

This case study is based on a series of Art lessons where the children were learning to draw different flowers as it fitted in with their growing unit. The case study shows the learning journey of Child A who is in 6 years old.



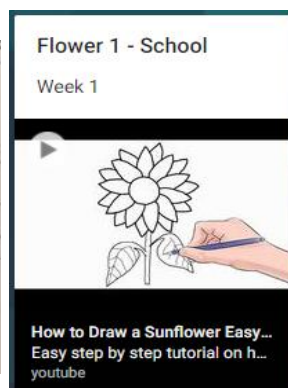
A baseline task was set for Child A, Child A as asked to draw flowers. The task was set with no pictures and just what the child thought flowers should look. Child A had access to a range of resources including pencil, drawing pencils, crayons and pencil crayons. Child A then chose resources of their choice.

Child A was immersed into the Art unit by being provided with a range of different pictures, photos and painting of a variety of flowers. The task card was taken home and then completed at home.

Different types of flower art

- 1 Look at the PowerPoint with different art drawings and paintings
- 2 What do you notice? What can you see?
- 3 Be a detective think of three things that are similar in each picture

The next lesson consisted of Child A coming into school with prior knowledge. Child A benefited from talking to his peers about any similarities that he had found between the drawings at home. The conversation then progressed on to discussing any differences. The immersion task that had been completed at home gave Child A the opportunity to use higher order thinking skills during a Art lesson.

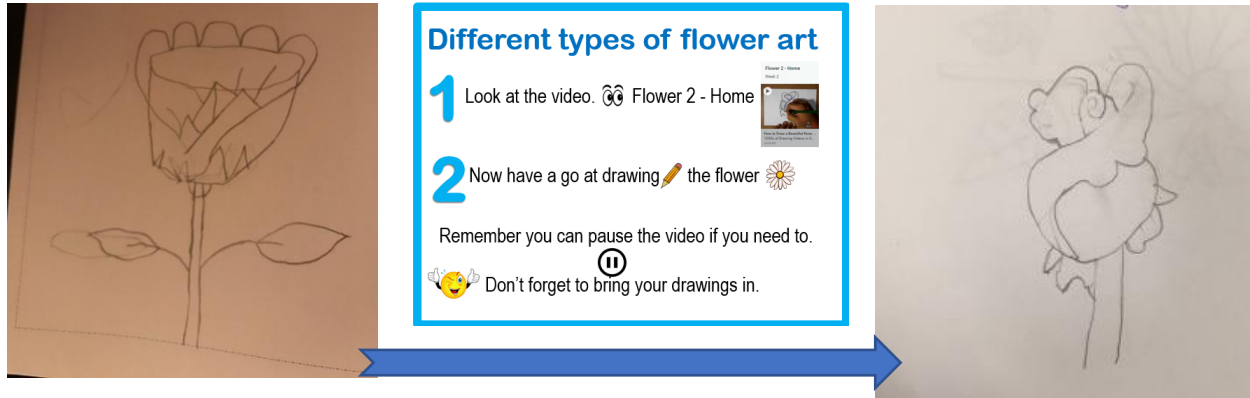


After the discussion in class , a video was shared with the Child A with support from the teachers and the TA to show an example of how to draw a sunflower. Child A could use free hand to practise drawing the sunflower. The focus was on the petals.

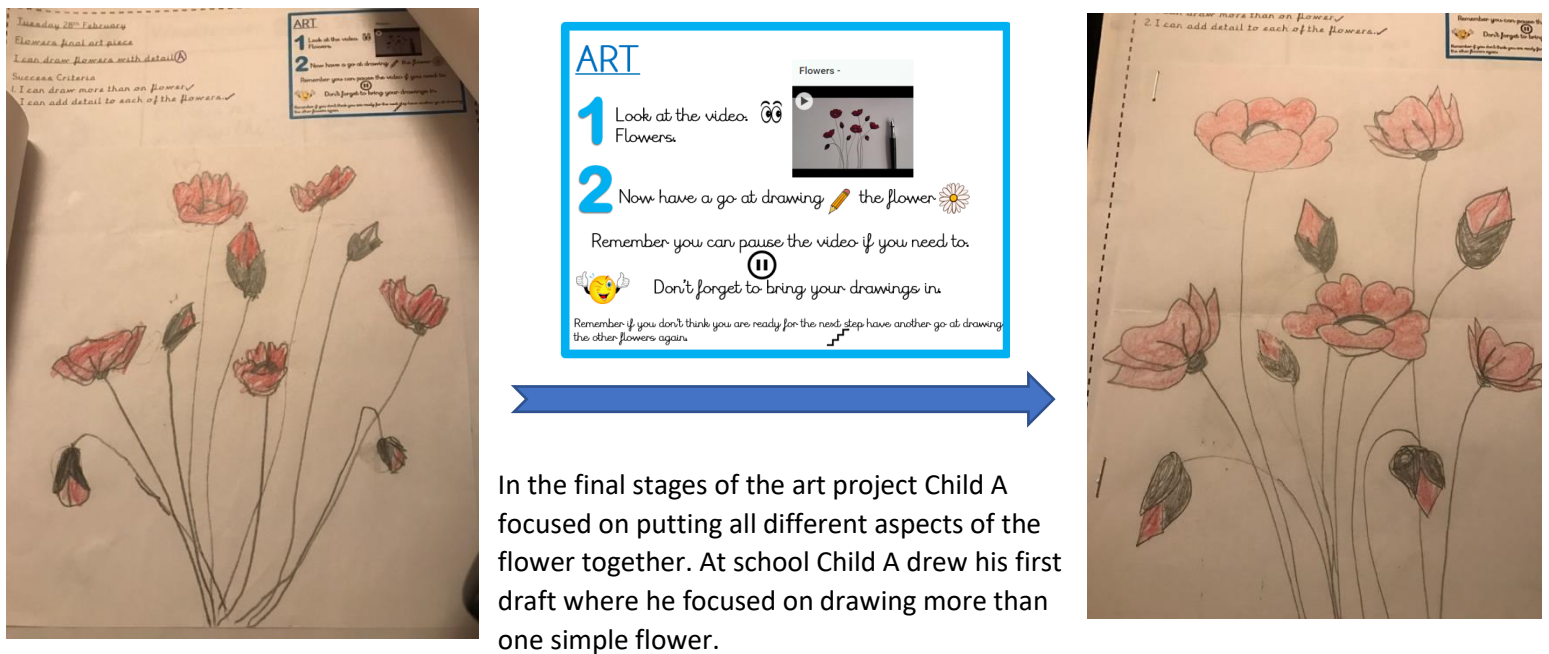


Child A was very motivated and continued to practise drawing the sunflower at home. The basic stem and leaves were introduced. The padlet was accessible from home and Child A could use the pause and play method to support their own learning. As you can see Child A has improved the flower head and has added the stem and the leaves to make a whole flower.

Flipped Learning – Measuring the impact
Year 2 – 2016/2017



The next lesson's objective was to focus on the detail of the flower. Child A was able to evaluate his drawing and identify what his next steps to work on at home were. Guidance was provided by the teacher and the TA on what parts of the video would help to develop his art skills even further.



In the final stages of the art project Child A focused on putting all different aspects of the flower together. At school Child A drew his first draft where he focused on drawing more than one simple flower.

Child A self assessed his drawing and then discussed his strengths, weaknesses and next steps with a partner. The final drawing was produced at home where he was able to spend as much time as he required perfecting his drawing. The petals, stems and leaves have improved and Child A was able to put all three aspects together including the addition of colour to create a picture with a range of flowers .

Flipped learning has been very beneficial during this art project. Child A came to the lesson more prepared and he was able to build upon and develop his art, analytical and evaluative skills. It was a clear that the preparation before the lesson had developed Child A's confidence and motivation. Child A was eager to go home and improve their drawing. The flipped learning videos allows the pupils to work at their own pace and set their own learning next steps. As a result of flipped learning Child A has been able to not only develop their artistic skills but become an independent self directed learning who is able to compare and evaluate their own learning.