**Integrated Arts in Education**

|  |
| --- |
| * Student teachers must acquire knowledge and understanding of theory and practical skills in curricular areas, referring to local and national guidance * Student teachers must understand how to match the level of curricular areas to the needs of all learners * Student teachers must understand the importance of using and designing materials for teaching and learning to stimulate, support and challenge all learners   (Standard for Provisional Registration with GTCS, benchmark 2.1.2) |
| TASK 1: OBSERVING THE LEARNING ENVIRONMENT  Spend some time observing the learning environment. Note the following:  Is there much display of expressive arts practice in public spaces/corridors/classrooms? Are these displays related to knowledge and understanding within the expressive arts? Specify the content of the work that is displayed.  Throughout the school there are many walls displays that show the work of the children from primary 1 to 7. Most of the art work is representation of topic or a subject that can be related to the visual arts in some way. Majority of the art work is identical or a template has been used, however when a template had been used the children are encouraged to use their own creative imagination. The school has a strong emphasis on cross- curricular of subject areas and this evident in the children’s art work. The primary 5 class children have been working on line and shape drawings, to create this piece of work the children went through many processes (a line drawing of the house, using thick and thin lines and the children likewise had to use their art judgement to cut shapes to reform the house using a range of coloured paper), this piece of work is displayed on the staircase. All CFE outcomes and experiences are displayed alongside the children work.  Is learners’ work displayed? Are there labels and written explanations?  All the work that the children complete in class related to the visual arts have the CFE outcomes and experiences displayed alongside their work. In the middle and upper school there are no written explanations of the children’s work, but in the lower primary majority of the children’s work have label attached explaining the children’s work.  What kinds of spaces/facilities are there for performances?  There is a large dinner hall that could be used as space for performances, likewise the principle space for performance is the gym hall that has a reasonable sized stage.  What range of media is being used? Are both two and three dimensions covered? Is digital media used? What is the range of instruments that learners have access to?  Throughout the school children have the opportunity to use an array of materials and medias (pen, pencil, coloured pencils, paint and chalk). The majority of any work that the children have completed is 2D, if the children did do a 3D drawing it would be cross- curriculum with maths. There are no wall displays around the school that has any evidence of digital media being used. The main instruments that they children use are pencil, pen or paint brush. |
| 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:  Lesson One is based on the class work in relation to their topic and school showcase on Charlie and the Chocolate Factory  Lesson Two is based on art and the development the seven visual elements.  What are the learning intentions and success criteria?  Lesson one- “I practise, consolidate and refine my skills to improve my performance” (HWB 2-22a)  “As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control (HWB 2-21a)  “I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.” (EXA 2-01a)  SC- I can practise, present and perform in front of an audience based on our topic Charlie and the Chocolate Factory showcasing my drama, singing and dancing skills.  Lesson two- “I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks” (EXA 2-02a)  “I can create and present work that shows developing skill in using the visual elements and concepts.” (EXA 2-03a)  SC- I can use visual elements to develop my art and show greater detail in my art work.  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?  Lesson one is part of a sequence as the CT base drama and dance develop using the class topic, using drama and dance as a means of developing children with the four capacities of CFE.  Similarly Lesson two is part of a sequence the class are working to acquire and develop their understanding in regards the 7 visual element as well as providing children the opportunity to use different forms of media to render their work.  What resources (procedural & declarative) are used in the lesson?  Lesson one- The children required to bring in their own costumes relevant to their role (as all children had a part in the showcase). Likewise the children assisted the CT in preparing the backing sets, the CT designed the back drops and pick children to paint the setting.  Lesson two- Main resources of the art lessons where pen, pencil, paper and picture. The teacher give children many opportunities to have choice and freedom in regard to paper and what colour of pens the children could use, however all children were given the same universal picture and this limited children’s unique creativity.  How is the arts practice demonstrated to the learners?  Regards what the arts form is the CT will always model what the children have to, this is to convey to the children to teacher’s expectations. Similarly, the teacher will reinforce the arts form if the children are struggling to understanding what is expected of them.  What, if any, differentiation methods are used?  The teacher will assess the outcome in relation to the ability within the class, the teacher will model the arts form and concept and will assess the ability of the class to cope with the new learning, if so the teacher will degrade and make certain aspects easier.  Are specialist arts practitioners used to deliver learning?  Yes the school has an art specialist, who deliver the art lesson under the instruction and E’s and O’s set by the class teacher.  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).  Lesson One  I was fortunate to see the children perform their drama over two weeks, it was great to improvements and progressed they made in terms of performance and stage presence.  I was able to grasp an understanding of the amount of work teachers put in to a topic showcase, the teacher wrote the script herself and made it relevant to the class topic of Charlie and the Chocolate Factory.  The children were very engaged in their performance, if the children did not perform their lines correctly during rehearsals the teacher would model what she was expecting and the children would take this on board.  Lesson Two  The art specialist is excellent at making their lesson relevant and in context to develop skill for instance using the visual elements to create a house.  The teacher uses formal art language the children have a secure understanding, likewise the children are able to named all 7 visual elements and state their function within art.  The art teacher however looks for uniformity in some aspect of the art work for instance the children had to reconstruct house using the same image, but however had choice of colour of paper the could use. |