

ONLINE teaching Trinity Comprehensive Ballymun, 2nd Year - Art & Design

Lesson No. 5/9

Date: 8th Feb (Mon)

Lesson type: online

Time: 10.50-11.30am

Stage: Theory and typography task with development of skills to plan for poster direct work.

ST personal class Reflection

What went well and Why (in light of learning intentions)?

- Have new knowledge of the use of a sport theme in an artistic context and be able to interpret and critique examples of this work as exemplified in different expressions(different media -ink on canvas and photograph/performance).✓

strong : learners were enthusiastic about sport and listed aspects of their preferred sport that coincided with the primary objects. They did not respond to questioning on the latter aspect so I cannot determine if they acknowledged this part of the lesson/learning.

average: learners did not indicate or respond

weak: learners had me going back and forth to the chat to check if they had answered when I asked them direct Qs and failed to let me know they were not willing or able to do so.

- Have an understanding and appreciation for typography and font in an historical and artistic context as it relates to poster design and have acquired new knowledge of a particular type which they will then utilise for a specific design task.✓

strong : learners indicated (thumbs up in chat) that they had customised fonts on their iPhones), and they responded that the Boxing font was 'real plain' (therefore clear and simple). It was commented that the fonts of poster A and B 'the exact same', which I had not even noticed. They confirmed they understood the task for homework as it related to use of this very font.

average: learners answered questions with yes or no responses in the chat.

weak: learners did not engage in the chat even when asked directly, nor did they explain that they could not, etc.

- Understand the difference between primary and secondary line drawing from secondary source objects on theme (choice of 4), gaining in flexibility and understanding of the need to rely on different means in order to create in a limited capacity(covid learning).✓

average: learners asked if this was to do with colours which is clever seeing that we had already done task work on primary and secondary colours in the previous lesson, but had they been listening they would have known as I had already explained in relation to drawing from these sources (also we went over and over it in our previous collage project together). Understandable though as I realise this particular student was always late into classes of that unit thus generally missed out on the theoretical introductory part, however I always repeated these factors throughout the classes so they probably just didn't reflect back or think. Perhaps I

could have actually referred back specifically to the collage unit and our use of magazines as secondary sources to jog their memories.

weak: learners did not respond when asked questions on this area and did not submit work(yet) so I cannot know whether or not they heeded or understood.

Even better if (again in light of your learning intentions for the lesson).....

Had I put more pressure on the students to engage in the chat box possibly I would have gotten more out of them.

Possible Areas for Discussion:

Professional Teaching skills and ability. (Communication, voice, terminology, personal qualities, pupil responses).

Pupils responded to the easier questions, but did not seem to bother taking the time to engage with the chat even when I specifically designated time for it. I would return to the chat box and just see my last notes. I think I will assign roles for the next class (in advance). I will ask E to be time keeper, Jessica to type keywords and perhaps another few roles I can create for engagement. Unless Mr. Cheevers thinks it is too much to put on them, on top of them trying to focus and in such a limited situation. Again, I have to remember some of them may be on phones, not seeing a lot of detail, etc. I am able to refer to specific situations and learning from before with each child, so this always stands as a very strong gesture in the learning, it feels right and feels wholesome and although I cannot see the students, I can feel when the points are made (i.e. referring to a conversation I had with one of the students. I work quite quickly so my challenge may still be to slow the pace and to leave pockets of silence. I will try more of that in lesson 6 and onwards. Just because the learners aren't always answering - doesn't mean they are not thinking and thinking generally thrives on silence, so as the teacher I would like to help in that way and I look forward to testing it out in the online context and developing a newly attuned instinct with reception, rhythm and timing in that regard.

Presentation of learning content. (Delivery of lesson, use of resources, visual aids, support studies).

Possibly a bit too much theory and talk. Again VERY limited engagement and responses, so making do with what I'm faced with and trying to keep spirits up and perform well to keep them learning, thinking and hopefully answering in their own heads...(I actually remind them to do this). You could have one class on poster theory (types/styles and a compare and contrast task) as well as a whole other individual lesson on Andy Warhol's boxing themed work... BUT I am aware that there is limited time and I am committed to reducing my units of learning to a max of 8 or 9 lessons this term.

The visual aids were balanced - I did a significant amount of editing and always try to reduce, reduce, reduce and just select minimal content to get a point across.

My own pre-made samples of task work we had a brownish hue on the slideshow, they didn't look very appealing but hopefully no harm done. I feel they got some really quality learning in today - they learned of Andy Warhol (they remembered him from collage unit), Jean Michel Basquiat and the creator of Boxing typography. A good introduction to aspects of Appreciation of

Art and I got the chance to mention about carrying on with art in their schooling to be able to delve deeper into art history and experience a lot of thrilling learning experiences.

Effectiveness of planning. (Clarity of intentions, quality of learning content, presentation)

I should have gotten the students to choose which of the 4 objects they were going to select there and then. I could have made it a challenge. I feel that they won't do the work and I at least should have had them make a decision so that they can feel they've 'broken the back' of the work. Sometimes making a choice or agreeing or disagreeing is the biggest step and can open the door to progress and create a feeling of being 'half-way there'. There was so little engagement in the chat this time, I was very wary of 'pulling teeth;' as I was simply talking to a brick wall.

Assessment and evaluation of pupil's work in the class. (cross ref to images of the work)

Nonexistent – Poor – Fair – Good – Great

Due Wed 10th 9.30am*

J- Good (in line with expectations)

IN THIS CASE STUDENTS DREW FROM A SECONDARY SOURCE BECAUSE NOT EVERYBODY HAS GEAR LINKED WITH OUR BOXING THEME AND WE CAN'T POOL MATERIALS AND PRIMARY OBJECTS AS WE USUALLY WOULD IN SCHOOL. MOVING INTO ANOTHER ART ELEMENT HERE - WHAT DO WE SEE AS WELL AS LINE AND SHAPE?... WHAT HAS JESSICA CREATED BY USING THE PENCIL LIKE THIS (DEMONSTRATE MOTION OF SHADING) - TONE! LOOK AT THAT LACING - BEAUTIFULLY ATTENTIVE WORK. I FEEL LIKE WE MIGHT BE MISSING OUT A BIT ON THE DETAIL ON THE THUMB, BUT AGAIN IF WE WERE IN THE CLASSROOM. EACH HUB WOULD HAVE 1 OF EACH OF THESE PRIMARY SOURCES AND WE WOULD BE ABLE TO HANDLE THEM AND REALLY UNDERSTAND THE DESIGN AND STRUCTURE OF THESE THINGS. OVERALL VERY ELOQUENT MARK MAKING AN DELIGHTFUL.

E - Great (above expectations)

WASN'T PRESENT AT THE ACTUAL CLASS, VERY IMPRESSED THAT SHE SUBMITTED WORK. SHAPE IS EXCELLENT TECHNICALLY A... LOOK AT THOSE HANDLES...THEY'RE JUST LOVELY. LINE WORK IS BRISK AND ENERGETIC, A BIT RATTY HERE AND THERE, BUT I AM SATISFIED THAT IT STILL MEETS THE CRITERIA AND ADHERED TO INSTRUCTIONS AND ADVICE, SO 'ABOVE EXPECTATIONS' WARRANTED FOR THE SUBMISSION OF WORK IN SPITE OF HAVING NOT RECEIVED THE LIVE LESSON, BUT ALSO BECAUSE OF THAT FREEDOM IN THE TECHNIQUE. SHE IS USUALLY QUITE METICULOUS ABOUT HER DRAWINGS AND IT CAN SLOW HER DOWN SIGNIFICANTLY, SO I AM VERY HAPPY WITH THIS PROGRESS AND HER RESPONSE TO THIS TASK.

J - Excellent (above expectations)

IF J HAS DRAWN FROM A HIS OWN PRIMARY SOURCE, WELL THEN THIS SHOULD BE CONSIDERED AN A+ AS OPPOSED TO AN 'A' SINCE IT IS ALREADY EXCEPTIONAL IN HIS EXPLORATION BEYOND THE RESOURCES I PROVIDED TO STUDENTS IN ORDER TO TAKE INSPIRATION FROM (OR SIMPLY USE AS SECONDARY SOURCES). IT REALLY

GIVES ME FAITH IN ONLINE TEACHING, ESPECIALLY SINCE J WAS NOT PRESENT AT THE LIVE CLASS, SO I AM INTERESTED TO HEAR AS TO WHETHER HE REVIEWED THE RECORDED VERSION OF THE LESSON OR JUST FOLLOWED THE HANDOUT TASK INSTRUCTIONS OR OTHERWISE(SUCH AS COMMUNICATED WITH FRIENDS IN CLASS, ETC). IT RATHERING TO SEE THESE DEVELOPMENTS - THE PROJECT WAS SLOW TO START OFF BUT I REALLY FEEL WE (THE LEARNERS AND I) ARE GETTING A BETTER GRIP ON THE FLOW OF THIS NEW EXPERIENCE. ALSO IT RELIEVES ME OF SOME OF THE CONCERNS I HAVE HAD UP TO THIS POINT REGARDING HOW THEY ARE DOING RE.. WELLBEING AND ABILITY TO 'CATCH UP' AND SHOW UP, ETC.

Overall Recommendations:

Do students have a range of grades of pencils? J, for example, needs to use a 2B for this type of drawing. It looks like she's used a H of some type. We discussed grading before, but I won't mention it again until Brian tells me if that was an item included in their home art packs delivered by the school. E may have used black colouring pencil or a heavy Black grade standard graphite pencil for her drawing. Again, the overall feeling in the school is that it is a miracle that many are even present from day to day when in the physical school on a regular day, never mind attending a virtual class, even more so not attending one and still submitting the work assigned for that class! So, I'm loath to even utter any feedback of a critical nature at this time. I think it could be crushing. I have asked E and J (those who have submitted work so far) questions regarding materials, etc, privately on Google Classroom. I am happy to engage with them in a more critical way in this format for now. No 'Boxing' typography homework submitted yet, which will hamper their progress but they will see a demo video for lesson 6 so perhaps that will help them. It is not apparent yet as to whether E and J viewed the demo videos as was instructed (I will have to ask them in class tomorrow, as although I try to communicate with them in the comments under their work submission in the designated assignment section I don't hear back). Again, they do not engage in the chat section, nor do they unmute themselves (which is really bizarre, but I can cope with it... again, I don't want to push in that regard as I have been informed of the situation for many at home and the levels of stress and issues going on for our school student body at this time and I want to respect that and help as much as possible by acting in solidarity with the teaching staff body's approach). They do more so with the former, but it is a long winded and disjointed way of teaching and running a class that should flow. Video available for those who were not present (recorded separate to live class).