

Trinity Comprehensive Ballymun, 2nd Year - Collage & Composition

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

- Take inspiration from text & tear approach (APPLY PRACTICALLY AS OPPOSED TO RECEIVING THEORETICAL INFO.) ✓

strong : learners were experimental and took initiative, they applied contrast (diamond straight lines and tear effect creating a certain look), they made intuitive selections and reflected on aesthetic choices, as well as planned composition as they worked. Answered questions during the slideshow and were verbally responsive as well as attentive and actively engaged.

average: learners cut straight and did not deviate too much from typical cutting techniques and tended to stay with 'safe' choices of images to use for the task.

weak: learners had to be prompted 1to1 to experiment even though the outline and examples had been pitched to everyone at the top of class - they had to be given specific instruction and didn't think independently.

- Take inspiration from specific examples on screen (fellow students work and pre-made work) ✓

strong : learners who were late to the party caught up splendidly again (extremely resourceful and bright children). They were engaged and were able to rephrase things I said to confirm they understood. Generally learners engaged quietly and thoughtfully in the process. One student asked "are we gluing today" and it was a pleasant exchange and suggested on point scaffolding and differentiation where I am at that sweet spot with the learners where they are capable, can handle the workload but are hungry for the next step. Very reassuring and validating. Good flow.

average: Learners stayed in the safe zone, didn't respond to my prompts verbally, were quiet and slightly withdrawn, but worked at a steady enough pace, producing less complex cuttings and less experimental imagery.

weak: learners had to be asked to look at the screen a second time and some required a repeat of the task, but less so than before which shows real improvement. There is overall improvement.

- Begin planning composition as student works on the cutting task from pre-existing artwork out of folders built up over past two years with Mr. Cheevers. ✓

strong : Learners were enthusiastic and were confident with moving to this phase

average: Learners were sure of their choices but resisted decision making

weak: Learners refused to see any content even though it was in front of them and they were prompted