

# Form D: Video Observation

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Teacher: Devin Allen

Observer:

Date:

Subject matter: Ceramics

Start time:

End time:

**Lesson Plan Description:**

Providing students instruction on slab technique.

Time	Comments:
	<ol style="list-style-type: none"><li>1. Wedging, the importance and purpose.</li><li>2. How to operate the slab roller.</li><li>3. Cutting pieces from slab.</li><li>4. Joining slabs, scoring, slipping, proper use of tools.</li><li>5. Coils and seams</li><li>6. Building a cylinder.</li><li>7. Challenge for the class.</li></ol>

## Observation Summary

*What's the hook? What is the essential question? What skills are being taught? Are students focused on the task? Do they know what they are expected to do? How are the students demonstrating learning or engagement? Is thinking visible and / or audible? Who is doing most of the talking? Is technology being used as a tool for engagement? Are students given time to think and share? Is student work posted or made visible? Is there evidence of time management?*

This is an instruction class for the ceramics class. One of the many forms of hand building is the slab technique, which requires more steps than pinching or coiling. I gave the students demonstration and verbal instruction. For this lesson I did most of the talking although there is an amount of conversation between the students and myself.

## Learning Space and Culture Summary

*Is there evidence of students' thinking? Can you tell what they have been working on? Is the space appropriate for the # of students and the type of activity? Are there examples where the space is maximized for learning or not? Does the space facilitate collaboration? Does it feel like the learning space belongs to the students or the teacher? Does the class culture empower students to collaborate? Are students respectful and divergent? Do they feel confident about expressing their opinions or sharing their answers? Is student behavior managed appropriately? How were assessments used? Was there variation in activities? groupings?*

I make best effort to allow the students to feel comfortable with the machinery in the room and show them that it is theirs. After this unit I did not find the students to be intimidated with the equipment. As far as employing the technique, there were varying degrees of success. When I do it again, I'd like to have more complex shapes worked out in advance. Also I'd like to present the students with some different examples of how artists employ the technique.

## Overall Summary

*Was there evidence of organization? Was there evidence of 4D learning? Were thinking routines used? Did the teacher demonstrate sound pedagogical skills? Did the teacher demonstrate solid content mastery? Is a growth-mindset evident? Did the teacher demonstrate appropriate differentiation/tiering where necessary? Is the focus on the process, not the product?*

## Commendations

## Recommendations

It's difficult to show all of the above-mentioned criteria in this short video, although I do feel I gave the students skills and allowed them to employ it to their own designs. As I mentioned in the video, the goal of the lesson was to play around with the technique and have fun. Later in the unit the students needed to employ this technique to a planned design.

***Teacher signature and date***

***Observer signature and date***