

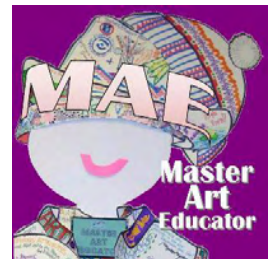


MASTER ART EDUCATOR: *Building an Effective Classroom Environment*

Tim Lowke

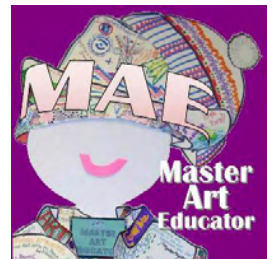
Visual Art Curriculum Specialist

Round Rock ISD



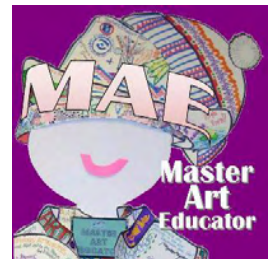


In this session, learn that the Master Art Educator builds an effective classroom environment. The room is organized, but functional, and is instructionally specific with the room arrangement related to assignments. The room could appear as organized chaos as students direct their own learning. It contains samples of historical, professional, exemplary student, and career idea artworks. Safety concerns are evident and visible within the organization of the classroom and students are given choices within the safe environment.

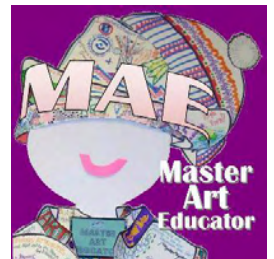


Dr. Robert Marzano says that you **increase learning** by 7% by sharing what you are going to be learning.

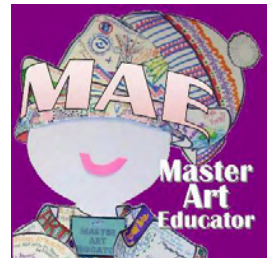
Workshop Objective: As an active learner I will critically look at how I can organize for instruction to significantly improve my teaching practice and positively improve my student's learning and class experience.



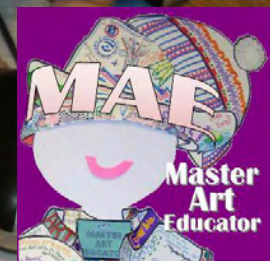
**What are your personal
struggles / barriers with
organization in the art room?**



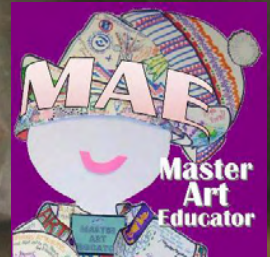
Why be organized?



Is this your desk?



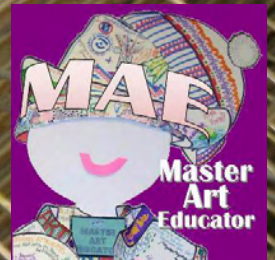
Does your art room sink look like this all the time?



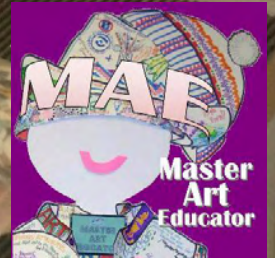
Is this how your kids
access supplies
for learning?



Is this best practice?

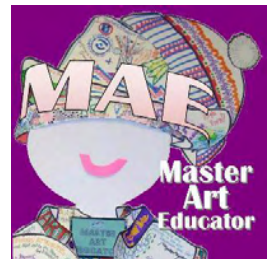


Storage?

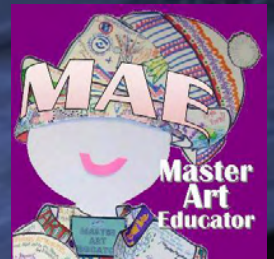




**Effective
and
efficient
student
storage?**

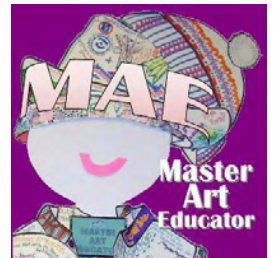


**Make some changes
this year to
lower your stress,
increase instructional time,
and
improve learning!**



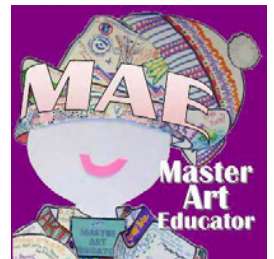
Why be organized?

- Improves the learning environment for all students (at-risk, regular, gifted and special ed.)
Levels the playing field.
- Creates clear expectations and procedures which transcend class facilitator (ie. subs).
- Positively impacts classroom behavior management and efficiency.
- Maximizes instruction time on-task.
- Relieves teacher stress and creates a calm environment for all.

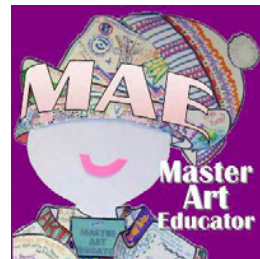


Ways to organize

- Set the stage: Build learning rituals that can be used from project to project.
- Group materials by media and use.
- Label cabinets for ease of use.
- “Set” the table for students use.
- Make your room an artistic community which students are invested – move from the front to the side and be a true facilitator of learning.
- Pick up after yourself and teach students to as well.
- Begin all rituals / routines at the beginning of the year and be consistent.
- Have high expectations for you students, supplies and workspace.
- Think through ALL aspects of instruction from beginning to end --- from the moment students enter til they leave.

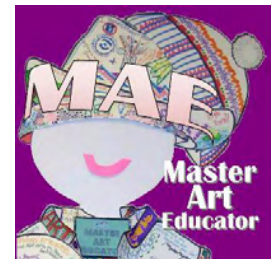


Setting the stage: Learning Rituals





Post your expectations and consistently refer to them from the beginning of the year until the very last day. This will BUILD your artistic COMMUNITY and create a strong art-making environment.



Monday is Wednesday, May 26th
Objective: As an active learner, I will work to make a strong, planned composition for my watercolor project and complete all work by the end of the exam period.

Use Posted Objectives, Goals and Task Lists

1st 8th-10th (Exam)
2nd 10th-11th

Today is Wednesday, May 26th

Objective: As an active learner, I will work to make a strong, planned composition for my watercolor project and complete all work by the end of the exam period.

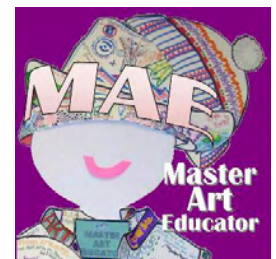
Art Party today @ 3:30-4:15
Pizza/Soda in my room.

Today's Tasks

- ① Warm-up
- ② Mani Exam
- ③ Altered Book
- ④ All other outstanding work.

Take all completed work home.

Altered We M



FOUNDATIONS OF ART

Objective: Practice the concept of one-point and two-point perspective to understand the concept of depth on the two-dimensional plane.

Language Objective: To develop reading and writing skills, students will compare and contrast two works of art using a Venn Diagram.

Warm up: Venn Diagram

Activities:

- Warm-up & Announcements

- **Goal :** Continue to build your architectural rendering in 2 point perspective from digital source material

- Independent studio – practice. (End of six weeks --- turn in all outstanding work).

Evidence of Mastery: Mastery of one-point perspective and two-point.

Key Vocabulary: one-point and two-point perspective, depth in drawing and space.

Before you leave. . . .

Straighten up and put away any materials or equipment you got out today.

Weaving

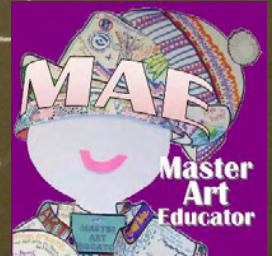
- Strong
- Complete
- Tightly woven
- "Finished off" correctly

Task Lists

Today's Tasks

- ① Warm-up
- ② Mani Exam
- ③ Altered Book
- ④ All other outstanding work.

Take all completed work home.

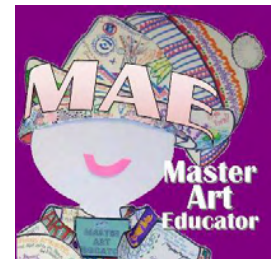


428-2500

Seating Charts



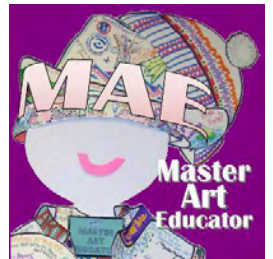
Seating Chart Games – make it random, do it at the beginning of every grading period and BUILD your artistic COMMUNITY!

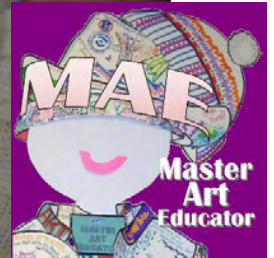
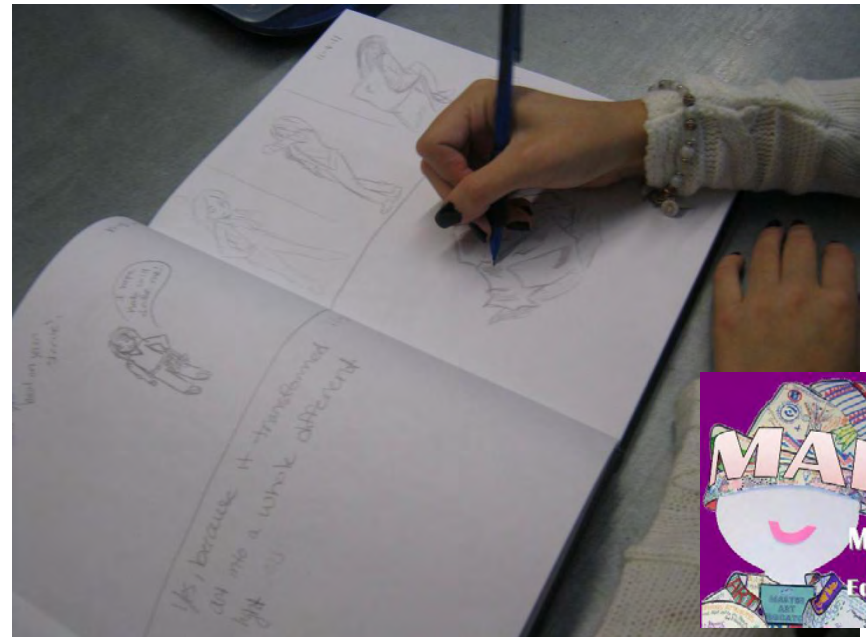


Warm-up

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					

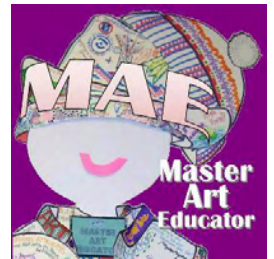
Warm-ups





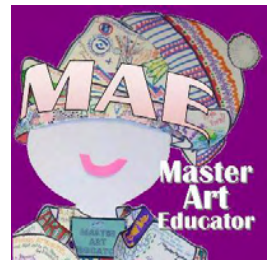
Make warm-ups a daily experience to “set” the tone.

Organizing for Success: The Room





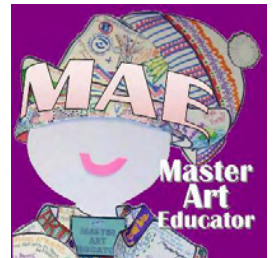
Ease of
access for all
materials.



- Group materials by media and use.

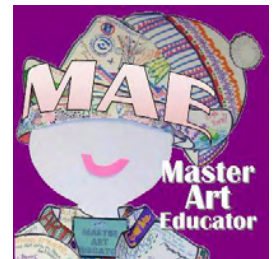
- Label cabinets for ease of use.

- Give your students visual and written direction signs to enable them to “use” the studio successfully!*



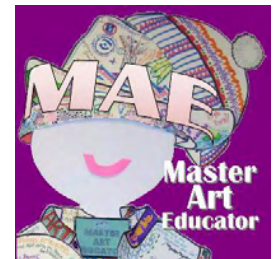


Be creative





Group materials by “type”



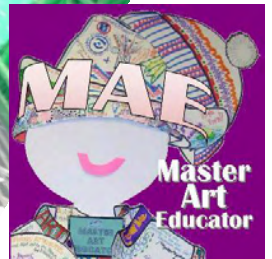


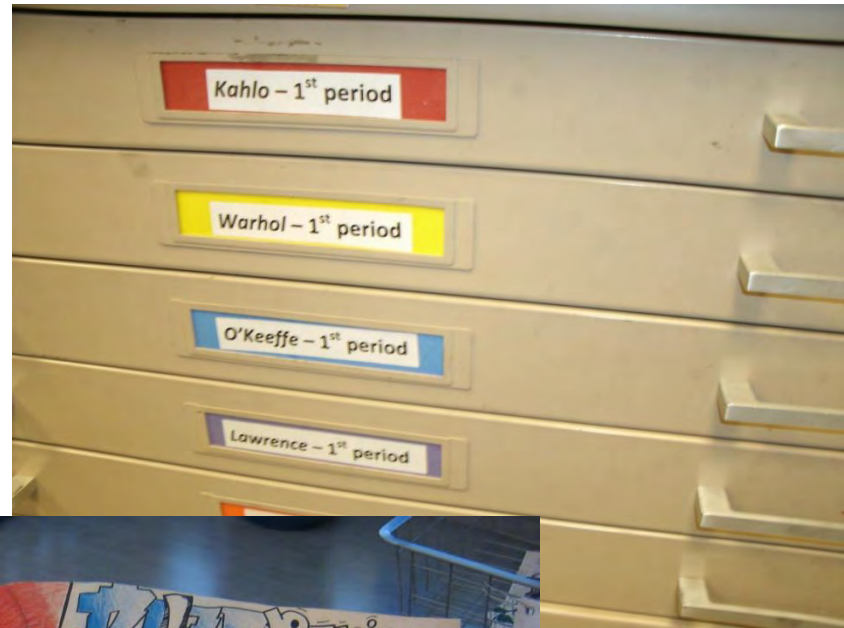
Label so students can easily find their tools and supplies.



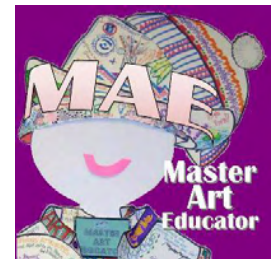


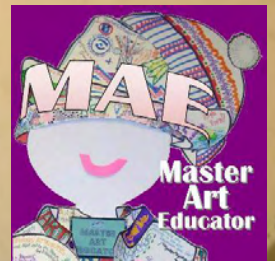
*Embrace color –
Embrace numbers –
Embrace labels –
Embrace containers –*





**Think
about the
full lesson
cycle from
getting
work out to
getting it
put away.**





Drawing
Boards
1-10



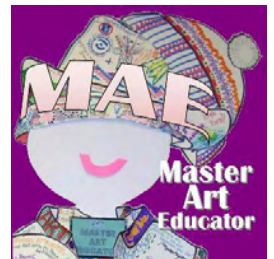
2nd period
Drawing Boards –
Face backwards

**Organize
drawing
boards for
distribution
ease.**





Organize your digital media as a “mini” classroom and TEACH your expectations.

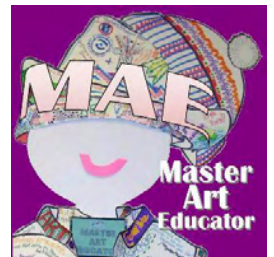


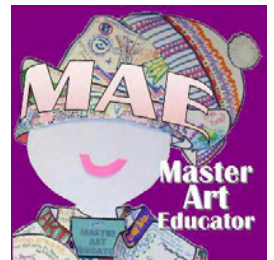
Give completed work a place to be turned in for assessment.

Think it through and be consistent with its use.

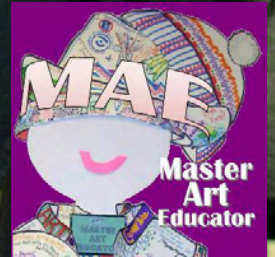


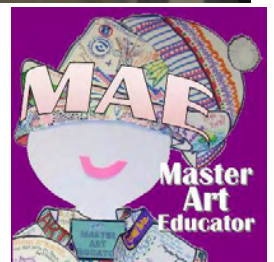
Give rubrics a home along with paperclips, tape and what ever in necessary for students to do their assessments.

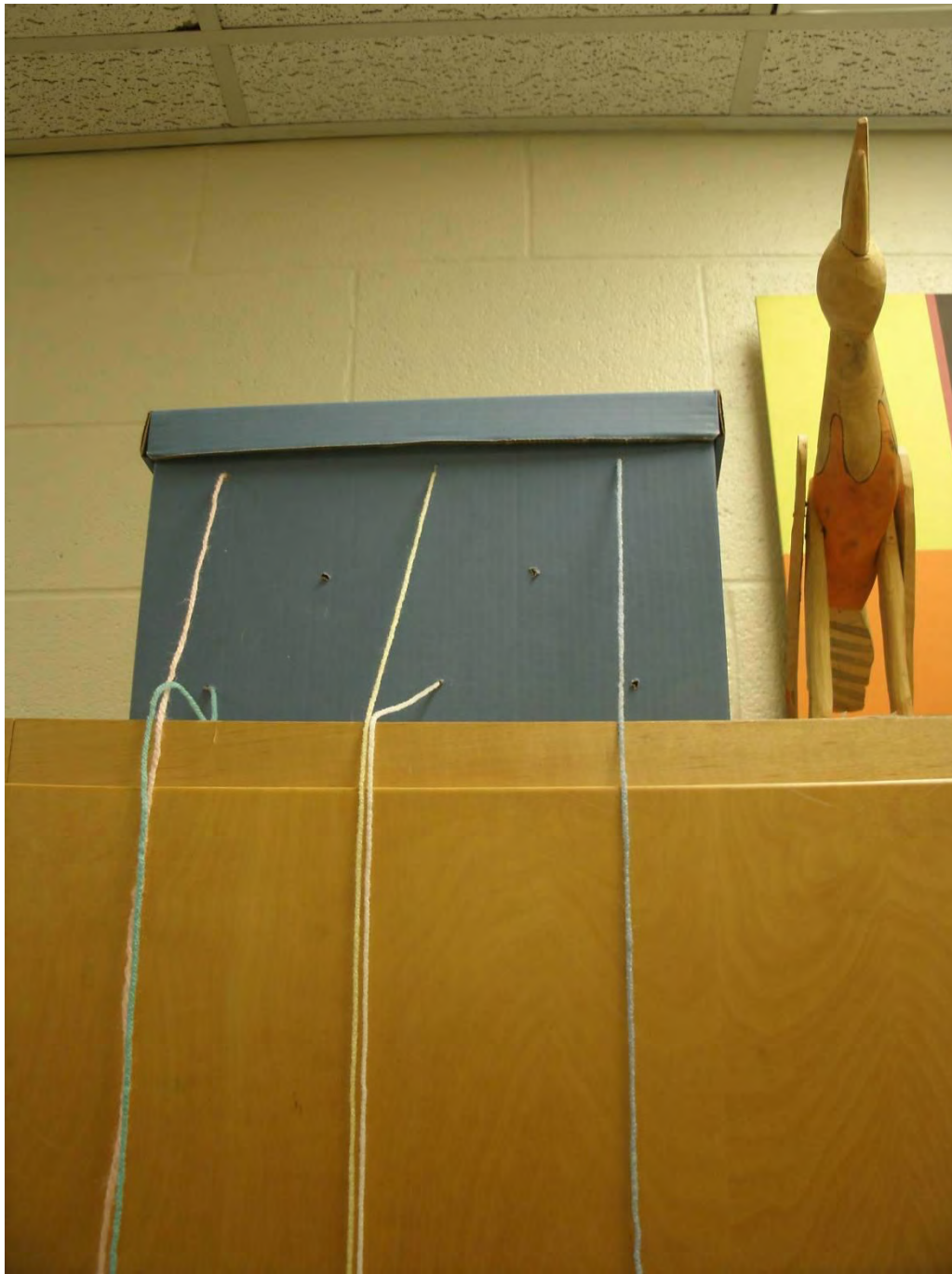




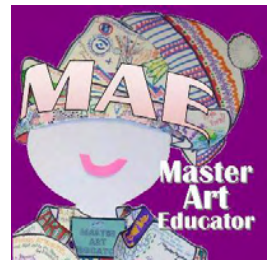
Think about storage







**Think
about
ease of
use**



ART MENU

What to do when you finish your assignment (pick one):

Check for any open art contests that interest you.

Finish any incomplete work.

Work on something of your own.

Pick something to read from the art library.

Pick a card from the idea jar and draw in your sketchbook!

Think about what to do with kids when they finish their projects.

Make a “menu” of offerings.

Have a plan.

Extend the artistic learning with creative activities appropriate for the level you are teaching.

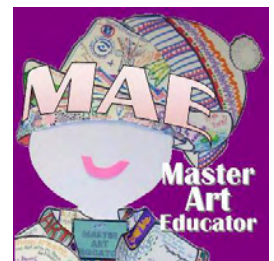
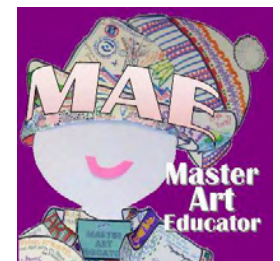
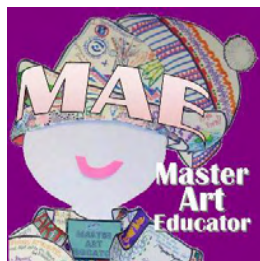
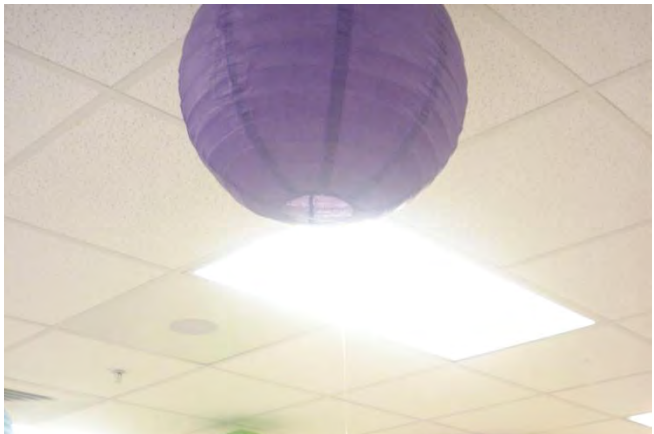
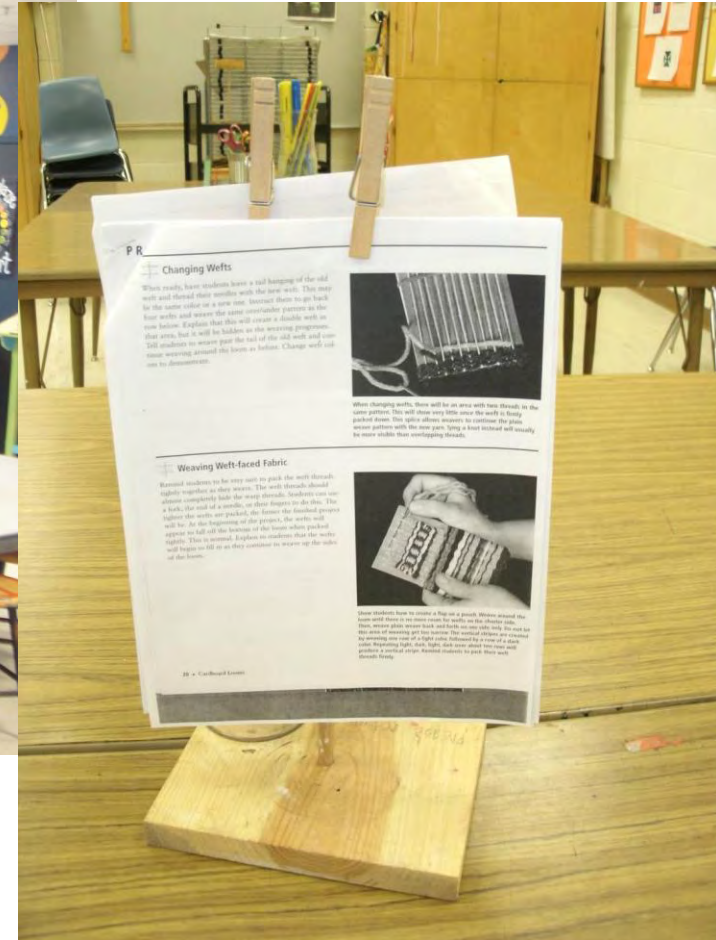




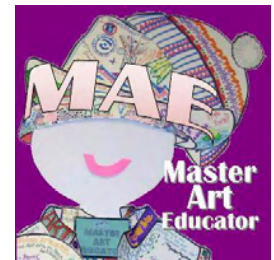
Table Names







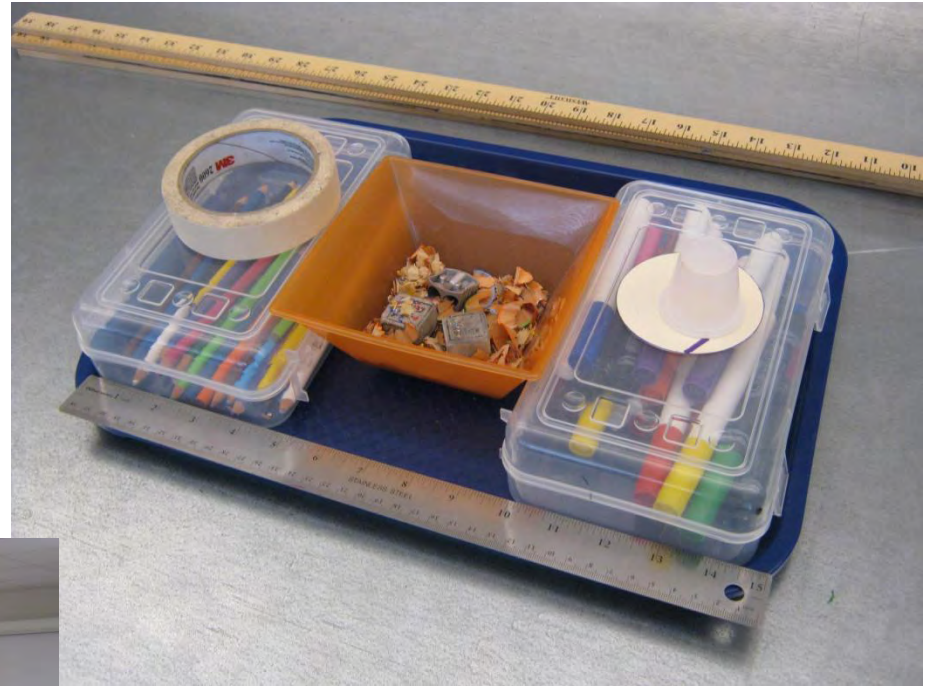
“Set” the table



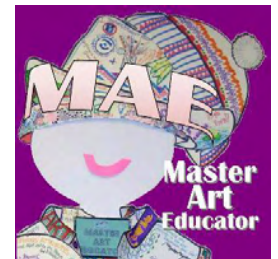
Use table folder to distribute information.

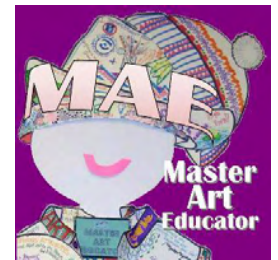
Laminate source material for reuse.

Got a projector? Use it to display objectives, images, task lists, etc..

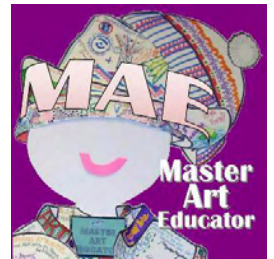


Layout only the materials needed to keep focus and engagement.



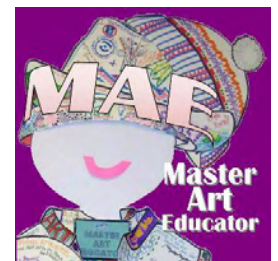


Instructional Practice



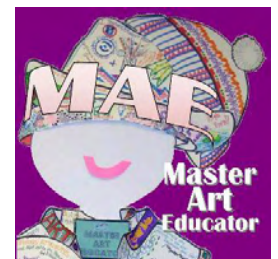


Word Walls & Instructional Charts





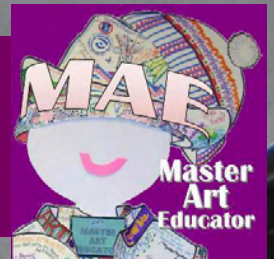
Showing exemplars for instruction
Divide the board / make a “home.”





Builds an effective classroom environment.

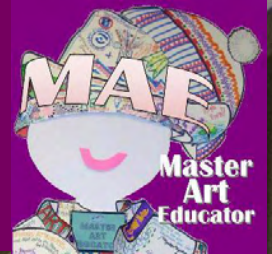
- room is organized, but functional





Builds an effective classroom environment.

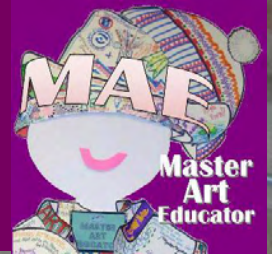
- room is instructionally specific with the room arrangement related to assignments





Builds an effective classroom environment.

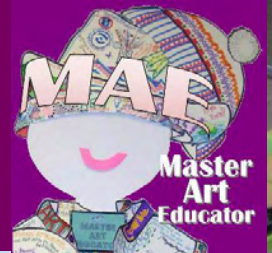
• room could appear as organized chaos as students direct their own learning





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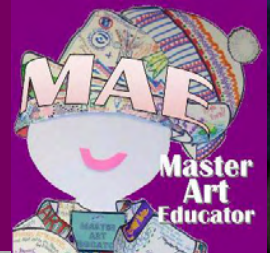
- room contains samples of historical, professional, exemplary student, and career idea artworks





Builds an effective classroom environment.

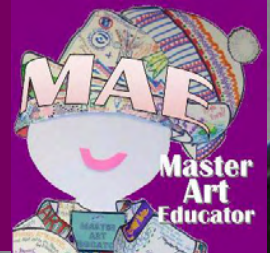
•safety concerns are evident and visible within the organization of the classroom





Builds an effective classroom environment.

- students are given choices within a safe environment

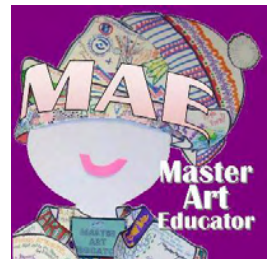


Keys to success:

Pick up after yourself and teach students to pick up after themselves as well.

Work smarter / not harder --- straighten as you “work” the room.

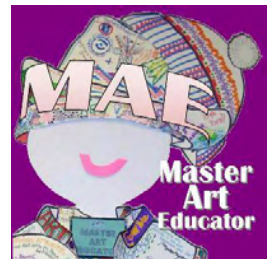
Teach your students to leave the room exactly as they found it and be consistent – Create **COMMUNITY** and **OWNERSHIP!**

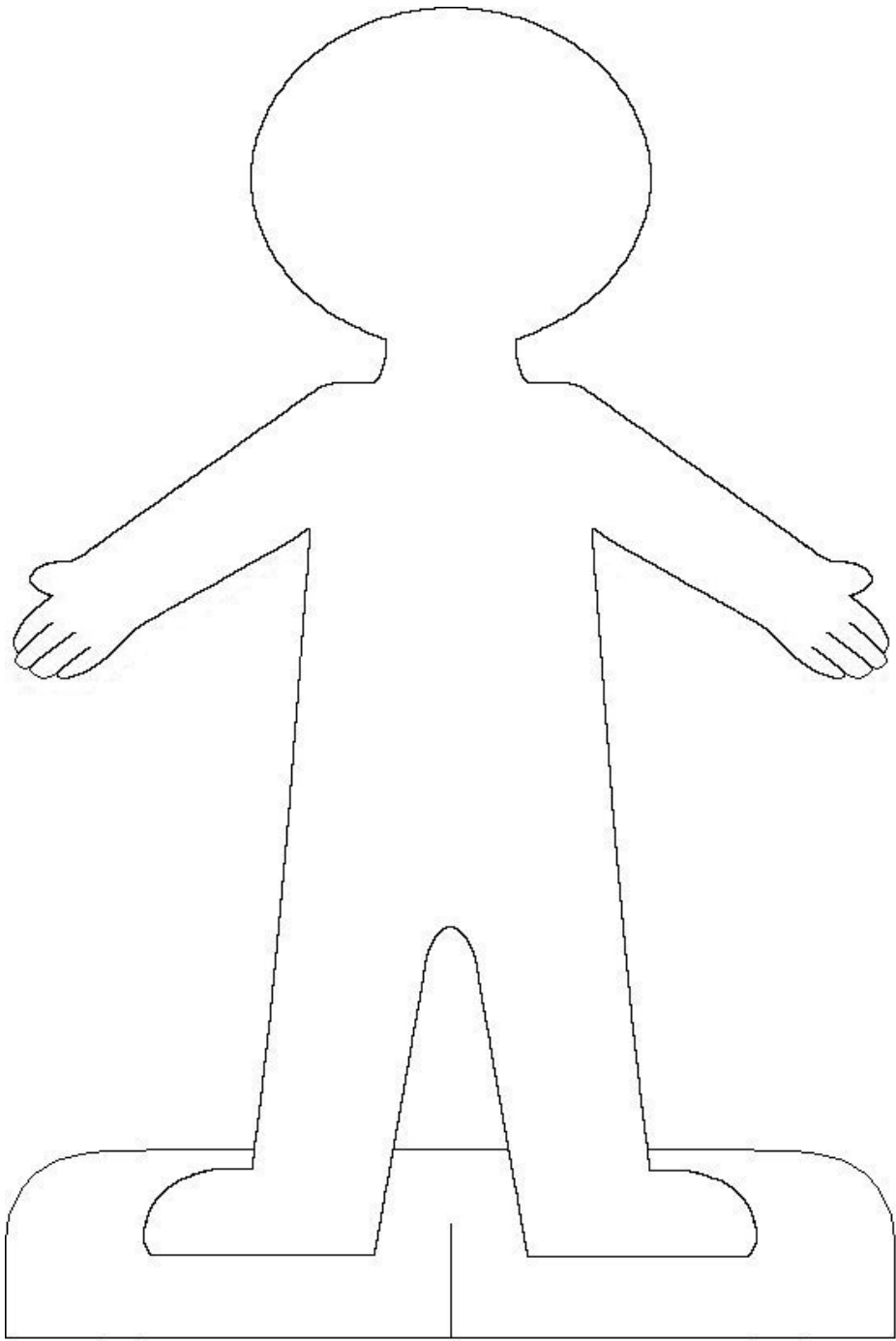


Keys to success:

Create a “*fun*” and “*creative*” environment for your kids and yourself – you spend A LOT of time in your art room.

Constantly examine and improve all aspects of your room and environment. Don't be afraid to change your practice to improve delivery.





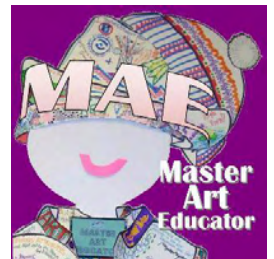
Join me for:

The Power of the Warm-up

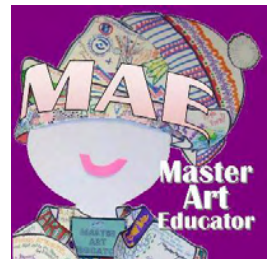
Saturday

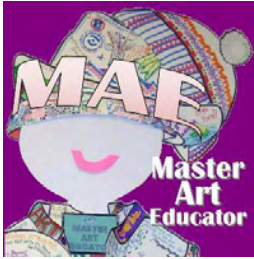
8am

Salon C – Moody Gardens



*“Learning doesn’t happen from
the action, but reflection on the
action”*





Find all workshop material at
www.txmae.wordpress.com

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FINE ARTS
ROUND ROCK **I** **S** **D**