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Outline of Paper

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Abstract:

The paper establishes an understanding of teaching methodologies and the need to stretch their adaptabilities as required during synchronous and asynchronous learning environments. It would unfold different ways to teaching approaches in order to enhance 21st century skills in students and exploring pedagogies that match the circumstances as well. It would investigate about changing dynamics of the classroom by changing roles as teacher, also by establishing the implementation of value based education. It would also embrace the significance of cultural awareness and sensitivity in the classroom.

Key words

Effective, teaching, methodologies, synchronous, asynchronous, emerging, environment

Statement of Inquiry:

How effective are the teaching methodologies/strategies in classrooms prior to synchronous and asynchronous learning in 21st century?

Deriving Question:

Which teaching strategies would work most efficiently in improving the quality of education?

What can be the impact of a dialogue and a course structure in 21st century classrooms?

Inquiry Questions:

How can a teacher view his/her teaching pedagogy as a transformational learning for his/ her students?

In what ways can we resolve emerging pedagogical issues during asynchronous learning?

How does culture and diversity affect learners in a classroom environment?

Role of an Educator in 21st century, Class Room

(Teaching Methodologies in Synchronous and Asynchronous Learning)

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Thursday, 16th July, 2020

Abstract:

The content in this paper is in account with my understanding of critical pedagogy in education and art education. It consists of reflections based upon classroom learning, readings, peer feedback and personal experiences in my teaching practices. It also discusses briefly about the importance of adapting different teaching roles according to circumstances and changing the dynamics of the classroom environment. Finally, I have shared the proposed suggestions in perspective of role of a 21st century teacher, significance of the pedagogies and purposeful ideas for enriching transformational learning leading to improvement in the quality of education.



Overview of the course understanding Fig. 1

The purpose of education has evolved creating a meaningful life for a child, as we have stepped into 21st century. The traditional methods of teaching needs to be changed with new ways of learning . Teachers can be flexible towards changing teaching environments and requirements of students learning as making it their priority. Their creativity and allowing timely deviation from routine and standard modes of teaching would be effective ways of teaching. Educators engagement of students in learning from diverse backgrounds is needed by identifying, directing and motivating learners in their most interested field of education. It can happen through using “Art of Teaching”, to make points of interest, know their students, finding their passion to fuel their creativity.

The emphasis of the course is in context with various ways of understanding challenges in teaching art and designing new methodologies to enhance learning visual arts and also by

broadening the curriculum and with the expanded ideas as Holistic Learning. Understanding about the implementation of 21st century skills and its outcomes in students learning through ones teaching practice can improve the quality of education in future. The four C's that are needed in a place of work are of twenty first century described as critical thinking with creativity, communication along with collaboration.

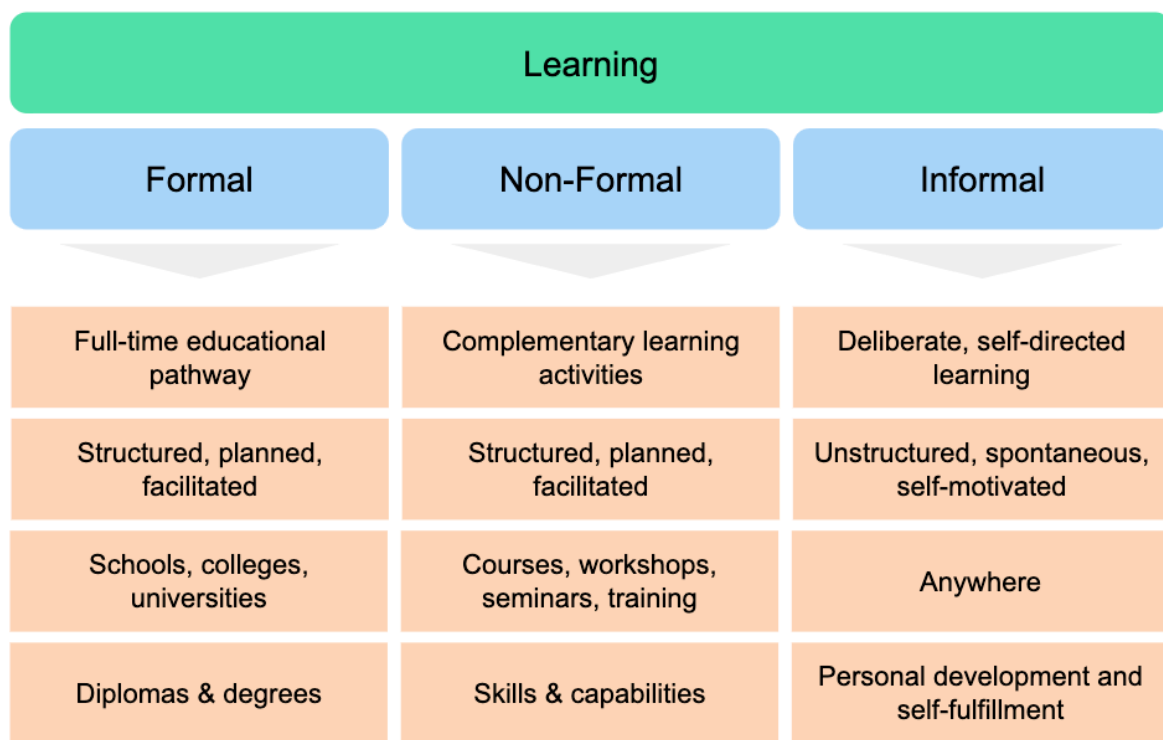


“4 C’s of 21st Century Skills”

Fig. 2

“ Teaching is a performative act. And it is that aspect of our work that offers the space for change, invention, spontaneous shifts, that can serve as a catalyst drawing out the unique elements in each classroom (Hooks, 1994, p.11)”. Talking about how an educator imparts knowledge to the students has its own variance, also about the role of a teacher as practitioner

who is interested to induce information and increases critical thinking skills through formal and informal learning. Informal learning experiences are mostly self-guided learning and are non-compulsory whereas formal learning provides opportunity to students to be engaged with more reasoning, scientifically. Formal education also instills critical thinking skills in learners yet generally the time restrictions somehow bound the students to form and pursue their own questions.



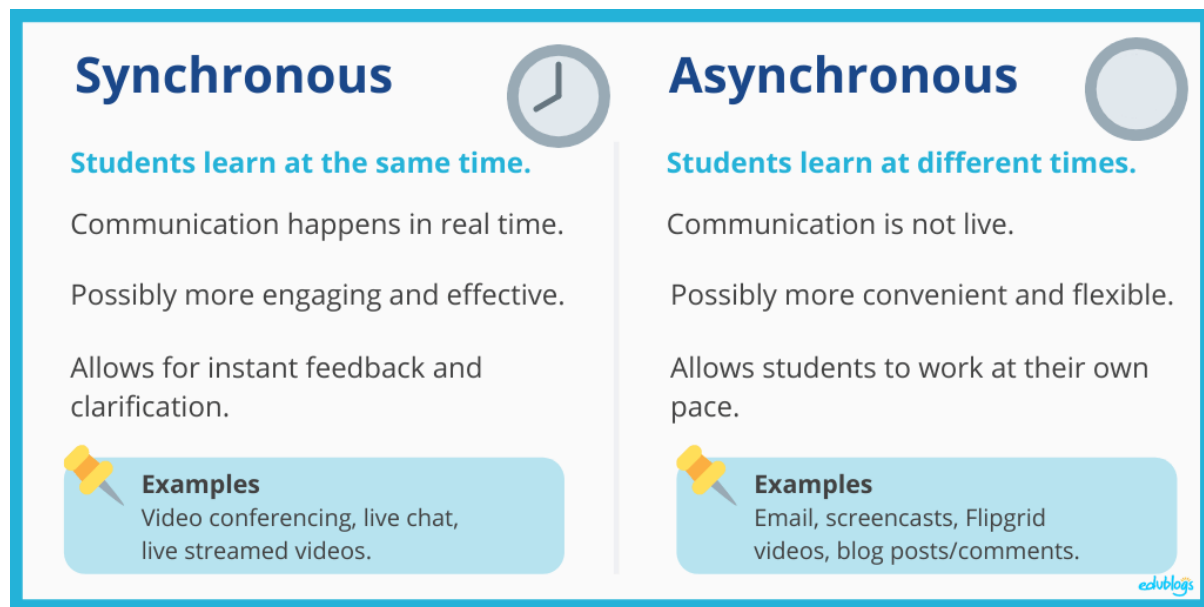
“Types of Learning Categories”

Fig. 2

In order to consolidate learning and education, we need to initiate a little more efforts into the defined lines between the both. As education happens intentionally with well planned activities, involving communication to transmit knowledge in the form of learning. Learning is a broader spectrum, which encompasses education into various settings. The learning activities can be

categorized into three basic components i.e. “formal, non- formal and informal learning”.

“Formal learning” aims to qualifications recognized by educational authorities, whereas “Non- Formal” is also planned and structured like the former yet it is taught with the short courses or small time period workshops. Informal learning is directed by a family or social organization and it is mostly deliberately like an activity aimed at improving knowledge, skills, or competence.



Comparison of Synchronous and Asynchronous Learning

Fig. 3

Looking at the types of learning, informal learning can be linked with “Asynchronous Learning” as it is also self- directed, and happens naturally. It encourages learners to gain knowledge, with freedom. It provides a high degree of participation with students living at different places geographically and can access the resources any time through internet connection.

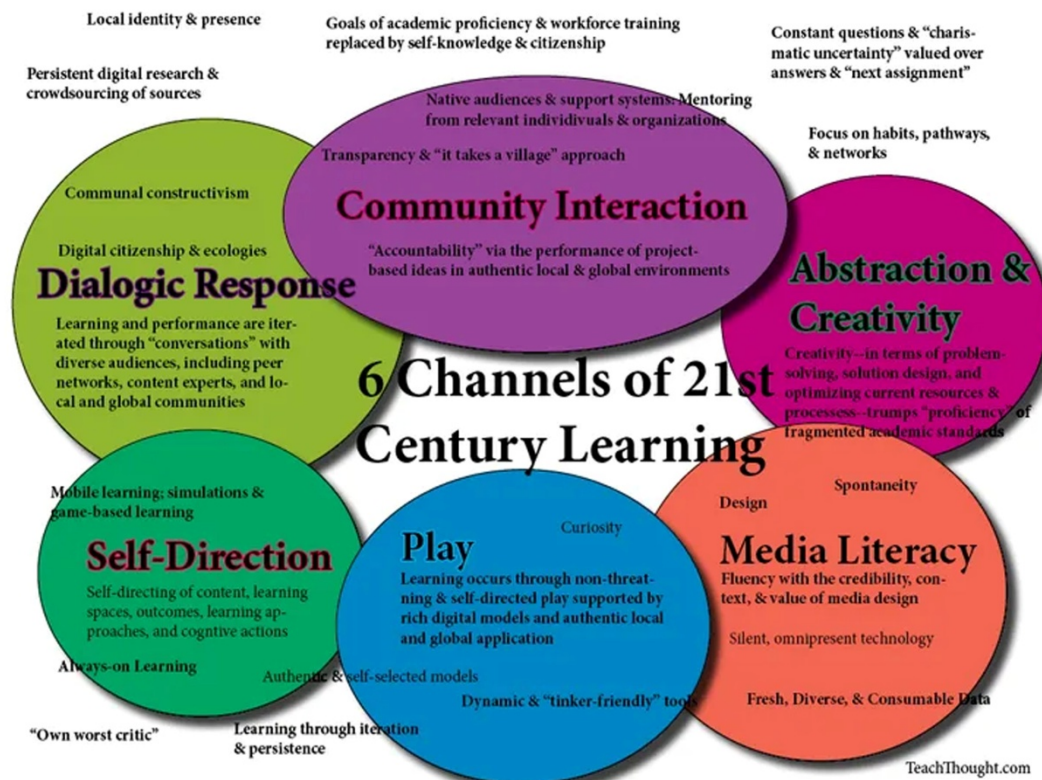
Comparing with synchronous learning where students are interacting in a real time such as online virtual classroom can get training by their teachers, real- time feedback of the instructor

for a fixed time. However, the benefits from both types of learning is suitable and adaptable in changing circumstances. It is also required that the learners are ensured complete set of experience prior to their mode of learning through in depth “lesson planning”. The teacher should play an important role actively within a classroom for both the situations . In situation of “Asynchronous” mode of learning, teachers must share complete set of instructions or questions for learners to be engaged fully in the lessons. My exploration with the classroom environment and teaching strategies increased many folds through discussions , feedback and reflections throughout the “Critical Pedagogy” course.

“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom. (Hooks, 1994, p.207)”. Connecting educational values to the practice of teaching is another area of interest, developed during the course time. Teaching and its values should be pre determined in a way that the main focus should be on the content of the subject. However, it is essential for an educator to keep close attention to student’s feelings and attitude towards the subject and its understanding. For that, teachers must have a groundwork completed by having an essential plan with the learning goals to be explained to the children at their degree of comprehending the same. In order to keenly work on the passive learners, an educator should observe where child’s natural ability or emerging interest is. An educator should lead such students according to their capability and direct their thinking towards creative and real understanding through a dialogue, a

reference, any example from their surroundings etc. by spotting a beginning point. The educator's body language and expressions should be positive and pleasant in order to cater to students with individual needs. We need to realize that all learning is effected when there is integration of the two processes, one is the process of external interaction between the learner and his or her cultural, social, or material environment. The second process is an internal psychological which is related to elaboration .

In the field of Education, a teacher should add "value" in the teaching by concentrating on different ways keeping mindfulness of long term goals so that a child can be intrinsically motivated and not just driven by extrinsic motivation. A twenty first century educator must have explicitness towards educational plan objectives, content for guidance, exercises expected to encourage learning, assessment forms that will help instructors to assess learning of students and be adaptive towards teaching strategies.



"6 Channels of 21st Century Learning"

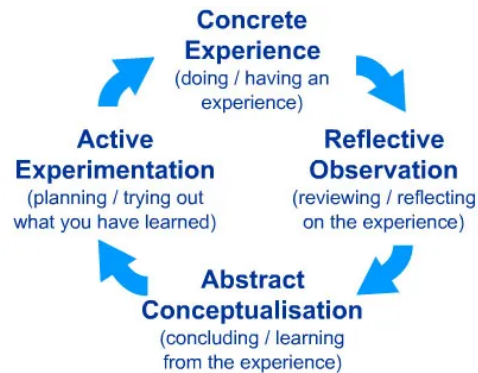
Fig. 4

The art of teaching should be implicated by taking account of variant methodologies to be used according to the changing dynamics of the classroom. Student- centered, student led learning, using aids for teaching with multi directional learning , strategies for class management, seeking connection between real life and teaching ideas , exploring ways of enhancing creativity, and improving their teaching strategies. It is important to bridge the gap between a student and teacher through "dialogue" and "listening", so that a relaxed learning environment can be created. Learning becomes effective when a teacher "asks a question", in a class throughout the lesson as it encourages children own process of learning. Engaging the students in the dialogue

and give ample time to listen to their responses highly increases the “value of learning”. In art education, the teachers should conduct the lessons by giving students to observe, sketch, take their own notes or get involved with a reflective activity on the paper, that can be used for their assessment proceeded by the group discussions. For learning to happen at both ends, the role of a teacher is very important as beginning a good rapport with students, encouraging them through constructive feedback, maintaining a positive learning environment in a way that student takes responsibility of their learning are some key things to begin with. It is also an integral approach towards learning which directs our attention upon making students think out of the box as Education is no more bounded to the dynamics of a classroom, it is also happening through children environment and daily acquaintances as well. Twenty first century learners are aware of increasing technological exposure and global learning. They are observing a lot as compared to the times before that. Virtual seminars, online tutorials, online discussion forums, e-books, educational chat rooms and instructional videos are just a few of the many resources teachers and students use to acquire the variant skills. In this way they can assess the authenticity of the information collected from internet with an initial supervision. Media can be a great learning resource for the students such as movies, television, music, the art world, museums, fashion, Internet content etc. are collaborated by designers, writers, artists, musicians and contribute with the innovation of Science and Technology..

As educators and influencers of twenty first century, one has bigger ideas towards the betterment and enhancement of the learners. The true experience of information is required that can be delivered through “Experiential Learning”, of learners. This type of learning occurs when a learner is exposed to the essence of the subject they are inquiring about mostly recorded in the

form of reflections through them. It is to be noted that through such learning, learners should be motivated enough through “dialogue” and “listening” that it can help them question their own observations, to gauge their critical thinking skills and broaden their perspectives of “meaning making”, about their learning.



Kohl's Cycle of Experiential Learning Fig. 5

The Education which has a scope for learners to “connect the dots”, through their experience of learning and make their minds open to imagination with visualizations of possibilities is my idea of “Transformational Learning”.

“My models were the people who stepped outside of the conventional mind and who could actually stop my mind and completely open it up and free it, even for a moment, from a conventional, habitual way of looking at things ! if you are really preparing for groundlessness, preparing for the reality of human existence, you are living on the razor's edge, and you must become used to the fact that things shift and change. (Hooks, 1994, p.207)”.

The challenges in the teaching and learning process have increased in the present times. Specifically, discussing about the personal experience of “Virtual teaching”, during the

“Covid- 19” , I have observed that the educational institutions need to adapt various possibilities for learners to gain knowledge through “synchronous” and “asynchronous learning”. The twenty first century classroom is a diverse classroom with students from different backgrounds . It is not possible to forget about catering to students with individual needs throughout the time. The modes of teaching and learning should be made more feasible and flexible towards the emerging situation of the World. There would be especially designed teaching methodologies for the asynchronous learners as they won’t be able to experience the classroom as compared to the “synchronous learners”. I visualize this changing situation is bringing more responsibility towards “educators” and their impact upon Education . The same proposed implications should be implemented in “asynchronous”, modes of learning and teaching as well in such a way that it increases, “self- directed” learning. I believe in this century, we need educators with a passion to start creating new dynamics of classroom where all type of learners are facilitated and the concept of “learning in classroom” changes to “Education can happen anywhere”.

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End of Paper

Lesson Planning Approach

I suggest the teachers to collaborate and have detailed discussion for planning before conducting the following planned lessons format with an approach to progressively conduct the lessons following the same cycle. However, there might be slightly changed in the schedule of the subjects for teachers in collaboration. To resolve the problem, each teacher must take feedback of student's previous understanding of the topic.

In case students need some sort of understanding there must be a pre planned Question and Answers (Q & A) with the students to enhance their understanding considering, the required prompts to be used during discussion in the form of dialogue.

It is also advised to not spend too much time to explain the fundamental ideas related to the main concept as, the student would be going to attend the lessons planned accordingly and ultimately developing the relationship among all ideas as one unifying concept.

The students can also be informed at the lesson end, that the further explanation and implementation of the concept would be observed in the "specified" subject class.

This Educational approach is derived from my personal experience of teaching in the School Systems and also inspired by reading about "Transdisciplinarity" in Education which can lead to students learning by forming connections within the disciplines with the ultimate goal of "Holistic Learning".

It's implementation needs collaboration, detailed planning and commitment in order to gain the effective outcomes.

My following planning format is inspired from , "A Guide for Teaching and Learning in the Visual Arts, prepared by Judith M. Burton 2004".

Curriculum:

Cross- Curricular Links with Language, Mathematics, Science, Social Studies, Music, PE and PSHE.

Transitions:

The Curriculum must be taken into account for planning with this approach. In addition to the “Suggested Scheme of Work”, Progression Matrix is also to be reviewed for detailed implementation of planning.

Revision of concepts and practice of skills cannot be taken in one direction yet an educator needs to move in back and forth phases.

Dialogic Lesson Plan:

In order to incorporate twenty first century skills, the importance of a dialogue throughout a lesson cannot be denied. It has been the learning outcomes of my understanding from the Critical Pedagogy’s class sessions that the conversation is very important with the students in a way that the ideas should relate with each other and it is a direction that one as a teacher provides to the students for building the connections and bridging the gaps .

My following lesson plans are focused mainly on the dialogue considering the detail template that we generally follow is not the main idea of presentation. I have planned three lesson and proposed two. My first lesson is the fundamental idea which I am using for connecting with other two lessons, stemming out from the former. I have written the dialogues keeping in mind about the students I am currently teaching.

Topic	Subject (Cross Curricular Links)	Learning Objectives
Symmetry (Lesson Plan 1) Planned	<ul style="list-style-type: none"> • Visual Arts • Mathematics • Science 	<ul style="list-style-type: none"> • Learn about Symmetry • Identify lines of symmetry using reflection • Observe Prey & Predator Relationship + Symmetry in nature
Origami (Lesson Plan 2) Planned	<ul style="list-style-type: none"> • Visual Arts • Mathematics 	<ul style="list-style-type: none"> • Learn about Origami art form • Understanding symmetry using reflection /Fraction
(Lesson Plan 3) Planned	<ul style="list-style-type: none"> • Social Studies • Visual Arts 	<ul style="list-style-type: none"> • Japanese Culture • Reinforcement of Origami Skill
Tessellation (Lesson Plan 4 & 5) Proposed	<ul style="list-style-type: none"> • Visual Arts • Mathematics 	<ul style="list-style-type: none"> • Understand Visual Balance • Understanding symmetry using reflection /Polygons

Dialogic Lesson Plan 1: Grade: 3rd (Physical Classroom)

Title

Learn about Symmetry

Activity

Children will create drawing of objects from their surrounding or imagination, based on the concept of symmetry.

Age and developmental characteristics:

A group of individuals of Grade 3, who have had art classes from their early years and are familiar with the art class environment in the School System inside and outside the classroom in the supervision of trained teachers. Developmentally, they are curious, creative and expressive learners. They have been using and introduced to paper and its different uses. They are also able to express their work through drawing.

Objective

Children will understand about symmetrical objects through their observation and imagination around them and are able to recreate one with their own understanding by exploring the technique of drawing things equally.

Materials

- White A4 papers, colored
- Crayons/ pencils/ markers
- Glitters

Topic Questions

T : We all have been observing objects around us that look same from both sides. Let's take an apple and a knife for instance and imagine if we can cut an apple from the top and exact middle, what you would probably observe from both sides.

S: Both sides will be similar.

S: No, they will look different.

S: Something like a straight line.

S: I can see seeds on both sides.

Associations

T : Can you observe the area on the flat side of an apple, where you will find the seeds?

S: It is hard.

S: Looks like the pulp of an apple.

S: I have seen that the shape of that area apple is same.

T: Let's say if we cut the apple horizontally, do you expect the same results?

S: Yes, of course!

S: The upper part is more round and the bottom is narrow- ended.

S: No, because on the other part you can see the leaf stock while on the other side there is no leaf stock.

T: Okay, so we found out that cutting an apple from vertical side ,the sides look same whereas having it sliced from the horizontal makes it kind of different. Can you think of the reason behind it?

S: I think when we cut the apple in vertical direction; both of the sides look similar because they are equal in size and shape.

S: Both of the sides will look like image of each other.

S: Like one part of an apple is looking like an identical twin.

Recap

Now, that we have discussed example of an apple from our daily life. Can we imagine other objects from our surroundings which look similar if we cut it from the middle.

Visualizations

T: Today we are going to use paper, pen/marker and draw our imagined objects, decorate it, as we like to.

S: I will make a tree because when I will cut it vertically it will be equal from both sides.

T: That's a good idea. Which type of tree are you planning to draw?

S: I am going to draw a honey bee, as I think it will be same from both sides.

T: Ahan! Can you describe the parts of the honey bee and how they are similar to each other?

T: May I know your idea, Shayan?

S: I will make a flower garden or a Sun may be as I think they look same.

T: Can anybody share a different idea?

S: I want to draw an airplane. I have travelled in it and it feels that both of the wings are attached in the central part of the body.

Recap

T: I am glad that all of you have imagined different objects for drawing on paper. Think carefully about the placement of your imagined object so that later on we can find out if both halves are equal and similar to each other as you believed.

Translation

T: How will you begin? Will you begin from right, left or middle of the page?

Think about your object carefully and decide different ways to make both the sides equal.

Follow up

- ✓ If outline is deviated from the symmetrical pattern.
- ✓ Introducing the term “ symmetry” for equality of both sides
- ✓ Guiding the students to make both sides equal in size
- ✓ Introducing the methods of folding paper in halves or drawing a line in the center.
- ✓ Motivating the students through encouraging remarks, constructive feedback by teacher and peers with problem solving attitude.

Teacher-pupil summation: sharing responses

T: Who can tell me about the name of pattern we made today?

T: How do we do symmetrical drawing?

T : How is symmetry important in everyday life

T: Which shape has two lines of symmetry?

T : Can a human face be an example of symmetry?

Dialogic Lesson Plan 2: Grade: 4 (Lesson 1)

Title

Learn about Origami art form

Activity

Children will create origami art forms by using paper folding.

Age and developmental characteristics

A group of individuals of Grade 4, who have had art classes from their early and primary years also, familiar with the art class environment in the School System inside and outside the classroom with trained teachers. Developmentally, they are creative, experimental, emotional, and impulsive and risk takers. They have been exploring the medium and familiar with forms or structures. They are also able to describe their work through drawing and constructing forms using different mediums.

Objective

Children will understand about origami art forms by transforming a flat piece of paper into a three-dimensional structure, taking inspiration from their surrounding or imagination, based on the concept of balance in design.

Materials

- White A4 papers, colored

Topic Questions:

T : We all have been observing objects around us that look very well organized and similar in their appearance. Let's take an example of our shirts. Can you differentiate between the neck lines? How are they similar or different?

S: We have the same necklines as they are quite similar.

S: The necklines might not be similar and may be different for each student.

S: I can see some folds on my neckline. All necklines have folds.

S: It depends upon the type of dress you are wearing. For example, School regular shirt has folds whereas Sports Uniform shirt does not have any.

S: Actually, the uniform shirts that have a "collar", has equal folds on both sides that is why they are similar whereas the sports shirt have no collars.

Associations

T : How is a napkin placed on a restaurant table when you go there for dine in?

S: The napkin looks as it is arranged very nicely.

S: I have seen that the napkin is folded and placed neatly.

S: It looks like it is placed in the form of some design, a beautiful one.

T: Do you think we can change its shape in attractive designs without folding it?

S: Yes, may be by cutting the napkin. I am not sure.

S: I think folding has to be there because, I have not seen any napkin which is actually cut and placed on a table in restaurants.

T: Where else do you find folds in daily life?

S: I have seen my mother stitching beautiful dresses, so she folds a lot during the process.

S: I set up my wardrobe and keep all my clothes very nicely folded.

S: When we go to a bakery and bring baked items, we see the boxes folded equally.

S: Gift bags are also folded very nicely.

T: Would you be able to wrap a gift with a straight wrapping sheet or paper and why?

S: I think it is quite hard as for packing any object, we need to fold the sheet so it is quite necessary.

S: No not at all, we cannot wrap a gift even in paper bags if we are sending gifts to any one, it has to be folded carefully as well.

T: Have you ever seen other things made of paper and what are they used for ?

S: Yes, I have seen notebooks of course. We use them for studying and writing.

S: We made some recycled objects from paper in our previous Art Class as well.

S: I love to make paper boat and flying jet in my home and play with my young sister.

Recap

We have discussed examples of things that are folded from our daily life. We also came to know about some ideas that can be used for making things from the paper .

Visualizations

T: Today we are going to use paper only for our practice. We will find out how we can make different types of objects from paper , when we fold it in various ways. Does anyone have an idea about this activity? What do you think you can make from it?

S: I am thinking to make a boat out of paper. I actually love making boats.

T: That's a good idea. Which type of boat are you planning to make?

S: I want to make an elephant from the paper. I think I will enjoy making it .

T: Ahan! How are you planning to make its body parts?

T: May I know your idea, Emaan?

S: I want to make a paper bag. I am thinking to blow the paper and fill air in it.

T: Yea! That sounds like you want to explore the paper. Think about the use of such bag as well.

S: I want to make figures and a story of different characters. Can I use more than one paper?

T: Ahan, think about how are you placing the features of characters as well. Yes , you may use papers from the stack.

Recap:

T: I am glad that all of you have imagined different objects for making from paper. Think carefully about the folding method of your imagined object so that later on we can find out about its outcomes. We can all just start by taking one paper each to try equal folding.

Transition:

T: How will you begin your folding? Have you calculated how many folds it will require to complete your object?

Remember, we are not using any cut or tap for this activity. Think about your object carefully and decide different ways to fold your sides equally.

Follow up

- ✓ The paper used for paper objects is an exact square.
- ✓ Introducing the term “Origami” as art form which is any models or objects made solely from paper.
- ✓ Guiding the students to make sides of the folds equal in size.
- ✓ Introducing the methods of folding paper in halves by recalling the “concept of symmetry”
- ✓ Vocabulary of medium, 2D/3D, symbol, gesture, geometric shape, inspiration is introduced
- ✓ Identifying symmetrical patterns in the folding of paper
- ✓ Motivating the students through encouraging remarks, constructive feedback by teacher and peers.
- ✓ Engaging the students to trigger their **thinking skills** to **critical thinking** and **creativity** with **troubleshooting**.

Teacher-pupil summation: sharing responses

T: Who can tell me about the name of art form we all have made today?

T : How many different ways can be used to fold a paper?

T : What happens when you unfold an origami model?

T: Can you see the symmetry in your folded/ unfolded patterns?

Dialogic Lesson Plan 3: Grade: 4 (Lesson 2: IT integration/Virtual Learning)

Title

Reinforcement of origami skill

Activity

Children will create origami art cranes forms by using paper folding technique.

Age and developmental characteristics

A group of individuals of Grade 4, who have had art classes from their early and primary years, also familiar with the art class environment in the School System inside and outside the classroom with trained teachers. Developmentally, they are creative, experimental, emotional, and impulsive and risk takers. They have been exploring the medium and familiar with forms or structures. They are also able to describe their work through drawing and constructing forms using different mediums. They can handle the devices well and able to attend Online sessions.

Objective

Children will watch the video to know the history of paper cranes and tutorial to learn how to make their own origami crane. They will follow step-by-step instructions in a sequence to construct origami crane.

Background knowledge:

- Students are already familiar about the History of Origami.
- Students know about paper folding basic techniques.

Materials

- White A4 papers, colored

Topic Questions(Recap):

T : We all have learnt about Origami and created different objects in our last art class. How do you think it is related to another culture, anything specific about it that you know?

S: I know that they started making it when paper was carried to China. It was quite long ago.

S: The monks and religious leaders started making it.

S: I know the word “Orikata”, means folded shapes. I have learned that in the Social Studies Class.

S: We have learned about the Origami in Japanese culture in that class.

Associations

T : Why is origami important to Japanese culture?

S: I think it is because Origami is an old tradition.

S: It is part of their culture and everyone enjoys it.

T : Why do Japanese do origami?

S: I have learned on a website that Japanese children are very creative because they start making Origami art forms in early age, that's why.

S: It is also a fun type of activity for Japanese in their culture.

T: What is a person who does origami called?

S: They are called artists or creative people.

S: I think they may be called “paper folders”, as they make origami by folding papers.

S: I know they are called “Origami Artists”

S: They are called “Origamists”.

Recap

We have discussed few things about the history of Origami . Most of you have shared relevant information about it. I will be sharing few links with you for your clarity after the class. I am sure you have practiced more with the paper folding by now.

Visualizations

T: Today we are going to watch a video and find out a very interesting story about Origami. We will find out what is so special about its history. We will also learn how we can use the same story in our lives by making origami art.

Video link :

1. “The Story of 1000 Paper Cranes”.

“<https://www.youtube.com/watch?v=KtZeH77ikcM>”.

T: Who would like to share their thoughts on the video? What did we learn from it?

S: The story is about a two year old Sadaki. The child , who became ill.

T: Ahan! How did she get ill?

S: As there was some bombing on Hiroshima, that is why the child got ill.

T: Good observation. Anything else you have noticed about the story?

S: Actually, when Sadako became old after few years ago she was in hospital, there her friend told her to fold origami paper cranes as whoever would make 1000 paper cranes would have one wish that can be made true.

T: I see! Do we observe in the story that her wish was granted true?

S: We see that Sadako died after few years but she has made a lot of paper cranes not thousand exactly.

T: How do they still remember Sadako?

S: They pay tribute to her by celebrating “ Sadako Peace Day”.

T: If we are all able to make 1000 cranes collectively, what wish would you like to make?

S: I think my wish would be that the Corona Virus just ends from the world forever as it is very sad to see people dying from it. I feel bad for the family.

S: Yes, I also want this virus to leave us because I want to get back to my School.

T: That’s a great wish and we all hope to get it over as soon as possible. How many cranes would you make then?

S: I would make a wish that there is no fighting in the world and we all stay happy. I think people fight a lot in the world.

T: What is your wish Sana. Where would you like to send your wish?

Recap:

T: I am happy to know about your big wishes . I would like you all to write that on a piece of paper. Now, we all are going to pick another plain paper and watch the video to learn about making the paper cranes.

We will just learn step by step method in the class today to make the crane and follow it. I will also share the link with you in your classroom for your practice after the class. Remember, it is your first practice and we learn better with more practice. Let’s do it!

2. Demonstration of Paper Cranes

“Video Link : <https://www.youtube.com/watch?v=U-QsLNS0TyY>”.

Transition:

T: How will you begin your folding? Have you calculated the number of folds it will require to complete one paper crane? How many cranes are you planning to make?

Are you taking care of the paper wastage?

Remember, we are just using paper for this activity. Think about the lines of symmetry in the crane and also the type of lines that you observe.

Follow up

- ✓ The paper used for paper objects is an exact square.
- ✓ Recalling the methods of folding paper in halves bridging with the “concept of symmetry and reflection”
- ✓ Vocabulary of medium, 2D/3D, symbol, gesture, geometric shape, parallel, horizontal lines inspiration is introduced.
- ✓ Making connection with the history of Origami and learning art from another culture
- ✓ Identifying symmetrical patterns in the folding of paper
- ✓ Motivating the students through encouraging remarks, constructive feedback by teacher and peers.
- ✓ Engaging the students to trigger their **thinking skills** to **critical thinking** and **creativity** with **troubleshooting**.

Teacher-pupil summation: sharing responses

T: Who can tell me about the name of art form we all have made today?

T: What is the most famous Origami in history?

T : How do Japanese remember paper cranes?

T: Can you see the symmetry in your folded/ unfolded patterns?

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Sum 19 -003

