

*Creative Arts Faculty*

MBA Creative Arts  
and Technology  
Faculty 2021

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**Remote Learning  
Showcase**



# View



## Which technology worked well for delivering content?

The CARTS Faculty team use MacBooks/iPad Pros/iPad. Some staff have two devices which has proved significantly beneficial to have 2 simultaneous screens. Workflow is consistent in that the teams have set dated tasks via SEESAW which link to a firefly page. SEESAW tasks have been set as an individual lesson or longer tasks due to the project based nature of the subjects. Work has been received via SEESAW activities.

Sharing the screen and annotating the screen during live sessions has helped communicate the task. The chat function for student questions has been good as has recording the live session for those to catch up on missed delivery.

**How did the team plan lessons remotely?** In order to plan effectively together, colleagues have used a variety of methods such as using collaboration tools on shared live documents. In some depts. where responsibility is for specific year groups, work was planned by the sole teacher and added to Firefly to share across the Dept. Where teaching staff are the sole teacher, remote planning was completed independently but discussed within Dept. teams and discussed via HOF through Microsoft Teams and on subject basecamp areas.

Microsoft Teams is very useful to have impromptu and planned meetings. Some colleagues used the IPOD as phones to discuss planning too, creating tasks and moderating work whilst hands free.

Firefly pages were updated on a shared basis and tasks on SEESAW have been marked on occasions by 2 members of staff to support some students that are struggling with practical projects. This has become a written dialogue between the team and student and has helped to create a shared learning environment.

Live sessions have been delivered in small teams to and where a live session was not possible, a recording for the input was added to the SEESAW task followed up by a live session later.

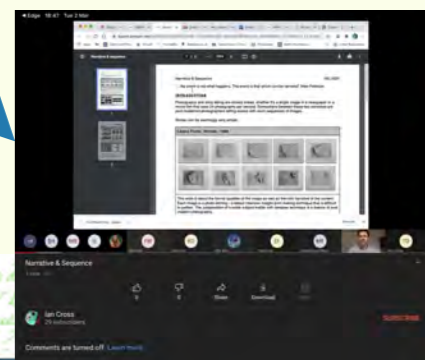
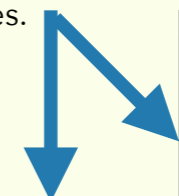
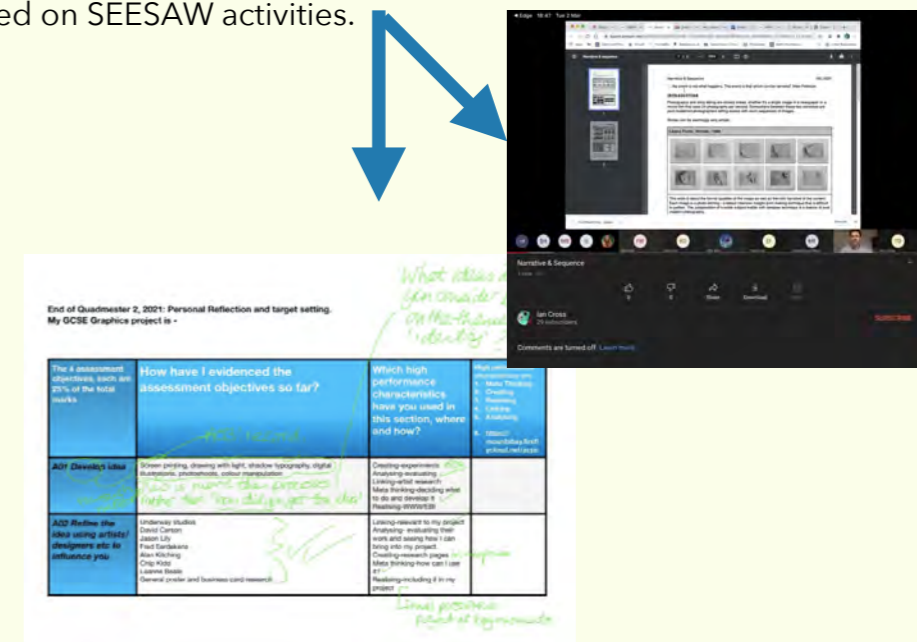
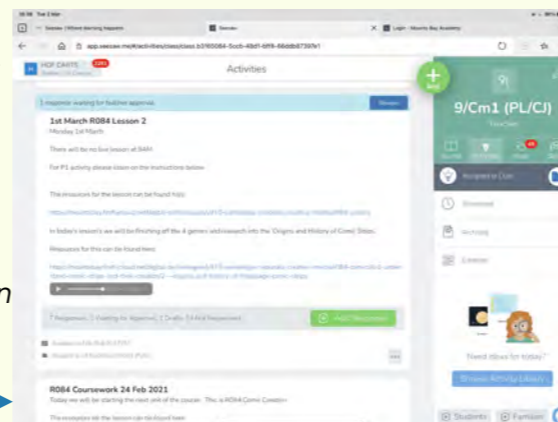
## Which hardware (e.g. Apple Pencil/Touch Screen etc), online tools and apps were effective for planning lessons? Explain how they were used and their effectiveness.

The introduction of iPad Pros has been great for annotating work with the Apple Pencil. The iPad pros. have taken time to get used but the MacBooks have been more efficient and more 'fit for purpose' for document creation and normal teacher tasks. As a creative tool the iPad are great. The dictation on SEESAW has been great to record FB and FF and this also helps with encouraging dialogue between teacher and student

APPS: Adobe, Pixelamator, iMotion, iMovie, personal phone apps, Procreate, Good notes, YouTube channels and practical demo. Examples live on screen.

## How did you ensure that challenge was at the core of tasks being set?

HPL is embedded in the quality of the learning tasks set. The Faculty have always had high expectations of their students and extension tasks have been set to challenge students further more. Teacher FB and FF encourages deeper thinking, analysis and critique of outcomes. The ACPS are addressed through the language and breadth of teacher specialist vocabulary and terminology that is expected to be replicated by the students and applied to their learning as they refine the outcomes submitted on SEESAW activities.



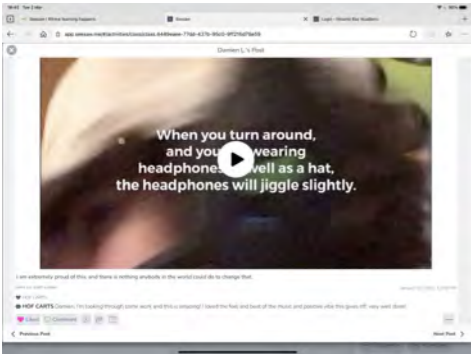
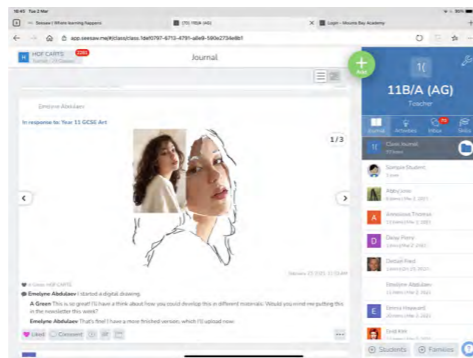
# Do



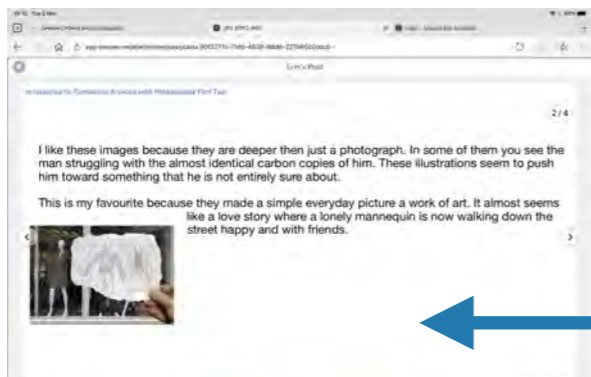
**Which type of tasks were the most engaging for your students?** Practical tasks in textiles where students completed time lapses of making final outcomes were great to record their work as opposed to documenting every stage through photography and annotation. Engagement was higher when students used film as ways to document evidence. Creating a promotional video in EM where music, photography and film was used to create an outcome gave opportunities for creativity for those that would otherwise struggle with written content.



Digital Art and Graphics on iPad has proved successful where those students have had lack of resources or space to work at home.



An example here of year 9 Food where students were making and evaluating outcomes.



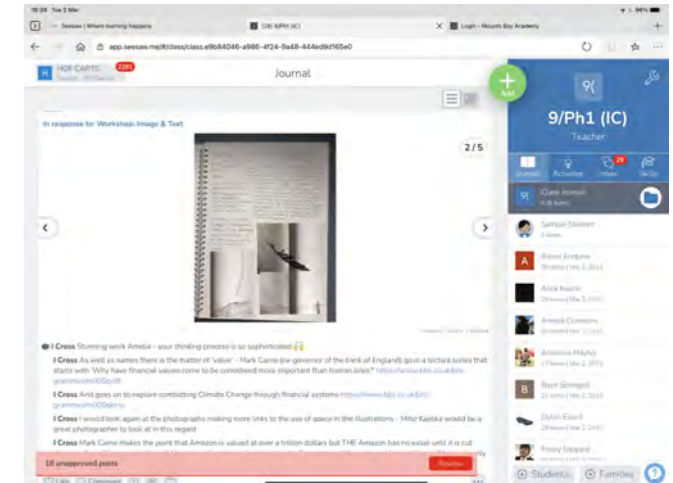
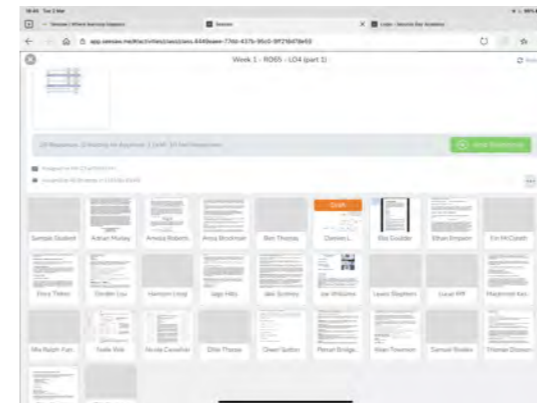
Broadening the possibilities by exploring mixed media techniques. Teacher expertise and experience of knowing the students to encourage engagement

**Which types of outcomes received from students indicated the most depth of knowledge?** Using examples, explain why this type of work received was particularly good at showing depth of knowledge for the delivered content.

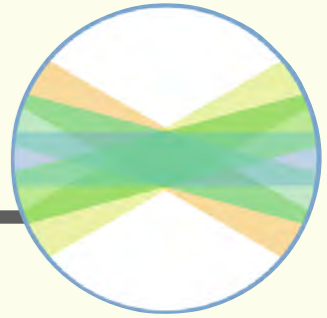
Examples in EM evidenced a data analysis exercise where students visually represented data as per the set task and explained their findings. Final outcomes to address A04 in Art and Graphics evidence the connections with artists in terms of style, content and the Art historical context. Where learning tasks are connected with a practical activity with exemplar materials, students responded well and focused with depth and consideration when formulating outcomes. This coupled with verbal FB and FF through through the dictation tool and on line tutorials in Art, Graphics, Textiles and Photography have enabled students to deepen their personal responses.



Tasks that were set, marked by the teacher with specific FB/FF and allowed time to improve work demonstrated greater depth and HPL characteristics.



# Review



## What were the most effective methods for receiving completed student work?

SEESAW activities allow teachers to set, schedule, receive, track and 'RAG' work on a weekly or lesson basis if preferred. Scheduled learning activities that were linked to a more comprehensive Firefly page worked well as this allows for a greater range of resources for personalised learning. Tasks that were dated so that students could return to them later worked better than generic tasks given the volume students received. Screen recordings of images on iPad esp. when the document size is too large to upload to SEESAW.

Google classroom has been used in FOOD to collate digital folders and shared folders on Google drive.

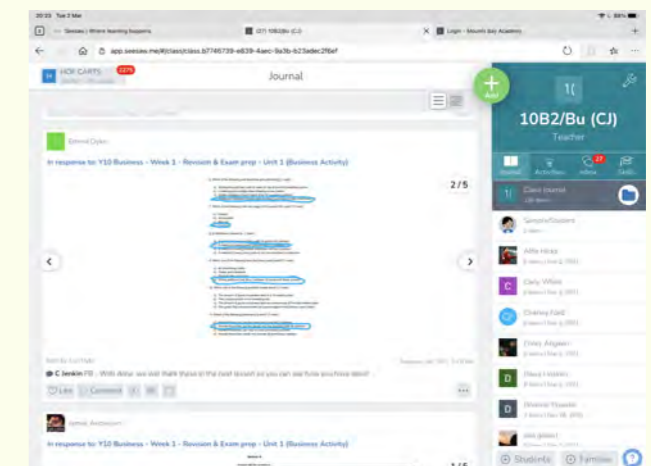
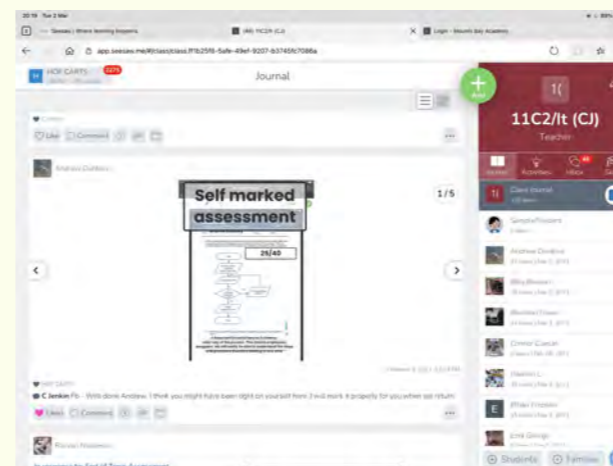


## What other digital methods were useful for assessment for the team? How were they accessed and used? →

Seneca has been used in EM for formative assessment. There are few other digital platforms such as this for the CARTS Faculty. HOF has monitored all 30 SEESAW classes both informally and formally. Assessment has been set through exam questions papers to be sent back to staff via SEESAW. Moderation through sharing screens of upload work.

## Which were the most effective methods for the team to provide Feedback/FeedForward/Questioning?

*There have been a range of methods across the Faculty. Most FB/FF/Qu have been through written comments below the work submitted which enables a written dialogue. However, the verbal feedback tool on SEESAW has proved useful as it can be quicker and more personalised. In Art, Graphics and Textiles, feedback and feedforward has been most effective through regular on line tutorials via TEAMS so students have a live conversation with their teacher about the work and personalised targets set accordingly. This has been a regular practice and students have engaged well in this process and have become more confident speakers as a result.*



# Noteworthy moments



## ART

In response to: Year 10

2/4

February 3, 2021, 2:44 PM

♥ C Dale  
 ● C Dale Brilliant! Just opened this up and this work cheered me up!! Lovely!! Well done!  
 ● C Dale An excellent set of paintings. Your use of colour is fantastic and the brush marks really describe the form. You should definitely work towards a large painting when back at school. Well done.

In response to: Year 10 C (Fri)

1/3

January 22, 2021, 10:25 AM

♥ C Dale  
 ● C Dale Brilliant sketchbook work Mabel. I added it to the newsletter as it looks energetic and exciting! Keep that hoping in your work as this is certainly the feeling you get from looking at your art. Well done.

Left and above: Remote learning examples Year 10 GCSE Art.

In response to: Year 10 Art Friday 5 Feb. 2021

Seen by: Katherine Elkin

February 5, 2021

♥ C Dale  
 ● C Dale This is a fantastic study sheet well done. As a collection of painter and the biro drawings it shows that you have good range of skills and can capture tone, shadow and light. You have also considered the background when setting up the which shows common sense. Excellent work well done. Nice to see it!



18:47 Tue 2 Mar

Journal

11B/A (AG)  
Teacher

Emelyne Abdulaev

In response to: Year 11 GCSE Art

1/3

February 25 21:01 11:02 AM

♥ C Dale  
 ● Emelyne Abdulaev I started a digital drawing  
 ● A Green This is so great! I'll have a think about how you could develop this in different materials! Would you mind me putting this in the newsletter this week?  
 ● Emelyne Abdulaev That's fine! I have a more finished version, which I'll upload now!

20:21 Tue 2 Mar

Journal

10B1/A (CD: Wed)  
Teacher

Lucia Davy

In response to: Year 10 Art 24th Feb 2021

1/3

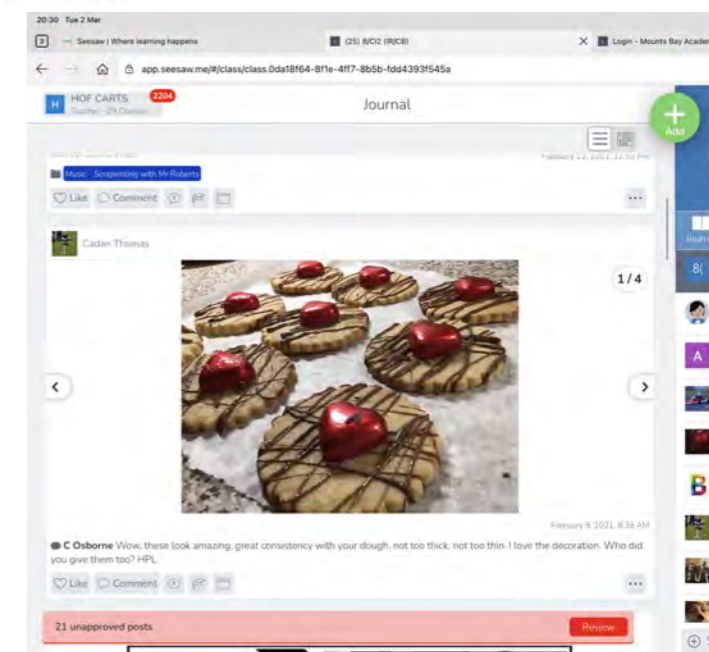
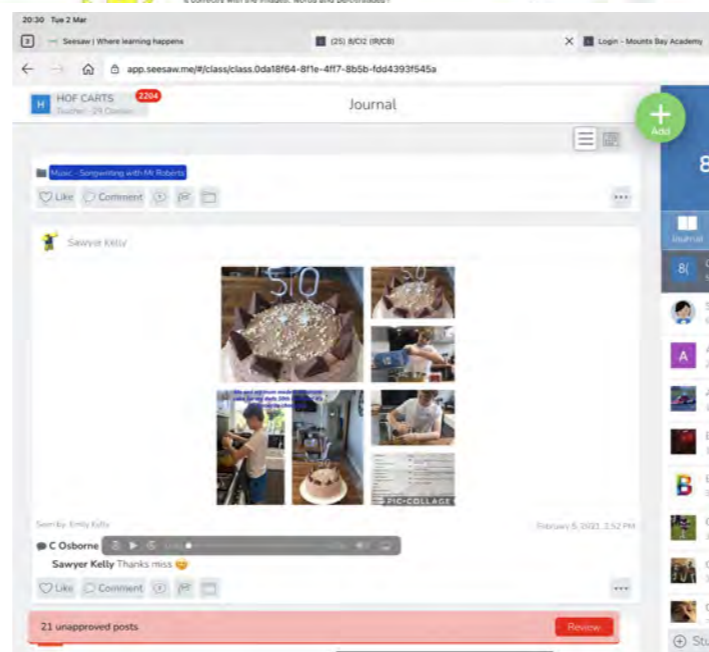
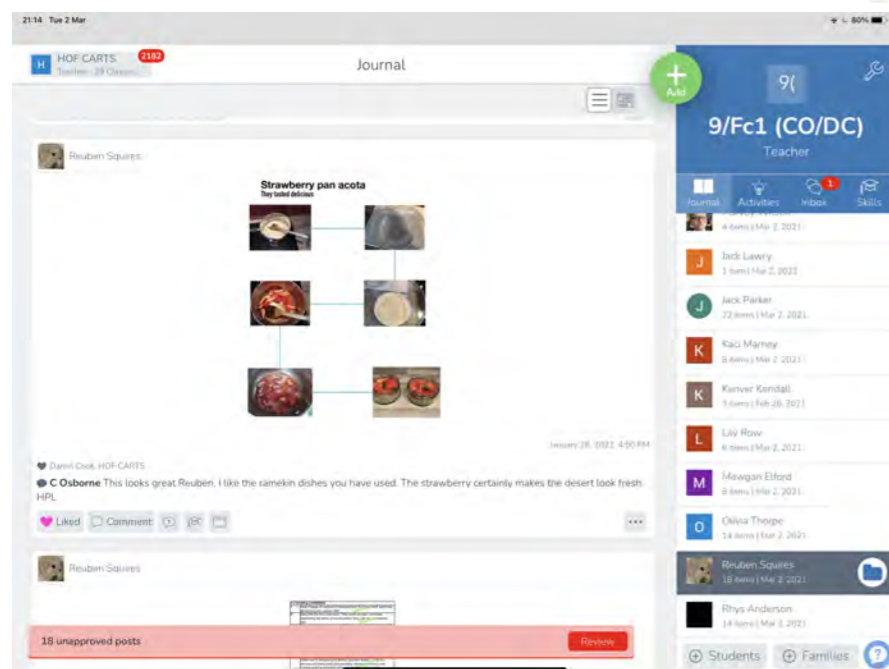
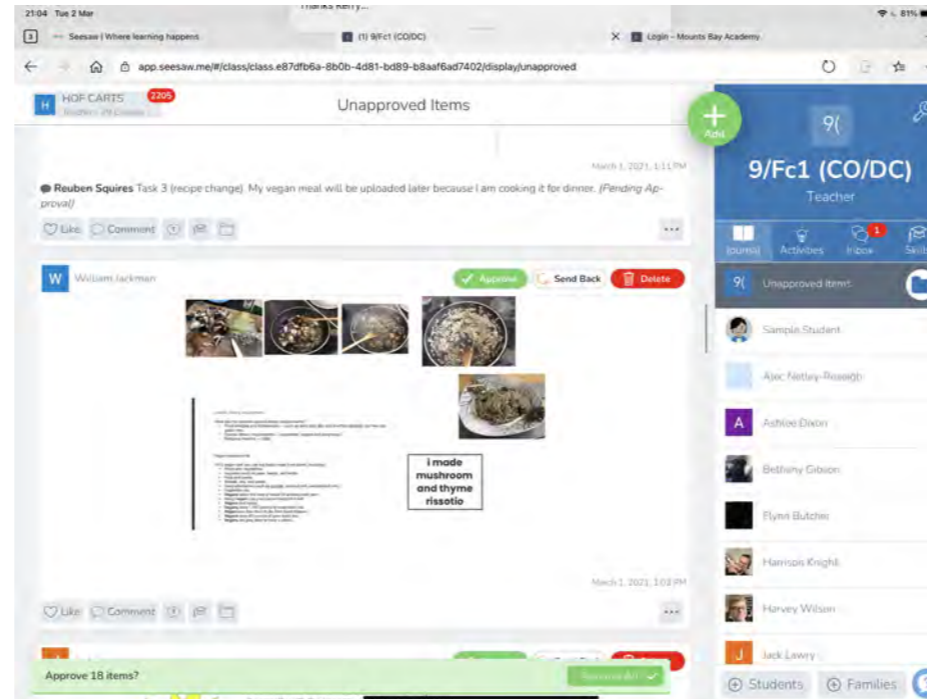
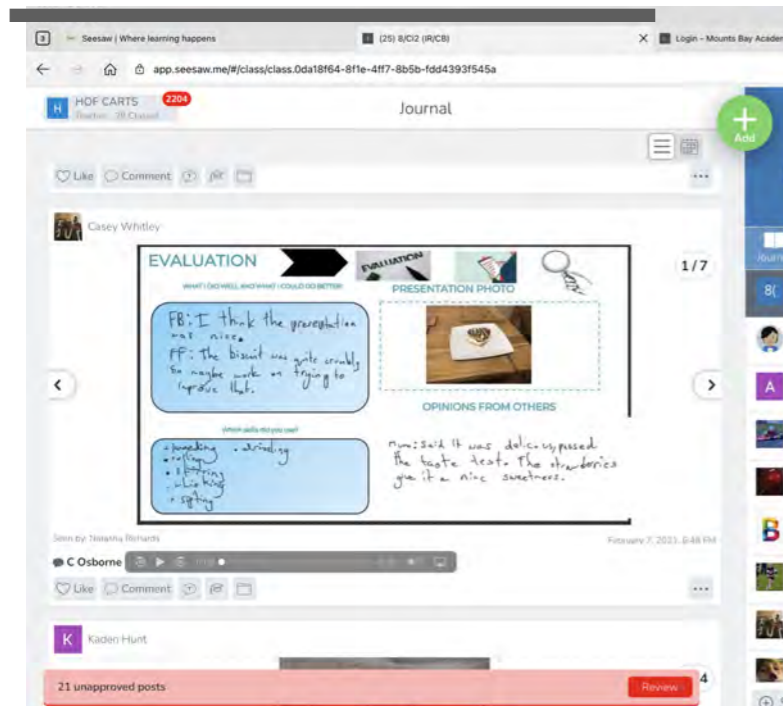
February 28, 2021, 9:40 PM

♥ C Dale  
 ● C Dale Wow Lucia, these are stunning! Well done. I can see the fluency in Cas Holmes and you done a really great job! Great to see the process too. Fantastic!

# Noteworthy moments



## FOOD

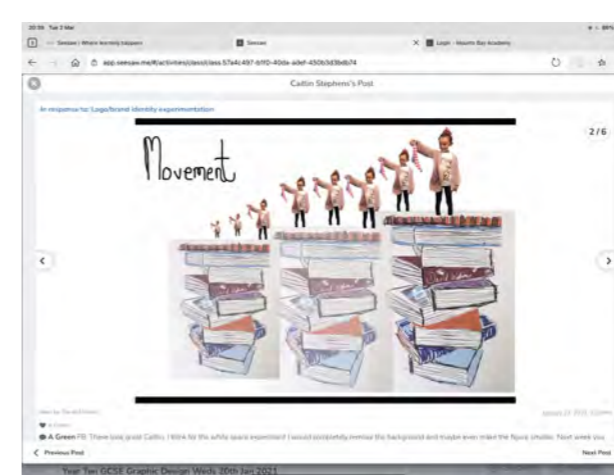
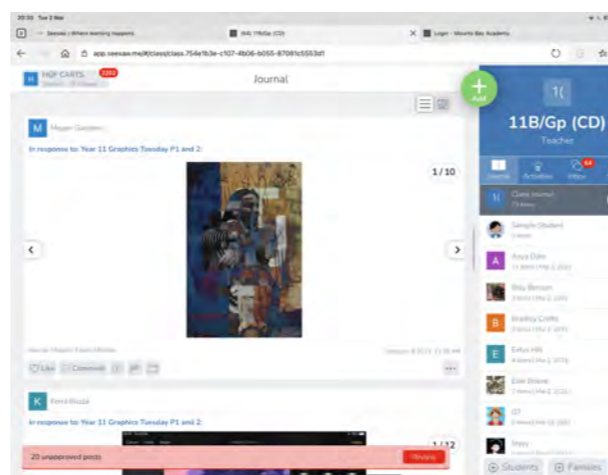
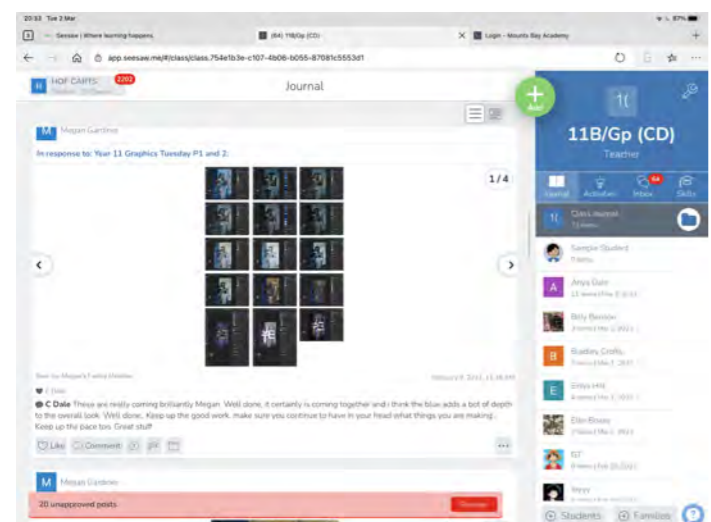
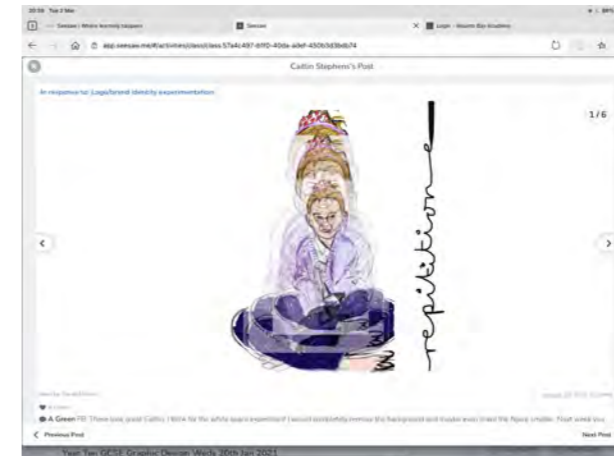
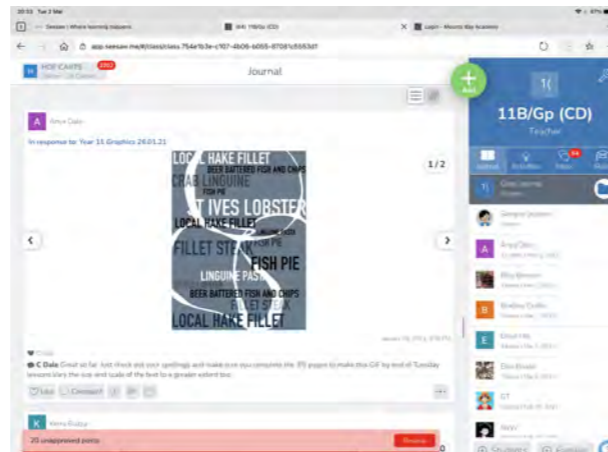
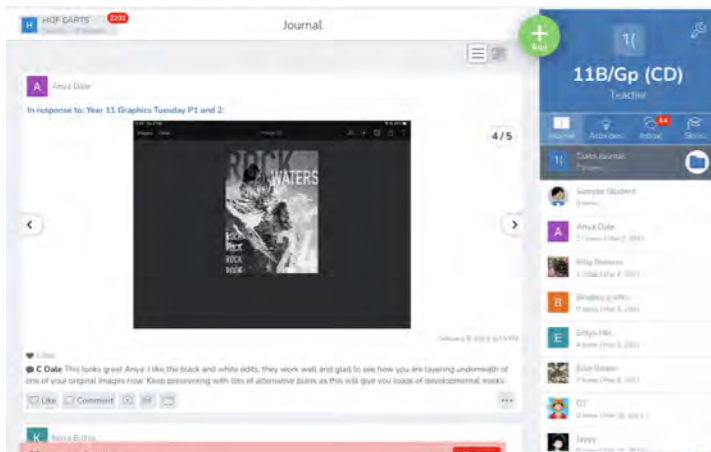
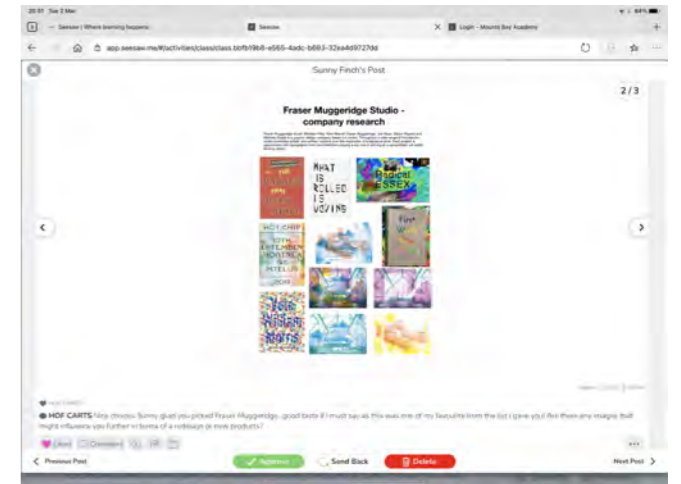
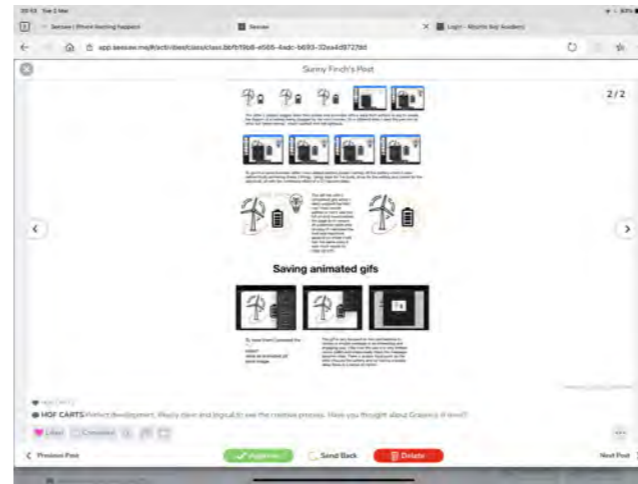


# Noteworthy moments



## Graphics

Link Below to Year 9 Fast track Graphics SEESAW Folder



# Noteworthy moments



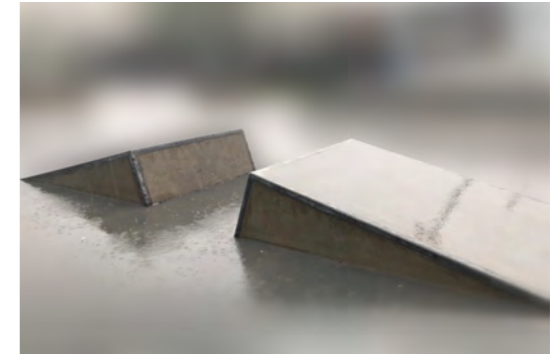
## Photography



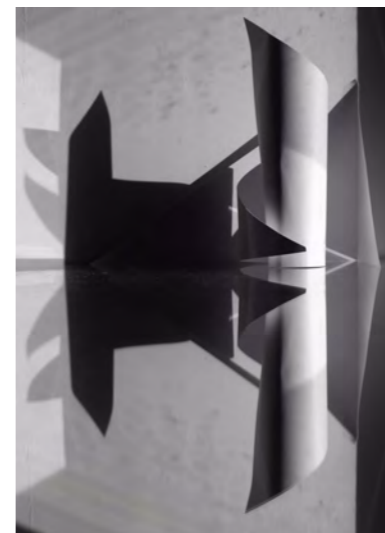
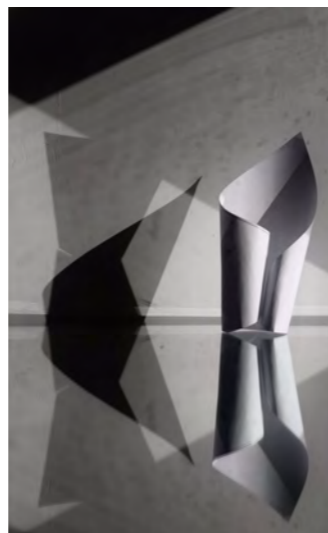
Daisy Y10



Leon Y11



Mari Y10



Three different responses to the same task