

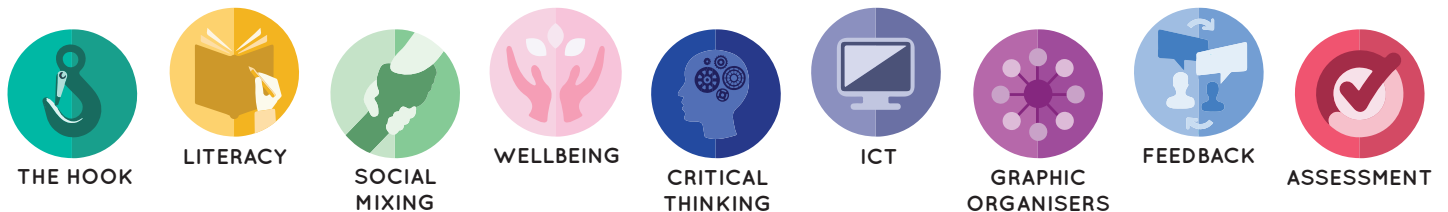
# ACTIVITY LOG :

## SHAKE UP LEARNING!

5-15 minute activities that can be inserted into the beginning, middle or end of your lesson.

### About ALOG:

The 'Activity Log' (ALOG) tackles the threat of teaching becoming a "mindless or essentially lifeless routine that lacks spontaneity and pedagogical innovation" (Barone & Eisner, 1997, p. 128). The resource does this by offering teachers an opportunity to incorporate tailored activities or mini-interventions to meet the learning needs of their students. The small graphic icons below represent the overarching ideas in the resource and page two in the PDF provides details on each area.



### How to Use ALOG:

The Activity log resource has been designed with a 3 tier coding system to enable adequate preparation and quick selection of appropriate activities. The coding system includes the *overarching area of learning* (Icons above), 'Benefit Tags' which indicate the key skills & knowledge associated and also an 'Age', 'Length' and 'Preparation' code. These more detailed codes help teachers decipher how and when to implement activities based on class ages, the length of time available for the activity and the required teacher preparation before class. These details are specified for each activity through the graphic signs shown below.



**Suggested Age (7-12)**



**Length of Activity (5-15mins)**



**Preparation for Activity (high, medium, low)**

### Example Application:

After reviewing your student's written work, you might find that they lack breadth in their vocabulary to support their arguments. If this were the case, you may want to embed some 'literacy' type activities into your classroom. Similarly, if your students are feeling stressed and overworked towards the end of the semester, you may want to tap into some of the wellbeing activities provided.

### Links to Educational Rationale:

The Activity Log resource addresses a major Visual Arts curriculum issue: How do we achieve a balance between teacher directed and student-centered learning in the art classroom.

Our approach to this debate has been largely influenced by the theories of Elliot Eisner and Jacques Derrida. Eisner's DBAE (Discipline Based Art Education) supports the use of a structural framework, where teachers provide scaffolded, age appropriate instruction enabling students to develop from the inside out and outside in (Eisner, 1998). ALOG aligns to Eisner's DBAE as it uses coded activities to guide teacher scaffolding but also places emphasis on student-centered learning. With a focus on engagement, ALOG promotes the acquisition of knowledge by allowing students to form and reform their knowledge through experience (Kolb, 1984). ALOG therefore also aligns with Derrida's deconstruction method, where meanings are interchangeable and knowledge is socially constructed (Efland et Al, 1996). Overall, the Activity Log takes a holistic, integrative perspective to learning, combining experience, perception, cognition and behaviour.

### Format of Resource

The Activity log is available as InDesign generated PDF and an editable Word document. The PDF delivers content using visual graphics and colour coding, arguably speeding up activity selection. The Word document offers an alternative format where teachers can edit and customise their activities.

# ACTIVITY LOG :

## TAILOR YOUR CLASSROOM

Below is a list of the 'Benefit tags' used and an outline of each key section within ALOG.

**'Benefit Tags' indicate the key skills & knowledge for each activity, these include:**

Building vocabulary, Organisational skills, Research skills, Categorising, Generating ideas, Creative thinking, Critical thinking, Reflective thinking, Collaborative work, Student wellbeing, Artistic development, Presentation skills, Peer feedback and Checking understanding.



THE HOOK

Igniting enthusiasm, interest and engagement is the key to 'The Hook' activities.  
p 3-4



SOCIAL MIXING

Activities are geared towards mixing up social groups and using social learning strategies to aid cognition with benefits for holistic development.  
p 7-9



WELLBEING

Activities are used to center students into a relaxed, controlled state of mind. They are suitable for all students but particularly stressed and anxious students.  
p 10-11



GRAPHIC ORGANISERS

Students are provided with alternative methods for generating and organising ideas.  
p18-19



ICT

These activities endorse the use of ICT (Information Communications Technology) to support learning and increase students understanding of digital systems.  
p 15-17



LITERACY

All activities are designed to increase literacy skills, including areas such as vocabulary, sentence structure and articulation.  
p 5-6



CRITICAL THINKING

Students are challenged to think deeply and analytically about ideas/content while using problem-solving skills.  
p 12-14



FEEDBACK

Activities support various forms of feedback on learning including feedback directed for and by teachers, peer feedback and student self-reflected feedback.  
p 20-22



ASSESSMENT

Activities provide alternative ways to assess learning both formally and informally, making learning visible.  
p 23-25



# ACTIVITY LOG: THE HOOK

Igniting enthusiasm, interest and engagement is the key to 'The Hook' activities.

## Sound Art



**Benefits:** Creative thinking, Artistic development

**Summary:** The teacher plays a section of music to students. Students guess what is involved in making these sounds by describing them on paper. Students can then discuss what kinds of moods or visuals they think of while listening to certain rhythms or sounds. Drawing can also be brought into this activity.

## Equipment Race



**Benefits:** Organisational skills, Checking understanding

**Summary:** Students race each other to see who can set up the assigned equipment the quickest and correctly.

**Example:** Students race to see who can thread a sewing machine the fastest. The race should start with winding the thread through the first section of the machine right through to catching the thread of the bobbin at the bottom of the machine.

## Doco Preview



**Benefits:** Critical thinking, Generating ideas

**Summary:** Teacher shows students a trailer or section of a documentary and follows up on the information by asking some key questions.

**Example:** Students watch the trailer to "True Cost", a fashion documentary which discusses the ethical issues behind the fashion industry. The teacher might want to ask questions before and after the documentary such as "How do you think clothes are made today", "Who is responsible for making sure workers are safe, companies or consumers?"

**Link to True Cost Documentary:** <http://truecostmovie.com/>

## TV Show Language



**Benefits:** Building vocabulary, Creative thinking

**Summary:** Students watch their favourite show for 10 minutes and note down a number of descriptive words used (20 words approximately). At the beginning of the next lesson the class discusses the show briefly. Students then use their list in class to write 5 sentences using a combination of their words and those of their neighbours.

**Example:** Students might watch Master Chef and note things such as 'tender chicken, 'vivacious colours' or other descriptive words. Students then combine these words to make a number of descriptive sentences.

## Speech Bubble



**Benefits:** Generating ideas

**Summary:** An image of an artist that the students have been studying is projected onto the whiteboard. Students take turns to draw speech bubbles for the artist describing things about themselves, their works their style.

**Example:** Students might annotate "the artist paints in a surrealist style" or "the artist uses cultural symbols in their work".



# ACTIVITY LOG: THE HOOK

Igniting enthusiasm, interest and engagement is the key to 'The Hook' activities.

## Online Video



**Benefits:** Generating ideas, Artistic development

**Summary:** Teacher shows a skill video from an online source such as Youtube.

**Example:** Teacher shows students a watercolour skill video which the students can then practice in class.

**Link to Example Video:** <http://bit.ly/2fIPsv2>

## Inspiration Image



**Benefits:** Reflective thinking, Checking understanding

**Summary:** The teacher places an image on the projector for students to review (an image previously discussed). Students then have 4 minutes to write down the subject matter, elements and principles, techniques and materials used.

## Match Sticks



**Benefits:** Creative thinking, Artistic development

**Summary:** Students work in pairs, and are given a painting by a certain prescribed artist. The students have a time limit to use matchsticks to recreate the painting as best as they can by cutting and colouring in the matchsticks. Students then have to present their work to the class, verbally expressing their process.

## Close-Ups



**Benefits:** Critical thinking, Reflective thinking

**Summary:** Students pass around a few extreme close up images of certain artwork. Students take notes on each close up and write what they see, (art movement/style, symbolism, elements, principles, known motifs, colour). Later students try to guess which artist the painting belongs to. Images can be new or previously studied.

## Gallery Walk



**Benefits:** Building vocabulary, Peer feedback

**Summary:** Students pause from doing their work and have a chance to walk around the room and look at the work of others. A few students must then volunteer to talk about another student's work, using arts language to describe their ideas.

## Kahoot True Or False



**Benefits:** Generating ideas, Critical thinking

**Summary:** Students are set up on Kahoot and answer true or false questions about their current topic.

**Links:** <https://getkahoot.com/> , <https://kahoot.it/>

## Other Attention Grabbing Ideas include:

Use the timer on the screen for activities  
Use lights or body movement eg. hands up  
Clapping to a rhythm, students clap back  
Use music to help close an activity

Key word or phrase  
Do something unexpected  
Use humour eg. planned joke



# ACTIVITY LOG: LITERACY

All activities are designed to increase literacy skills, including areas such as vocabulary, sentence structure and articulation.

## Stream of Consciousness



**Benefits:** Generating ideas, Building vocabulary, Collaborative work

**Summary:** Students are given an topic/artwork and must list as many words as they can about that topic/artwork in just 1 minute (class in silence). Then they must pass their paper to their neighbour and again write any words down that are not already noted.

## Caricature Creation & Written Description



**Benefits:** Artistic development, Building vocabulary, Presentation skills

**Summary:** Students source a portrait online and warp it's features using the liquify tool in Photoshop to create a caricature. Then students must choose another student's work and discuss their character using appropriate arts language.

**Links:** <http://naldzgraphics.net/inspirations/30-hilarious-and-entertaining-caricatures-of-celebrities/>

**Links:** <http://www.avclub.com/article/10-great-cartoonists-you-need-know-celebrating-int-216121>

## Word Presenting



**Benefits:** Building vocabulary, Presentation skills

**Summary:** A number of students are chosen to present an interesting word relevant to the topic being studied that week. The 1 min presentation should include the correct pronunciation of the word, origins and an example application in an art related context. This activity is should be repeated so a number of students present a word at some stage.

## Reading Circle



**Benefits:** Critical thinking, Checking understanding

**Summary:** All students read a small paragraph and then discuss the meaning and ideas around the paragraph. The teacher may provide a worksheet with some questions to promote discussion. Each student must answer and write an idea to at least 1 question.

**Example:** Students review a contemporary art issue such as, funding for art. The teacher might walk around the room and stimulate discussion by posing ethical or contentious questions.

## Cornell Note Taking



**Benefits:** Critical thinking, Organisational skills

**Summary:** Students must read an article (topical art issue) and take notes in the specific Cornell note taking style. This style includes writing key quotes from the article, a 3 sentence summary and main points of the article.

**Link:** <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

## Debating Elements & Principles



**Benefits:** Collaborative work, Critical thinking, Presentation skills

**Summary:** Students are given an image and must work in pairs to note down all evidence that supports a specific art element or principle (teacher will assign them one to support). Teams of two then have to debate another couple. Using evidence they have noted down, students must explain why their element or principle is stronger in the artwork than their partners.



# ACTIVITY LOG: LITERACY

All activities are designed to increase literacy skills, including areas such as vocabulary, sentence structure and articulation.

## Drop & Read



**Benefits:** Critical thinking, Checking understanding

**Summary:** Students walk into the classroom and have to drop everything and read about a particular artist or topic. Teacher should provide appropriate content.

**Example:** Students should be allowed to read anything of leisure not class related material. There is an option for students to read the same book and get students to do a one minute debrief after they have read for 5-10 minutes.

## Google Race



**Benefits:** Collaborative work, Research skills

**Summary:** Class is split into four teams and students rotate being the lead researcher in each group for each round. The teacher firstly reads out a term which all students must look up on google. In groups, students collaborate by gathering information (Definition, broader meaning and example in an art context) and the assigned leader sends this through on an email. Activity can have multiple rounds.

**Example:** Teacher assigns the word "lighting preservation". Students then research to form a definition and explain the term.

## Guess The Term



**Benefits:** Building vocabulary, Checking understanding

**Summary:** Teacher lists terms relating to a topic or broader subject and students must guess the meaning. Teacher may provide two meanings and get students must guess which is correct.

**Example:** Teacher writes 'Avant-guard' and gives a correct/incorrect definition.

## Loaded Term Chain Reaction



**Benefits:** Generating ideas, Building vocabulary

**Summary:** Teacher provides students with a 'buzz' word and then students must name similar words (turn taking in a circle). Students get knocked out if they cannot answer within 2 seconds, hence the circle gets smaller and smaller. Later there is the option of combining small groups into a larger group.

**Example:** Students are given the word 'LINE' and they need to describe linking words eg. straight, jagged, curly. A word generator program can also be used.

**Link to word generator:** <https://www.thegamegal.com/word-generator/>

## Learning intention reworded



**Benefits:** Critical thinking, Checking understanding

**Summary:** Teacher writes the learning intention on the board and the students must rewrite it in their own words.

## Scrambled Sentences



**Benefits:** Critical thinking, Categorising, Checking understanding

**Summary:** Teacher gives students a number of sentences. Students then have to order these and explain why they ordered them in a specific way.

**Link to Scramblinator:** <http://www.altastic.com/scramblinator/>



# ACTIVITY LOG: SOCIAL MIXING

Activities are geared towards mixing up social groups and using social learning strategies to aid cognition with benefits for holistic development.

## Fishbowl



**Benefits:** Collaborative work, Reflective thinking

**Summary:** Students form an inner circle and an outer circle, making sure they are lined up in pairs. Firstly, the inner circle of students will discuss their ideas about a topic to their partner in the outer circle (1 min). Secondly, the students on the outer center will then have a turn to talk. Once both the inner circle students and outer circle students have spoken, the outer circle will rotate clockwise to meet up with the next person in the inner circle.

## Group Roles



**Benefits:** Collaborative work, Critical thinking

**Summary:** Students are placed into groups of roughly 5 per group. The teacher assigns each group one of four roles including a scribe, a presenter, a timer and feeders (students who support the group with ideas). Students then work together to complete a task.

**Example:** Students have to read a series of short articles and collect their ideas on each. The feeders, time keeper and presenter all contribute ideas while the scribe notes the ideas on paper. Each presenter in the team will have a chance to explain the groups notes.

## Card Match Share



**Benefits:** Collaborative work, Critical thinking, Reflective thinking

**Summary:** Students are given a card (from a standard deck of cards) by the teacher. Each student needs to meet up with another student who has the same card (any suit is ok). Students then discuss a topic or ideas relevant to the class.

## Group 4 Way Rotate



**Benefits:** Collaborative work, Critical thinking, Categorising

**Summary:** Students will be assigned tables at the beginning of the class and given a number of 1 to 4. All the students with the number 1 will then be assigned to a specific table as well as numbers 2,3 and 4. At each table, students will learn specific information that they will take back to their original group.

**Example:** Students learn about 4 different areas associated with an Artist. These could include the 'inspiration', 'materials and techniques', 'cultural context' and 'aesthetics used'. Students learn about these areas in their groups then return to their original table, ready to share the information with their group.

## Pass The Ball/Idea



**Benefits:** Generating ideas

**Summary:** Students stand in a circle and talk about an artist/topic each mentioning one idea about that artist/topic. Once one student has said an idea, they must throw to another student who will add another idea. The teacher might provide images to stimulate student ideas and slowly each student will drop out if they cannot expand on an idea

**Example:** When discussing a work of Iris Van Herpen's, students might say 'laser-cutting' or 'intricate designs' or 'symmetrical'.



# ACTIVITY LOG: SOCIAL MIXING

Activities are geared towards mixing up social groups and using social learning strategies to aid cognition with benefits for holistic development.

## Butcher Paper ideas



**Benefits:** Collaborative work, Generating ideas

**Summary:** Students will brainstorm various examples of a single element or principle in teams. These can later be used for a written response.

**Example:** Students write down all the descriptive words that are related to texture in a group. For example students might note smooth, gritty, slimy etc and then share their ideas with another group.

## Truth & Lies



**Benefits:** Collaborative work, Critical thinking

**Summary:** Students are moved into groups and asked to come up with a number of 'truths' and 'lies' about a particular topic. These sentences will then be used to create a quiz for the whole class and each group will therefore compete against one another in the quiz.

**Example:** Students create truth and lie questions about sewing machine safety and later compete against each other in a large quiz.

## Speed Dating Peer feedback



**Benefits:** Reflective thinking, Peer feedback

**Summary:** Each student is aligned with another and must ask each other questions about their work. The teacher may want to set up sample questions eg. "what techniques have you used in your work?" or "What areas show a refined skill?". Students move down the line to talk to a minimum of 3 students.

## Expert Pairs



**Benefits:** Research skills, Collaborative work, Peer feedback

**Summary:** Students work in pairs to research and write notes on a given topic. Each pair then presents to another pair. This process is repeated with two other pairs.

**Example:** Students research how to complete a screen print and prepare notes on how to do this. Later they compare their ideas with other groups to finalise their notes.

## Collaborated Research Task



**Benefits:** Research skills, Collaborative learning

**Summary:** Teacher breaks key content into different areas and groups are allocated. Students in each group research an area and add their findings to a google document. Another extension task can be added to this activity such as an oral or presentation.

**Example:** Students research the ethical issues behind the fashion industry. These could include fire safety concerns, general working conditions and pay.

## Pacman Game



**Benefits:** Collaborative learning, Critical thinking

**Summary:** Students spread out across a room and answer questions to a quiz. For every question they get right they can move one step towards eliminating another player (elimination by touching player on shoulder). If a question is answered incorrectly, the player is then frozen for the next round.





# ACTIVITY LOG: SOCIAL MIXING

Activities are geared towards mixing up social groups and using social learning strategies to aid cognition with benefits for holistic development.

## Dual Whiteboard Race



**Benefits:** Critical thinking, Collaborative work

**Summary:** Students are separated into four groups and each group elects a scribe. The teams compete against each other in a quiz by noting their answers on the front and back of a whiteboard. As the teacher asks questions, the groups must work together to contribute a number of answers (one per person).

## Designer Facts



**Benefits:** Research skills, Critical thinking

**Summary:** Students work in pairs to research a few designated designers. They then write down a number of truth and lies about a given designer. Later, pairs test their knowledge against each other.

**Example:** Students research designers Paco Rabanne and Iris Van Herpen. Students research helps them form truths and lies about each designer which they later present to the other groups.

## What Comes First



**Benefits:** Collaborative work, Categorising, Presentation skills

**Summary:** Students are organised into groups of four to five. They are given a number of images and written descriptions regarding painting, drawing, sculpture or printmaking. Students need to work together to order the information in terms of description, steps and images. They can choose how they present this information.

## Knowledge Hunt



**Benefits:** Categorising, Collaborative work

**Summary:** Students are broken up in 6 groups. The teacher hides various objects and their connecting information in different locations around the classroom. Each group needs to work together to collect the 10 items and connect these to the corresponding information.

**Example:** Students search for a number of processes (images of an art practice such as ceramics) with the right description. Then they match up the information.

## Ways of mixing up groups:

- Coloured ice cream sticks
- Coloured paper
- Numbering off
- Names out of a hat
- Deck of cards
- Boys vs girls
- Sorting by birthdays
- Sorting by height
- Hair colour
- Seating plan
- By ability

## Ways of mixing up groups:

- Groups of mixed abilities
- Arrange desks
- Turn your chair and join with the person behind
- Pair up with someone new
- Groups according to interest
- Groups according to school sports
- Alphabetical system
- Rock, Paper, Scissors
- Group sort - <http://www.groupsort.com/>



# ACTIVITY LOG: WELLBEING

Activities are used to center students into a relaxed, controlled state of mind. They are suitable for all students but particularly stressed and anxious students.

## Breathing Steps



**Benefits:** Student wellbeing, Creative thinking

**Summary:** The teacher takes students through breathing exercises to promote a sense of calm and mindfulness. Students can find a spot in the room and either lie down or cross their legs on the floor. Students should position themselves to be comfortable and avoid touching anything or anyone else. The teacher will think through some relaxing ideas and be conscious of their breathing.

**Link to useful App:** <https://www.mybrainsolutions.com/mycalmbeat>

## Dead Fish



**Benefits:** Student wellbeing

**Summary:** Students find a spot in the room and lie down. Students are to focus on their breathing, feeling the placement of their limbs, the surface they are lying on and avoid thinking about any one thing. This is a meditative process to help restore calm in students.

## Facial Recognition



**Benefits:** Student wellbeing

**Summary:** Students sit or lie down, however they feel comfortable. With their eyes closed they are to use one of their hands to trace their facial features. Using their fingertips, students should slowly feel the shape and texture of their face, moving from left to right and up to down. This activity centers their breathing and slows their thoughts.

**Link:** [www.innerhealthstudio.com](http://www.innerhealthstudio.com)

## Class Stretch



**Benefits:** Student wellbeing

**Summary:** Teacher takes students through a number of body stretches. The teacher might use Yoga inspired poses such as 'down dog' or 'baby cobra'. Each stretch should be held for 40 seconds. The time allows students to focus on their bodies, improving posture, blood flow and slowing breathing.

**Link:** <http://www.fitnessmagazine.com/workout/yoga/poses/beginner-yoga-poses/>

## Headspace App Meditation



**Benefits:** Student wellbeing

**Summary:** Students go through an app activity that explores mindfulness exercises. Headspace is something teachers can encourage students to use at home when they begin to feel stressed about exams, social situations and general life.

**Link to Headspace:** <https://www.headspace.com/headspace-meditation-app>

## Gratitude Write Up



**Benefits:** Student wellbeing, Reflective thinking

**Summary:** Students write a letter to themselves detailing how they are feeling about certain situations. Students can then chose one thing that they are grateful for and tell the rest of the class or partner. The teacher can then chose to keep the notes in a safe place or ask students to hold onto their notes and continue sharing their ideas in a number of other lessons.



# ACTIVITY LOG: WELLBEING

Activities are used to center students into a relaxed, controlled state of mind. They are suitable for all students but particularly stressed and anxious students.

## Hero Word Description



**Benefits:** Student wellbeing

**Summary:** Students use their language skills to write down and describe what they think a hero word means to them. Notes on the hero word can be compiled and displayed on the classroom walls for future reference.

**Example:** Word “resilience”. Students might list examples what resilience means and can talk about people who they believe are resilient. They may also discuss how they themselves can further embody resilience.

## Journal Scribe



**Benefits:** Student wellbeing, Reflective thinking

**Summary:** Students periodically record their thoughts and feelings about how they are going with a specific activity. They can also share their feelings about particular assignments or indicate areas in which they may be experiencing difficulties in the classroom.

**Example:** Students not down three things that went went that day and something they might want to give attention to in class, with others or at home.

## Students Acknowledge Learning of Others



**Benefits:** Student wellbeing, Reflective thinking

**Summary:** At the end of the lesson, students are asked to reflect on the learning of another student. They need to write down how they specifically helped another classmate and why it's important to think of others when learning. A brief discussion of considering others should be used to stimulate reflective thinking at the beginning of the lesson.

## Confidence Voting



**Benefits:** Student wellbeing, Reflective thinking

**Summary:** The teacher asks the class if they understand a concept. A thumbs up is a ‘yes’ while a thumbs down is a ‘no’. Sideways thumbs are also accepted if students feel unsure.

## Symbol Signifier



**Benefits:** Student wellbeing, Reflective thinking

**Summary:** Students create index cards with a green circle on the front and a red circle on the back. As the teacher talks through topics and ideas during the lesson, students can flash the green or red symbols to show the teacher to slow down, redefine or explain a concept further.

## Attitude Plan



**Benefits:** Student wellbeing, Reflective thinking

**Summary:** If students are having trouble focussing in class or they are falling behind in their work, the teacher might ask specific students to write a plan for how they might tackle the topic/activity in the next lesson.

**Summary:** Students might note down that they will ask for help when they get stuck, not sit next to student who negatively influence them and how they might approach a task different in order to progress in their learning.



# ACTIVITY LOG: CRITICAL THINKING

Students are challenged to think deeply and analytically about ideas/content while using problem-solving skills.

## Pair Share



**Benefits:** Collaborative work, Checking understanding, Student wellbeing

**Summary:** Students work in pairs to talk, share and collaborate about their ideas.

**Example:** Students reflect on an artwork they have created and share thoughts with a partner.

## Student Mirror



**Benefits:** Collaborative work, Checking understanding

**Summary:** Students are shown a skill by the teacher and then have to repeat that skill by teaching it to another student. This student then teaches the skill to the next student.

**Example:** Students teach each other how to thread a bobbin and correctly insert it into the sewing machine.

## Mini Teaching



**Benefits:** Collaborative work, Presentation skills

**Summary:** Each student teaches a group of students a skill learnt in that lesson. This student is responsible for the cognition of the other students regarding understanding the content. The student in charge might run a quick test to check their peers understanding.

## Agree/Disagree Chat



**Benefits:** Critical thinking, Reflective thinking

**Summary:** The teacher will ask students to move to a side of the room depending on if they agree or disagree with a statement. This can be done when discussing a controversial topic, the teacher may ask students to volunteer why they are in agreement or not by moving to various corners in the room.

## Agree/Disagree Challenge



**Benefits:** Critical thinking, Reflective thinking, Presentation skills

**Summary:** Students place themselves on either side of a continuum depending on whether they agree or disagree with a given statement. Then students must link up with another student who is on the opposite side of the continuum and convince that student why their views should be considered.

**Example:** Students debate the topic of 'original' artwork. Andy Warhol soup can screen printed works can be reviewed as a case study example.

## Pair Debate



**Benefits:** Research skills, Collaborative work, Presentation skills

**Summary:** Students gather research on a topic and then later debate using their knowledge against another pair of students.

**Example:** Students work in pairs to gather research about two artists. This might include the context of the artist, their inspiration or techniques/materials they use. One student pair will debate another student pair, either arguing that the artists are similar or that they are different. This debate style activity can be used when working towards an essay where students analyse the similarities and differences of artists.



# ACTIVITY LOG: CRITICAL THINKING

Students are challenged to think deeply and analytically about ideas/content while using problem-solving skills.

## Micro Teaching



**Benefits:** Collaborative work, Presentation skills

**Summary:** Students are assigned groups in a previous lesson and each student in that group takes a turn over the next few lessons to do some micro teaching.

**Example:** The Teacher gives students an art period to research and they have to give a 5 min presentation to just their group about that art period. A work sheet of key points to cover off would be given for students to follow.

## Charades of Elements & Principles (AE & P)



**Benefits:** Artistic development, Student wellbeing, Presentation skills

**Summary:** After students have completed a number of lessons on art elements and principles, students must work in groups to draw and guess an art element/principle. The teacher can assign the element/principle for the round and students can compete in teams (teams are remixed each round).

## Match ME!



**Benefits:** Checking understanding, Presentation skills

**Summary:** The teacher prepares a work and students have to replicate the work (its aesthetics, colour, style for example).

**Example:** Teacher prepares pantone card colours (these can be picked up from a local bunnings paint department) and students must mix their paints to match the pantone. The teacher can walk around the room to confirm if the colour is a close enough match to the pantone card.

## Answer Around the Room



**Benefits:** Checking understanding, Presentation skills

**Summary:** The teacher will bring up a controversial issue and students must expand on the idea. This activity is best done after preliminary research is done.

**Example:** The teacher discusses a current issue for example, "is Art important?" This will ask students to think of the benefits of learning art in school beyond creativity related skills. The teacher could stress the importance of understanding art for understanding culture and move into more authentic questions such as "does understanding art help society" and "how does valuing art in schools impact society?"

## Unconscious Mind



**Benefits:** Creative thinking, Reflective thinking

**Summary:** Students must write, read and think about a concept for at least 30mins-1hour before they go to sleep. Then when they wake up, they must think about their idea/task and write down any ideas that come into their mind without filtering them. This process will ideally stimulate creative thinking.

**Example:** Students might reflect on their final proposal for VCE Units 1 and/or 2. Students might write down ideas associated with their concept, how they might manipulate materials or techniques or ideas associated with presenting their work.



# ACTIVITY LOG: CRITICAL THINKING

Students are challenged to think deeply and analytically about ideas/content while using problem-solving skills.

## Many Meanings



**Benefits:** Creative thinking, Reflective thinking

**Summary:** Students analyse an artwork as a group and each come up with an interpretation. They must annotate their meaning using the VCAA outline of describe, justify and analyse. Each student should be encouraged to bring their background and experiences to the interpretation of the artwork. Later, groups can discuss the various meanings while referring to the VCAA formula.

## Documentary Reflection



**Benefits:** Reflective thinking, Checking understanding

**Summary:** Students must watch a documentary for homework and then the class will discuss some key points in the next lesson. The teacher might provide a questionnaire sheet to fill out at home for students.

**Example:** Students watch an Ai Weiwei documentary on Netflix/online. They answer a worksheet with questions such as “When was he born?” and “What was his inspiration?”

## Student Demo



**Benefits:** Artistic development, Presentation skills

**Summary:** Any student confident in a practical skill can be called upon or volunteer to demonstrate a skill. Alternatively, the teacher might ask two students to complete a skill, the first section of the skill by one student and the second by another.

**Example:** A student demonstrates how to create a gradient effect using watercolour. Alternatively, A student might demonstrate how they approached a task and then another student might show and explain on how they might have approached the same task in a different way.

## Break Down Q's



**Benefits:** Critical thinking, Checking understanding

**Summary:** Students are given questions to which they must break down in terms of meaning. Students need to highlight and annotate the questions to demonstrate their understanding of what the question is asking.

**Example:** Students highlight key verbs or buzz words in a exam question. For example, students might highlight “Explain” and list similar words such as “describe”, “make clear” or “express”.

## Descriptive Chinese Whispers



**Benefits:** Critical thinking, Collaborative work, Checking understanding

**Summary:** Class will review an image and work individually to note down their 2 line description of the image. In small groups, each student will whisper their definition to the next student who will either add or completely change their definition (they must make alterations on their written description). Then that student continues the process until the whole group has had a chance to edit their work. Class discussion on the descriptive language can then follow.



# ACTIVITY LOG: ICT

These activities endorse the use of ICT (Information Communications Technology) to support learning and increase students understanding of digital systems.

## Experimental Photoshop



**Benefits:** Collaborative work, Checking understanding

**Summary:** Students are broken into teams of 3 and numbered off 1,2,3. The students will then each explore 3 different tools and then share that knowledge with their partners.

**Example:** Students explore the curve tool, levels tool and hue/saturation tool. Afterwards students show their new skills to each other.

## Student Recorded Demonstration



**Benefits:** Artistic development, Presentation skills, Peer feedback

**Summary:** Students work in pairs to record themselves drawing a small object whilst verbally expressing their process as they draw.

**Example:** Students draw a still life apple. As they draw, the student makes comments about sketching out the rough shape, building in tone and possibly how they add detail. Their partner will record their process and provide feedback as the task progresses. Later the students swap roles.

## Pinterest Theme Board



**Benefits:** Research skills, Categorising

**Summary:** Students create inspiration boards using the program Pinterest.

**Example:** Students gather images around the theme 'romantic florals' on Pinterest. Students create a theme board and later print off a selection of the images to annotate as part of their research. Online annotations in Adobe Photoshop or similar program could also be an option.

**Link:** <https://au.pinterest.com/join/>

## Powerpoint Presentation



**Benefits:** Research skills, Collaborative work, Presentation skills

**Summary:** Students must work in groups to create a powerpoint presentation about a particular subject. The presentation must include an 'about page' or 'definition', 'key examples page' and images to explain the task or their ideas.

**Example:** The teacher assigns each group of students a specific colour. Groups must then research that colour and provide a short 2 min presentation regarding the colour. Their presentation might include, What sort of colour is it, how the colour is made, what psychological associations do people link with this colour, examples of the colour in nature etc.

## Bridge Photo Edit



**Benefits:** Organisational skills, Categorising

**Summary:** Students organise and rate photos using Adobe Bridge.

**Example:** Students upload their images and organise then according to value.

If they consider a photo to be very good they might rate the photo with 5 stars. To rate images in Bridge, they simply click on the image, choose label > increase Rating or decrease rating. To remove stars they choose label > no rating.

**Link:** <http://adobe.ly/1wdGNe7>



# ACTIVITY LOG: ICT

These activities endorse the use of ICT (Information Communications Technology) to support learning and increase students understanding of digital systems.

## Weebly Groups



**Benefits:** Organisational skills, Presentation skills

**Summary:** Students work in groups to create a blog post about a particular topic.

**Example:** Students must research the technical aspects of the colour, find natural and manmade objects in that colour, research a wordbank related to that colour and explore colour symbolism. Students could then present their blogs to a small group or present their work over a number of weeks during the semester.

**Link to weebly:** <https://www.weebly.com/au>

## Screencasting



**Benefits:** Organisational skills, Critical thinking, Presentation skills

**Summary:** Students complete a task on the computer and use quicktime screencasting to capture their process.

**Example:** Students use screencasting to capture their process of making a textile repeat in Adobe Photoshop.

**Link to use Quicktime Player:** <https://support.apple.com/en-au/HT201066>

## Interactive PDF Creation



**Benefits:** Organisational skills

**Summary:** Students learn how to create an interactive PDF so they can organise their weekly activities or projects/homework.

**Link:** <http://visualartspace.weebly.com/ict-tools.html>

## Prezi Presentation



**Benefits:** Critical thinking, Presentation skills

**Summary:** Teacher presents a topic using the Prezi online tool. Students can read sections of the presentation and answer questions as they go.

**Example:** Presentation of how the sewing machine has changed over time.

**Link:** <https://prezi.com/>

## Padlet Sharing



**Benefits:** Building vocabulary, Generating ideas, Creative thinking

**Summary:** Students connect to an online padlet board and contribute ideas or key words.

**Example:** Teacher puts up two key words on the padlet board and asks students to create a sentence using the two words. Then the teacher will prompt a discussion based on the student's posts.

**Link:** <https://padlet.com/>

## Using Voice Memos



**Benefits:** Critical thinking, Presentation skills

**Summary:** Students are asked to record a reading of a written response they have done previously. Students will use Voice memos to record and present their reading for assessment.

**Example:** Students present their art analysis using Voice Memos.

**Link:** <https://voice-memos.appspot.com/>





# ACTIVITY LOG: ICT

These activities endorse the use of ICT (Information Communications Technology) to support learning and increase students understanding of digital systems.

## Edit Through Audacity



**Benefits:** Categorizing, Checking understanding

**Summary:** Students are given a recording of a short written analysis. Students must then reorganise the analysis by editing the recording in Audacity.

**Link:** <https://www.youtube.com/watch?v=-hrBbczS9I0>

## Audio Pinpointing



**Benefits:** Critical thinking, Checking understanding

**Summary:** Teacher records themselves reading a paragraph on a topic. Students listen with earphones and write down key points to a set of questions provided on the whiteboard.

**Example:** Students listen carefully to the recording and down the key ideas, loaded words and the possible effect of the writing on the reader.

## Doceri



**Benefits:** Organisational skills, Critical thinking

**Summary:** Students download Doceri, take a picture of an image and annotate this.

**Example:** Students are given an artwork and must use the marker tool to annotate the artwork's aesthetics. The teacher might direct students to mark in perspective lines, bold colours, areas of texture (depending on the image and focus of the lesson).

**Link:** <https://doceri.com/>

## Kahoot Quiz



**Benefits:** Creative thinking, Checking understanding

**Summary:** Students work individually or in teams to answer a number of questions relevant to a topic.

**Links:** <https://getkahoot.com/> , <https://kahoot.it/#/>

## ICT Two Rooms Debate



**Benefits:** Research skills, Critical thinking, Peer feedback

**Summary:** A class is split into two groups, one group who will 'agree' and one group who will 'disagree' with a given statement. Groups must then discuss a topic online and argue either for or against a given topic.

**Example:** Teacher asks students to research the topic of 'Graffiti as art'. Students later debate the topic using an online forum such as google docs.

## Other ICT Tools To Check Out:

**Plickers:** App great for Questions

**Link:** <https://www.plickers.com/>

**Class Dojo:** Share content/ideas

**Link:** <https://www.classdojo.com/>

**Recho:** Recording app

**Link:** <http://recho.org/>

**Abode Spark:** Turn deas into graphics

**Link:** <https://spark.adobe.com/>

**Adobe Draw:** Drawing app

**Link:** <http://bit.ly/2fVFQHO>

**Drop Box:** Send big files

**Link:** <https://www.dropbox.com/>

**Aurasma:** Reality augmenting app

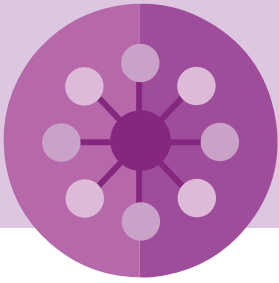
**Link:** <https://www.aurasma.com/>

**Socrative:** Online Quiz

**Link:** [www.socrative.com/](http://www.socrative.com/)

**Bitly:** Reduce URL length

**Link:** <https://bitly.com/>



# ACTIVITY LOG: GRAPHIC ORGANISERS

Students are provided with alternative methods for generating and organising ideas.

## Classic Brainstorm



**Benefits:** Generating ideas, Collaborative work

**Summary:** Students create a brainstorm of a specific topic, place or artwork. A teacher might want to provide a few subheadings or points from which students can explore.

**Example:** Brainstorm on Art associated with Chinese culture.

(Headings could include symbolic colour, aesthetics, processes, historical influence etc)

## Sorting Content Cards



**Benefits:** Collaborative work, Organisational skills

**Summary:** Students are divided into groups of 3-4 and are asked to sort cards with specific information into piles. Students are given a set time to put the correct cards in the right pile.

**Example:** Students study three artists, then organise descriptive notes, names of artworks and ideas associated with that artist into relevant piles.

## Senses Organiser



**Benefits:** Building vocab, Creative thinking

**Summary:** Students are given a graphic organiser which lists the 5 key senses (eyes, ears, nose, mouth, touch). Within this organiser, students write notes based on their experience in an environment or within a task.

**Example:** The experience is running. Student might note down that they feel the breeze, toes crushing against their shoes, hear their heart beating, smell their sweat, see the texture in the grass.

This activity could later be turned into a creative writing task.

## 3 Artist Graphic Organiser



**Benefits:** Research skills, Collaborative work, Presentation skills

**Summary:** Teacher selects three artists and the students are broken up into 3 groups with each group studying one artist. Student fill out the graphic organiser for their artist. Later students present their artist for around 3-5mins to the class. As students present, the rest of the class can add notes based on the other two artists they did not research.

## Circuit Drawing



**Benefits:** Artistic development, Collaborative work

**Summary:** One student completes a drawing task for 5 minutes then rotates to a different station where they will continue to work on another student's drawing for another 5 minutes.

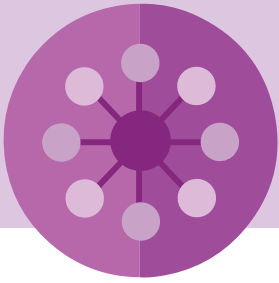
**Example:** Students might draw shapes based on music they listen to or another guideline. The activity could also be done by changing the medium at each station.

## Authentic Work Log



**Benefits:** Organisational skills, Checking understanding

**Summary:** Students are required to fill in a table of information regarding the completion of various work tasks during the semester. The table includes columns for initials, feedback and action plan notes. The table helps students acknowledge feedback and keeps a record of their process.



# ACTIVITY LOG: GRAPHIC ORGANISERS

Students are provided with alternative methods for generating and organising ideas.

## Venn Diagram



**Benefits:** Generating ideas, Collaborative work

**Summary:** Students add information to a venn diagram in pairs or individually.

**Example:** Students analyse and note the aesthetics within two different artworks. Specific aesthetics will be evident in both artworks so it is their role to decide what aesthetics overlap.

## Colour Highlighting In Powerpoint



**Benefits:** Critical thinking, Checking understanding

**Summary:** Students add notes or annotations to a powerpoint (in a different colour) to show their understanding. The teacher can review student understanding by reviewing their notes on the powerpoint.

## Post it Note Pyramid



**Benefits:** Critical thinking, Categorizing, Collaborative work

**Summary:** Students work in teams to create a pyramid of post it notes based on the given topic/brief. Later in the lesson the students may discuss their pyramids as a whole class or with another team.

**Example:** Organising the stages of a design brief. Students can use post it notes to break down the steps in regards to what goes first and what happens later in a given design brief process.

## Station Rotate



**Benefits:** Categorizing, Critical thinking, Collaborative work

**Summary:** Students are provided with a sheet that is split into 4 categories, each aligning with a physical station. Students move between the 4 stations, read the instructions and have 2 minutes to complete the relevant task. They then move to the next station and so on until they have completed all four stations.

**Example:** Students match a number of artworks with descriptive language working between all the stations while collaborating with their peers.

## Table Fill Out



**Benefits:** Critical thinking, Checking understanding

**Summary:** Students are required to fill in a table of information. Some sections of the table are filled in while others are left blank to test knowledge.

**Example:** When reading an article on an art issue the teacher might fill in sections such as the point of view being expressed. Student then have to fill out the remaining sections such as the audience the article is targeting, loaded words used, evidence etc.

## Life Cycle



**Benefits:** Research skills, Categorizing, Checking understanding

**Summary:** Students are given various steps on strips of paper and they must organise them into the correct life cycle order. They may need to research online.

**Example:** Students organise the life cycle of a product eg. cotton tshirt.



# ACTIVITY LOG: FEEDBACK

Activities support various forms of feedback on learning including feedback directed for and by teachers, peer feedback and student self-reflected feedback.

## Peer Highlighted Feedback



7-12



10



Low

**Benefits:** Collaborative work, Peer feedback

**Summary:** Students must complete a task and then swap papers with a partner who will then assess their work. Each pair must individually highlight areas of their peer's work and provide small amounts of written feedback.

**Example:** After students have completed an art analysis, students then swap their work with another student. Each student marks the work of the other, highlighting where the student has described, justified and analysed the artwork.

## Feedback Questionnaire



7-12



10



Low

**Benefits:** Critical thinking, Checking understanding

**Summary:** Students are given questions relating to their understanding of the classroom activities or concept. The teacher might provide the questions online or on paper. As the class talks about the questions in class, the tool allows for formative feedback to both teacher and student.

**Example:** Teacher prepares 5 questions based on 5 key photoshop tools. The questions may include asking the students to write down what each tool does and the shortcut for the tool.  
Eg. Wand tool = (w) and it's used to select large areas.

## Top Sentences



7-12



5-10



Medium

**Benefits:** Critical thinking, Reflective thinking

**Summary:** As students complete tasks over a number of lessons, the teacher then has the opportunity to gather examples of 'top sentences'. These might include descriptive words or excellent use of language in sentences. As the teacher recognises the sentences on the board, students can be called upon to discuss why such sentences are successful, opening up a discussion platform.

**Example:** The teacher creates a PDF of some top sentences regarding students written work (eg. an art analysis) and students discuss these in class.

## Graph Results



7-12



5-10



High

**Benefits:** Reflective thinking

**Summary:** Teacher creates a graph using student data from a series of tasks. The graph can then be used to visually illustrate progress and results can be discussed with the class.

**Example:** Teacher could use students marks from a pop quiz, graphing them to show students their progress in a visual way.

## Exit ticket



7-12



5



Low

**Benefits:** Reflective thinking, Checking understanding

**Summary:** An 'Exit ticket' is an electronic or paper ticket which poses questions for students to fill out at the end of the lesson. This ticket must be filled in before students leave the classroom, requiring reflective thinking and immediate feedback for teachers.

**Example:** Sample question might be "What was unclear in today's lesson" or "What were the 3 key ideas in today's lesson".



# ACTIVITY LOG: FEEDBACK

Activities support various forms of feedback on learning including feedback directed for and by teachers, peer feedback and student self-reflected feedback.

## Patchwork Activity



**Benefits:** Collaborative work, Categorising

**Summary:** Students are given artworks by the teacher which need to be pieced together. Students build the patchwork by examining which artworks fit together based on aesthetic or theme of choice.

**Example:** The teacher identifies three design principles and asks students to group their work under the three principles (in patchwork form).

## Meme Feedback



**Benefits:** Reflective thinking

**Summary:** Teacher assesses student work and writes down the key concepts or processes which most students needed to improve on. The teacher then creates or finds memes which coincide with this feedback.

**Example:** Teacher could address issues such as 'short essays' or 'procrastination' eg. "never do work... never make mistakes."

## Heads Down Thumbs Up



**Benefits:** Student wellbeing, Reflective thinking, Checking understanding

**Summary:** During class the teacher will ask students to put their heads down on the table and pop their hands up in response to questions regarding their learning. The teacher might ask questions about how comfortable they feel using a program or how confident they feel on a given topic. Ratings can be done with 5 fingers (most comfortable) to 1 finger (least comfortable).

**Example:** Teacher can quickly gauge the confidence levels of students using photoshop tools...

"I feel confident using tools to adjust the lighting on my image?" = 5-1

"I understand how to use the lasso tool" = 5-1

## Google Forms



**Benefits:** Student wellbeing, Reflective thinking, Checking understanding

**Summary:** Teacher prepares a google form document online and gives students the link. Students then fill out the forms answering a variety of questions.

**Link:** <https://www.google.com.au/forms/about/>

## Blog Comments



**Benefits:** Peer feedback, Reflective thinking

**Summary:** Students have to write two comments on any other student blogs (This feedback activity needs to link to a previous blog task). Students must use arts language and evidence when writing comments.

## Feedback Sandwiches



**Benefits:** Peer feedback, Reflective thinking

**Summary:** Students need to review each other's work and provide feedback to at least 3 students. Their feedback must include two areas that are working well (positive) and two areas which need improvement.



# ACTIVITY LOG: FEEDBACK

Activities support various forms of feedback on learning including feedback directed for and by teachers, peer feedback and student self-reflected feedback.

## Snowball



8-11



10



Low

**Benefits:** Critical thinking, Checking understanding

**Summary:** Teacher poses a question on the board related to the content of the lesson or idea previously covered. Students each write something down in relation to the questions, scrunch up their note and throw it in the middle of the circle. 5 students are then selected to read random notes and the class discusses the thoughts of students/content issues.

## Peer Feedback Questions



7-12



10



Low

**Benefits:** Critical thinking, Collaborative work, Reflective thinking

**Summary:** Students discuss specific questions relating to their work in pairs. Each student in a pair will answer questions based on the other person's work.

**Example:** Questions could include "What art elements and principles dominate your work?" or "how have the materials been manipulated?"

## Feedback By Expanding



10-12



10-15



Low

**Benefits:** Critical thinking, Collaborative work

**Summary:** Teacher will ask a students to work in groups to discuss a specific topic (trigger questions are provided). After one student has addressed the question posed, the student to their left needs to provide feedback on that idea and expand on it. This process is then repeated going around the circle.

## Feedback Chart



7-12



5-10



Low

**Benefits:** Reflective thinking, Checking understanding

**Summary:** Students make a chart to list what feedback they received in the lesson, how it was helpful and what they will do next.

## Lesson Summary



7-10



5



Low

**Benefits:** Reflective thinking, Presentation skills

**Summary:** Students are asked to summarise the lesson before they leave class. Student might write a few sentences or dot points. They must use correct terminology when writing and focus on their use of arts language.

## PostIt Feedback



8-11



5-10



Low

**Benefits:** Peer feedback, Reflective thinking

**Summary:** Students are to provide feedback to each other by using coloured postits for positive comments and comments on areas of improvement. Short comments should be written on each note.

## Survey Monkey



7-10



5-10



Medium

**Benefits:** Critical thinking, Checking understanding

**Summary:** Teacher creates a survey online and the students complete the survey. Teachers can alter lessons or content according to the results of these surveys.

**Link:** <https://www.surveymonkey.com/>



# ACTIVITY LOG: ASSESSMENT

Activities provide alternative ways to assess learning both formally and informally, making learning visible.

## Questionnaire



**Benefits:** Checking understanding

**Summary:** Teacher asks questions on a specific topic and the student selects one of the four options (A, B, C or D). The teacher then re-reads the question and asks for volunteers, or cold-calls students to expand on their answer.

## Rubric Self Assessment



**Benefits:** Reflective thinking

**Summary:** Teacher prepares a rubric for student to self assess. Students identify the level they think their work aligns to on the rubric. This task is best done after the teacher has discussed the rubric with students.

## Rubric Peer Assessment



**Benefits:** Collaborative work, Reflective thinking

**Summary:** Teacher provides an already used rubric and asks students to peer assess each other. Students collaborate in pairs to assess each other's work by highlighting the students level in the rubric. Students then discuss how they have marked the work with each other.

## Audio Recording Theory



**Benefits:** Creative thinking, Presentation skills

**Summary:** Teacher records instructions of how to complete a task. Students then must submit an audio version of how they did the task.

**Example:** The teacher records themselves reading a written art analysis. The student then repeats the process and writes a short response and submits a recording of that response.

## Learn skill, Teach skill, Assess skill



**Benefits:** Checking understanding, Collaborative work

**Summary:** Students watch a skill online then teach that skill to another student and assess them on it.

**Example:** Students work in pairs and are assigned an embroidery stitch to learn via the online resource provided. Students must then teach the stitch to their partner and assess their process. A race later on may be a great addition to this task.

## Whiteboard Tally



**Benefits:** Checking understanding, Collaborative work

**Summary:** The teacher asks the class a number of questions and students are given 1-2 minutes to discuss the options. The teacher marks A,B,C,D on the whiteboard (letters link to answers). Students must then mark a line under their preferred answer. The class discusses the questions afterwards.

## Feedback Chart



**Benefits:** Checking understanding, Reflective thinking

**Summary:** Students make a chart to list what feedback they received in the lesson, how it was helpful and what they will do next.



# ACTIVITY LOG: ASSESSMENT

Activities provide alternative ways to assess learning both formally and informally, making learning visible.

## Pop Quiz



**Benefits:** Critical thinking, Checking understanding

**Summary:** Students complete a quiz upon entry into the classroom.

The quiz is run for a number of weeks and is designed to test students about a topic.

The quiz questions are discussed in class straight after the quiz so students know which areas of content they still need to learn.

**Example:** Teacher sets up theory questions on the life of artist Ai Wei Wei, including questions such as 'when was he born', 'where did he grow up' and 'what was his philosophy on art'.

## Scratchies



**Benefits:** Critical thinking, Checking understanding

**Summary:** Teacher delivers a quiz (paper or online) and uses pre-prepared scratchies to assess students knowledge. Firstly, students work individually to fill in their quiz and then they get a chance to work in teams, discussing the answers as they go. Students receive marks for their individual quiz and for their group quiz mark.

**Link to making your own:** <https://www.youtube.com/watch?v=P0xDwDYC4Hw>

## Metacognition Table



**Benefits:** Reflective thinking, Checking understanding

**Summary:** At the end of the class, students review and write an answer to one of the questions provided at the back of the room. Only one student can answer each question (so for 20 students there will be 20 separate questions).

**Example:** Some example questions could be: "What did we do in the class", "Why did we learn about x in today's lesson", "How can I learn what I applied to the next lesson", "How might I alter my work next lesson", "What was unclear about the lesson", "How did I help someone else learn in today's lesson".

## Dice Questions



**Benefits:** Reflective thinking, Checking understanding

**Summary:** At the end of a lesson, the teacher will roll a dice and a student has to briefly answer a question aloud based on the number rolled.

**Example:** Sample questions could include:

- 1 - Something new I learnt today was...
- 2 - The most fun part of the lesson might have been...
- 3 - The part of the lesson I want to know more about was...
- 4 - I am still confused about...
- 5 - I would change the lesson to improve my learning by...
- 6 - The 'aha' moment I had today was about...

## Concept Ranking



**Benefits:** Critical thinking, Checking understanding

**Summary:** Students are given a list of the key things learnt in the lesson. Students must then rank the concepts based on how well they understood them. The teacher then has the opportunity to review one or two in the next lesson.





# ACTIVITY LOG: ASSESSMENT

Activities provide alternative ways to assess learning both formally and informally, making learning visible.

## Student Interview



**Benefits:** Reflective thinking, Presentation skills

**Summary:** Students are locked into times during the semester to discuss and review their work. Teacher might want to see 5 students per lesson for a maximum of 3 minutes. Teacher can review if they want to count this mini presentation into their marking scheme.

**Example:** Teachers might pose 3 questions for students in the interview:

- 1 - Please sum up the key idea of your project (2 sentences).
- 2 - How have you mastered a particular material?
- 3 - What are you planning next?

## Student Annotate to Assess



**Benefits:** Reflective thinking

**Summary:** After students have completed a task, they are required to annotate where they could improve in their task as part of the assessment. This encourages reflective thinking and can form a part of the assessment process.

## Student Tabulated Results



**Benefits:** Organisational skills, Reflective thinking, Presentation skills

**Summary:** Students are to collect a series of their results and put them into an Excel table. Then students need to graph their results and submit this as part of a final assessment.

## Assessment Back to Back



**Benefits:** Checking understanding, Peer feedback

**Summary:** Students sit back to back and get ready to answer questions using pen and paper. The teacher reads out a series of questions to which students write an answer. Before the question sheets are taken up, students are allowed to swap their paper with their back to back partner and then revise their answers if they wish before submitting.

## Flash Cards



**Benefits:** Critical thinking

**Summary:** Students answer a series of questions on flash cards. Each student who answers incorrectly is knocked out and the assessment keeps going until there is one student remaining. Questions posed could be related to content knowledge or analytical thinking.

## Queue Elimination



**Benefits:** Critical thinking

**Summary:** Students line up in two queues. The students at the front of each queue must compete to answer questions based on a given topic. Each incorrect answer results in a student being eliminated from the game with the last man standing crowned the winner.

**Example:** Students compete against each other based on their knowledge of Art movements. Questions might be related to the style, key artists or key dates in certain art movements.

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