



**University of
Reading**

Supporting Material for Essay Question:

Can collaborative art and design projects, in secondary education,
promote affective development and effective peer feedback?

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6. Appendices

AP6.1. Proposal

Proposal Form for EDMPIP Project

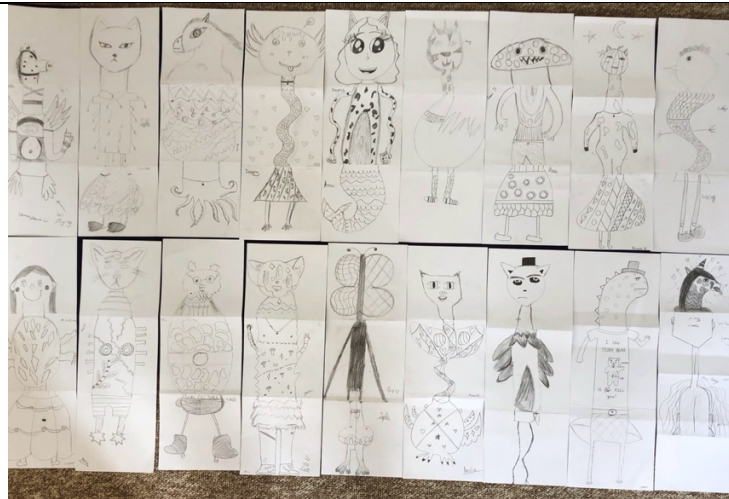
Name of RPT:	Tara Kent
Complete this form and email to Mark.Aitchison@reading.ac.uk when it is complete. You will receive formative feedback on your plans. You can use bullet points or write in prose. Remember that the more detail and thought you put in this form, the easier you will find writing up the methodology section of EDMPIPb	
The issue	Identify the precise issue you are investigating. <i>This should follow logically from your literature review. You can present it as a set of research questions, hypotheses or success criteria.</i> Do collaborative projects, in secondary art and design education, promote affective development and effective peer feedback?
Your project	Explain what you plan to do in your teaching to investigate the identified issue <i>How many lessons? Why? Refer to your literature review and research questions. Justify your methodological choices by referring to previous studies, or from the literature on methodology. A range of methodology texts are listed on the Talis reading list EDMPIP.</i> I am designing a collaborative art and design project. The theme will be the sea using collagraphs. It will be delivered over at least a 10-week period. I believe that it will need a long period of time to embed collaborative processes in Year 8 students. I believe that there is a lot of support and guidance for teachers to apply to their lessons and I feel that this will be a key area for development in education in the future.
The participants	Identify a possible group of pupils and why they would be ideal for this project <i>How old? How many? Is gender important? Why did you choose this group? How long have they been learning your subject? How many lessons do they have per week/fortnight?</i> I am picking my year 8 students because they are young enough to be more open in their feedback and I think this could have a positive impact on them moving forward. They are 12- 13 years old. I have 29 students in this class. They were not my first choice but through timetabling and other considerations I did not really have a choice. I do not believe them to be an ideal class or age range for my essay question however I will endeavour to prove myself wrong. Gender is also an issue. I have 10 girls out of a class of 29 students. I am planning on putting them into groups of 6, so 2 girls to 4 boys, barring one group which will have 5 students instead of 6. They have been in

	secondary education learning art for 1 ½ years. I have them for 1 lesson each week.
Data collection	State the types of data you will collect to investigate the issue. <i>Explain why these are the most appropriate ways of investigating this issue, with reference to research methodology literature or other empirical studies.</i>
	I will collect feedback forms; evaluate conversations and I will act as a facilitator and conductor. Prioritising group work and self-analysis. I do not know what methodology I need to use yet. I am hoping to speak to you regarding this. Advice would be greatly appreciated.
Data analysis	Explain how you plan to analyse your data. <i>What methods are commonly used in research in your subject area? A range of methodology texts are listed on the Talis reading list EDMPIP.</i>
	I will have to analyse students feedback, my personal interviews/observations on the teams and rely somewhat on other teaching staff who are present in the room to give me their feedback.
Ethical implications	Demonstrate that you understand the ethical implications. <i>What ethical aspects will you have to consider? What have you decided to do or not do as a result of the ethical implications of working in school?</i>
	I don't feel there are any severe ethical implication in my study. Perhaps, at worst, it may lead to students disagreeing with each other and arguing. At best it will help them greatly in their future learning and ability to function in groups.

AP6.2. Action Plan

Action Plan for EDMPIP Project

Name of RPT:	Tara Kent		
This is important. It helps us assess the ethical implications.	Have you discussed the dates of the project with your professional tutor/curriculum mentor and the usual teacher of the project class?	Yes YES	No
	Have they agreed the project plan and dates?	YES	
Use the table below to plan your project, with dates.			
- Send the completed form to Sarah or Jo by email once you have feedback on your Proposal. - Include expected dates for the following: - carrying out the project – which lessons and what will you do in them? - analysing the data - writing up your results/findings and discussion - revising your literature review after formative feedback and possible further reading - Extend and adapt the table to include ALL your plans.			
Date	What will you be doing?		
Thursday 28th March:	Lesson 01 (Introduction)		
	Introduced myself as their new teacher for this next project. Following on from their Steampunk animal designs, I got them to do a fun task that involved collaboration, creating a Mythical Beast. <u>Starter</u> Talked about steampunk and the inside verses the outside of ourselves. <u>Content</u> I got them to create a mythical beast in groups of 3. Folding paper into 3 parts. They were responsible for doing a section before passing it on to someone else in their group to do the next part. Each individual would have drawn a head, a body and a bottom part, creating a mythical beast. <u>Plenary</u> We got them to give informal feedback on each table.		



**Thursday
18th April:**

Lesson 02 (Create a Character) Capture Baseline

Starter

Giving them a group-based tasks to create a sense of unity. I will start off with a quick paced task first, building something out of lollipop sticks, or something like that.

Video of Inside / Out.

Mythical Beast task continued

- Show them a 30 second clip of a Cockatrice. A mythical beast dish that chefs used to create during the Medieval era. It was made from many animals.
- I will then give them back their mythical beasts to write about their Mythical Beasts on the back of the sections of the animals and pass it on.

Box 1

The first box will be to write about their mind. Are they clever? Do they have a talent? If so, what are they? What goes inside minds? Do they like Art or Maths. What do they like to do in their spare time.

Box 2

What is their personality like? Are they funny because they are good at telling jokes? Are they sad because they feel lonely? Do they have lots of friends? Are they scared of something? Maybe your Mythical Beast has a story that you want to tell.

Box 3

What can their body do that no one else's body can? Are they fast or slow, do they move in a different way? Can they fly? Do they crawl?

Group Discussion/Collaboration

Give the tables time to read out the text of each Mythical Beast and decide on their names. Each table should now have 6 characters on each table.

Peer Feedback

Students now give each other feedback on the Mythical Beasts and decide on their two favourite Tops, Middles, and Bottom sections to combine into two Mythical Beasts using clay.

Plenary

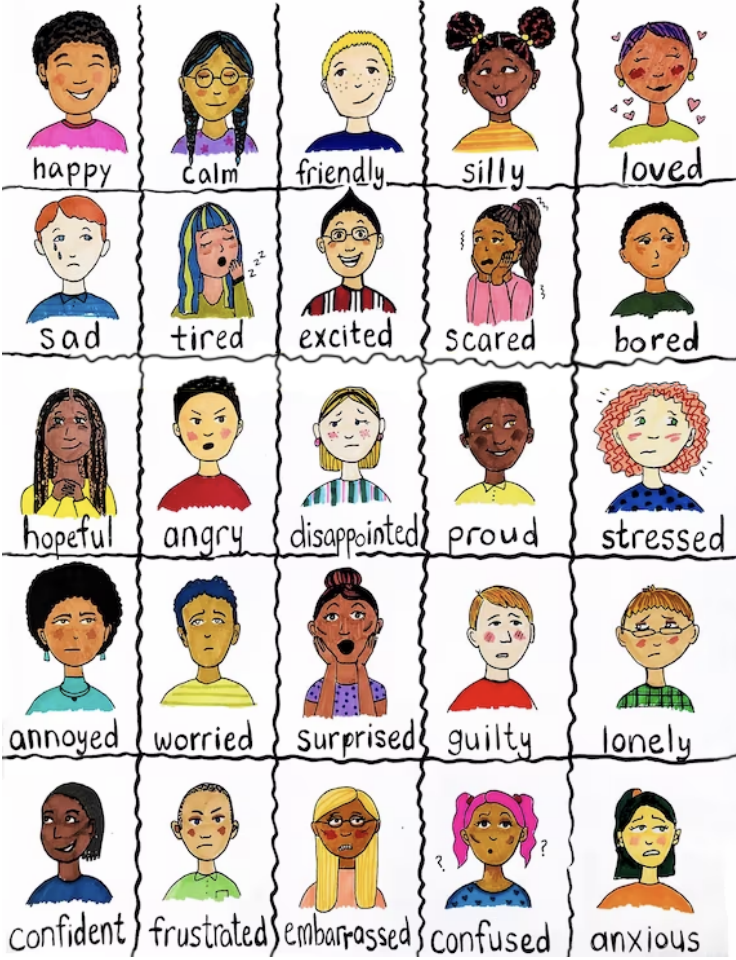
Questions surround Cockatrice they have already learnt.

Exit Ticket

Talk them through the Exit Ticket, make sure they understand the words, "collaboration/collaborating, involves" and how to fill it out. Fill out Exit ticket using feelings resource provided. Must be done in silence.

I will collect the baseline data during this lesson and analyse it as I go.

★ ★ ★ EXIT TICKET ★ ★ ★	
1 Name:	4 How did you feel whilst collaborating?
2 I know what collaboration involves.	
○ ○ ○ ○ strongly disagree disagree agree strongly agree	○ Loved 😊 Confident 😄 Happy 😌 Calm 😟 Worried 😞 Sad 😡 Angry
3 I think that collaboration involves	
.....	
.....	
.....	
.....	

	
Thursday 25th April:	Lesson 03 (Design 2 Monsters)
	<u>Starter</u> I will give them another fun group task. Stacking cups or making something stable in a 5-minute period with a strict criterion of who can create the highest and most stable structure out of x amount of plastic cups. <u>Watch Short Clip</u> Then we will watch a short clip from Disney's, "Inside Out" film. The opening scene. This will let them see that we all have different emotions inside of ourselves. <u>Class Discussion</u> I will then move over to talking about our feelings when we work in groups, and how interesting things can happen in groups that wouldn't happen in other situations, and this is ok. I will then ask them to talk about how they functioned in their groups. What they noticed etc. Creating a sense of introflection.

	<u>Group Task</u> Design their 2 Monsters using their 6 designs. They will need to choose 2 heads, 2 bodies and 2 bottoms from the 6 designs on their table. They can cut up the monsters if they want to and play around with different designs. <u>Plenary (Questioning)</u> Ask students questions about how they think we can create healthy functioning groups. Hopefully rules, guidelines, asking questions, giving reasons etc will come up. <u>Exit Ticket</u> Collect data. Analyse as I go, adjust as needed.
Thursday 2nd May:	Lesson 04 (Start Building Mythical Beasts)
	<u>Starter</u> Group on group feedback on designs. <u>Content</u> <u>Demonstration from me on building with clay</u> <u>Scaffolding will be made to help support them.</u> <u>Video on in background as extra support to give more independence.</u> Start building clay parts. They need to distribute tasks and work together to achieve. <u>Plenary</u> More discussion on groups and feedback. What does good feedback look like. <u>Exit Ticket</u> Collect Data. Analyse as I go, adjust as needed.
Thursday 9th May	Lesson 05 (Continue with Clay Builds)
	<u>Starter</u> Problem-solving session, where they plan out what they are going to do for the lesson. Talking cards introduced and talking map for someone to oversee. <u>Content</u> Continue with their builds.

Plenary

Whole-class discussion on what they have noticed about their group work, if there are any patterns that they see in themselves etc. How can they make their group work even better?

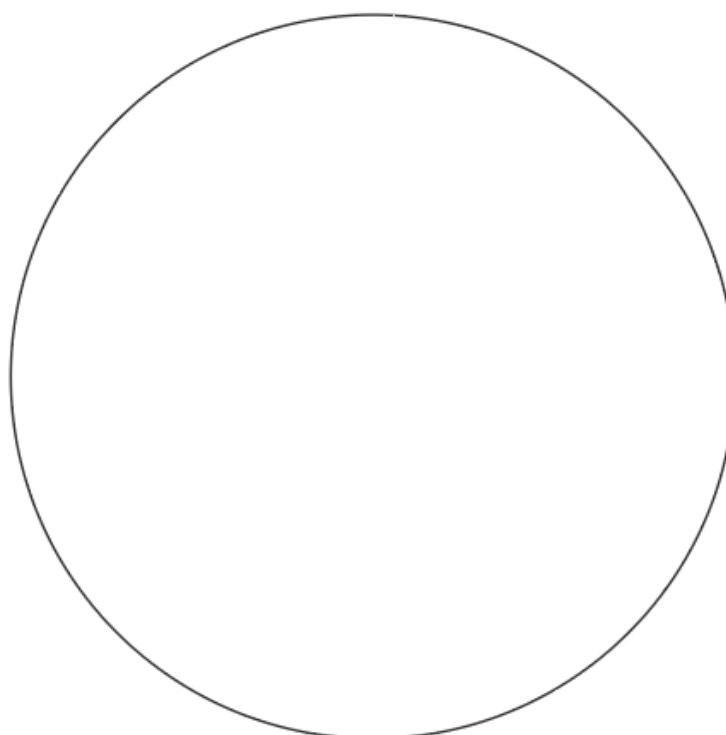
Exit Ticket

Collect Data.

Analyse as I go, adjust as needed.

Team	
Date	
Topic	

Discussion Map



	 The image shows a wooden desk with a keyboard in the top left. On the desk are several stacks of cards and individual cards. The orange cards are stacked and list: Decide, Persuade, Ask, Describe, Opinion, Discuss, Listen, Remember, Tell, Interrupt, Argue, Reason, Share. The yellow cards are stacked and say: I can say more!, because..., because.... The green cards are laid out and say: I can say more!, my turn to listen, I agree with because....., what do you think?, my turn to talk, I'm in with the group decision, why do you think that?, I don't agree with because...... The red cards are stacked and say: I don't agree with because....., why do you think that?, I can say more!. The blue cards are stacked and say: think?, more!. The purple cards are stacked and say: I don't agree with because......
Thursday 16th May:	Lesson 05 (Repeat Baseline)
	<u>Starter</u> Group work and feedback retrieval task. <u>Content</u> Build their Mythical Beasts. <u>Plenary</u> Group Feedback. WWW, EBI, with reasoning. <u>Exit Ticket</u> Collect Data Analyse as I go, adjust as needed.
Writing up my findings:	18 th 19 th May. Plus 2 days off to be confirmed. 25 th , 26 th , 27 th , 28 th , 29 th May
Data 25 th , 26 th May	Divide quantitative and qualitative data up and analyse the two.

AP6.3. Data Collection Tools

AP6.3.1. Exit Ticket

Front

EXIT TICKET

1 Name: _____

2 I know what teamwork involves.

☐

strongly disagree

☐

disagree

☐

agree

☐

strongly agree

3 I think that teamwork involves...

Back

EXIT TICKET

4 Working in my team made me feel...

☐			because ----- ----- ----- ----- ----- ----- -----
	Loved		
	Confident		
	Happy		
	Calm		
	Worried		
	Sad		
	Angry		

AP6.3.2. Readability Calculator Results for Exit Ticket

Readability Calculator

Enter your text and click the **Calculate Readability** button!

Name. I know what teamwork involves. I think that teamwork involves.
Working in my team made me feel. Because.

Calculate Readability

Your results

Readability Scores:

Flesch-Kincaid Reading Ease:	91.7
New Dale Chall Readability:	4.3
Spache Readability Score:	1.4

Readability Grades:

Flesch-Kincaid Grade Level:	1.4
Gunning Fog Index:	1.5
Coleman-Liau Index:	11.1
SMOG Index Score:	3.3
Automated Readability Index:	2

AP6.3.3. Exit Ticket Accompaniment (without coding system)



AP6.3.4. Discussion Map Sheet

Team	
Date	
Topic	

Discussion Map

AP6.3.5. Individual Peer Feedback Form

Peer Feedback Form	
Feedback for:	
Feedback from:	
WWW:	
Why?	
EBI:	
Because	

AP6.3.6. Group Peer Assessment Sheet

Success Criteria for Mythical Beast (peer assessment)

Mythical Beast's Name Created by Team
 Assessed by Team

QUALITY		1	2	3	1	2	3	1	2	3
		LOW			MEDIUM			HIGH		
Relief	Built up areas. Clay was added and built up.									
Engraving	Carving down into the clay. Imprinting etc.									
Texture	Surface has a variety of texture - it feels fluffy, hairy, bumpy, smooth.									
Patterns	A sequence of lines, curves, zigzags, dots, scales etc.									
Composition	Has different shapes to draw the eye in. Is visually interesting.									
Build Quality	Slip and score has been used, no air bubbles and at least 1cm thick tile.									
Background and Joins	Mythical Beast joins together well. Is clearly together, coherent.									
Refinement	Is of high quality. Smooth edges and looks neat and tidy. Exhibition ready.									
TOTAL										

AP6.3.7. Group Self-Assessment Sheet

Success Criteria for Mythical Beast (self-assessment)

Mythical Beast's Name Created by Team

QUALITY		1🌑	2🌑	3🌑	1★	2★	3★	1💎	2💎	3💎
		LOW			MEDIUM			HIGH		
Relief	Built up areas. Clay was added and built up.									
Engraving	Carving down into the clay. Imprinting etc.									
Texture	Surface has a variety of texture - it feels fluffy, hairy, bumpy, smooth.									
Patterns	A sequence of lines, curves, zigzags, dots, scales etc.									
Composition	Has different shapes to draw the eye in. Is visually interesting.									
Build Quality	Slip and score has been used, no air bubbles and at least 1cm thick tile.									
Background and Joins	Mythical Beast joins together well. Is clearly together, coherent.									
Refinement	Is of high quality. Smooth edges and looks neat and tidy. Exhibition ready.									
TOTAL		🌑			★			💎		

AP6.3.8. Scoring Rubrics for AP6.3.6. and AP6.3.7.

Scoring Rubrics

1🌑	(1 out of 3 parts) has no or low quality
2🌑	(2 out of 3 parts) has no or low quality
3🌑	(3 out of 3 parts) has no or low quality
1★	(1 out of 3 parts) has medium quality
2★	(2 out of 3 parts) has medium quality
3★	(3 out of 3 parts) has medium quality
1💎	(1 out of 3 parts) has high quality
2💎	(2 out of 3 parts) has high quality
3💎	(3 out of 3 parts) has high quality

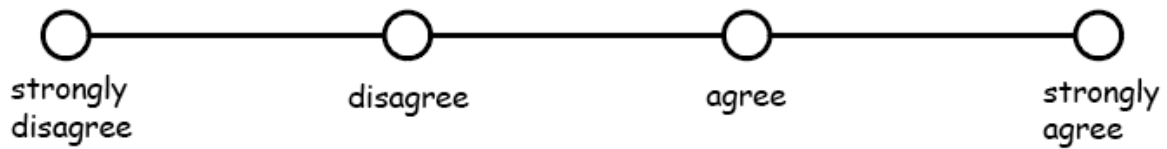
AP6.3.9. Subject Specific Terminology Test Sheet

#	What's my name?	Bonus Round
1		What am I used for?
2		What temperature do I reach?
3		What can you do with me?
4		What material am I made of?
5		What am I used for?
6		What am I used for?
7		Which room, in your house, might you find me?
8		How do you make sure I don't fall over?
9		What thickness should I be?
10		What makes this technique so important?

AP6.4. Coding and Data Collection Methods

AP6.4.1. Coding for Quantitative Data, Likert Scale, Stacked Bar Charts

I know what teamwork involves.



Students' *perceived* understanding of what '...teamwork involves' was taken in the form of a Likert scale where each member of the team contributed 16.666% of the total score for that team.

AP6.4.2. Coding for Quantitative Data, Feelings Scatter Plot

Numerical Assignment for Students' Feelings During Teamwork.



AP6.4.3. Keys for Students' Coding Systems

Key: Attitude to Learning (AtL)	
EX	Excellent
	Good

Key: Progress 8 Score	
H1	Highest Tier
H2	High Tier
M1	Medium to High Tier
M2	Medium Tier
00	No Data

Key: Reading Age of Student (RA)	
RA:14	14 years old
RA:14+	Above 14 years old
RA17+	Above 17 years old

Key: Students' Needs	
SENS	Special Educational Needs
PP	Pupil Premium
FSM	Free School Meals
EAL	English as an Additional Language
LA	Looked After Child
YC	Young Carer

Key: Students' Anonymity Codes		Students' Number					
Students' Colour		1	2	3	4	5	6
Red	R	R1	R2	R3	R4	R5	R6
Yellow	Y	Y1	Y2	Y3	Y4	Y5	Y6
Blue	B	B1	B2	B3	B4	B5	B6
Green	G	G1	G2	G3	G4	G5	G6
Purple	P	P1	P2	P3	P4	P5	P6

AP6.4.4. Original Seating Plan
28th March 2024 and before.

 H1 Student P2  	 H1 Student Y3  	 M2 Student Y4  
 H1 Student G2  	 00 Student Y5   RA:17+	 H1 Student R2   SENS

 00 Student P6   RA:14+	 H1 Student B1  
 M1 Student B4  	 H1 Student B6  
 M1 Student G5   FSM PP YC	 H1 Student Y2   FSM PP LA

 H1 EX Student R3   EAL	 M2 Student B5  
 M2 Student P1  	 M2 Student B3  
 M2 Student R1  	 H1 Student P3  

 M1 Student P5  	 M2 Student G1  
 H1 Student G4  	 H1 Student R6  
 00 Student R5   RA:14 FSM PP	 00 Student G6  

 M2 Student B2  	 M2 Student P4  
 M1 Student Y6   EAL	 M2 Student G3   FSM PP
 M2 Student R4   SENS	 M2 Student Y1   EAL SENS

AP6.4.5. Revised Seating Plan

18th April 2024 and onwards.

 M2 Student P1 0 0	 H1 Student P3 0 0	 M2 Student P4 0 0
 H1 Student P2 0 0	 M1 Student P5 0 0	 00 Student P6 0 0 RA:14+

 H1 Student B1 0 0	 M2 Student B2 0 0
 M2 Student B3 0 0	 M2 Student B5 0 0
 M1 Student B4 0 0	 H1 Student B6 0 0

 M2 Student G1 0 0	 H1 Student G2 0 0
 M1 Student G5 0 0 FSM PP YC	 M2 Student G3 0 0 FSM PP
 00 Student G6 0 0	 H1 Student G4 0 0

 M2 Student R1 0 0	 H1 Student R2 0 0 SENS
 H1 EX Student R3 0 0 EAL	 00 Student R5 0 0 RA:14 FSM PP
 M2 Student R4 0 0 SENS	 H1 Student R6 0 0

 M2 Student Y1 0 0 EAL SENS	 H1 Student Y2 0 0 FSM PP LA
 H1 Student Y3 0 0	 00 Student Y5 0 0 RA:17+
 M2 Student Y4 0 0	 M1 Student Y6 0 0 EAL

AP6.5 Data

AP6.5.1. Red Team's Qualitative Data

Lesson	Student	I know What Teamwork Involves					I think that teamwork involves...
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	
2	R1				Y		lisening to each other, excepting each others opinions and having fun in genral
	R2				Y		lsint to people opint and stuff
	R3				Y		working together respectfully
	R4					Y	listening to each other and building on each other's ideas to make them better and more developed to produce the best result
	R5				Y		
	R6					Y	
Total		0	0	0	4	2	
3	R1				Y		lisening to each other and thinking of good ideas
	R2				Y		people be inclusive
	R3				Y		working together and respecting other's opinions and having fun together
	R4					Y	respeting boundries and be kind
	R5				Y		communication
	R6					Y	respecting boundaries, making sure everyone speaks
Total		0	0	0	4	2	
4	R1				Y		lisening to each other

	R2				Y		team work
	R3				Y		Respecting others opinions
	R4					Y	respect
	R5				Y		conversation
	R6					Y	respect
Total		0	0	0	4	2	
5	R1				Y		Working together
	R2				Y		happy
	R3				Y		being respectful
	R4					Y	working together
	R5				Y		communication and teamwork
	R6					Y	respect
Total		0	0	0	4	2	
6	R1				Y		conversation/communication
	R2				Y		helping others
	R3				Y		respecting other people's opinions and both giving and listening to ideas and also understanding other people's ideas
	R4					Y	Respecting boundaries. Using and building on each others ideas to make them the best they can be
	R5				Y		everyone working together
	R6					Y	conversation/communication
Total		0	0	0	4	2	

Table 1. Students' responses to the statement "I know what teamwork involves"

Lesson	Student	Working in My Team Made Me Feel									Average Mood	Because
		Loved 3	Confident 2	Happy 1	Calm 0	Worried -1	Sad -2	Angry -3	Other	Other Value		
2	R1			Y							1	I like working with people but 4 people is enough and I have fun when we all work together
	R2			Y	x		Y	Y	In the middle	0	-1	people, OK
	R3			Y							1	I like the people in my group
	R4			Y							1	I'm working with my friends and having fun
	R5										1	
	R6										1.375	
3	R1			Y							1	I like working in groups of people and it makes me happy
	R2			Y	x				in the middle	0	0.5	it was fun but some time overwhelming
	R3			Y							1	they are a fun team to work with
	R4				x				idk	0	0	reasons
	R5			Y							1	

	R6			Y							1	they are my friends
4	R1			Y							1	I like working together
	R2			Y		x			Stressed	-1	0	clay
	R3			Y							1	we made clay
	R4		Y								2	I was with friends
	R5			Y							1	its fun
	R6			Y							1	clay
5	R1			Y							1	I like working with other people
	R2			Y							1	people
	R3			Y							1	I like my group and we made clay
	R4			Y							1	I'm working with my friend
	R5			Y							1	it's cool
	R6		Y	Y							1.5	I was with friends
6	R1			Y							1	I like working with other people and I find it fun
	R2			Y							1	people on my table
	R3			Y							1	everybody gets to share ideas and we got to make clay
	R4			Y							1	I am working with my friends and

												they make me happy
	R5			Y							1	I don't have to be independent
	R6		Y								2	I'm with friends and feel respected

Table 2. Students' responses to "Working in my team made me feel...because..."

AP6.5.2. Red Team's Quantitative Data

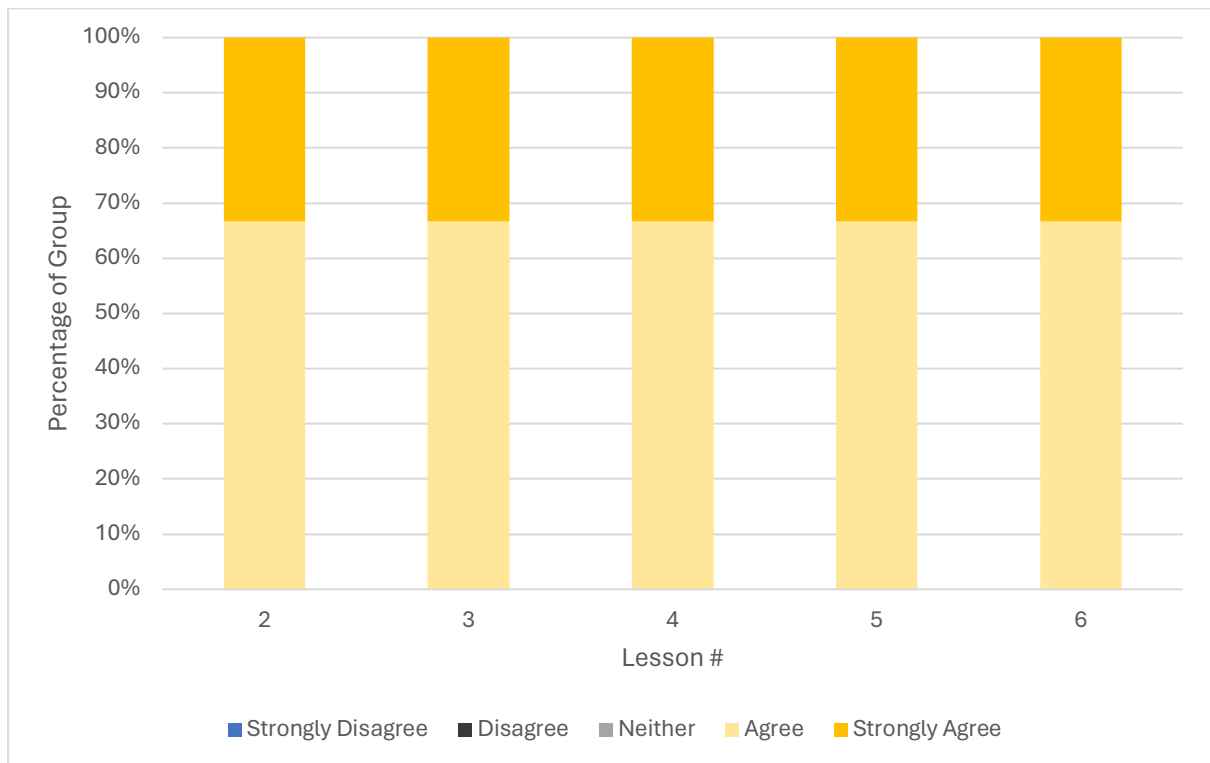


Chart 1. Likert Scale Response from the Red Team over 6 weeks.

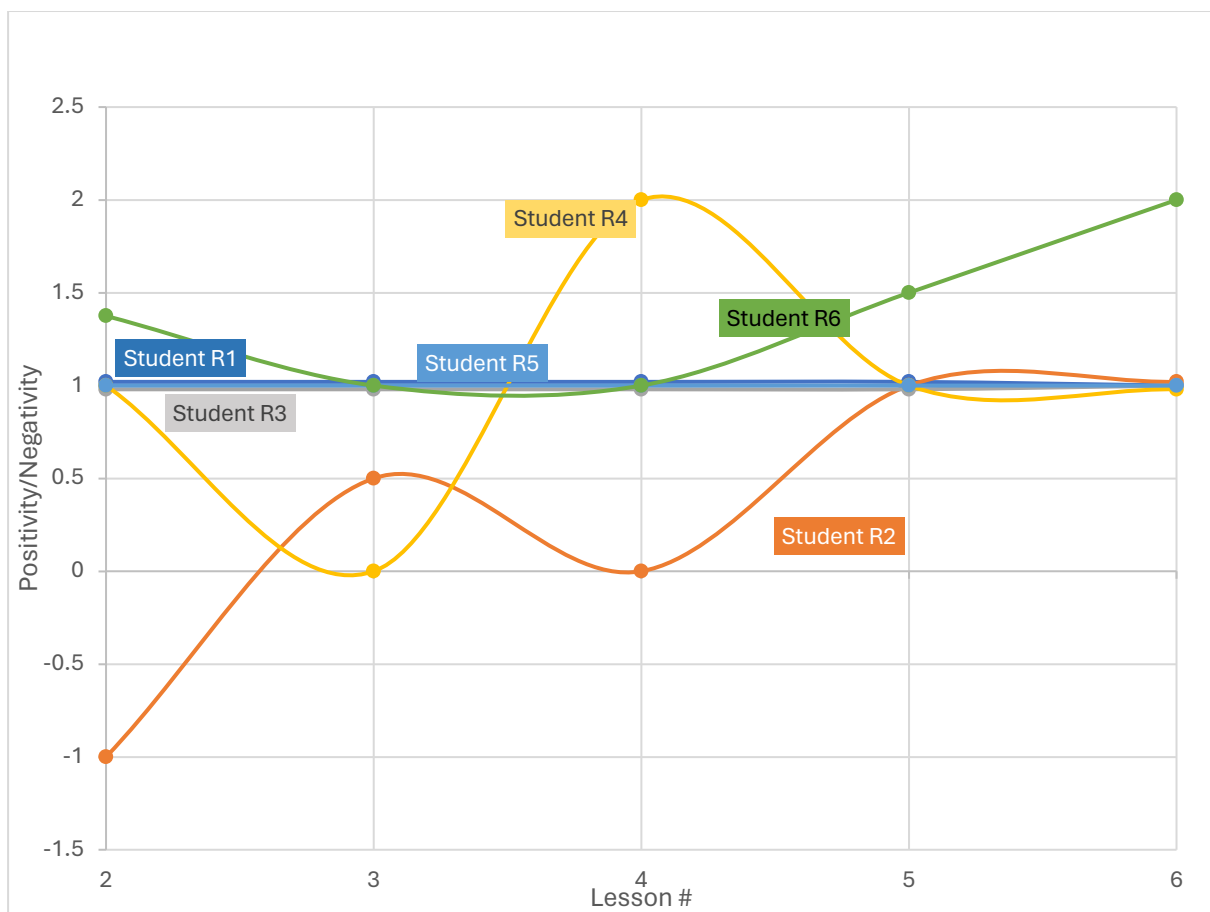


Chart 2. Feelings Scatter Plot from the Red Team over 6 weeks.

AP6.5.3. Yellow Team's Qualitative Data

Lesson	Student	I know What Teamwork Involves					I think that teamwork involves...
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	
2	Y1					Y	
	Y2					Y	working together with people (even if they aren't your friend)
	Y3					Y	allowing everyone to talk and share opinions as ideas in order to allow a fair group work setting
	Y4				Y		everyone joining in and listening to others
	Y5		Y				kindness + preppyness
	Y6			Y			alowing others to talk, listen, don't be rude
Total		0	1	1	1	3	
3	Y1					Y	sharing ideas and having fun
	Y2					Y	sharing ideas
	Y3					Y	everyone working together to help each other to create something * gorgeous *
	Y4				Y		everyone working together
	Y5				Y		togetherness and kindness
	Y6			Y			Letting other people talk and use cards to help with communication
Total		0	0	1	2	3	
4	Y1					Y	Working together
	Y2					Y	listening to others
	Y3					Y	Working together
	Y4				Y		Working with each other and listening to ideas
	Y5				Y		kindness

	Y6			Y			listening, having fun
Total		0	0	1	2	3	
5	Y1					Y	working together and having fun
	Y2					Y	working together
	Y3					Y	everyone helping each other
	Y4				Y		everyone joining in and helping
	Y5				Y		kindness +
	Y6			Y			being kind to others
Total		0	0	1	2	3	
6	Y1					Y	
	Y2					Y	working together. Teamwork makes the dream work.
	Y3					Y	
	Y4				Y		
	Y5				Y		communication and listening
	Y6			Y			listening to each other opinions and to not be afraid to speak up
Total		0	0	1	2	3	

Table 3. Students' responses to the statement "I know what teamwork involves"

Lesson	Student	Working in My Team Made Me Feel										Because
		Loved	Confident	Happy	Calm	Worried	Sad	Angry	Other	Other Value	Average Mood	
		3	2	1	0	-1	-2	-3				
2	Y1										1.333	
	Y2		Y	Y	Y			x	Annoyed	-3	0	I like the people in my team because they are funny and preppy
	Y3			Y							1	we all worked together to create some of the best backstories for our characters and I laughed a lot. I love Bob and Mr. Melon Moonpest they're so preppy and I love it.
	Y4		Y	Y				Y	hungry	0	0	because I feel included and everyone listens to each other
	Y5			Y	Y			Y	hungry	0	-0.667	they are all preppy funny, and yes all that :)
	Y6		Y	Y				Y			0	people actually lisened to me and I listened to them in the end it was good. And angry because one person didn't listen to me (rude)

3	Y1				Y						0	I didn't have to talk
	Y2		Y	Y	Y						1	I'm with people I like
	Y3	Y	Y	Y							2	We work greatly as a team and create nightmarish things x cos we love Mr & Mrs Melon Moonpie
	Y4		Y	Y							1.5	I am able to feel included and tell my opinion about something without being embarrassed
	Y5				Y			Y	Hungry	0	-1.5	I am ready for lunch :o) and relaxing is work colour
	Y6				Y	x		Y	Tired	-1	-1.333	im not sure I just do.
4	Y1		Y								2	they let me speak
	Y2		Y	Y	x				tired	0	1	it is period 4 on a Thursday
	Y3	Y	Y	Y	Y						1.5	it's fun and I enjoy it x
	Y4		Y	Y							1.5	I feel included and have a voice
	Y5			Y	Y			Y	hungry	0	-0.667	I would love food and happy
	Y6		Y	Y				Y			0	I like my team, make me included
5	Y1		Y								2	they let me speak

	Y2		Y	Y	Y						1	We were talking about stuff
	Y3		Y	Y	Y						1	I'm happy and everyone works together and gives others a chance
	Y4		Y	Y					Hungry	0	1.5	I am included
	Y5		Y	Y	Y				Hungry and tired	0	1	It's lunch and I like my table
	Y6			Y	Y						0.5	it was fun
6	Y1										1.333	
	Y2		Y	Y	Y						1	it was really quiet
	Y3										1.375	
	Y4										1.125	
	Y5		Y	Y	Y				Tired	0	1	I am happy with my teamwork
	Y6		Y	Y	Y						1	art is a nice subject and I feel more confident in this topic

Table 4. Students' responses to "Working in my team made me feel...because..."

AP6.5.4. Yellow Team's Quantitative Data

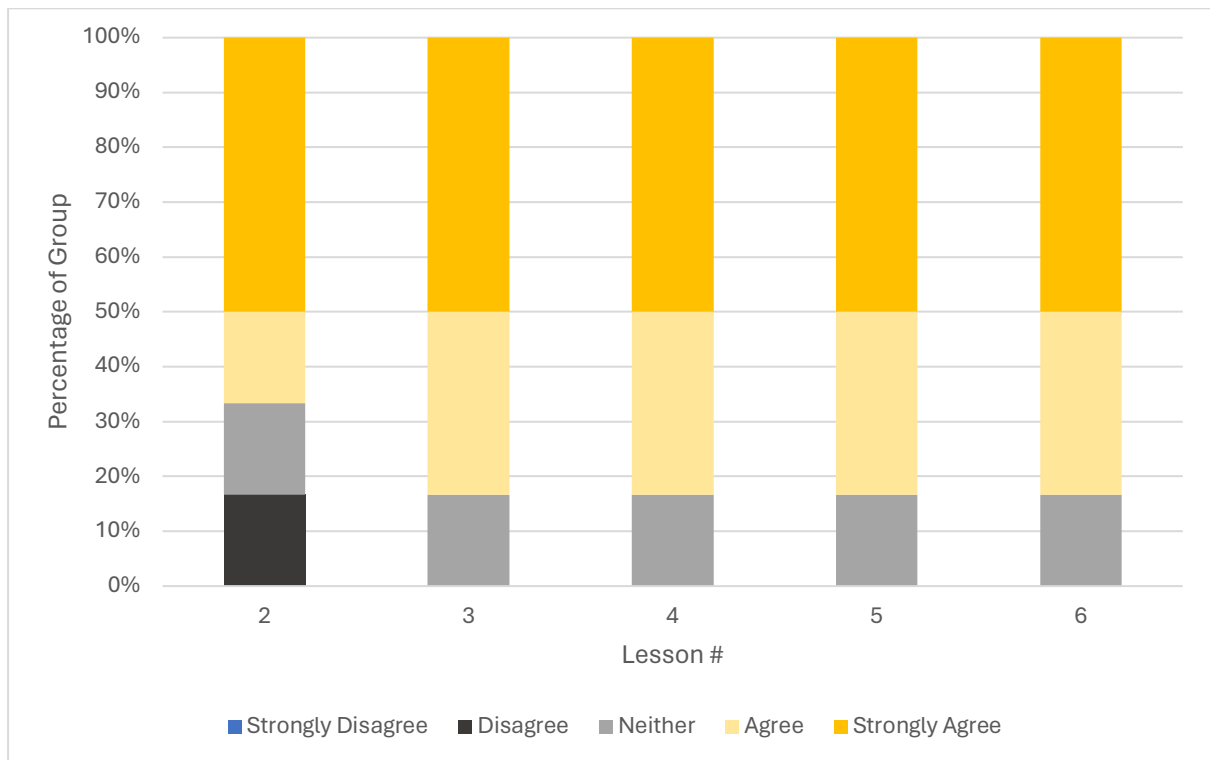


Chart 3. Likert Scale Response from the Yellow Team over 6 weeks.

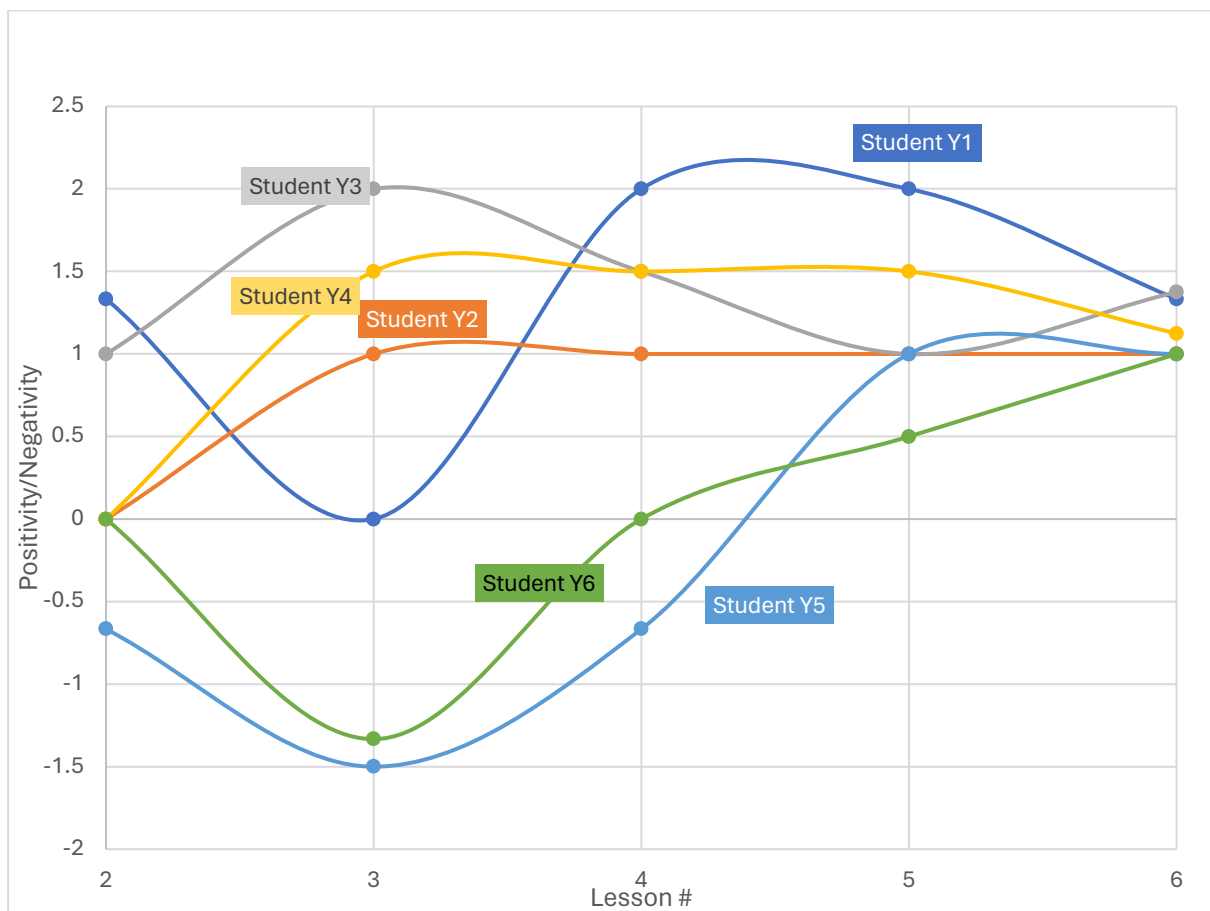


Chart 4. Feelings Scatter Plot from the Yellow Team over 6 weeks.

AP6.5.5. Blue Team's Qualitative Data

Lesson	Student	I know What Teamwork Involves					I think that teamwork involves...
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	
2	B1					Y	Listening to each other Talk with each other Accept each other Listen to other opinions
	B2					Y	helping each other and having fun
	B3				Y		listening to each others ideas
	B4				Y		listening to everyone's opinion and agreeing
	B5				Y		agreements and listening to each other
	B6					Y	everyone helping and desiding on a topic
Total		0	0	0	3	3	
3	B1					Y	listening to each other
	B2					Y	helping and communicating
	B3				Y		sharing and listening to each others opinions and feelings and caring for each other
	B4				Y		kindness and patience because you have to wait and listen to other peoples opinions.
	B5				Y		letting people speak
	B6					Y	everyone
Total		0	0	0	3	3	

4	B1					Y	listening
	B2					Y	kindness
	B3					Y	listening to peoples ideas
	B4				Y		care for each other
	B5				Y		agreeing with each other
	B6					Y	everyone contributing supporting and helping each other
Total		0	0	0	2	4	
5	B1					Y	listening
	B2					Y	kindness
	B3					Y	helping each other
	B4				Y		patience
	B5				Y		agreeing with each other
	B6					Y	Talking in a group and involving everyone
Total		0	0	0	2	4	
6	B1					Y	listening to each other
	B2					Y	kindness
	B3				Y		
	B4				Y		patience
	B5				Y		listening to each other
	B6					Y	helping each other and listening
Total		0	0	0	3	3	

Table 5. Students' responses to the statement "I know what teamwork involves"

Lesson	Student	Working in My Team Made Me Feel									Average Mood	Because
		Loved	Confident	Happy	Calm	Worried	Sad	Angry	Other	Other Value		
		3	2	1	0	-1	-2	-3				
2	B1				x				Middle	0	0	I was a bit over stimulated. And I don't really talk to anyone else on the table before.
	B2			x					Silly / having fun	1	1	we were having fun creating our monster thingy and its characeristics :) :) :) :) :) :)
	B3			Y							1	everyone listened to my ideas and worked together very well
	B4		x						Super happy	2	2	everyone gets to share their idea and talk to one another
	B5				Y						0	everyone agreed straight away and is was stress free with no arguments
	B6					x			Bored	-1	-1	two people were persuading people to want to do one thing and one person said they like having arguments with me
3	B1						x		Over-whelmed	-2	-2	it was a bit loud and too many thinkgs were going on
	B2			Y					Crazy / silly	1	1	It was really fun making up our stories
	B3			Y							1	We all listened to each other

	B4	x							Overjoyed	3	3	it was fun and I enjoyed it
	B5				Y						0	everyone was fine with all the ideas
	B6				Y						0	I got included and I got the colour
4	B1				Y						0	It was easy
	B2			Y	Y						0.5	It was fun
	B3				Y						0	we all listened
	B4	x							Overjoyed	3	3	I can talk
	B5			Y							1	it was very fun working with clay
	B6				Y						0	we just helped each other and worked with each other
5	B1	Y	Y	Y	Y	Y	Y	Y			0	I liked it
	B2		x	Y					Crazy	2	1.5	Fun
	B3				Y						0	We all worked together
	B4	x							Overjoyed	3	3	we weren't in silence
	B5			Y							1	it was fun
	B6				x				OK	0	0	I exist and I did art
6	B1	Y	Y	Y	Y						1.5	I liked that we had a list of things we needed to do
	B2		x	Y					Crazy	2	1.5	I like working with this team as it is fun
	B3										0.5	

	B4			Y							1	I can be myself
	B5			Y							1	we completed our clay and it looks very good
	B6				Y						0	I did a good job

Table 6. Students' responses to "Working in my team made me feel...because..."

AP6.5.6. Blue Team's Quantitative Data

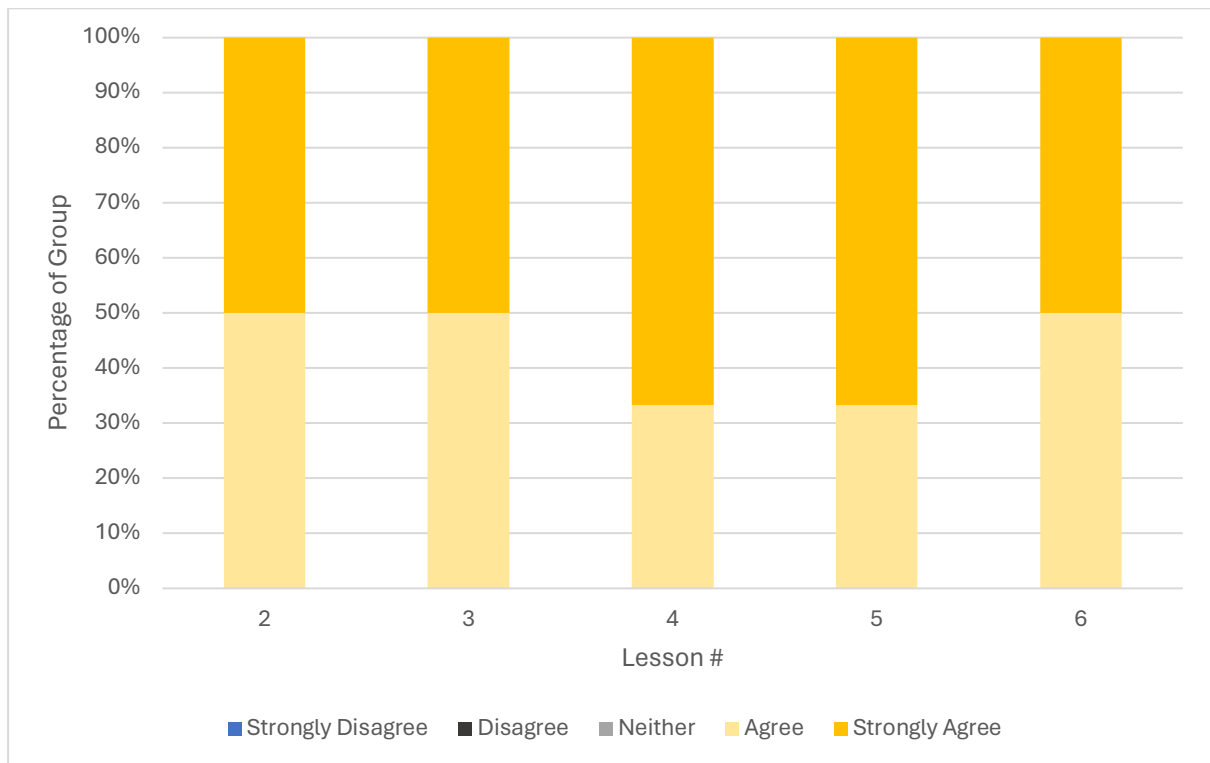


Chart 5. Likert Scale Response from the Blue Team over 6 weeks.

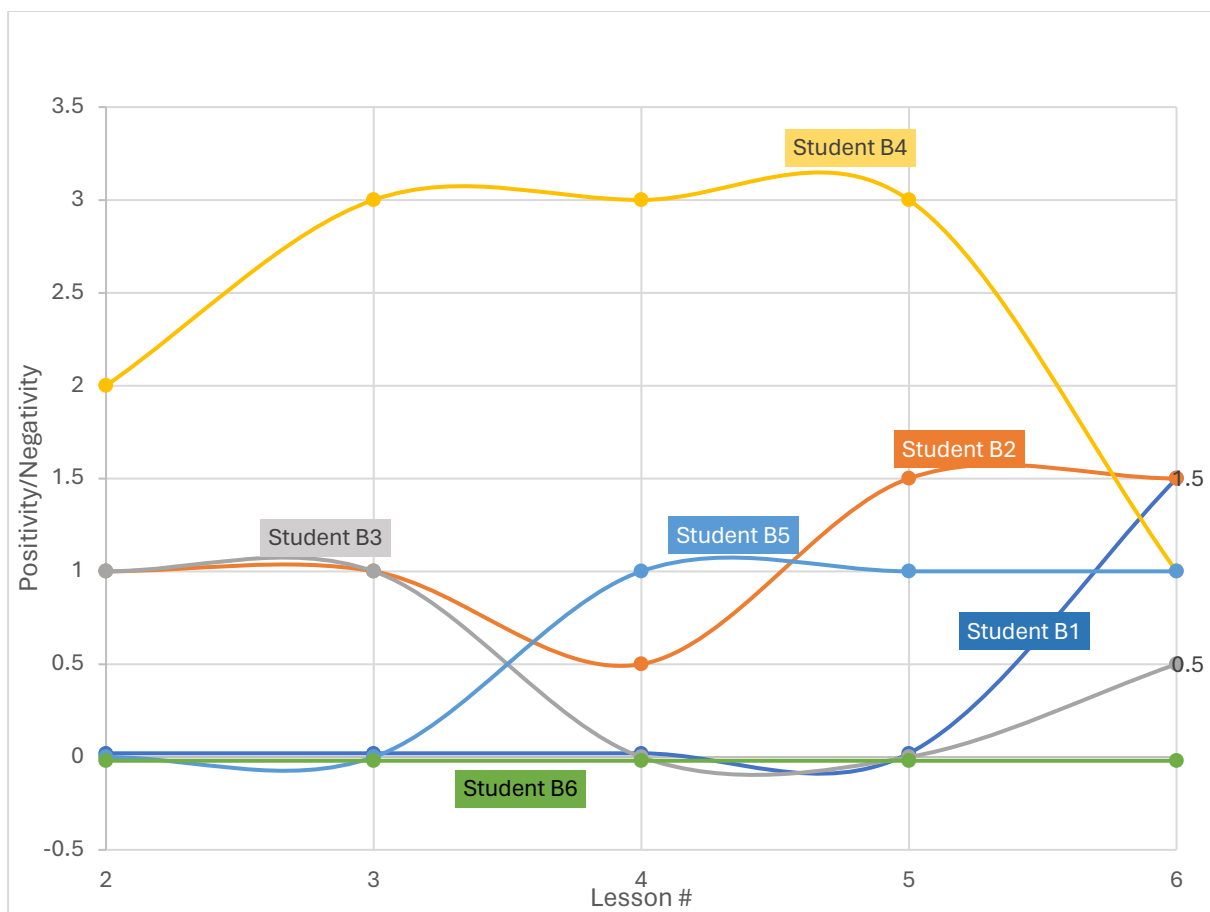


Chart 6. Feelings Scatter Plot from the Blue Team over 6 weeks.

AP6.5.7. Green Team's Qualitative Data

Lesson	Student	I know What Teamwork Involves					I think that teamwork involves...
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	
2	G1				Y		working together as a team.
	G2					Y	working together as a team. Individual voices
	G3			Y			teamwork, determination
	G4					Y	Being respectful
	G5				Y		working together to create new things know one would think of and getting along
	G6					Y	listening, democracy and creativity
Total		0	0	1	2	3	
3	G1				Y		working as a team
	G2				Y		working together well
	G3				Y		communication and listening. Working together.
	G4				Y		Respect and kindness
	G5					Y	working together and letting everyone talk
	G6				Y		fairness and talking + listening to each other's opinions
Total		0	0	0	5	1	
4	G1				Y		working together
	G2				Y		working together well
	G3				Y		working together, faith, trust
	G4				Y		respecting each other

	G5					Y	working together and letting everyone share opinions
	G6				Y		
Total		0	0	0	5	1	
5	G1				Y		working together
	G2				Y		working together
	G3				Y		Trust, reliability, working together
	G4				Y		being respectful
	G5					Y	
	G6				Y		listening to others
Total		0	0	0	5	1	
6	G1				Y		working together
	G2				Y		
	G3				Y		listening to each other, giving feedback and improvement ideas
	G4				Y		listening to your peers
	G5					Y	workng together and listening to everyones opinions
	G6				Y		listening to each other agreeing and voting so it's fair
Total		0	0	0	5	1	

Table 7. Students' responses to the statement "I know what teamwork involves"

Lesson	Student	Working in My Team Made Me Feel									Average Mood	Because
		Loved	Confident	Happy	Calm	Worried	Sad	Angry	Other	Other Value		
		3	2	1	0	-1	-2	-3				
2	G1						x		Stressed	-2	-2	I like my team but it is not the best since I am working with people I don't like
	G2						x		Stressed	-2	-2	I don't like my team (apart from Grace) because of the thing they have done to me in the past but I also don't like how I am presshard to talk.
	G3			Y	Y			Y			-0.66667	I don't know why I feel this way about my team, some people annoy me but others happy
	G4			x				Y	Silly	1	-1	I wanted everyone to go with my ideas and then we had fun
	G5										0	some people kinda took over and it made me feel left out a bit (thanks for puttng me next to Dagney :))
	G6			Y							1	there was democracy and fairness when we voted and we all listened to each other

3	G1							x	Annoyed	-3	-3	some people were drawing things that were not on subject and were not participating (lydia and dagny)
	G2							x	Anxious	-2	-2	I don't want to talk to most of my team because they are mean and ignoring me (apart from Grace). Lydia and Dagny are not participating in the group descutions so they are making me anxious greatly
	G3			x					Funny	1	1	we make each other laugh but some people don't join in.
	G4			x					Silly	1	1	I have lots of fun in art. I think that everyone listens very good. And I think our team is the best.
	G5			Y				Y	Unloved	-2	-0.5	ok so I just don't feel comfortable on this table. The only people I like is alex an dagny but I find everyone else scarlett + grace quite controlling
	G6							x	A bit sad	-2	-2	I enjoyed talking my opinions and drawing but sometimes I don't want to share opinions because I

												have no opinions about it yet. Thanks for letting me sit with Lydia!! :o) xx
4	G1			Y							1	It was fun
	G2				Y						0	We were doing something I enjoy
	G3			Y	Y						0.5	because I do
	G4			Y							1	I like the people on my table
	G5			Y	Y						0.5	I love clay and people on my table didn't really talk to me so I just minded my own business. Also clay makes me calm
	G6										0	
5	G1				Y						0	I enjoyed today
	G2			x	Y			Nice	1		0.5	Everyone was nice and friendly. Also I love working with clay
	G3			Y							1	I just do :o)
	G4		Y								2	I have fun in art
	G5										0	
	G6				Y						0	I had fun learning the clay rules and working with it.

6	G1										-1	I love clay it is fun to work with. I get to work with friends x
	G2										-0.875	
	G3			Y	Y						0.5	they make me laugh and always give ideas
	G4				Y						0	im with my friends
	G5		Y	Y		x	Y		Un-comfortable	-1	0	It was very nice and peaceful but I don't feel comfortable near Scarlett. Also the people on my table are funny and it is easy to communicate except to Scarlett.
	G6			Y							1	my clay piece started to come together and I could tick off lots of things from my sheet. Also had a lot of fun sculpting with Lydia.

Table 8. Students' responses to "Working in my team made me feel...because..."

AP6.5.8. Green Team's Quantitative Data

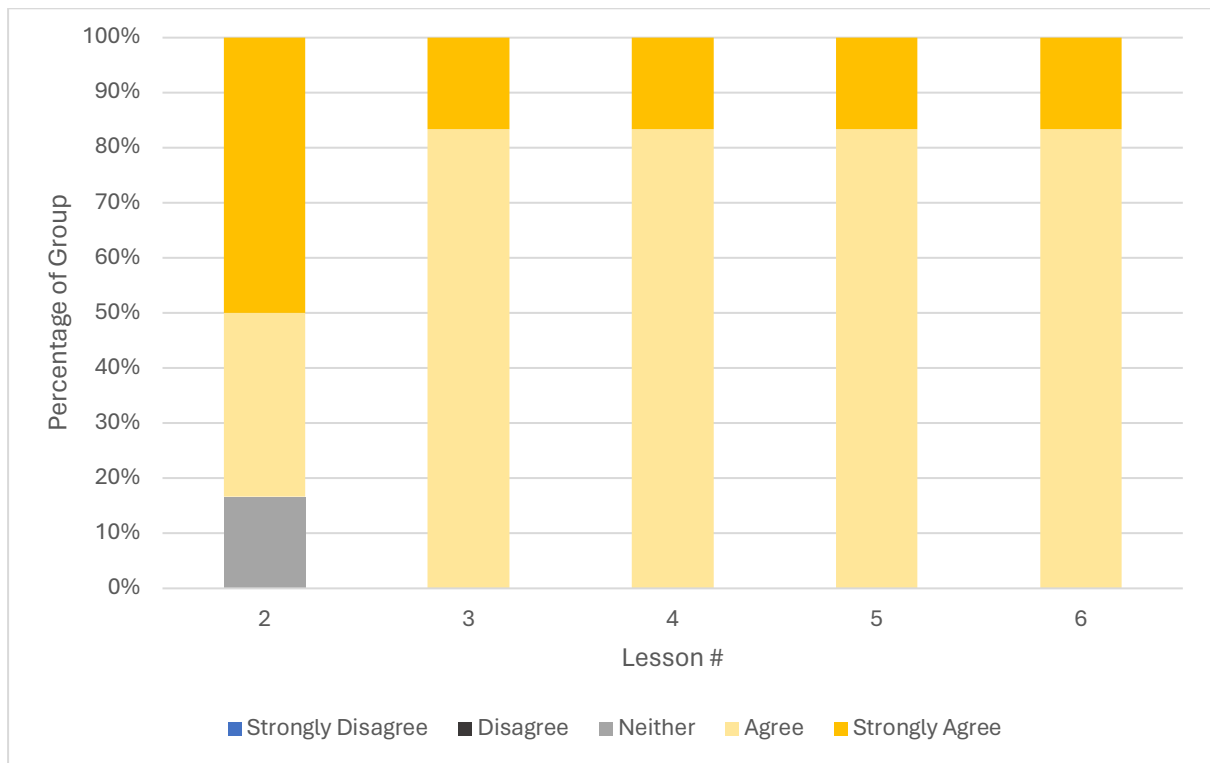


Chart 7. Likert Scale Response from the Green Team over 6 weeks.

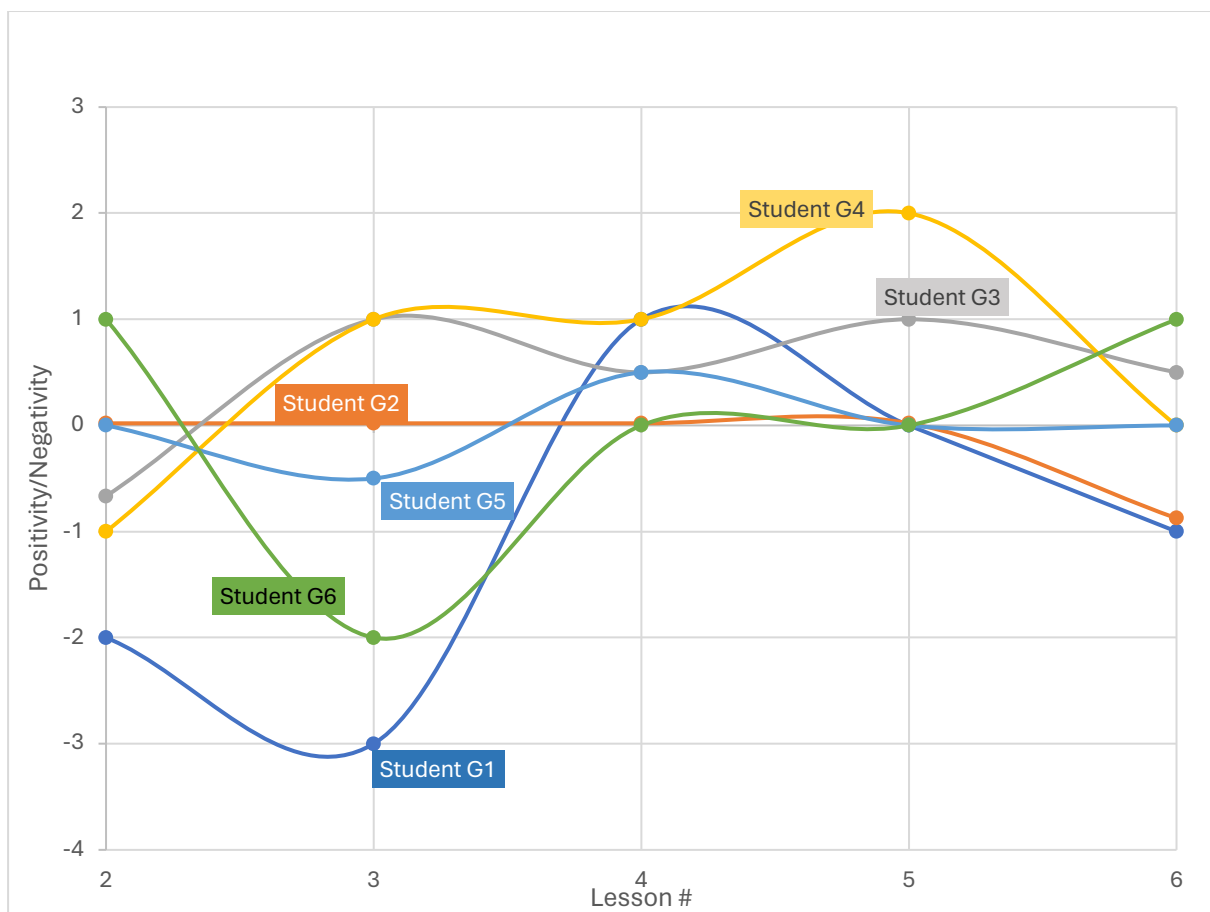


Chart 8. Feelings Scatter Plot from the Green Team over 6 weeks.

AP6.5.9. Purple Team's Qualitative Data

Lesson	Student	I know What Teamwork Involves					I think that teamwork involves...
		Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	
2	P1					Y	everyone and listening to everyone
	P2					Y	listening and contributing to ideas and helping understand what people are thinking/their ideas
	P3				Y		communication
	P4					Y	listening to other peoples ideas and opinions
	P5					Y	listening to each other and getting a list of opinions
	P6				Y		listening to each other without interruptions & argueing
Total		0	0	0	2	4	
3	P1					Y	people and everyone
	P2					Y	listening to others and being able to express feelings through words
	P3				Y		communication + listening skills
	P4				Y		listening to others and ideas
	P5					Y	Opinions and taking turns so everyone gets a say
	P6				Y		listening to each others ideas and thoughts letting people talk & help do stuff
Total		0	0	0	3	3	
4	P1					Y	Listening to each other
	P2					Y	helping and listening to each other

	P3				Y		communication
	P4				Y		compromising
	P5					Y	everyone has a turn
	P6				Y		listening to each other
Total		0	0	0	3	3	
5	P1					Y	everyone
	P2					Y	listening to everyone and their ideas
	P3				Y		communication
	P4					Y	listening to everyone
	P5					Y	listening to everyone and their opinions
	P6				Y		listening to each other
Total		0	0	0	2	4	
6	P1					Y	everyone working together and helping each other and listening to each other
	P2					Y	listening to everyone's ideas to help create a good environment and better work
	P3				Y		communication and trust
	P4					Y	agreeing with one another
	P5					Y	
	P6				Y		
Total		0	0	0	2	4	

Table 9. Students' responses to the statement "I know what teamwork involves"

Lesson	Student	Working in My Team Made Me Feel									Average Mood	Because
		Loved	Confident	Happy	Calm	Worried	Sad	Angry	Other	Other Value		
		3	2	1	0	-1	-2	-3				
2	P1	Y	Y	Y							2	everyone was Nice to me and were really funny
	P2			Y							1	sometimes your ideas don't get listened to but at least other people get a chance to talk
	P3				Y						0	
	P4			Y							1	we all got along and listened to each other
	P5			Y							1	my group is really nice and they accept my reasonings and opinions
	P6			Y							1	we all didn't argue
3	P1	Y	Y	Y	Y				Funny	1	1.5	everyone was nice and even though everyone was laughing a lot it was so funny
	P2				Y	Y					-0.5	of our teamwork tasks we use today
	P3					x			Lonely	-1	-1	I didn't talk that much
	P4			Y							1	we all listened to each other
	P5			Y							1	they accept me and take my opinions in.

	P6			Y							1	I did talk quite a lot but nobody argued
4	P1	Y	Y	Y	Y						1.5	It was fun
	P2		Y	Y							1.5	it is fun x
	P3			Y							1	it was fun
	P4			Y							1	we all agreed
	P5			Y							1	It is fun!
	P6			Y							1	we all agreed with each other
5	P1	Y	Y	Y	Y						1.5	everyone was listening to each other
	P2			Y							1	we enjoyed the lesson x
	P3				Y						0	
	P4	Y		Y							2	they all are nice
	P5	Y		Y							2	they accept me for who I am
	P6	Y		Y	Y						1.333333	they're all nice to me
6	P1	Y	Y	Y	Y						1.5	everyone was nice and being funny and know one was mean to each other
	P2		Y	Y							1.5	sharing our ideas helped me to be more focus and learn new things
	P3				Y						0	it was fun
	P4	Y	Y	Y							2	we all got along and agreed with each others ideas

	P5										1.25	
	P6										1.083333	

Table 10. Students' responses to "Working in my team made me feel...because..."

AP6.5.10. Purple Team's Quantitative Data

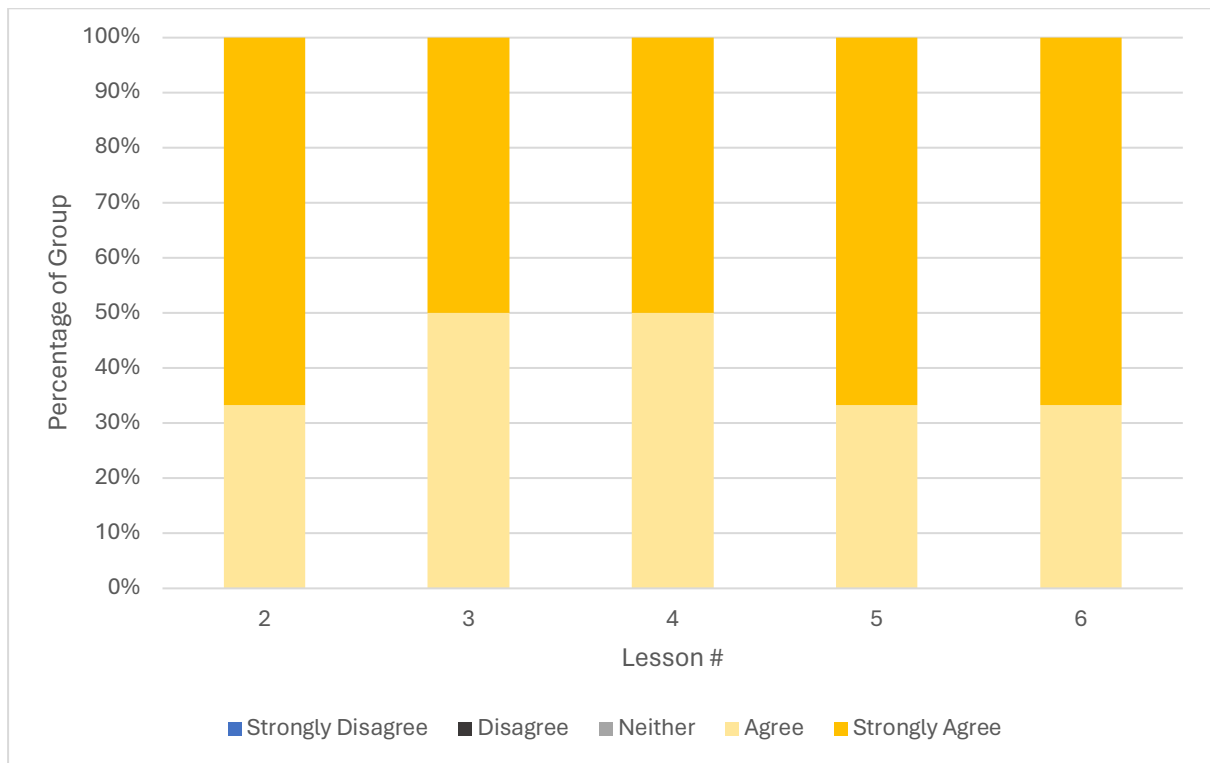


Chart 9. Likert Scale Response from the Purple Team over 6 weeks.

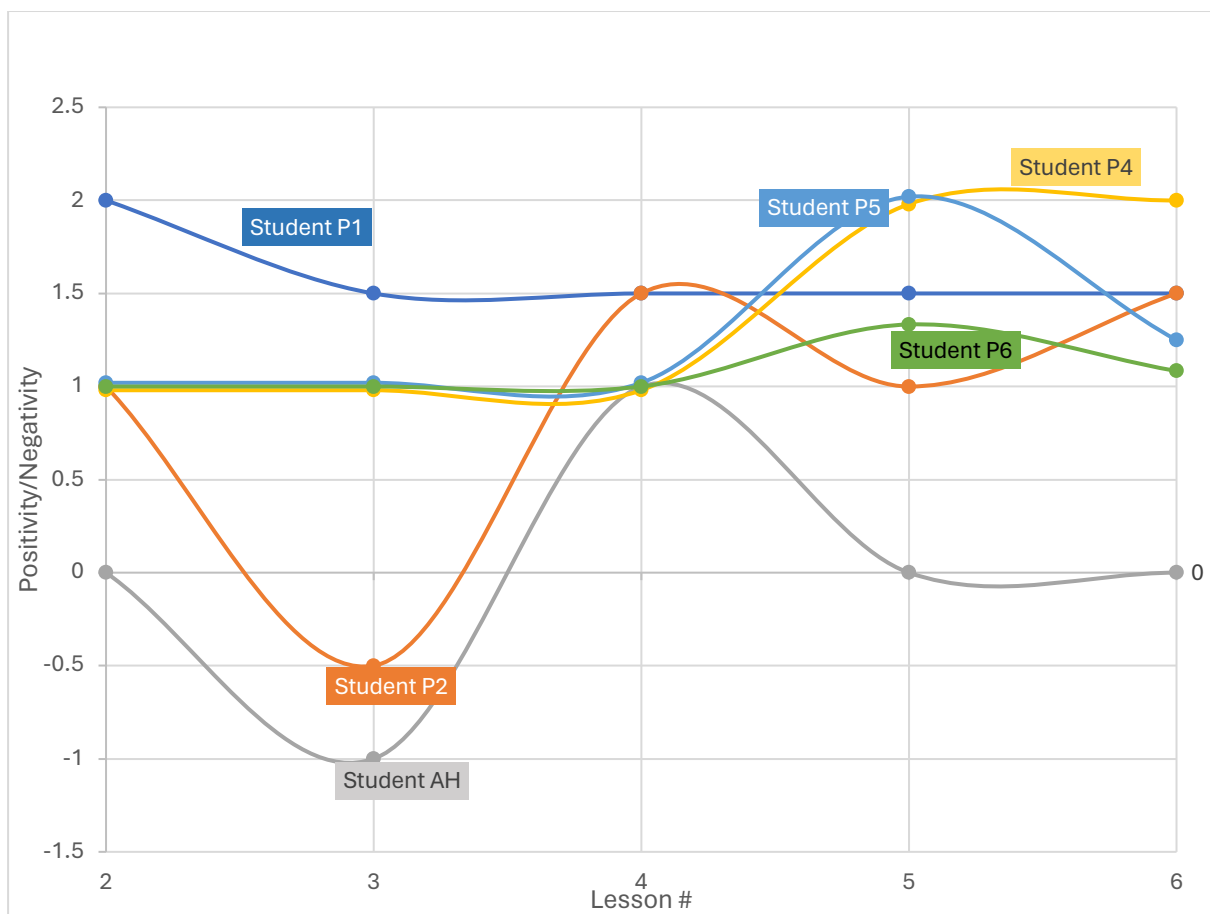


Chart 10. Feelings Scatter Plot from the Purple Team over 6 weeks.

AP6.5.11. Qualitative Data from Students' Individual Peer Feedback Forms (AP6.3.5.)

For	From	WWW	Why?	EBI	Because
Student G4	Student G3	Relief	It looks good and 3D	Had more pattern	Barely had any
Student B3	Student B4	Good relief	Looks like what it's meant to	Pattern	Not many
Student R2	Student R1	The texture	I like the bubbles	More layering	It is all one layer
Student P1	Student P3	Texture and smoothing	It looked very realistic	Carving	I couldn't see them
Student R1	Student R2	The shoes	Because they look realistic	Do the scale more skaley	There no relief
Student Y2	Student Y6	The relief 😊	It was good and made it more realistic	You use the tools for more patterns	It would look even better 😊
Student B5	Student B6	Carving and relief	Because it was built up well and looking good	Clean up the edges of her work	It looks good and would make it look neater
Student P3	Student P1	Texture	The dots are really good	Relief	As it's not built up enough
Student B6	Student B5	Good relief	Because it looks very good	Caving	Because it would make it look good
Student R4	Student R6	Good relief	Clean cuts, smooth	Make detail clearer	I can't see the dying children properly.
Student R5	Student R3	Good imagination, with the textures, and great textures the shape is really good	Because the texture that you put on the tile looks really well designed	The lines around the edge were a bit sharper as in more defined	I think it would help difference the different part a bit better
Student R6	Student R4	She used good relief	Made clean cuts and neat build up	Add more detail	Because add more detail too the background

Student Y5	Student Y2	Relief	Built up borders	Carving	She has layers but not carving
Student Y6	Student Y5	Her techniche style	Its detailed	Texture	It could be better
Student G3	Student G4	It looks so smooth	It is a solid shape	There was more texture	It looks a bit basic
Student B1	Student B2	Lightening bolts and skirt thing	Because it looks 3D	Nothing it was really good	It was really good
Student G5	Student G6	Very good relief and smooth background	Use of tools and creativity	A bit more detail	So then it pops out with the relief
Student G2	Student G1	Engraving	Good	You were here today	You missed out
Student P2	Student P4	Amazing relief and texture	Because it looked very 3D	Blend relief	To make it match
Student G6	Student G5	Very detailed and good	It was really detailed and shaped	Round the edges more	It makes it look more pro
Student B2	Student P2	The relif and use of patterns	Because it was clear on how much detail she put in	Slip and score	She forgot
Student P4	Student B1	The sensors	The texture is good	The clouds	They would be good 3D
Student R3	Student R5	The dress	It looks neat	More stuff to it	Its only a dress

Table 11. Qualitative Data from Individual Peer Feedback Forms between Students.

AP6.6. Observations

AP6.6.1. Written Notes during Classroom Observations

Date - 28/3/24	Data Collection Half Day / Short lesson.	
Planning/Content 3 fold paper monsters.	Notes 7 minutes for each body part. Then pass to their partner. Groups of 3. 2 groups per table. They each sign the back of their section.	Formative Feedback/ Reteaching One to one formative feedback given. was Peer verbal feedback.

Date - 18/4/24	Data Collection Exit Tickets #1	
Planning/Content New Teams/SP Watch Cocodrille. V Planing = Grand rules for task.	Notes - Starter: lollipop sticks & clothes pegs. - Content: What is a Cocodrille. Show video. • Show them their results/drawings. • Show what projects will include - clay group discussion. feedback/cards. • Design 2 new MB's.	Formative Feedback/ Reteaching • Talk to groups • Peer feedback. • Feedback & Reasoning using cue cards.

Date - 25/4/24	Data Collection Exit tickets #2	
Planning/Content • grandrules • Discussion Map • Discussion • Peer feedback • Show & Tell • Exit tickets.	Notes <u>Yellow</u> Y6 Y6 "I'm shutting up now because I've been talking a lot." <u>Green</u> : Scribe, tally, moderator, system for drawing on rotation. Discussion etc. <u>Red</u> - changed head on my mind to be more fair. R6	Formative Feedback/ Reteaching • Talked to groups individually to ask when they are done. Set homework. - clay rules & hours page.

Date - 2 nd May	Data Collection Exit tickets #3	
Planning/Content Starter: Content: Ex Plenary:	Notes Slip pots Roll clay slab. - questions of key terminology for clay - tools - Exit tickets. - Homework collected.	Formative Feedback/ Reteaching one-to-one formative feedback and group feedback sessions provided. Peer feedback next week.

Date - 9 th May 24	Data Collection W <u>W</u> PP	
Planning/Content Content Starter: Content: Plenary:	Notes • What's my name test Rules of clay - Apron how back Carry on clay slab builds. Demo - coils, slip and Scene Maggie - www Feedback.	Formative Feedback/ Reteaching one-to-one feedback given to students plus whole class misconceptions addressed when needed. Smooched out, patterns, details, relief, texture,

Date - Thursday 16 th May 24	Data Collection <u>W</u> PP	
(10) Starter: (45) Content: a) (10) b) (10) Plenary: (5) Exit ticket	Notes Roll/tick sheet. Clay build up. Tidy. Verbal feedback. Written peer feedback	Formative Feedback/ Reteaching one-to-one feedback given. Plus. Peer oral feedback and peer written feedback + whole class feedback

Date - 23 rd May	Data Collection		
Planning/Content	Notes	Formative Feedback/ Reteaching	
	Group taken off of me for Interviewees MISSED	Very unhappy about this !!	

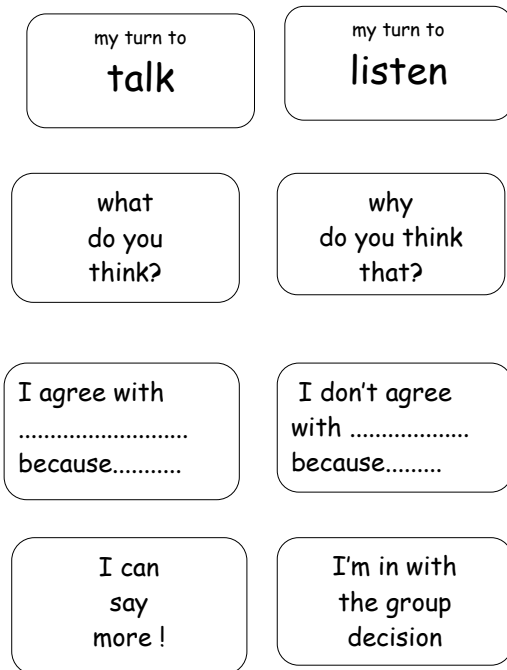
AP6.7 Resources

AP6.7.1. Individual Self-Assessment (Tick List)

Quality	Question	YES	NO
Relief	Does your clay tile have relief (built up areas) on it?		
Slip and Score	Have you used the slip and score technique on your tile?		
Carving	Have you carved into the clay using the carving tools?		
Texture	Does your clay tile have different textures on it? Fluffy/bumpy.		
Background	Does your background match your teams?		
Shape	Are their different shapes in your design?		
Pattern	Does your tile have patterns in the decoration?		
Refine	Are your edges sharp and clean? Is the final piece refined?		

AP6.7.2. Discussion Cue Cards

Cue Cards



AP6.7.3. Ground Rules for Teamwork

Ground Rules for Teamwork

- Go around the table to let everyone talk.
- Don't talk when others are talking.
- Listen when others are talking.
- Respect and accept different opinions and feelings.
- Always give a reason for your point.

AP6.7.4. Step-by-Step Guide

Front

STEP 1

Flatten your clay out and roll it using a rolling pin on your wooden sticks.



STEP 2

Measure a 12mm square using a ruler.



STEP 3

Cut out your square using a sharp tool. You will be left with a 12mm tile.



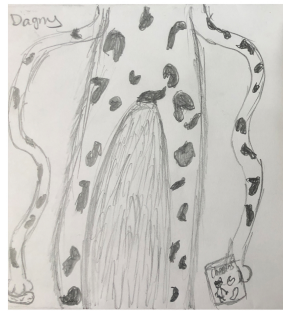
STEP 4

Make holes in your tile.



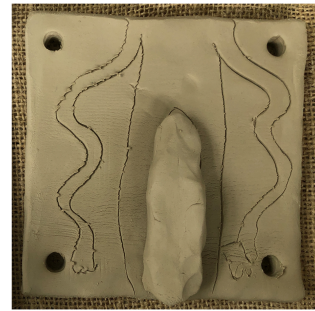
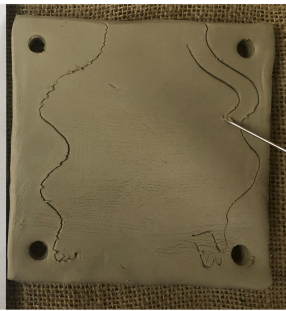
STEP 5

Draw your section using your reference image.



STEP 6

Build your beast up by adding clay.



Back

STEP 7

Score both parts of your clay to help create suction on the surface area.



STEP 8

Add slip with a paint brush on both sides of scored clay. It acts as glue.



STEP 9

Place your slipped and scored clay together, then model to shape.



STEP 10

Continue to build up your tile.



STEP 11

You can create texture using your tools.



STEP 12

Add more details until it is complete.

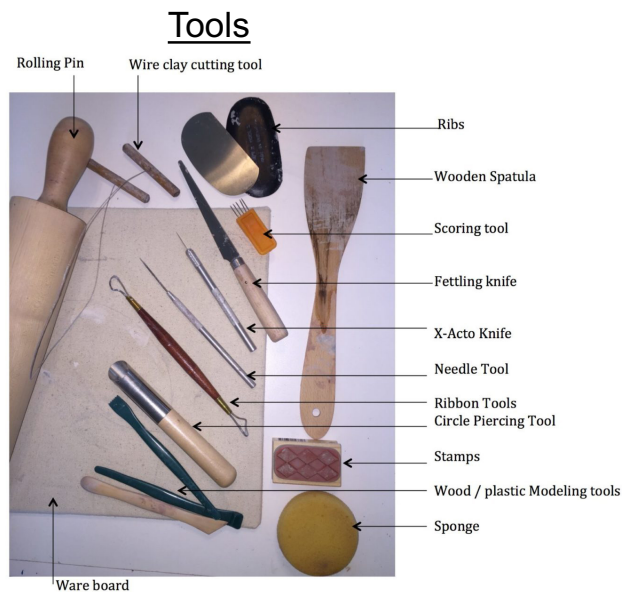


AP6.7.5. Teacher's Example



AP6.7.6. Homework for Flip Learning

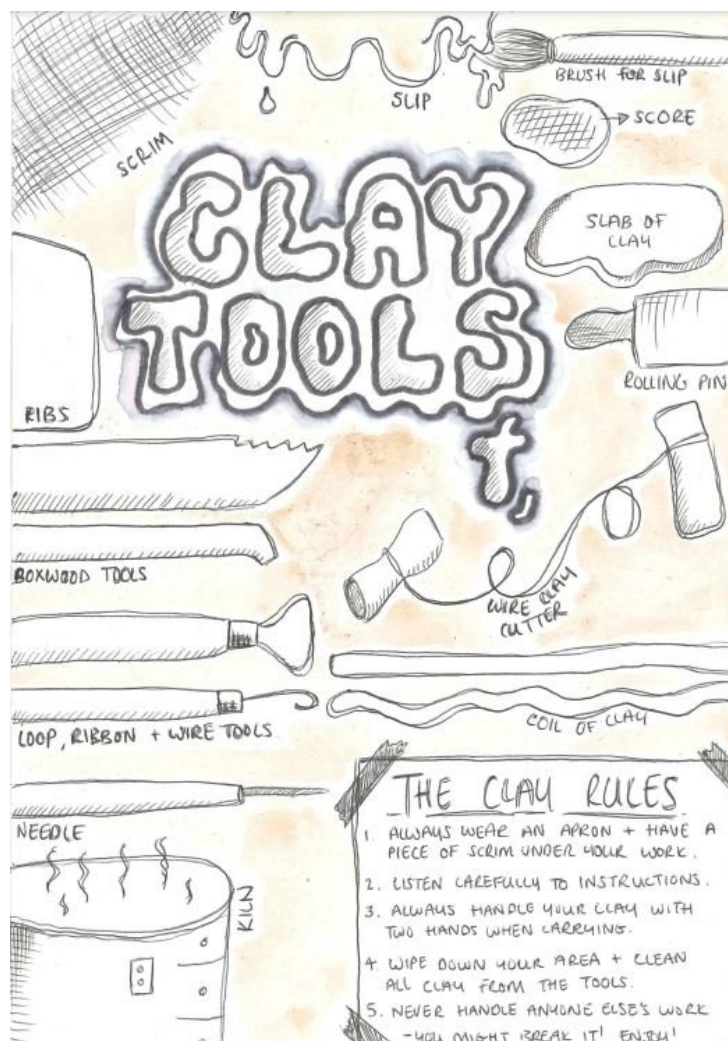
Make a Clay Tools and Rules Page in your Sketchbook



Rules

- 1) Always wear an apron and roll your sleeves up.
- 2) Listen carefully to instructions.
- 3) Always hold the clay with 2 hands.
- 4) Make sure your tools are clean and your area is wiped down.
- 5) Never touch someone else's work.

Students Example



Mythical Beasts

Special Lessons: *XXX (ONLY)

Lesson 1

Date: 28/03/24

Mythical Beast Activity



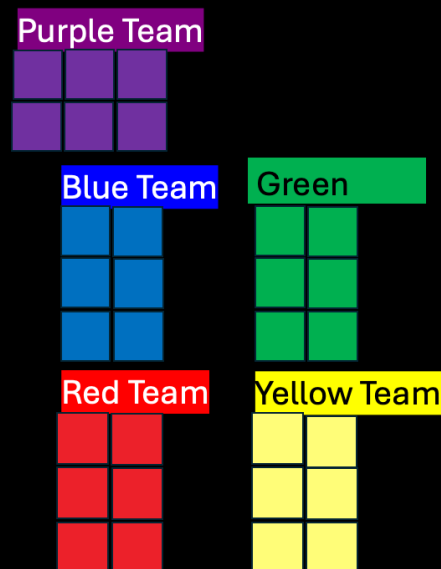
Mythical Beasts

Special Lessons: *XXX (ONLY)

Lesson 2

Date: 18/04/24

New Teams



Starter Task

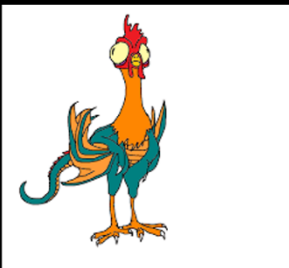
05:00

Which team
can build the
highest and
most stable
structure in
5 minutes?

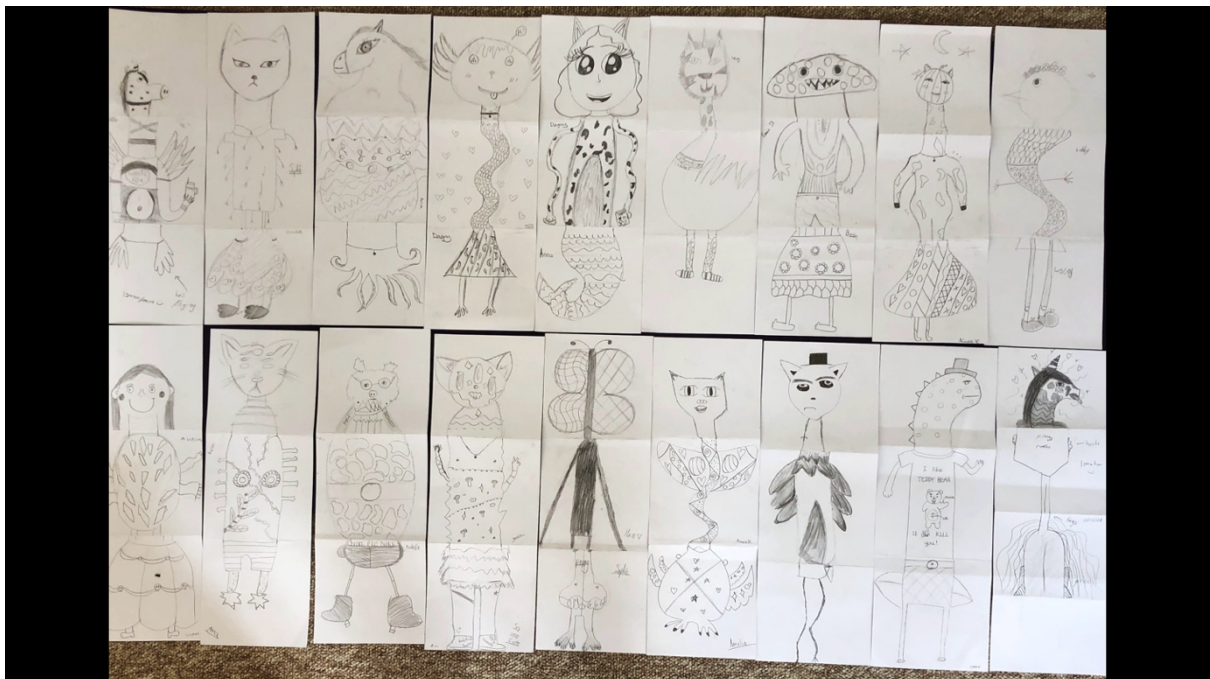


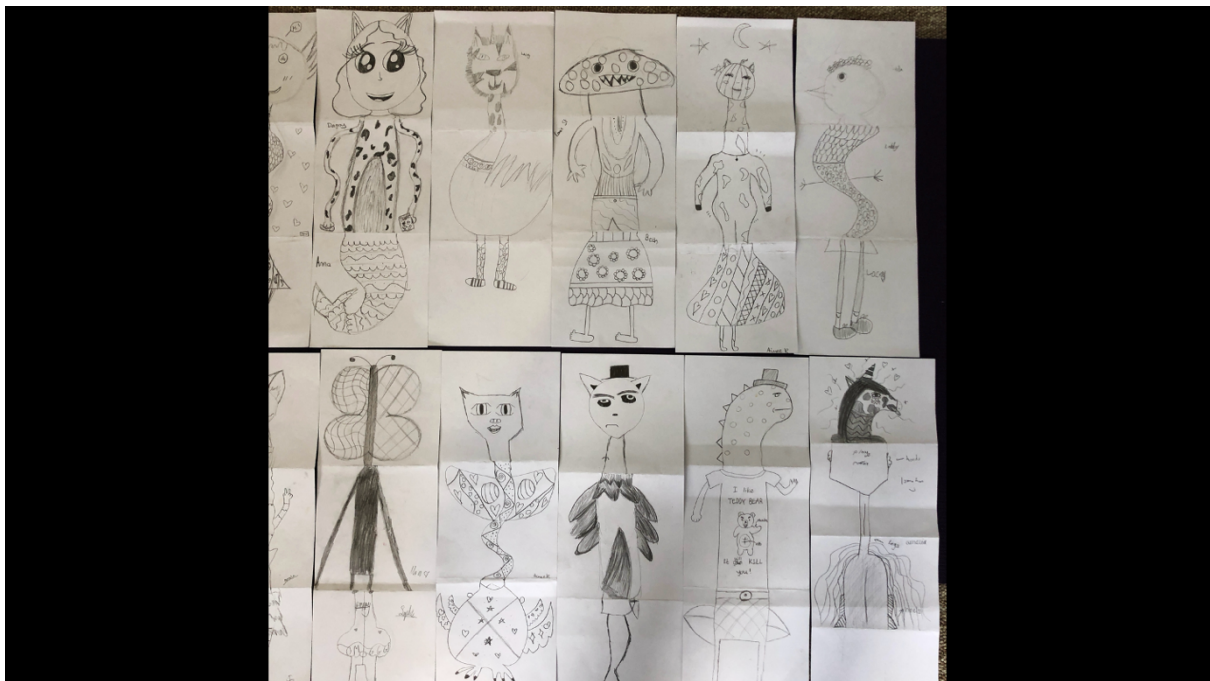
Cockatrice

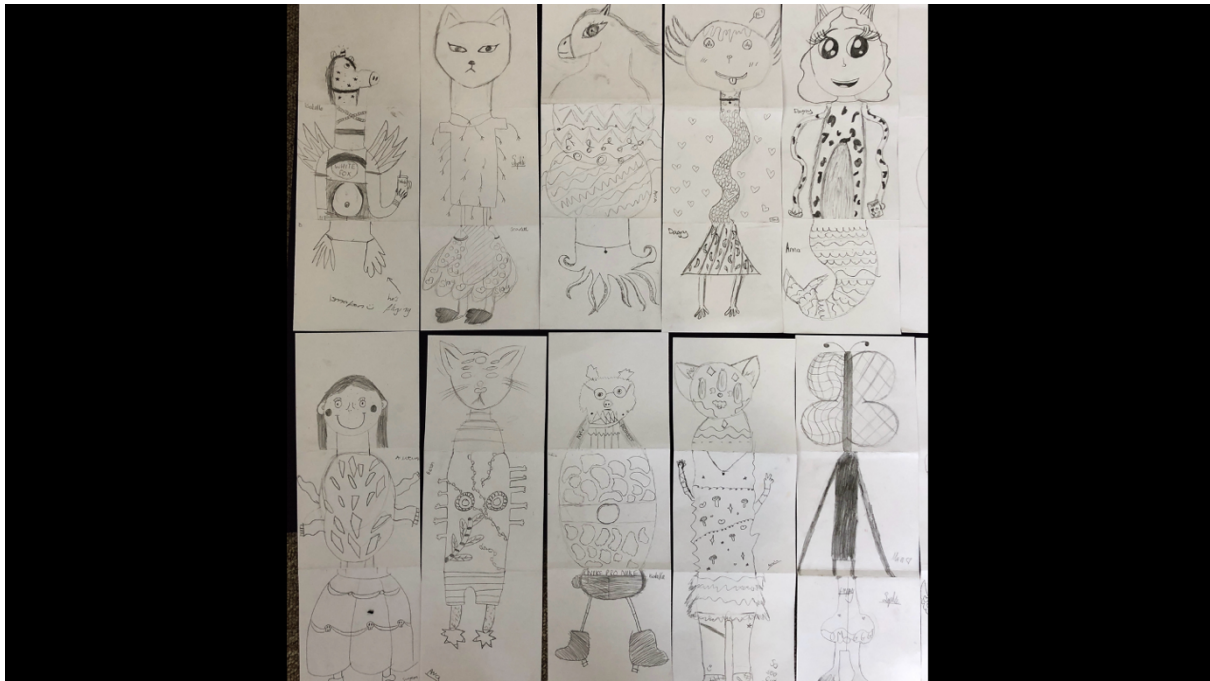
A mythical beast that was hatched by a reptile from a cock's egg. It has special powers. Destroying animals by a deadly glance.



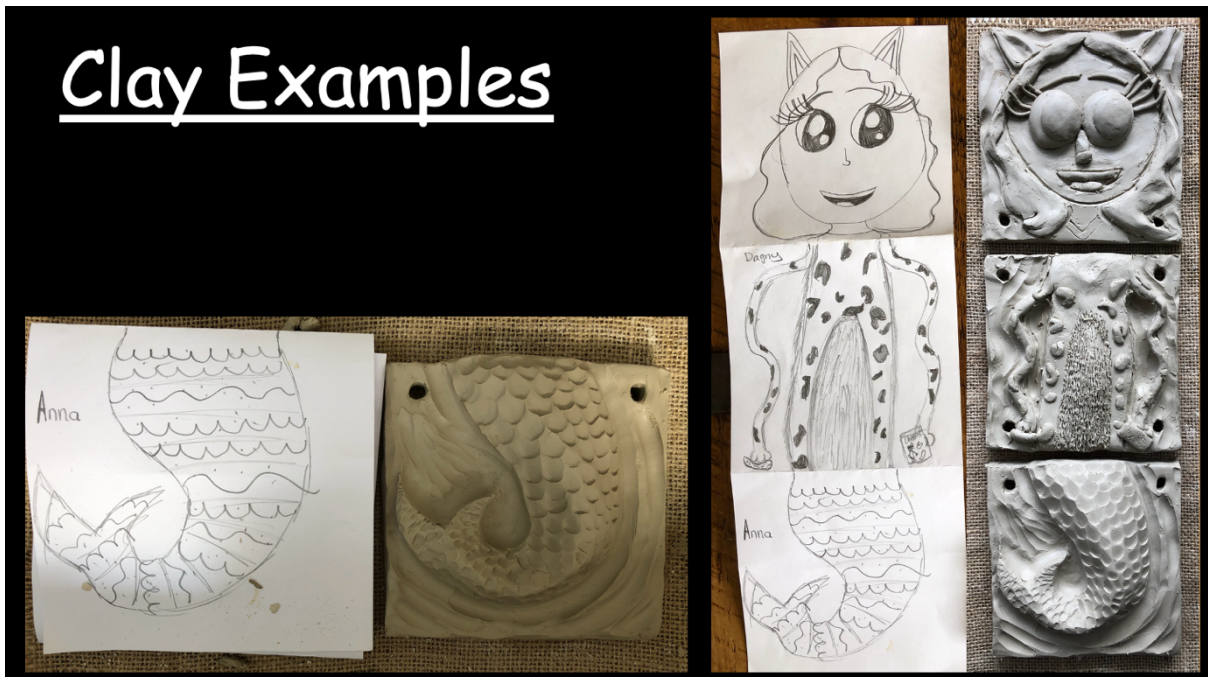
Cockatrice







Clay Examples



Group Discussion

Task A

- 1) Silently look at the Mythical Beasts on your table.
- 2) Go around your team and discuss what you like and dislike about each of them.
- 3) Make sure you give a reason for your opinion.
- 4) Use your team discussion cards to help.

Feedback Reasoning

my turn to
talk

my turn to
listen

what
do you
think?

why
do you think
that?

I agree with
.....
because.....

I don't agree
with
because.....

I can
say
more !

I'm in with
the group
decision

Design Task

Task B

You will need:
2 x heads
2 x torsos
2 x bottoms

- 5) Design 2 new Mythical Beasts with your team.
You can do this however you like, but you must give a reason for your decisions.
- 6) Think about your Mythical Beast. Where do they live? Do they have any powers? How does their body restrict them or empower them?

Feedback Reasoning

my turn to
talk

my turn to
listen

what
do you
think?

why
do you think
that?

I agree with
.....
because.....

I don't agree
with
because.....

I can
say
more !

I'm in with
the group
decision

Ground Rules for Teamwork

*

*

*

*

*

Exit Ticket

FRONT

★★★★ EXIT TICKET ★★★★★

1 Name: _____

2 I know what teamwork involves.

○ ————— ○ ————— ○ ————— ○

strongly disagree disagree agree strongly agree

3 I think that teamwork involves... _____

BACK

★★★★ EXIT TICKET ★★★★★

4 Working in my team made me feel...

○			because _____
😊	Loved		_____
😎	Confident		_____
😄	Happy		_____
😌	Calm		_____
😟	Worried		_____
😞	Sad		_____
😡	Angry		_____

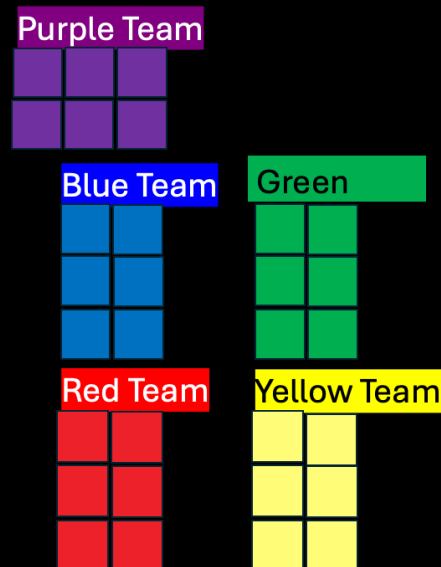
Mythical Beasts

Special Lessons: *XXX (ONLY)

Lesson 3

Date: 25/04/24

New Teams



Ground Rules for Teamwork

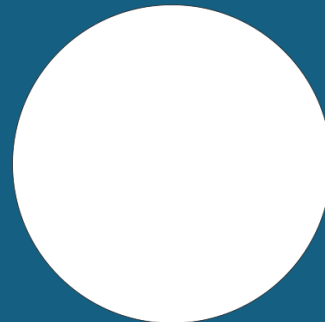
- * Go around the table to let everyone talk.
- * Don't talk when others are talking.
- * Listen when others are talking.
- * Respect boundaries.
- * Accept different opinions and feelings.
- * Always give a reason for your point.
- *
- *
- *

Starter Task

- Watch the video on 'group discussion' carefully.
- Think about what you like and dislike about the discussion method used.

Team	
Date	
Topic	

Discussion Map



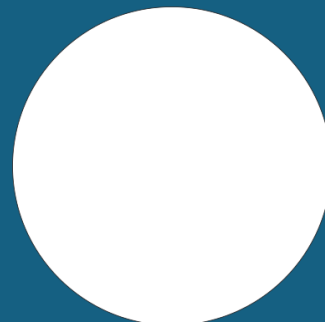
Starter Task

- Discuss your opinions and feelings with your group.
- Remember to provide a reason why you think and feel the way you do.



Team	
Date	
Topic	

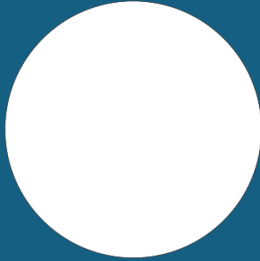
Discussion Map



Refine your Mythical Beast Design

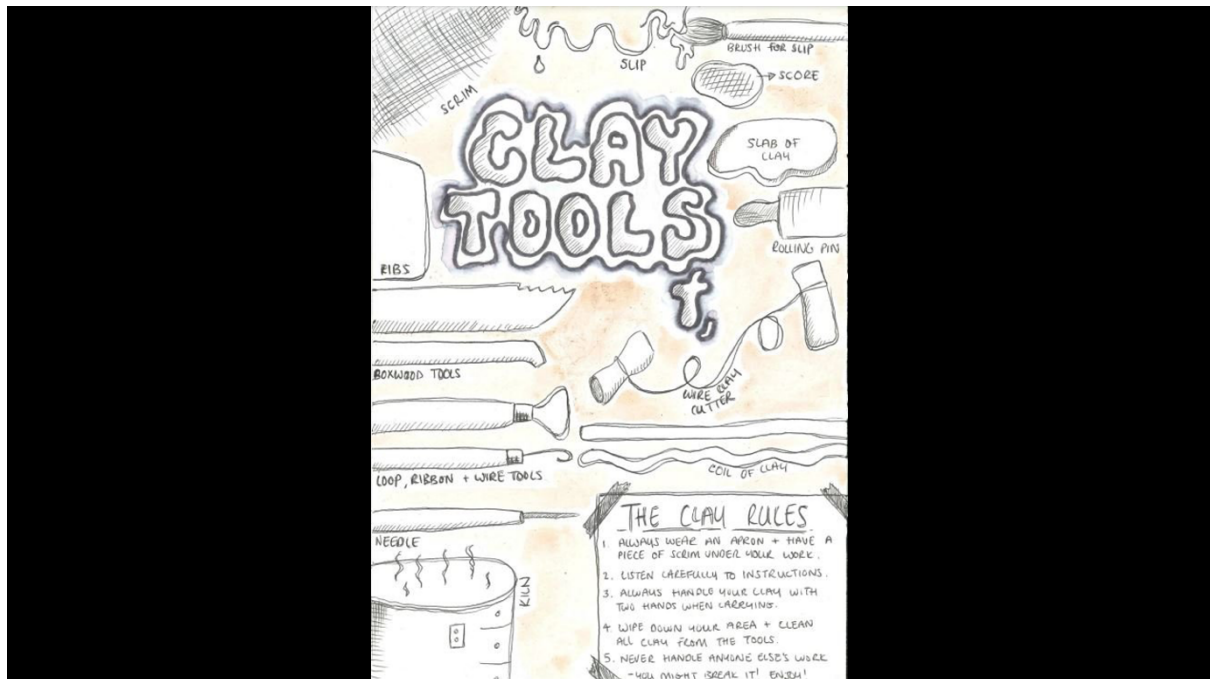
Team	
Date	
Topic	

Discussion Map



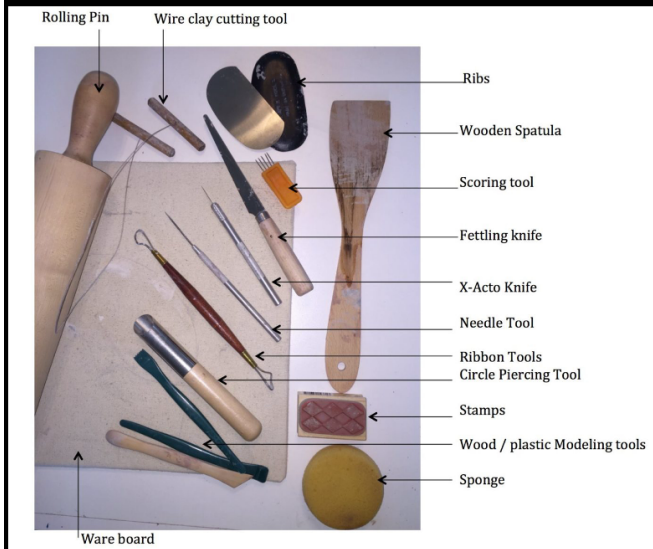
Use a discussion map to discuss how you can make your Mythical Beasts' story and characteristics come alive in your designs.

If your Mythical Beast lives in a cave, or in the sky, how will you show this in your clay design?



Make a Clay Tools and Rules Page in your Sketchbook

Tools



Rules

- 1) Always wear an apron and roll your sleeves up.
- 2) Listen carefully to instructions.
- 3) Always hold the clay with 2 hands.
- 4) Make sure your tools are clean and your area is wiped down.
- 5) Never touch someone else's work.

Ribbon Tool Effects



Fettling Knife Effects



CLAY RULES

- 1) Always wear an apron and roll your sleeves up.
- 2) Listen carefully to instructions.
- 3) Always hold the clay with 2 hands.
- 4) Make sure your tools are clean and your area is wiped down.
- 5) Never touch someone else's work.

The Mythical Beast Show and Tell

Exit Ticket

FRONT

★★★★ EXIT TICKET ★★★★★

1 Name: _____

2 I know what teamwork involves.

○ ————— ○ ————— ○ ————— ○

strongly disagree disagree agree strongly agree

3 I think that teamwork involves... _____

BACK

★★★★ EXIT TICKET ★★★★★

4 Working in my team made me feel...

☐		
	Loved	
	Confident	
	Happy	
	Calm	
	Worried	
	Sad	
	Angry	

because _____

Mythical Beasts

Special Lessons: *XXX (ONLY)

Lesson 4

Date: 02/05/24

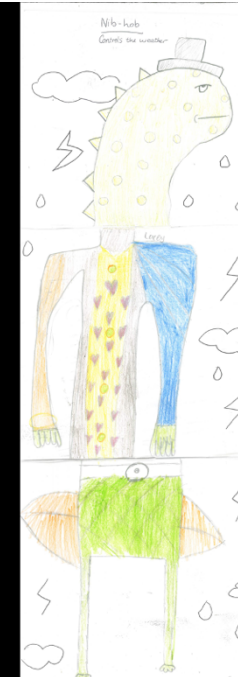
Red Team



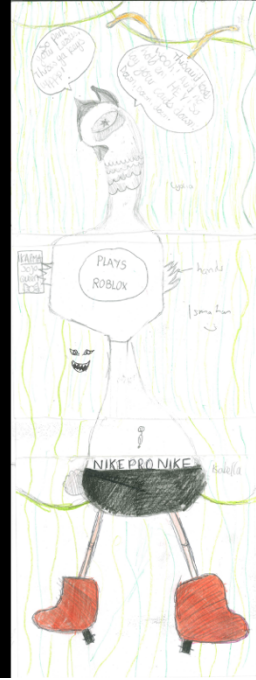
Yellow Team



Blue Team



Green Team



Purple Team



Starter Task

- Decide who will be making which body part of your Mythical Beasts.
- Remember to give a reason for your opinions.

3 mins

my turn to
talk

my turn to
listen

what
do you
think?

why
do you think
that?

I agree with
.....
because.....

I don't agree
with
because.....

I can
say
more !

I'm in with
the group
decision

Task A Make a Slip Pot **10 mins**



Task B Make a Clay Slab 50 mins



Extension

STEP 1
Flatten your clay out and roll it using a rolling pin on your wooden sticks.



STEP 2
Measure a 12mm square using a ruler.



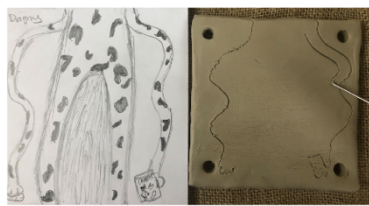
STEP 3
Cut out your square using a sharp tool. You will be left with a 12mm tile.



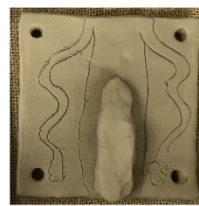
STEP 4
Make holes in your tile.



STEP 5
Draw your section using your reference image.



STEP 6
Build your beast up by adding clay.



Extension

STEP 7
Score both parts of your clay to help create suction on the surface area.



STEP 8
Add slip with a paint brush on both sides of scored clay. It acts as glue.



STEP 9
Place your slipped and scored clay together, then model to shape.



STEP 10
Continue to build up your tile.



STEP 11
You can create texture using your tools.



STEP 12
Add more details until it is complete.



Who can remember?

Exit Ticket

FRONT

★★★★ EXIT TICKET ★★★★★

1 Name: _____

2 I know what teamwork involves.

○ ————— ○ ————— ○ ————— ○

strongly disagree disagree agree strongly agree

3 I think that teamwork involves... _____

BACK

★★★★ EXIT TICKET ★★★★★

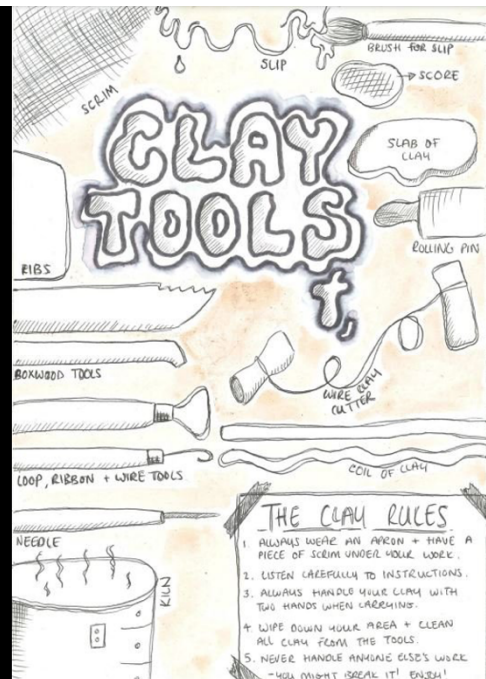
4 Working in my team made me feel...

○			because _____
😊	Loved		_____
😄	Confident		_____
😁	Happy		_____
😌	Calm		_____
😞	Worried		_____
😓	Sad		_____
😡	Angry		_____

Do Now

Homework Collection

- Get your sketchbooks out.
- Turn to your homework.
- Collect your stamp.



Mythical Beasts

Special Lessons: *XXX (ONLY)

Lesson 5

Date: 09/05/24

Who can remember?

#	What's my name?	Bonus Round
1		What am I used for?
2		What temperature do I reach?
3		What can you do with me?
4		What material am I made of?
5		What am I used for?
6		What am I used for?
7		Which room, in your house, might you find me?
8		How do you make sure I don't fall over?
9		What thickness should I be?
10		What makes this technique so important?

What's my name?

1



What's my name?

2



What's my name?

3



What's my name?

4



What's my name?

5



What's my name?

6



What's my name?

7



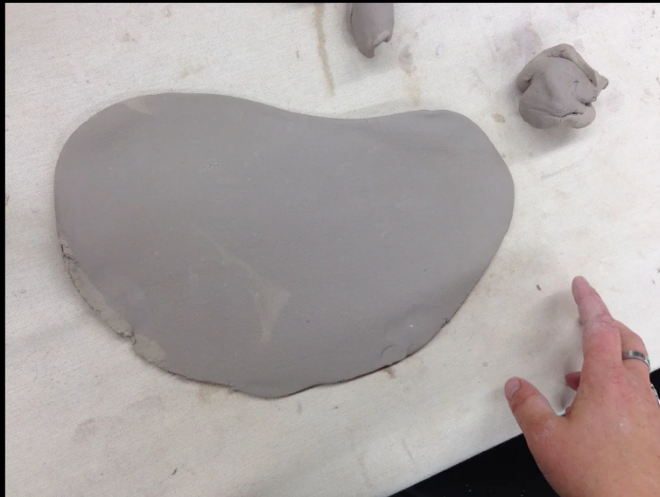
What's my name?

8



What's my name?

9



What's my name?

10



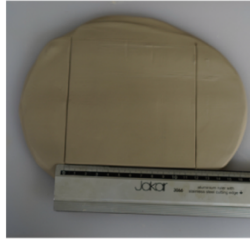
Answers

- | | |
|---------------------------|-------------------|
| 1 Ribbon Tool / Wire Tool | 6 Boxwood Tools |
| 2 Kiln | 7 Rolling Pin |
| 3 Fettling Knife | 8 Slip Pot |
| 4 Scrim | 9 Clay Slab |
| 5 Metal Rib | 10 Slip and Score |

STEP 1
Flatten your clay out and roll it using a rolling pin on your wooden sticks.



STEP 2
Measure a 12mm square using a ruler.



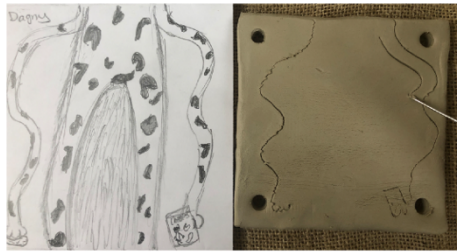
STEP 3
Cut out your square using a sharp tool. You will be left with a 12mm tile.



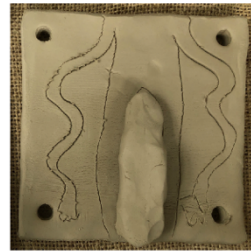
STEP 4
Make holes in your tile.



STEP 5
Draw your section using your reference image.



STEP 6
Build your beast up by adding clay.



STEP 7
Score both parts of your clay to help create suction on the surface area.



STEP 8
Add slip with a paint brush on both sides of scored clay. It acts as glue.



STEP 9
Place your slipped and scored clay together, then model to shape.



STEP 10
Continue to build up your tile.



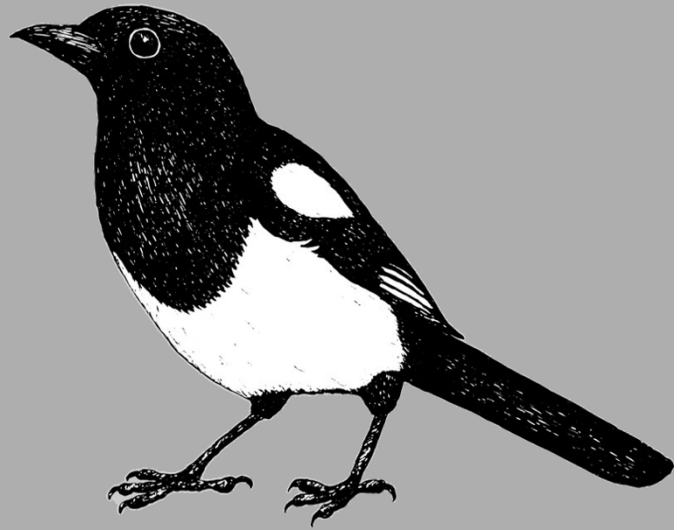
STEP 11
You can create texture using your tools.



STEP 12
Add more details until it is complete.



Magpie Time



Exit Ticket

FRONT

★★★★ EXIT TICKET ★★★★★

1 Name: _____

2 I know what teamwork involves.

○ ————— ○ ————— ○ ————— ○

strongly disagree disagree agree strongly agree

3 I think that teamwork involves... _____

BACK

★★★★ EXIT TICKET ★★★★★

4 Working in my team made me feel...

○			because _____
😊	Loved		_____
😄	Confident		_____
😁	Happy		_____
😌	Calm		_____
😟	Worried		_____
😞	Sad		_____
😡	Angry		_____

Mythical Beasts

Special Lessons: *XXX (ONLY)

Lesson 6

Date: 16/05/24

Peer Feedback

Peer Feedback Form	
Feedback for:	
Feedback from:	
WWW:	
Why?	
EBI:	
Because	

STEP 7
Score both parts of your clay to help create suction on the surface area.



STEP 8
Add slip with a paint brush on both sides of scored clay. It acts as glue.



STEP 9
Place your slipped and scored clay together, then model to shape.



STEP 10
Continue to build up your tile.



STEP 11
You can create texture using your tools.



STEP 12
Add more details until it is complete.



Self Assessment

Quality	Question	YES	NO
Relief	Does your clay tile have relief (built up areas) on it?		
Slip and Score	Have you used the slip and score technique on your tile?		
Carving	Have you carved into the clay using the carving tools?		
Texture	Does your clay tile have different textures on it? Fluffy/bumpy.		
Background	Does your background match your teams?		
Shape	Are their different shapes in your design?		
Pattern	Does your tile have patterns in the decoration?		
Refine	Are your edges sharp and clean? Is the final piece refined?		

Exit Ticket

FRONT

★★★★ EXIT TICKET ★★★★★

1 Name: _____

2 I know what teamwork involves.

○ ————— ○ ————— ○ ————— ○

strongly disagree disagree agree strongly agree

3 I think that teamwork involves... _____

BACK

★★★★ EXIT TICKET ★★★★★

4 Working in my team made me feel...

☐			because _____
	Loved		_____
	Confident		_____
	Happy		_____
	Calm		_____
	Worried		_____
	Sad		_____
	Angry		_____

Mythical Beasts

Special Lessons: *XXX (ONLY)

Lesson 7

Date: 23/05/24

Starter Task

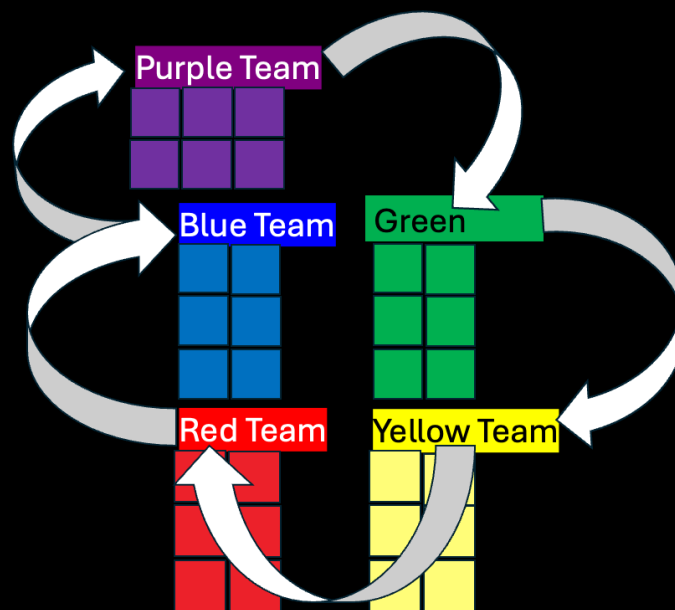
Using the materials on your table, build a catapult. The team that slings the ball the ***furthest distance*** wins.

05:00



Ground Rules for Teamwork

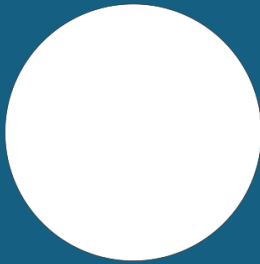
- * Go around the table to let everyone talk.
- * Don't talk when others are talking.
- * Listen when others are talking.
- * Respect boundaries.
- * Accept different opinions and feelings.
- * Always give a reason for your point.
- *
- *
- *



Think like a Teacher

Team	
Date	
Topic	

Discussion Map



Use a discussion map to discuss how you think the other team has done.

Use the Scoring Rubrics to help you to decide how many coins, stars and diamonds they have achieved with their Mythical Beast designs.

Scoring Rubrics

1		(1 out of 3 parts) has no or low quality
2		(2 out of 3 parts) has no or low quality.....
3		(3 out of 3 parts) has no or low quality
1		(1 out of 3 parts) has medium quality
2		(2 out of 3 parts) has medium quality
3		(3 out of 3 parts) has medium quality
1		(1 out of 3 parts) has high quality
2		(2 out of 3 parts) has high quality
3		(3 out of 3 parts) has high quality

Success Criteria for Mythical Beast (peer assessment)

Mythical Beast's Name Created by Team
Assessed by Team

QUALITY		1	2	3	1	2	3	1	2	3
		LOW			MEDIUM			HIGH		
Relief	Built up areas. Clay was added and built up.									
Engraving	Carving down into the clay. Imprinting etc.									
Texture	Surface has a variety of texture - it feels fluffy, hairy, bumpy, smooth.									
Patterns	A sequence of lines, curves, zigzags, dots, scales etc.									
Composition	Has different shapes to draw the eye in. Is visually interesting.									
Build Quality	Slip and score has been used, no air bubbles and at least 1cm thick tile.									
Background and Joins	Mythical Beast joins together well. Is clearly together, coherent.									
Refinement	Is of high quality. Smooth edges and looks neat and tidy. Exhibition ready.									
TOTAL										

Purple Team



Blue Team



Green



Red Team



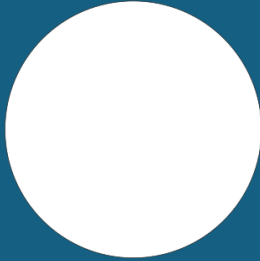
Yellow Team



Think like a Teacher

Team	
Date	
Topic	

Discussion Map



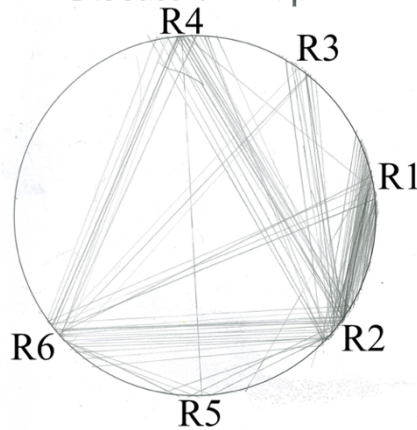
Use a discussion map to discuss how you think your team has done.

Use the Scoring Rubrics to help you to decide how many coins, stars and diamonds you deserve for your Mythical Beast designs.

Red Team

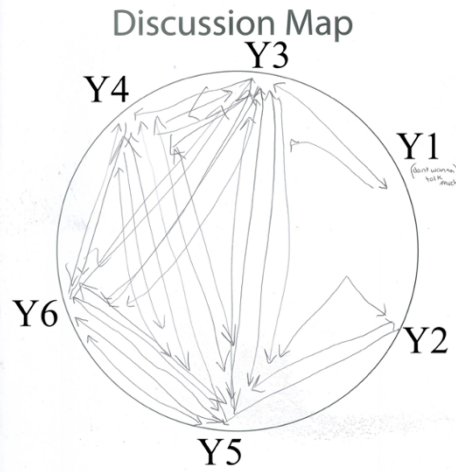
Team	Red
Date	25/8/20
Topic	Mythical beasts

Discussion Map



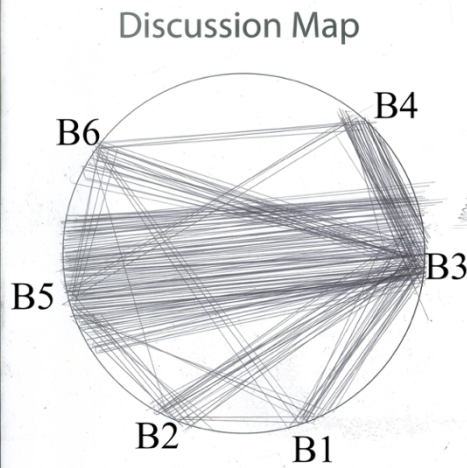
Yellow Team

Team	YELLOW
Date	26 APRIL
Topic	Mythical Beast Design



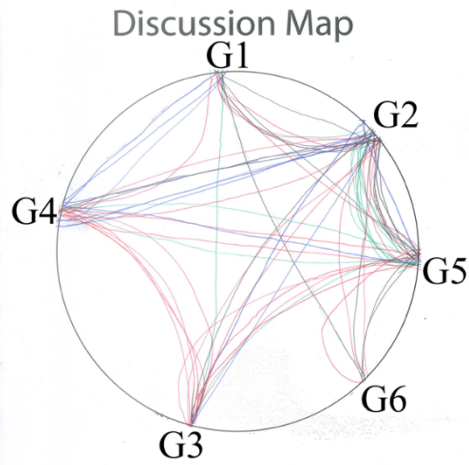
Blue Team

Team	Blue
Date	25.4.24
Topic	Mythical Beast Design



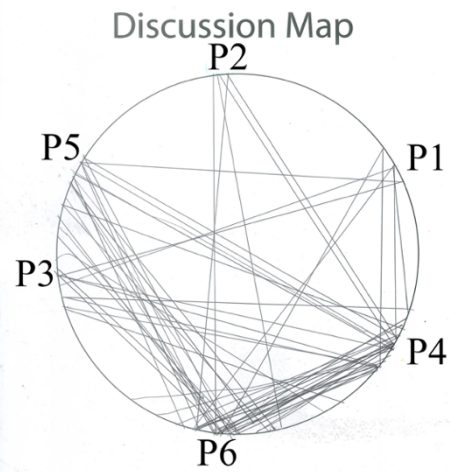
Green Team

Team	green team
Date	25/04/24
Topic	mythical beast



Purple Team

Team	Purple
Date	25/4/24
Topic	everything x Mythical Beasts Design



Scoring Rubrics

1 🌑	(1 out of 3 parts) has no or low quality
2 🌑	(2 out of 3 parts) has no or low quality.....
3 🌑	(3 out of 3 parts) has no or low quality
1 ★	(1 out of 3 parts) has medium quality
2 ★	(2 out of 3 parts) has medium quality
3 ★	(3 out of 3 parts) has medium quality
1 💎	(1 out of 3 parts) has high quality
2 💎	(2 out of 3 parts) has high quality
3 💎	(3 out of 3 parts) has high quality

Success Criteria for Mythical Beast (self-assessment)

Mythical Beast's Name Created by Team

QUALITY		1 🌑	2 🌑	3 🌑	1 ★	2 ★	3 ★	1 💎	2 💎	3 💎
		LOW			MEDIUM			HIGH		
Relief	Built up areas. Clay was added and built up.									
Engraving	Carving down into the clay. Imprinting etc.									
Texture	Surface has a variety of texture - it feels fluffy, hairy, bumpy, smooth.									
Patterns	A sequence of lines, curves, zigzags, dots, scales etc.									
Composition	Has different shapes to draw the eye in. Is visually interesting.									
Build Quality	Slip and score has been used, no air bubbles and at least 1cm thick tile.									
Background and Joins	Mythical Beast joins together well. Is clearly together, coherent.									
Refinement	Is of high quality. Smooth edges and looks neat and tidy. Exhibition ready.									
TOTAL										

Whole Class Discussion

Exit Ticket

FRONT

★★★★ EXIT TICKET ★★★★★

1 Name: _____

2 I know what teamwork involves.

○ ————— ○ ————— ○ ————— ○

strongly disagree disagree agree strongly agree

3 I think that teamwork involves... _____

BACK

★★★★ EXIT TICKET ★★★★★

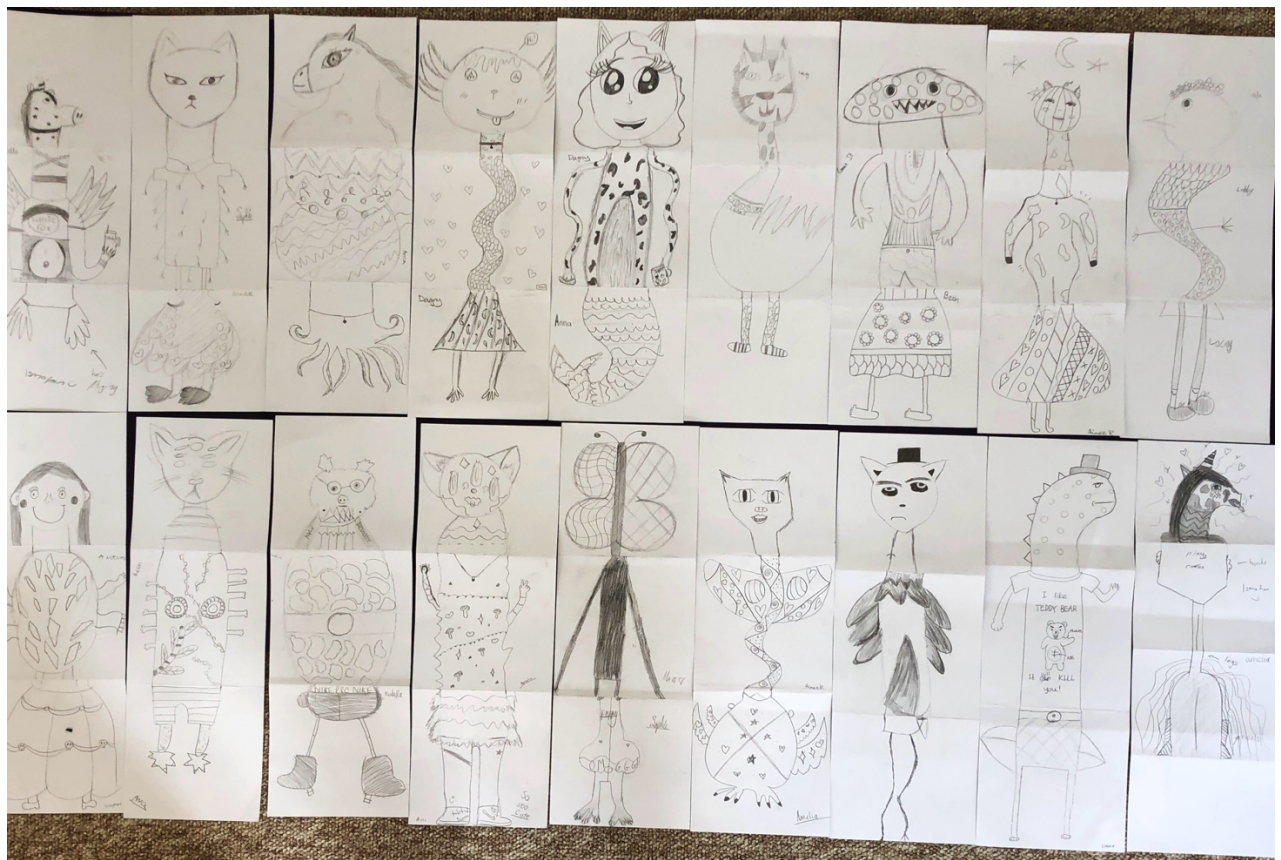
4 Working in my team made me feel...

☐		
	Loved	
	Confident	
	Happy	
	Calm	
	Worried	
	Sad	
	Angry	

because _____

AP6.8. Students' Work

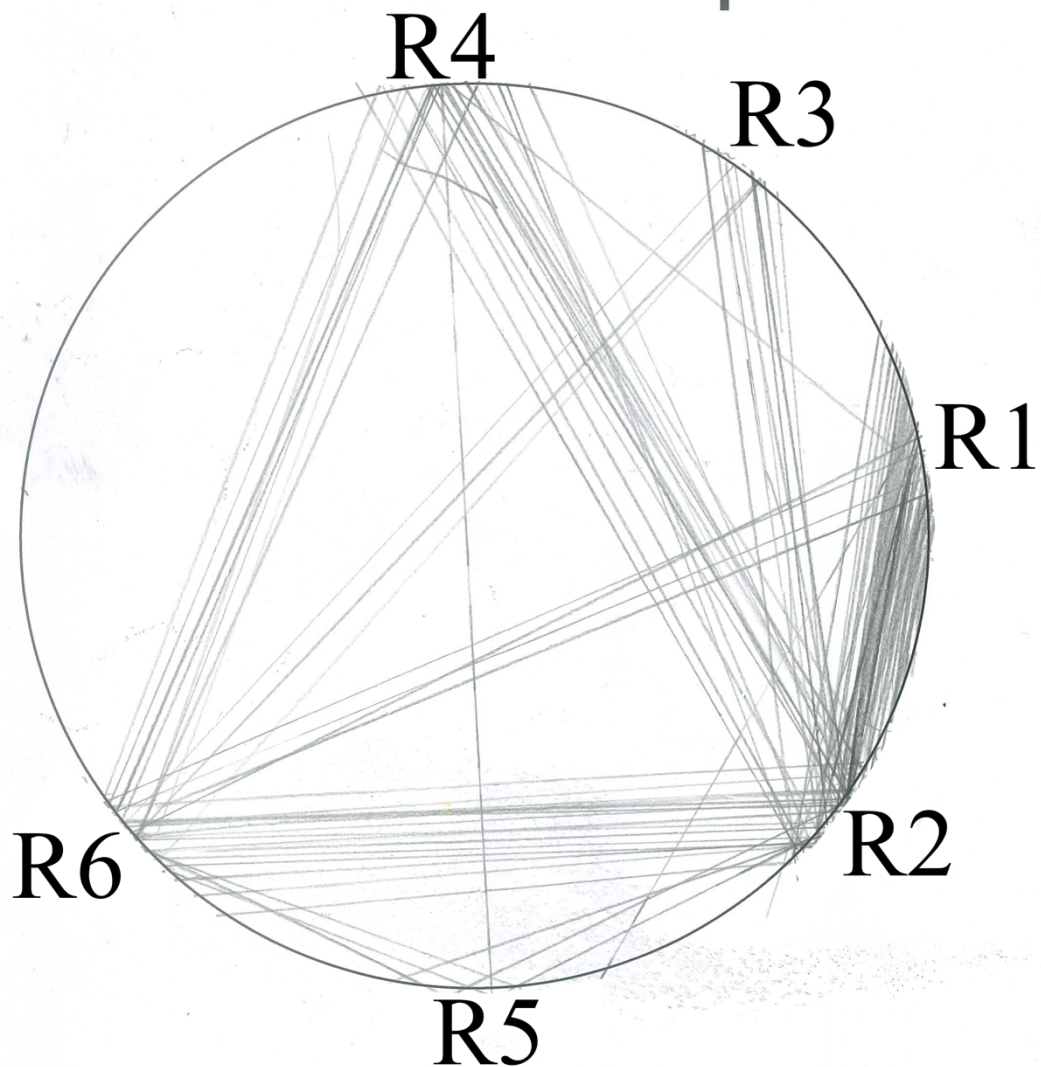
AP6.8.1. Initial Drawings



AP6.8.2. Students' Discussion Maps

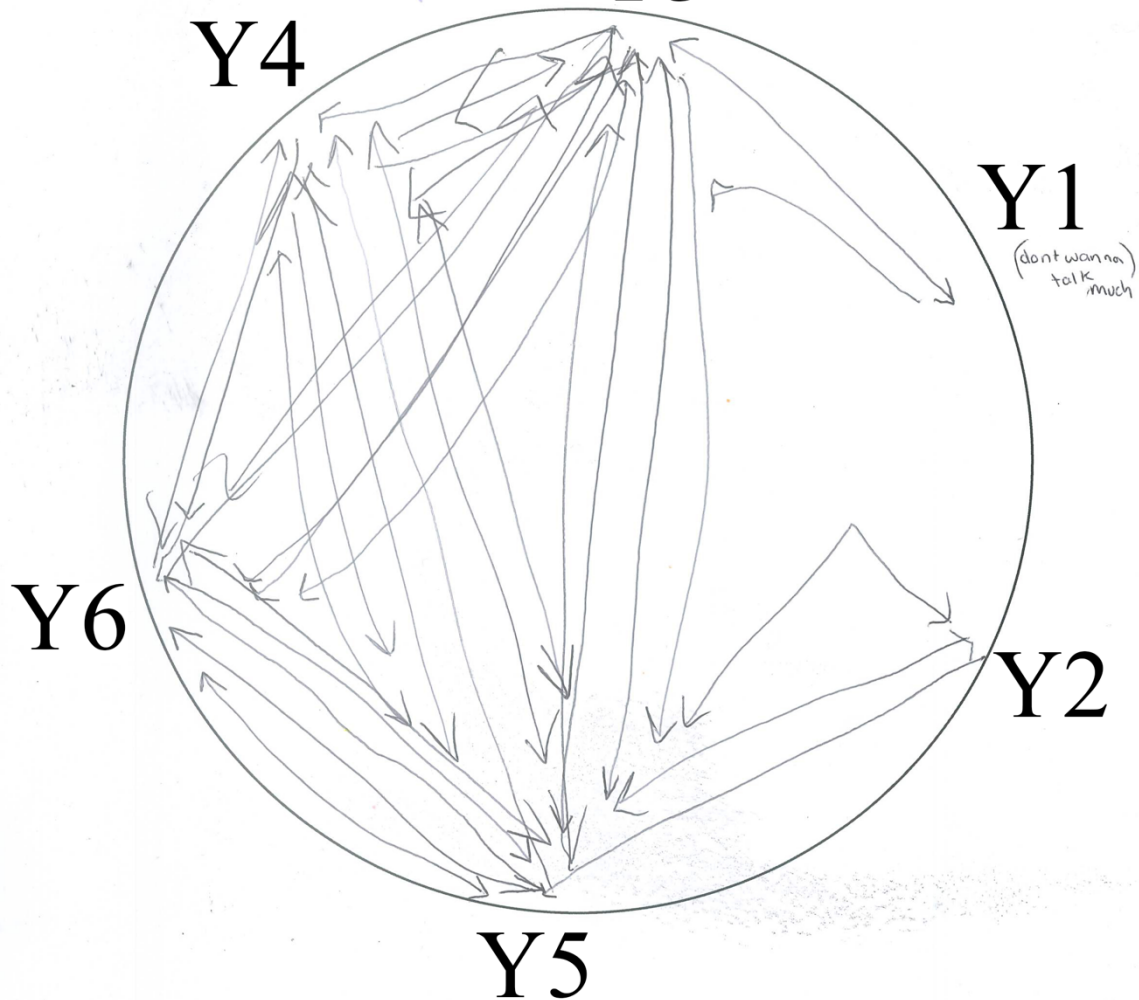
Team	Red
Date	25/4/24
Topic	Mythical Beasts

Discussion Map



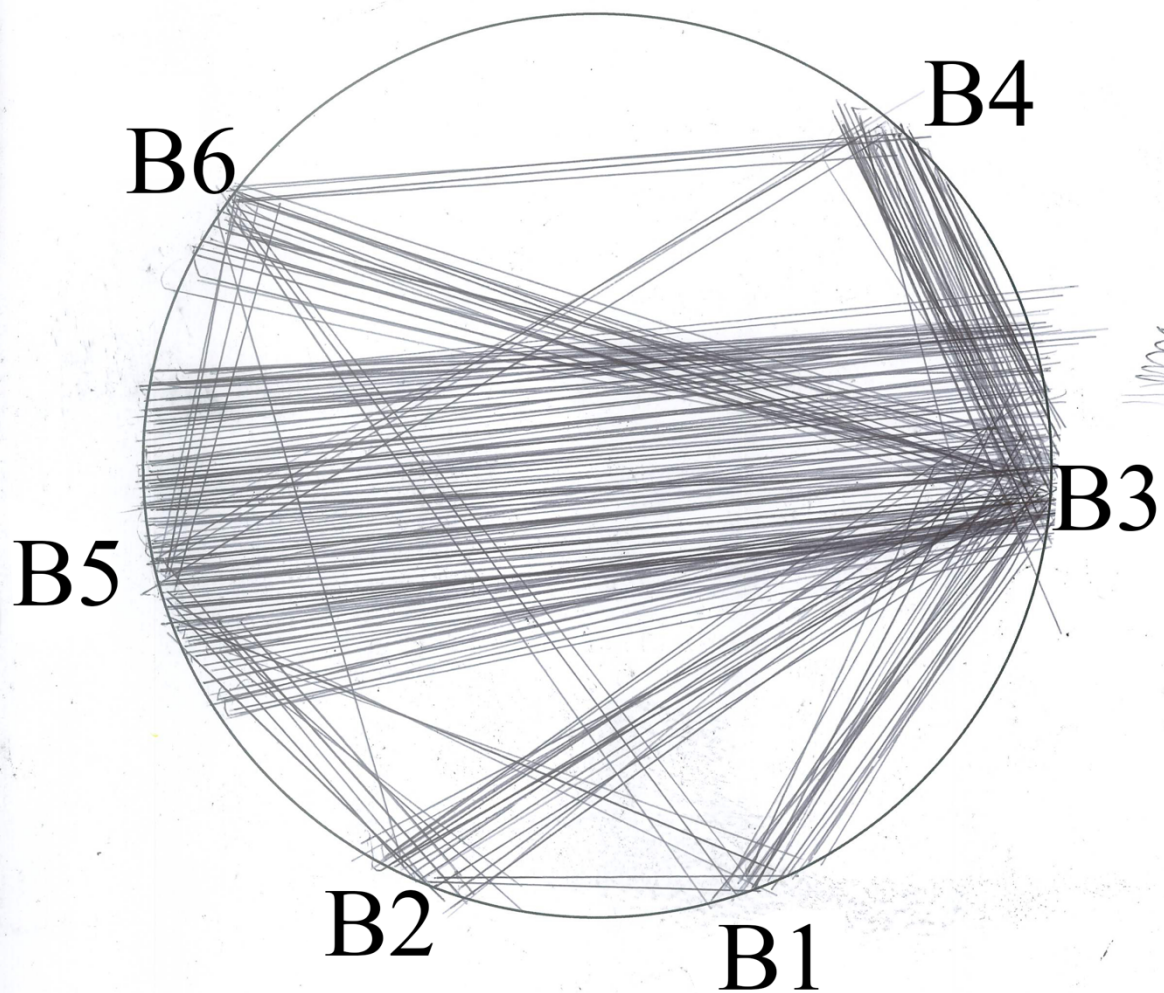
Team	YELLOW
Date	26 APRIL
Topic	Mythical Beast Design.

Discussion Map



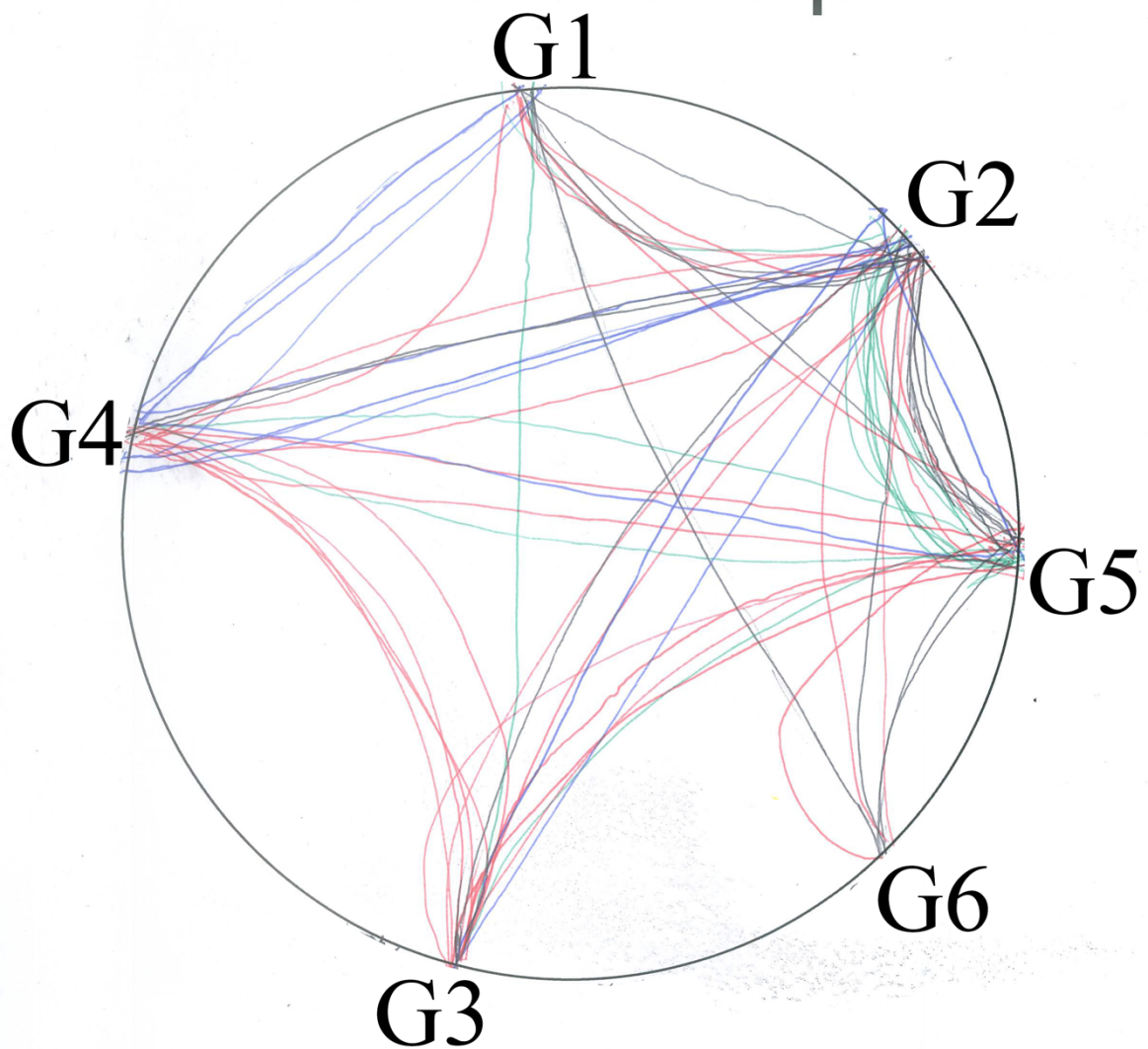
Team	Blue
Date	25. 4. 24
Topic	Refine Mythical Beast Design

Discussion Map



Team	green team
Date	25/04/24
Topic	mythical beast

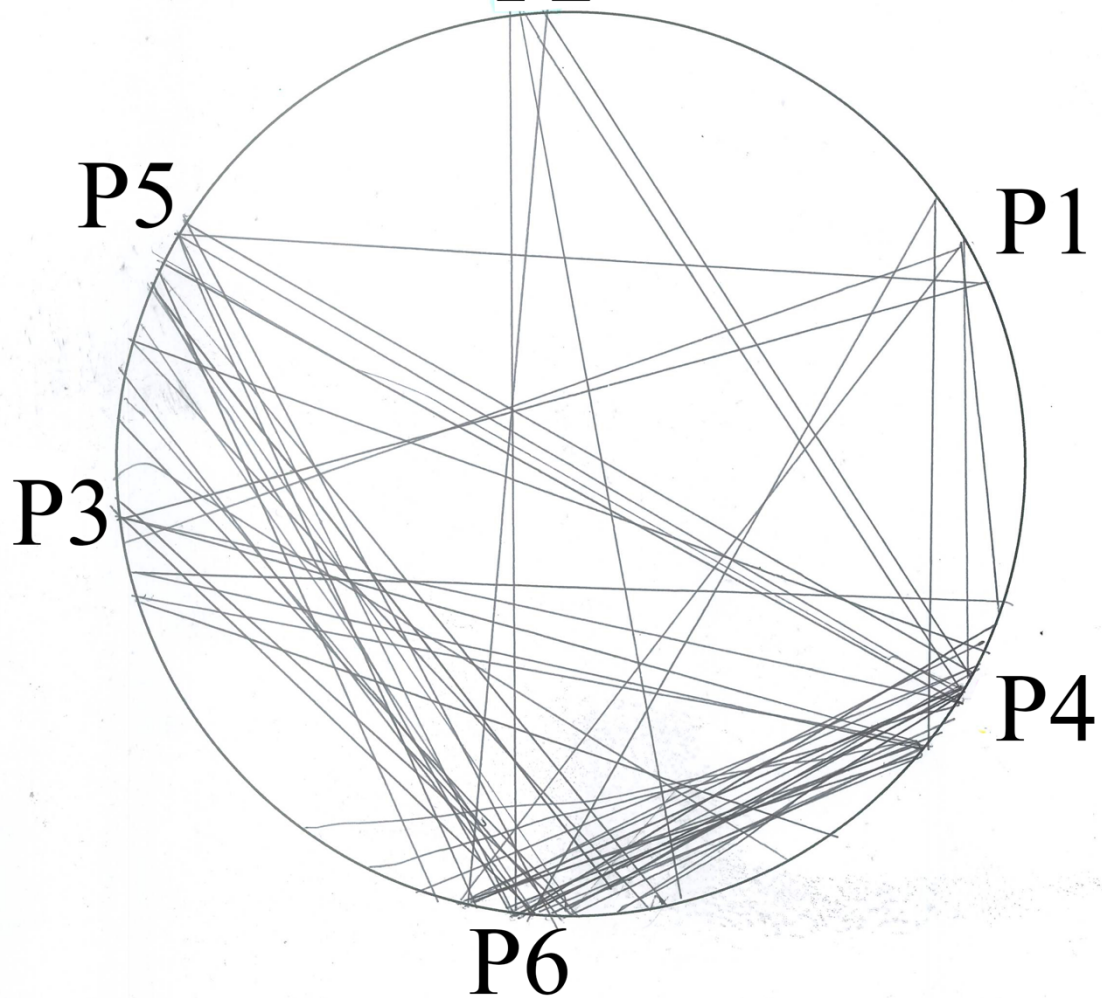
Discussion Map



3/2

Team	Purple
Date	25.4.24
Topic	everything x Mythical Beast Design

Discussion Map



AP6.8.3. Red Team's Refined Mythical Beast 01



~~King Bob~~ Queen Penelope

King Bob

~~Queen Penelope~~

He lives in a castle with ~~Queen Penelope~~.
They met at the bottom of a lake while they
were drowning. Then they had children
but they ate their children and made a
successful music career and every year they
have a child then they take them to the
lake and drown them and eat them with
salt and pepper and chips and use their
blood as ice cream sauce.

Red Team

RED

AP6.8.4. Red Team's Refined Mythical Beast 02



~~Penet~~ Queen Penelope King Bob
 She lives in the castle with ^{Queen Penelope} ~~King Bob~~
 they met at the bottom of a lake while
 they were drowning then they had children
 but they ate ~~their~~ their children and
 made a successful music career and every
 year they ~~had~~ have a child then they
 take them to the lake and drown them
 and eat them with salt pepper and
 chips and use ~~they~~ their blood as
 icecream sauce :)

Red
Team

AP6.8.5. Yellow Team's Refined Mythical Beast 01



on mellow moon feet

201 years old

lives in a sharks ^{Mouth} ~~tooth~~

fav ^{food} mango + lychee and drinks mogu mogu (water
abit cannibalism ^{melon} ~~flavor~~ or alex)

dosn't like pick me's and tuna fish

fav song ~~by~~ ^{by} jajo and
sings it w bob. Justin

• got cancer and went bald
but used to be on hair modal
magazine. Ate 3 parrots.

rainbow lashes XXXXXL

• has pet vally fish

• Plays Roblox with husband

mm2 and Ragdoll user -
sourbaddie
melon 221

and

YELLOW

AP6.8.6. Yellow Team's Refined Mythical Beast 02



237 yrs old Mr Bob moon
lives in millies, mums, nans, grandad,
fathers, auntsies, cousins sink!

Hates pick mes

Hottest guy in ~~space~~ Jails retirement
home

invented iphone 20360

he will eat you :D!

Preppy, plays, roblox, user is

Preppy girl 1234 - unicorn girl
lover

loves making Preppy
tiktoks

bestie + neighbour's miss
mellon moonfeet

transgender they/them

red eyes

chicken nugget pizza

Karma = JoJo Siwa

fullname = BobSiwa

eats children

Daycare worker

2nd fave song

Boomerang by

JoJo Siwa

married

YELLOW

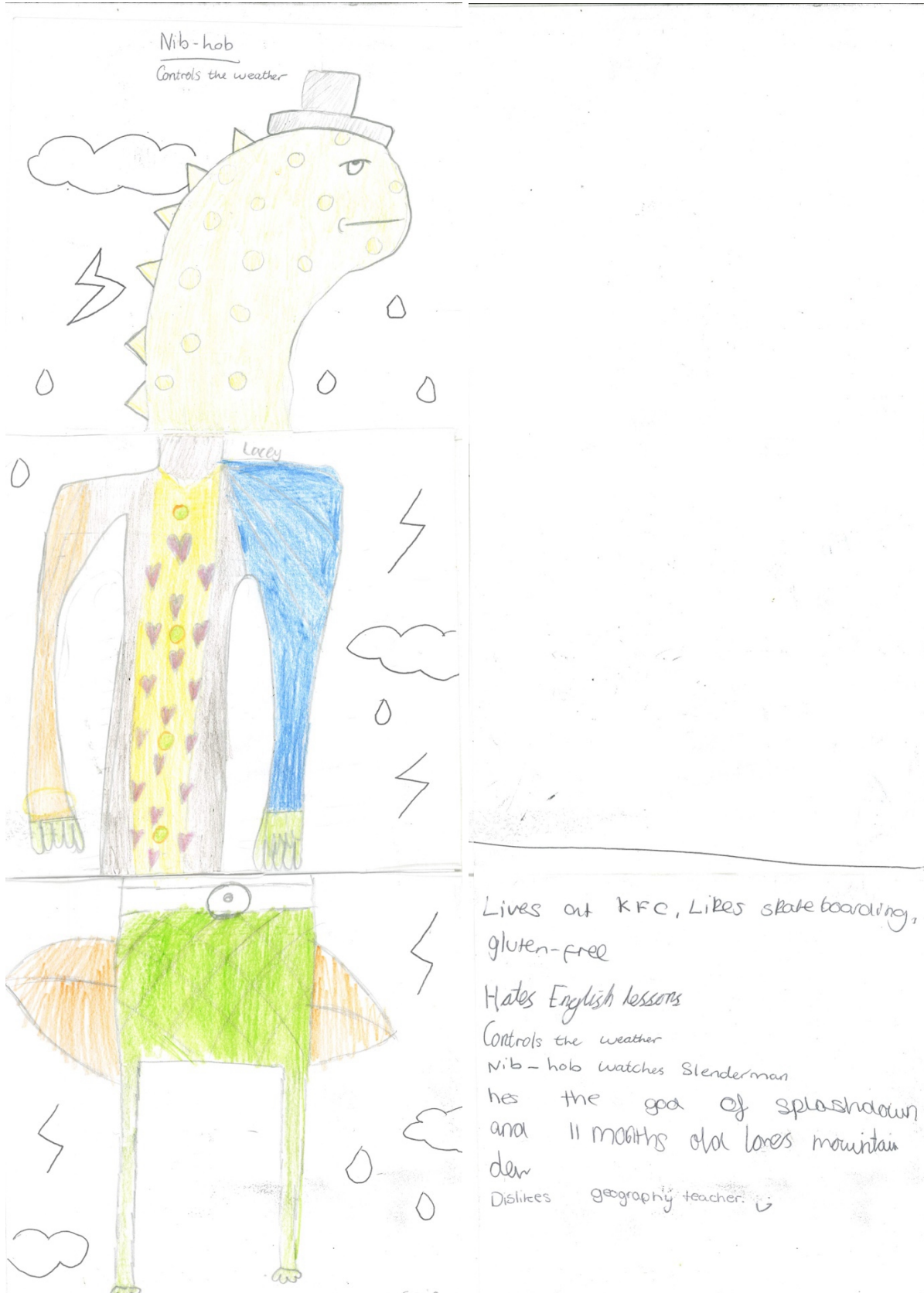
AP6.8.7. Blue Team's Refined Mythical Beast 01



Jemmima lives in ~~the~~
~~the~~ ~~land~~
the sky but can
come down whenever
she wants she is the
~~so~~ daughter of ~~pat~~ patrick
12 years old and she can
shoot rainbows out her eyes
that can kill if
she does not like you
hates pineapple
Eats strawberries for a living

RIVE

AP6.8.8. Blue Team's Refined Mythical Beast 02



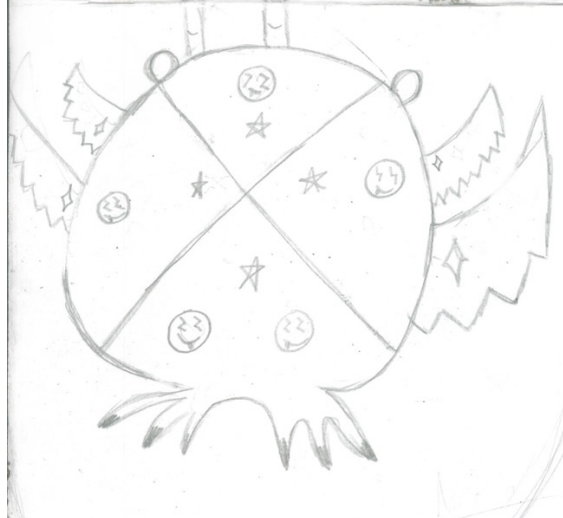
AP6.8.9. Green Team's Refined Mythical Beast 01



Hair lushiously flows in the breeze.
It bats its eyelashes aggressively and
flies through the clouds.



This horse headed beast has an aggressive personality
her false lashes freeze in her ice cold cave. Her age
is -1400 years young. Her name is horn honk.
She If she kills people, her strength levels
go higher.



she waddles like it never
has before.

she waddles like ^{she has} it never before!
#Preppy!

AP6.8.10. Green Team's Refined Mythical Beast 02



Preppy Peacock is a young being who lives in the rainforest. She loves to play roblox, her user is R Preppy Peacock. She can breathe Preppy fire and is the preppiest in the land.



It's preppy and alpha female loves roblox and wears Nike underpants ~~but hates~~ and lives in preppy land.

so this thing is preppy. It wears Nike pro shorts and plays roblox. It wears lots of makeup including false lashes. it's name is preppy

Peacock.

Squack

GREEN

AP6.8.11. Purple Team's Refined Mythical Beast 01



NAME: BRIANNA ELLINGTON ELETIC DANGER!

GLENMOORRATATOIE PURPLE!

CRAZYDANDYDAM BOXER
HEY POORIE!

I'M SO HAPPY I LOVE

Enjoys eating sushi and ratatouille.
She doesn't like school.
loves annoying poppy.

Fav Food: canteen pizza!
4 life

NO RADNOR FIZZ BC
SHE gets too hyper
Roadman

She lives in splashdown

PURPLE TEAM

purple

AP6.8.12. Purple Team's Refined Mythical Beast 02



~~He is a~~ Name: Rizzler skibidi ^{foilet} ohio aggressively putting the griddy Sigma phanom tax alpha.

Surname: Fictor rizz party, ~~he~~ im the alpha im the leader im the one to trust together we do whatever it takes were in this pack & life poorie twinkie toes



Has 63 kids
is a sephora kid

Level 1000 GYATT

Twinkie toes



Lives in ohio

loves griddy in the meadows
Can fly and fart hard

it has a pet horse called Clarence

plays stardew valley with america & has a

Has 13
Stanlys

owner of
white fox
totteman
but it gets
stolen from
him so hes depressed

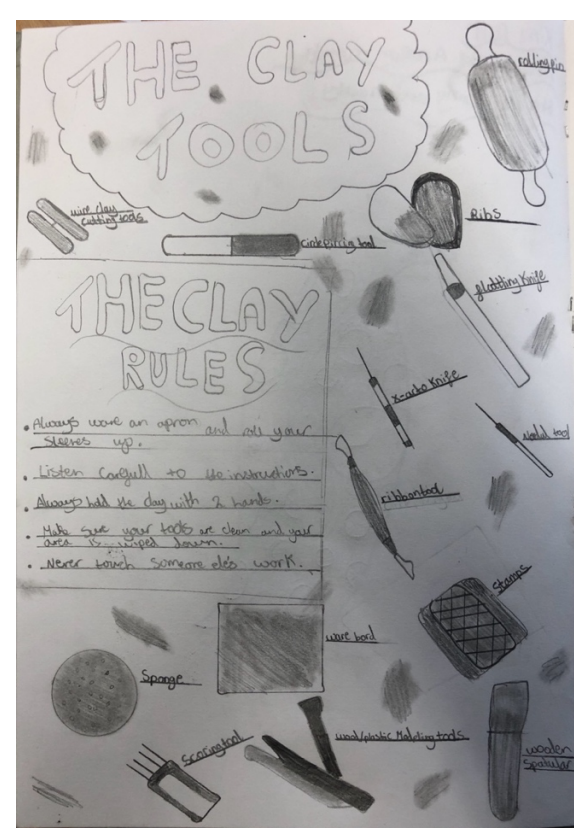
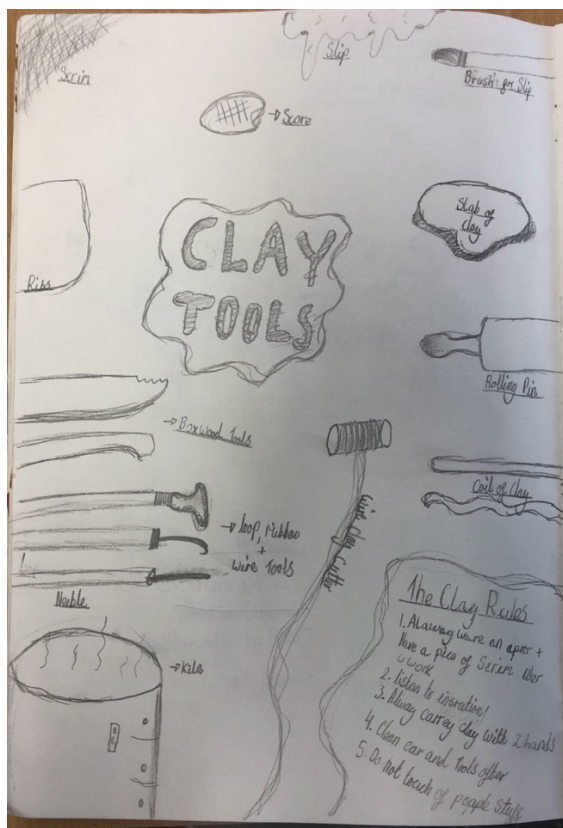
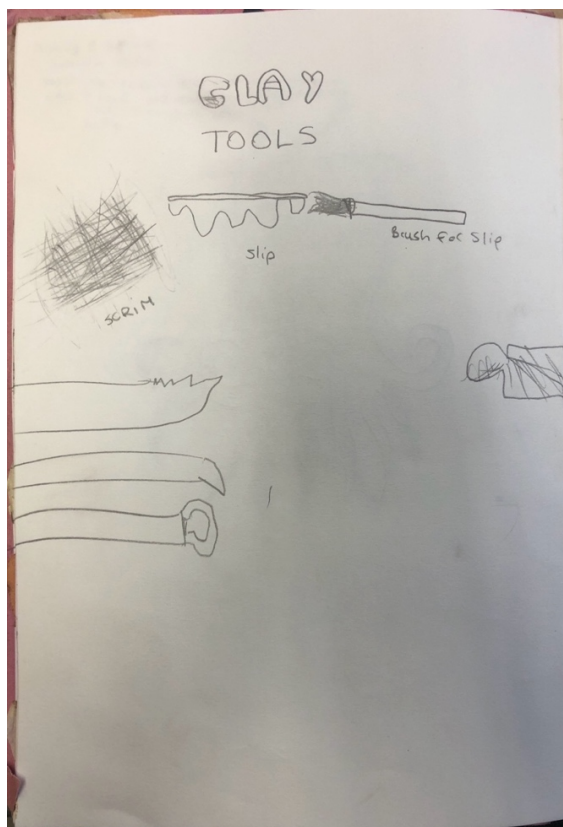
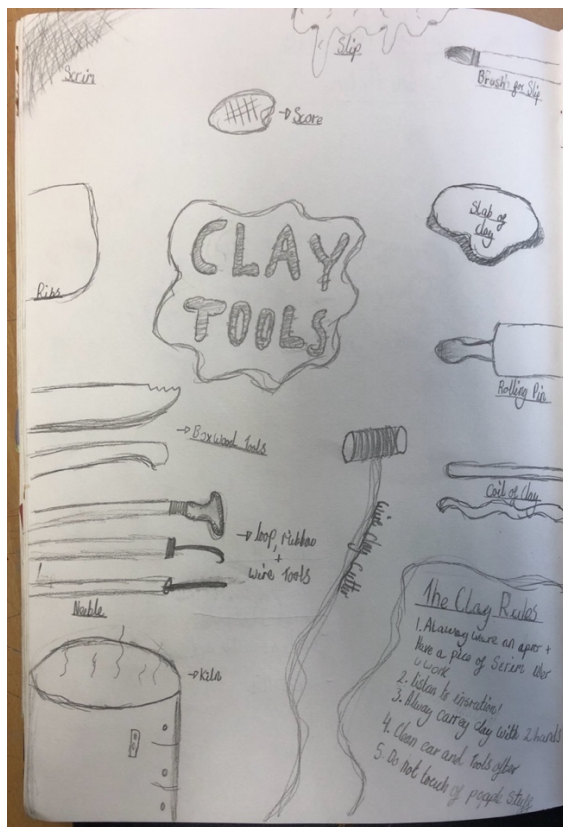
purple
team

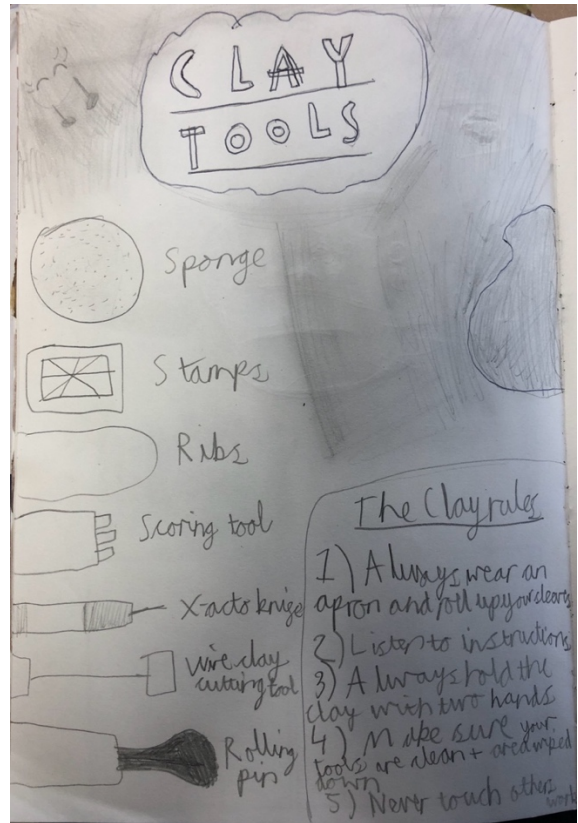
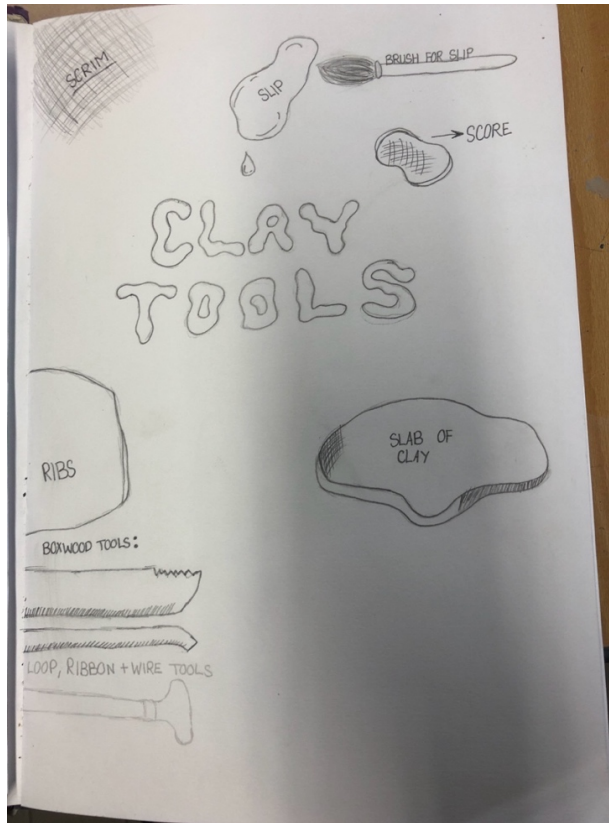
dog
called dexte

Ate too many kids &
died.

Purple.

AP6.8.13. Students' Homework Examples





AP6.8.14. Clay Tiles to Date
Red Team's Mythical Beast 01 with clay work in progress



Red Team's Mythical Beast 02 with clay work in progress



Kiln

Yellow Team's Mythical Beast 01 with clay work in progress



Yellow Team's Mythical Beast 02 with clay work in progress

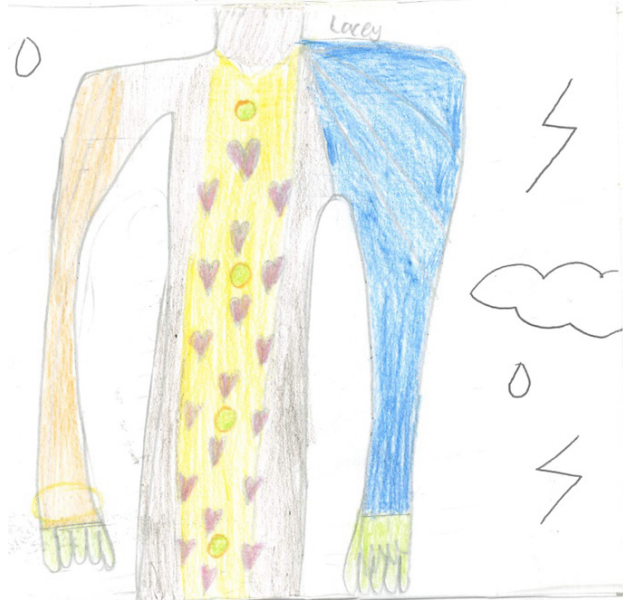
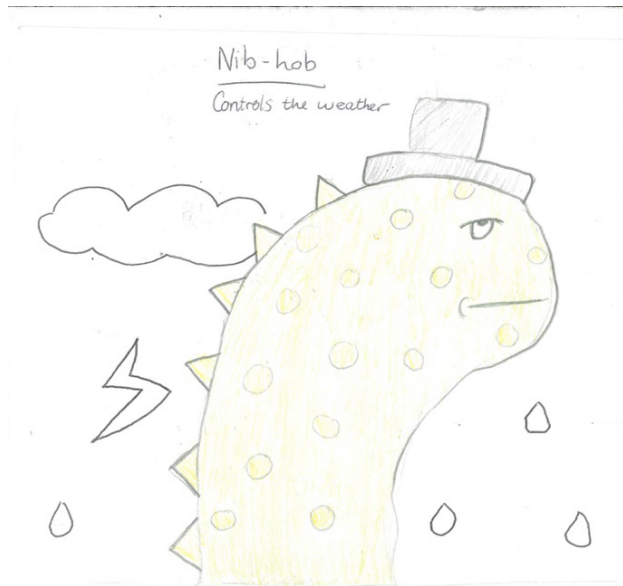


In Kiln

Blue Team's Mythical Beast 01 with clay work in progress



Blue Team's Mythical Beast 02 with clay work in progress



Green Team's Mythical Beast 01 with clay work in progress



Green Team's Mythical Beast 02 with clay work in progress



Purple Team's Mythical Beast 01 with clay work in progress



Kiln



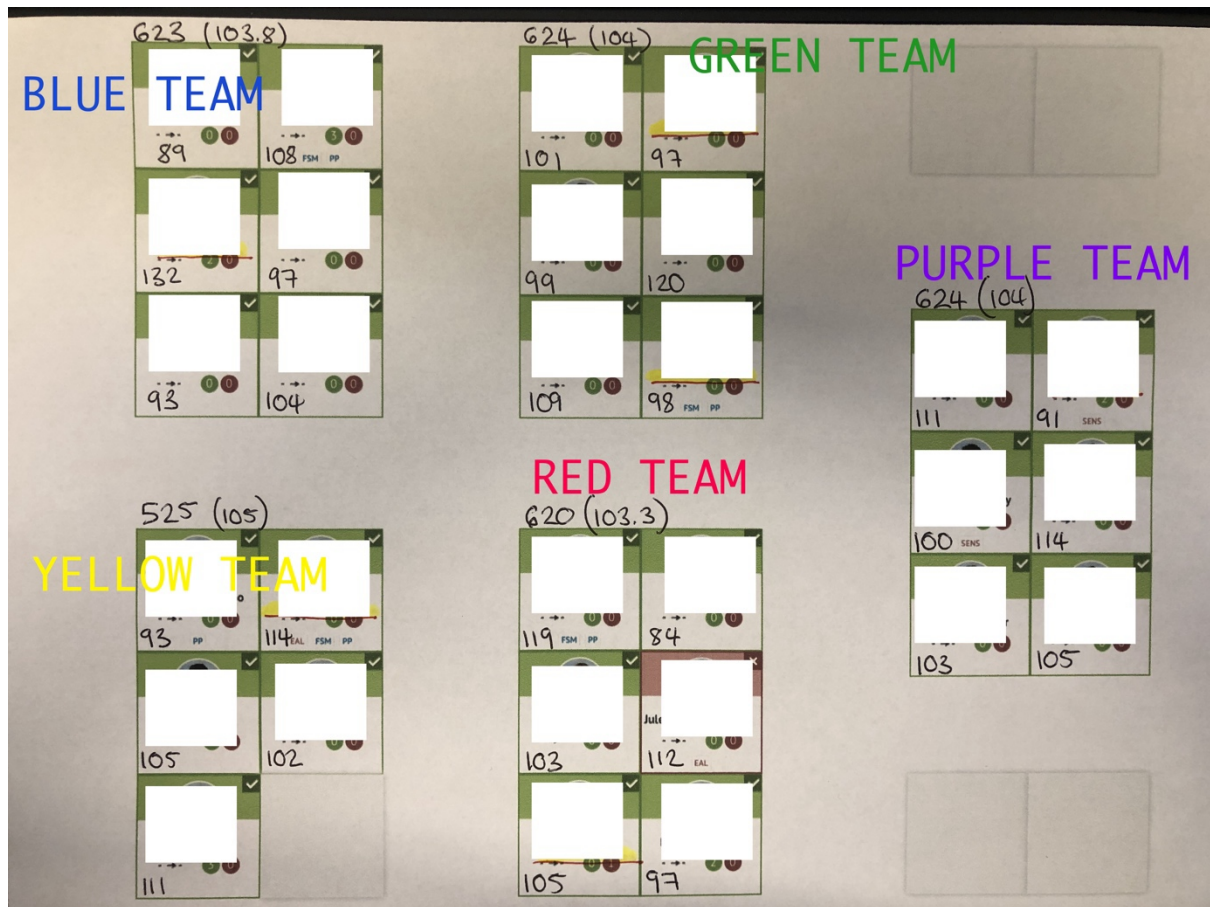
Purple Team's Mythical Beast 02 with clay work in progress



Kiln



AP6.9. Failed School
AP6.9.1 Revised Seating Plan



Please see all teams were made to average the same amount of cognitive power ensuring that each table had a median average of around 104 points on their Cognitive Abilities Tests scores (CAT's).

TEAM: _____

1) Which country is suffering with too much plastic on their beaches and in their seas?

2) Why is plastic gathering there?

3) What does 'Mālama' mean?

4) What does 'Honua' mean?

5) What items are they finding on their beaches and in the animals?

6) What happens when a turtle swallows plastic?

7) Why are albatross chicks dying?

8) What are the problems with Styrofoam?

9) Does Styrofoam break down?

https://youtu.be/TRboBA_57Ng

- 10) How many pieces of plastic are there in the ocean?
- 11) What year will there be more plastic in the ocean than fish?
- 12) Whose responsibility is it to do something about it?
- 13) How can we change things?

https://youtu.be/TRboRA_S7Ng

AP6.9.3. Group Mind-Maps from Students' New Groups

