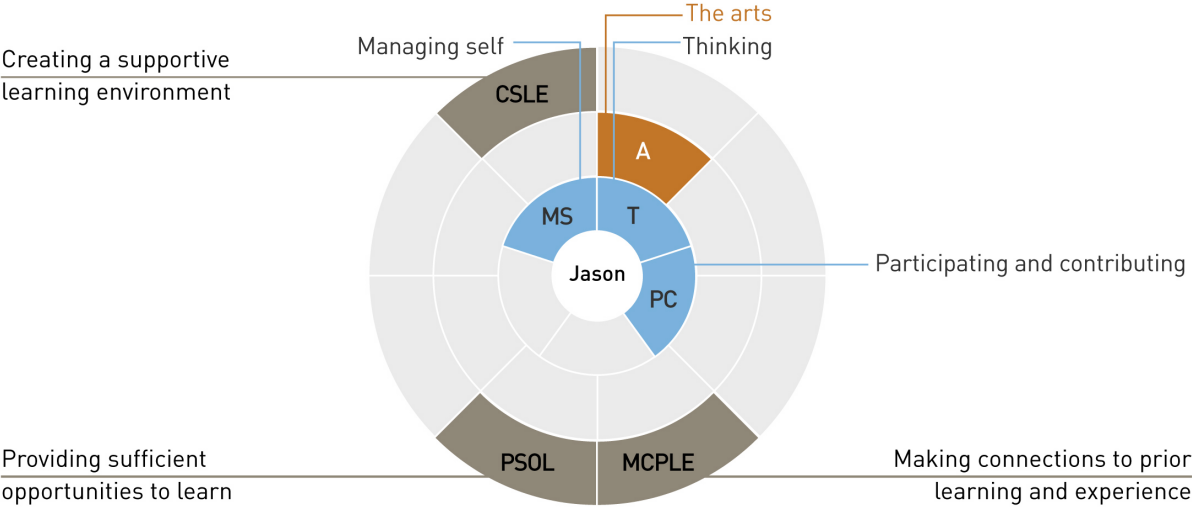


Jason’s eye for detail

Links to the curriculum



Student background

Name	Jason
Age	8
Year	4
School	Primary

In 2007, Jason discovered a love of drawing, particularly cartoons. He likes the rich visual details and has joined a cartoon club run by other children at school. He prefers drawing to writing and uses art to communicate ideas.

In 2008, Jason’s classroom is much bigger than the previous year. He has a special corner where, when he needs to, he can take some time out to look at his favourite books before rejoining class activities. Jason loves books with visual detail; he is a big Sponge Bob (cartoon Sponge Bob Square Pants) fan and enjoys anything to do with Star Wars.

He is able to read material at 7 to 7.5-year-old reading age and has a good memory for sight words. Jason’s ability to discuss meaning in text is improving as he gets older.

On a good day, Jason can communicate his preferences, wants, and needs very effectively with words and uses a range of expressions gained from favourite television programmes and DVDs. Jason is physically able and enjoys being in on class and school activities.

Keryn (special needs co-ordinator) has been Jason’s specialist teacher for the past three years and helped record the stories included here. In 2008, Amanda (class teacher) is released to be his 0.1 FTE ongoing and reviewable resourcing schemes (ORRS) teacher. This is a new arrangement that works very well for Jason and makes the management of changes during the day much easier for him. Jason will often sit apart from group activities and may complete activities some time after the others (up to several weeks later) after he has seen the task or the outcome.

A teacher aide assists Jason to manage environmental challenges, join in with class tasks at the same time as others (where possible), and develop independence in class activities. Jason has a range of visual supports to manage his day and he uses these with increasing independence. He has about 11 hours teacher aide support a week.

Three learning stories

1. **Jason and the pirate crew** 8 May 2008
2. **Jason re-creates the learning** 28 May 2008
3. **Jason the artist** 20 August 2008

This string of learning stories shows Jason developing a love of drawing. He learns new skills and is able to use these in another context later. He develops the ability to complete an art task independently, to follow the visual example and instructions of the teacher successfully, and to share the ideas behind his artworks with others.

Jason and the pirate crew

Student	Jason	Date	8 May 2008
Topic	Pirate pictures (visual arts)	Observer	Amanda (teacher)

Intended learning

- Draw to illustrate a piece of writing. Use visual representation to show character.

Jason loves looking at books with rich visual detail. In the past, his very detailed drawings have always been on topics he has chosen.

This term, Jason had been very interested in the pirate theme.



Today, he readily drew a picture of a pirate in his drawing diary with the other members of the class. The class had looked at many books with pictures of pirates and discussed what this revealed about character. Jason was able to draw the clothes and accessories to portray the character of his pirate.

The next instruction was to transfer the drawing to paper and then screw up the work to put creases in it so that it could then be unfolded and dyed with teabags to give it the appearance of an old document. The teacher was going to burn the edges with matches to give the picture an antique look.

Jason said that if he screwed it up, it would ruin his work. He was happy to have his completed work remain intact in the drawing diary.

Analysis – what learning is happening here?

Key competencies

Participating and contributing

Jason was able to draw at the same time as other children on the same topic. This was possibly because it personally appealed and had meaning for him.

Thinking

Jason was able to make characterisation choices for the portrayal of his pirate.

Jason showed logical thought processes – that screwing up his work would ruin it (in his mind). He was able to put forward a logical argument and defend his position on why his work should not be screwed up.

Learning areas

Level 1 the arts: Communicating and Interpreting: visual arts

Jason was able to describe his pirate and the pirate's features from the drawing. He could explain the visual details of his pirate in terms of the characterisation; for example, the sharp sword meant he was mean and fought other pirates for their gold.

Level 1 the arts: Developing Ideas: visual arts

Jason has a sense of ownership and completion with his work. He was able to accept that his work was different from others and that this was okay.

Where to next?

Key competencies

Next steps will include rewarding Jason for the participation and encouraging him in risk-taking activities.

Learning areas

We will let Jason explore other drawing materials, leading to discovering about line, colour, and texture in drawings.

We will provide visual examples of the finished work so Jason can see the stages involved in the process.

The whole class could work on a topic that interests Jason.

Jason re-creates the learning

Student	Jason	Date	28 May 2008
Topic	Free choice (visual arts)	Observer	Amanda (teacher)

Intended learning

- Complete a reading follow-up activity.

Jason was in "pirate mode" and wanted to make a treasure map like the one he had seen in a book on pirates. During reading time, Jason had a choice of a "making" activity. He wanted to return to the method used for the pirate pictures. This was where we antiqued the work by using teabags and burning the edges of the pictures.



Jason independently drew his treasure map with crayons and then went to Amanda (ORRS teacher) with his map at the screwed up stage. Jason asked for the teabags to dye it. Then he went around the school (with Amanda) asking teachers if they had a lighter or matches to burn the edges.

They were not successful in finding a lighter but Jason trustingly accepted Amanda's offer to take his work home to complete the antiquing stage.

Analysis – what learning is happening here?

Key competencies

Thinking

Jason showed that he could follow the example of others to complete a piece of work requiring several steps.

Jason took the initiative (agency) and used a previously taught method for a different task (using the skills in an increasingly wide-ranging context – depth).

Managing self

Jason showed persistence when he was looking for materials to complete his artwork.

Learning areas

Level 1 the arts

Jason showed that he had the confidence to complete artworks in his own time when he had a model to follow. He independently used the skills needed to draw his map and then sought help for the final stages. He was able to see that screwing up his work was one of the necessary stages in the antiquing process.

Where to next?

Key competencies

We will follow Jason's lead for learning opportunities. We will allow him to share his learning with others even if this does not always fit the class schedule.

We will celebrate when Jason can complete tasks with the whole class when supported by step-by-step instructions and a visual exemplar.

Learning areas

We need to remember that Jason will need multiple opportunities to learn.

Jason could show a class buddy how to make their own treasure map and guide them through the steps needed for completion.

This could be photographed in steps to make a visual schedule of the art task and then used as an example for other children to follow.

Jason the artist

Student	Jason	Date	20 August 2008
Topic	Fabric painting for an art exhibition	Observer	Amanda (teacher)

Intended learning

- Share personal information through an artwork.



Jason's class was preparing for the art exhibition. The children were instructed to paint the initial letter of their name on the centre of the fabric and to then choose contrasting bold colours to complete the background. They had to make sure that no fabric was left showing.

Jason followed these instructions with no extra help needed to complete this stage. He completed his work at the same time as others and followed the directions really well. This was important because he usually completes his work some time after the other children.



In the afternoon, the children returned to the activity and were instructed to paint things on their picture that were special to them. Jason painted his soft toy from home, Lambie, in pride of place right in the middle of his letter "J"! He also added a heart and some lollipops. He then added some swirl designs he had seen other children use on their artworks.

Analysis – what learning is happening here?

Key competencies

Managing self, Participating and contributing

Jason was able to follow the teacher's directions over two sessions to complete the task. He managed his time and materials to complete the painting.

Thinking

Jason transferred the skills of painting on paper to the new medium of fabric.

Jason took notice of the others' use of the swirl design and used it in his own picture.

Learning areas

Level 1 the arts: Communicating and Interpreting: visual arts

Jason showed he could communicate ideas through images. He used the symbols on his painting to represent the things that were special to him.

Where to next?

Key competencies

We will give specific feedback to Jason about his growing independence.

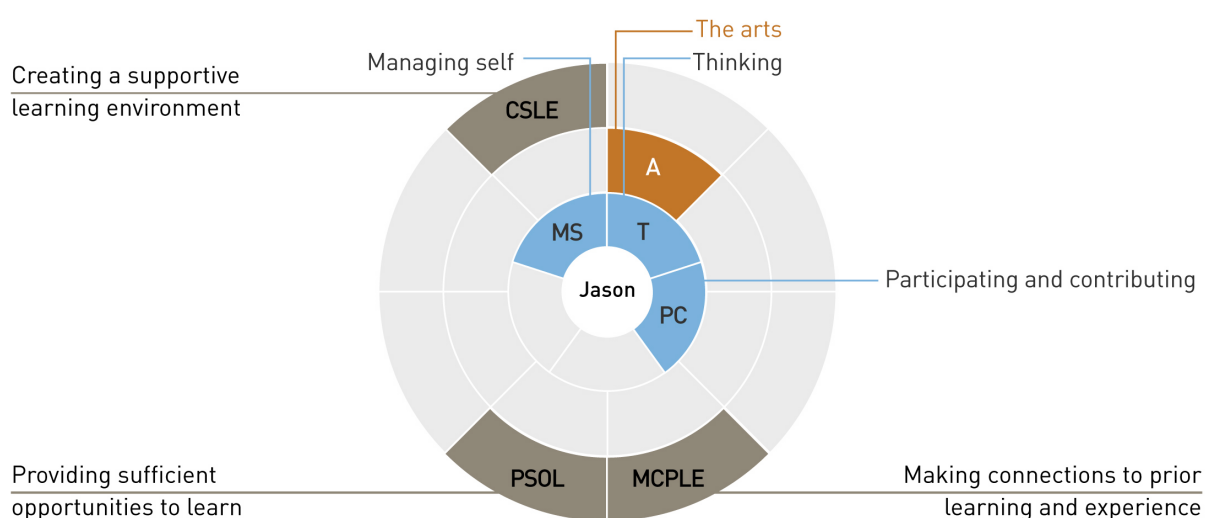
We will emphasise that sharing visual ideas is an important part of building art knowledge.

Learning areas

We will get the whole class to share the ideas communicated in their paintings. We will ask questions of the choices made regarding the symbols used.

We will exhibit Jason's amazing artwork in the school art exhibition for others to appreciate. Jason can talk about his art when he shares it with his family and others when they visit.

Reflection – what these stories exemplify



Key competencies

These stories show Jason thinking critically to follow a process and reason why his work was at an acceptable level of completion (to him). He was able to use the other children's ideas to develop his own art skills and then share the motivation and ideas used in his work. He showed that he could manage his own time and materials (managing self) and complete tasks with and at the same time as others (participating and contributing).

How might these stories strengthen Jason's identity as a learner?

Jason is taking ownership of an initiative in his art. He negotiates with the teacher, showing a willingness to question the instructions and defend his position. He gets ideas from others in his class. He shows perseverance with the task and is open to trying a new process, allowing others to help him and contribute their ideas (agency). Jason's art ability develops over time through a number of opportunities to practise his skills (continuity). Jason applied these skills in both art and literacy activities (breadth). He used a range of materials and skills to complete his art exhibition piece with a variety of people – class teacher, classmates, and office staff (depth).

For more information on the four dimensions of agency, breadth, continuity, and depth (ABCDs), refer to *Narrative assessment: a guide for teachers*.

Learning areas

Level 1 the arts

This learning is situated in the visual arts strand. Jason's love of rich visual detail motivates him to create a detailed picture to communicate the character and features of his pirate. He used his practical knowledge and love of drawing in new contexts over a number of sessions. Jason's sense of ownership and acceptance of the level of completion of his work shows how the outcome of the art process can be diverse for students.

Jason was able to develop his visual ideas in art by looking at the work of others and using their ideas in his work (developing ideas). He was able to share the ideas and motivation behind his work and to show how much he valued his own work (communicating and interpreting, and understanding the arts in context).

Effective pedagogy

What does this tell us about teaching and learning in this setting?

Jason's teacher provided Jason with sufficient opportunities to learn by allowing him to re-visit the art task. This enabled him to develop the skills gained in a previous session. She allowed him to take the lead in his learning and to come back to an art process that he had attempted before but had not been confident to see through. This acceptance of his comfort level and his artwork, even though it was not completed to the same degree as the others, shows a supportive learning environment that allowed Jason to take risks the next time he returned to an activity. Allowing Jason to pursue his art when he was motivated meant that he experienced success. This was made possible by the willingness of others to follow his lead and help manage his learning. This also allowed Jason to make connections to his prior learning and experience, to build on what he already knew, and to extend his skills.

Reflective questions for the reader

"Jason participated in this learning so readily because it was personally motivating to him. How well do I know the special interests of my students?"

"How can I follow the lead of my student, possibly at another time or place, when they are ready to learn? What practical management steps would be necessary to allow this to happen?"

"How can I give students opportunities to learn from each other?"

Useful resources

Arts online. Weblink <http://arts.unitec.ac.nz>. Accessed on 1 June 2009.

Ministry of Education. (2002). *Design – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2002). *Fabric and fibre – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2002). *Printmaking – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2002). *Sculpture – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2002). *Painting – Exploring the visual arts in years 1–6*. Wellington: Learning Media.

Ministry of Education. (2007). *He papahuia toi Maori: Maori visual culture in visual arts education, years 1–6: Unit 1: Ngā āhua o Tāne*. Wellington: Learning Media.

Janney, R., & Snell, M. E. (c2006). *Social relationships and peer support* [Part of the set *Teachers' guides to inclusive practices*] (2nd ed.). Baltimore, Md.: Paul H. Brookes Pub. Co.