

My Personal Classroom Management Plan

K-7 Art

Teaching Goal: To nurture the creative spirit of my students.

We at NCS believe the Arts reflect the aesthetic nature of God and have the power to move the hearts of men to praise and worship the Creator.

Every student at NCS is given an opportunity to:

- *Cultivate an aesthetic awareness and develop a Christian viewpoint of the arts*
- *Discover the gifts that God has uniquely given them*
- *Develop and refine those skills for vocational use, ministry or personal enjoyment*
- *Understand and appreciate the arts of the past and the present*

CLASSROOM ORGANIZATION

Classroom Environment

Draw or describe my room arrangement

Make sure I have a demonstration table or desk up front. Wet supplies live in the sink cabinets. Dry supplies live in the lockers (or on a cart LS VB). Table caddies live in the far right bottom sink cabinet. Only the blue caddies and the crayon bins are taken out for daily use. Everything else comes out as needed per project. Everything else is in the Art Closet. LS Norfolk tables seat groups of five and are labeled with a paint palette featuring a famous artist of Christian or Biblical art. (LS VB is restricted to the classroom desks). This way, I have time to learn all the names, but am still able to have a dismissal routine. On the tables are caddies filled with the basic supplies: pencils, erasers, crayons, colored pencils, glue bottles. (LS VB is restricted to boxes on the cart, grouped by grade). This is to save time for instruction rather than handing out supplies. MS Norf is still unknown.

Sketch bulletin board ideas

Color wheel, Maps of the world, exemplars, display posters of the benefits of art education, display posters of Biblical creativity, banner of curricular themes (5 ft lengths plus border).

Class Mottos:

"Our ability to create is God's gift to us." (Romans 14:12)

"Our goal is not to be perfect artists or to make perfect art. We are all here to learn through the art process."

"Try your best." (2 Timothy 2:15, Message)

"When we create, we reflect the creative nature of God."

"All great art is the expression of man's delight in God's work, not his own." - John Ruskin

Classroom Operation

Rules

- 1) Follow the directions. (Romans 13:1-5)
- 2) Only one person speaks at any one time. (1 Corinthians 14:33)
- 3) Make sure your hands, feet, personal stuff, and school art supplies are not touching anybody or anything else. (Matthew 17:12)
- 4) Take care of the school art supplies. (Luke 10:10,12)
- 5) Use encouraging words. (Romans 14:19; Ephesians 4:29)
- 6) Ask for help when you need it. (Matthew 7:7; 21:22; James 4:3)

Routines and Procedures

Greet the classes as they enter (VB, greet the classes as I enter). Have paper selections set out for retrieval as students enter or by my demonstration table for the helpers to distribute after the introduction to the lesson. Paper prepared for the week are in the three trays on the demo table, labeled by size, type, quantity, day and grade. Double check the seating chart (attendance).

Generally, only two bathroom passes (boy/girl) for restroom breaks as needed except for during direct instruction, unless it is an emergency. In practice, restroom and water breaks only if it is an emergency; otherwise, it's before or after class.

One student helper per table to assist with distribution of supplies and works in progress. Other helpers to make sure the backs of art works are labeled with names and class codes; to collect work at end of class; to make sure tables are clean, chairs are pushed in, work is piled in the center and ready for teacher collection. (Assign these helpers per quarter/semester by having each student per table draw a role card from a bag or hat at the beginning of the month/quarter/semester.) File folders per grade for daily lesson plans. Project boards or other displays, per grade, for visuals. Binder storage for lesson plans taught, with dig pix of all visuals.

Table helper roles (hat drawings monthly):

- 1) **Distributor:** pass out paper and other supplies, return graded and in-progress works
- 2) **Label Supervisor:** double check that tablemates have correctly labeled the backs of works to be turned in (name or initials and class code)
- 3) **Collector:** collect tablemates' works and pile in the center of the table for teacher pick-up at dismissal time
- 4) **Clean up Supervisor:** double check that your table is clean, that chairs are pushed in, that art supplies are returned, that the work pile is in the center of the table
- 5) **Assistant:** double check all of the above and help get it done

Consequences

1. Generic

Nonverbal: eye contact, proximity, body language, hand signals

Verbal: student's name, I-statements, etc.

2. Logical

- Make right what you made or did wrong.
- If you make a mess, clean it up.
- If you willfully damage it, you must replace it.

3. Conventional

- Time out during class with writing assignment in behavior log
- Teacher-student conference in hall
- Note or phone call home
- Parent-teacher conference
- Severe: Immediately to the Principal's office

Incentives

- "Caught being good" cards towards lottery drawing for art supplies or gift certificate to art store once every bi-monthly/quarter/semester.
- Positive notes on art assignments
- Art library time
- Computer art time
- Teacher demonstration helper

Cues

- Rhythmic clap
- "1-2-3, all eyes on me"
- "boys and girls"
- Positive ripple effect (I-statements for desired actions)

INSTRUCTION

Lessons

Instructional Strategies

CU during intro, LQ during intro, Post objectives examples and demo steps during lesson, Close with CU (and LQ?), IP = sketchbook or journal time for MS, Integrated units, Share skills and techniques as "artists' secrets," Intro with videos and Powerpoints on occasion (if possible),

- Alternate learning exchanges:
- 1) Teacher to student (direct instruction)
 - 2) Student to student (co-op groups with peer instruction)
 - 3) Self (individualized instruction)

Individualized instructional strategies

- Find something positive to say about each work in progress
- Differentiate where possible with choices in media and assignments (learning styles)
- Student displays with formal gallery role playing (prep for yearly PTC gallery event)

Questioning strategies

Response time = 3 - 7 seconds, "pass or play," "why" and "what if," "does anyone else want to add to this answer"

Examples of questions

Is pink a warm or cool color? Why? How do you mix pink?

What if we mixed orange and blue together? What would we get? Does anyone know why?

What is a loom and how was it used in history? Why did people need looms? Do we still need looms today?

Responses to students

- When a student gives a correct answer: *Yes, Exactly, validate it, have another student repeat it and explain why it's correct, That's a good way of looking at it.*
- When a student gives a partially correct answer: *What else, Keep going, Keep thinking and I'll come back to you, Close, can anyone else add to it*
- When a student gives an incorrect answer: *let me give you some more information, Listen again as I ask it again (with different wording), Listen to your friend answer, then you repeat it, Let's see how you got that answer*

Student self-evaluation opportunities

Informal look at grade book with teacher, rubric, checklist

Effective Teaching Practices

Building positive relationships

- **Between teacher & students:** greet classes at door, assign student helpers
- **Among classmates:** co-op projects, teams for gallery role play, peer review (crits), show and tell, desk clusters, catch them encouraging each other, get-acquainted projects for 1st class
- **With parents:** invite as guest speakers, ask for volunteers as class aides, requests for donations of recyclable supplies, conferences, newsletters, invites to special presentations, intro letter about arts program

Strategies to develop student social skills

First day go over class rules and expectations, model and reinforce desired behavior, get-acquainted project on first day

Strategies to develop student problem-solving & decision-making skills

Choices with materials and approaches to projects, co-op groups and roles, don't give answers too quickly, and have them ask at least one table mate before asking me

Strategies to develop student self-control

Acknowledge and praise appropriate behavior, hall passes and pencil sharpener (if available) to be used as needed except during direct instruction, choices where possible

Preventive discipline strategies

Practice "withitness," get to know students, nonverbal and verbal generic consequences, monitor and mentor, scan, cues and signals, post class rules

Classroom technology plan

Computer art lessons and web quests, Powerpoint presentations, open email (or other contact) policy, A/V resources for intros, Artsonia class gallery, post visuals for lessons (or Powerpoint slides on laptop)

ASSESSMENT

Grading Plan

Recording grades in the grade book

By title of assignment, circle dates for missing or late, 3-level grade policy according to School policy: O, S+, S (see scoring rubrics for specific project criteria), add preliminary work grades into total score for MS grades (O, S, N)

Homework policy

Work done outside class counts as extra credit or make-up value with the added opportunity to show and tell it to the next class

Progress reports

By school policy

Student opportunities to impact grades

- Extra credit: Yes
- Rewrites: Yes (revisions)
- Drop a grade: No
- Special assignments: Yes (student choice and yearly gallery role play)
- Collection of points to be factored into the final grade: No

REFLECTION

- Daily: during drive times, after lessons (notes on lesson plans and in composition log) or during planning bells (if any) or after school
- Weekly: planning bells
- Faculty meetings and in-services (3-4 times per year)
- Teacher journals, publications, email groups, professional memberships
- Peer mentors
- Yearly: Student survey: rank the list of assignments for depth of interest (MS)