to take notes about In-Direct Characterisation of a character
- I will be able to discuss the characters a text
- I will be able to write a short text to show my understanding of Direct characterisation
- I will be able to self-assess my knowledge and understanding

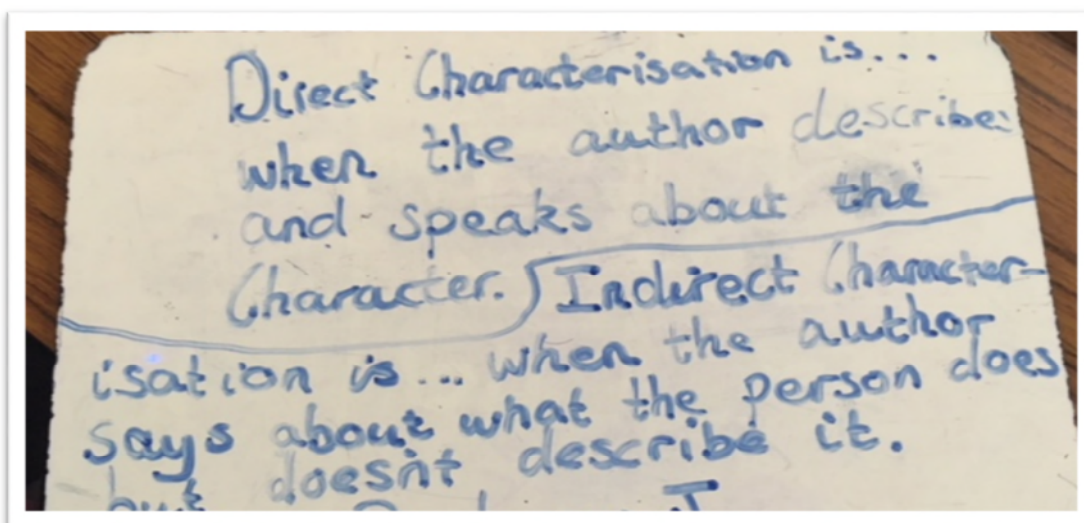
Teacher Voice: The pupil was asked to write down what they think characterisation is.

Pupil voice:



The pupil then watched a short clip which explored and explained two different types of characterisation.

Teacher Voice: The pupil was asked again to write down what they think characterisation is. The pupil conveyed an attentive understand of the key learning points and was able to explain direct and indirect characterisation in their own words.

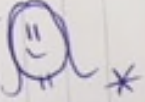


Pupil voice: The pupil was also able to list example of what they meant by 'when the author says about what the person does but doesn't describe it'. They said 'Like, the author could tell you what job they have or how they treated other people and this would tell us about their character but the author didn't just write 'they are nice', or something like that or they were very smart, we just know that from the other information.'

Next, the pupil watched 'Home Sweet Home'. The teacher discussed the different characters that were met in 'Home Sweet Home'. The pupil and teacher had a discussion about what the different characters were like and how we know they were like that.

- **Teacher voice:** 'What kind of character is Blue and how do we know that from just watching the text? The characters didn't say anything at all so how do we know kind of characters they are like?'
- **Pupil voice:** 'Well Blue is very kind and friendly because he helped the old house up the hill, and he got him a new walking stick when it broke, and he used the wood from his roof to keep the fire going to keep them both warm.'
- **Teacher voice:** 'Exactly! Great answer, well done! So if the author didn't tell us specifically that Blue is a kind and friendly character, was the text using Direct of In-Direct Characterisation?'
- **Pupil Voice:** 'Indirect characterisation.'

Next the pupil noted down their observations of In-direct Characterisation in 'Home Sweet Home' for various characters. They were able to identify what kind of the character they were and note down the evidence from the text which justifies their decisions.


Name of Character	They are...	I know this because...	
Blue	They are bored and fed up of waiting for someone to buy them.	I know this because he chucks off his 'For Sale' sign and pulls out his foundations so that he can go on an adventure.	 <p>Great work! You have identified a lot of in-direct characterisation. Well done! *</p>
Blue	He is helpful and kind and will make sure everyone was ok. ✓	I know this because he helped the old house get a new walking stick. ✓	
Fammy (the old house)	He is kind and caring and tries to give people a friend. ✓	I know this because he saw Blue travelling alone so he went with him to keep him company. ✓	
Pinky (the caravan)	She is a show-off and tries to impress people. ✓	I know this because she was doing cool tricks and kept winking at blue. ✓	

After that, in order to secure their understanding of Direct Characterisation, the pupil wrote a short passage of 'Home Sweet Home' applying Direct Characterisation. This allowed the pupil to turn their In-Direct Characterisation notes into Direct Characterisation to allow them to see the clear difference between the two writing styles. When they were finished, they self-assessed their work from this lesson.

Characterization

Once upon a time in an old, dusty town lived a house. His name was Blue. He was very lonely because nobody wanted him. Blue was painted baby blue. He had 2 floors with a pointy roof. Every house in this town were very damp and dirty. In this unusual town the houses weren't ordinary. They could move and see! Everyone had friends except Blue. Blue was helpful and kind to everyone. He always made sure everyone was happy. Blue had wooden doors round his eyes that were as old as the old telephone. Every time his door opened it went... Creak! Creak! Who wouldn't want a cheery, little house? He didn't act mean or selfish like others. Why was he not wanted?

*Brilliant work!
You have written direct characterisation about, Blue! I also love your semi-colon, simile and rhetorical question - bonus! * +3 h.p.



The teacher used small ticks above all examples of direct characterisation, where the pupil has directly written what the character is like, as opposed to in-direct characterisation which shows these through appearance, actions or opinions of others. Deserving praise was also rewarded.

Pupil self-assessed themselves in order to convey if they had met key learning points and SC. The teacher was pleased and agreed that they had met all of the SC. The teacher noted that the pupil found the final task 'Easy' and would look to increasing the challenge of work for the next lesson.

* I agree with your self-assessment - well done!
You met all of the success criteria. *

What is 'direct' characterisation?	Traffic light how you feel about these questions/ tasks.
It's when it's described or wrote down. ✓	
What is 'in-direct' characterisation? It's when you can tell what the character is like by what they do. ✓	
Write one word to describe 'Blue' helpful ✓	
Why is your word a suitable word to choose? How do you know this? Blue is helpful because he helped the old house get a new walking stick. ✓	
How did you find writing a short passage about 'Blue' using direct characterisation? Very hard A little bit hard but a good challenge Easy ✓ Easy	

Lesson Two

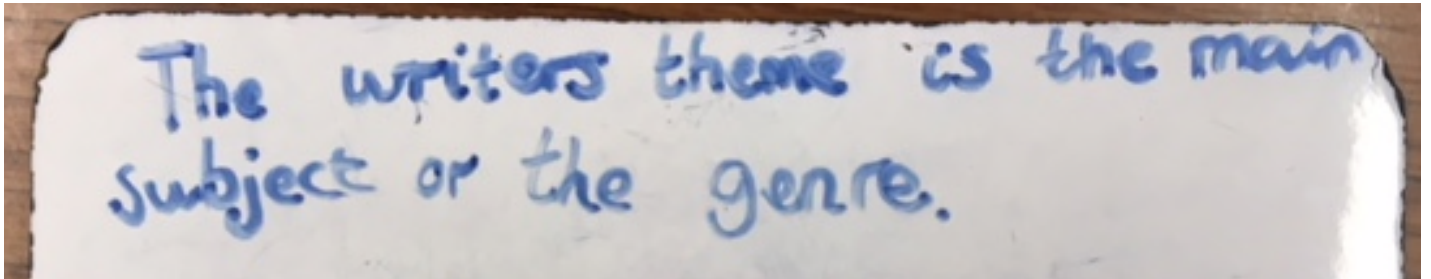
LI: We are learning how to identify and relate to the writer's theme of texts

Success Criteria

- In my own words, I will be able to explain what a writers' theme is
- I will be able to write what I think the writer's theme is of 'Home Sweet Home'
- I will be able to present what I think the writers' theme is and discuss when this theme has been important in my own life
- I will be able to peer-assess my peers work

Teacher voice: The pupil was asked to write down what they think writers' theme is, in order to observe any previous learning.

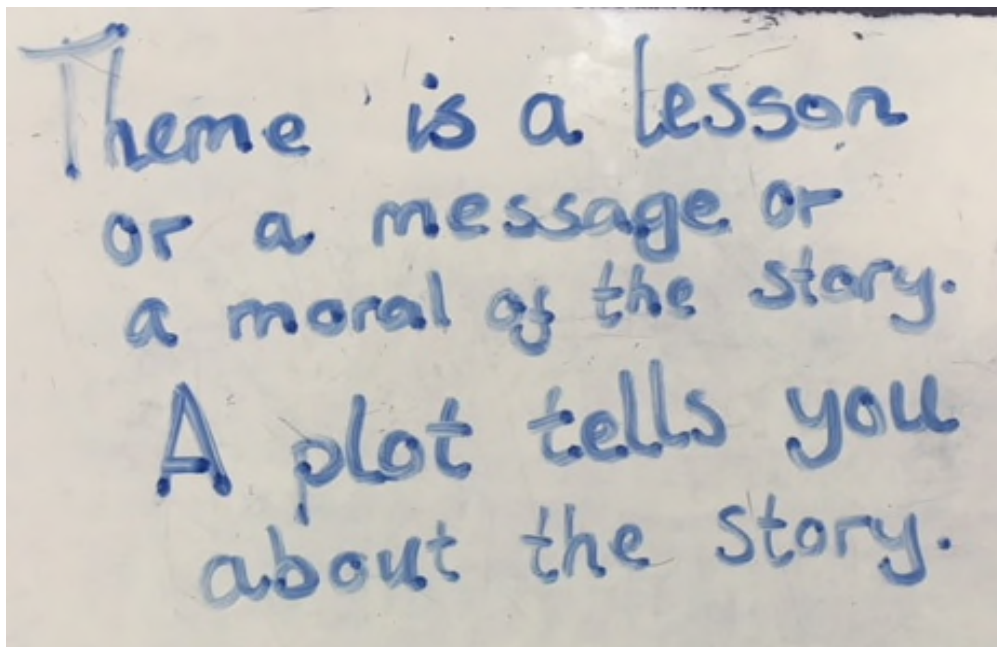
Pupil Voice: The pupil used their whiteboard to write down what they thought writer's theme is. The pupil made an educated suggestion as to what writer' theme is.



The pupil then watched a short clip which explained and explored writers' theme in greater detail.

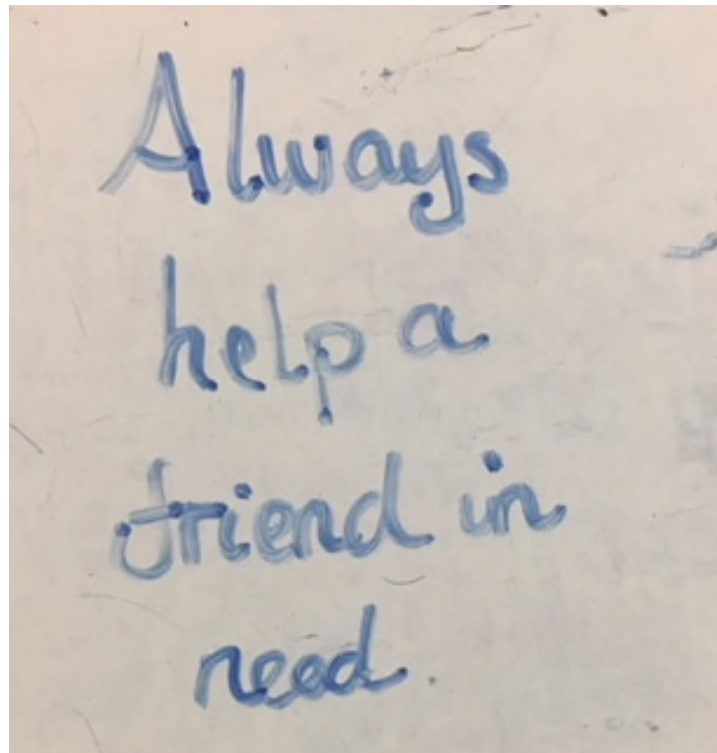
Teacher Voice: The pupil was then asked again to write down their understanding of writers' theme having listened to the presentation.

Pupil Voice: The pupil conveyed a secure understanding of writers' theme, an understanding which differed to their prior prediction. They also gathered detailed about the plot.



The pupil then watched 'Home Sweet Home' again. This time, they were to think about and choose a writers' theme which they felt was conveyed within the text. Once they had selected the theme which they think stood out to them in the text, they wrote it on their whiteboards.

The pupil thought the writers' theme and lesson of the text was:



Teacher voice: The teacher thought this was a very moving and mature writers' theme to selected, one which is definitely present within Home Sweet Home.

The pupil was then asked to think about a time that this theme has been important in their own lives. They had some time to make notes about it. They were then asked to present both their theme and how it related to their lives and own experiences. They were peer assessed by an observing pupil.

**** Please watch Home Sweet Home Writers' Theme Video ****

Peer Assessment:

Home Sweet Home	
Teacher in Training Assessment Grid	
LI: We are learning how to recognise writers' theme and how this relates to my own and others' experiences.	
Name of teacher in training:	
Name of presenter:	
The writer's theme they chose was...	Always help a friend
Do you think this was a suitable theme to select?	Yes <input checked="" type="radio"/> No <input type="radio"/>
What happened in 'Home Sweet Home' that allowed the presenter to choose this writers' theme? If you did not think the theme they chose was linked to Home Sweet Home at all, why do you think that?	he stole a stick for a old person
How had the presenter experienced this theme in their own life?	helped little brother get biscuit as he was at end of queue

Lesson Three and Four

Lesson three and four were closely linked.

Lesson 3

LI: We are learning how to create images and objects to show our understanding of detail

LI: We are learning how to apply our knowledge from other subject areas into our creations and designs

Success Criteria

- I will be able to observe and record details I already know about Blue from Literacy lessons on to a design template
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- I will be able to draw a plan of what my 'house' will look like
- I will be able to self-assess my own work

Lesson 4 (continuation of Lesson 3)

LI: We are learning how to create images and objects which show our understanding of detail

LI: We are learning how to apply our knowledge from other subject areas into our creations and designs

Success Criteria

- I will be able to design and make a small house model
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- I will be able to draw/ apply detail on my house which gives clues about its character
- I will be able to name my house with an appropriate name suitable for its character E.g Blue (house feels sad and lonely etc)
- I will be able to peer assess my classmates' models

For lessons three and four, the pupil used a design pack to draw and label a picture of the older house, using their knowledge and understanding of direct characterisation. They labelled the physical things this character had which convey in-direct things about their personality or character. After that, the pupil designed their own character based on the same planning template. They self-assessed their own achievements.

For lesson four they used materials to create a character which showed an understanding of detail. They had to use their literacy knowledge from all previous lessons in order to carefully plan and build the model.

Evidence of Three and Four

We are learning how to:

- Create objects to show our understanding of detail.
- Apply our knowledge from other subject areas into our designs and creations.

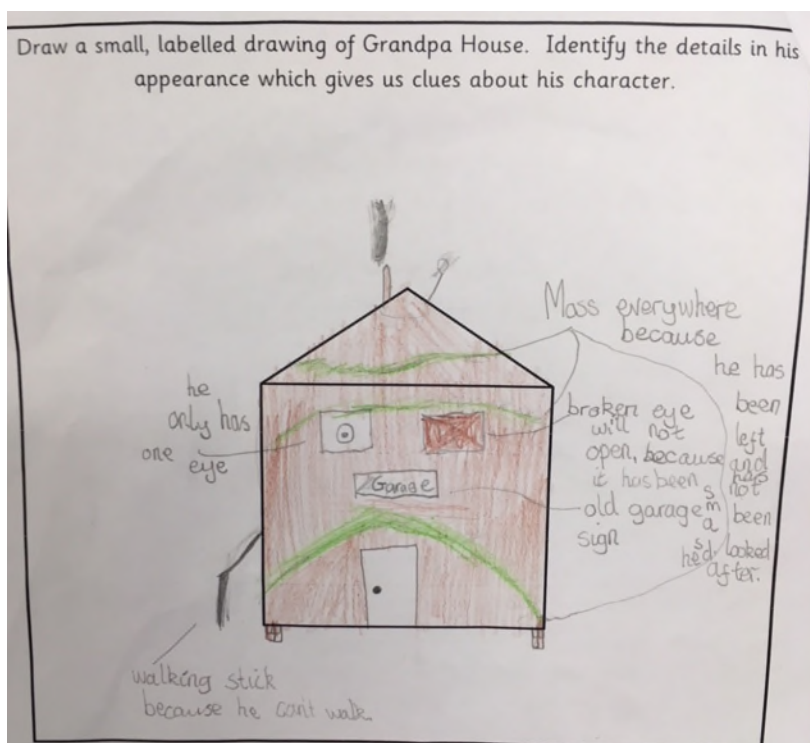
List details about Grandpa House's appearance from Home Sweet Home:

- moss ✓
- walking stick ✓
- old door ✓
- brown body ✓
- rusty ✓
- broken garage ✓
- garage sign ✓
- leaves ✓
- mainly 1 eye ✓

What details in Grandpa House's appearance help us gain an understanding about his character and what do they tell us about him?

The moss has been left for it to grow because it is so old. He has leaves that have been growing on him. He is rusty because he struggles and makes noises. He has a walking stick because he is so old. He has an old door because nobody has opened it in so long. He is brown so he is like a tree because the moss and leaves. He is a broken garage because he has an old sign on him.

Draw a small, labelled drawing of Grandpa House. Identify the details in his appearance which gives us clues about his character.



We are learning how to:

- Create objects to show our understanding of detail.
- Apply our knowledge from other subject areas into our designs and creations.

Answer the following questions to help design your own building for Home Sweet Home:

1. How is your building feeling? E.g. Happy hungry
2. Is your building male or female? female
3. Does your building have a job/ purpose? E.g. a garden shed/ hospital etc.
McDonalds
4. Is your building friendly or unfriendly? friendly
5. What age is your building? E.g. baby/ old/ teenager teenager

Using your answers from above, how will you show these character ideas in your model?

- I can put a tongue like it's licking something.
- It can have an M on top of it.
- Big eyelashes
- Fries on top
- Burger
- Hair

Note down any other ideas you have that you are going to include in the appearance of your building.

Drive Thru

Success Criteria

✓ Put a tick if you think you have achieved the statement.
Leave the box blank if you've not quite achieved the statement.

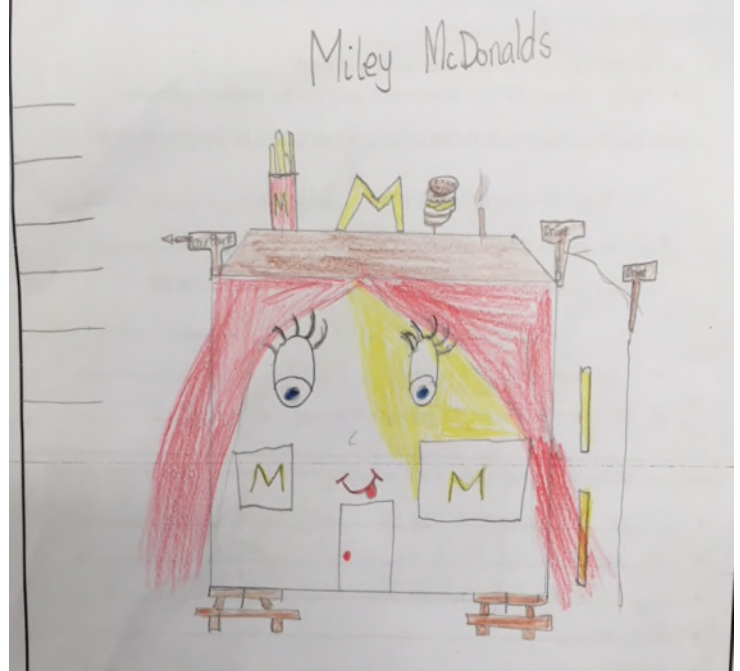
- I have recorded details about Grandpa House which I learned in my literacy lessons.
- I have designed and planned a building character of my own.
- I used my learning and recordings of 'Home Sweet Home' to help me create my own character.

How?

It helped me because it gave me ideas that could make my character look realistic.

- I have drawn and labeled a plan of what my building will look like.
- I have written down how my character ideas will be displayed in my model.

Draw a small, labelled drawing of your building. Identify the details in its appearance which gives us clues about its character.



Evidence of Lesson Three and Four

