

Observation 5

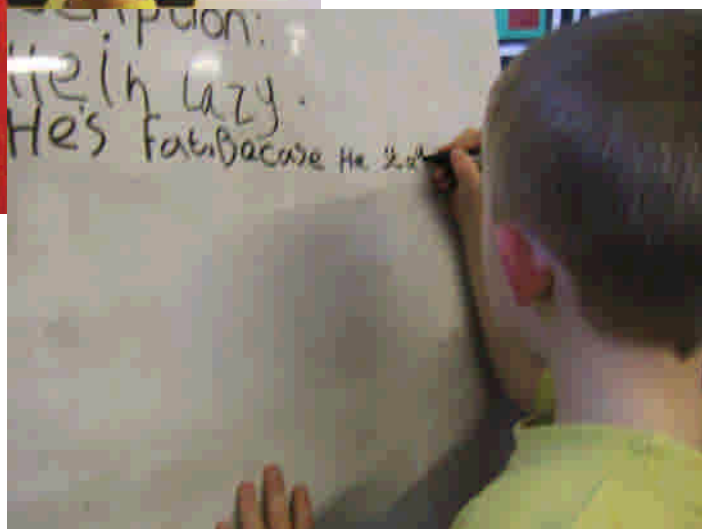
Matthew and Adam KS 1/2 – YR 2 – Sketch 2 November 2005

Matthew and Adam were observed during a literacy session. After the initial input they were observed talking to each other and after a few moments they approached the practitioner and Adam asked confidently, 'Can we work on there. It's easier if we do it on the whiteboard if we make a mistake.' Matthew added, 'Because we do sometimes!' It was quickly agreed that the work must also be recorded by taking a photograph for their extended writing book and they began to make a list of the characters' attributes.

They worked cooperatively and collaboratively throughout, taking turns to each write a sentence and then handing the pen when they had finished. Adam wrote more complex sentences but it was Matthew who reminded him, "Don't forget the full stop at the end!" At one point Adam stood back to look at his work saying, "Oops! I put capital letters in the middle!" and he self corrected rubbing them out with his finger and replacing with lower case letters.

On task 15 minutes

Involvement Level: 4.5



Observation 6 - Group observation CCL KS2 Y5/6

Art inspired by Terry Frost

A self-selected group of year 5 and 6 children were observed working on a large canvas. The fact that they had listened well to the group input soon became apparent. The discussion around colour, line, shape and space was 4 way. This was led by Zeb who at one point supported Connor to join the discussion saying "What do you think Connor? Listen to Connor; he usually throws in good ideas." He also initiated a voting system when the group could not really agree on one element. "Let's take a vote on it. That'll be a fair way of deciding what to do next." When the vote was hung he called upon others who were observing the process to have the casting vote. The group went along with the majority decision, working positively.

At one point near the start of this process they were encouraged by a practitioner to stand back and look at their work. They were observed doing this as each new mark was made. They showed an awareness of responding to the work as it progressed. Isabel, "Now we've included a square at the top we need something at this side to create balance." Ashley "That's ace! Look, there, where we've joined those two with a line. I think we should use it again to link other shapes." They extended the activity by using masking tape to divide a triangle to make a more complex shape. Body language and facial expression indicated high level thought, concentration and then delight in the success. They brought in other children to show them this effect and described what they had done confidently and enthusiastically. Not surprisingly they decided to use this effect again. On 3 or 4 occasions they referred to the Terry Frost book, discussed and then responded to this. This is particularly evident in the more textural sections.

Time on task : Extended
over 2 days
**Group involvement
level: 5**

