

USEFUL LANGUAGE

Lots of living expressions from real classes at Bourne Community College

PRAISE & ENCOURAGEMENT

The more you practice it, the better.
Here is where you need to show off.
I'm really pleased with you!
You are doing really well today!
Challenge yourselves!
That's very honest!
That's really thoughtful!
You've been so focused!! It's wonderful!
Lovely, thank you very much!
Yes, you are doing right!
I'm very impressed with you!
Nearly there! Make it simple!
Please, have a go!
You're such a strong Year 9, you've work really well.
I really love it when people try! *-Just after a student failed a question-*
Close, but not close enough!
If you give it a really good shot... *-if you try hard-*
You'll be done in no time. *-You are nearly there!-*
You could do this to push your grades!

GIVING INSTRUCTIONS

Please, let me know when you are done.
Hold it up so I can see it.
You need to be more proactive in here.
I want you to show me your current task, please.
If you can't do it, come and see me.
If you don't know about X go for Y, I don't want you to get stuck for ages.
Turn the paper over- *when the teacher wants the student to do something before reading-*
Tick the correct answer.
Get that done for me and we will move on.
Glue sticks return, pencils return, scissors return!! *-At the end of the class-*
You should have your notebooks in front of you, please, open them.
Can you, please, leave the books in front of you so that it's not tempting to pick them up?
Follow the tips I gave you, please.

Could you take out your mind maps, please? Think about which are more relevant to you.
Make sentences from the words you have in your mind maps.
Write what you have in the mind map into sentences, please.
Start with what you are most competent to talk about.
I don't mind you working in pairs as long as you don't write out exactly the same words.
It's not a test, share information!
It's not about copying and pasting, it's about using your own words.
Short, sharp, clear, please! –*The teacher wanted them to write some notes about their work-*.
If you feel confident, just go for it!
We really need to move on.
Carry on, please! Just go for it!
Come to the front table nice and quiet please.
For all of you who are up-to-date, this is what comes next.
Most of the questions that you've got in here are in your homework.
Get your answers to a higher standard.
You have to finish it by tomorrow! I'll be checking!
When I am marking your sketchbooks...
I'll get one person from every group to have the aprons for the group. You need to organize your table now. Aprons on! Roll up your sleeves; make sure your blazer's sleeves are rolled up. Pile up your notebooks at one side out of the way to have some space for drawing.
Once you've done that, stand still.
What is "x"? And could you give me reason?
We've got to start thinking in terms of...
If you are struggling your mates can help you too.
I'm more than happy to help you with that.
If you need help on how to do it, please talk to me.
Four tables need to come together.
Homework out, please! Thank you, John. Next! Thank you...
You should spot this. *You should notice this*.
Question X was... We've got X which is what?
Could you please keep it up like that?
Don't panic! We are gonna find the answers in here.
There is no way out. This has to be done.
Ten minutes to the end of the lesson! What can you achieve in that time?
We've got ten minutes for pack up! Sorry about that!
You have just over 5 minutes. –*the bell is about to run-*.
Two minutes to brainstorm with the person sitting next to you.
There is a piece of homework to be done by Monday!
Pencils down!

FEEDBACK

Spend some minutes talking to the people in your tables about your feedback and make a little note on how you'll respond to my marks or notes.
Give feedback in pairs –*after some task-* and write it in his/her notebook.
Respond to my marking, what you can do to push harder.
Find in your work something that made it really successful.

REVIEW

Remind me please, year 7, what was the point of this activity?
Is that ok for everyone? Any other question?
Everyone aware?
Happy with that? Is that OK?
Does that make sense?
How's your work going? Pretty well!
Who can remind me...?
This all about... guess what!
Is that ok, did I answer your question?
Anyone else not knowing what to do?
Who can give me an example? Or should I pick someone? I'm picking on... *-and then picks a student-*.
I see the same people over and over –raising their hands- I want to hear other people.
Where are you at the moment? *-What are you working on?-*
To ensure that you understood it...

LESS CHAT, MORE ACTION

Off you go! *-Time to work!-*
Time to start!
Open your book and close your mouth. *-With a smile-*.
Can you do your gossip somewhere else, please? *-With a smile-*.
Have you stopped gossiping?
I know it's any Art what you are talking about!
You need to take it seriously. It's basically impossible to do it on time unless you work on that from today.
I don't want to watch really loud chatter while you work.
Not time for just talk for ever with the person next to you... *-With a smile-*.
Make sure you are using your time well!
What are you doing? *-Said the teacher after realizing they were doing nothing-*.
It's boring to write 100 times finish it *-when marking exercises-*. Please, give me something else to feedback about!
Jorge, could your pencil touch the paper? –used ironically, but it works!
Anything you write now it means less homework.
There are awful lots of work to do. I need to see heads down, eyes down and mouths close, thank you!
I'll be checking your notes in a minute!
I keep looking at your page and nothing's happening on it!
Do we really need to make a comment every five seconds?
There's no need for lots of chatter.

MANAGEMENT

Hands up, please! We are not doing shout out.

That's a warning. You've got a warning now.

Find your manners, please!

Ok, warning time!

Just give me a minute nice and quiet.

Enough calling out! –*When they don't raise their hands-*.

One warning, three warnings as a class and you'll be here at lunch time. I am very stubborn about this. Let's see if we can have a fresh start.

No questions yet!

Stand still, please! I can see you from the corner of my eye...

Ignore silly, listen to me! –*When the teacher is explaining something and some students pay attention to other students doing silly things-*.

If you've got chewing gum, get rid of it!

Are you talking while I am? I don't ignore you while you talk.

Don't talk when I am (talking).

It's gonna be a two way deal: if I talk, you listen to me; if you talk, I listen.

I'm not talking over you. –*The teacher needs to raise the voice because students are loud-*.

I have to shout to get over your noise!

The level of noise is unbearable! Grow up!!

Leave the little boy at home, please!

Show respect at all times.

Definitely no phones!

That's gonna end up in my desk if you don't stop playing with it.

I don't want you to follow me around. I'll come to your places.

I don't want tapping –*rhythmic noises with something on a table-*

Who's making silly noises?

Last lesson I was seriously disappointed with this group. There was a handful of you ruining my lesson. Today I want to see focused students. *Right at the beginning of the class-*.

I'm just getting the impression you are not focused!

Are you focused? Please, get focused!

There are rules for a reason.

Split out!

I'm gonna split you up, girls!

Boys, could you put that down and concentrate on the lesson?

You need to be smart –*when the teacher wants someone to seat properly-*

Please, listen up for a minute, year 7!

Three-two-one- listen quickly!

Packing up, please! The room neat as it was at the beginning, so you'll make my life a little bit easier!

Understand when enough is enough! –*Maybe a bit rude-*

I'm not gonna spend ages on...

I see heads up, no work!

Pick up your pace, please! –*Work a little faster-*

You need to calm down.

SPECIFIC ART VOCABULARY & LANGUAGE *at Art Class with Mrs. Cluff*

MATERIALS

Water pot –*for working with water colours-*

Eight well palettes –*palettes with eight spaces for mixing colours-*

Hog hair brushes – thick ones-

Fine brushes.

Craft knife – *a cutter but with the shape of a pen, and a little triangular cutter in the tip-*

Find viewer- *a cut-out window in cardboard for practicing composition.*

Lined paper- *paper with parallel lines to write straight.*

Graph paper- *with a grid guide with perpendicular lines-*

Trace paper.

Coloured paper

Card-cartulina.

Construction paper / cardboard –*carton.*

Corrugated card board - *carton ondulado-*

Plane paper- *normal white paper for writing-*

Polystyrene –*plate used for printmaking in the class –cheap and easy to find-*

SPECIFIC ART VOCABULARY

Gradient scale

The dark to light effect.

Tonal bar –*a bar with different grades of shades, from black to white-*

Observational drawing (of).

Silhouette type shape.

Mapping –*traced drawing-*

Portraying 3D shapes.

Shaded pencil task.

Concept: Metamorphosis –*transformation- natural process, considerable changes, shape ...*

Concertina book – folded as an *accordion-*

To work PORTRAIT (vertical), or LANDSCAPE (horizontal).

Flick=dropping

Dab- painting dots with a tool.

Crop – *a closer cutting of something-*

To print something out.

Cut out & Cut apart.

Rub out.

Clear up- *tidy up-*

A mock exam –*a simulation exam.*

INSTRUCTIONS AND GUIDANCE IN THE CLASS

We are gonna have fun with paint effects.

Label every element, please.

I've run out of blue –*when someone needs more to keep painting...-*

Make sure that the lines cross through, I want the two objects to overlap.

I want to see something with detail, something with pattern, a mix of complicated parts with some few sections that clear identify what the objects are.

Flip it back to transfer it.

We are just reusing our skills.

This is the very week when you have to give it all.

Start with dark and then use a brush just with water on a surface with wet water colour, naturally, the colour tints out.

There are three pieces of work that require notes –students write notes on their drawings- Use different shades to make it look a little bit more three dimensional.

Don't present your exercise poorly. Remember the importance of neat work and neat presentation.

I love not having to be neat! *A girl by painting...*

Don't overwork it or you will spoil it.

I deliberately focused on overlapping shapes.

Sticking about the pieces together differently, rearranged.

The sequence goes like this...

He doesn't need to do more for me, as he already showed he completely understands how this work.

Two objects, two colours, two layers.

This was a student's personal response to that task.

She started with pencil and went on with metallic gel pens.

It's thoughtful! –*he really worked on it with purpose, meaningfully.*

Then I draw objects quite simple into the grid. This is a task to explore materials working together; how different materials can work together.

Fill up that grid with repeated sections of my overlapped drawing. Even if requires a little bit of thought you'll be able to recognize them, to work out what it is.

The pattern on top. Then apply the pattern onto the objects.

What can you say in a sentence about that work? –*she asks them to think aloud, to share their thoughts.* How would you explain that in a clear sentence?

Cubism, showing different viewpoints at the same time within a picture.

Coloured pencils don't rub out so easily.

If you struggle with cutting, take it easy –I am looking for smooth, nice cuts-.

I'm looking to see neat presentations and gut cutting today!

I am looking for a playful use of materials.

Take some risks! Let's see what happen if you do this...

The glue stick is cheap but it work gut if it is looked after.

Let's focus on everyday environment. –*Talking about places around for taking pictures-*.

If you want something to stand out from the background, enhance the outlines and you'll make it come up!

Start hard and release the pressure softly (with pencil)... back and forth, back and forth... –*while she was working on a line to make it darker-*. In this way you will define more what you have done.

Work in layers- it's about learning how to build the layers to create tone effects-. Build onto each layer individually.

If you think that's not enough, then you need to expand it.

You can use a wet tea bag as a brush, the tea leaves a nice colour for backgrounds.

This can be tricky to draw –*difficult-*.

Make links to artist and then make your own implements.

Print the thumbnails first. –*Reduced pictures-*.

Decide for yourselves whether it's good enough or not.

Think about something to give you a starting point.

It looks messy

Fill out the boxes

If I can talk about what I do, I am more likely to get people's attention –*she asks her students to write notes on every exercise, the key point, like: "I have mixed primary colours to make secondary colours". "In this piece of work I copied Rex Ray's work and used his work as inspiration."* *"I have done a study of Rex Ray. His work is inspired by nature."* *"In this task I used a range of colours using a gradient scale of shades and tints"*

You can write it as you like as long as I can read it and it's neat.

If your hand writing is beautiful, then handwrite it, if not, print it.

You have to argue your answers: I feel is good because...

Make sure you use the skills you've learnt... *-in observational drawings-*.

Can you blend it with the pencil? Take it at angle, so will be easier.

Start mimicking this style.

I warn you, this is a one lesson task! It's possible to achieve this in a lesson.

You can work at your own pace.

It's not kind of rocket science, it's quite easy.

Turn the page while you draw the petals to make sure they keep the same size and scale.

I'm gonna keep pushing, you know that. And I will keep that target up and up and up.

Look this way everybody! I'm going to explain what we are going to carry out today: put together mark making with drawing techniques. We are drawing a teasel using mark making techniques. Look at the objects and decide which mark making techniques for texture match the objects.

The task today is creating an image without an outline. The teacher shows outcomes of task: examples of teasel studies.

The tools we will use are plastic forks and cocktail sticks and black ink.

As you go you can decide how to use the tools to give shape to your teasel. Look at the actual shape. Use the cocktail stick in different angles to create different thickness in lines. And remember: you are filling two studies onto a paper. The second one is going to be the 'even better version' of the first one. It's an improved study.

I want to see that you are stroking the paper and show me some dark to light effect.

1-Draw the grid, 2-trace the grid, 3- on the tracing paper draw parts of the overlapped drawing, 4-transfer the drawing to a drawing paper, 5-explore there the use of different materials, water colour paint, colour pencils... it's a mixed media idea.

I'm going to explain what's next.

Today we are specifically looking for...

This is a brief presentation of what to do.

That took a lot of time and a lot of effort. Please, take good care of it.

Sorry, you're not ready. We can't carry on.

If I start talk about something else, remind me, please, to be back on track.

You are missing something here. *You are forgetting something important.*

Essentially what we have to do is research on the internet (search google), break down the information in three sections –information about the artist, style - technique - materials and content-subject. Or just write a piece of writing a couple of paragraphs.

I'll probably go with something like that. *I would choose something like that.*

I'll come around with my stamper.

Please, scrape excess of acrylic paint into the bin before washing up.

He's a very able student = He's very clever *-Both used in the sense of being a gifted student-*.