

EDUC 230 Field Experience
Observation Four: Lesson Delivery
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I. *** **** Elementary School Observation Four: Lesson Delivery****II. Kindergarten****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:

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. Lessons usually consist of learning about classical and modern artists, historical events, and skills. Mrs. ***'s main goal is to successfully teach her students different types of artistic techniques while teaching classical and modern art history. She starts by showing her students an example the final project, and then watches a video, gives a powerpoint, or reads a story aloud to the class that is relative to the artist or the theme of the project. Mrs. *** then brings the class over to the "demonstration table" to show the students how to complete the

project. Most projects start off with a piece of paper, and then other materials or supplies are brought in step by step.

V. Data:

Mrs. *****'s Kindergarten class started this project by learning about Puffins. First, Mrs. *** read a book aloud to the class while at the demonstration table. Because this is a visual project – it was important for the class to see what Puffins look like. She later explained that the class was to create a Puffin out of Model Magic after creating a backdrop for the puffins. The students learned from the book that puffins could both fly and swim, so the backdrop was to contain a beach and a cliff. Other than the beach and cliff, the students were allowed and commended to progress as creative as they wanted. Some students drew colorful sunsets, while others drew themselves on the beach to give their puffins company. When the scenes were completed, the class was taught how to fold, cut, and glue the paper so it looked three-dimensional.

After the backdrop was completed, the students gathered once again at the demonstration table to learn how to make their puffins out of model magic. The puffins were made out of three colors – white, orange, and black model magic. This class had very little difficulty creating their puffins. The puffins were created using the following steps in the demonstration:

- Create two balls of white model magic, one slightly smaller than the other. Stack them as you would while building a snowman.

- Create two flat circle's of black model magic and wrap each around the back of your Puffin.
- Using the orange model magic, create feet and a beak and attach.
- Using the remainder of your white and black model magic, create the eyes.

The relation, “like building a snowman” was very helpful to the students. They we're better able to comprehend the steps when they were associated with something they already knew. Some students took matters into their own hands and created, second, baby puffins to keep their original puffins company.

When the Puffins were finished, they were set out to dry and then glued onto their backdrops.

VI. Analysis:

The class completed the project in three weeks (three 50-minute class sessions). This was the projected time to complete this lesson. Each student was able to finish on time. Students seem to enjoy projects that are three-dimensional more than two-dimensional. The students are mostly excited for working with model magic and most other three-dimensional materials. Young students should be working with clay and other similar materials (in this case, Model Magic) because the child is able to effectively engage in sensorimotor actions in different practices (<http://bb.ca>). In addition, students are able to work pleasantly with others while using the material.

VII. Recommendation:

My recommendation is to continue giving lessons that include both two-dimensional and three-dimensional. Students are excited to complete the steps of the project and move on to the next phase. Students can continue to learn basic drawing and painting while also exploring new materials. Students should also have more opportunities to use model magic and clay during free-art periods.

References

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Rationale Statement**Date of Completion:** April 2018**Date of Submission:** April 2018**Title of Artifact:** Observation Four – Lesson Delivery**Standard:** Standard Five: Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

I am placing this Observation under Standard Five, Application of Content because it displayed the connection between worldly knowledge and the project itself. Students are able to find the link between Puffins in real life and in their projects.