edTPA: The three Keys to a Successful Classroom

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My presentation will discuss the three keys to teaching in elementary and secondary classroom settings. From my personal experiences as a student teacher, learning how to teach within the no-risk confines of a college classroom turned out to be significantly different than learning how to teach in a real world classroom. As a college student, I learned teaching techniques and strategies that would hypothetically work. Additionally, I learned about developmental and pedagogical theories. As an art teacher in training, I have also observed and taught mock lessons to my peers. In short, I believed that I was thoroughly prepared to teach in actual classroom with real students. However, I quickly realized that I was anything but prepared. During student teaching I learned that there are three keys to establishing a successful classroom. These keys include building relationships, implementing classroom management, and instilling organization, all of which are interrelated. In other words, without any one it is hard to develop the others. During the course of my student teaching experience, I have been able to experiment with various techniques to achieve the three keys to successful teaching. I believe that building positive relationships with the students will facilitate classroom management. In turn, effective classroom management enables a teacher to effectively organize the classroom. During my presentation, I will discuss the various
ways I implemented these three keys in the classroom to optimize my student teaching experience.

During student teaching, I began a detailed organizational planning process before implementing the lesson referred to as the “edTPA.” This planning process is known as the “planning commentary.” During the planning commentary and observation period of the classroom and the students, I am taking the opportunity to learn the so called culture of the classroom. Specifically, I am learning about the students and their overall capabilities, what they already know, their personalities, how they interact in the classroom, student to student relationships, and their economic backgrounds. In other words, I begin to build relationships with the students by learning to know them and by allowing them to know me. As I stated before, building relationships with the students when beginning a classroom experience is an essential priority. Vygotsky’s theory states that social interaction and culture is crucial in cognitive development as well as creating a positive learning environment (Lev Semyonovich Vygotsky (1896-1934), xxii). The first step to building a healthy relationship is learning each student’s name. Learning the names of students is the first step in knowing who the students are as well as creating a sense of community. Additionally, knowing a student’s name recognizes the student as an individual and causes students to feel that they are respected by the teacher as individuals (Glenz, 21). One easy way I learned how to learn students’ names was by greeting students by their names as they entered the classroom. Greeting students as they enter the room establishes a sense of community by helping students to feel that the art room is not only the teacher’s classroom but their room as well.
After learning about the students and their backgrounds, developing and identifying the lesson and the concept would be the next step. The project must be meaningful, connect to the students on cultural and personal levels, and allow students to be creative and assume responsibility for their own art making decisions. In order to fulfill these needs and to meet national and state standards, I have designed an “inquiry based” lesson and art project that is open ended. In other words, as the teacher and facilitator, I establish a minimum list of requirements, such as size, craftsmanship, and project outcome, in this case, designing an advertisement (ad) that communicates a message or idea to an audience of the student’s choice or interest. At the beginning of the lesson, students are asked thought provoking questions that engage prior learning and connect their past experiences to the concepts of the art project, which is designing their own ads. The students are free to interpret the project in their own way and to communicate their thoughts and ideas through their artwork. Most importantly, I am able to learn about the students and what they care about through their art making processes. By building relationships with the students, I am able to create lesson plans for instruction that will be more meaningful and enjoyable and help students create artwork they will be proud to display.

Following the establishment of relationships, the next step is to establish expectations for the classroom or in other words, classroom management procedures. However, it is important to note that classroom management and relationships with students are intertwined. For example, if I do not maintain a positive relationship with students and they do not feel respected, they will be less likely to adhere to the expectations of the classroom, let alone sign up to take my class. As a student teacher, I
quickly learned that building positive relationships with students and establishing effective classroom management procedures were the most important lessons I learned. For example, because I knew my students and their behaviors and built relationships, classroom activities such as critiques were easily managed and became productive.

Working with elementary school-aged children requires particular attention to organization, planning to minimize off-task behavior, preparing all materials needed for the students at each table to reduce unnecessary movement, and allowing sufficient time for clean-up. Most importantly, it is essential to maintain a safe environment by teaching students the proper use of materials, including scissors, glue, and rulers. To facilitate the process, learning the students’ names allows the teacher to call on them to minimize off-task or disruptive behavior anywhere in the art room.

Although effective classroom management is similar in elementary and secondary schools, the characteristics and behavior that promote off-task and disruptive behavior are different, particularly in middle school where I student taught for the second half of my student teaching experience. Two of the major differences that I encountered with middle school students were the constant use of cell phones and rude comments and outbursts. To deal with the constant use of cell phones, I made it a habit each day to restate the cell phone policy in the classroom. I would state to the class, “I have no problem with students listening to music on their phones, looking up reference photos for art projects, or Googling information for an assignment. I do have a problem with students using social media, calling, and texting and not working on anything important for the class. When I see students playing on their phones, I will issue one warning. However, after that first warning your phone will go into the phone “jail box” for the
remainder of the class period.” Because I have established positive relationships with the students, many shook their heads in agreement, confirming the fairness of the policy. Unfortunately, some students complained about the new cell phone expectation, but others supported me and told their peers to be more mature and get their work done. Some students continued to use their cell phones. I reminded them of the rules, and they would often agree to change their behavior. Otherwise, I followed through and confiscated their phones. Becoming a “record player” when stating expectations of the classroom has proven to be a proactive component of classroom management as well as tying expectations to school policies (MacGrego, Robert, MacGregor, J., Ron Nelson and Dave Wesch, 34).

There are behavior-challenged students in any classroom who communicate rude statements and engage in other undesirable behaviors. To maintain control, I lean toward more of the love and logic approach that is drawn from research-based principles. Again, building positive relationships and showing respect and appreciation for the students and their individuality can prevent or mitigate potential problems as well as motivate the students. Allowing them to have some input in their own problem-solving, while providing options, fosters responsibility and ownership of solutions. For example, one student in my class was unmotivated and distracted other students at his table. I repeatedly encouraged him to focus on the lesson, but the misbehavior persisted. At the end of class, I asked the student how his day was going and if he enjoyed the class. The student responded positively, stating that he enjoyed the class. I then inquired if he enjoyed the project we were working on, and he responded by saying he did not understand it. I explained the project and continued to ask the student if there are ways
we could work together to make the project more interesting for him while providing options. For the duration of my student teaching experience at the middle school, the student remained on task and otherwise engaged in appropriate behavior. Overall, I helped lead the student to self-reflect and correct his behavior and motivated him to successfully complete his art project. (Classroom Solutions & Management Techniques | Love & Logic®)

Self-reflection and problem-solving are both interventions that I continuously strived to integrate into my classroom routines. In the process, I learned that positive interventions can be more effective than punishment. Students who are continuously disruptive tend to become numb toward negative consequences. For small problems, focusing energy on self-reflection and discussing ways to improve behavior not only mitigates future misbehavior but also strengthens the student-teacher relationship. When punishment is required, providing options, such as calling a parent or going to the office, empowers students to assume ownership of their misbehavior. Additionally, showing empathy and compassion is also important when discussing consequences for misbehavior. Overall, this approach is more effective because it promotes a positive relationship and places the students in the position of being more than part of the problem but part of the solution. (Classroom Solutions & Management Techniques | Love & Logic®)

One of the most important aspects of classroom management is organization, specifically, organization of the lesson and the materials required for the lesson. One of the hardest lessons I had to learn was to keep lessons simple and to not over complicate the art projects. One reason is that the organization of the classroom could change from
lesson to lesson. For example, I had to reposition a table in the center of the room to make materials accessible for students on both sides of the room. Additionally, individual lessons required “scaffolding” for students to be successful. Scaffolding is a term used by education theorist Jerome Bruner, whereby an educator demonstrates a process step-by-step and then allows the students to practice the new skill while the educator is available to offer assistance (Fisher and Frey, 2018). Another term for scaffolding is the “zone of proximal development,” which is a term coined by Vygotsky (Fisher and Frey, 2018). The zone of proximal development is a zone where a student can no longer perform an activity individually and requires assistance from a more knowledgeable individual (Fisher and Frey, 2018). Scaffolding is often the principle learning portion of the lesson.

As a final observation, one of the most important lessons I learned as a student teacher is that a final product of an art project is not the only evidence of learning. A final product might fail to achieve expectations. However, it is important to not disregard the learning that occurred throughout the course of the project that was made possible by following the three keys to an effective classroom.
Work Cited


(Fisher and Frey, 2018)


Gable, Robert A. and Jo M. Hendrickson. “Strategies for Maintaining Positive
About the School Where You Are Teaching

1. In what type of school do you teach? (Type an “X” next to the appropriate description; if “other” applies, provide a brief description.)
   
   Elementary school: _____
   Middle school: _X___
   High school: ______
   Other (please describe): ______

2. Where is the school where you are teaching located? (Type an “X” next to the appropriate description.)
   
   City: _X_____  
   Suburb: ______  
   Town: ______  
   Rural: ______

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

   [Two major characteristics of the school that affect my daily teaching are the schools appropriation of Avid and paras that attend my class as well as their students.]

4. Describe the physical facilities (e.g., regular classroom, specially equipped art room, portable, and storage space), materials, and equipment (e.g., easels, potter’s wheel, kiln) available to you for the learning segment.

   [The art room is an open, square floor plan. It is equipped with multiple storage compartments that include drawers, cabinets, and shelves for holding smaller equipment, such as paper, paintbrushes, paint, markers, glue; etc. The room features six long rectangular tables with chairs, a dry erase board and chalkboard, two large bulletin boards, two teacher desks, two sinks, as well as an assortment of artistic posters. Additionally, there is a large storage area in the back of the art room consisting of multiple shelves and cabinets for materials and student work. This area also contains a kiln, a pug mule for recycling clay, and teachers’ desks. For ease of access, the storage area connects to the computer lab and a second art room. Finally, the art room is also equipped with a smart board, projector, a desktop computer as well as two Surface Pro laptops.]

1 If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/ruraled/definitions.asp) or consult with your placement school administrator.
5. Describe any district, school, or cooperating teacher requirements, expectations, or scheduling that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[Some of the requirements for student teachers include attending training, such as technology, bully prevention, and substitute teaching. Additionally, I am also required to participate in on-line training called “Safe School,” that consists of various training requirements. Lastly, I am also required to attend all staff development training as well as half-day planning sessions.]

About the Class Featured in this Learning Segment

1. How much time is devoted each day to visual art instruction in your classroom?

[My instruction is primarily inquiry based. I begin a new unit by allowing the students to answer questions in groups. Following the group questions, students can explore and research the topic of the unit. After the students have conducted research, I discuss the first assignment. I try to limit my instruction to ten minutes in order to avoid losing the students’ attention. Furthermore, I divide my instructions into segments. For example, I will present the first instruction or demonstration in the beginning of the class and then I would allow the students to work for at least thirty minutes, followed by another demonstration so that the students are not overwhelmed with too much information in a short amount of time.]

2. Identify any textbook or instructional program you primarily use for visual art instruction. If a textbook, please provide the title, publisher, and date of publication.

[For an instructional program, the school uses “Avid,” which is a non-profit organization that provides teachers with practices and strategies. During staff meetings, I also learn multiple strategies that I can apply in my classroom.]

3. List other resources (e.g., electronic whiteboard, hands-on materials, online resources, art posters, slides of artwork, and/or materials for art production) you use for visual art instruction in this class.

[The school uses “Canvas” for students to access homework assignments or projects at any time on their phones, laptops, and computers. I use Canvas in all six of my art classes to create pages and links for information and parameters for assignments and projects. During class, I use the Smartboard to project the most up to date page of the current project for all of my students to see. Additionally, I implemented an Avid strategy I learned for teaching students time management skills by creating a calendar that I positioned in the center of the back of the room. This calendar provides project due dates and up-coming events for students to reference at all times. Lastly, I use the doc camera to project my demonstrations on the Smartboard for easy viewing.]

About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[I am teaching five classes the advertisement linoleum cut project, all of which consists of seventh and eighth graders.]

2. Number of

- students in the class: _114_____
- males: 54   females: _60_

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.

<table>
<thead>
<tr>
<th>IEPs/504 Plans: Classifications/Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications, Pertinent IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Physical limitations</td>
<td>2</td>
<td>Classroom aide or extra time</td>
</tr>
<tr>
<td>Physical Limitations: Low Vision</td>
<td>1</td>
<td>Technology aids such as an IPad to connect student to the smartboard using the app join me and extra time and help.</td>
</tr>
<tr>
<td>Down Syndrome</td>
<td>2</td>
<td>Students are accompanied by a para with adjusted lessons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: English language learners with only a few words of English</td>
<td>2</td>
<td>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have students use pre-taught key words and graphic organizers to complete sentence starters.</td>
</tr>
</tbody>
</table>
| Example: Students who speak a variety of English other than that used in textbooks | 5                 | Make connections between the language students bring and the language used in the textbook | 2 California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
### Students with Other Learning Needs

<table>
<thead>
<tr>
<th>Other Learning Needs</th>
<th>Number of Students</th>
<th>Supports, Accommodations, Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Struggling readers</td>
<td>5</td>
<td>Provide oral explanations for directions and checking for understanding</td>
</tr>
<tr>
<td>On the spectrum</td>
<td>1</td>
<td>Provide extra feedback and one-on-one instruction.</td>
</tr>
</tbody>
</table>

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**Task 1 part B: Lesson Plan**

**Advertisement!**

**Overview:** Advertisements (ads) flood into our lives through a variety of different mediums, such as television, the internet, radio, and social media. The purpose of ad's is to influence, persuade, or send messages to the public. Students will explore a variety of different ads and analyze how advertisements can influence and persuade the masses, as well as set trends within society. Students will design their own ads to communicate messages, ideas, or topics of their choice through a printmaking process known as “linocut.” In general, printmaking provides artists with the capability to create multiple copies of their artwork, making it easier to spread their ideas or messages to the public. Students will learn how to use their ads to influence others by creating at least three prints of their design.

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**Stage 1 Desired Results**

**Big Idea:** The relationship of the arts and culture is mutually dependent; Culture affects the arts and the arts affect and preserve culture.

<table>
<thead>
<tr>
<th>ESTABLISHED GOALS</th>
<th>Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. National standard 2: Organize and develop artistic ideas and work.</td>
<td>Students will be able to independently use their learning to…</td>
</tr>
<tr>
<td>2. National Standard 6: Convey meaning through the</td>
<td>• Student will learn how to design an image that effectively communicates an idea or message through planning, experimenting, and exploring the elements and principles of printmaking design. From reflection through revision, students will learn how to create multiple reproductions of one image while learning from their art experiences.</td>
</tr>
</tbody>
</table>

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**TARGETS**

**ESSENTIAL QUESTIONS**
4. National standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
5. State Standard 3: Historical and cultural context.

- I can apply visual organizational strategies to design and produce a work of art, design, or media that communicates information or ideas.
- I can compare and contrast viewing and experiencing collections and exhibitions in different venues.
- I can analyze multiple ways that images influence specific audiences.
- I can demonstrate and use correct artistic vocabulary to define artwork.
- How do artists tell stories?
- How does art reflect time and place?
- How does culture affect self-expression?
- How does learning about art impact how we perceive the world?
- How do images influence our views of the world?
- How do objects, places, and designs shape lives and communities?

### Acquisition

**Students will know…**
- How to create a linocut print
- How to revise and make adjustments
- How to make multiple reproductions of one image

**Students will be skilled at…**
- Using carving tools to cut linoleum
- Apply ink to the linoleum
- Creating a clean print

### Stage 2 - Evidence

<table>
<thead>
<tr>
<th>Assessment Evidence</th>
<th>Evaluative Criteria</th>
</tr>
</thead>
</table>
| **PERFORMANCE TASK(S):**  
  - Student will create an ad to convey a message, idea or topic of their interest using a linocut printmaking technique.  
  - 6-8 drawings must be colored (black and white is an option), display good craftsmanship, size of drawings should be approximately 6x4 inches, and entire box must be filled.  
  - Finished artwork will include three print reproductions of the same image. Prints must be approximately 6x4 inches. Print must display good craftsmanship. Message or topic of print must be clearly thought out. | **Assignment criteria and parameters:**
  - Advanced students will be allowed to make more than three reproduction prints as well as create two advertisements by flipping the linoleum over to the other side. |
| **OTHER EVIDENCE:**  
  - Student will create 6-8 ad drawings in a sketchbook that | **Interventions and extensions** |

Stage 3 – Learning Plan

**Lesson Objective**

- Student will be able to analyze and apply knowledge from other ads to create and organize an ad that communicates a message or idea.
- Student will be able to analyze multiple ways that images or ads can influence specific audiences.

**Materials**

- Linoleum
- Carving tools
- Sketchbook: pencil, paper, coloring utensils
- Rollers
- Ink
- Paper
- Burnishers
- Wax paper
- Plastic pallet knives
- Newspaper

**Vocabulary**

- Communicate
- Emphasis
- Present

**Summary of Key Learning Events and Instruction**

**Lesson 1:**

- Attention getter
- 10-15-minute discussion: advertisements
  - Today's topic is advertisements. I will ask a series of questions to spark students’ imagination and creativity:
  - Have students at each table engage in a group discussion to answer a series of questions. There will be one piece of paper and everyone's name at each table will have their name on it. There will be one student recorder who will document answers.
    - What are ads?
      - A means of communication
    - What are ads used for?
• Conveying a message to influence, inform, or persuade a mass of people

   ▪ What kinds of ads are there?
     • Political: Libertarian, Republican, Democrat
     • Brands: Nike, American Eagle, Apple; etc
     • Public service: donating, animal shelters, providing water to people in other countries; etc
     • Business: construction companies, plumbers, lawyers; etc

   ▪ Where can we find ads?
     • Radio
     • TV
     • Internet websites
     • Social Media: Instagram, Twitter, Facebook, Youtube

   ▪ What makes an effective ad?
     • Keep it relevant: Is your message important?
     • Make it unique: What sets your ad apart from others? The colors, and why do people buy your product? What problem are you trying to solve?
     • Use your viewer’s language: gender, age group, ethnicity, audience
     • Be specific
     • Be simple: Big is not always better
     • Give the viewer a reason

   ▪ What makes an ad ineffective?
     • Being vague, irrelevant or random
     • Misspellings
     • Misleading

   o After discussing answers, each table will answer a question out loud
   o Show examples of ads using the Smart Board
   o For our bell ringer, I want you to create 6-8 ads of a message or topic that interest you.
     ▪ Use your phones for research. By research, I mean research relevant to our discussion about ads. Be purposeful and productive.
     ▪ Deadline for drawings will be the following week.

• 30 minutes: Work time
• Attention getter
• 10 minute: Final project discussion
  o Attention getter
  o I encourage you to take notes
  o After you have finished drawing your ads, you will recreate the ad of your choice on linoleum using specific carving tools
    ▪ Present linoleum
      • Linoleum is a soft material that feels like an eraser
    ▪ Present carving tools
      • Here are some of the carving tools that you will use
      • Carving tools range from making small detailed to large general carvings.
Each student will receive a small piece of linoleum for experimenting to become accustomed to the material. You can use both sides of the linoleum.

- Using your carving tools, you will re-create your ad into the linoleum
- After you have carved your ad into the linoleum, you will apply ink to it using a roller, and then print your ad on a piece of paper
- I will demonstrate in more detail next time.

- 15 minutes: Work time
- Attention getter
- 5 minutes: Debriefing
  - Partner up to discuss ideas
- 5 minutes: Clean up
  - Putting materials away
  - Dispose of any trash that is around the tables

Lesson 2:
- 20 minutes: work on bell ringer
- Attention getter
- 3-5 minutes: Review the assignment for the due date of the 6-8 ad drawings
- 2 minutes: Watch linocut video
- 30 minutes: Work time
  - Students have the option to prioritize, which means to either work on their 6-8 ads, past bell ringers, or finish their clay mugs as long as they are working on an art project that is due soon.
- Attention getter
- 5-8 minutes: debriefing
  - Students discuss their idea as a table group
- 17 minutes: Work time
- Attention Getter
- 2 minutes: Clean up
  - Put away materials
  - Dispose of any trash that is around the tables

Lesson 3:
- 15-20 minutes: work on bell ringer
- Attention getter
- 5-8 minutes: Ice cream sandwich hand out
  - Students choose their design preferences and partner up into groups of two
  - Each student receives a hand out, and each group of two critiques each other: start with a compliment; recommend improvements; and finish with a compliment
- 30 minutes: work time
- Attention getter
- 10 minutes: Demonstration
  - I will use the doc camera to demonstrate how to transfer their images onto their linoleum.
After they transfer their images onto their linoleum, it is important to outline their images in Sharpie so that the images are visible and they can distinguish between the area to be covered in and the areas that will remain the color of the paper.

Next, students will begin carving their images using the carving tools and will demonstrate how to change them out.

- 16 minutes: work time
  - Finish bell ringers or begin transferring the images
- 5 minutes: clean up
  - Put away materials
  - Dispose of any trash around the tables

Lesson 4:
- Preparation: Have materials ready and prepared on a table that will be positioned in the middle of the room
- 8 minutes: Review design transferring demonstration
  - Using the doc camera, I will again demonstrate the next step
    - Out of your 6-8 advertisement designs that you have created, pick one
    - Next, you are going to outline your design in pencil
    - Then, flip your drawing face down on your linoleum and then color the back with the side of the pencil
      - Before lifting your design, check to be certain the entire image has transferred
    - After you have transferred your design, you are going to color the areas that will be covered in ink, whereas the other areas will remain the color of the paper
      - Important note: You are going to reduce your design to one color, so use a Sharpie that corresponds to the color you have chosen
  - If you have not finished your 6-8 advertisement designs, continue to work on those. If you are ready for the next step, the materials you will need are on the materials table
- 30 minutes: work time
- Attention Getter
- 10 minutes: Demonstration
  - Using the doc camera, I will demonstrate the next step
  - After you have finished transferring your design and have colored the areas that will be covered in ink, you will begin carving your designs
  - The areas that you have not colored in Sharpie will be the areas that you carve out
  - Discuss the safety procedures and expectations for the carving tools
  - I will demonstrate and explain the carving tips
    - The round ones are primarily for carving out large areas
    - The tips that resemble a narrow V are generally used for carving finer details
  - After you have chosen a carving tip, insert it into the handle and twist it to secure the carving tip
  - When carving, hold the tool in a slanted position and remember to carve in a direction away from your body.
When carving, be certain you are not chunking out overly large pieces of linoleum
- Take your time

- 30 minutes: work time. Students who finish early may choose a second advertisement design and can repeat the same steps to the back of the linoleum
- 6 minutes: Clean up
  - Put way materials
  - Put your linoleum on your shelf in the back room
  - Dispose of any trash around the tables

Lesson 5:
- Preparation: Everything needed for class will be prepared on a table in the center of the room
- 15 minutes: Finish carving linoleum and finish Ads
- Attention getter
- 10 minutes: Printing demonstration
  - Materials needed include: Plexi as a smooth surface for rolling ink, ink, roller, linoleum, burnisher, newspaper and paper
  - First, place the newspaper down to avoid getting ink on the table
  - Next, apply a small amount of ink in the color of your choice to the surface of the Plexi
  - Third, begin rolling your ink using your roller, and then roll the ink onto your linoleum, applying multiple layers
  - Take your paper and place it on top of your inked linoleum and fold the newspaper over on top of the paper and linoleum. Then use the burnisher to evenly press the paper onto your linoleum
  - Peel off your first print and check for imperfections, such as areas you missed carving
  - Continue to practice printing until you are satisfied with the appearance of your print

*Students will continue to print for the rest of the unit until they produce a final finished print*
- 30 minutes: Work time
- Attention Getter
- 8 minutes: Clean up discussion
  - Dispose of linoleum shreds and any trash at or around the tables
  - Return materials to where your got them
  - Scrape off any left-over ink and use wax paper to preserve it for future use by folding and taping it
  - Clean your Plexi in the sink
- 14 minutes: Work time
- 7 minutes: Clean up

Lesson 6:
- 10 minutes: Final Project Discussion
  - I will have the new information presented on the Smart Board
  - Students must have three identical prints known as editions of their chosen advertisement design
  - Students have the choice of having a border or no border
- If there is a border, border must be clean and free of smudges, smears and finger prints
  - Either on the front or back each print must be number as 1/3, 2/3, 3/3 as well as having your signed name on each print
  - After you have completed you finished prints, fill out an exit slip and paper clip your prints to the exit slip and submit it to me
  - After you have completed your project and exit slip, you can begin glazing your bisqued mug
    - I will go over glazing instructions and restrictions thoroughly with the students
- 30 minutes: Work time
- Attention Getter
- 8 minutes: Critique discussion
  - Inform students that we will have a group critique on finished prints that will consists of interpreting advertisements and what message it is trying to convey as well as its primary audience.
  - The artists will also discuss their design to the class
- 28 minutes: Work time
- Attention Getter
- 8 minutes: Clean up
  - When you are finished cleaning, critique yourself in your sketchbook: 1 thing you think is working in your design, what can be improved, and then finish writing one thing that works in your design
Day 1: Time Frame

- Preparation: 5 minutes
- Discussion: 5 minutes
- Studio Time: 15 minutes
- Final project discussion: 10 minutes
- Studio Time: 30 minutes
- Debriefing: 2 minutes
- Clean up: 2 minutes

Day 2: Time Frame

- Bell Ringer: 17 minutes
- Review: 20 minutes
- Video: 8 minutes
- Studio Time: 5 minutes
- Debriefing: 5 minutes
- Studio Time: 30 minutes
- Clean Up: 2 minutes
Day 3: Time Frame

- Bell Ringer: 20
- Work Sheet: 16
- Studio Time: 10
- Demo: 8
- Clean Up: 5

Day 4: Time Frame

- Bell Ringer: 20
- Work Sheet: 16
- Studio Time: 10
- Demo: 8
- Clean Up: 5
Day 5: Time Frame

- Work Time: 30 minutes
- Demo: 10 minutes
- Work Time: 15 minutes
- Clean up Discussion: 8 minutes
- Work Time: 14 minutes
- Clean up: 7 minutes

Day 6: Time Frame

- Final Project Discussion: 30 minutes
- Work Time: 28 minutes
- Critique Discussion: 10 minutes
- Work Time: 8 minutes
- Clean up: 8 minutes
Task 1 part C: Instructional Materials

Lesson 1 Instructional materials:
1. Assessment sheet: group work advertisement questionnaire
2. Smart Board: I will use the Smart Board to pull up Canvas for all students to comfortably see at any point in the room. We will review the questionnaire answers as and instructions for the new assignment. Along with the assignment, we will review examples of advertisements along with the parameters of the assignment.
3. Sketchbook, pencils, and coloring utensils: After the Smart Board presentation, students can begin sketching six to eight ads of their own design into their sketchbooks.
4. Cell Phones: Students are permitted to use their cell phones for research on advertisements and to gain ideas or inspiration.
5. Linoleum and carving tools: I will present the materials for the next step, so the students will know how to design their advertisements according to the materials that they will eventually use to create their final projects.

Lesson 2 Instructional Materials:
1. Smart Board: I will have the requirements for the six to eight advertisements presented on the Smart Board when students enter the room, so they will know their assignment.
2. Smart Board: Review what needs to be worked on or finished, the requirements along with any restrictions, such as the six to eight advertisement designs and the bell work in their sketchbook for quarter three.
3. YouTube and Smart Board: Using the Smart Board, I will present a YouTube video of the linocut process so that the students will be able to visualize what will happen next and can design their advertisements accordingly.
4. Debriefing: As a table group, students will discuss their sketches and ideas in a circle to receive feedback from their table mates.

Lesson 3 Instructional Materials:
1. Smart Board: I will present the requirements for the six to eight advertisements on the Smart Board when students enter the room so they will understand the assignment.
2. “Ice cream sandwich” handout exercise: The students will choose their favorite advertisement design or a design of their preference. At each table, students will partner into groups of two. Each group will receive a handout sheet with boxes for the artist’s and the critic’s names. For the ice cream sandwich, the critic must provide one characteristic that is effective in the artist’s advertisement design, followed by something that can be improved, and concluding with another effective characteristic of the design. Partners must discuss their feedback, allowing sufficient remaining time for the artists to make revisions or adjustments before progressing to the next step.
3. Doc Camera and Smart Board: The doc camera is connected to the Smart Board to permit every student to see the demonstration. For the demonstration, I will present the materials needed, which include linoleum, pencil, chosen design, color pencils and/or Sharpie. Following the presentation of the materials, I will demonstrate how to transfer the designs to their linoleum.

4. Doc Camera and Smart Board: After students have been working for approximately 30 minutes, I will use the doc camera and Smart Board to demonstrate how to use the different sizes of carving tools, how to assemble the carving tools, and how to safely and responsibly use them.

Lesson 4 Instructional Materials:
1. Smart Board: I will present the requirements for the six to eight advertisements on the Smart Board when the students enter the room so they will understand the assignment.
2. Doc Camera and Smart Board: For students who are finished with their sketches, I will again demonstrate how to transfer their designs to their linoleum and the steps that need to occur after they have done so.
3. Doc Camera and Smart Board: After the majority of the students have finished transferring their images, I will again use the doc camera and Smart Board to demonstrate the safe use of the carving tools and review the responsibilities required to use them.

Lesson 5 Instructional Materials:
1. Smart Board: I will present the requirements for the six to eight advertisements on the Smart Board when students enter the room so they understand the assignment.
2. Printing Demonstration: At one table, I will present the materials needed for printing that include newspapers, printing paper, plexie glass, ink, burnishers and rollers. I will demonstrate the step-by-step procedures for printing their linoleum. During my demonstration, I will repeatedly lift the materials to show how the steps will appear.

Lesson 6 Instructional Material
1. Smart Board: I will present new information about final project parameters and requirements.
2. Exit slip Handout: Each student will obtain an exit slip, which requires the student to describe their artwork, draw a quick sketch of their design, circle their understanding, and explain why they deserve that particular grade.
3. Glaze materials: For glaze materials, I will go in depth of how to use the glaze materials for their bisqued mugs as well as how to be responsible with the glaze materials.

Other Instructional Materials:
1. Ice cream sandwich handout: On the last day of experimenting with printing, students will work with a partner in groups of two for a mini critique in the event they gain new ideas or need to revise their work.
2. **Exit slip:** For their final project, students will fill out an exit slip to describe and draw their projects as well as to circle the grade they believe they deserve.

**Task 1 part D: Assessments**

Lesson 1, 2, and 3 Assessment:

The students will work on two forms of formative assessment for lessons one, two, and three. The questionnaire and the ice cream sandwich comprise the first form of formative assessment. The other is the six to eight ad advertisement designs. The handouts are primarily graded on participation and the acquisition of new information. The six to eight ad designs are for brainstorming, researching, learning, and practicing how to design an effective ad design that can persuade, influence and convey a story to a group of people. Additionally, the research and brainstorming phases for the sketches help students realize how ads play a huge part in their everyday lives. The following grading system is organized by numbers from four, the highest, to 0, the lowest.

**6-8 Advertisement Designs: Assessment**

<table>
<thead>
<tr>
<th>Score</th>
<th>What did I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I designed more than six ads. All my designs are colored with good craftsmanship and are unique and creative. I exceeded the requirements and expectations.</td>
</tr>
<tr>
<td>3</td>
<td>I designed six ads. All six are colored and are the appropriate size at 6x4 inches.</td>
</tr>
<tr>
<td>2</td>
<td>I designed three to five ads. I did not color all of them and only colored a portion of the others. The ads were produced in in odd sizes.</td>
</tr>
<tr>
<td>1</td>
<td>I designed one or two ads and neither of them are colored.</td>
</tr>
<tr>
<td>0</td>
<td>Incomplete. I did not do the assignment</td>
</tr>
</tbody>
</table>

Lessons 4 Assessment:

Lesson Four consists of students working on transferring their linoleum, carving their linoleum and practice printing, and experimenting with their linoleum to discover the types of prints they can create. Students are required to keep their practice prints in their sketchbooks for a formative assessment. The
practice prints are strictly for the students’ learning and acquiring experience concerning what works, what does not work, and what needs to be revised. During work time, each student will work with a partner to complete the ice cream sandwich exercise and will receive feedback from other students for potential improvements in their designs. While reviewing and assessing their final prints, I can observe their work and question their thought processes and decisions made to produce their completed projects.

Lesson 5 Assessment:
Lesson five consists of students’ printing, experimenting, and creating their three to six finished prints. Each set of three prints must appear identical. If a student desires to print a different design, it must be in a set of three. Each set of prints must also appear clean and decisive. Prints can not have smudges of ink or finger prints on the design or along the borders. Print designs must convey a message that influences or persuades. The size of prints must be 6x4 inches. When students finish their sets of prints, each student will fill out an exit slip that requires the student to write their names, the date, the project and the class. The students will describe their prints, the intent of their designs, and the choices they made to arrive at their final prints. Next, the student will create a quick sketch of their prints. Finally, the students will assess their understanding, recommend a grade for their final project, and discuss why they believe they deserve that grade. At the bottom of the exit slip, I will assign their final grade and state my rationale for determining that grade.

Art Assessment:

<table>
<thead>
<tr>
<th>Score</th>
<th>Where Am I?</th>
</tr>
</thead>
</table>
| 4     | I’m an expert
       | I can teach it
       | I have exceeded expectations |
| 3     | I met expectations
       | I can work almost independently |
| 2     | I almost met expectations
       | I can do the work with some help |
| 1     | Incomplete
       | Even with help, I fall short of expectations |
| 0     | I have failed to produce work and to show any evidence that I understand the material. |
Exit Slip:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Class:</th>
<th>Project:</th>
</tr>
</thead>
</table>

Describe:

---

Draw! 😊

---

My Understanding: 1 2 3 4 (Circle desired grade)

Why?

---

Teacher’s Final Grade:
Task 1 Part E: Planning Commentary

**TASK 1: PLANNING COMMENTARY**

Respond to the prompts below (no more than 9 single-spaced pages, including prompts) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. **Central Focus**
   
a. Describe the central focus and purpose of the content you will teach in the learning segment.

   [The central focus of my learning segment is “the artist as a storyteller.” The relationship between the arts and culture has always been one of mutual dependence. Artists are influenced or inspired by what they see and experience in their daily lives, which in return influences their artwork and art making decisions. Likewise, due to advancements in technology and the various outlets of communication, ads can influence our daily decisions. Ads are a form of communication that sends a message or story to a mass of people. Ads are intended to influence or persuade people into thinking they need something or they need to do something. Henceforth, students will research and brainstorm the various outlets of communication, the designs of advertisements, and the decision making process through experimentation in order to design their own effective ads that communicate messages or stories as well as influence the viewer.]

   b. Given the central focus, describe how the standards and objectives within your learning segment support the development of students’ abilities to create, present, or respond to visual art by incorporating at least one of the following components:

   - **interpreting art** (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning)
   - **developing works of art/design** (using techniques, methods of experimentation, or investigation)
   - **relating art to context** (personal, social, cultural, or historical perspectives)

   while providing opportunities for student choice (of content, methods, or styles).

   [The standards included in this learning segment are National Standard (NS) 2, NS 6, NS 7, NS 11, and State Standard (SS) 3. The intent of NS 2 is to organize and develop artistic ideas and work, which aligns with the visual art component of developing works of art/design. After research, brainstorming and sketching, students will design and create their own effective ads. The intent of NS 6 is to convey meaning through the presentation of artwork, which aligns with the visual art component of interpreting art. Before creating, students analyze the possible meanings of ads along with the designers’ decision making process and rationale. Following these analysis, students create various sketches and experiment with various approaches and techniques in order to design their own effective advertisement that conveys meaning. The purpose of NS 7 is to promote the analysis and interpretation of artists’ work, which also aligns with the visual art component of interpreting art. Similar to NS 7, students analyze ads that convey meaning to acquire insight and ideas in order to design and create meaning in]
their own ads. NS 11 requires students to relate artistic ideas and works to societal, cultural, and historical context to deepen their understanding. National S 11 aligns with the visual art component of relating art to context. Henceforth, students will observe and analyze different ads that they routinely see and hear, relate them to their own lives, and determine how ads influence their daily decision making. Furthermore, students will design their own ads that convey a message or story as expressions of their own interests or desires. Finally, SS 3 relates to historical and cultural context, which also aligns with the visual arts components of relating art to context. Students will research other artistic forms in history and different cultures that also convey meaning to learn how they too can influence others.

c. Explain how your plans build on each other to help students create, present, or respond to visual art and deepen their learning by making meaningful connections to at least one of the following components:

- interpreting art
- developing works of art/design
- relating art to context

while providing opportunities for student choice.

[Students begin interpreting art when they demonstrate their understanding of the advertisement process in work group discussions: the definition of ads; the purpose of ads; where ads can be found; and the different types of ads. In the beginning, I will divide the class into groups. Each group will answer a question about advertising to share with the other groups so that everyone will acquire additional insight. Following discussion, students will relate art to ads through research and analysis of the different forms of ads and art forms they observe in everyday life that convey meaning and tell a story. Students will then begin sketching their ideas and designs for their ads to learn how to convey meaning in their own artwork. Additionally, through the sketch making process, students will learn what works in their designs and what does not work and will share their ideas while receiving feedback from their piers through group exercises. During the research, documentation, and sketch making process, I will gradually introduce the materials the students will be using for their final projects so that they can plan their designs. After the students have finished making their sketches, the students can either pick their favorite designs or create an entirely new design to begin the next step. For the next step students will begin transferring their designs to the linoleum through a process I will demonstrate using the doc camera. Following transference of the design, students can begin using and experimenting with the carving tools. In the event of errors, students can use the back side of the linoleum. After the students have finished carving their designs, I will demonstrate how to print their linoleum using new materials such as newspaper, Plexi glass, rollers, and ink. After the demonstration, students can begin developing their designs and experimenting with different ways of printing as well as making revisions to their linoleum or to the ink coverage on their linoleum. Students will learn what works with their designs and what does not work and will then develop three to six finished prints of their designs that convey and communicate a message or story. To facilitate the entire project, it is important to follow a guiding set of principles. Refer to Addendum 1 for the Three Keys to an Effective Classroom.]
2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–d), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

[The prerequisite skills required for the ad assignment consist of basic drawing skills as well as the perseverance and willingness to experiment. Prior to my ad assignment, the students have engaged in a diverse learning experience. They have learned how to shade using various colored pencils, how to manipulate wire to create a form, how to write a saga, as well as how to create their own clay slab mug. Based on the students’ past learning as well as observing their previously completed artwork, I am confident that the students have the capability and willingness to be successful in the next ad assignment. During the progression of the ad assignment, students will learn a variety of different new skills such as transferring their design to linoleum, carving linoleum, and how to print their design from the linoleum. Additionally, students will learn how to experiments with the materials they are given.]

b. Personal, cultural, and community assets related to the central focus—What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?

[Based on my observation and the information I was provided, the art students at McCormick Junior High are primarily from middle class families. However, I am aware of two or three students who are of lower socioeconomic class as well as struggling at home. This number is consistent with 22% of students being eligible for free or reduced lunches. The majority of my students are White, although several are Hispanic, which is consistent with school-wide data that indicates 12% of the student body is Hispanic and 80% White. All my students have one thing in common, which is the constant use and availability of technology. Most of my students have access to a phone, while others still have access to technology through other outlets such as television, radio, and computers. Additionally, students might have access to technology through other people. Overall, I chose to discuss advertisements with my students because they regularly see and watch ads. Ads are a huge part of our daily lives, trying to convince viewers what they need and what is socially acceptable. Furthermore, middle schoolers, who range from thirteen to fourteen years old, are very impressionable and can relate to ads. One of the goals for this assignment is for the students to become more aware of what they watch on a daily basis.]

c. Physical development or conditions, if applicable for your learning segment—What do you know about students’ physical development (e.g., students’ fine-motor skills) or conditions (e.g., attention deficit, processing issues) that will affect instruction for the central focus?

[I am aware of at least five students who require extra time to complete their work and who can affect my instruction if they are off-focus, so that I have to take their behavior]
into account for my planning. I have two students who have Down syndrome who are accompanied by a para pro for extra help. As part of my instruction, I work and collaborate with the para to help the students succeed as well as ensuring the assignment level is appropriate. Additionally, I also have a student who is visually impaired and who also has some learning disabilities that have not been shared with me. This student receives additional technological help as well as extra time and one-on-one help from me. Another student is on the spectrum for autism but is classified as “high functioning.” For this student, I re-state my instruction somewhat differently for the student to understand the assignment or activity of the day. Additionally, I spend a little extra time with this student to explain an activity or assignment. Finally, I have one additional student who possesses a learning disability. Therefore, I allow the student to take materials to her special education teacher to use in the classroom. Additionally, I periodically check in with the student to ensure she understands the lesson and to provide help when needed.

d. Visual art dispositions related to the central focus—What do you know about the extent to which your students
  
  ▪ persist in their ability to apply visual arts concepts to create, present, or respond to visual art and
  ▪ believe in their ability to learn visual arts?

[The students’ ability to incorporate different visual arts concept in their designs and experimental prints is reasonably strong. Toward the beginning of the assignment, students began with various sketches that possess balance, color, emphasis, variety and various other concepts. During the experimental stages of printing, students are composing numerous prints that consist of different colors, experimenting with layers of ink, experimenting with different papers, as well as revising their designs and linoleum. The majority of the students are working confidently and making artistic decisions in their designs. Students who have questions, asks them with confidence. Whether students are aware of it or not, they are applying a plethora of different elements and principles of design in their artwork.

3. Supporting Students’ Visual Arts Learning

Respond to the prompts below (3a–c). To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. In addition, use principles from research or theory to support your justifications.

a. Justify how your understanding of your students’ prior academic learning; personal, cultural, and community assets; and physical development or conditions (if applicable) (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the component(s) of visual art addressed within the learning tasks and students’ prior academic learning, their assets, and research/theory.

[During my analysis of how to adapt my classroom to meet certain students’ needs, I considered “Maslow’s Hierarchy of Needs.” At the bottom of the pyramid are physiological needs: food; water; warmth; and rest. Students with these needs will find it difficult to create and experience higher level of thinking. I allow students to have snacks and water in the classroom and for students who are tired, I provide multiple opportunities to walk around and see what others are doing, as well as standing up
when working to get the blood flow moving. Additionally, for students who possess other physical challenges, technology and extra help and time will be provided. Safety is the next need in the hierarchy. Students who are being disruptive and disrespectful toward others require threaten the safety of their peers. I typically talk to these students in private, either during or after class, to discuss their behavior and reflect. Additionally, I employ a seating chart to create a safe classroom environment for all the students to feel secure. Belonging and love needs are next on the hierarchy, which include intimate relationship and friendships. While designing of my seating chart, I tried to seat students next to other students whom they would get along with, to make new friends, or to a good influence on others at their table. After belonging and love comes esteem needs, which are prestige and feeling of accomplishment. While my students are working, I always walk around and talk to each student, checking for personal well-being. Additionally, I try to promote random acts of kindness by providing opportunities and rewards. Finally, when discussing mistakes or errors, like the ice cream sandwich exercises, I begin with positive feedback (what works), followed by potential improvements, and ending with something that is successful. At the tip of the pyramid is self-actualization, which is achieving one’s full potential, including creative activities. After all the previous needs are met, students can finally achieve their art making potential with confidence.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[For instructional strategies, I attempt to create a differentiated learning experience for the students who require alternate or modified instruction. During instruction, I require students to participate in group activities to hear and learn from their peers as well as learning how to collaborate with others. Additionally, when providing instruction and parameters for assignments, I repeat important points of instruction to help students understand and retain the information. For students who need more auditory rather than visual instruction, I read information or questions for student to provide oral responses. Another instructional strategy is to create a safe environment for learning by developing a seating chart to minimize distractions and to promote on-task behavior. Those students who require more time to think of ideas or who struggle with motivation can begin by drawing something of their choice that they can adapt to the assignment. For students with advanced skills, I provide more challenging techniques and strategies to further develop their skills and decision making processes.]

c. Describe common errors or misunderstandings within your central focus and how you will address them.

[Some misunderstandings derive from verbal instruction. For example, a number of the students were confused about the process of carving their linoleum, specifically which areas to carve to have no ink and which areas to leave alone so that it will have ink. During my instruction, I learned that I need to rephrase my instructions and spend more time discussing the carving process as well as explaining the materials they will be using when they begin printing. The extra effort on my part will help the students improve their visual imagery of the processes involved in the assignment. Another error that can
occur is poorly worded questions. To revise the question, I rewrite the question on the board for all the students to see. A major error that can occur is creating multiple colors in their finished prints. Students are restricted to making a relief print. Therefore, they are limited to one color. To address the problem, I can provide alternative means and strategies to produce multi-colored prints. For students who are advanced or finish early, I can share the more difficult strategies of printing. Additionally, by this time of the year, ink is in short supply. In the event certain colors of ink run out before students can complete their projects, students can begin to mix colors to produce a desired color.

4. Supporting Visual Arts Development Through Language

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. **Language Function.** Using information about your students’ language assets and needs, identify one language function essential for students to learn to create, present, or respond to visual art by incorporating the component(s) within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Compare/contrast</th>
<th>Critique</th>
<th>Describe</th>
<th>Interpret</th>
<th>Question</th>
</tr>
</thead>
</table>

[My chosen language function is “interpret.” During the brainstorming and art making processes, students are required to continuously interpret different ad designs. During the brainstorming process students will conduct research by analyzing and then interpreting the possible meaning of ads. Students will acquire knowledge and insight that they may incorporate in their individual design sketches. Finally, students can create their own ad designs for viewers to interpret.]

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs.

[Lessons 1-6 provide students with multiple opportunities to practice the language function. Students continuously practice refining their interpretation of different ads, whether the source is a picture, television, audio, or social media/internet. However, students can publically exhibit their understanding of interpretation in a final activity that will occur at the end of the project. When students have completed their projects, students will participate in a group discussion or critique and interpret each ad design. Additionally, the artists will be able to discuss their design choices and what their ads represent.]

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary and/or key phrases
- **Plus** at least one of the following:
  - Syntax
  - Discourse
The group discussion and critique will be the discourse portion of the lesson. Students will use a set of vocabulary or phrases that will include interpret, analyze, and terms from the elements or principles of design. Additionally, students will fill out an exit slip or written discourse, whereby students have to write about their artwork as well as discuss and rationalize the grade they think they deserve.

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary and/or key phrases, and syntax or discourse).

The instructional language supports include various group exercises and the final critique that follows the completion of their ad projects. During group exercises, students interpret the questions about ads and answer them to the best of their abilities. Additionally, we reviewed examples of ads and interpreted them as a class. Another group activity is called the “ice cream sandwich exercise.” Students worked in groups of two to critique each other’s work. Additionally, to actively and successfully critique each other’s designs, students must interpret their partner’s ad to provide relevant feedback. Throughout the entire brainstorming and creating processes, students must continuously practice their interpretations while analyzing and researching other ads to gain information and inspiration. Finally, students will participate in a final critique. Before beginning the critique, I will discuss the parameters, which include interpreting the ad, determining the message, identifying the audience, and discussing some of the design choices the artists made to achieve their final designs.

5. **Monitoring Student Learning**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of students’ abilities to create, present, or respond to visual art and monitor students’ understanding or application of the component(s) you have chosen to address (interpreting art, developing works of art/design, and/or relating art to context) **throughout** the learning segment.

The students I have chosen to teach will receive a variety of informal assessments and two formal assessments. Throughout the learning and creating processes, the students will interpret art, relate art to context, and design works of art. Before creating art, students will participate in a group activity that requires them to answer questions about ads. The students learn how to work together and listen to their classmates’ thoughts and ideas. Following the group exercise, students are required to create six to eight ad design sketches. The purpose of the sketches is for students to research, learn, brainstorm, and experiment with different designs to produce one that interests them. During the design making process, students participate in a two-person group activity to learn how to critique each other as well as receive constructive feedback to revise their
chosen designs. Finally, during the printmaking process, students will experiment and create a variety of different prints to learn what works, what does not work, and what revisions they will have to make. The practice prints will serve as an informal assessment supplement to the final formal assessment. The practice print will reveal the students’ decision-making process and the choices they made to arrive at their final finished prints. The formal assessment includes the final project and the exit slip that accompanies the final project. For the final project, students must create three identical prints, known as “editions.” Students will learn how to perfect their designs as well as learn how to make multiple prints for easy distribution, which is like everyday ads. Lastly, for the exit slip, students learn how to discuss their artwork and processes and justify their learning. All forms of assessments will allow the students to practice or achieve higher levels of thinking, as well as learn skills that are essential for high school and collegiate levels.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[For my students who require help, I try to alter or adapt my lessons to meet their needs. For example, I work with the para of my students who have down-syndrome to design the most suitable instruction. For this assignment, the para works with the students during carving technique, allowing them to roll ink onto their own linoleum and pressing the paper onto their linoleum to create their print. For my student who is visually impaired, in addition to using the ipad and Join Me app with the Smart Board, I also read questions so the student could answer out load.]

TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (no more than 6 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert no more than 2 additional pages of supporting documentation at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

[The lesson shown in the video is a printing demonstration from lesson five.]

2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?
[For about the first ten minutes of class, I demonstrated step-by-step instructions to the students on how to properly use the new materials to create their prints. In addition to my demonstration, I explained a few options on how to create their prints and if there are any questions or students who need assistance, I asked them to let me know. Following my demonstration, I asked students who desired to learn how to create an “ombre,” which is creating a soft transition from two or more different colors. Demonstrating a different technique allowed students to challenge themselves as well as meeting the needs for advanced students. During the rest of the video, I continuously walked around assisting other students and answering questions. Students understand and know that they can always come to me for questions. Within the video, I am shown helping students one on one, providing solutions and options for their ad designs. Additionally, for students who need differentiated instruction, I discussed in my planning commentary how I would help my students with Down syndrome, and I am seen in the video discussing the student’s learning experience with their para pro.]

3. Engaging Students in Learning

Refer to examples from the video clip(s) in your responses to the prompts.

a. Explain how your instruction engaged students to create meaning through interpreting art, developing works of art/design, AND/OR relating art to context as they applied their knowledge and skills to create, present, or respond to visual art.

[During the beginning stages of creating their ad designs, students created sketches of possible designs that offer meaning to them. Next, students transfer their designs onto the linoleum for carving. Following the carving process, students can begin printing. The video shows me demonstrating the printing process. In the video, I am also shown demonstrating a different printing method as well as verbally providing different options for their ad designs. Students can analyze and experiment with these different processes that will possibly add meaning and strengthen their designs. Following, the completion of their ad designs, students will participate in a group critique to discuss their artwork and the meaning behind it, along with the choices they made to arrive at the final product.]

b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

[In the very beginning of the ad project, I showed the students a linoleum cut video. The video presented and demonstrated a step-by-step tutorial on how to make a linoleum cut. The video included all the steps and the materials the students would be using, such as transferring their images, carving their linoleum, then printing their linoleum, and showing the materials that will go along with the steps. Additionally, throughout the brain storming process, I would present mini introductions of the materials that they would be using so that they could plan their designs accordingly. I showed videos and mini introductions so that when I demonstrated the actual process, for example the printing process shown in my video, students would be familiar with the materials and would also understand the process. In addition to the demonstration shown in the video, I chose advertisements because these students, who are 13-14 years old, are constantly exposed to ads. I intended that they interject some of their everyday life into their artwork. I helped the students make connections by having them participate in group work, such as the questionnaire, at the start of the ad project.]

4. Deepening Student Learning during Instruction

Refer to examples from the video clip(s) in your explanations.

a. Explain how you elicited student responses to promote thinking and develop their abilities to express or understand meaning through interpreting art, developing works of art/design, AND/OR relating art to context.

[The first video took place in the very beginning of the ad project and before students began working, brainstorming or creating. Each table received a piece of paper with a series of questions about advertisement. Each group had to work together to answer the questions. The students were allowed approximately ten minutes to answer the questions. After each group completed the questions, the class and I went through the questions together. I provided answers on the Smart Board while each table answered a question out loud. The group work not only sparked their memories of ads but also promoted higher levels of thinking in terms of identifying, analyzing, interpreting, and developing works of art that possess meaning and context.]

b. Explain how you provided students with opportunities for student choice (e.g., of content, methods, or style) in ways that deepened their understanding of visual art concepts/contexts as students created, presented, or responded to visual art.

[In my first and second videos, I provided multiple opportunities for student choice. In the first video, which introduced the ad project, I assigned the first mini assignment after the students participated in the group work. The first mini assignment required students to create and design six to eight ad designs. I provided the students multiple examples of ads to generate ideas and inspiration. After the students gained an understanding of the concept and use of ads, students were free to design an ad of their choice and interest using various techniques and colors. Additionally, the second video with the printing demonstration also allowed for creativity and further student choice. After demonstrating the print process using the new materials, I verbally gave the students two options. They could either create an ombre effect using two different colors, which I demonstrated in the video to the students or print multiple colors using wax paper to prevent certain areas from printing in the first layer and then use the wax paper again to prevent another area from printing while the previous area prints creating two different colors on their print. During the entire duration of the project, students have multiple opportunities to make their own design choices and revisions that are not recorded in the video clips.]

5. Analyzing Teaching

Refer to examples from the video clip(s) in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[Some changes I would make include making copies of the new information about ads and the instructions on each mini and major assignment, particularly for my student who]
is almost blind, as well as making the text significantly larger. Additionally, I would like to have each student have a folder to hold assignments, worksheets, bell ringers, handouts and instructions. Another change I would make is creating an activity to practice critiquing and to discuss what advanced, proficient and emerging look like so students know how to assess themselves on their exit slips. During classes, I would like to provide more demonstrations on printing along with the general printing demonstration shown in the video. For example, in addition to the general printing demonstration and the ombre demonstration, I would have liked to demonstrate how to use the wax paper to print multiple colors and to have provided a variety of other demonstrations for printing multiple colors to promote diversity in prints. During the remaining five to ten minutes, I would also have preferred to establish a more effective way to promote debriefing among students to where they stay focused on the task at hand. Finally, I would have also liked to add additional group reading and thinking activities by supplying articles about ads and printmaking to promote further thinking and learning.]

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

[According to Blooms Taxonomy of Learning, there are six steps in the learning pyramid. Bloom’s Taxonomy assists in the organization and development of the project-based learning assignment. One of the first changes I would make can be associated with remembering, which is situated at the bottom of the pyramid. I would like to print copies of new information and require each student to have a simple folder to hold a variety of different documents and projects to stay organized and to easily access and remember new knowledge. Second, I would like to create an activity associated with understanding and practicing critiquing. After experiencing the remembering, understanding and applying phases of the project, critiquing can be related to the evaluation process. For example, during critiquing, students will access their new-found knowledge of interpreting and designing their own ads and will apply their knowledge by interpreting and evaluating other artists’ designs, as well as their own. Furthermore, providing additional demonstrations for students can help with the applying section on the Blooms Taxonomy Pyramid for the creation of the ad print. The more effective debriefing activity is important for the creation activity because it can be applied to the understanding, applying and evaluating sections of Blooms Taxonomy. Finally, including reading activities about ads and printmaking can also reinforce the recall and understanding portion of the pyramid. Overall, these new additions can be applied to all of the steps of Blooms Taxonomy, which will accommodate a more effective and successful creation process and a complete ad.]

**TASK 3: ASSESSMENT COMMENTARY**

Respond to the prompts below (no more than 10 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. Attach the assessment you used to evaluate student performance (no more than 5 additional pages) to the end of this file. If you submit a student work sample or feedback as a video or audio clip and you or your focus students cannot be clearly heard, attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of this file. These pages do not count toward your page total.
1. Analyzing Student Learning

a. Identify the specific learning objectives measured by the assessment you chose for analysis.

[The objectives include student will be able to analyze, interpret and apply knowledge from other ads to create and organize their own ad that communicates a message or idea and student will be able to analyze and interpret multiple ways that images or ads can influence specific audiences. The chosen assessment would be the students’ finished ad designs. Along with their finished ad designs, students will also complete an exit slip that includes a discussion of their design choices, the message their ads are communicating, and the audience the messages intend to reach. Additionally, the students will also participate in a group critique discussing and interpreting professional artists’ artwork and will then present their designs, messages, and chosen audiences, as well as the choices they made to arrive at their final designs and how their design choices strengthen their message.]

b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

![Grades Chart]

[It is important to note in the above graph that not all of the students have turned in their finished ad projects by the designated due date. McCormick Junior High School has a “no penalty” policy that allows students who turn in a late project to receive full credit, even if they submit their finished projects at the end of the school year.]

c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or for individual learners relative to their abilities to create, present, or respond to visual art.


The evidence being analyzed should incorporate learning about at least one of the following components:

- interpreting art
- developing works of art/design
- relating art to context

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

[The above graph consists of the students’ grades. After reviewing their exit slips, the majority of the students received a proficient grade on their ad designs. As an art teacher, I desire that all of my students achieve proficiency, indicating the student met all of the requirements. However, after reviewing the students exit slips, I realized that some students who received a proficient grade had forgotten to address the ad messages as well as the audiences they were trying to reach. In other words, proficient students successfully completed the ad and the technical processes but did not successfully write about or articulate their messages or audiences. For example, student B, who achieved a proficient level, did not write out his thought process or understanding. However, student B’s prints are well developed and show sound overall craftsmanship. Additionally, Student B experimented with colors and blended them to create a soft transition, adding his own personal touch and creativity. Finally, student B completed his ad project and exit slip by developing the art work. Fortunately, when discussing his message, relating it to context in his exit slip, and participating during the critique, his ideas, message and audience became clearer. Furthermore, student B is proficient because he successfully completed the tasks and discussed his ideas. According to my graph, not many students received a four. However, it is common to have a low number of students who receive a four. A four means a student exceeded expectations, is an expert, and can teach the concept and technical processes to another person. For example, Student A is identified as an advanced student because not only did the student perform dozens of experiments, revisions, and problem solving, her finished prints possess excellent craftsmanship and all appear nearly identical. Additionally, student A’s exit slip is thorough by explaining the message, the audience, and design choices as well as explaining why she deserved an advanced grade. During critique, student A was engaged and knowledgeable when discussing her ad design. Overall, student A exceeded expectations by developing the artwork and by relating it to context. Finally, referring to the graph, there are approximately 21 students who received a two or an emerging grade. These students generally understood the project but still required considerable assistance and missed the concept or idea of the project. For example, Student C received a two because her ad design is vague and not very well crafted. Additionally, during the process, Student C frequently required my assistance. During the development of her ad, she had an idea but struggled to execute it. She struggled to discuss the message and audience on her exit slip and struggled to articulate and define her ideas during critique. Due to the characteristics and circumstances of student C, I am identifying her as emerging. Overall, analyzing the graph, I can observe and assess the gaps in my instruction: remind the students about the need to communicate with their audiences through their artwork; ensure they incorporate their messages or ideas into their artwork; design their art to account for their audiences; and be sure to include design choices that strengthen their messages.]
d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. (Delete choices that do not apply.)
   - Written directly on work samples or in separate documents that were provided to the focus students
   - In audio files
   - In video clip(s) from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

I have provided feedback to each student for his or her finished ad design. After the students complete their designs and other project requirements, they will complete and submit an exit slip together with their finished ad prints. The exit slip includes name, date, class, and project name. Following the basic identification information, students are required to describe their designs in terms of the message or story their ads communicate, the intended audience, and the design choices they made to strengthen their messages. Next, students will draw a quick sketch of their designs. After describing and sketching their designs, students will circle the grades they believe they deserve: one; two; three; or four. They will then explain why they deserve that particular grade by discussing their decision-making processes, their ideas, and craftsmanship in their artwork that deserves that certain grade. Finally, at the bottom of the exit slip is the teacher’s final grade section, where I provide the student’s final grade as well as feedback for the student to refer to and understand why they have received that grade. Another form of assessment that helps me grade the students’ final projects is the critique. Specifically, for students who do not correctly fill out the exit slip or leave out important information, I can assess the student during their critique when they discuss and describe their ad designs. For example, while I was assessing a student’s prints, I also reviewed his exit slip. Unfortunately, the student’s exit slip did not provide sufficient information about his design and if he understood the concepts. As a solution, I decided to observe and listen to the student during the critique. The student was very thorough with his message and audience as well as the history behind his ad design and inspiration. By observing the student during critique, I was able to assess the student fairly and accurately.

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[For Student A, I began my feedback by saying that the student carved her linoleum really well and clean. I commented on the student’s technical skills and craftsmanship. To successfully develop and complete the project, students must be proficient in the technical skills, such as carving their linoleum as well as producing]
quality craftsmanship in their final projects, which is an important component in the designing process of the objective. Additionally, during the designing and creating portion of the project, I observed the student persevering through struggles, revisions, and dozens of experiments. Student A asked questions to confirm that her designs were on the path to success. Therefore, I commended the student during feedback for her perseverance because there are students who become frustrated and then give up while slapping their project together. Finally, after reading how Student A described her final project and then observing her during the critique, it was obvious that she understands the concept of the project. This accomplishment is an objective of designing a work of art that communicates a message and identifying the audience. On Student A's feedback, I commented on how clearly her message and audience have been identified.

For Student B, I first commented on the student's creativity on how he blended and applied two different colors onto his print. However, while I was observing the student working, Student B only experiment with two colors, which are present in the final print. Furthermore, the student produced only a few experimental prints, whereas other students produced dozens consisting of multiple colors and a variety of different applications. For feedback, I commented how I was disappointed that the student did not experiment more by trying out different colors and applications. Additionally, I commented on how the student's ink application was somewhat blotchy. He also could have practiced and experimented more, given the amount of ink Student B used and the need to learn how much pressure to apply when printing. Finally, although Student B's craftsmanship was fairly well done, the message and audience for the ad design appeared unclear and vague on the exit slip, which was unfortunate because communicating a message or idea as well as identifying an audience are important concepts in the learning objective. However, during the critique, Student B articulated his message and audience, successfully completing the learning objectives.

Finally, for Student C, I commented on the student's idea and the creativity of her message. After my initial comment, I mentioned she could have improved her craftsmanship by avoiding the smudges on the borders. Next, in the feedback portion, I also asked the student two questions that I thought she had not addressed. “What is your advertisement communicating? Who is your audience?” These two questions are important in regards to the learning objective and concept of the overall project. Finally, I finished my feedback by praising Student C's clean line that she created and printed as well as the symbolism behind the green color she chose in reference to the conic color in Starbucks's company logo. Although Student C's execution was somewhat unclear and vague, she overcame this shortcoming by articulating her message and audience during the critique.

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

[Students as artists frequently rely on culture, stories, and personal experiences to inspire their artwork, which they subsequently use as a form of communication. Following the completion of the ad design project, students will begin a new project that will again communicate some form of message or idea. To support my regular and focus students, I will express in detail the importance of communicating to audiences through their artwork. Unfortunately, students frequently failed to account for their audiences in their ad projects. Many students concentrated on completing their projects and fulfilling the major work criteria and lost sight of what the entire project was all about. To avoid this error during the next project, I will use the brainstorming and researching portion of the project to emphasize the need to use artwork as a form of communication.
I will require the students to use their sketchbooks to record their ideas, messages, and concepts that they want their viewers to learn from their artwork. The writing portion will act as a visual aid to guide students as they progress through their art making process. Students can also create an outline of their ideas they will embed into their artwork. This addition to the art making process will help students to remain on track.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students’ language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clip(s) from Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named “Language Use” of no more than 5 minutes in length and cite language use (this can be footage of one or more students’ language use). Submit the clip in Assessment Task 3, Part B.
3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
   - selected language function,
   - vocabulary and/or key phrases, AND
   - syntax or discourse

to develop content understandings.

[After the students have completed their ad projects and exit slips, the final step is to begin a critique for all of the students to participate. Prior to the critique, I define and discuss major terms such as the selected language function, “interpret,” the elements of art, and the principles of design. Additionally, I describe and explain how the elements of art and the principles of design are used and how they are organized. I also asked students to provide examples of meaningful and vague interpretations so they will recognize the difference. Next, I state important questions for the students to remember and guide them during the critique. The questions ask what are the ads communicating, who are the audiences, and what design choices did the artists make to strengthen their messages? After reviewing the term “interpret,” the elements of art and principles of design, and the questions, the students can begin to show their understanding of interpretation during the critique. During the critique, students take turns providing meaningful responses while I facilitate by asking thought provoking questions to help guide them to appropriate responses with higher levels of thinking. For example, the video clip from task 2 shows the students participating in the critique. Note that at least one print appears on each table. The students gather around their tables to interpret an ad design. Students stay engaged by remaining at one table for about five minutes and then moving around the room one table at a time. The video clip shows students and I]
gathered around a table. I begin the critique by allowing them to decide who wants to begin the critique and select the ad he or she wants to begin interpreting. I respond to the first interpretation or comment that a student initiates by asking questions for other students to answer. Students begin using meaningful language and technical terms, such as texture, line, emphasis, balance, contrast, and shape to show their understanding of the selected language interpret. Students even insert their own experiences in the interpretation of the ad design. Furthermore, the video clip presents students actively interpreting the message conveyed in the ad design, the possible target audience, and the artist's design choices that helps clarify the designer's message.]

4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
   - For the whole class
   - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[For future instruction, students will write short stories based on real experiences or fiction. Writing stories about the messages they want their art to communicate will take place before the creating process and after the brainstorming and research activities. Writing about their ideas will assist them by strengthening their understanding of communication through their artwork. After analyzing the graph and assessing students’ finished work, it was apparent that students forgot about the meaning of communication and identifying a targeted audience. Additionally, the exit slip and other forms of assessment requires more concrete, written out questions for student to reference and follow to help them articulate and talk about their own artwork as well as other people’s artwork. Students will also participate in a group critique that will act as a form of assessment. For example, when assessing and grading students’ work, if students do not properly fill out the exit slip, I can observe the student during to critique while he or she is discussing their project’s messages, audiences and design choices. Finally, as a follow up, I had a discussion with the students to assess their overall understanding of the project and to gain a sense of how they generally felt about it.]

b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

[Blooms Taxonomy begins at the bottom of the pyramid starting with remembering, understanding, applying, analyzing, evaluating and progresses to the top, which is creating. To achieve success, my lesson stresses inquiry based and project based learning. To begin an inquiry-based lesson, I ask the students thought provoking questions that they must investigate and answer with their peers. Students regularly see advertisements through technology. My questions intend to spark their memory and connect to their recent experiences. Students use their current knowledge of ads to interpret and answer the questions to the best of their ability. Overall, the thought provoking questions help the students remember what they already know about the concept of ads and apply it to understand new information. Following the remembering
and then understanding, the next step is applying. Students will research and brainstorm ideas on what they intend their ads communicate along with the kind of audience they hope to attract. During brainstorming and research, students will determine concepts, ideas, and messages. Students will write a story based on the messages they want their ads to communicate. When students begin to apply their new knowledge, students can refer to their “story” to stay focused and not lose sight of messages and audiences. Again, the use of the story will help the student remember their messages and make design choices that communicate their stories. Students will begin creating multiple sketches and then analyzing them to see what works and what does not effectively communicate their ideas. Next, students will evaluate their sketches and select their favorite ad designs. After each student has chosen a design, students will choose a partner and will participate in a mini critique to have their design evaluated from their peers and vice versa. Students will practice their critiques and will use the feedback to make changes that will improve their designs. Finally, after each student has evaluated and made changes to their design, students can begin to create their ads. When students have completed their projects, they will fill out their exit slips, discuss their projects and justify their grades. At the bottom of the page, I provide their final grade and feedback. Exit slips help student self-evaluate as well as help me assess student learning. Robert J. Marzano, classroom researcher and author provides multiple forms of exit slips including prompts that provide formative assessment data, which is a form of exit slip that I provide my students. To finish the ad project, students will participate in a group critique, also known as a peer review. Group critique is also another form of assessment used to evaluate student learning. Students will critically discuss their peers’ work, which is a form of active learning advocated by Jean Piaget.

**Task 3: Part B: Evaluation Criteria**

**Final Advertisement Design Evaluation Criteria:**

<table>
<thead>
<tr>
<th>4</th>
<th>4</th>
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<tbody>
<tr>
<td>I clearly communicated an Idea and message through my Advertisement design by presenting evidence and research.</td>
<td>4</td>
</tr>
<tr>
<td>My Audience is clearly identified in my advertisement design through the support of evidence and research.</td>
<td>4</td>
</tr>
<tr>
<td>My advertisement design presents advanced technical skills and has clean craftsmanship with no smudges or finger prints.</td>
<td>4</td>
</tr>
<tr>
<td>I went above and beyond through multiple experimentations with different colors, printing applications and revisions in order to achieve the desired advertisement design that will successfully influence my desired audience.</td>
<td>4</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
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</table>
| 3     | - The message or idea that my advertisement design is communicating is vague unless written or verbally articulated through the exit slip or critique activity.  
- My audience is identified unless written or verbally articulated through the exit slip or critique activity.  
- Research and evidence is limited  
- My advertisement design presents proficient technical skills and has clean craftsmanship  
- I performed the bare minimum, nothing more, nothing less |
| 2     | - The message or idea of my advertisement design is ambiguous even written or verbally articulated through the exit slip and critique activity.  
- My audience is not very well identified  
- There is no research or evidence provided  
- My advertisement design present emerging technical skills and craftsmanship is low.  
- I needed a lot of assistance in the beginning, however towards the end I started to improve on my technical skills and understand the meaning and importance of the message and audience  
- I completed the assignment |
| 1     | - My message and audience does not exist.  
- My technical skills are low and craftsmanship is messy.  
- I needed help all the way towards the end of the project.  
- Incomplete |

**Exit Slip:**
The exit slip provides assistance when using the evaluation criteria rubrics. For example, if the message and/or audience in unclear, I can refer to their exit slip to provide the students a chance to self-reflect as well as contribute information of their message, chosen audience and their design choices that strengthen their message.
Draw! 😊

<table>
<thead>
<tr>
<th>My Understanding:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>(Circle desired grade)</th>
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<td>Why?</td>
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Teacher's Final Grade:  

**Art Assessment Evaluation Criteria:**
The art assessment evaluation criteria helps the students and myself identify what each level means as well as to distinguish between each level.

<table>
<thead>
<tr>
<th>Score:</th>
<th>Where Am I?</th>
</tr>
</thead>
</table>
| 4      | - I’m an expert  
|        | - I can teach it  
|        | - I have exceeded expectations |
### 6-8 Advertisement Design Sketches Evaluation Criteria:

<table>
<thead>
<tr>
<th>Score</th>
<th>What did I do?</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>I designed more than six ads. All my designs are colored with good craftsmanship and are unique and creative. I exceeded the requirements and expectations.</td>
</tr>
<tr>
<td>3</td>
<td>I designed six ads. All six are colored and are the appropriate size at 6x4 inches.</td>
</tr>
<tr>
<td>2</td>
<td>I designed three to five ads. I did not color all of them and only colored a portion of the others. The ads were produced in in odd sizes.</td>
</tr>
<tr>
<td>1</td>
<td>I designed one or two ads and neither of them are colored.</td>
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<tr>
<td>0</td>
<td>Incomplete. I did not do the assignment</td>
</tr>
</tbody>
</table>

### Critique Evaluation Criteria:

<table>
<thead>
<tr>
<th>Score</th>
<th>What did I do?</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>I met expectations</td>
</tr>
<tr>
<td></td>
<td>I can work almost independently</td>
</tr>
<tr>
<td>2</td>
<td>I almost met expectations</td>
</tr>
<tr>
<td></td>
<td>I can do the work with some help</td>
</tr>
<tr>
<td>1</td>
<td>Incomplete</td>
</tr>
<tr>
<td></td>
<td>Even with help, I fall short of expectations</td>
</tr>
<tr>
<td>0</td>
<td>I have failed to produce work and to show any evidence that I understand the material.</td>
</tr>
</tbody>
</table>
The critique evaluation criteria provides an opportunity for students to show their understanding and learning of the concepts of the advertisement project. Additionally, if a student's advertisement design's message and audience is not identified or is unclear and information is not written in the exit slip, students have a final chance to provide information about their advertisement design during critique.

| 50 Points | • I participated in interpreting my peer’s advertisement design prints in terms of their audience, the message or idea that their advertisement is communicating and their design choices that strengthen their message.  
• I shared meaningful thoughts and used important terms prevalent to the activity such as using terms from the elements of art and the principals of design |
| 0 Points | • I did not participate  
• I provided one worded responses and provided irrelevant comments |