

Two section assignment



**ASSIGN
BUSTER**

I used Kola's cycle when producing my SOW and lesson plan for this unit as this allows for differentiation and allows for all students to get engaged at the stage which they prefer and go through the learning cycle comfortably like learners A and B. Both learners A & B enjoy the practical aspect and this topic is over 3 lessons, this gives the learners lots of time to practice and perfect their characters. I support and challenge my learners throughout every session. Whilst carrying out my demonstration question my students asking them why am I doing this? What else could I do?

What else can this product be used for? I try to ask all of my students a question or even push them to think of another answer to what someone else has given. Once I have asked a question I wait before chose a learner to answer giving everyone a chance to come up with answer for themselves first. Find this waiting time gets all students thinking and so they become more engaged. I find this works really well for learner B as she gets reassurance as she asks lots of questions during demonstrations and I am able to explain whilst I am doing so she gets a verbal and visual explanation.

As well as a practical demonstration from myself I advise my learners of websites, you tube videos and books they can use to help them with their research to produce their final look. I support my learners individually on a one to one base as well; once the students are set up I will go around the classroom asking them to show me their ideas and research and speak to them about what they are wanting to produce, I will then ask why and how they are going to do this. Will then give them feedback and will give ideas on how to stretch their creativity a little more.

I do this in all of my practical sessions and got this idea from the humanist theory (Curran 2004 p. 1 18) says ' independence, creativity, and self-reliance are all facilitated when self- criticism and self-evaluation are basic and evaluation by others is of a secondary importance. Creativity involves an atmosphere of freedom and if, creative work is a goal, external evaluation is largely fruitless. The adolescent must come to his or her conclusions and decide on appropriate personal standards'.

The use of language and literacy are embedded into every session that teach I am constantly talking about the working makeup industry and refer to the correct language that should be used on and around a working makeup set so that my students are aware of what is expected of them in the working world. The use of literacy is also used in every session even when a practical session, all practical work has to be documented in the form of a consultation form. This has to be started before any practical work can take place for health and safety purposes and completed following the practical work to self-evaluate the work which has been produced.

The use of mummery skills is used frequently in the theatrical make up practical sessions as the measuring of quantities of products is needed when making face moulds, prosthetic and bald caps etc. CIT skills are used when producing research and students are given assignments and tasks which are given specifically for the use of ' CT. (Kelley-Browne 2007 p. 122) says ' The challenge for the lecturer or workplace tutor is to provide the opportunities for learners to practice and achieve their key skills'.

I use assessment to support my learners as am constantly assessing their work and giving them feedback. Race & Walker 1995 p. 377) says ' you can use direct observation in either a formative or a assumptive manner and, in consequence, it may be used over a relatively long period or in the assessment specific task' and ' when identifying learning needs, therefore, it is best that you use short, focused periods of observation of a sample of tasks, as you are likely to find this more effective than a loose, unstructured general observation system'.

I believe this this is correct and that is why the unit covered on my SOW is shown over 3 lessons o it gives the learners 2 formative assessments before their assumptive assessment giving them opportunity to evaluate and reflect on 2 assessments before they are graded. It also gives me opportunity to guide the learners encourage them to stretch that bit further for the final assessment. By assessing their first formative assessment I am able to give them advice on how to aim for a better grade on their assumptive assessment giving them ideas on how to reach their full potential based upon the original ideas that they already have come up with.