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Teacher Work Sample – Setting and Context

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Culture and Community Context

Knowledge Quest Academy (KQA) is located at 705 School House Dr., Milliken, Colorado. This location is surrounded by houses and farm fields. KQA educates students K-8th grade and is currently at capacity of 410 students. As a public charter school with District Weld RE-5J, KQA holds a lottery system to determine which students return each year. KQA instructs and encourages nine character pillars to its students which are:

Respect, responsibility, family, love of country, cooperation, integrity, perseverance, volunteering and self-control

Each morning volunteer students lead the school in the Pledge of Allegiance and the “KQA code of honor” which reads:

“As a KQA citizen I am expected to try my hardest and do my best, to help other and myself learn, manage myself and use proper language, treat myself and others with kindness and respect, to take care of property and be honest with myself and others.”

The mission statement is:

“Knowledge Quest Academy provides innovative teaching of comprehensive and relevant curriculum to support the mastery of skills necessary for academic success. Additionally, there is a commitment to teaching and implementing a code of ethics that promotes responsible citizenship.”

Support Structure

Knowledge Quest Academy provides bus service to the surrounding community. It also provides free or reduced breakfast and lunch to the students. KQA also provides Young Peoples Learning Center an after school program available to families with work schedules different from the school’s daily schedule. Parents are encouraged to volunteer in the classrooms and on field trips which are arranged and confirmed in advance.

Demographic Characteristics

The demographics of Knowledge Quest Academy are white (60%), Hispanic (37%) and other (3%). The diversity in this school increases every year and will soon reflect in new demographics statistics.

Classroom Environment and Students

The student to teacher ratio is generally 24:1. This means that students have an average amount of teacher attention during the school day. I am assigned to Julie Coleman's art class which sees most of the 410 students during the course of 4 days. These classes are dynamic yet disciplined due to Julie's classroom management style. She has classroom rules that encourage students to follow the school's nine pillars and code of honor. Her rules are, "One voice at a time, raise your hand, six inch voice, stop look and listen at the sound of the bell, take care of property, enter and exit quietly and be kind." These rules help with classroom management and reminders how to help themselves and others learn.

The classroom is a regular classroom meant for a 7th grade class and not an art room. It is carpeted and has a fairly small sink in which to clean art supplies. Most of the storage cabinetry is donated and inadequate for the storage needs of an art room. Julie makes use of every surface to help supply the art room for student learning.

School-wide Policies for Management, Safe Schools, Conflict Resolution and Student with Special Needs

Knowledge Quest Academy utilizes a bully prevention program called "Raising Respect". This program is instructional in approach and creates a common language and response to bullying behavior. In many "bullyproofing" programs, the responsibility is often placed upon the victim to avoid or deflect bullying behavior. At KQA, they place emphasis on responding directly to the bullying behavior as a part of being socially responsible as a community. Areas addressed in their "Raising Respect" program are designed to be age appropriate and address a wide variety of bullying behaviors.

The school has a local police officer as a resource officer. This officer helps the school with conflict resolution and other difficulties that may arise.

The school has many IEP students. The IEP's range from autism to visual and learning difficulties. Each teacher differentiates their classroom for these students which includes art.

Elementary School Lesson

Lesson Plan Title: Pinch Me I'm a Turtle Length: 4 days

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

I will ask the students to sing the primary and secondary songs and then ask them which colors mix to make secondary colors. I will also ask them who has worked with Play-doh. They will each be given a small round piece of pottery clay to experiment with making a pinch pot and coils.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Role: Artist

Audience: Museum Director

Format: Clay Pinch Pot

Topic: The museum needs a large variety of turtle examples to show to visitors. Since there are around 300 different turtles on earth, the museum would appreciate your help in having clay turtles to display to represent the wide number of turtles.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Form, shape, texture, medium/materials, symbolism, personal significance, technique, colors

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Technique of manipulation of materials produces form and shape where knowledge of medium occurs.

Application of texture and colors construct symbolism which conveys personal significance.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: ____ - Standard: ____ - GLE: ____ -Art learning: ____ -Numeracy, Literacy, and/or Technology)

Students will be able to:

1. By watching a demonstration and talking about how art can tell a story, SWBAT define and visualize a clay turtle of their own making. (*Bloom's: Remembering/Understanding – Standard 1: Observe and learn to comprehend – GLE: Art represents and renders the stories of people, places, or things – Art Learning: Concepts/Ideation/Materials/Technique*)
2. By talking about and critiquing their self-portrait and other student's turtles, SWBAT compare and evaluate other student's turtles and any texture and color used to decorate it. (*Bloom's: Evaluating/Analyzing/Understanding – Standard 2: Envision and Critique to Reflect – GLE: Visual arts provide opportunities to respond to personal works of art and the art of others – Art Learning: Reflection/Assessment/Expressive Features*)
3. By working with a new material and techniques, SWBAT learn to build clay turtles in the pinch pot method. SWBAT express their personality using symbolism of a turtle and decorating of texture and colors to express a self-portrait and feelings. (*Bloom's: Analyzing/Creating – Standard 3: Invent and Discover to Create – GLE: Create art to communicate ideas, feelings, or emotions – Art Learning: Materials/Technique/Culture*)
4. Discuss reasons for choosing texture, colors and shape of their turtles and why it symbolizes themselves. (*Bloom's: Analyzing/Evaluating/Remembering – Standard 4: Relate and Connect to Transfer – GLE: Visual arts relate experiences to self, family, and friends – Art Learning: Materials/Technique/Culture*)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	For the student who is unable to work the clay with their own hands, I will help them with the various pieces so they can still slip and score the pieces onto the clay body.	By doing this, students can still learn how to manipulate clay and form a sculpture therefore giving it personal significance.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	For the students who are able to excel at the task of making the clay turtle, I will encourage them to incise patterns or add more clay pieces onto the turtle to give it more dimensions.	Accelerated students can add more meaning and personal significance to their sculptures with cut into patterns and added 3 dimensional aspects.

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Slip and score, pinch, carve or incise, bisque-ware, symbolism, texture, personal significance

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Pottery clay rolled into balls
- Acrylic paint
- Paint brushes
- Plastic knives
- Smocks
- Kiln and firing instructions

- Examples of finished turtles
- Storage space to place in progress and completed turtles

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- Examples of finished turtles from prior 1st graders
- Balls of clay I put together for each student

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- I need to roll balls of clay for each student, approx. 3/4lb
- Locate and store finished examples of turtles from prior 1st grade students
- Clear off storage space to place in-progress and completed turtles
- Make sure there are enough plastic knives for students to experiment cutting clay
- Confirm the kiln is available for use for bisque firing

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Students are not to use the plastic knives in a threatening manner
- Students are not to eat the clay
- Students will not paint their neighbor
- Students are not to paint their clothing

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

I will show students the turtle examples and ask:

1. Why is it important to know a subject's story when discussing works of art?
2. What are the stories that art tells? Follow-up: how could your art tell a story about you?
3. How does art make you feel?
4. How do families celebrate, display, or engage in art?

Once students have started making the turtles, I will ask:

1. How do artists make art?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

After showing the students the turtle examples and asking the inquiry questions, I will demonstrate how to cut off or pinch off pieces of clay to be used for the head, feet and other designs. I will circle the room helping students as they learn to pinch, roll and coil clay.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
Day 1	<ol style="list-style-type: none">1. I will ask students if they have ever played with Play-Doh before. I will then have each of them play with the pottery clay and tell me how different or the same it is to Play-Doh. Students will also learn to cut the clay with the plastic knife, make coils, roll small balls and pinch the clay with their fingers.2. The clay they work with will be rolled into big balls again and be put back in the bag.	<ul style="list-style-type: none">• Students will be able to see a clay turtle made by peers and I will point out the head, feet and body differences for them to be aware of how items can look different• By experimenting with the balls of clay, students will gain new knowledge of how a medium of a different chemical makeup behaves another way than what they have used before	45 minutes
Day 2	<ol style="list-style-type: none">1. The students will be given their balls of clay again and turn them into a pinch pot. I will first remind to cut off a piece of clay for the small balls and coil.2. They will learn to slip and score the coils and small balls of clay onto their pinch pot creating a head, legs and decorations.3. Students will also be given small sharp pencils to carve in patterns and their names.	<ul style="list-style-type: none">• Having the students start again with the pinch pot will test their memory on what skills they learned the previous lesson• Students will learn more new vocabulary and techniques when attaching the head, feet and other 3-dimensional effects• Students will also learn how to make patterns into the clay by carving instead of drawing	45 minutes

Day 3	1. After bisque firing the turtles, students will be given a paint palette with the primary colors and encouraged to mix colors to create secondary colors. Students will also be encouraged to create color patterns on their turtles.	<ul style="list-style-type: none"> • Students will practice their knowledge on primary colors and how to mix them to get the secondary colors • Students will learn to make patterns with paint this time enhancing the patterns carved into the turtles 	45 minutes
Day 4	1. The now dried turtles will be dispensed to their owners and we will conduct a brief assessment of standing next to each student and sharing with the class what they learned about making the clay turtle or their favorite part of making the turtle.	<ul style="list-style-type: none"> • Students will learn to talk about their art and learn to patiently listen while others also share 	10-15 minutes

Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

As students talk about their turtles, I will ask them to describe what they learned about patterns, carving, slipping and scoring or pinching the clay.

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

We teachers will stand next to a student on opposite sides of the room and ask them to tell us what they learned when making the turtle or their favorite part of making the turtle.

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

Each student should have a clay turtle that is bisque fired and decorated with either carved or painted patterns.

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Objectives were achieved as students were able to create a turtle pinch pot and then paint it with patterns of line and color. They were able to talk about their turtle and how it reflected them. As my first lesson with these first graders started they were very excited to work with clay. I was excited to teach them and have them explore kiln fire type clay as opposed to the air dry clay that has been used previously. I planned the lesson very carefully to avoid classroom management issues.

The reflection piece is problematic with young students and they got bored easily. I will need to devise a game or a way to have the students be able to reflect on their art in larger groups. Having each student talk about their turtles individually took too long and they became restless.

Middle School Lesson

Lesson Plan Title: _____ Art is Indigenous _____

Length: _____ 7 weeks _____

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

The class before, I will ask students to research weavings in regards to Native Americans. In the subsequent class time, they will be asked what patterns and colors often used in Native American rugs.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Role: Your family's weaver

Audience: Your family and the art patron

Format: Small weaving in the Native American style

Topic: A weaving that represents yourself, family and/or community

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Culture, traditions, weaving terms and steps, personal significance, stories, patterning, coloring

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Culture and traditions define and distinguish weaving art as unique to specific areas around the world.

Patterning and coloring can illustrate a student's imagination in design for self portraiture.

Storytelling is invented by applying weaving steps and terminology therefore constructing personal significance.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: ____ - Standard: ____ - GLE: ____ -Art learning: ____ -Numeracy, Literacy, and/or Technology)

1. Learning new vocabulary, terms about native culture, SWBAT observe how native cultures use artistic expression to promote their culture and beliefs. (*Bloom's: Remembering/Understanding/Analyzing – Standard 1: Observe and learn to comprehend – GLE: Art created across time and cultures can exhibit stylistic differences and commonalities – Art Learning: Concepts/Ideation/History/Culture*)
2. By talking and critiquing their self-portrait, family significance or personal culture weavings, SWBAT compare and evaluate symbols or patterns used to depict self, family and/or culture. (*Bloom's: Evaluating/Analyzing/Understanding – Standard 2: Envision and Critique to Reflect – GLE: Visual symbols and metaphors can be used to create visual expression – Art Learning: Reflection/Assessment/Expressive Features*)
3. By working with a new material and techniques, SWBAT learn to weave a small rug using patterns and colors to relay self, family and/or cultural significance. SWBAT express their culture, personality and/or family using symbolism in rug making. (*Bloom's: Applying/Creating – Standard 3: Invent and Discover to Create – GLE: Explore various media, materials, and techniques used to create works of art – Art Learning: Materials/Technique/Expressive Features*)
4. Discussing cultural weaving patterns and the symbolism used, SWBAT determine and apply their own symbolism to their self-portrait, family and/or personal cultural rugs. (*Bloom's: Analyzing/Evaluating/Remembering – Standard 4: Relate and Connect to Transfer – GLE: Visual art impact community, cultural traditions, and events – Art Learning: Materials/Technique/History/Culture*)

<p>Differentiation:</p> <p>Explain <u>specifically</u> how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. Students must still meet the objectives.</p>		
<p>Differentiation:</p> <p>(Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>I will help students who are unable to warp their loom by letting them pick the warp yarn and I will wrap it for them.</p>	<p>With help wrapping the warp students will be able to proceed with weaving the weft. If the project is too large, a half loom is available so the student can still succeed in weaving.</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Students who are able to finish their rugs faster than others I will give them a choice to create a small round weaving or a smaller rectangular weaving with a different pattern.</p>	<p>Practicing winding the warp and weaving gives a deeper understanding of how to start and finish a weaving.</p>

<p>Literacy:</p> <p>List terms (vocabulary) specific to the topic that students will be introduced to in the lesson and describe how literacy is integrated into the lesson.</p>
<p>Loom, warp, weft, shuttle, shed, pick-up sticks, loom comb</p>

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Cardboard looms
- Skeins of yarn of different colors
- Small cardboard pieces cut to use as stick shuttles
- Tongue depressor sticks to use for opening the shed
- Plastic forks to use for tapestry combs
- Projector to show PowerPoint presentation
- Computer to open PowerPoint presentation
- Jump drive with PowerPoint presentation
- Sketchbooks
- Sample Weaving

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Projector to show PowerPoint presentation, computer to open PowerPoint presentation, jump drive with PowerPoint presentation, sample weaving, personal weaving in the Navajo style, Navajo sash woven belt

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Prepare a sample weaving and paper guide behind the warp
- PowerPoint presentation with pictures of Navajo rugs and mythology
- Cut cardboard for creating shuttles
- Handouts with art terms, weaving terms and rubric

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- When using scissors, do not cut another students warp or weft yarns
- Do not pretend to use the scissors in a threatening manner

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

After the PowerPoint presentation and while I am showing off the sash belt and my own Navajo style weaving "*Bilagaana Navajo Rug*", I will ask:

1. Does art define culture or does culture define art?
2. What is symbol?
3. How is a symbol universal, personal, and cultural?
4. How can certain media/materials give a distinctive feeling or express a particular characteristic in a work of art?
5. Why is it impossible to separate art from culture?

After the students have examined the belt and weaving, I will show students my idea for a weaving on paper and how they might do the same.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

After examining my own rug creation, I will have the students use their sketchbooks to sketch or write at least a couple of ideas of what patterns and colors they would use for their own rugs representing self, family and/or culture.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1	Instruction - The teacher will... (Be <u>specific</u> about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <u>specific</u> about what will be the <u>intended result</u> of the instruction as it relates to learning.) UNDERSTAND	Time
	<ol style="list-style-type: none">1. I will show the PowerPoint presentation giving the students a brief art history on Native American art.2. Towards the end of the presentation, a certain slide shows my version of a Navajo rug. At this point I will bring out the actual rug and let the students see it closely and touch it.3. I will continue with the PowerPoint presentation to show the class different patterns and colors used to create the rugs. I will make a point the even though some modern rug weavers stray away from the geometric patterns, this assignment will have them stay geometric in their designs.4. I will finish the Ppt and have them read the rubric out loud and ask for any questions. I will pull out my sample cardboard loom to show them why the sketchbook planning is important. Using a template behind the design of the weaving makes the transitions of color and pattern easier to follow.	<ul style="list-style-type: none">• By watching and viewing the PowerPoint presentation students will gain a better comprehension of how Native Americans express their art.• By touching and examining my <i>Bilagaana Navajo Rug</i> and Navajo sash belt students will add to their new knowledge of weaving and Native American art.	45 minutes

Day 2	<ol style="list-style-type: none"> 1. This first day of work I will have the students show me their pattern and color ideas for their weaving and help them chose the best idea that represents them. I will also show them how to wrap the warp around the cardboard loom and tying up the ends to keep them out of the way. 2. I will show students the small cardboard shuttles to help them weave the yarn in their warp. I will also show them the tongue depressor sticks that will be used for pick-ups and how to open the shed for easier weaving. 	<ul style="list-style-type: none"> • Students will learn how to draw patterns for weaving and have the pattern represent themselves, family or culture. • Students will learn to wrap a warp onto a cardboard loom and how to make sure the warp is straight and wrapped correctly. • Students will learn weaving terminology, tools, and techniques. 	45 minutes	
Week 2, 3, 4, 5 & 6	<ol style="list-style-type: none"> 1. These work days are helping students with their weaving techniques and transitions of yarn in the piece. 	<ul style="list-style-type: none"> • Students will practice their weaving techniques and vocabulary. • Students will also help each other with suggestions as they complete their weavings. 	45 minutes each day	
Week 7	<ol style="list-style-type: none"> 1. On the final day or two, I will show students how to carefully cut their pieces off the looms and some end finishing's they can use to keep the weaving from unraveling. 2. We will also show how to insert a very thin dowel rod for hanging their finished pieces. 3. I will put students in groups of 3-4 and have them discuss their weavings with each other, then choose one from their group to share with the rest of the class. 	<ul style="list-style-type: none"> • By watching me give an example of how to remove the weaving off the loom and some end finishing's, students will learn how to finish their own weaving and get it ready for display. • Students will learn how to talk about art and how to encourage fellow students. 		

Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

In groups of 3-4, students will discuss and make clear to other students the patterns and colors used in their weavings to depict self, family and/or personal culture. Students in each group will choose one of their members to share with the rest of the class one rug that stood out among them.

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Using the rubric, I will assess each students weaving and give them a grade.

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

Each student will be given a reflection sheet to give information about their rugs and symbol or pattern significance. I will assess each weaving according to the rubric.

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)

The objectives were achieved for the most part. The students were very engaged in learning about the culture and Navajo weaving. This part of the lesson went well.

I did not fully realize how long this project would take or how I had to have the students simplify the weaving patterns. I found that a few of the students struggled with trying to use triangles in their design. I also had forgotten how difficult weaving triangles were to accomplish. After the first class struggled with this portion and encouraged them to simplify their plans, I was able to show the second class the difficulties and help them avoid the problematic angles. The next time I teach this lesson I will have the students design their weaving using the Pueblo lines of color. I will also try to encourage the students to do weaving at home as homework since many students weaving was very short because of time constraints.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Art Terms:

Abstract/Abstraction	Concept/Conceptual	Expression	Line	Proportion
Aesthetic	Conscious	Form/Formal	Minimal/Minimalism	Representation
Angular	Constraint	Geometric	Monochrome (single color)	Scale
Color	Construct	Gesture	Motif	Shape
Combine	Content	Hue (Particular color)	Narrative	Stencil
Complementary Colors	Contour	Identity	Organic	Style
Composition	Decoration	Image	Pattern	Symbol
Compression	Design	Innovation	Plan	Symmetrical
				Technique

Weaving Terms:

Loom:

Warp:

Weft:

Shuttle:

Shed:

Pick-up:

Tapestry Comb or warp beater:

Graded Components:	Advanced	Proficient	Developing	Basic
	25 - 20 pts	19 - 14 pts	13 - 9 pts	8 - 0 pts
Composition – the weaving is symmetrical and geometric. The top and bottom frame a central design.				
Craftsmanship – the weaving doesn't pull in on the sides forming an hour glass shape but is straight and even. The weft yarns transition well between colors and patterns.				
Completion – the weaving is completed and not left with work to do. The ends are finished using one of the finishing techniques.				
Symbolism Defined – the patterns and colors are clearly defined on their meaning and symbolism on a map of the weaving composition (written out on paper).				
Total				

Teaching Reflection

This teaching experience was quite wonderful. Being observed in one school (KQA K-8) was quite an advantage. I was able to get to know the students better and practice my differentiation once I was able to figure out how each IEP student learns. Sometimes the information on the IEP plans are vague and do not help with the planning of a lesson. Getting to know students is even more critical so that each lesson taught to them is approached appropriately.

My cooperating teacher uses a counter bell as a means of garnering the student's attention. I found this difficult since I, as an adult, need transition time from what I am doing to what is expected. So being a musician came in handy for this challenge. I managed to create a transition song to be sung by the students when the bell is rung. It was mostly successful. Students still found the task of stopping what they are doing and paying attention to the teacher difficult but it gave them something to concentrate on instead of continuing to talk while my cooperating teacher was trying to give them instructions or information.

I really learned to embrace Core Knowledge curriculum. This gave us a chance to incorporate math, science and history into our art lessons. The only thing about Core Knowledge is that some of the expectations are not always age appropriate. First graders were expected to talk about four different paintings. I created a lesson that tried to take them on a "museum guide" and they earned little stickers to put on their museum booklets. It was mostly successful except for one student who made it clear that he was bored. I would like to try this lesson when the weather is nice so that it can be turned into a "treasure hunt".

Having a fairly firm classroom management style is helpful to keep the students on task. Students tend to get louder as they get excited and helping them remember to keep their six inch voices worked mostly. There were times when we would try to get them to use softer voices only to turn around and the students went right back to the loud behavior as before. I would very much like to watch other teachers, or at the very least talk to them, about how they deal with days when students cannot seem to discipline themselves to comply.

This experience showed me that I definitely want to teach in a classroom of my own. As I gain more knowledge and teaching tools, I expect to be a better teacher. I hope that I will be able to host a student teacher someday in my classroom and be the kind of teacher I was given in Julie.