



PANYADEN
INTERNATIONAL SCHOOL

Term 2 Report

Academic Year 2024-2025



Thanakorn (Tigger) Limapornvanich

Year 7

Present	Absent	Partial
98.33%	1%	0.67%

Explanation

Attendance

We expect students to maintain attendance above 90%.

- **Present:**
The student was present for the entire class period.
- **Absent:**
The student was absent for the entire class period.
- **Partial:**
The student was either late to class or left class early.

Achievement Grades

- **Knowledge:**
What students know
- **Skills:**
What students are able to do
- **Understanding:**
What students are able to understand and transfer to different contexts

Learning Habits Categories

- **Organisation:**
Time management, preparation, strategies for learning, goal setting
 - On time for class
 - Follows-up thoroughly after absence
 - Prepared with all materials
 - Hands in complete assignment
 - Uses rubrics to independently set goals and determine next steps
- **Engagement:**
Participation and involvement in learning and reflection
 - Attentive and actively engaged
 - Listens carefully to instructions and feedback
 - Work with care and attention to detail
 - Prioritizes responsibilities focuses on tasks set and uses class time effectively
 - Displays perseverance when challenged by the work
 - Seeks clarification or assistance when needed
 - Reflect on learning and takes action to improve
- **Collaboration:**
Working cooperatively, respecting others, shared decision making and taking action
 - Participates positively, facilitates cooperation, and makes valuable contributions
 - Listens to others, respectfully articulates differing feelings, beliefs, viewpoints, ideas
 - Remains positive even when group decisions do not reflect own thinking
 - Emphasizes collaboration and focuses on shared decision making
 - Does their part to achieve a positive outcome

Please note: Achievement and Learning Habits are assessed and reported on independently from each other.

The 1-7 Achievement Scale

7	Always demonstrates in-depth and comprehensive knowledge and is able to faultlessly apply this knowledge to a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation in an insightful and/or creative way.
6	Demonstrates consistent and detailed knowledge and shows a substantial ability to apply the knowledge and skills to a wide variety of situations. There is evidence of analysis, synthesis and evaluation. There is some evidence of insight and/or creativity.
5	Usually demonstrates sound knowledge and accomplished ability to apply the knowledge and skills in a variety of situations. There is some evidence of analysis, synthesis and evaluation.
4	Demonstrates reasonable knowledge and ability to apply knowledge and skills most of the time. Reasonable ability to apply and transfer these in most situations. There is some evidence of analysis and synthesis.
3	Sometimes demonstrates basic knowledge and skills. Partial ability to apply the knowledge with minimal support. There is some evidence of analysis and synthesis.
2	Demonstrates basic required knowledge and skills. Ability to apply knowledge and skills with support. There is little evidence of analysis and synthesis.
1	Demonstrates very little knowledge and skills. Incomplete ability to apply knowledge and skills with substantial support. There is minimal evidence of analysis and synthesis.
N/A	Not Yet Assessed.

Learning Habits Descriptors

Exceeding Expectations	The student has met and, in some cases, surpassed requirement.
Meeting Expectations	The student has met requirements to a satisfactory level.
Working Towards Expectations	The student must address one or more elements to meet a satisfactory level. Please see the teacher's comment.

Service Learning

On Track	Student is on track to complete requirements.
Not On Track	Student is not on track to complete requirements.

Buddhist Education

Supharada (Yuyii) Phasataroj

This term's Buddhist Education course moved from discovery to risk to creativity. In Unit 3, Discovery, students unpacked the Four Bhavana, linked them to the Wise Habits, and used walking meditation, sharing circles, and reflective journals to connect the ideas to daily life. Unit 4, Risk, shifted to emotional awareness: lessons on recognising triggers and choosing skilful responses led into peer-teaching workshops where small groups designed games and activities to practise Kaya Bhavana. The peer-teaching model continued in Unit 5, Creativity, showing how body cultivation can happen through a wide range of games and activities while giving students a chance to build leadership and lesson-planning skills. The year closed with each learner writing a brief note of appreciation to every classmate, reinforcing kindness and a supportive community. These activities built self-awareness and practical skills for living the school's values beyond the classroom.

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Tigger consistently excelled in Buddhist Education this term, demonstrating a profound understanding and application of the course material. In Unit 3, Discovery, he not only grasped the Four Bhavana and their link to Wise Habits but also actively integrated these concepts into his daily life, reflected thoughtfully in journals and shared in Kalyanamitr circles. During Unit 4, Risk, he showcased exceptional emotional awareness, skilfully recognising his triggers and consistently choosing wise responses, often demonstrating a deep understanding of the 5 Precepts and the Angulimala Story. In Unit 5, Creativity, he brilliantly applied Buddhist principles to nurture creativity; he was evident, reflecting a comprehensive mastery of Kaya Bhavana. His active participation in the Visakha Puja further highlights his dedication to living the school's values. Please keep up the good work and attitude in the next term.

English Language and Literature

Aaron Douglas Davis

Year 7 English Language and Literature students finished Unit 3, Discovery, by writing book reviews about the novel *Wonder*. Through this, they worked on the writing process of planning, organising, writing, and rewriting. In Unit 4, Risk, students returned to the world of folk tales, reading and analysing the novel *Where the Mountain Meets the Moon*, which tells the story of a young female protagonist and the risks she takes. By re-examining core concepts about the elements of stories and literature explored in Term 1, students strengthened their understanding and honed their analytical skills of folk tales in Term 2. Unit 5, Creativity, consisted of a student-choice book project, with each student choosing a text to read, conducting a comprehensive analysis of the text through various literary elements, and writing a persuasive essay on their book. Through these units, students not only enhanced their critical thinking skills but also fostered a deeper appreciation for diverse perspectives and the power of storytelling.

	Grades
IMYC: Achievement Grades	
Knowledge	7
Skills	6
Understanding	6

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Meeting Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Tigger is a delightful and highly intelligent student who consistently impresses me with his extensive vocabulary and prior knowledge. From the start of the course, he demonstrated his understanding by defining challenging words during our reading of the novel *Wonder* in Unit 3. His ability to break down figurative language and interpret signposts during literature circles encouraged his classmates to think more deeply about the text. While Tigger usually maintains focus, there are rare occasions when he can become distracted and waste time socialising with friends. For Tigger to enhance his learning experience, I encourage him to stay engaged and continue pushing himself even when he is tempted to be playful. During Unit 5, his analysis of the Sherlock Holmes book reflected his potential for critical thinking. By working on his focus, Tigger will only become an even stronger thinker and speaker. I am excited to see how he continues to develop throughout the rest of the year.

Final Grade

6

Life Skills

Alan Gordon Fleming, Keri Nicole Risien, Lindsey Erin Long

Throughout Term 2, students engaged in three diverse Life Skills units. Unit 3: Discovery, aimed to equip students with knowledge and skills for making conscious decisions about sexual health and relationships, covering sexual reproduction, puberty, healthy relationships, online safety, and gender roles/stereotypes. Unit 4: Risk, focused on personal well-being and healthy relationships. Students explored cooperation, collaboration, conflict resolution, the Wellness Wheel, setting boundaries, active listening, respect, and considering diverse perspectives. Interactive activities and discussions helped them understand how these elements contribute to wellness and growth. Unit 5: Creativity, looked into healthy living and creativity. Students discussed eating habits, balanced diets, active living, and the important role of sleep. Emphasis was placed on balancing schoolwork, leisure, exercise, and online activities. Creativity was fostered through activities encouraging innovative thinking by combining concepts in new ways, equipping students with practical skills for a healthy and creative lifestyle.

	Status
IMYC: Learning Habits	
Organisation	Meeting Expectations
Engagement	Meeting Expectations
Collaboration	Meeting Expectations

Teacher Comments

In Unit 3, Life Skills focused on Sexual education and online safety. Tigger was fully engaged in all activities and tasks throughout the unit. At times, Tigger's questions demonstrated his maturity and intelligence; at other times, his questions were used for the purposes of comedy. Nevertheless, his willingness to question and engage made the challenging content in sexual education easier to manage for many of his peers. Tigger has demonstrated a strong understanding of the key concepts covered in the Risk and Creativity units. He produced high-quality work and displayed insightful thinking around well-being, healthy relationships, and balanced lifestyles. While his classroom engagement was occasionally inconsistent, getting distracted by talking with peers, the work produced reflects a high level of comprehension and creativity. Encouraging more consistent attention during collaborative activities will further enhance his learning experience.

Mathematics

Owen Haywood

In Term 2, students explored real-world applications of mathematics through data analysis and algebra. In Unit 3, they learned how to collect and analyse data, create bar and pie charts, and calculate measures of central tendency and spread. Using tools such as Google Sheets, they interpreted global data sets including GDP and the Happy Planet Index. The unit culminated in a project where students evaluated different measures of success used around the world and argued for which indicator best reflected wellbeing in modern society. In Unit 4, students were introduced to algebra and coordinate geometry. They learned to write and simplify expressions, solve basic equations, and model real-life situations. This unit featured a concurrent project in which students tracked and graphed plant growth using coordinate plotting and spreadsheets, reinforcing both algebraic reasoning and data representation through hands-on investigation.

	Grades
IMYC: Achievement Grades	
Knowledge	7
Skills	7
Understanding	7

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Throughout Term 2, Tigger applied himself to learning in Statistics and Algebra. He demonstrated a clear understanding of how to organise and analyse data. His skills in transferring data into visual formats, such as pie charts, were well developed. His Iceberg analysis showed developing insight into underlying systems and trends. He showed confidence in recognising key elements of statistical representations. He confidently used spreadsheets to organise data and generate meaningful graphs. He made relevant connections between indicators like GDP and the Happy Planet Index. He developed foundational knowledge in manipulating symbols and expressions. He applied methods such as substitution and simplification in his work. He showed early understanding of the role of algebra in generalising patterns. He built his understanding of algebraic notation and basic expressions. He is learning to solve equations through step-by-step reasoning. He is developing the ability to interpret symbolic relationships graphically. To continue developing his mathematical thinking, he should focus on improving at plotting straight line graphs. With continued curiosity and focus, he can deepen his mathematical understanding further.

Final Grade

7

Media and Communication

Linda Breard

This term in Media and Communication, students advanced their skills in storytelling, visual literacy, and performance through three engaging and creative units. In Unit 3, they reflected on their Week Without Walls experience by crafting a personal narrative and presenting it visually, connecting lived experience to the unit's big idea. In Unit 4, students researched and performed a "Living Museum" piece, bringing to life a personal experience, character, or concept. This allowed them to explore voice, movement, and staging while deepening their understanding of performance. In Unit 5, in collaboration with the Music teacher, students created a short film expressing their interpretation of the unit's concept of Creativity. They storyboarded, filmed, edited, and designed soundtracks—choosing to remix a song, score a book, or soundtrack a trailer. Using tools like Bandlab and Canva, they developed key technical skills to sync audio and video for a polished final product.

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Tigger has exceeded expectations in Media and Communication, consistently demonstrating creativity, leadership, and initiative across all units. In Unit 3, he wrote a compelling personal narrative and contributed engaging ideas for the group poster project, helping to shape the class's visual representation of their Week Without Walls experience. His "Living Museum" performance was well prepared, with a strong link to the big idea of 'Risk' for this unit. In Unit 5, he is producing a high-quality movie trailer, confidently using digital tools such as Bandlab and Canva. Continued development could involve exploring more abstract narrative forms and mentoring peers in collaborative work.

Music

Junho (Wes) Lee

In Term 2, Year 7 students explored the Big Ideas of Creativity, Risk, and Discovery through three dynamic music units. They began by developing rhythmic literacy, ensemble skills, and musical form by composing and performing group pieces using standard and everyday instruments. Improvisation and dynamic contrast helped them express stories through sound. In the second unit, students focused on overcoming performance challenges by using BandLab to self-assess recordings and build confidence through techniques like breathing and visualisation. In the final unit, they applied their musical understanding in a Digital Audio Workstation (DAW) project, choosing to remix a song, score a children's book, or soundtrack a movie trailer. They planned, recorded, and mixed original compositions while learning about loops, structure, and effects. Throughout the term, students reflected on their growth as performers and creators, gaining technical skills and confidence as collaborative and expressive music-makers.

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Tigger demonstrated steady progress throughout the term and exceeded expectations across Units 3, 4, and 5 in Music. In Unit 3, Tigger showed a secure understanding of rhythmic literacy and ensemble performance, participating effectively in group compositions and experimenting with dynamic contrast and timbral variation. His work in musical form was competent, and he created structured AB and ABA compositions that reflected growing musical awareness. Tigger also approached performance development with thoughtfulness, engaging with strategies to manage nerves and use feedback constructively. Tigger utilised the DAW tools creatively, producing a structured piece that demonstrated precise planning and personal expression. His engagement in class was consistent, and he collaborated respectfully with peers, contributing positively to group work. To continue developing, Tigger is encouraged to take more creative risks and reflect more deeply on how musical choices impact the listener's experience. This has been a productive term marked by thoughtful participation and increasing independence.

Physical Education

Keri Nicole Risien, Richard Jeremy Ghent

Throughout Term 2, students further developed their physical literacy through units focused on skill acquisition, fitness, and leadership. In Unit 3: Discovery – Net/Wall Games, students refined fixed and variable skills in volleyball, badminton, and pickleball, applying tactics and strategies in gameplay. In Unit 4: Risk – Components of Fitness, students deepened their understanding of both health-related and skill-related fitness. They explored how the components of fitness are evident in various sports and everyday life. Students also developed an understanding of major muscle groups and learned ways to strengthen them. In Unit 5: Creativity – Leadership, students worked to enhance their leadership skills through the *Fit 2 Lead* programme. They applied teamwork, communication, and creative planning to lead their peers in physical activities. Across all units, students strengthened their confidence, resilience, and understanding of sportsmanship, enhancing both their physical and social development.

	Grades
IMYC: Achievement Grades	
Knowledge	6
Skills	6
Understanding	6

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Meeting Expectations

Teacher Comments

Tigger remained a highly engaged and proactive member of the class during Term 2. In Unit 3, he participated in self-assessment activities with enthusiasm, using feedback in pickleball and volleyball to improve his technique and awareness. In Unit 4, Tigger gained a clear understanding of the components of fitness and how these impact an athlete's performance. He applied this knowledge effectively in class discussions and practice. In Unit 5, he demonstrated growing leadership confidence, planning and leading a group activity with increased clarity and reflection compared to earlier terms. Tigger's confidence and contribution in class have improved noticeably. He is encouraged to continue pushing himself to lead in more complex scenarios and reflect more deeply on both personal and group performance. He should continue his progress and take on new challenges, strengthening his skills and leadership while maintaining focus and eliminating distractions during whole-class discussions. We look forward to his continued development in Year 8!

Final Grade

6

Service Learning

Owen Haywood

This term, students engaged in the full cycle of service learning by developing their own meaningful projects aimed at creating a positive impact in their communities. They began by identifying areas of need and conducting research to understand the issues more deeply. Through preparation and planning, students designed actions that were realistic, purposeful, and aligned with their values. They then put their plans into action, carrying out their service initiatives with commitment and creativity. Throughout the process, students reflected on their experiences, considering the challenges they faced, the skills they developed, and the difference they made. The term will conclude with presentations of their projects on Blossom Day, where students will share their journeys, outcomes, and personal growth with the school community, celebrating their contributions and learning.

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Tigger demonstrated growing engagement in Year 7 Service Learning through his involvement in bird conservation efforts. He developed a connection with the Lanna Bird Centre, where he built knowledge about biodiversity and the importance of protecting local wildlife. By assisting in the care of animals, Tigger showed signs of increased empathy and responsibility. He developed key skills in planning, collaboration, and communication, especially when helping to coordinate a visit from a bird conservation expert to raise awareness within the school community. His ability to link learning with real-world action helped foster a deeper understanding of environmental issues among his peers. Tigger's participation showed initiative, and his contributions helped bring attention to the value of conservation. To strengthen his impact, he is encouraged to take a more consistent leadership role in future projects and continue developing relationships with local organisations. With greater dedication, he has the potential to lead meaningful environmental initiatives that benefit both the school and wider community.

Status
On Track

Science and Technology

F Blair (Blair) Cameron

This term, Year 7 students explored science units on forces and chemical reactions. In the first unit, they examined various types of forces, distinguishing between contact and non-contact interactions. Through hands-on labs, online simulations, and force diagrams, students measured forces, calculated net forces, and analysed motion, friction, and gravity. They evaluated the role of force in a self-designed experiment, analysing data to make conclusions. In the second unit, students shifted their focus to chemical changes. They conducted experiments to compare physical and chemical changes, explored conservation of matter, and practised writing and balancing chemical equations. By investigating signs of chemical changes in different types of reactions and engaging in a creative periodic table project, students developed a deeper understanding of how substances interact at the molecular level.

	Grades
IMYC: Achievement Grades	
Knowledge	7
Skills	7
Understanding	7

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Tigger maintained his outstanding engagement and achievement in Science throughout Term 2. He demonstrated a strong interest in both the forces and chemical reactions units and regularly contributed thoughtful ideas and questions during our learning activities. Tigger approached each task with curiosity and focus, showing excellent practical skills and a strong understanding of scientific processes during hands-on experiments. In his forces lab report, he effectively presented and interpreted experimental results using appropriate graphing techniques. Tigger continued to use science terminology confidently in his written work and conducted effective research to help understand and explain complex ideas and phenomena. He worked well in group activities, where he often took on a leadership role and supported others in solving problems and exploring concepts. Tigger is to be congratulated on a fantastic year in Science.

Final Grade

7

Social Studies

Joseph Gifford (Joe) Barry

During Unit 3, Discovery, students learned about the Maya, Inca and Aztec people of Mesoamerica. Additionally, students compared and contrasted the features and development of Ancient Indian and Chinese civilisations. Unit 4, Risk, focused on the five major world religions. Students researched different religions, participated in theological and philosophical discussions, and analysed religious conflicts, focusing on the Israeli/Palestinian conflict, culminating in a critical-thinking/analysis activity called *One Land, Two Perspectives*. In Unit 5, Creativity, students learned about the history of the United Nations and the Sustainable Development Goals, completed a country profile, and were assigned to individual nations for our Model United Nations conference. Students were tasked with researching their committee topic and their country's policy and learning about parliamentary procedures, and then wrote position papers and resolutions to present during our schoolwide MUN conference.

	Grades
IMYC: Achievement Grades	
Knowledge	7
Skills	6
Understanding	7

	Status
IMYC: Learning Habits	
Organisation	Meeting Expectations
Engagement	Exceeding Expectations
Collaboration	Meeting Expectations

Teacher Comments

Tigger is an exceptional student whose maturity, insight, and strong analytical skills set him apart. During Unit 3, his podcast project on the Aztecs demonstrated thoughtful research and a nuanced understanding of the topic. He consistently made sophisticated connections when comparing ancient Indian and Chinese civilisations, and his contributions to class discussions were both thoughtful and reflective. In Unit 4, Tigger approached theological and philosophical discussions with respect and curiosity, offering perceptive viewpoints during the One Land, Two Perspectives activity. In Unit 5, Tigger engaged fully in our Ebola simulation and excelled in the Model United Nations conference, where he represented Afghanistan in the UN Historical Committee. He crafted a well-argued position paper and resolutions, and navigated a complex historical topic with impressive diplomacy and critical thinking. Tigger's wit, work ethic, and intellectual curiosity make him a joy to teach, and I look forward to watching him grow as a learner and debater next year.

Final Grade

7

Thai Language and Literature

Piti-an (Toey) Jamoosri

This term, students explored the theme of risk through personal reflection, communication, and social responsibility. They began by developing impromptu speaking skills and mapping personal experiences with uncertainty. Through an inquiry into fixed versus growth mindsets, they reflected on how attitudes shape learning and decision-making. Students then crafted biographical writing to honour inspirational individuals, sharpening research and composition skills. In the second half of the term, students engaged with the book *Lok Khong Mod Daeng, Tangwa, and Euy (Duai)* to examine the human-nature relationship, the importance of organic living, and the responsible use of social media and AI. Discussions, group activities, and creative tasks allowed them to express their ideas thoughtfully and collaboratively. The unit concluded with student-led presentations offering solutions for balancing modern technology with sustainability and well-being.

	Grades
IMYC: Achievement Grades	
Knowledge	7
Skills	6
Understanding	7

	Status
IMYC: Learning Habits	
Organisation	Meeting Expectations
Engagement	Meeting Expectations
Collaboration	Meeting Expectations

Teacher Comments

Tigger demonstrates proficiency in Thai and consistently approaches learning with focus and commitment. He has shown substantial progress in speaking and listening, and his reading comprehension is particularly effective. He can identify main ideas, summarise texts clearly, and easily grasp key concepts. Tigger enjoys sharing his thoughts, engages actively in class discussions, and is interested in contextualising word meanings. His writing is mostly accurate in spelling, though it often lacks detail and variety in word choice. While he understands the material well, his responses sometimes lack supporting details to explain his opinions clearly. Tigger is encouraged to pay closer attention to recurring spelling errors and to expand his vocabulary. As a next step, he should practise observing, questioning, and explaining ideas more deeply when reading. He completes tasks on time and shows dedication to his learning.

Final Grade

7

Theatre

Vineet Kumar Singh

In Term 2, Year 7 students explored the power of ensemble through Greek chorus techniques, further developing their devised theatre piece, *A Hero Returns*, for Theatre in Process performance on 9th May 2025. Building on their Term 1 work, students experimented with collective voice, movement, and rhythm to enhance storytelling and emotional impact. They focused on character movement, chorus unison, and vocal expression to create dynamic stage pictures and meaning. As creators, directors, designers, and performers, students collaborated closely to refine staging, plot development, and design elements. The unit encouraged risk-taking and imaginative thinking, helping students grow in confidence, empathy, and ensemble awareness through the shared act of theatre-making.

	Status
IMYC: Learning Habits	
Organisation	Meeting Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

Tigger is an energetic, warm-hearted, and highly approachable learner who, with focus and determination, has the potential to achieve purposeful skill development and fully realise his artistry. His final performance, which highlighted soldiers and paramilitary forces as societal heroes, demonstrated a somewhat consistent application of physical storytelling, voice projection, and chorus work, though his devising and ensemble skills remain in development. Tigger has shown sustained growth in skill development and ensemble engagement, and he is encouraged to continue building on this progress. Moving forward, he should align more closely with unit expectations, stay organised, and prepare purposefully for each lesson to take greater ownership of his learning as a drama maker. He is also encouraged to explore scripts, watch performances on DT+, and refine his blocking with greater precision and versatility. Wishing Tigger every success in his future creative and learning endeavours!

Visual Arts

Amy Lorraine Hanson

In this term, students built upon their observational drawing skills to create a Surrealist still life using watercolour techniques. They explored proportion, juxtaposition, texture, and symbolism to develop imaginative and thought-provoking compositions. Throughout the unit, students analysed Surrealist artworks, experimented with various watercolour techniques, and engage in creative decision-making and explored the big idea of risk to produce a final surreal artwork. In the second unit, students created a design project by developing two face cards for a newly imagined deck of playing cards. They worked individually or in small groups to design one royal card each that maintains consistency in theme and colour scheme. The design will include a flipped, symmetrical composition like traditional playing cards.. The unit emphasises the big idea of creativity as well as consistency, and craftsmanship.

	Status
IMYC: Learning Habits	
Organisation	Exceeding Expectations
Engagement	Exceeding Expectations
Collaboration	Exceeding Expectations

Teacher Comments

In Term 2, Tigger demonstrated substantial technical skills and creativity in his Surrealist watercolour painting. He showed a very good understanding of composition and created a personal and thoughtful interpretation of the Surrealist style. Watercolour was applied mostly with control, and a variety of techniques were used with growing confidence. Tigger collaborated well with his team for the Face Card Design, aligning colour and composition effectively. His design showed creativity and good attention to detail, with clean line work and consistent execution. He can further develop stronger attention to detail, which will elevate the quality and impact of his future artwork. Tigger remained focused in class, came prepared, and completed tasks in a timely manner. Overall, he is a capable Visual Arts student who is encouraged to continue developing his skills and artistic voice.