Lesson Reflection Form

Teacher	Jane	Observer	Tony Davis	Date	
Type of learners	19+	**Qualification type**	Foundation Art & Design	**Learners present**	
		Course level	3	**No. on register**	
				No. late	
Curriculum area	Art & Design	**Subject area**	Fashion	**Observation duration**	

Context and focus

At the start of Foundation Art & Design course, learners are introduced to a range of art forms, techniques and stimuli from which they will chose a focus for the major projects later in the year. This lesson is the introduction to fashion through garment deconstruction. The majority of the learners (if not all) have not studied fashion before.

Overall evaluation of positive, negative or missing impact

Positive impact

- Excellent promotion in advance of the lesson has got learners feeling excited and determined, revving them up for the experience, and ensuring all learners attended punctually.
- A thoroughly planned discovery-learning experience, well supported by resources.
- Good use of high-level questions to promote learners' forward thinking.
- Very good physicalisation of learning.
- Strong set of exercises, stimulating the development of learners' creative ideas.
- Excellent building of early confidence to explore and create.
- Excellent development of learners' independence and creative discernment.
- Excellent promotion of thinking outside of the lesson.

Areas for further consideration

- Can I take you back to the opening of the lesson. Looking at the body language of the learners and the numbers who offered answers to questions, how would you describe the 'stakes' for answering? High? Low?
- We can't know the answer to this question, but what do you think might be the reaction of a shy learner in that situation – right at the start of the session?
- How might the public 'stakes' have been lowered?
- [What impact might there have been on all learners (though particularly on the less confident) if the first question had been a one-minute warm-up discussion?]
- During the introduction to the lesson, learners were asked to put on their garments in an unusual way. A significant minority didn't. With hindsight, what might have been done differently to ensure that all felt confident to do this activity?

Additional overall notes to highlight, such as: room layout, temperature, E&D, maths, English, ILT, etc..

- Despite early reservations, all learners wholeheartedly took part in creative experimentation and felt confident to explain their work to their peers.
- A very stimulating learning environment.

Strategy/activity	Impact on learning
Preliminary diary cam. It is clear from learners' comments that staff have promoted the lesson well.	Learners are 'feeling excited and enthusiastic' about the prospect of the lesson and are 'determined and ready to learn'.
At the start of the lesson, learners were given a comprehensive guide to the process of garment deconstruction and the tasks they should aim to accomplish during the lesson.	An efficient resource that helped increase learners' independence of the teachers, leaving them free to engage in conversations about quality and technique, rather than the pragmatics of the exercises.
Opening question: 'Carina, what's your idea on what deconstruction is?'	This high-level question both tests learners' prior experience and understanding and implies that the teacher's ideas are not the only ones that are valid. However, early high-level questions can also be high-stakes questions. Without sufficient warm-up beforehand, less confident learners can feel vulnerable. The body language of some learners suggests they may not be internally answering the question, instead, leaving it to others.
T: 'If you put a woven fabric on the stand, or if you put a stretch fabric on the stand, would there be a difference?'	Again, very good use of hypothesis questions to make learners think forward.
	Learners explain their opinions well.
1:07 Transition point. Learners have been asked to put on the garment they will be deconstructing in the most imaginative way possible.	This is a very good strategy for creating visceral engagement with the concept of deconstruction. However, several learners appear not to have brought a garment, or have not been sufficiently encouraged to take part in this exercise. Again, this is an indication that learners have not been sufficiently warmed up for high-stakes creativity.
Short 'fashion show' of a selection of the designs.	The teacher's emphasis on simply ideas being successful ideas may well be a good strategy for giving all learners confidence to try.
1:52 Transition point. The lesson has now moved into practical exploration. Learners are being asked to put their garment on the dress dummy in an interesting way, then photograph and sketch their design. Just two minutes per design.	This rapid fire approach along with sketching and annotations forces learners to be continually and increasingly creative.
Sadie (as reported by the teacher): 'This is incredible. I didn't think I would be able to do this!' Sadie: 'It's really similar to Vivien Westwood… you always think that… she's great… and I've created something that really similar in just five minutes'.	Excellent building of early confidence to explore and create.
3:11 Carina: 'Although you're getting guided in some places, you're not told what to do… it's about finding your own way'.	Excellent development of learners' independence and creative discernment.
3:27 David talking about one of his interim designs.	David talks about how the lesson made him think during his break about what he was trying to achieve. Creating thinking and discussion between lessons shows that the teachers are really firing up learners' imaginations.
4:39 David: 'I didn't realise how much I loved this subject.'	Again, a great indication of the impact of this discovery lesson.
5:13 David: 'I've realised that this is what I want to do as a job, and as university and for the rest of my life'.	The ultimate impact..