

EDUC 230 Field Experience  
Observation Five: Lesson Delivery  
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**I. \*\*\*\*\* Elementary School Observation Five: Lesson Delivery****II. 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:**

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:**

A second grade class enters Mrs. \*\*\*'s art room at 2:20pm, the last class of the day. This class is often very rowdy, as most classes that close out the normal school-day are. The beginning of the lesson, Mrs. \*\*\* instructed the class to create a list of at least 10 things that make the students unique or different. The second-graders each created a list of their favorite hobbies, activities, and so-on. As the class was making their lists, Mrs. \*\*\* called each student one by one to the projector so they can stand in the projector light and she can trace the students facial profile onto the student's piece of paper. When all of the profiles were traced using the student's shadow from the light from the projector, she called the class over to the demonstration table to show the class what they would be doing next. They were told that they were to draw each of their listed activity or item within the students profile, and to use the outside of the profile as practice space. After first being drawn in pencil, the students were to go over everything in a sharpie. Mrs. \*\*\* allowed students to share her iPad so they can Google-search their favorite things (such as sport's team logos) and replicate the picture. When they entire drawing was complete, the students can color everything using colored pencils and various watercolor paints.

After the pieces were dry, the students carefully cut out their self-portraits and glued them onto construction paper in a color of their choice.

**VI. Analysis:**

The class completed the project in two class-sessions (two 50-minute class sessions). This was the projected time to complete this lesson. Most students were able to finish on time. The students that did not finish will be able to finish the project if they complete the next project early. They will do this project instead of “free-art”, which students will do only if they complete a project before the end of the class.

**VII. Recommendation:**

I recommend that the students use the school’s laptop-cart for the first day of the lesson. Each student wanted to use the iPad and not everybody got a chance to use it. If each student has a laptop to use, they can search the images that they want to recreate without disturbing other students that are hard at work.

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 Five – Lesson Delivery

**Standard:** Standard Nine: Professional Learning – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

Observation Five is being placed under Standard Nine, Professional Learning, because in this lesson, students are being asked to analyze their own interests and achievements and project them onto their own project.