

EDUC 230 Field Experience

Observation Three: Planning

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- I. \*\*\*\*\* Elementary School Observation Three: Planning**
- II. Grades Kindergarten and Second Grade**
- III. Setting:**

The art classroom is inclusive. The students with special needs often have an aide with them that is properly aware of this student's IEP. The classroom rotates between Kindergarten through the Fifth grade, one class at a time with one instructor. Each class runs fifty minutes long and contains between 25 and 30 students, all with an almost equal make-up of both boys and girls. The location of the school is suburban.

**IV. Pre-Observation:**

Mrs. \*\*\* uses basic techniques of art and art culture to plan her own "curriculum". The district does not have a set curriculum for art and other special subjects. Each grade level has its own subject they seem to focus on. Mrs. \*\*\* focuses on teaching the younger students (kindergarten through second grade) how to use basic tools for projects such as glue, scissors, and other materials. Grades three through five focus on broadening their skills and experimenting with advanced materials.

**V. Data:**

Mrs. \*\*\*'s main goal is to successfully teach her students different types of artistic techniques while teaching classical art history. She starts by showing her students an example the final project, and then reads a story allowed to the class

on the artist that the project is inspired by. Step by step, Mrs. \*\*\* gives directions on how to complete the project. When the project is complete, the students can see the similarities between the classical artist's techniques and their own. The district has not had a curriculum for the art classes since 2004 – however – Mrs. \*\*\* is extremely successful with her inquiry-based teaching methods (teach.com), where the instructor acts as a supportive figure, while allowing students to learn hands on. Thus being said, the art teachers also do not have any common planning meetings. In the past, she has spoken to some of the other district art teachers. Most of the other teachers keep their lessons very simple, with very little history and direction involved. Most of these students continue to complete project in ways that they are already familiar, like drawing or painting but never take the chance to explore other important components of fine arts such as printmaking or working with three dimensional materials.

During the year, each plan may be modified by class or behavior of the students. Certain classes excel while others have a difficult time keeping up with the lessons. Just recently, Mrs. \*\*\* had to change the lesson for a third grade class that has a difficult time staying on topic during the 50 minute class.

Even though Mrs. \*\*\* has no curriculum to follow, she still submits lesson plans to the district. She has never gotten feedback from one of her submitted lesson plans.

**VI. Analysis:**

Mrs. \*\*\*'s teaching methods are very successful at the school's community.

Students are constantly making references to Artist's they have learned about in the past and use techniques they have used in previous projects. The students also further their skills from previous projects show improvement year after year.

**VII. Recommendation:**

I recommend that Mrs. \*\*\* to take intuitive to create a curriculum for the rest of the district to follow. I truly feel that all students can benefit from Mrs. \*\*\*'s lesson plans and direction of teaching. It would also be a great leadership role to take on as somebody who feels so passionately towards what they do.

**VIII. Post-Observation**

I learned that it is possible to have a detailed lesson plan while still giving the students the opportunity to explore different techniques and materials. I also learned that different classes might learn faster than others. I am still unsure if certain students, the general education teacher, or the class as a whole causes this.

References

Home | National Core Arts Standards. (n.d.). Retrieved from

<http://www.nationalartsstandards.org/>

Teaching Methods. (n.d.). Retrieved from <https://teach.com/what/teachers-know/teaching-methods/>

**Rationale Statement**

**Date of Completion:** April 2018

**Date of Submission:** April 2018

**Title of Artifact:** Observation Three: Planning

**Standard:** Standard Seven: Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

I am placing this observation under this standard because it displays the instructors planning methods. This observation explains how the general class lessons are ran.