

Alison Myers

EDF 513 - 950

November 30, 2020

Perceptive Teaching Project:

_____ I believe visual art is a language, it can communicate across other languages in a very real, visceral and emotional way. The purpose of creating visual art varies widely; for students it often becomes a way for them to express feelings that cannot be expressed in other ways. It also becomes a way for them to relate to each other through their interpretations of their own human experiences. The more personal and idiosyncratic their art becomes, the more universally others can relate to it. It is my pleasure to help share this power of communication with students through a variety of topics and processes. My purpose here is to examine who I am and what I do as an Art teacher. What follows is a brief account of my artistic process in trying to communicate how I visualize my teaching philosophy and practice, and I am grateful to have this opportunity to bring my vision to life.

Who Am I as an Art Teacher?

As I began to reflect on the question of who I am as an Art teacher, I decided that my students and colleagues would be able to provide me with insight. So, I simply asked them what their perceptions of me are. I then took their physically written responses and prepared them to become part of an artistic response to examining my perceptivity in teaching.

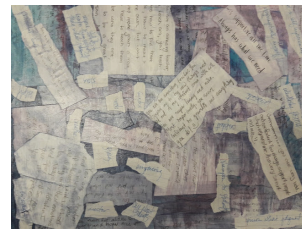
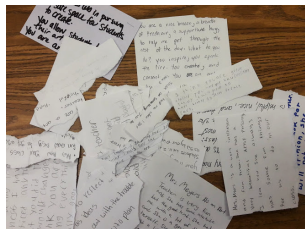
As I read through the responses given to me by my eighth grade students, I started to notice a few themes. They feel cared for as individuals, they feel free to express themselves through their artwork, and they feel that I will support their efforts either through conceptual reflection, physical demonstrations of skills, or opportunities to use materials, time, and space.

Several responses were in regard to my personality traits; it surprised me how many kids think I am funny! Overall their responses showed me that I am perceived as a caring, authentic, passionate teacher. I work hard to make a safe space for students to be able to express themselves without fear of making mistakes and feeling judged or criticized. I also work hard to challenge kids to be their best selves, and think about art in the context of their lives.

As I read through the responses given to me by other staff members, some of whom I have worked with for 10 or more years, I almost began to cry. I was overwhelmed by the positive things my colleagues said about how I structure an environment for kids to be creative and how I am a

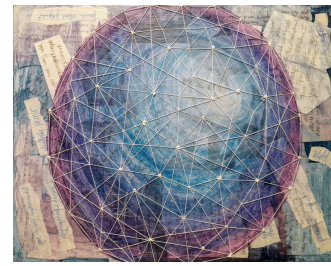
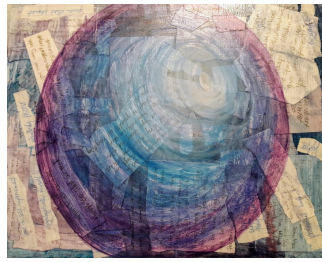
champion and advocate for what I do and the arts programming at my school. As a professional, I work to be positive, and I am dedicated to continually challenging myself to make my classroom practices better.

I took all of these written responses and I collaged them onto a canvas in layers and read through them again as I pasted them down. These perceptions of who I am became the foundation of my art piece. The base layer upon which all other things are built. The ideas of being caring, passionate, and creative as a teacher establish the underpinning of my teaching philosophy and practice.



What Do I Do as an Art Teacher?

_____I have envisioned my role as an Art teacher in various ways over the years, the current vision has been the most comprehensive and persistent. Art education is a dynamic, energetic, ever changing sphere that contains a network of connections all around the surface and throughout the inside. This web of connections intersects in hundreds, thousands, even millions of ways. Each intersection represents a topic, a vocabulary word, an artist, or some other piece of art content. Each intersection also represents a point of entry for students, a point at which they can find their way into the world of art. Whether they skim the surface of the sphere or go right to the middle, whether they move from one point of entry to another in a linear, organized manner or zing around the sphere at random is completely unique to each student. When a student begins to have an artistic experience or engage in the artistic process, they “activate” the sphere and the web of connections become like neurons that fire rapidly, and the more students explore the more they find they have yet to explore. I love that there are so many ways to connect and engage in art, and I love that I get to share this with students. There are so many ways for students to engage in the content of the visual arts, to me it feels almost infinite. What do I do as an Art teacher? My job is simply to help students find their way in...



“Dynamic Pedagogy” by Alison Myers. 2020



The final art piece is going to hang in my classroom, as a reminder to me of who I am and what I do every day. Maybe I'll get some questions from students about it, and then they can use my artwork as an entry point on their own journey through the world of art.

Lesson Planning with Purpose:

<u>BUILD YOUR HOME ART STUDIO</u> - 8th Grade Visual Arts (Remote Learning)	
Constructivist Lesson Plan:	
Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Enroll	
How will I hook the students to provide an entree into a deeper experience with the content?	I will begin by showing students my collection of recycled materials that I save for classroom use. I keep a woven bag hanging in my kitchen at all times and I collect materials for student use. Mostly it consists of paper towel tubes and small plastic containers, occasionally there are more exciting things. For this activity, students will select one item, and do a quick draw either of a scientific illustration (diagram, habitat, anatomy) or a personification of the object (cartoon, meme, puppet).
Experience	
What kind of experience can I create for students to have an initial exploration with the content?	<u>Scavenger Hunt:</u> Find recycled materials, glue, scissors, fabric, pencils, crayons, markers, paints, paper, cardboard, junk mail, magazines, etc in order to make a personal materials collection like the one that was modeled for them.
Label	
I have to make sure I tell them what they just did. Also, what kind of information must I provide in a mini-lesson so that students can illustrate understanding of the concept I'm teaching?	You just created your home Art Studio! This is how artists "Develop Craft," (<u>Studio Thinking from the Start: The K-8 Art Educator's Handbook</u> , Hogan, Hetland, Jaquith & Winner).
Emergent Understandings: How are we focused on individualized meaning making?	Developing Craft means many things, in addition to learning how to use materials, it includes learning to care for your materials, tools and studio space. As we work through our time together in online Art class, your studio space will be an important part of your experience.
	Learning to find unconventional art materials, how to use your time productively and manage care and clean-up of your art space are essential aspects of artistic behavior.
Demonstrate	
What ways might students illustrate understanding of the concept I'm trying to teach? What kinds of spaces can I create for	Students will engage in conversations and brainstorm how to solve specific problems they may have with set up (pets, siblings, location, need to be mobile between houses, etc.)

students to grapple with the content?	Students will be allowed time to set up, and asked to prepare materials of their choice for their first final artwork exploration.
Review	
How can I formatively assess that students met the learning targets while getting them to capture their thinking?	Students will take a photo or draw a picture of their home art studio and submit it in a Google document with a reflection about what was fun and/ or unexpected in this activity. They will also answer the question: "How will this activity help you with the Studio Habit of Mind, Develop Craft?"
Celebrate	
How can I wrap up the lesson + celebrate learning?	Mantra: "I am An Artist, this is my studio."
<p>Notes: The intention of this lesson is to allow students time to thoughtfully create a work space to engage in Art class while at home. The objective is for students to apply the concept of "Develop Craft" to their home Art studio, by building and caring for a collection of materials.</p> <p>Standards: Colorado Academic Standards: Visual Arts</p> <ul style="list-style-type: none"> • VA 8.1.3 - Apply key concepts, issues and themes of the visual arts to solve problems using real-world applications. • VA 8.3.2 - Demonstrate technical proficiency and craftsmanship in the creative process. • VA 8.3.3 - Utilize current and available technology to refine an idea and create original and imaginative works of art. • VA 8.4.1 - Interpret the ways individual makers become agents that express the interdependent relationship between art, culture and social contexts. <p>Materials: Collection of recycled and unexpected art materials to share with students, photographs or examples of scientific illustrations and personifications of everyday objects, photographs or examples of my children's and my home studio spaces. Students will need access to internet and their supplied sketchbook.</p> <p>Time and Space: This lesson will take one 50 minute class period, and will take place in student's homes while they are engaged in remote learning. Possible extension activities could include presentations about artists who utilize recycled materials (El Anatsui - Nigeria, Francis Mutua - Kenya), or expansion on cross curricular connections: scientific illustration and personification.</p>	

GRATITUDE ILLUSTRATION - 8th Grade Visual Arts (Remote Learning)

Integrated Social Emotional (ISEL) Lesson Plan:

Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Integrated Social Emotional Objective & Student SEL Objective	
What academic content am I going to cover? What SEL skill(s) will I focus on? How can I create social emotional experiences to help students mediate the content? What kinds of personalized objectives am I hoping students will create?	<p><u>Academic Content:</u></p> <ul style="list-style-type: none">• Students will apply elements of art and principles of design in their final artwork• Students will express their ideas using symbolic language <p><u>SEL Skill:</u></p> <ul style="list-style-type: none">• Self-Awareness <p>Students will create an illustration that shows 5 or more things that they are grateful for in their lives. Students will need to reflect on their current life situation and identify that which they are most grateful for. They will then translate their ideas into symbols and designs and create a single composition that unifies their ideas.</p> <p><u>Colorado Academic Standards - Visual Arts:</u></p> <ul style="list-style-type: none">• VA 8.1.1 - Interpret works of art using the language of visual art and design, and conceptual art frameworks.• VA 8.2.1 - Utilize visual literacy skills to establish personal meaning, and interpret the artistic intent of others.• VA 8.3.1 - Employ feedback, planning and ideation processes to develop artistic voice.• VA 8.3.2 - Demonstrate technical proficiency and craftsmanship in the creative process.• VA 8.3.3 - Utilize current and available technology to refine an idea, and create original and imaginative works of art.
Inclusion Activity	
How can I engage the students and invite their voices into the room? What interpersonal skill can we incorporate and how might I	<p><u>Open-Ended Questions:</u></p> <ul style="list-style-type: none">• What is gratitude?• What does it mean to be grateful?• Why is it important to be grateful?• How do we show gratitude? To others? To ourselves?

<p>connect that to the academic content we will cover today?</p>	<ul style="list-style-type: none"> • How do you receive gratitude? • What are you grateful for? <p>Self awareness requires that we identify our emotions (positives and negatives may come out for students), and recognize our strengths. Students may look beyond their physical condition to include personal strengths and character traits as part of their thinking.</p>
<p>Body of Lesson with Engaging Practices</p>	
<p>How am I promoting SEL? Where can we draw upon each other's experiences to make meaning?</p> <p>Does my lesson meet the following criteria:</p> <ul style="list-style-type: none"> • The activity promotes high engagement meaning students are present and participating. • Students collaborate with others for at least part of the time • There are moments for creating, evaluating, reflecting, and sharing. • Students are moving about for all or part of the activity rather than sequestered in desks. • Brain breaks to process information, make connections, and increase transfer 	<p><u>Brainstorming:</u> Make a list of all the things you are grateful for. This list can include all ideas ranging from profound (being alive) to mild (smell of soap). List as many things as you can think of, as quickly as possible, the purpose is to simply get the ideas out! Once the list is complete, choose 5-7 favorite ideas.</p> <p><u>Creating Symbols:</u> Provide examples of how students may go about representing their favorite ideas in visual form. If a student is grateful for their dog or cat, they could represent that animal with a paw, a collar, one of the animal's favorite objects, etc. rather than simply a picture of that animal. Symbolic language can express more personally meaningful ideas, so it is important for students to try to include a few symbols if they can. Symbolic language can also help students increase their capacities for divergent thinking and creative problem solving.</p> <p><u>Drafting:</u> Make decisions about your artwork. Determine the number and types of images to be used, materials preferences, as well as elements and principles of art that could become a focus.</p> <ul style="list-style-type: none"> • How do the symbols fit together? • Is there a way of organizing your ideas that makes sense visually? • Can you organize them by color or shape, or a certain type of line? • Are they all outlined? • What types of organization and design can unify and bring the ideas together in one place? <p><u>Final Artwork Production:</u> Independent work time to create a final gratitude illustration that captures the students' personal meaning and expression of ideas.</p>
<p>Optimistic Closure</p>	
<p>How will I have students reflect on their learning in an engaging way? How will they capture their thinking and allow me to formatively assess their learning? Where can they make connections between the academic/SEL content and their lives? How will we look ahead to what's to come?</p>	<p>Students will fill out the required <u>Artwork Reflection Form</u> as part of their online art class. The reflection will address the choices they made in creating their artwork, how they feel about their artwork (including ideas for revision to their concept or artwork), how their participation in the artistic process has helped them improve their skills and thinking as an artist.</p> <p>Students may be asked to volunteer to share their artwork during class and describe and explain their ideas to their classmates, or they may wish to split up into break-out groups in order to share in a small group format.</p>

Notes: This lesson should take place after students have had the opportunity to obtain some basic art supplies while working at home. They may also include family members' thoughts in their illustration as this could inform the artistic process of individual students.

Materials: Students are working at home and will therefore be invited to utilize whatever art materials may be available to them. Basic supplies include: sketchbook, pencils, pens, Sharpies or markers, colored pencils, scissors, magazines, glue, etc. Students will identify a surface foundation for their final artwork which could include a small piece of paper from their sketchbook, a larger paper if available, canvas, cardboard, wood, etc. Students will also need access to the internet in order to research and utilize reference material.

Time and Space: This lesson will take two to three 50 minute class periods. The first class will focus on the introduction of content, brainstorming, drafting and preparing for the final artwork, while the second/ third class will focus on creating, reflecting, and sharing. This activity will take place in student's homes while they are engaged in remote learning, and does not include additional extension activities.

Copyright © 2020 by Teachers College, Columbia University

THE ART OF PLACE - 8th Grade Visual Arts (Remote Learning)

Ecomindedness Lesson Plan:

Teacher Thinking...	Students and Teacher doing...
Lesson Plan Element: Experience Based Objective	
<p>How can I describe the students' experience?</p> <p>Who, What, When, Where, Why, and How?</p> <p>What standards or curriculum concepts do I need and want to address?</p>	<p>Students will examine relationships between Artists and Places by exploring Art in the community and in their homes in order to expand their understanding of the definition of Art.</p> <p>Artists respond to their environment, and in turn can influence their environment as well. Artists engage in dialog about life situations, and artwork is situated in ways that ask people to engage in human experiences. Artist intentions can include art to celebrate, commemorate, memorialize, disrupt, question, investigate, explore, inform, document, persuade, among many others.</p>
Locate It	
<p>How can I help students find the content in its "natural" context? Where does this skill, idea, concept, or element of content reside? What examples can they find in their own lives, with their families, and their communities?</p> <p>Interconnectedness: Acknowledgement of the eclectic relationships among all things; juxtaposition</p> <ul style="list-style-type: none"> How am I connected to the concepts and 	<p>Students begin by answering open-ended questions. They may use the chat function, answer aloud, write a list, etc.</p> <ul style="list-style-type: none"> What is Art? Where is Art? Where have you seen art in the past? Present? Have you seen Art in your home? Have you seen Art in your school? Have you seen Art in your community? Have you seen Art in a museum or gallery? Does Art look and feel different in different places? <p>The idea here is to help students build the understanding that Art is really a matter of perspective and interpretation. Art is everywhere and students are encouraged to adopt a very broad definition of what can be considered Art.</p>

ideas? How is the content I am studying related to other concepts?	
Learn It	
<p>How can I design an experience to help students explore and experience the concept where it is found? In what ways can I help students care about themselves, others near and far, human and non-human?</p> <p>How can I help students understand the usefulness and meaning of this concept for their lives?</p> <p>Care: Care for self; care for animals, plants and the earth; care for strangers and distant others</p> <ul style="list-style-type: none"> What does it mean to care about myself? How does caring for myself allow me to care for others? In what ways might I care for others near and far, human and non-human? 	<p><u>Personal Experiences:</u> Find examples of Art in your immediate surroundings, include traditional ideas of Art, and also find one or more examples of non-traditional Art. Once you have identified Art in your surroundings, think about its purpose and how the environment would feel differently without it.</p> <p><u>Family Experiences:</u> With a parent or family member, find examples of Art in your home, or other common surroundings. Once you have identified Art in your surroundings, think about its purpose and how the environment would feel differently without it. Discuss your ideas with a family member and have a conversation about why your examples are important to the environment in which they are located.</p> <p><u>Class Experiences:</u></p> <ul style="list-style-type: none"> Discuss in small groups how Art is essential in an environment Presentations about artists who examine place in their work (Andy Goldsworthy, Jean Claude and Christo, Land Art, Green Buildings-Architecture) Brainstorm ideas for school-wide, community artwork installations. <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> Virtual field trip, explore Art in context (Denver Art Museum, Greeley Creative District) Guest artists from community, gallery owners and artists (Betony Coons, Armando Silva, Colette Pitcher) <p>When we examine the ways in which Art impacts the environments in which it is located, we can begin to feel empathy as a viewer with regard to understanding the purpose and intention of an artwork or artist. We can also develop empathy for other viewers who may interpret the work through a different lens. Care is demonstrated by artists when examining relationships between Art and place.</p>
Live It	
<p>How can I help students think about their learning as a part of their construction of beliefs and values, along with decision-making? What values and beliefs are embedded in the lesson?</p> <p>How can I help students develop and act upon those values and beliefs?</p>	<p>Students will choose a place to create artwork for or about. They will need to research that place in order to fully understand the history, events, and or current positive/ negative context of that place.</p> <p>Students will determine a purpose for their artwork, that is, clarify their artistic intention for communicating ideas about place. Is it to promote recycling, build awareness of pollution, celebrate history and culture?</p> <p>Artistic responses can take any form and be created in any media of the student's choice that will enable their communication of ideas.</p>

<p>While some lessons may focus on immediate action, others may introduce a concept and generate many possibilities for living the ideas. For example, students might be introduced to thinking about habitat conservation, but the focus of the lesson is to help them connect their own habitat with animal habitats.</p> <p>Integrity: To act in accordance with one's beliefs; wholeness</p> <ul style="list-style-type: none"> How do I understand and develop my own beliefs and values related to content? <p>What actions can I take, large and small, to act on my beliefs?</p>	<p>Installations, murals, sculptures, drawings, and paintings modeled after examples of artists can inform students about possible responses. Materials access at home may be perceived as a limit to types of responses available, when actually a brief discussion about creative constraints could generate more creative approaches to the artistic process.</p> <p>(Examples: designing Art for our school community, Art as activism-getting involved with an organization in order to make a difference, viewing Art in life, exploring places, mapping Art)</p> <p>Integrity is demonstrated by artists when creating Art for purposes of sharing human stories and experiences, relating empathetically to artistic journeys and content.</p>
Checking for Understanding	
<p>How will I monitor their progress? Will this be informal or formal?</p> <p>Individual or whole group?</p>	<p>Small Group Sharing</p> <p>Large Group Sharing</p> <p>Daily Goal and Reflection</p> <p>Formal Reflection</p>
Guided Practice (We Do)	
<p>What kinds of practice problems might I provide for the skills being taught?</p> <p>How can I organize them so they vary in complexity?</p>	<p>Open-Ended Questions, Discussion, Games</p> <ul style="list-style-type: none"> Recall Artwork Connect Art to Life Storytelling and Narrative (personal and universal)
Independent Practice (You Do)	
<p>What kinds of work should students practice independently toward mastery? Will this be done in class or for homework?</p>	<ul style="list-style-type: none"> Observation of environments Analysis of relationships between Art and place Engagement in the artistic process Artwork production
<p>Notes: Taking into account the various directions students could take with this project, supporting them in their research with prepared questions, prepared artist information, and local resources is important. Help from parents, families, and community members may be necessary in order for students to feel like they are experiencing art in context.</p> <p>Standards: Colorado Academic Standards - Visual Arts:</p> <ul style="list-style-type: none"> VA 8.1.1 - Interpret works of art using the language of visual art and design and conceptual art frameworks. VA 8.1.3 - Apply key concepts, issues and themes of the visual arts to solve problems using real-world applications. VA 8.2.1 - Utilize visual literacy skills to establish personal meaning and interpret the artistic intent of others. VA 8.4.1 - Interpret the ways individual makers become agents that express the interdependent relationship between art, culture and social contexts. VA 8.4.3 - Demonstrate an understanding that art can be a vehicle for social change. 	

Materials: Students are working at home and will therefore be invited to utilize whatever art materials may be available to them. Basic supplies include: sketchbook, pencils, pens, Sharpies or markers, colored pencils, scissors, magazines, glue, etc. Students will also need access to the internet in order to conduct research and engage with art in various ways/ utilize resources.

Time and Space: This lesson will take four to five 50 minute class periods. The first class will focus on the introduction of content, questioning, brainstorming, and locating and engaging with artwork in the environment. The second/ third classes will focus on experiencing art in context, while the fourth and fifth classes will focus on creating artwork related to place. This activity will take place in student's homes while they are engaged in remote learning.

Copyright © 2020 by Teachers College, Columbia University