TASK 2: OBSERVING LEARNING-IN-ACTION

In consultation with your mentor identify two expressive arts lessons (dance, music, drama, visual art) to observe. For each lesson, make a note of the following:

**What are the learning intentions and success criteria?**

The success criteria of this activity was to create a winter scene of snow covered trees and a dark sky. Children during this lesson would develop an alternative way of painting and creating a negative space as the main feature rather than painting it.

**Is the lesson part of a sequence? If so, what is the concept or theme of the sequence? Where in the sequence is this lesson placed?**

This lesson was not part of a sequence, it was a one off.

**What resources (procedural & declarative) are used in the lesson?**

The resources which were used in this lesson were white card, this was procedural. The children also has to use masking tape which was also declared to them at the beginning of the lesson, to create the dark sky there was a selection of paint which could be used but the colours which would be appropriate for use had been laid out. There were a variety of paint brushes which the children could also use.

**How is the arts practice demonstrated to the learners?**

A picture of the end product was provided for the children. It was displayed on the interactive whiteboard and this was discussed with the class. Before they began the piece of work, the teacher taped a piece of paper to the board and began showing the children how to use the masking tape appropriately. The children were then able to develop their own art using these stimuli and the verbal instructions given.

**What, if any, differentiation methods are used?**

**Are specialist arts practitioners used to deliver learning?**

There were no specialist art practitioners used in the implementation of this lesson. The class teacher planned and carried out this activity.

**After each lesson reflect on what you observed and write down three reflections associated with it (one or two sentences for each reflection will suffice).**

Allowing children to choose what they do in art allows for variety and individualism. It is about the process that the child carries out and the knowledge and skills which they gain from it rather than the end product.

There was an expectation from the children to be lead through the activity step by step. I feel that this reinforces the idea that we should allow children the freedom to make their own decisions within their learning.

Carrying out an art lesson such as this open up the opportunity for cross curricular learning, for example a creative writing piece about a winter scene could be carried out.