

Expressive Arts: Interdisciplinary Project**Proposal**

Candidate name	Karen Buchanan								
SCN									
Centre name									
Assessor name									
Project title	Using Drama to Teach Pupils with Additional Support Needs								
<p>Project outline <i>(Give a summary of what you propose to do and how will you go about it.)</i></p> <p>The aim of this project is to find out if drama and role-play activities would aid people with Additional Support Needs to develop personal skills and increase their confidence which would help them cope with tasks in the wider community.</p> <p>Project objectives:</p> <ul style="list-style-type: none"> ◆ To make up role-play exercises that will allow people with learning difficulties to rehearse what might be expected of them when they go into local shops or amenities. ◆ To work with pupils in the Special Needs Unit connected to the school and work on these exercises until they feel secure in their roles. ◆ To evaluate my lessons and their usefulness and present my findings. 									
<p>Reasons for choosing this project <i>(For example: personal interest, future plans, relevance to society, links to other subjects you are studying/have studied.)</i></p> <p>I am studying AH Drama and would like to use my knowledge of script writing and improvisation to help people with Additional Support Needs to build up their confidence in new situations.</p> <p>I would like to become a Primary teacher and want to explore my ability to teach a small group of pupils and start to develop an understanding of how as a teacher, I might better support any ASN pupils that I might encounter.</p> <p>I would like to build up a bank of lessons that may be of use to me in the future.</p>									

The broad contexts this project will cover

(Explain the ways in which the theme of your project is relevant to one or more of the broad contexts of citizenship, economic development, employability, enterprise, and sustainable development.)

Citizenship – developing personal skills will help people with additional support needs cope better within their community and allow them to have a more fulfilled life.

Employability – as well as improving my employability, improving skills in people with additional support needs will help increase their employability and also, by increasing their confidence, help them in successfully gaining employment.

Learning environments I will access

I will access the Special Needs Unit connected to the school and talk to the staff about how my project might fit in with their curriculum and social education of the pupils.

I will have to do some research- possibly on the internet on what is classed as a learning need and how these impact on individuals. I will visit the Learning Support department in my school and ask if they have any books or literature I can study on types of learning needs.

I will approach local shops and amenities in the town and ask if they have any props or posters, etc to help me create more realistic sets for my improvisation classes.

How I will use my knowledge of Expressive Arts

I will use my knowledge of improvisation, directing and acting techniques to make up outline scenarios for my class lessons.

I will use characterisation skills and sustaining character to become the characters I will need within the improvisations.

I will use my knowledge of script writing to make up outline scripts for use in my lessons.

The skills I will develop and/or improve in the course of this project are:

(Carry out a short analysis of your current strengths and weaknesses in each of the skills areas below and say how you think your project will allow you to develop and/or improve these skills:

◆ Application of subject knowledge and understanding

Although I feel confident in my own acting skills I have to learn how to teach some of these skills to other people. I will also use spontaneous improvisation skills when teaching.

◆ **Research skills — analysis and evaluation**

I have never taken on a project of this size before although I have done research for Higher drama. I want to develop my analysis skills and evaluate the information I get from my research and then work out how I am going to use it. I would also like to find out if drama is already being used to teach pupils with Additional Support Needs.

◆ **Interpersonal skills — negotiation and collaboration**

I think I am good at developing relationships and talking with others. I will need to use these skills when speaking to adults in a professional setting. I will need to collaborate with teachers at the Special Needs Unit. I will also have to speak to people in local shops and see if they will help me get props for my improvisations.

◆ **Planning — time, resource and information management**

I have worked to timescales before when working towards drama performances but I have never had to make up my own timescales and will have to consider the best way to use the time given.

◆ **Independent learning — autonomy and challenge in own learning**

I am looking forward to challenging myself in taking on this project. I can work independently but have been more used to working in groups.

◆ **Problem solving — critical thinking, logical and creative approaches**

Studying drama has taught me to be creative and quite confident in solving problems and I hope to carry this forward into my project.

◆ **Presentation skills**

I am not totally sure at this point how I am going to present my project although I will take some videos of my lessons so I can evaluate myself. I would like to use these videos in my presentation. I would like to present my findings to an audience of interested parties.

◆ **Self-evaluation — recognition of own skills development and future areas for development**

I plan to keep a logbook and video my lessons throughout the project which will allow me to evaluate myself and the progress I am making.

Assessor feedback to candidate

Karen, your project Proposal sounds interesting and shows some good potential. It meets the project requirements at this stage. You need to think more about how you will use your research to inform your lesson plans. This will be a time-consuming project and you will have to organise your time well.

Proposal approved	Yes	Further work required	
Candidate signature		Date	
Assessor signature		Date	

Expressive Arts: Interdisciplinary Project

Plan

Candidate name	Karen Buchanan									
SCN										
Centre name										
Assessor name										
Project title	Using Drama to Teach Pupils with Additional Support Needs									
Is this a group project?	no									
If a group project my individual role or responsibilities will be:										
Timescales <i>(This should be a detailed timeline showing how you plan to time-manage your project. Any separate spreadsheets or charts should be included as evidence.)</i>										
Month	Tasks									
August	<p>Contact the Special Needs Unit to see if I can visit and explain my proposal to them. Ask them if they will let me try out my lessons with some of their pupils.</p> <p>Speak to teachers in the Learning Support department and ask if they have any books or literature I can study on people with learning needs. I will also ask if there are any websites that might help me.</p> <p>Approach local shops and amenities in the area to see if they will let me use any props for my lessons.</p> <p>Speak to my drama teacher about how I should go about planning my lessons.</p>									
September	<p>Start my research from books and the internet and write out my findings in my logbook.</p> <p>Go to visit the class in the Special Needs Unit, at least twice a week in order to start little drama exercises with them.</p> <p>Write out my lesson plans.</p>									
October	Start the improvisation lessons.									

October Holiday	The October holiday will affect this part of the timescale and the lessons will have to continue into November.
November	Continue with the improvisation lessons. Make up and give out questionnaires to teachers at the Unit to see if they think the lessons helped develop the social skills of the pupils
December	Prelim exams and Christmas holiday.
January	Start planning the presentation. Collate the findings from the questionnaires. Edit my video.
February	Give the presentation. Evaluate
Planning <i>(How you are going to meet the agreed objectives of your project as stated in your outline.)</i>	
Task 1 Contact the Special Needs Unit to see if I can visit and explain my proposal to them. Ask them if they will let me try out my lessons with some of their pupils. Make an appointment to meet them and the pupils. Arrange times for the lessons I hope to carry out.	
Task 2 Access research material via the internet and any books or literature suggested to me by the Learning Support staff. Approach local shops and amenities and ask if there are any props that I can use.	
Task 3 Speak to my drama teacher about how I should go about planning my lessons. Write the draft outline scenarios and lesson plans. Deliver my lessons.	

Resources

(For example: people, materials, places.)

My main resources will be:

- ◆ the staff from the Special Needs Unit as they will have specialist knowledge of the class I hope to teach
- ◆ internet sites and any literature suggested by teachers in the Learning Support department
- ◆ any local shops and amenities that lend or give me props
- ◆ my Drama teacher who will give me advice on making up lesson plans
- ◆ I will also need a video camera in order to film the lessons

Research methods

(For example: contacting companies, surveys, focus groups, experimentation.)

I will talk to the teachers in the Special Needs Unit to find out about the pupils in the class and any problems I might encounter. I will make notes of their answers and use these when planning my lessons.

I will analyse and evaluate the information I get from my research and then work out how I am going to use it.

I will visit the local shops and amenities I have contacted and ask about borrowing props to help dress my sets and explain what I am trying to accomplish.

I will video the lessons and evaluate how successful my teaching is and if the pupils are gaining confidence. I would like to use parts of these videos in my presentation.

Presentation

Who do I think will benefit from listening/reading/looking at my presentation of my project findings/product?

Staff who work in the Special Needs Unit and the Learning Support teachers in my school and possibly parents/carers.
Teachers, AH pupils and Higher pupils from the drama department.

- ◆ **What methods are appropriate to my audience(s)** *(eg demonstration, presentation software, websites, oral, report, piece of theatre, dvd, wiki/blog or any combination)*

I will talk to the audience at the start of, and during, my presentation to explain what my plans were and what I wanted to do.

I will use the edited video to show parts of the lessons.

I will then answer any questions that the audience may want to ask.

<p>Dependencies <i>(What is required for your project to go ahead, ie reliance on other people or resources, steps in plan that must be completed before starting the next step?)</i></p> <p>I am dependent on the co-operation of the Special Needs Unit. I cannot carry out my project without their help. I will need help from the school drama department as I may need sets and props that they can provide. I will need to borrow a video camera from the school.</p>					
<p>Contingencies</p> <table border="1"> <tr> <td> <p>Any anticipated problems</p> <p>Getting a small class that I can teach my lessons to.</p> <p>Difficulty in getting local shops and amenities to give me props.</p> </td> <td> <p>My plans for overcoming the anticipated problems</p> <p>I can ask the Learning Support department if they will help me find a small group of pupils who might be suitable.</p> <p>I will ask the Drama department to help me or make my own.</p> </td> </tr> </table>				<p>Any anticipated problems</p> <p>Getting a small class that I can teach my lessons to.</p> <p>Difficulty in getting local shops and amenities to give me props.</p>	<p>My plans for overcoming the anticipated problems</p> <p>I can ask the Learning Support department if they will help me find a small group of pupils who might be suitable.</p> <p>I will ask the Drama department to help me or make my own.</p>
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<p>Method for recording my skills development and future areas for improvement</p> <p>I intend to keep a progress logbook and a video diary throughout the project which will allow me to evaluate myself and the progress I am making. This will also allow me to monitor how my own skills develop as the project progresses.</p>					
<p>Assessor feedback to candidate</p> <p>Your plan clearly sets out what you want to do. Your timescales seem fairly realistic and will allow you to work through your plan. However you may find it useful to be more specific and give yourself deadlines of actual dates rather than vague monthly guidelines. This will help you stay on schedule. You are used to working in groups when planning drama activities and you will have to make sure that you fully understand the role of 'teacher' and not collaborator. You have planned for contingencies but may have to think further about props as your plan for overcoming this problem is a bit vague. You must also find out if you need permission to video the group you will be working with.</p>					
<p>Plan approved</p>	<p>Yes</p>	<p>Further work required</p>			
<p>Candidate signature</p>		<p>Date</p>			
<p>Assessor signature</p>		<p>Date</p>			

Expressive Arts: Interdisciplinary Project

Presentation of project findings/product

Candidate name	Karen Buchanan								
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Assessor name									
Project title	Using Drama to Teach Pupils with Additional Support Needs								
<p>How I presented my project findings <i>(Describe in detail how you presented your project findings and explain the choices you have made with regard to your presentation method(s) and audience(s).)</i></p> <p>I held my presentation in the drama studio as it is a good-sized room and not as big as the assembly hall therefore it was easier for my audience to see and hear me. It also has a projector so I could show my video. The audience consisted of some members of staff and parents/carers and family of people with Additional Support Needs. Parents of the people in the final chosen group were particularly interested in what had been achieved with their children</p> <p>I spoke to the audience at the start of my presentation and explained what I wanted to achieve when I first started the project. I explained what lessons I had carried out with reasoning for my choice of lessons, I then put on the edited video to show parts of my lessons. I then let the audience ask me questions about my project.</p> <p>The following day I showed my video and spoke to the drama teachers and some of the support staff in the school. At this point I was able to talk in more depth about what I felt the group got out of the project but more importantly what I felt that I achieved, on a more personal level, by carrying out the project. The PT of learning support asked to see my scripts and we discussed how these could be adapted for use in a small group situation.</p>									
<p>Assessor feedback to candidate</p> <p>Karen you presented your project in a competent manner. Your opening speech and the question and answer session showed that you were enthusiastic about your lessons. Your video did not fully justify some of the points you were trying to make but it was well edited and did highlight the enjoyment of the pupils concerned.</p>									

<p>Your presentation the day after, to us and the support staff, was confident and showed your understanding of using drama as a tool to aid learning and understanding. It also showed a very mature approach to a difficult subject. It was obvious that you have learned a lot about yourself as well. Your discussion of scripts and how they could be adapted for different situations also showed a creative approach but full understanding of the disciplines involved. Well done!</p>			
Candidate signature		Date	
Assessor signature		Date	

Expressive Arts: Interdisciplinary Project

Evaluation of project

Candidate name	Karen Buchanan								
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Project title	Using Drama to Teach Pupils with Additional Support Needs								
<p>How successful has my project been overall? <i>(Consider the strengths, weaknesses and learning points of your planning, implementation and findings/outcomes giving examples to support your comments.)</i></p> <p>I feel that my project was quite successful. I was not too worried about my drama skills but had worried about teaching these to pupils with Additional Support Needs. I think that I maybe took on too much and did have to accept help from my drama teacher and the teachers in the Special Needs Unit.</p> <p>The video shows that the pupils all joined in and I was able to keep the lessons moving through my own problem solving and improvisation skills.</p> <p>My research into how the pupils might react did help me when planning the lessons and I think I got the level right.</p> <p>I was a bit late in contacting local shops and amenities to get props, etc. but I solved the problem by getting some posters and props from Community Use within the school.</p>									

I enjoyed the experience of working with the pupils and think that this has confirmed my desire to be a primary teacher in the future.

How effective were my communication methods throughout the project?

I felt I communicated well with all outside agencies and met many interesting and helpful people throughout the project. Many went over and beyond what I asked of them and I can't thank them enough.

I felt I communicated well with all the teachers and staff who helped me in my research and lesson planning. After the first lesson had not gone so well I sat down with the class teacher and discussed what had gone wrong and what I should do about it. I feel that this was a good example of how I communicated during my project. I was able to discuss the strengths and weaknesses in my lesson plans with my drama teacher and was able to take advice and act on it.

I also communicated well with my classmates and felt that they took on board all that I asked them to do during rehearsals and the discussions we had before and after the lessons. I learned a lot about managing a group of people.

I was very pleased with the way I communicated with the class I taught and the teacher said they looked forward to my visits.

I was able to approach the Community Use manager and explain what I wanted in the way of props and posters and they let me borrow some stuff from them.

I think I did well in communicating my project to my audience during my presentation and was able to answer all the questions at the end.

Is there any aspect of my project that could be taken further? What might my next steps be?

I have kept my lesson plans in a folder and I think that when I start studying to be a primary teacher that these will help me plan future lessons.

I also gave copies of these to the PT Learning Support in case he might want to use them with some pupils.

I have also said I will visit the Special Needs Unit for one period a week, up until summer, to continue working with the class.

Candidate signature		Date	
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Expressive Arts: Interdisciplinary Project

Self-evaluation of generic and cognitive skills development

Candidate name	Karen Buchanan								
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In evaluating your skills consider the skills analysis which you carried out at the proposal stage and how you said you would develop and improve these skills. Now refer to your reflective diary/log/blog and feedback you have received and evaluate how you have developed and/or improved these skills through the work on your interdisciplinary project.

Application of subject knowledge and understanding

(Think about practical uses for the expressive arts you have learned. How did you use your knowledge of expressive arts effectively to help you carry out various aspects of your project and how did it relate to your chosen broad context(s)?)

I wanted to use the drama skills I have learned to try and teach pupils with Learning difficulties. To do that I had to use my voice, movement, improvisation and scenario building skills. We use problem solving a lot in drama and I had to use this skill to solve problems as they came up. I think that I was effective in using all my drama skills in my lessons. I was able to make minimalistic sets and use the props that I borrowed.

I think making up my lesson plans will help me in the future as I want to be a Primary school teacher.

Research skills — analysis and evaluation

(Think about the research process. How did you plan, carry out, analyse and evaluate your research? You should evaluate your research methodologies, tools, resources and contacts, data recording and referencing, reliability and usefulness of data.)

Planning — I was a bit rushed when it came to planning although I think I managed to carry out my three objectives. I didn't think carefully enough about contacting local shops and amenities and should have made up a list first instead of just phoning places near the school. This meant that I didn't get the props I had hoped for.

My teacher reminded me about getting permission to video the lessons. I had to make up permission letters for parents to sign and this took up more of my time than I had planned for while I was waiting for these to be returned.

Research — I think my research went well although the books I borrowed from the Support for Learning department did not give me as much information as I had wanted. Internet sites that were suggested to me did give me some ideas on drama games and exercises I could use in the classroom.

I took notes when I was talking to the Special Needs Unit teachers and I was able to use this information when I was planning my lessons.

Analyse — My notes that I included in my logbook gave me enough information to decide the level my lessons should aim for. I was able to use the drama games that I found on the internet and discussed these with my drama teacher to see if she thought they were suitable.

I think that I have had to become more organised through gathering all my information and working out how I could use it.

Evaluate — I think the research stage went quite well but I felt as if I was running out of time especially when I realised that I would have to write letters to parents and wait for replies before I could start my lessons.

My plan was logical but my timeline was not as detailed as it could have been and I did not manage to get help from local shops.

I think that I have learned from this process and I will be able to carry out research in a much more organised way in the future.

Interpersonal skills — negotiate and collaborate

(Think about how you considered other peoples' views/feedback, discussed issues of concern, reached a solution where needed, adjusted your approach in response to a situation/environment, showed positive self-belief and had the confidence to offer and ask for support.)

I felt I worked well with all the teachers who helped me in my research and lesson planning. After the first lesson had not gone the way I thought it would I sat down with the class teacher and discussed what had gone wrong and what I should do about it. I took her advice and was able to change my lesson plans for future lessons.

I discussed my lesson plans with my drama teacher and was able to take her advice and act on it.

When I could not get props from local shops I discussed the problem with the school's Community Use manager and negotiated with him to borrow some things I would need.

At all times I considered the views and opinions of everyone involved and was able to express my own.

Planning — time, resource and information management

(Think about your time management. How did you set targets, monitor/record progress, consider any probable barriers to achievement and take steps to minimise them?)

I tried to stick to my project using my timelines but found that I was often slightly behind. Help from my teacher kept me on track and I was able to organise my activities in a more logical way. Updating my logbook kept me more focused on what needed to be done and made me clear about what I needed to focus on next. If I was to take on a project like this again I would have a more detailed timeline.

I think that I planned for problems that might arise and had contingencies ready to overcome them.

Independent learning — autonomy and challenge in own learning

(Think about how you used your skills to make things happen, took the initiative to establish links with other learning environments/opportunities and looked for challenges rather than taking the easy option.)

I think I really challenged myself when doing my project and I am very happy that I managed to complete it. I did need support from my drama teacher but made all the final decisions myself.

I thought I would be able to work really well on my own but have realised that I often work better with others to bounce ideas off.

I took into account other people's feedback and asked for support if I felt that I was having difficulties.

I did research on the internet and used the information to help my lesson planning. I took the initiative to speak to new people and explain my project to them.

I managed to edit my video myself after getting a little help from the Computing department and was pleased with the result.

My scenarios were all my own work and I have kept copies of them for the future.

I got some really good feedback from the audience through the questionnaires I gave out at the end of my presentation.

I would definitely feel more confident in my abilities in taking something like this on in future.

Problem solving — creative approaches; critical thinking; logical approaches

(Think about your problem solving skills. How did you generate and explore ideas, use logical and creative approaches, analyse source materials in order to support findings, reflect on problems and possible contributory factors, and think critically about possible actions/changes?)

I was very pleased when I was able to overcome a problem and I think my confidence has increased because of this. When faced with problems I was able to find ways of completing the work. This was not always easy but I had the confidence to ask for help when I needed it.

I gave out questionnaires, to the teachers in the Special Needs Unit, and used their answers to help write my presentation script.

I dealt with problems when they arose and was very pleased when I was able to overcome a problem or challenge. I think my confidence in my own abilities has increased because of this.

Presentation skills

(Think about how you presented your findings. Evaluate your presentation method(s), choice of audience(s), layout, structure, degree of formality and choice of content. Did your presentation include information/ideas/reflections with supporting detail in a logical order and reach a reasoned conclusion?)

I chose to present to parent/carers and some staff first as it allowed them to see how the pupils had progressed. I kept this quite informal. I held it in the drama studio as it is a good sized room and not as big as the assembly hall. It also has a projector so I could show my video.

I spoke to the audience at the start of my presentation and explained what my project was about. This worked well as it led into the video.

I was pleased with my video which showed some parts of the lessons and how well the pupils did towards the end of the project. This worked well as the question and answer session at the end was relaxed and people asked relevant questions.

My second audience consisted of the Head teacher, two teachers from the Special Needs Unit, the PT Support for Learning and some pupils from the Higher drama class. My drama teacher and the other pupils in my AH Drama class also attended.

I invited this audience as I thought they would be the most interested in what I had done throughout my project. I felt confident answering any questions and I received some good feedback at the end of my presentation.

Self-evaluation — recognition of own skills development and future areas for development

(Think about how you have developed throughout your project. How did you deal with feedback, praise, setbacks and criticism and their impact on your own development of knowledge, skills and understanding? To what extent did you ask for feedback, learn from experiences and how will you use these to inform future progress?)

This project has helped build up my confidence. I was able to speak to different people and explain my ideas. I realise from doing this project that I would like to do more teaching and it has made me more certain that I would like to be a Primary teacher.

I know that I need to build up my organisational skills and will set myself more definite deadlines in the future.

I now know that I can work on my own although I did need to ask for advice on occasions but I was willing to act on this.

I think I answered all the questions well during my presentation and was pleased with the feedback I got after it.

This section is not mandatory. It has been included to allow you the opportunity to undertake an overall reflection of your project.

Reflection on my experiences throughout this project

(For example: things you feel you have achieved, things you have done that you feel particularly proud of, anything you would do differently were you to do something similar in future.)

I am pleased with the work I have done. I have worked with adults and not just people my own age. I realise I need to plan things more carefully and set myself definite deadlines. I now realise that I would definitely like to have a career in teaching.

Skills that I have used in this project that I would like to develop further

(For example: using skills in even more challenging situations, more working on your own, more team working.)

I now know that I can work on my own and I would like to challenge myself to do more of this in the future. Keeping a logbook helped me look back on what I found out and achieved. I could use this idea in the future to help me evaluate my progress in different situations.

Candidate signature		Date	
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Expressive Arts: Interdisciplinary Project

Assessor report

Candidate name _____

Candidate number _____

Centre _____

Project proposal	Tick as appropriate
Grade C criteria	
The title and aims of the project.	✓
Clear aims and reasoned arguments to support the relevance and practicability of the project.	✓
Identification of opportunities for:	
◆ own skills development	✓
◆ collaborative working	✓
◆ accessing less familiar learning environments	✓
◆ application of subject knowledge in a broad context	✓
◆ use of knowledge and skills across different disciplines	✓
◆ making connections between subject knowledge and the wider world	✓
Evidence of the ability to communicate clearly and concisely in advocating the proposal.	✓
Grade A criteria, includes all of above plus	
Well-conceived proposal which sets creative and challenging goals which are at the same time realistic, achievable and practicable.	✓
Robust and carefully argued justification of the proposal.	
Substantial links and understanding of possible connections across disciplines contributing to the project.	
Comments	
Karen submitted an interesting proposal, though it did not fully show how the research would aid the implementation of the project. She was asked to try and widen her research and explain how she would use it but she did not re-submit the proposal with the changes asked for.	

Project plan	Tick as appropriate
Grade C criteria	
Development of clear project objectives in line with the project proposal.	✓
Relevant and detailed planning strands to enable the project to be implemented, monitored, presented and evaluated.	✓
Realistic timescales and achievable milestones for each stage of the project.	✓
Clear identification of resources needed, research methodologies to be used, opportunities for support and feedback.	✓
Grade A criteria, includes all of above plus	
Careful selection and effective use of research/investigation techniques.	
Anticipation of probable and possible factors which may impact on the project with realistic and well considered contingencies.	
Clear identification of dependencies or reliance on the success of other strands of work and of necessary adjustments to the plan.	
Outline the process for achieving own identified development needs.	✓
Comments	
Karen's plan clearly set out what she wanted to do. The timescales were fairly realistic and allowed her to work through her plan although they could have been more specific. Contingencies and dependencies were considered but not in sufficient detail in her plan and Karen remained a bit vague even when discussing them at weekly meetings.	

Presentation of project findings/product	Tick as appropriate
Grade C criteria	
Evidence of effective and critical use of — resources, research methodologies, information and time management, prioritisation, problem solving approach to reach objectives, feedback, collaborative approaches, self-monitoring.	✓
Application of specialist and interdisciplinary subject knowledge to establish meaningful connections within the broad context.	✓
Clear presentation of main findings/outcomes.	✓
Grade A criteria, includes all of above plus	
Critical thinking, analysis and reflection used at key stages in the project to construct rigorous arguments, draw convincing, well supported conclusions, identify and resolve issues.	
Skilful and creative use of resources, including people, information and learning context to progress the project.	
Accurate and deepening of understanding through application of subject knowledge in the chosen context, with meaningful connections well established.	
Comments	
<p>Karen showed confidence when presenting her project and did it in a competent manner. She challenged herself with two presentations, one focusing on the lessons and how the pupils had responded and the other focusing on her project as a whole.</p> <p>Her opening speech and the question and answer session showed her enthusiasm for the project and the level of understanding she had gained about the subject. Her video did not fully justify some of the points she was trying to make but it was well edited and did highlight the enjoyment of the pupils concerned. It was a creative way of showing her progress.</p> <p>She received very positive feedback from her audience and is an excellent ambassador for the Interdisciplinary Project for next years pupils.</p>	

Evaluation of project	Tick as appropriate
Grade C criteria	
A critical and justified evaluation of all stages of the project process — planning, implementation and findings/outcomes in terms of strengths, weaknesses and learning points.	✓
Effective use of chosen communication method(s).	✓
Grade A criteria, includes all of above plus	
Incisive, well balanced evaluation of the project outcome against project aims, supported convincingly by well selected evidence.	
Careful choice and skilful use of communication and presentation methods(s).	
Comments	
<p>Karen's evaluation of her project shows that she did achieve what she set out to do. However, there was much more scope for research and how she could have used this. She produced some competent lesson plans and was able to work well with the Special Needs class. This project had a lot of potential to help Karen in her future plans to become a Primary teacher and she obviously recognised this. She was always willing to accept advice and act on this.</p>	

Self-evaluation of generic/cognitive skills development	Tick as appropriate
Grade C criteria	
A critical evaluation of own skills development against the list of specified generic/cognitive skills.	✓
A reasoned evaluation of own strengths and key goals for development in the specified list of generic/cognitive skills, which takes account of feedback sought and evidenced from others throughout the project.	✓
Grade A criteria, includes all of above plus	
Insightful, balanced and well-structured self-evaluation of own development.	✓
Assertive and justified use of feedback from others in evaluation and identification of development areas.	✓
Comments	
Karen has been very honest and to some extent insightful in her self-evaluation and has recognised areas for further development. She does tend to work better in group situations but seeing the project through, independently, has built up her confidence. This has been a crucial part of the learning process for Karen and she has been able to reflect on this.	

The overall grade will be:

- A indicative of a highly competent performance which meets the additional Grade A criteria and consistently demonstrates a high degree of autonomy, initiative and effective information management across the five pieces
- B indicative of a competent Grade C performance across the five pieces, but with some aspects of work meeting the criteria for highly competent performance (as outlined by the Grade A criteria)
- C indicative of a competent performance across the five pieces, with all aspects of the work meeting the criteria identified for Grade C performance

Overall grade awarded	C
Additional comments/overview	
<p>At the proposal stage Karen identified an interesting topic for investigation which presented potential challenges. Although there were some setbacks she completed the project and produced some effective lesson plans. She has made copies of these and has given these to myself and the Support for Learning department. She did need to ask for help at times but took advice and was able to continue independently. Her final presentation was delivered with confidence and she met her initial aims and objectives. She kept her Progress Log updated and was able to use this to show me the progress she was making. She was able to solve problems and did use her drama skills to good effect.</p> <p>Although Karen has met some A grade criteria fully there are others which are borderline and I feel I cannot award.</p>	

Assessor signature _____ **Date** _____

Internal verifier signature _____ **Date** _____