

Roseanne L King

1 May 2011

Seward Middle School

Tyson Horn

Teacher Work Sample

The Context of Teaching

Teacher Work
Sample

Seventh Grade Art

Frida Kahlo Unit

- During the Frida Kahlo Unit, students learned about the life and works of Frida Kahlo. Based on her style and the nature of her work, students created a montage of an important event that occurred in their life.
- NOTE: Please reference the Frida Kahlo Unit lesson Plans in the “Unit Plan” Section of this portfolio.

Student Learning and Behavior Characteristics

- There was a total number of 101 seventh graders.
- While I suspect that there were a number of students who had an IEP, the teacher indicated that he did not look at them himself, nor did he have any to show me.
- From my observation, one student could have had a mild learning disability. He was very outgoing, which leads me to believe he did not have Autism/Asperger's. He needed a lot of support and repetition when given direction. It was hard for him to complete a task without some specific direction given by me. I frequently checked up on his progress. While he did not quite understand the theme of the project, I allowed him to select a theme he could work with and he did just fine.
- A couple of other students were not socially mature for the seventh grade. As seventh grade is an extremely roller-coaster year for all areas of development in most seventh graders, a few specific cases are as follows:
 - One student was very emotional during the class period. She seemed to be somewhat of an outcast and sat at the sink by herself to work on her project. When I asked her to move, she burst into tears.
 - One student gets very upset by others bothering him. He has no concept of personal space, appropriate speaking level, and knowing how to ignore when others antagonize him. While most other students enjoy this boy, they know how to push his buttons and the more he lets it bother him, the more other students do it. I had to re-direct him several times.

The Pre-Assessment Instrument

Teacher Work
Sample

The pre-assessment tool used was a form of the “Four Steps of Art Criticism”. Students were to look at one of Frida’s paintings and critique it. I modeled how to analyze a painting by showing them her work “The Border”. Then, students worked on their own to critique an assigned work. When they were finished, they discussed their findings with a group and we talked about it as a whole class. I used this pre-assessment to discover the students’ level of understanding of the four steps of art criticism. These steps are, describing the work, analyzing the work, interpreting the work and judging the work.

The following are the questions I presented to the students. I have included labels for each step in art criticism, although, this was not made known to the students.

1. What are the symbols or objects portrayed in the painting? What do you see? (Description, Step 1)
2. What are the feelings you think Frida was trying to communicate? (Analyzation, Step 2)
3. What do you think is the theme or overall subject of the piece? (Interpretation, Step 3)
4. What questions do you have about the work? (Analyzation, Step 2)
5. Do you find that you can relate to Frida’s painting? Why or why not? (Judgment, Step 4)

In order to assess prior knowledge and summarize it in chart form, I graded each step on a five point scale.

I am most interested in students being able to make a claim, but more importantly, being able to back up their claim logically, with evidences from the work or their own experiences.

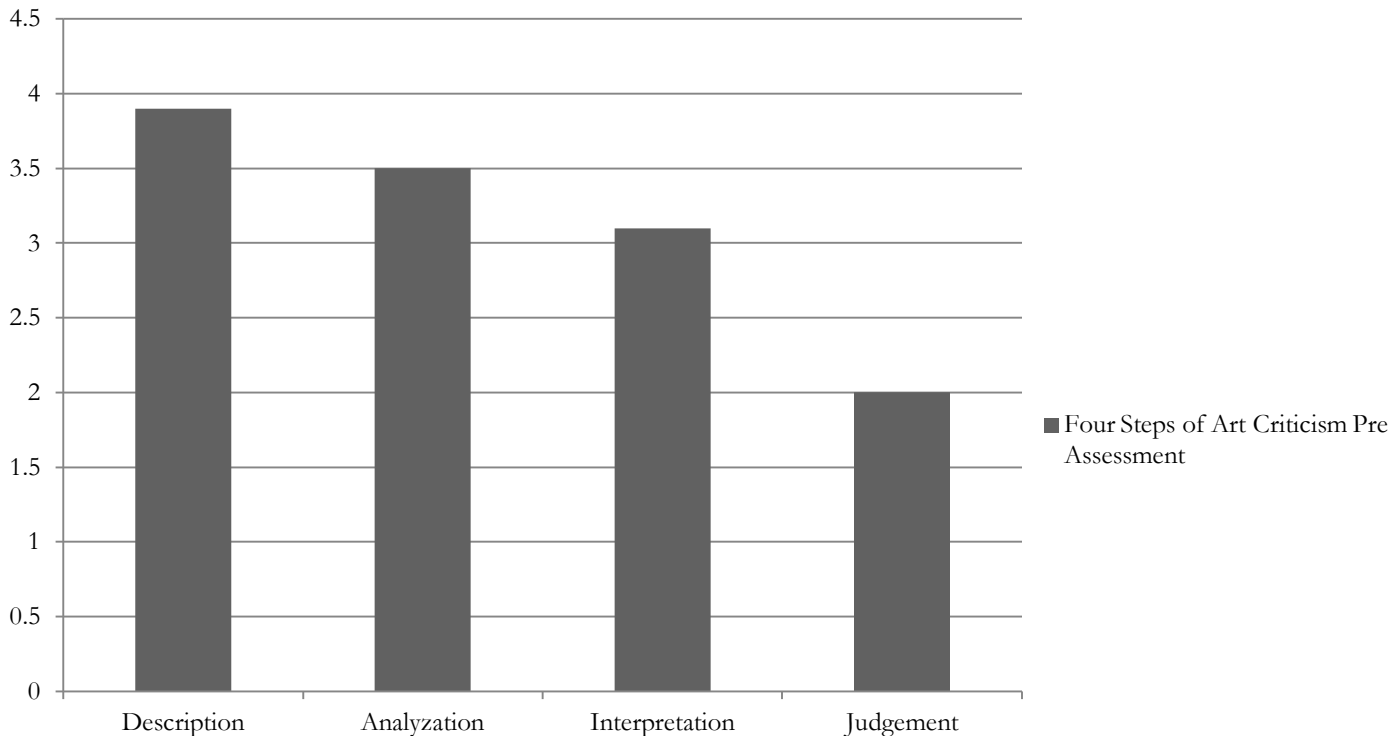
- 5- Student answered the question thoroughly with reasons or evidence supporting their claim.
- 4- Student answered the question, with little reasons or evidence supporting their claim.
- 3- Student did not completely answer the question and did not offer any evidence supporting their claim.
- 2- Student did not answer the question adequately (one work response).
- 1- Student did not understand the question and the response was not in accordance with the question.

Pre-Assessment Tool

The Results

The results below show the average score of all 101 students in four sections of art class. There was no significant difference from class to class. Each class reflected the same trend, as shown below.

Four Steps of Art Criticism Pre-Assessment



Description received the highest score average of 3.9 of 5 points. Analyzation came next with the score of 3.5 of 5. Interpretation scored at 3.1 and finally, judgment came in last with a score of 2 out of 5.

Interpretation

- I anticipated that description would be the highest score, as this is the base level of interpretation a work of art. Most students had no problem describing the art work in detail. The only re-occurring issue I came across was students using opinion, rather than facts to describe the work. This was an area I addressed and we talked about fact versus opinion.
- I was most surprised that judgment scored a mere 2 out of 5 points. On over 60 percent of students' papers, when asked to answer the question, "Do you find that you can relate to Frida's painting? Why or why not?", the student simply answered "no". This indicated that students were not able to make a personal judgment about the piece and how they could or could not relate to it. This was addressed in class and I did a lot of in-class modeling and talking them through my thoughts about how I relate to a piece. I told students that even if they could not relate to a work at all, they could still have valid reasoning and evidence to reinforce their opinion.

The Post- Assessment Instrument

Teacher Work
Sample

The same questionnaire that was used for the pre-assessment was used for the post assessment. For the post assessment, students critiqued a different painting and did not discuss their results with a group. Prior to taking the post-assessment, we reviewed the four steps of art criticism by looking at several of Frida's paintings over the course of three class periods.

I used this post-assessment to discover the students' level of understanding of the four steps of art criticism. These steps are, describing the work, analyzing the work, interpreting the work and judging the work.

The following are the questions I presented to the students. I have included labels for each step in art criticism, although, this was not made known to the students.

1. What are the symbols or objects portrayed in the painting? What do you see? (Description, Step 1)
2. What are the feelings you think Frida was trying to communicate? (Analyzation, Step 2)
3. What do you think is the theme or overall subject of the piece? (Interpretation, Step 3)
4. What questions do you have about the work? (Analyzation, Step 2)
5. Do you find that you can relate to Frida's painting? Why or why not? (Judgment, Step 4)

In order to assess post knowledge and summarize it in chart form, I graded each step on a five point scale.

I am most interested that students learned how to make a claim, but more importantly, that they were able to back up their claim logically, with evidences from the work or their own experiences.

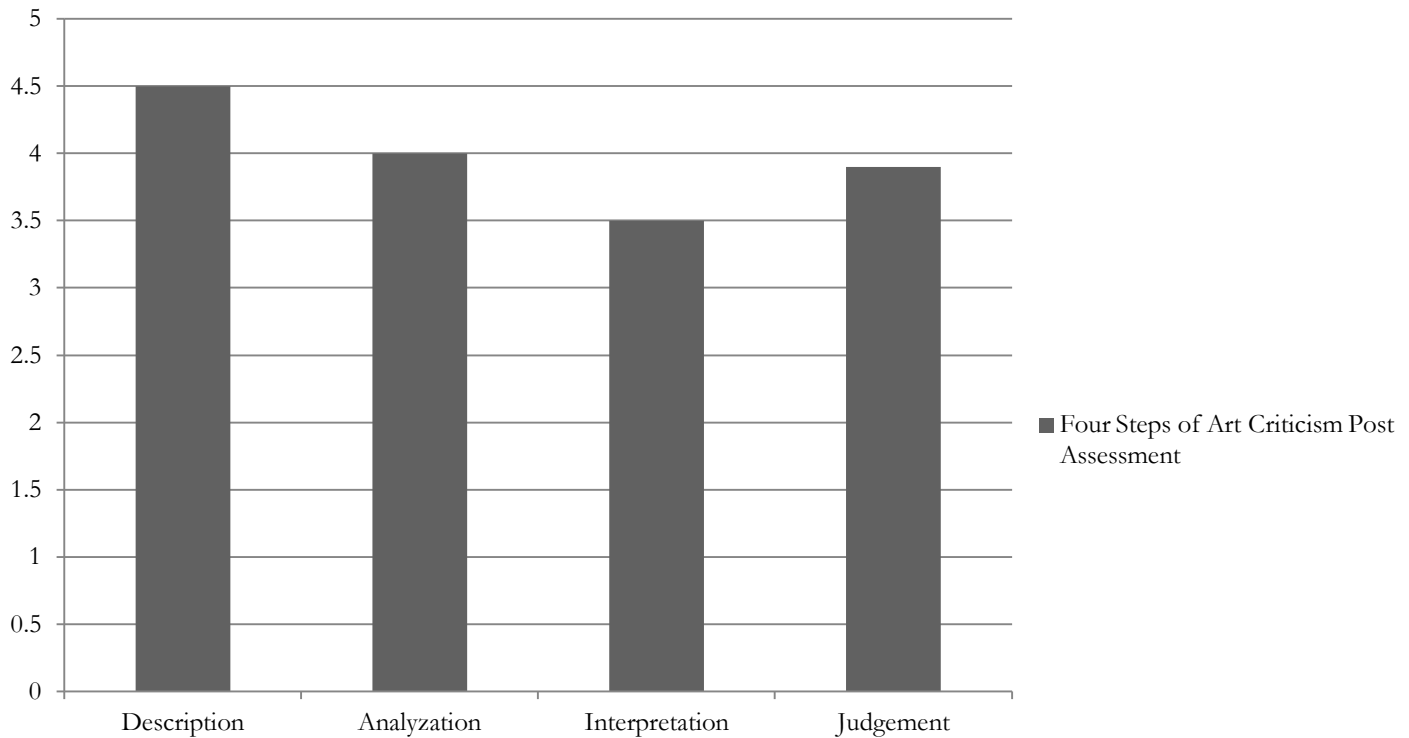
- 5- Student answered the question thoroughly with reasons or evidence supporting their claim.
- 4- Student answered the question, with little reasons or evidence supporting their claim
- 3- Student did not completely answer the question and did not offer any evidence supporting their claim.
- 2- Student did not answer the question adequately (one work response).
- 1- Student did not understand the question and the response was not in accordance with the question.

Post-Assessment Tool

The Results

The results below show the average score of all 101 students in four sections of art class. There was no significant difference from class to class. Each class reflected the same trend, as shown below.

Four Steps of Art Criticism Post-Assessment



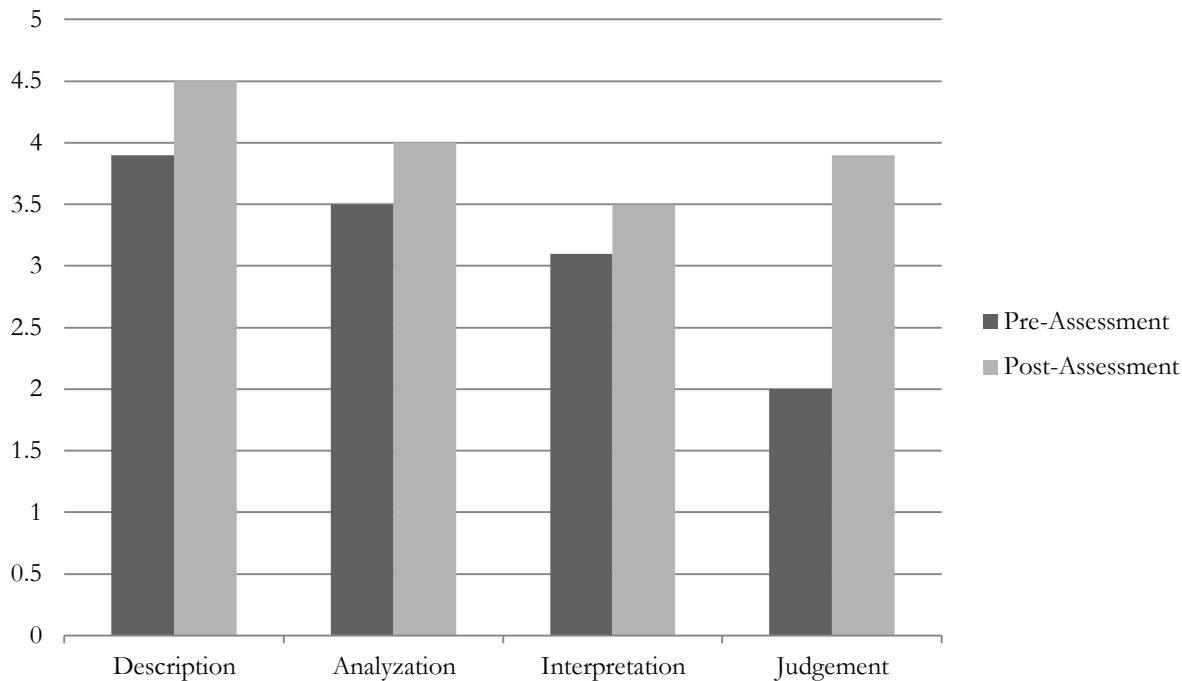
Description received the highest score average of 4.5 of 5 points. Analyzation came next with the score of 4 of 5. Interpretation scored at 3.5 and judgment out-scored interpretation this time, with a score of 3.9 out of 5.

Interpretation

- Please see the interpretation of the comparison of results on the following page.

Pre/Post Assessment Comparison

Teacher Work
Sample



Description

- Students improved on their ability to describe a piece of art at a base level. I saw more students rationalizing their observations with fact, rather than opinion. That was very encouraging.

Analyzation

- I could tell in students analyzation of Frida's work that they had a good understanding of Frida the artist. This was evident in their reasoning for why she painted her work. The students used real life events to describe her pain and suffering in her art work. The students showed significant progress in being able to rationalize their analyzation.

Interpretation

- This area showed the least improvement. Even though students improved finding a theme, their theme choice was still at concrete-level thinking. This was also evident in their own pieces of art, as they would stray away from their theme when making drawing choices.

Judgment

- I was most encouraged by students improvement in the area of judgment. Students showed a great increase in their ability to relate to Frida's work. I think this area improved because of a lot of in-class discussion about how to relate to Frida's works and even some debates about whether or not one rationale was better than the other. It was encouraging when students started asking me questions about the depth of her work and sharing their own experiences with her same sufferings.

Reflection

Teacher Work
Sample

- Time restraint was one of the biggest challenges of this unit plan. In the future, I would love to have more time to complete this unit. However, I could have made more adjustments to make the project a little more manageable in the time given. I could have made the project size smaller, or removed some of the steps.
- The grid transfer was hardly a success. Students that were falling behind paid no attention to using the grid and it delayed time. Instead of using a grid transfer, I may just keep the collage and drawing all on one page. My goal was for students to be able to learn about proportion and editing, but unfortunately my vision was never made clear. Students remained confused about why they were using a grid at all.
 - Another solution to the grid problem could be to do a grid transfer activity prior to using it on the project. This was the first time students had worked with a grid and needed a lot more scaffolding than I provided.
 - Also, when I demo the grid, I will take more time to show them the grid's use. I did my demo using a one by one inch square. It may be more effective to draw a large scale drawing on the board and show the process on a larger scale.
- The medium choice of colored pencils was disappointing. When I plan this project in the future, I will allow more time for exploration of medium. I cannot say for certain which would be the best medium to work with, but I will make it a point to experiment first. My co-op suggested I use a different medium with each class, but I chose to stick with colored pencils. Next time, I will use a variety of mediums to learn what works best, just as he suggested I do.

The most encouraging part of this project was learning that all students have a story to tell. By allowing the students to create a piece of artwork that related directly to their life and experiences it showed their enthusiasm and creative capacity. The students were excited about the project and eager to share about their life event. It was great to teach the students a new process for creating a piece of work and stretching their minds through art criticism. Little do the students know, they taught me more about being a teacher than I taught them about art.