

Kelsey Pralle

10-2-2011

Raymond Central

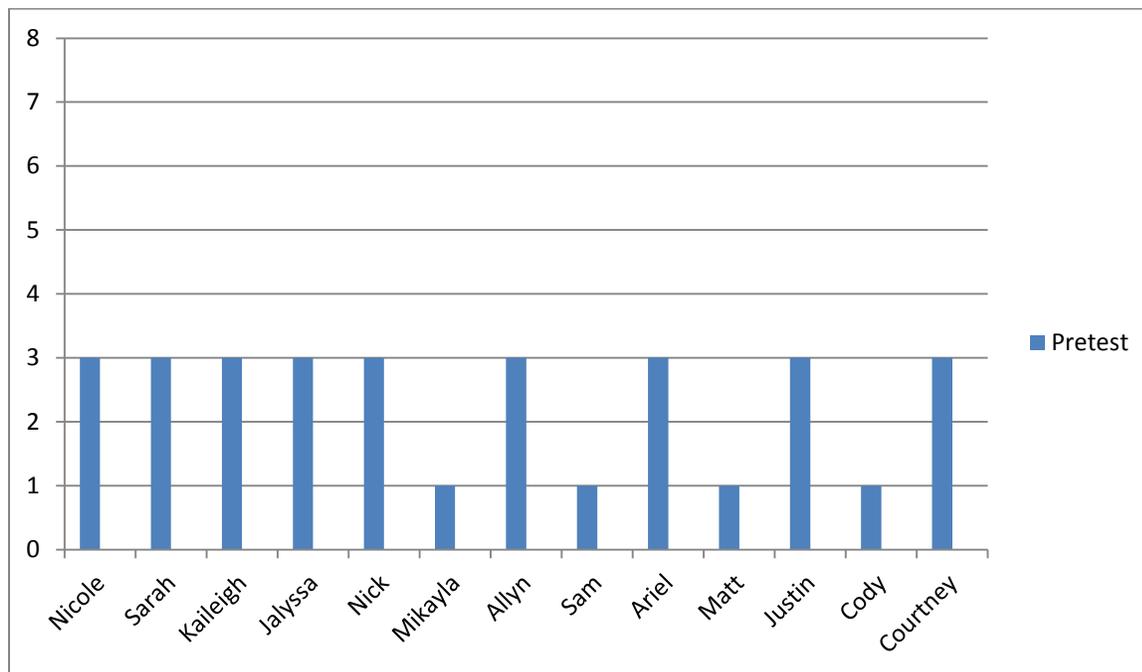
Ms. Jean Rempfer

My name is Kelsey Pralle and I am currently student teaching at Raymond Central High School. The school is Jr. /Sr. High and has close to 350 students. I am student teaching in the art room Ms. Rempfer. I just recently finished teaching the 7<sup>th</sup> grade art class the color unit. This unit spanned approximately five days, how quickly the students work is also a major factor. The class is made up of five boys and eight girls. One boy and one girl have been identified and have IEP's, there are a couple other students who seem to struggle with directions and work a lot slower than the other students but have not been tested or identified. These few students have guided help and I make a point to check on them to make sure that they understand the assignment; there is no Para in the classroom.

This group of students is very social which fits their cultural background of Czech. The Czech culture is a very social culture. They get off task easily and they now have a phrase, which is "eyes and ears", when I say that they need to pay attention. They struggle with multiple step instructions and I have learned that I have to give the steps one at a time and when they finish a step, the next step is given and so on.

To judge the students prior knowledge of color they received a pretest that was not a grade but to test their prior knowledge. A majority of the students knew what the primary colors and the secondary colors were. They knew what a color wheel was but they could not describe it. Also, on their pretest the students had to define what a tint and a shade were; most students had them mixed around. There were two questions on the pretest about color schemes and none of the students got them right or could pronounce them. In the table (on the next page) the student's names are listed with the number out of eight they got correct. The number in which they got correct is blue. There is a copy of the pretest on page (12). After

going over the student's pretests, I was able to deduct what the elementary art teacher focused on in grade school which was primary and secondary colors in the color unit. Even though the students could answer these questions fairly well, I still went over the primary and secondary colors and then further into depth on color schemes and the properties of color.



The lesson plans are as follows starting on page 4.

Lesson Plan I

Student Teacher's Name \_\_\_\_\_ Kelsey Pralle \_\_\_\_\_ Grade Level 7<sup>th</sup>  
State Standard \_\_\_\_\_ Subject Art  
Name of Lesson \_\_\_\_\_ Color Part I \_\_\_\_\_ Period/Time 12:55-1:41

- I. **Goal:**  
The students will be confident in how to mix the primary and secondary colors are.
- II. **Objectives:**  
Students will be able to label with 95% accuracy the location of the colors on the color wheel.
- III. **Adaptations for Diverse Learners**  
The students will have more guided help and instruction.
- IV. **Materials:**  
Pencil, watercolor set, watercolor brushes, water cups, newspaper.
- V. **Procedure:**
- A. Set / Hook  
Review line, rhythm, and pattern, shape, contrast, shape, form.  
Ask the students what their favorite color is.
  - B. Transition  
Take a break.
  - C. Main lesson  
A power point about color; the prism, the color wheel, the primary colors, the secondary colors, and the intermediate colors.
  - D. Transition  
Hand out a worksheet on the color wheel.
  - E. Conclusion  
Students will do the worksheet to reinforce what they learned about the color wheel.
- VI. **Assessment:**  
The student's scores will reflect what they learned.
- VII. **Assignment:**  
The color wheel worksheet will be due the next day's class.

**VIII. Self Evaluation:**

The students were very disrespectful and did not pay attention. I had to reprimand the group as a whole and sternly suggest that it would be a good idea to listen to the information I am teaching.

**IX. Coop's Comments:**

There are no comments because the coop is not in the classroom anymore but I did discuss the class and how they acted. She reminded me it was Friday but it is still not an excuse. So, I decided that on Monday, after a short review over the material, I gave the class a pop quiz over color and previous information.

Parts of this lesson had to be re-taught because the students did not want to learn the day it was presented and as a result they got a pop quiz and realized they needed to pay attention when information was being presented to them. They also earned themselves a new seating chart.

Lesson Plan II

Student Teacher's Name Kelsey Pralle Grade Level 7<sup>th</sup>  
State Standard \_\_\_\_\_ Subject Art  
Name of Lesson Color Part II Period/Time 12:55-1:41

- I. **Goal:**  
The students will be confident in the difference between tints and shades.
- II. **Objectives:**  
Students will be able to identify tints, shades with 75% accuracy.
- III. **Adaptations for Diverse Learners**  
The students will have more guided help and instruction.
- IV. **Materials:**  
Pencil, watercolor set, watercolor brush, water cup, and newspaper.
- V. **Procedure:**
  - A. Set / Hook  
Review the primary, secondary, intermediate colors and how they are mixed.  
I will ask the students to imagine that they are sitting under a tree outside and to look at the grass under the tree and the grass in sun. When you are sitting in the shade the grass is darker...
  - B. Transition  
Take a break.
  - C. Main lesson  
Show a power point presentation on value, tints, shades, and the properties of color.
  - D. Transition  
Hand out a worksheet on value, tints, and shades.
  - E. Conclusion  
Students will do the worksheet to reinforce what they learned about value, tints, and shades.
- VI. **Assessment:**  
The student's scores will reflect what they learned.
- VII. **Assignment:**  
The value worksheet will be due at the end of class.
- VIII. **Self Evaluation:**  
The power point was very interactive and the students did a much better job paying attention because they understood the importance of paying attention after they had their pop quiz. They also go their worksheets done in a timely manner and stayed on task.

**IX. Coop's Comments:**

The coop is no longer in the classroom while I am teaching.

**There was not anything in the lesson that I needed to change, I just drilled the importance of what they were learning and that I could give them another pop quiz if they do not pay attention.**

Lesson Plan IIIStudent Teacher's Name Kelsey Pralle Grade Level 7<sup>th</sup>State Standard \_\_\_\_\_ Subject ArtName of Lesson Color Activity Period/Time 12:55-1:41

This lesson will span over a few days.

**I. Goal:**

The students will enjoy the activity.

**II. Objectives:**

Students will manipulate the normal color scheme of the environment and change it to fit their model magic creation. (Model magic was used in the shape to form activity).

**III. Adaptations for Diverse Learners**

The students will have more guided help and instruction.

**IV. Materials:**

Pencil, white tag board, colored pencils, glue sticks, and scissors.

**V. Procedure:****A. Set / Hook**

Review shape, form and color.

Show the students several examples of artist's works that used very abstract color schemes. Hold up the model magic creations and tell them that we are going to make homes for them by creating abstract color environments in the form of triaramas.

**B. Transition**

Take a break.

Hot glue and fix any pieces that came loose from their model magic figures.

**C. Main lesson**

Students will be show how to make their triaramas, where the materials are that they will need and they will start creating their environments.

**D. Transition**

Students will be asked to think of a name for the place that they created and will write a short paragraph with complete sentences telling about their model magic creation and their new world.

**E. Conclusion**

When all the students are finished with their environments and their model magic creations are in place the students will have a walk about and will look at the other triaramas created in class.

**VI. Assessment:**

The students score on the activity is based on how well they followed directions.

**VII. Assignment:**

If the students do not finish their triaramas in the class sessions they will need to find a time either during study hall or before and after school to come in a finish.

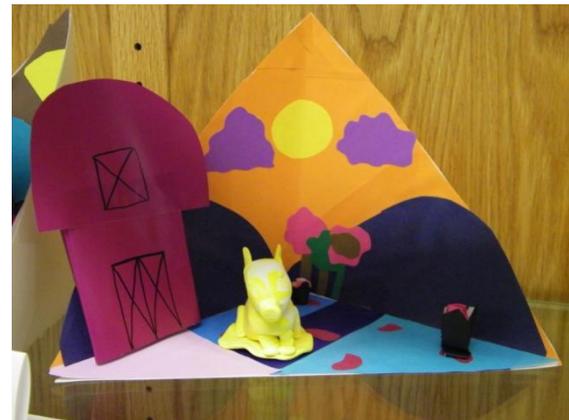
**VII. Self Evaluation:**

There was a little difficulty in explaining to the students how to do their triaramas. The students were given a template that they could use to trace to get the correct size of triarama. While I was helping students get their triaramas cut out, one of the students took the template for their own and there were still students who needed it to trace. The student, whoever it might have been, would not admit they took it so the whole class was punished with no break the next day. Other than that incident the students seemed to enjoy the activity and they used their imaginations.

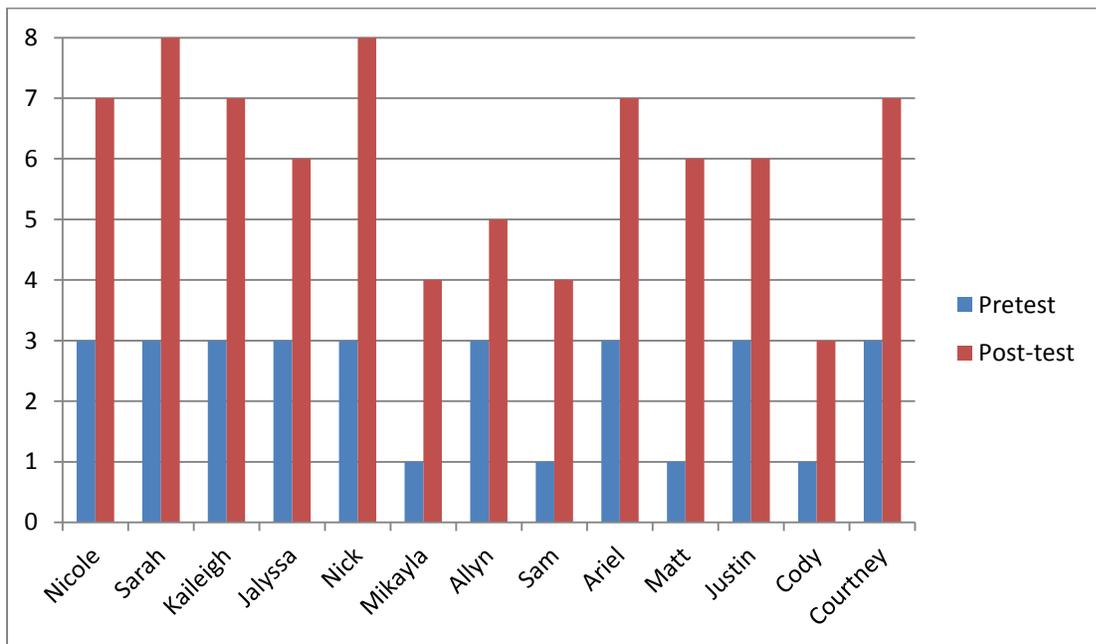
**IX. Coop's Comments:**

The coop is no longer in classroom while I teach but I discussed with her the incident and she suggested a class punishment and the rest of the students will find out who took the template because they value their break every day.

The next time this lesson is taught I will cut out all of the squares for the triaramas and will only show them how to fold and then cut it. This could change with different classes. Here are examples of the activity:



Through the first lesson the students did not want to listen and as a result they got a pop quiz. After that, we went on with the next power point and the students found it valuable to pay attention and learn the information. The next class period, we reviewed the information as a bell ringer at and the majority of the students were successful in answering the questions. After the students were finished with their color activity they received their post test over color. It was identical to the pretest and students were informed ahead of time that they should review any notes they took. They were given a post test (which can be found on page 13) and many finished within 15 minutes and we were able to move on to the next unit which was over texture. After grading and reviewing all of their post tests, every student improved on how many questions they answered correct. Whether it was only one more question correct, they all still improved. The students improved scores are shown in the table in red. It was encouraging to see improvements from all of my students, some of which struggled greatly.



One thing that I took away from teaching this unit over color was that it can be very difficult for a student to understand. For example: the mixing of colors. There were a few

students, after having the pretest and as the lessons progressed I was unsure if they would improve their scores. They did not have motivation to do their work but as the unit went on the information started to sink in and there were things that they started to remember. I also learned that with most seventh graders, repeating the information helps and after many times of hearing something it will actually stay and the brain will store it away. Some factors that definitely impacted what the students learned was how some were behaving in the classroom. The “good” students would get distracted and then I would have to bring them back together and then go over that information again so the students who did not hear it the first time might, the second, third, or fourth time.

Though out this experience, I learned that every student truly has a different way of learning; some may be similar but they are still different. The students really seemed to learn more when there were hands on activities. In the future, I would definitely add another day to each lesson plan so that there is more room for understanding on the student’s part and having different ways of learning the information. This would help those who learn better moving around or for those who sit and take notes to learn the information. Possibly to give them more options because when they get to decide how they will learn the information their ability to learn it improves.

I learned many things at Raymond Central that I will carry throughout my teaching career. I learned new skill and different ways of handling things, good or bad. I will always look back to this experience.

Name \_\_\_\_\_

## **Color Pretest**

### ***Fill in the blank***

1). List the primary colors.

\_\_\_\_\_

2). List the secondary colors.

\_\_\_\_\_

### ***Define***

3). What is a shade?

\_\_\_\_\_

4). What is a tint?

\_\_\_\_\_

5). What is an analogous color scheme?

\_\_\_\_\_

6). What is a monochromatic color scheme?

\_\_\_\_\_

7). What is a color wheel?

\_\_\_\_\_

8). What is your favorite color? If colors are mixed to make it, what are they?

\_\_\_\_\_

Name \_\_\_\_\_

## **Color Post-test**

### ***Fill in the blank***

1). List the primary colors.

\_\_\_\_\_

2). List the secondary colors.

\_\_\_\_\_

### ***Define***

3). What is a shade?

\_\_\_\_\_

4). What is a tint?

\_\_\_\_\_

5). What is an analogous color scheme?

\_\_\_\_\_

6). What is a monochromatic color scheme?

\_\_\_\_\_

7). What is a color wheel?

\_\_\_\_\_

8). What is your favorite color? If colors are mixed to make it, what are they?

\_\_\_\_\_