

Trinity Comprehensive Ballymun, 5th Year History of Art - Appreciation of Art/Film

ST personal class Reflection

This goes at the end of the lesson plan after each class.

It is a Personal Statement indicating the effectiveness of your teaching and pupils' learning.

Include reference to the image of strong, average and weak student work from the class clearly identified in the manner described below.

Reflect on how the class went in the light of the Lesson Intentions planned. Were **outcomes** achieved? If yes, why? If not, Why not? Keep reflection **analytical rather than descriptive**.

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

- Interpret an excerpt from a film (Kes) and interpret film elements already touched on, including camera shots and narrative plus mood based on lighting. ✓

strong : learners referred to the aesthetics, the set design, as well as location of the excerpt, commenting on the use of light and dark within each shot. 'Dreary', 'depressing'. Some students connected the visual qualities of the shots as akin to the school(classroom) experience of being made ashamed and 'wanting to hide' or 'disappear'.

average: learners focused mostly on plot, but when prompted to refer to the plot on the basis of filming techniques and visual qualities, were able to echo back or agree with what other students had already said or at least add some degree of opinion based on prompts and proposals - i.e.: "Would you agree or disagree that the wide shot makes the protagonist shrink and seem a bit lost amongst the other students, why so, explain a little further the visual impact of such a scene/shot?"

weak: learners felt they needed to see more of the film to be equipped to answer on the aesthetics of the style of film and they let the chance to engage critically pass them by often detaching and wanting to leave.

- View a trailer of a film and read a review of the film with a view to critical interpretation. ✓

strong : learners automatically engaged in responding to the visual aspects of the trailer as opposed to commencing on the narrative, but they used the plot as a reference point to mark mood, for example, on the basis of tone/contrast and colour palette. Connections were made to that which was discussed in class.

average: Learners asked questions rather than remaining quiet although they felt they could not comment on the visual facets of the clips within the trailer.

weak: learners did not seem to have read the review and did not engage or answer questions, seeming to rely on leaving the answering to the more vocal learners.

- Create a written mini film review based on a screening of a trailer. ✓

strong : Learners presented homework the following day

average: Learners asked for a grace period to fulfill the task

weak: Learners have not submitted work, but seem to have reasonable notes taken, which is a reassurance

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

Had handouts and a better way for me to document their thinking. Balance the Q&A phase of class out with some verbal and some written or visual drawings.

Possible Areas for Discussion:

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

Silence is appreciated in this class. They don't like when I speak as they try to write.

Terminology was a bit bumbly at times throughout this class just due to my own mood/energy level, but enough clarity that students were focused, obedient and responsive. My own ability to make the student who struggles lifted up that they can feel worthy of giving their opinion and responding openly to Qs posed is sharp enough. I find a good balance to make all feel heard. Pupils were nervous but warmed to answering - many were not afraid to answer 'wrongly'...

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

Delivery was timed well. I was aware of the break for a double class. Unfortunately the first screening was vague due to natural light even when classroom lights were off, so I made up with the next screening by taking Brian's advice and turning the desktop computer around and gathering as a (socially distanced) group in front of class. It was a good SS because it created dialogue around adaptations and the current English curriculum.

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

It could have been less discussion based, but that is just naturally how it went. However I will try a different manner of creating formalised dialogue and gaining responses, again, through note taking, answering a set of Qs or making a small drawing.