

Creating effective holistic tasks - Group Task

- Select a bundle of Es and Os which reflect the learning happening in the classroom.
- Create a holistic tasks which require:-
 - the learner to draw on a range of learning
 - appropriate level of challenge
 - higher order thinking skills
 - application of learning in a new and unfamiliar situation

Group members: Seamus Coleman, Nick Kiley, Jodie Black

Experiences and outcomes

on a project for S1 THE ROAD TO SCHOOL

EXA 3.04a

.02a

.03a

2+3 07a

LIT 3.23a

HWB 3.03a

4.03a

MNU 3.11a

+ Analyse a painting by David Hockney

Holistic Task

See copy

Holistic Task continued

LEARNING CONTEXT

The Road to School

STIMULUS: *Visual information (include any web links) Lowry, Fauvism, Hockney

*Cultural connections: The local landscape, Environmental day.

* Artists who paint the landscape

LEVEL Third

Outcomes	Evidence/Activity	Materials/Media	Skills/Knowledge/ LO's	VE
<p>Investigating visually and recording Through observing and recording, I can create material that shows accuracy of representation. EXA 3-04a</p> <p>Using Media I have experimented with a range of media and technologies to create images and objects, using my understanding of their properties. EXA 3-02a</p> <p>Using visual elements I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a</p> <p>Observing, reflecting, describing and responding I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 0-07a / EXA 1-07a / EXA 2-07a / EXA 3-07a</p> <p>Literacy Learners review and edit their work to ensure it communicates its meaning at first reading. LIT 3-23a</p> <p>Health and wellbeing I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical support to help me and others in a range of circumstances. HWB 3-03a / HWB 4-03a</p> <p>Numeracy I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task and using a formula to calculate area when required. MNU 3-11a</p>	<p>Evidence/Activity Inspiring Art to discuss and explore a visual vocabulary, talk about Art, do research, make Art, using a wide range of materials.</p> <p>Learning Intentions Observational drawing of berries, chestnuts and acorns.</p> <p>Observational drawing of a feather; copy for a line drawing in pen and ink.</p> <p>Observational drawing of barbed wire.</p> <p>Rubbing of leaves and tree bark.</p> <p>Drawing of a tree</p> <p>From photographic resources draw a landscape "The road to School"</p> <p>Develop the line drawing into a block tonal painting.</p> <p>Add texture and pattern by making a scribble picture.</p> <p>Colour block painting like the Fauves and looking at Hockney's paintings.</p>	<p>A5 paper HB pencil 2B pencil 4B pencil</p> <p>1/2 A4 paper HB pencil</p> <p>1/2 A5 grey paper HB pencil Pen and Ink.</p> <p>A3 Newsprint Wax crayons</p> <p>A4 Cartridge 4B pencil</p> <p>Sketchbook A4 cartridge paper HB pencil</p> <p>A3 Grey paper Poster paint Brushes</p> <p>Black pens Brushes Ink</p> <p>A3 heavy cartridge paper Poster paint</p>	<ul style="list-style-type: none"> Understand the use of soft pencils. Hold a pencil correctly. Ability to create flowing lines. Reinforce and develop observational skills <ul style="list-style-type: none"> Annotations Understand the concept of foreground, middle ground and background. Understand basic aerial perspective. Create mood through colour Controlled use of brushes <ul style="list-style-type: none"> Transfer textures into general landscape features like ploughed fields, distant hills and silage bales. 	<p>Line</p> <p>Tone</p> <p>Colour Texture</p>

Participation in performances and presentations

I have used the skills I have developed in the expressive arts to contribute to a public presentation/performance. EXA 3-01a (participation in this experience should occur in at least one area of the expressive arts. According to the context this will be either a performance or a presentation)

I have experienced the energy and excitement of being part of an audience for other people's presentations/performances. EXA 3-01b

Purposes: successful learners / confident individuals / responsible citizens / effective contributors

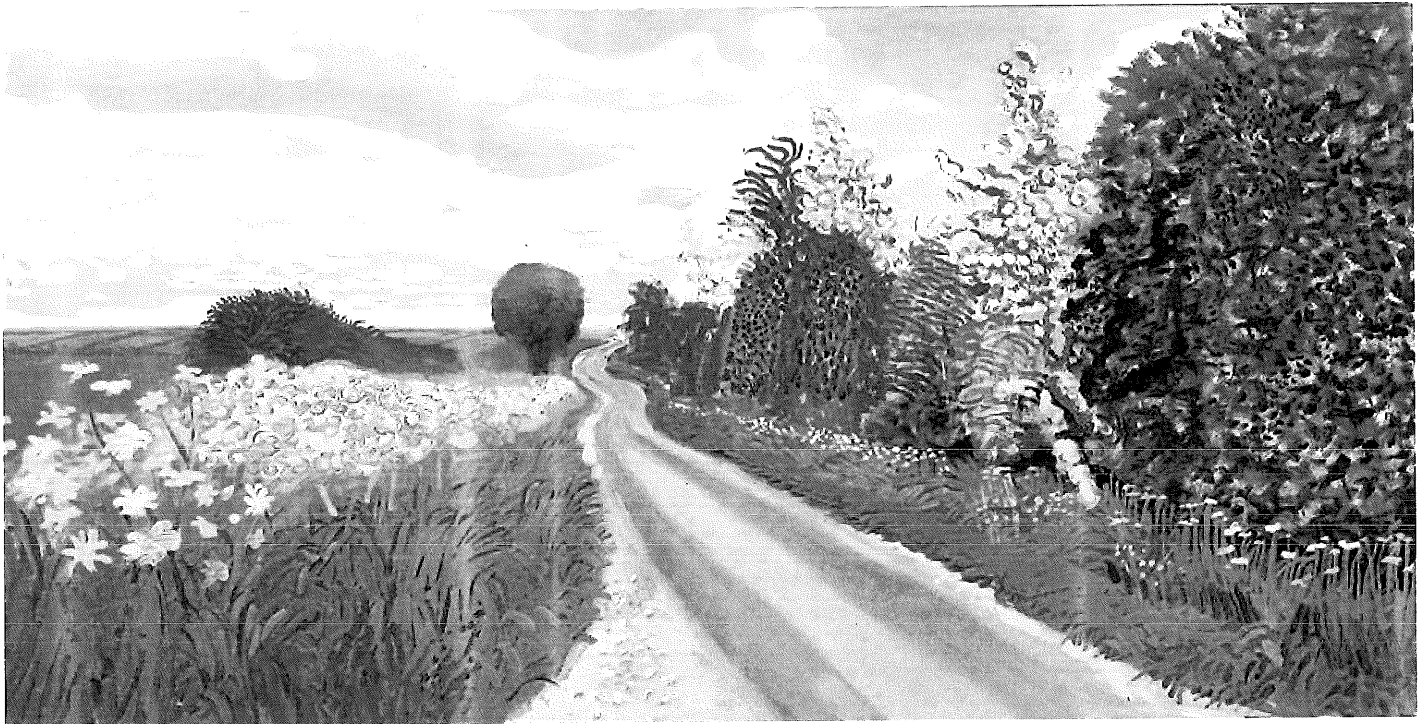
Principles: challenge and enjoyment / breadth / progression / depth / personalisation and choice / coherence / relevance / highlight as appropriate

Learning and teaching: Engaging and active / Setting challenging goals / Shared Expectations and Standards / Timely, Quality feedback / Collaborative.

Assessment evidence collected during the process: Jotters document process.

Evaluation and next steps:

David Hockney



Early Blossom, Woldgate, 2009 Medium: oil on canvas Size: 91cm x 185cm

Describe the painting.

This painting by David Hockney is a landscape painting. It is a painting of a narrow pink road with white flowering hedgerows on a sunny day in the spring. The pink road winds towards the middle of the background and becomes smaller and smaller until it disappears into the horizon. The sky is full of wild and stretched-out clouds.

Describe the use of the Visual Elements;

Composition; viewpoint, focal point, perspective, balance, point of perspective, vanishing point.

The composition of this painting is based on a very strong **point of perspective**. The **viewpoint** is straight on. Hockney is painting this landscape from a passing place. The road disappears on the horizon into a **vanishing point** which is the middle of the painting. The hedgerows follow the course of the road and the shrubs become **smaller** and are less detailed in the distance. The **balance** of the painting is achieved by the height of the trees on the right and the openness of the fields and hedges of the wider landscape on the left. The road gently splits the painting in two sides. Hockney uses blue in the sky and in the background to create an **atmospheric perspective**. The **vocal point** is the pink road with lilac tyre tracks which leads the eye through the foreground, middle ground and background.

Line; outlines, bold, fine, thick, thin. Movement, gentle, flowing, Direction; horizontal, vertical, diagonal

The way that Hockney has painted the trees and the flowers in the foreground is with **bold and thick lines**. The lines are bold, expressive brushstrokes which make the grass and stems. On the right hand side the lines not only paint the leaves and branches but also suggest movement by the wind through some **gentle flowing lines**.

The most important direction of lines in this painting are the **diagonal** flowing lines of the road; towards a **vanishing point** in the distance. The clouds and trees are also made up from diagonal flowing lines.

Colour; primary colours, secondary colours, complementary colours, cool/hot colours, earth colours.

This spring painting of a country lane is painted in a wide range of **cool colours**; fresh green tints and tones. The hedgerow on the right has shrubs and trees in a variety of greens which makes each shrub stand out. The **harmony** of all the green and blue colours is **contrasted** with the dusty pink road.

Texture; Surface quality, Decorative Use

The flowers and the leaves are more **detailed in texture** in the foreground. The different size and direction of the brushstrokes create the identity of the plants.

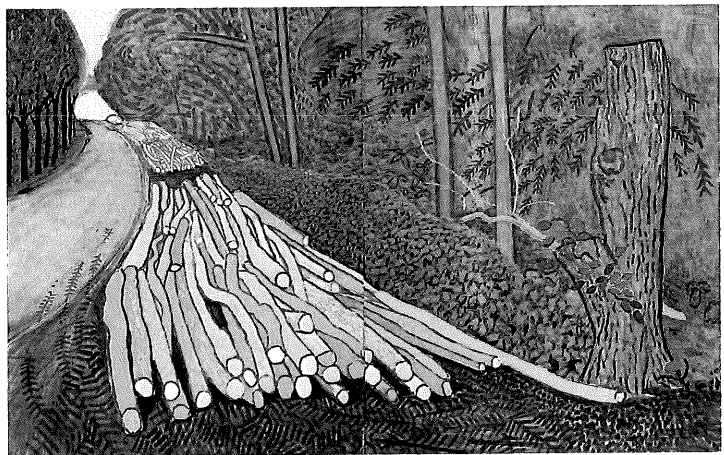
Tone; High Key/ Low key

This painting has a lot of white in it; flowers, blossom and clouds. It has also green and blue tints and therefore this painting is in **high key**.

Mood; relaxed, happy, romantic, cheerful, lively, tough, surreal, cold, disturbing

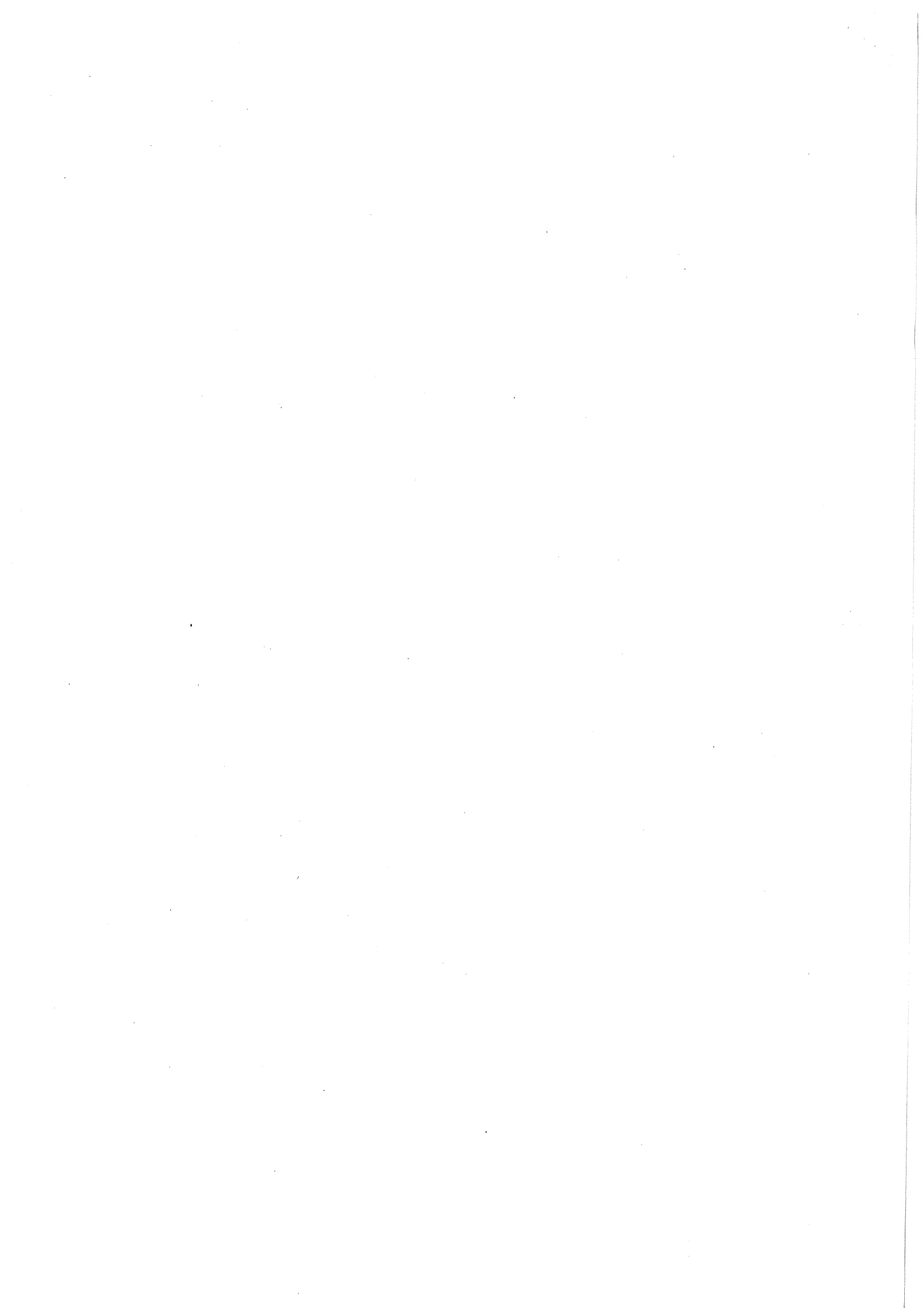
The mood of this landscape is **relaxed** and **cheerful**. There is a breeze and the sky is blue with clouds which have blown over. The hedgerows are flowering and one can imagine the nice smell from the blossom. The road looks dusty and leads the eye to more of the same kind of empty, quiet landscape. The kind of road one can cycle or walk for pleasure.

Other landscape paintings by David Hockney



Winter Tunnel with Snow, March 2006, *oil on canvas 91cm x 123cm*

More Felled Trees on Woldgate, 2008, *oil on canvas, two panels, 152 x 244cm*



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Group members: HISTORY - level 3

<u>Experiences and outcomes</u>	<u>literacy</u>
SOC 3 - 03a	• Select texts
SOC 3 - 04a	• finds/ selects relevant info
SOC 3 - 02a	• Summarise in own words
SOC 3 - 01a	• notes
	• linking ideas
	• most literacy 3 Benchmarks
<u>Benchmarks</u>	• Two impacts on people at the time
• "primary & secondary"	• valid opinion on the impact...
• Two simple explanatory as to why a group...	
• Two impacts...	
• Causes of past conflicts	

<u>Holistic Task</u>	
Newspaper article -	
<u>Theme</u> - Irish immigration to Scotland	assess the impact - positive / ^{positive} negative - on Scotland - Culture, social, economy economy, political, Religion, Sport, -
<u>Sources</u> - primary / secondary -	Books / Internet / newspapers etc photos, film.
<u>Presentation</u>	- Newspaper - Background information, pictures, para paragraphs, but Judgement & opinion - 1 page.
	Link with English dept. Judgement → Evidence - ^{possible} reference ^{reference}

Holistic Task continued

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Group members: _____

Experiences and outcomes

Holistic Task

Using the prior Research you~~ish~~ have gathered on the
advantages and/or disadvantages of renewable
energy take part in a class debate on the
issue.

Holistic Task continued

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Group members: _____

Experiences and outcomes

SOC 3-17b. Identify at least 3 sources of information.....
SOC 3-15a.

Tools for listening and Talking - 3-02a.

HT ← Finding and using information - 3-05a.

Understanding, analysing and evaluating - 3-08a.

Creating Texts - 3-09a.

reading - Finding and using information - 3-14a, 3-15a.

Holistic Task

Liquid Bomb Plot

Cover background to plot - Reading a Summary.

Watch Documentary - bullet point notes as they go about investigation

Stop programme at point (1 hour in approx) when the decision has to be made about what to do - do the Met Police Act now or wait longer? . . . 3 - mix of reliability!

Group Task - Give 3 possible decisions. Groups review all evidence from Summary and video notes in group. Give a choice of 3 online articles - choose one to add more depth to your research. Use 3 Sources to make decision. Justify why using evidence oral presentation to the class. Then develop plan of action.

Holistic Task continued

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RME

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Group members: P. MacNicol, G. Miban, K. Goodfellow.

Experiences and outcomes	
RME 3-04a (Beliefs)	Reflection & belief in action
RME 3-09c (Beliefs) ^{V&I}	Explain moral viewpoints & responses
RME 3-09b (V&I)	Developing use of values & application
RME 4-09a (Beliefs)	HOTS Reflected as moral viewpoints & express reasoned
LIT 3-16 a	views. Make inferences & deductions w/ appropriate justification.
NUM 3.07 a	Solve probs / p/case.

Holistic Task	Activities	Context: Just War & Pacifism
Research ^{Look up/} Thomas Aquinas' views on the justification of war.		<p>OVERVIEW Arms Trade v Charitable Giving Conflicting interpretations of how they are applied, as opposed to military expenditure. How this equates / relates to Christian beliefs & teaching?</p>
Research ^{Look up/} 'pacifism' and the Quakers.		
Research ^{Look up/} the turnover ^{turnover} of the following Arms companies:		
1) 2) 3)		
Look up ^{or} the turnover / annual net profit of the following charities:		
1) 2) 3).		
What %age of this country's GDP is spent on arms/defence?		
Profit of Arms Dealers is outcome		

Reflect upon the dichotomy between the country you've selected's (nominally Christian) ~~spending~~ arms trade compared to the charitable giving in that country.

To what extent is the spending in this country incompatible with Aquinas' teaching.

Extension (HOTS)

Create a
→ Dialogue.

Use historical examples if possible eg.
Hiroshima / Nagasaki.

Currently: MDA B.

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Group members: Nicky Rennie & Graeme Bergeant

Experiences and outcomes

- TCH 3-01a - Using digital products (~~eg~~ spreadsheets)
- TCH 3-02a - Sources of internet / reliability
-
- MNU-2-07a - % calculations for marking
- MNU-2-09a - Working within a budget & cost for different sources
-
- MNU-2-09a - Displaying data appropriately
- LIT 2-14-a - Finds / selects information from report sources
- LIT 2-18-a - Recognises / can explain where sources are reliable / most useful

Holistic Task

- Spreadsheet task to collect information /
costings to make a recipe for a cake -
involves budget - ingredient selection
- Calculating amount of each product required
 - Chart to show results
 - Comparison of costs from different sources
 - % markup calculation to ~~sell~~ sell products at a profit

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Group members: NEIL CORREICAN, GORDON McCULLOCH, MARTIN MCKENNA.

Experiences and outcomes

TCH 3-09A

TCH 3-10A

TCH 3-11A PARTIALLY

TCH 3-12A PARTIALLY

MNU 3-10A

Holistic Task

CLASS ARE SPLIT INTO GROUPS AND GIVEN A DESIGN BRIEF TO DESIGN A BOAT TO PARTICIPATE IN A RACE WITH CLASSMATES. THEY ARE GIVEN TIME TO PRODUCE A FEW DESIGNS IN A FOLIO, WHICH CAN BE TESTED ~~AND~~ IN TRIAL AND ERROR. THEY ARE ASKED TO BE MINDFUL OF MATERIAL PROPERTIES, AND THE LIMITED SUPPLY OF THESE.

PUPILS WILL THEN CONSTRUCT SAID BOATS READY FOR TRIAL

BOATS ARE RACED AGAINST EACH OTHER, WITH PUPICS
TIMING THEIR CLIMB TO COMPLETE THE COURSE
USING TIME & DISTANCE THEY COULD THEN CALCULATE
THEIR AVERAGE SPEED USING SPEED, DISTANCE AND

PERIODS ALLOCATED 5-7

$$D = S \times T.$$



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Group members: Kenneth Bruce, Anne Lally, Carol Graham

Experiences and outcomes

~~MNU~~ 3.01 MNU.3.22a (Just real life part)
MNU 3.03 b.
MNU 4.10 b.
MNU. 4.11a 3-61.
Health & Wellbeing Task HWB 4.41

Holistic Task

Investigating the impact of texting while driving.

Task:- measure the time taken to read and send a one word text.

Find the distance travelled (leave units up to group) over a variety of speeds.

Points for discussion - assess risks
- penalties if caught. - speed limits
- impact of losing - built up area
 license. - distractions

H

= units. (Distance, speed, time)

Holistic Task continued

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Group members: Makala, Emma, Margaret G and Sonia.

Experiences and outcomes

- LIT 1-14a
- LIT 1-15a
- LIT 1-25a
- LIT 1-26a
- LIT 1-28a/LIT 1-29a
- LIT 1-20a/LIT 2-20a
- LIT 1-21a
- LIT 1-22a
- LIT 1-23a
- LIT 1-24a
- TCH 1-01a
- TCH 1-02a
- TCH 1-13a

⇒ Creating a leaflet/brochure to communicate information about a country/destination of their choice.

Holistic Task

- Opportunities to explore places of interest locally/nationally/globally. (Note taking)
- Collect and form opinions to further inform information gathered and consider the choice they have made.
- Plan a draft of the information you wish to present and consider layout, sequencing of info and purpose for the audience.
- Select the tools in which to present the information (ICT, Witten, Word, Publisher, Textease).
- Final draft.

TASK :

- Create and produce a brochure/leaflet for a destination of your choice which persuades others to visit.

Holistic Task continued

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Group members: Roisin Tweedie, Penny Meegan, Lachel Henderson.

Experiences and outcomes

hit 2-13a.
① hit 2-14a / 2-15a. (Finding & Using Information)
+ hit 2-25a (Organising & Using Information)

② hit 2-26a

hit 2-02a hit 2-04a hit 2-10a.
③ hit 2-26a Eng 2-03a
hit 2-09a
hit 2-02a

* Covers all S.A.o.L.
Reading, Writing, Talking & Listening

Holistic Task

- ① Research the advantages and disadvantages of various renewable energy sources and make organise the information in note form.
- ② Review and edit your notes finding and selecting information relevant to the topic of wind turbines.
- ③ Take part in a class debate focusing on persuading others on your point of view. You should use your notes to share your points and respond to the points of others.

Holistic Task continued

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Group members: NR, LM

Experiences and outcomes

MNU 2-11b (measure)

MNU 2-20b (data handling)

MNU 2-09a money

MNU 2-07a fractions

MNU 2-07b

Various
HWB E/Os

LIT 2-26a - creating text (recipe)

LIT 2-28a etc. - convey information.

Holistic Task

A Food Diary for a week

- Salt
- Sugar
- Fat content
- Calories
- Daily Allowance
- Cost/comparison

Next week (week 2) ↗

- Data Handling →

Week 2 cont.

- Create a display
→ bags of sugar/salt
+ weight consumed in
week.
- Comparison to
recommended amount
(graph work) photographs
- Literacy - Menu, recipes
report LIT 2-26a

Holistic Task continued

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Group members: SR, IK, JS

Experiences and outcomes

- LIT 2-02a - when I engage with others ... (All benchmarks applicable).
ENG 2-03a - features of spoken language in communication
- LIT 2-09a - when listening & talking with others ...
- LIT 2-10a - developing confidence when engaging with others.
- LIT 2-07a - asks and responds to ... questions.

HOTS - 'Creating'

Holistic Task

- HWB task.
- Design a game to focus on development of passing and communication skills.
- Task - In groups of 4/5
- Decide on equipment
 - safety
 - skill development
 - rules & responsibilities
 - means of assessment
 - Create a 'game'
 - Present to whole class.

Holistic Task continued

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Group members: Kawi Linh + Laura Stephen

Experiences and outcomes

Organising and using information	- MLAN 4-12a 4-13a 4-13b	LIT 4-25a 4-26a	NUM
Using knowledge about language	- 4-14a		
Tools for writing		L-21a L-22a	
Time, money, measure			

Holistic Task

You have been asked by your local tourist information office to produce a leaflet/pamphlet in French to highlight a variety of tourist attractions in your area. You must include the following

- title (cover page)
- a good balance of images and text.
- at least 3 attractions.
- information about opening hours, prices and special discounts

You may wish to consider the following —

- transport links
- hotels, restaurants, cafes, museums
- shopping
- famous landmarks

Remember! You can use a dictionary and notes to help structure your text. You may use the internet for research only!

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Group members: _____

Experiences and outcomes

PE HWB 3.22a
~~HWB 3.19a~~
HE HWB 3.31a
LIT LIT 3.14a
NUM NUM 2.21a - 3.21a

finding & using information
Displaying Data
(analysis of data.)

Holistic Task

Health & Fitness Journey

Pupil tasks - Fitness Log ~~Food~~ Food Diary -
Activity Food consumed
estimation goals fitness self -
identified period - of time - January fitness books
Use of pedometers, fitness apps, My fitness Pal.

Holistic Task continued

- Link to fitness. Period PE January (success).
- Introduce Diary (NE) Fitness Log. PE
for a set period of time (1 week).
- use technology if available - fitness app,
pedometers, etc
- analyse data (use ~~nutrition~~ software -
to analyse diet)
- establish personal goals based on data
analysis.
- Repeat exercise with aim to reach
target goal: - (within 6 week period)
- pupils feedback on results
~~analyse~~ ~~time~~ display data

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Group members: Peter, Sarah, Ellie.

Experiences and outcomes

Rounding → 1-01a

Estimating ↗

Decimal (Fractions).

Money → 1-09a, 1-09b

Number Processes . 1-02a, 1-03a

Angle, Symmetry + Transformation . 1-17a

Data + Analysis 1-20a

(A60 H+W Outcomes).

Level 1.

Holistic Task

(Birthday Party)

Have Budget .

Shopping Task

Find way to shop .

Make list .

(have best value.)

Check prices on line !

Choose items / estimate .

Calculate .

Get change .

Healthy Options

Write report .

Holistic Task continued

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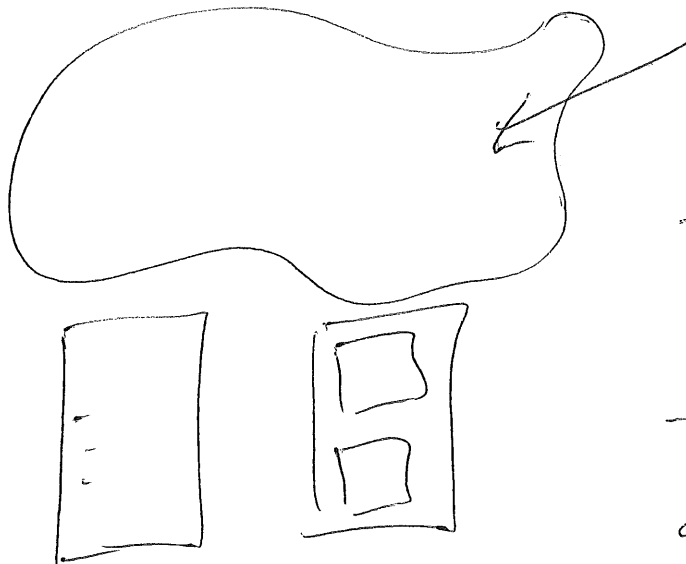
Group members: Robbie G, Alan O, Ray F, Sean D.

Experiences and outcomes

Sen 2.04b / 3.04b	renewable energy
Sen 4.04a, 4.04b	energy sources.
sen 4.20a	research new developments.
mth 3.21	display data
mnu 3.09b	budgeting
mnu 3.09a	spending money
Lit 3.02a	positive engagement with others
Lit 3.06a	Communication.
Lit 3.09a	advantages / disadvantages.
Lit 3.10a	organisation + confidence.

Holistic Task

Design an energy solution for an island.



- pupils given blank island to design an energy solution for
- pupils given list of different energy solutions and a budget.
- pupils come up with an in budget solution with advantages and disadvantages.

Holistic Task continued

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Group members: Robbie Purdie, Kevyn Simpson (Biology)

Experiences and outcomes

SCN 3-12b

Lit 3-21a | 3-22a | 3-23a

~~MNU 4-20a~~

MNU 4-20a

HWB 3-22a

MNU 4-07a

MNU 3-20. MNU-301a

MNU 3-10a.

Holistic Task

- ① Task - pulse rates & recovery times measured. (before & after exercise)
- ② Record of results table & graph, calculations to determine BPM
- ③ Analyse the data
- ④ Reach a conclusion to ~~watch~~ apply their knowledge
- ⑤ Evaluate

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Group members: Mairi Robinson, Chris Williams

Experiences and outcomes

LIT 3-14 a } Finding & Using Information
LIT 4-14 a }

LIT 3-15 a } specialist vocabulary
4-15 a }

LIT 4-09 a } Creating texts
4-10 a }

Benchmarks - 3rd level Sciences
- Inquiry & Investigative skills
↓
Presents Scientific findings

Holistic Task

- ① Research a topic in chemistry
e.g. formation of elements
The Periodic Table
Structure of one Atom
Famous Scientists
- ② Produce a powerpoint presentation - with accompanying notes
- ③ Present to class
- ④ Peer assess

Holistic Task continued

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Group members: Maïon Low, Cheryl Saunders, Jane McMillan

Experiences and outcomes

Lit 3-01a
Lit 3-02a
Eng 3-03a
Lit 3-04a
Lit 3-05a
Lit 3-06a
Lit 3-07a
Lit 3-08a
Lit 3-09a
Lit 3-10a

} Listening and Talking.

Holistic Task

- 1) To identify the purpose and audience of the documentary text, 'Lost on Everest', giving evidence for your responses.
- 2) To learn about note-taking, with the outcome being an agreed format for notes, in line with success criteria.
- 3) Watch the documentary and make detailed notes.
- 4) Group discussion: pupils compare their responses and the evidence for those.
- 5) A mini class debate, exploring both sides of the issue.

Holistic Task continued

Creating effective holistic tasks - Group Task

- Select a bundle of Es and Os which reflect the learning happening in the classroom.
- Create a holistic tasks which require:-
 - the learner to draw on a range of learning
 - appropriate level of challenge
 - higher order thinking skills
 - application of learning in a new and unfamiliar situation

Group members: Isabel, Lynn, Jamie, John.

Experiences and outcomes

LIT 2-02

ENG 2-03

LIT 2-09a

LIT 2-10a / LIT 3-10a

LIT 2-14a

LIT 2-15a

ENG 2-27a

LIT 2-25

LIT 2-26

LIT 2-28

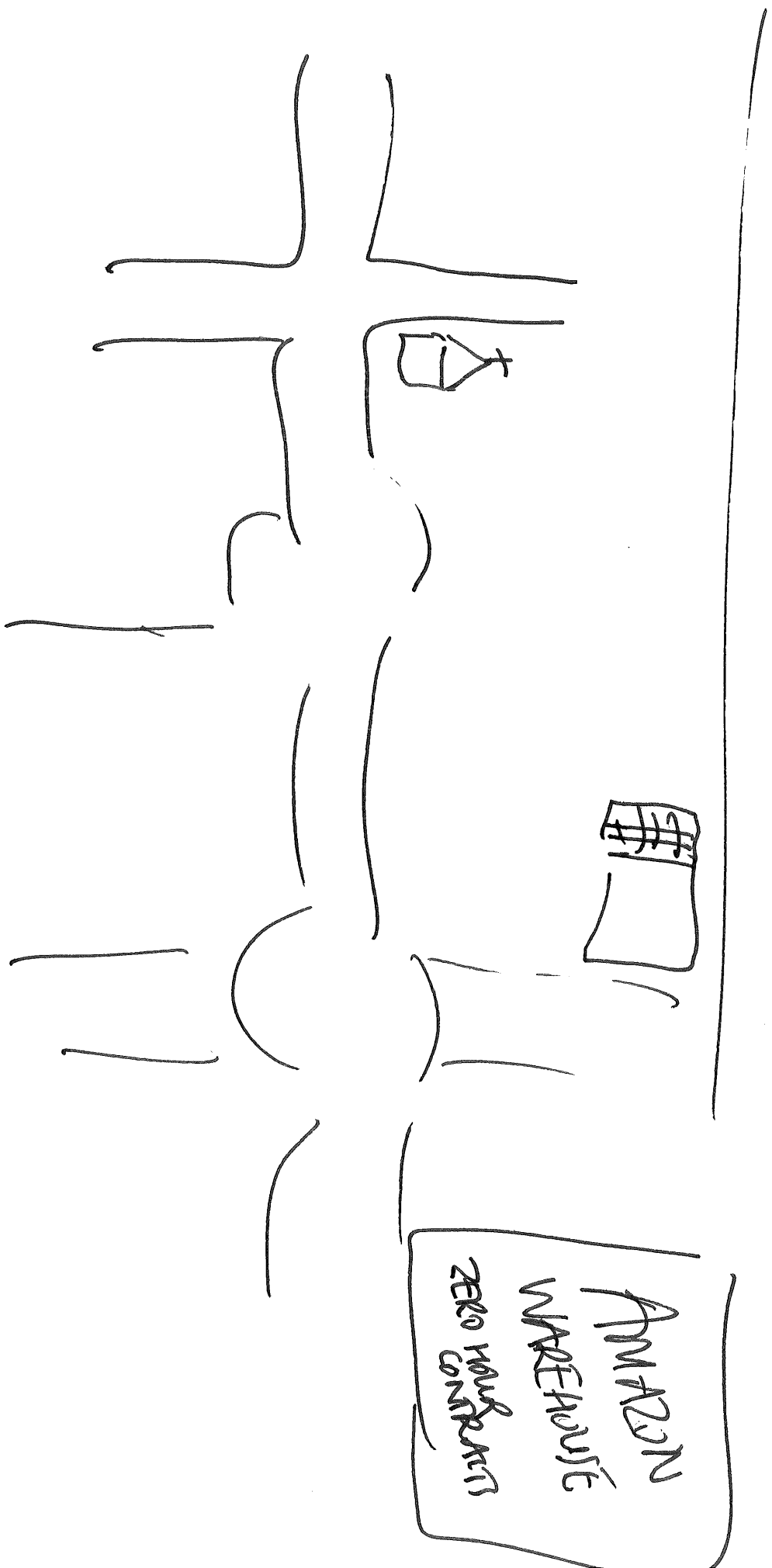
Holistic Task

Design the layout of a town populated by a certain number.

Find out basic requirements - i.e. buildings and amenities - using support from Geography Department.

Work together as a group to create your town and present your findings.
Respond to questions from the audience.

Holistic Task continued



AMAZON RIVER

Inset Day 4: Assessment

1st June 2017

Tea and coffee on arrival

9:00 – 9:10

Introduction and plan for workshop.

9:10-10:00

Workshop 1 QAMSOS - Assessment

What is a Good Quality Holistic Assessment?

A discussion will take place about the creation of holistic assessments, covering a range of organisers, including a range of literacy and numeracy outcomes within assessments. Ensuring breadth, challenge and the application of learning in different and new contexts is at the core of the assessments.

10:00-10:50

Workshop 2 Benchmarks – Implications

Benchmarking: Key messages from Education Scotland and Dumfries and Galloway's framework for moderation

A discussion with colleagues on implications for learning and teaching, assessment and moderation in your subject. What will it look like in reality in your department implementing this guidance?

10:50 – 11:00

Evaluation of session and what you would like to see for a future joint inset.

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Group members: Ann McGuckan, Emma, Mitchell, Elaine Bruce

Experiences and outcomes

Estimation & Rounding

I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem. MNU 3.03

Number and number processes

I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions. MNU 3.03

Fractions, decimals, fractions and percentages
I can solve problems by carrying out calculations with a wide range of fractions, decimals, fractions and percentages, using my answers to make comparisons and internal checks to reach solutions. MNU 3.07

Data and analysis

I can work collaboratively making appropriate use of technology to solve information presented in a range of ways. I believe that information is... MNU 3.20

Holistic Task + MNU 3.20b + MNU 3.21a.

Produce a poster that displays social media data. Use ICT to find popular twitter users, round, find the mean and display on a chart. Facebook / Snapchat / Instagram etc users -> produce a poster.

- See print out.

See attached sheet

4 Period

Holistic Task continued

Statistical Media Project

Significant Aspect of Learning

Research and Evaluate data to assess and make informed choices.

Learning Intentions

To be able to choose the best type of diagram to show my results clearly

To be able to draw a diagram contains title, labels, axes and scale

To be able to use software or drawings to create my graphs

To be able to interpret the data and draw conclusions

Experiences and Outcomes

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.

MNU 3-20a

When analysing information or collecting data of my own, I can use my understanding of how bias may arise and how sample size can affect precision, to ensure that the data allows for fair conclusions to be drawn.

MTH 3-20b

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs making effective use of technology.

MTH 3-21a

In order to compare numerical information in real-life contexts, I can find the mean, median, mode and range of sets of numbers, decide which type of average is most appropriate to use and discuss how using an alternative type of average could be misleading.

MTH 4-20b

I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete, continuous or grouped data, clearly communicating the significant features of the data.

MTH 4-21a

Success Criteria

Perform calculations, interpret and display data and use this to create a visual representation of my information.

Stats Project – Social Media

Number of twitter users in the US in 2015 (in millions) by age group

18-24	11.7
25-34	11.3
35-44	8.7
45-54	6.7
55-64	4.1
64+	2.7

Using this information produce a pie chart for your project.

Twitter accounts with highest number of followers

Using the laptops provided, research the top 10 most followed twitter accounts. Calculate the mean number of followers of these accounts.

Round each number of followers to the nearest million and create a bar chart of the number of followers for the 10 most followed twitter accounts.

Find out what social media the pupils in the class use and copy and complete the frequency table.

Social media	Tally	Frequency
Twitter		
Facebook		
Instagram		
Snapchat		
Tumblr		
Pinterest		

Country	Average no. of hours per day
Argentina	4.3
Philippines	4.3
Mexico	3.9
Brazil	3.8
Thailand	3.8
UAE	3.6
Malaysia	3.5
South Africa	3.2
Vietnam	3.1
Saudi Arabia	3.0
Turkey	2.9
Indonesia	2.9
USA	2.7
Russia	2.6
India	2.5
Italy	2.5
Singapore	2.5
UK	2.2
Poland	2.1
Canada	2.1
Australia	2.1
Germany	2.1
France	2.0
Spain	1.9
Netherlands	1.9
Hong Kong	1.8
China	1.7
South Korea	1.3
Japan	0.7

The table shows the average number of hours spent on social media per day in different countries. Find the mean, median, mode and range of the data. Of the mean, median and mode, which is the best average for the data? Where does the UK lie – above or below the average?

Create a stem and leaf diagram of the average number of hours figures with a suitable title and key.

Year	Active users (millions)
2004	1
2005	6
2006	12
2007	50
2008	100
2009	350
2010	500
2011	750
2012	950
2013	1100
2014	1400
2015	1500
2016	1600

The table shows the number of active Facebook users each year since Facebook was launched. Create a line graph for the number of active users, using an appropriate scale.

A survey was carried out to investigate the relationship between age and the average time spent on social media. The results are shown in the following table.

Age (years)	Average time per day (hours)
15	1.8
16	1.5
18	1.3
20	1.0
21	1.1
24	0.9
25	0.8
28	0.7
30	0.4
32	0.5
35	0.4
36	0.6
38	0.8
40	0.4
41	0.6
43	0.5
44	0.3
45	0.5
48	0.4
50	0.2
52	0.3
54	0.5
55	0.5

Create a scatter graph to see if there is a connection between age and time spent on social media per day. If there is a connection, add in a line of best fit and state the type of correlation.

% of teenagers using social media

	Spring 2014	Autumn 2014
Instagram	69%	76%
Twitter	63%	59%
Facebook	72%	45%
Pinterest	21%	22%
Tumblr	21%	21%
Other	30%	21%

A survey was carried out to find out how many teenagers used different social media. The table shows the percentage of teenagers using each social media at two different times of the year. Create a double bar chart of these figures comparing the difference between the number of teenagers using each social media in Spring and Autumn.

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Group members: L. Smith C Young

Experiences and outcomes

MNU 0-01a Estimation & Rounding
Demonstrates skills of estimation in the context of measure using relevant vocab for example less than, larger than etc.

MNU 0-11a Measurement
Describe common objects
Compares and describes lengths

MTH 0-16a Properties of 2D shapes and 3D objects. Recognise describe, sort

Holistic Task

EARLY LEVEL

- Build a fairytale Castle out of 3D boxes with your friends.

Think about the size of the boxes

The shape of the boxes
what your castle will look like.

Take a photo of your castle. Tell your teacher about the shapes in the castle.

outcomes that would be covered but not necessarily covered

LIT O-02a / ENG O-03a.

* Our activity is super simple as we are a Nursery Teacher and a P2 teacher ☺ *