

July 2016 Pupil Interviews (sample of pupils: 18 school councillors)

Ages 5-7 Ages 7-9 Ages 9-11

1. When did you last feel..."this is the BEST lesson ever!" What was happening?

When we were doing Maths day, when we were making watches and 3D paintings and we did a historical.. like, where the people find new things like dinosaur bones and fossils, castles and old things.

Not sure. *Generally then - things you like across lots of lessons?* Making yearbooks at the moment. What we've done in Year 1 and Reception - basically our whole ride through the school until now. We get to take it home. I can say teachers rather than lessons: Miss Murphy, Mrs Hall, Mrs Bradbury and Mrs Banks. I kind of like the art and weaving with Mrs Banks - that was good.

Just having thinking time. I can't think of one. The last lesson I liked was, I liked maths day. I I doing the painting with Miss Webb and it was very fun. The last lesson I liked was maths day as well - I liked making the watches.

I thought it was last Friday because we went outside on chromebooks and wrote loads of stories - I thought that was really fun. We didn't know what to do for the last two weeks so Miss asked us to write ideas on the board. Some people wrote Hadley Hills and write, some chromebooks and write stories but there wasn't wifi on HH so we used shaded areas. Me too - mine was also last Friday.

I think P.E. when we were playing that netbally type of game. I think when I was with you, Miss Cole, and we went out to Hadley Hills and every two minutes we had to sit back down and write a sentence about what we had been doing. *How did we share those ideas?* When we were done we put our hand-up and pair and we read out the ideas.

The best lesson that I quite liked was writing as it felt like we were real authors, people that write the books. I liked reading the Charlie and Lola book, and making stories as well. *Can you tell me about the lesson you're remembering?* It was when we was doing about pirates you had to make up your story with characters, first you did a story mountain, then storyboard and then write the story. *What do you think it was that was different to your normal lessons?* Because when we was making our characters we did it a couple more times to see all the designs that we wanted. We cut out the characters and glued it on to the page of the story mountain. I liked the bit where Lola breaks ? on Charlie's shelf. *Did you hear or watch it?* Watched it.

I think it was yesterday doing African drumming - it was fun making new sounds and songs - did it outside. Yesterday, comic strips - it was funny.

I liked the one when we did it with Mrs Hudson and Mrs Banks as we were drawing animals and I like drawing. I like forest schools as it's fun and we're learning without knowing it. Learning how to work together without realising. Taking in new information.

I think it was probably in Maths as I got what I wanted to achieve in it; can't remember what band that I got to, but I did it. Hard to decide one. Physical experiments - County High the second term.

2. How do you feel about making mistakes?

Fine. Quite happy. It's ok, keep trying, never give up so you know what you can improve next time to get it right.

I feel like it's good and Miss has told us this millions of time, it's better to make a mistake than getting it right as you're not learning anything. If you make a mistake, you can then learn from your mistake. If you didn't make a mistake, you already knew it.

Happy because if you make mistakes it's good and you have to just keep trying. It's ok to make mistakes - it's not like it's the end of the world.

I sort of feel happy and sad; happy to learn to do it differently, bit sad as got it wrong. I think same, you learn how to do it more; if you copy and get it right, just copying. If you didn't know how to do it, when you have a question when you're not with anyone else, you wouldn't know how to do it and would lose marks if it was a SAT paper.

I don't feel sad or happy either - kind of a mix in between. What Pathways? When you correct it get more stuff into your brain, when you get it wrong, get more stuff into your brain as you know it's not the answer so you're learning the right answer..

I feel a little bit, I feel ok, but I just feel like I need to correct a bit more. I feel happy as it then it teaches me it's a mistake and next time I can get it right and get every bit green instead of orange.

Kind of disappointed and kind of happy at the same time as if you make a mistake you can learn from it. (*Neurons?*) Different ones connect to the other ones.

I like mistakes because they help me learn. You learn from your mistakes - that's a well known phrase. When you make a mistake, you know it's a mistake but then you use that to improve, to see where you've gone wrong and to change it.

Good but bad. Good as I know I can learn from it but bad because I might keep trying but keep getting it wrong. Kind of like me with my touch-typing - I got 7% last night.

3. Are effort and learning connected? How?

A little bit as we try our best to learn in our lessons. *Is there anything where effort isn't needed to learn?* Playground. You play, football and javelin.

Effort and learning are connected because - this kind of links up to the qu. 2 underneath - they are connected as when you learn and you get it wrong, as least you made an effort. Effort affects learning because - I don't know how to pronounce it - I got it in my head but I don't know how to pronounce. Is it possible to learn without making effort? Sometimes. When Mrs Bradbury took us to Hadley Hills for the last half an hour. You're learning everywhere you go really. Remember in Year 1. Mrs Hall gave a lesson in Hadley Woods about keeping safe. Things like wood blocking the way and if you don't abide by the rules, consequences can happen. *How does this work in the brain?* Your brain is the big balls with loads of little wires. That wire needs a rope across, the more you do it, they'll be another line in your brain. 78x definitely know how to do it. 98 little neurons all coming out of your brain. Like sitting here, we've only had 3x doing it but not nervous, got better first time actually. The problem is when you actually learn a new thing. Like leapfrog- you've had to learn how to jump over someone, how long...

I think yes. I think yes as well. Because you always have to work hard to get a golden award - you have to learn to get a golden award and a pen licence. *What happens if you put more effort into your learning? Learn more or less?* More. *Neuron links?* You're sending your first bridge across. When you first go to school, you're learning something.

Well yes because if you don't put effort in, you won't learn. If you're not putting all your effort in, you're not really doing anything, just sitting there writing and not really thinking. *What is happening in the brain? Neurons?* Could be linked to neural pathways possibly by - maybe there's a pathway for effort and if you're not using your effort you'll probably be copying and won't be learning. *Pathway?* It goes lower down - you go over it and over it again, it sticks in your head.

Yeah as you have to put effort into your learning. *Is it possible to learn without effort?* May be but you don't learn more.

In learning you do make mistakes, I've known a lot of people say to me I didn't get that the first time, they tried to get it the second time and got some right and third time they got it all right.

You're learning and trying to understand learning at the same time. I think they are as if you're learning you're putting all your effort in - want to get good levels and do well, and get a good job, you'd want to get a lot of stuff right. You're listening to the teacher and learning new things everyday. *Is effort necessary to learn?* Depends. *What does it depend on?* What kind of lesson it is, as if Art you put effort into an animal say but... Hmm not sure. *Is there ever a lesson where you don't need effort?* Actually no. As every lesson you need to try. You get better and better. If you try really hard at running, you could be as good as Usain Bolt.

Yeah because you're making an effort while learning. If you don't put effort into your learning, you won't end up learning anything. *Can you explain learning in terms of pathways in your brain?* You cross the pathways and the more you cross, the easier it becomes.

Learning outside connected to inside school: good at computers outside of school, probably good inside school. *Do you think effort and learning are connected?* Definitely as you learn all the time - you put effort in so you can learn it. *Neurons - how does this work?* If you keep trying it'll begin to grow and then keep trying until you get it right and then it'll make a link.

4. Hadley Woods was new this year. How do you feel about this area? Have you used the area in your lessons?

Yes we have - sometimes during Forest Schools. Make our own beds. Also practising the movie of the Sword and the Stone - we had to do it in drama. Jack and the Beanstalk.

Yes we have - like I said a minute ago.. And measuring. Measuring around Hadley Hills - wasn't it 38 metres. Also I kind of think it's fair on Hadley Hills as you normally have at least 2 people on there each time so they can help each other and you're not on your own!

Yes - because once we were learning about Sword and the Stone and we had to go on Hadley Hills and make something and play it. I think Hadley Hills is ok but it usually gets too crowded and we have used in learning - like in Science we had to use our senses, blindfolded to get around Hadley Hills.

I like the area because it's good for playing in and you can work collaboratively in it to build dens, and you can use it in your lessons like for reading your books and doing plays together. I really like it as it's not just for playing and jumping around, sometimes you go there in your lessons and bring your magpie books and you can write down everything you're doing and why you like being on Hadley Hills.

Yes in maths when we did the compass, and you Miss Cole, when we went out in Literacy.

Yes. We done den-buildings and I think, I wasn't in the maths lessons but I think they go to HH in their maths lessons. And this lady came in and she taught us how to hold stuff properly and everything. Risky stuff.

Yeah - quite a bit. We went out and talked about life and high school. *Could you have done that in your classroom?* Yeah. But more fun outside and more people enjoy it.

I love Hadley Hills because you're having a lot of fun and you're also learning, but you don't know it. When we do forest schools we sometimes go on to exercise. Year 6 sleepover. *Can you think of any examples of learning where you were out of your seat, or classroom (not necessarily Hadley Hills)?* Drumming, wire thing in ICT - we had strings and someone was the server and we had to hold the other end of the string. We actually got to see the server. *Better or not better for being out of your seat?* Better- sunny! You don't want to be in your seat all day - you might get stuck! We've got a whole school and you wouldn't want to just sit in your seat for the whole school time.

Yeah - we used it on book day, we used in maths before we had to make a game to help us remember decimals, fractions and percentages, in Literacy to practise Anansi stories. Science - we went outside but not Hadley Hills. *(That's ok - tell me about any experience out of your seat, or classroom). What do you think about this area?* I think it's good

(Hadley Hills Lunchtimes) . I think sometimes if you've not really got a game to play, it's not as fun. Can sit in the tunnels which some people think is fun. More activities - den building equipment as always in a locked shed. Plus there are cool ladders that make good games - me, Charlie and Alfie played army and used them for stretchers and we could use for fun toys. One bit I really like in Hadley Woods is the tree when you can do what you want, there's a little bit under a tree that's little but big - that's new - where you can sit underneath and chat to friends with blankets and teddies.

5. Is it true that sitting at a desk is the only way to learn?

Well no, because you see it's just wood. You can also play maths games and then you're learning. Writing for Literacy - whiteboards on the floor.

You can learn anywhere you go. This isn't even a desk but we're still learning but don't know how. Standing - can learn. But not RM Maths as you have to sit down for 15 minutes. Changing your book - go to the library.

No because you can learn on the carpet. Kind of as if you're just going to sit there, you won't learn anything.

I don't think it is because if you're just sitting at a desk writing your still learning but not as fun as being outside and learning. It's not that fun learning at a desk. If you were outside you'd still be learning but it would be a bit more fun. *Is there a time and place when it is better and makes more sense?* Assessment and test. Concentrate more without people talking to each other outside. Might be too light to see your book outside.

That one kind of has the same answer - just because we learnt maths on there and we can do Literacy. Maybe one day we could do Science on there and learn about bugs.

No, you can learn in all different ways. You can learn on the carpet, outside, in the hall. You can learn in the dinner hall - all sorts. Even in the corridors.

No! When we do P.E. we're outside and learn, and go and experience new things, like Science learning about flowers go outside. We go to Hadley Woods - you do stuff outside as it's outside.

No! You can learn outside, on Hadley Hills or whatever. P.E. you're learning you're running about and you're moving. *Can you think of a time when sitting in your seats is the better and more fit for purpose?* SATs and tests as you're not allowed to get out of your seat and you have to stay put and focus - get your head in the game. *What about writing your final story?* Yeah. But if you're writing a draft of a story and it it was nature you'd like to get up and find your story-hill. *Would you be able to write a story in a quiet condition but outside for example?* If you're writing a story about nature you could be in the surroundings you're writing about, and that will probably, actually, it *will* help you.

Definitely not! When you're out at swimming, you're learning the technique of how to swim. Hand-up, stand-up, you can learn from that - you don't have to be in your seat to learn. You can stand-up and learn.

6. Is there anything else you want to say about your lessons and learning?

Some of them are quite fun. History, Science, Geography, ICT, Maths, Literacy. And loads of others.

When you're learning it might not seem like you're learning. Because when someone stands and is running about, and they've never played that game before, they are still learning the game. Even if you're running around - you're still learning. Because everything you do is learning. If it's a new game, someone tells you what to do. The more you play, the more you can do without instruction.

Maybe we can do a bit more things outdoors as we're usually squashed inside. I would like to have more time in Hadley Hills, like lessons.

I think with all the questions it's asking if it's fun. But I think with learning, you don't really realise you're learning as you're having more fun than just sitting at your desk - it's more fun while you're doing it.

Not really.

No.

I don't think so. I think we've covered it all actually.

They've got 'funner'! Last years was lessons, but this year more fun instead of straight on learning. They've added a twist. *Theme books running all day- do you think this is part of it?* Last year different bks for everything - some hardly used. Everything connected to theme now goes into theme so it's a lot easier to do it. Is theme more connected to Literacy now? A bit yeah and also more connected to our art as we design the front covers and back - we're doing tinga tinga art at the moment.

The levels are a bit harder to know what you are. As it's bands it's harder to recognise and learn.

7. Which of these group learning structures has your class used?

Rally Coach Think, pair, share Hand up, Pair up, Share Round robin Bagel Stand-up, Hand-up, Pair up! Line-up Stand and share Corners Any others

Rally coach, Hand-up, Pair-up, Share, Line-up, Corners: money, maths ladders, jobs to vote on. (Also group-work where pupils share a big piece of paper - similar to bagel). Line up - height, smallest to tallest and birthdays.

Rally coach quite a lot. Stand-up, hand-up, pair-up. *(Have used bagel - just didn't know the name)*. We use a big piece of paper and all do a bit of work in the corner. Put all your ideas together into a sentence. *(Gave an example)*. We did that in Year 1 - we all had a number card and we had to get in order.

Rally coach - definitely. Hand-up, pair-up share. I think those are the two we've used. *(Checked Bagel and has been used but name unknown)*. We've done that in Miss Murphy's. *Line-up?* - We've done that in Letters and Sounds - alphabetical order.

Rally coach, think-pair-share, stand-up, hand-up, pair-up, stand and share, round robin - might have been in maths.

Stand and share, think-pair-share, hand-up, pair-up, share. Rally coach in maths. *(Checked Bagel and has been used but name unknown)*.

Think-pair-share, Hand-up, stand-up, pair. We've paired up quite a lot. Rally coach on a Friday. *(Checked Bagel and has been used but name unknown)*. *Line-up?* Smallest to largest, age and letters. *Corners?* I think we've used that last year in the hall.

Rally Coach (maths), Think, pair, share, stand and share, bagel, round robin, stand-up, hand-up pair-up - one of the ones we use the most.

Most of these: we've done think, pair, share, bagel, stand-up, hand-up, pair-up, stand and share and rally coach. We've just been introduced to bagel - Miss Thurston taught us. We've done the majority of them but we don't know round robin, corners or line-up.

Rally coach, think-pair-share, hand-up, pair-up, share -we always used this one, stand and share, round robin: haven't heard of it, bagel I haven't heard of - *Have you used a big sheet of paper to write on where you all have a corner?* Yes. *Line-up (Gave an example)* Oh yeah. Corners a few times.

8. Do you think you've improved in how you work collaboratively? How and why?

Not sure - we always help people in all our subjects, and if they're sad we help them. Yeah. but mostly the Year 1s haven't done it.

Working collaboratively you need to be working in cooperation as if you're not using cooperation your group won't be doing anything except arguing and Miss will come over and tell you off then you'll have to do it so better off just doing it in the first place.

I think that I have as I always let other people go first before me. Sometimes I let people in front of me, and sometimes the other way. *Do you think you're working well with each other in those groups?* Yes.

I think I have as as you do more working collaboratively, you get more friends and the people you're working with, they can also get more friends.

I think I have been better at working collaboratively as I used to try and be the boss and do everything. But now we take turns and use stand and share and stuff instead of interrupting each other.

I'm not sure. No - not sure.

Explained what collaboratively means. Do you think you've improved? Yeah. Probably, everybody in the class has improved. When we did hand-up, stand-up, it was a good game as as everybody in the class improved their ideas.

We've improved because when you share ideas, the other person might have good ideas as well so they give you better ideas, like when you're writing something. If you tell someone something they don't know they now know that and they could use that information another day. *You think there's a purpose... As well, do you think your ability to work effectively with other people has improved?* I don't really know. *Do you think you were capable of working well in a group already?* Yeah. I like working in a group more than by myself. You work on your own you don't get as good ideas as may be your partner has. Help if you're stuck. Get ideas.

I think we have as we've been working in groups more often. Last year we didn't have kagan groups and the only way your work would be shared and people could magpie was that the teacher would pick it and read it to the class. But now we have this kagan stand-up, pair, share go round with your work and high-five them and it's another way to tell them.

I think I've improved as we've learnt loads this term and it's been really good. *Do you think you've improved in how you work effectively together?* If we have a problem with someone, teachers have fixed it. I remember in Year 1 and 2 you have to write a sheet about what people like about me and I wrote help me to work in groups! *Do you feel you work well now in a group?* Yes.

8. When have you used your thinking and questioning skills recently?

Mostly everyday. We don't normally use planner much - only when we're making stuff. Or is that creation - both. Planners is about when you think what you're going to do. Gingerbread with that icing on it. *Questioning skills?* When you try to think how you're going to say the question - like how are you today.

Today, because you have to think about your yearbook and Wisdom is think wisely.

Maths day - for Art we had to use our thinking skills we couldn't give up on the things we had to do. When we made the watches, we had to give someone next to you a time and they had to put it on their watches.

I think I've done it today in class without realising - like I think I ask questions everyday without even knowing it.

I think I asked questions today, and yesterday in maths. Well in maths I had to ask - at Mrs Harris' class when we were doing radial symmetry - I had to ask as I didn't understand - as I'd folded some of the paper, which you were meant to do, but didn't know what to do next so I asked her and she helped me understand how to use it.

Forest Schools - when we were making a den - me and Joshua had a thought: What if we put a stick over the tree and tie it? Sometimes we use thinking skills when we're creating stuff.

Literacy - we were doing writing. Writing is probably the best thing everyone's improved. Joining, everyone is thinking about their letter formation. Some people's goals are to try and get a pen licence.

Yesterday, African drumming - thinking skill of creation to make new patterns and beats. Not sure about questioning skills. Ah in the Victorians - we wrote down questions when we met Queen Victoria that we'd ask her.

When we were doing that bebo thing. PSHE as well - we've done these things with videos that make you think about what happens - philosophy. We do quite a lot of that, not one last week though.

Lion King - making an annual book and we have to do an interview. Yesterday, I asked lots of questions at the High School I'm going up to.

9. What do the adults in your class do that helps you learn?

Tell us how to do it. 3 b4 me. 3 kids then the teacher. If they say they don't know, ask teacher. They always tell us don't give up, and we never do.

Sometimes they come over and help you with some ideas. Children can be like adults by helping. Something I saw on a sheet before was someone who didn't even know a person, they're still going to help you. The role of a teacher is basically a kid but a kid that's very helpful and a kid that's old.

They help me if I can't spell a word they sound it out. When I'm stuck, the adults help me by explaining it to me again, then I'll be able to do it.

The don't just explain it - instead of saying this is what you're doing so you need to work on this, they actually help you do it rather than just saying here you go, work. Like in Mrs Harris' class - she didn't actually do it for me, she explained how to do it.

They help us persevere as they not push us- well not push, well yeah push us. They mark our work so the next day we can use a purple pen as if we didn't mark it and try to do it again we wouldn't learn as much.

When we make a mistake they help us, put our hand-up and if we don't understand what they said they'd come and explain. Say I spelt but wrong, and you didn't know how to write it, they'd come up and say both of the words for you, you'd think and you'd write one down and they'll shake their heads if it's wrong and nod if it's right. If you get a spelling mistake wrong, they'll come and chunk it up and use chunky monkey or stretch the snake and they'll help you to chunk it up.

Encourage us. Show us examples of what people have done before. If you're stuck, they help you.

If you're stuck on something they will help you. They'll go through it. Sometimes in other situations they'll go through it fully but they don't just tell you briefly and walk off!

They keep telling you to persevere and if you don't understand, repeat things. They make fun activities - don't tell Mrs Williams that! I think maths is the number one not to say it's fun! There's a poster over there that says maths is fun!

10. Can you tell me about the key skills needed to be good at different things. What key skills does an artist need? A historian? A designer?

How are key skills different to thinking skills?

Historian - a bit of learning - you learn history stuff that you don't know in the past like Hitler a long time ago wanted to kill everyone except with hair and blue eyes so he wouldn't kill you as you have blue eyes! Elizabeth I mum Catherine of Aragon was executed and she had a little picture of her mum in her ring - only found out when she died. All of Elizabeth I child's were Elizabeth apparently and Henry I and George. Also the four King Georges were all dads connected together. King George 1st, 2nd. King George 3rd was really funny. Henry VIII was really fat. *Where did you find out all these facts?* Hitler from my mum and Elizabeth (and rest) from Mrs Bird. *Key Skills an historian needs?* Date of birth, age, days and months. *Artist?* What time they do it for, Maths how long the dress has to be. Don't use a ruler just know how straight and long it is. People that design dresses - make clothes and make it 3D. What is the difference between thinking skills and key skills? We don't really know. Key skills are helping for more people and thinking skills are always on our walls to see which ones you've done. Percy, Wisdom etc. *How do you find out your key skills - say in an art lesson?* Keeping line straight - that's Henry's one. Mine is using a ruler. *Like targets?* Yes, set by the teacher for Maths and Science.

Thinking skills are helping your learning on a certain thing. But with key skills, it's kind of the same but you need to learn everything - thinking skills are one along the way which is easier. Key skills are only there if you really want to learn them. Artists need to stay in the line carefully. Key skills sheet with an artist - be very careful. If using paint, not too much paint as otherwise it'll start to drip down. Historian - not sure. You have this big book and you read what happened in the past. Very careful to make sure you got every bit and not miss out words. If it said a very long time ago, dinosaurs ruled the world 2 millions then if you read that as in dinosaurs were around billion years ago - won't really make sense. Better for an historian and designer to be careful. Even though it's a hard job, and they like doing it, it takes a lot of practice. Technician, computer. Chair design easier as you Computer design looks better and it could turn out differently. If you wanted to be a designer, take practise to do the sewing, knitting and things like that. Planner would help you to plan it first on a sheet of paper. Also, with the thinking skills, planner helps you to do everything, like writing. Cerys (picture display) planned first and tried to do something. Like forest schools, Mrs Hall must have actually planned it before she did it, otherwise she'd be cutting out every 5 minutes through the lesson.

I think key skills are different to thinking skills as you need to do different things. Not giving up isn't a key skill. *Artist?* Creation and yetti (Noah) *Hannah* - they're thinking skills. *When you have an art lesson in school, what kinds of things are you taught to do?* How to draw things 3D. *Historian?* Things about the past, in the olden days. *Designer?* Draw things properly. Paint things. Design things.

Key skills are what you need to be able to do something like if you're a designer you need to know what things go with other things, if you're an historian you need to know about the past. Thinking skills are to help you with doing that stuff. An artist needs key skills for how mixing colours. Thinking skills are different to key skills - thinking skills are what you're using in your brain and key skills are what you're using in life.

I think key skills help you a bit more than thinking skills. They help you think and they help you, say design in your imagination. They also do that with thinking skills. *Examples of key skills?* Artist - using different materials, if you were using paint, you could mix up different colours and see what it makes. Historian - looking back at different times. Designer - getting all materials and putting them together. And planning.

An artist needs... when you do a new thing, like today, our class MH for our Science was drawing, we had to actually look up close, you couldn't just do the things that were in our mind and quickly sketch and write it down, you had to look carefully because just a normal flower and leaves. We found out the leaves actually have tiny bits coming out like there. Sometimes you can sketch it out on a first draft, then a second draft then a third one. Then by the fifth draft, you've probably done it. Like Austin's butterfly - he started with a bad butterfly, but then he did pointy wings, then improved the shape and then by the end he coloured it and it looked perfect so he improved on all different ones. Historian? If people listened more, they'd learn more things. About the past. Designer designs all different things. If he wanted to make a top, first draw it on a piece of paper. Then find a bright colour wool. Get the wool and stick it. *Are they different to thinking skills?* They are a little bit different - thinking skills need to listen and key skills, you need to remember full stops. *When do you use your thinking skills?* Literacy, Maths, Art, sometimes you have to remember.

Key skills are skills that you might use in every lesson. Thinking skills you wouldn't really use in like P.E. Artist would need creation to create different paintings; if an artist used one painting all the time it would be boring and no-one would buy it. *Are there any specific key skills for an artist that are different to thinking skills?* I'm not sure. *Where could you find out which key skill you're trying to improve in a lesson?* Not sure. *Walt?* Oh yeah. Like design and create an African sunset. Historian - memory. History also planner like building a park and tell the builders what they want like need shapes etc. Designer same as an artist. Invent new things. Design new clothes and stuff.

Key skills are stuff that you do in lesson, basically objectives, that you need to master. Thinking skills used for everything. Key skills are used for different activities like artist etc to master a subject. *Art key skills?* Light touch to your pencil for drawing - technique. *Historian?* You need to remember dates and details and stuff. Probably a lot of questions - if you found an old penny from ages ago you'd need to ask a lot of questions about how it's made etc. Designer - think carefully how you design stuff - creative, not too big or small or explode. *Would you consider who you're making it for?* Well for a jumper would have to fit that size person, or you make a ton of different sizes.

Artists needs to have a wide range of thoughts, so does a designer but the historian they need to dig up loads of stuff and learn what they're talking about. The artist doesn't have to think about it so much, they need to think of ideas and to concentrate. We used thinking skills in all kinds of lessons, like art creation and history memo.