

Week 2

Grade Level Taught \_\_\_\_\_ 3 \_\_\_\_\_

NAME Ashley Freeland

*Art 309 Reflections and Thoughts about Teaching Saturday #2 Interrelating the Arts*

**Overall reflections about the first Saturday class experience:**

*In the space below, briefly address two or three of the following:*

- Select a key point on which you wish to reflect. (e. g., student behaviors, awareness of school, a successful lesson)
- What I've learned about myself.....
- What I've learned about the students.....
- What I've learned about teaching.....
- I feel good about.....
- I am frustrated by.....
- I am going to work on.....

REFLECTIONS

I feel good about the repetition and scaffolding that I designed for this lesson. There were several demonstrations and the students were asked to become more involved with each step until they were eventually practicing the concept on their own. Another benefit to all of this support was that the students were confident and eager to get started when it was their turn to try on their own.

Through this scaffolding, I learned that students really like volunteering to demonstrate for the whole class, and that student participation in the teaching process actually gets the whole class excited.

One thing I definitely need to work on is time management. These classes are twice as long as what I will have for a typical class period when I teach, and I still have trouble fitting everything in. It is better to have too much planned than not enough, but I have trouble deciding how long it will take students to complete something. Again, I think this goes back to learning more about the ability level of younger students.

1. Describe the central focus and purpose for the content you taught in the learning segment (Lesson).

In the learning segment the central focus was interrelating music and visual art. The purpose of the lesson was to make connections between these two artforms and to expand on how to create mood or feeling in works of art.

2. Explain how you elicited student responses to promote thinking and develop knowledge and skills related to form and structure, a medium of production, art context, and/or personal perspective to create and/or respond to visual art.

I emphasized that individual people have different interpretations of paintings and songs. I asked students to verbally contribute their personal perspectives when responding to Chinese ink washes, contemporary watercolor paintings, and several songs with a variety of moods. When students shared their interpretations or ideas about a painting or a song, I gave positive feedback and asked more questions that encouraged them to think deeper about why they responded that way.

3. Identify **one** of the language functions essential for students to learn the visual arts within your central focus and describe how you incorporated it into your lesson. You may choose one of these or another more appropriate for your learning segment.

Analyze	Compare/contrast	Critique	<b>Describe</b>	Interpret	Question
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Students verbally described the emotions or feelings they experienced when looking at a work of art or listening to a song. They explained the reasons for these emotions or feelings. For example, one student explained that a song made them happy because it was fast and funky. Another student explained that he thought the artist felt discouraged when making a painting because he only used black and white.

4. Identify a key learning task from your plans that provided students with opportunities to practice using the language function identified above. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.

- Vocabulary and key phrases

Looking at paintings, students practiced using the terms: abstract, realistic, mood, color.

- **Plus** at least one of the following:

- Syntax
- Discourse

During group discussion, students described how emotions or feelings are created in works of art or songs.

- Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands.

The art project itself was the main instructional support. It allowed the students to practice the language function while working hands-on with the materials. I scaffolded the students towards working independently. First, I demonstrated the process of drawing to the mood of a song for the whole class. While I demonstrated, I explained my color choices using terms, like abstract, realistic, mood, and color. Then, students had the chance to give me suggestions for colors during the second song using the vocabulary terms. Next, two students got to try the process while the class observed. Finally, the whole class practiced the process at their desks. Song choice was also an important component. At first I played songs that students had heard before, which helped them to understand the idea of painting the feeling or mood of the song. Then, I played songs that they may have not heard before, which was slightly more challenging for them. I asked how each song made them feel and what color they thought would express that emotion best and why. I observed them while they worked independently and asked individual students questions that encouraged them to use the terms.

5. What changes would you make to your instruction to better support student learning of the central focus (e.g., missed opportunities)?

The artists we talked about were selected because they were either traditional Chinese artists or contemporary artists working with watercolor.

It could have been beneficial to add artists that practiced the method of painting to music, like Kandinsky. I had a poster of one of his paintings on the wall next to the teacher example, but he was not one of the artists talked about during the lesson.

6. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research. (e.g., Dewey's view of the learner, Bloom's Taxonomy, Gardner's theory of Multiple Intelligences, Diamond's Brain research – See *Children and Their Art*, pp.6-11.).

Teaching about Kandinsky's painting method would provide a real example of this type of artwork, which could make the central focus of the lesson more relevant to the learners. Also, using the poster to ask higher-level thinking questions from Bloom's Taxonomy, students could have analyzed the painting and determined what mood the artist created based on the colors and shapes used.

7. Explain how feedback provided to students addresses their individual strengths and needs relative to the standards/objectives measured. (Give one or two examples).

When students had different feelings about the same song, I made the point that everyone is going to have different interpretations of music. I think this reassured them that they could actually paint what the music made them feel without worrying that it would be the "wrong answer".