



Jamestown Arts Center and Roosevelt Elementary School

SALT

Schools and Artists as Learning Teams

Ongoing Assessment and Final
Reflection

2009-2010

NEED (3rd & 5th grade)



- Students are scared to make a mistake—they think there is only one right answer. Rather than thinking only in terms of black and white, we want students to add more color and nuance to their thinking. The arts will help them imagine more possibilities and be able to better express their ideas and feelings.
- Test scores for all grade levels are low for writing. They don't like to write. We need to learn additional strategies in and through the arts that will improve their writing skills, and help us to find ways for them to be successful in their writing.

3rd graders and 5th graders work with artist Bonnie Tressler



Grounding - *Imagination Stretch* with the 3rd graders.

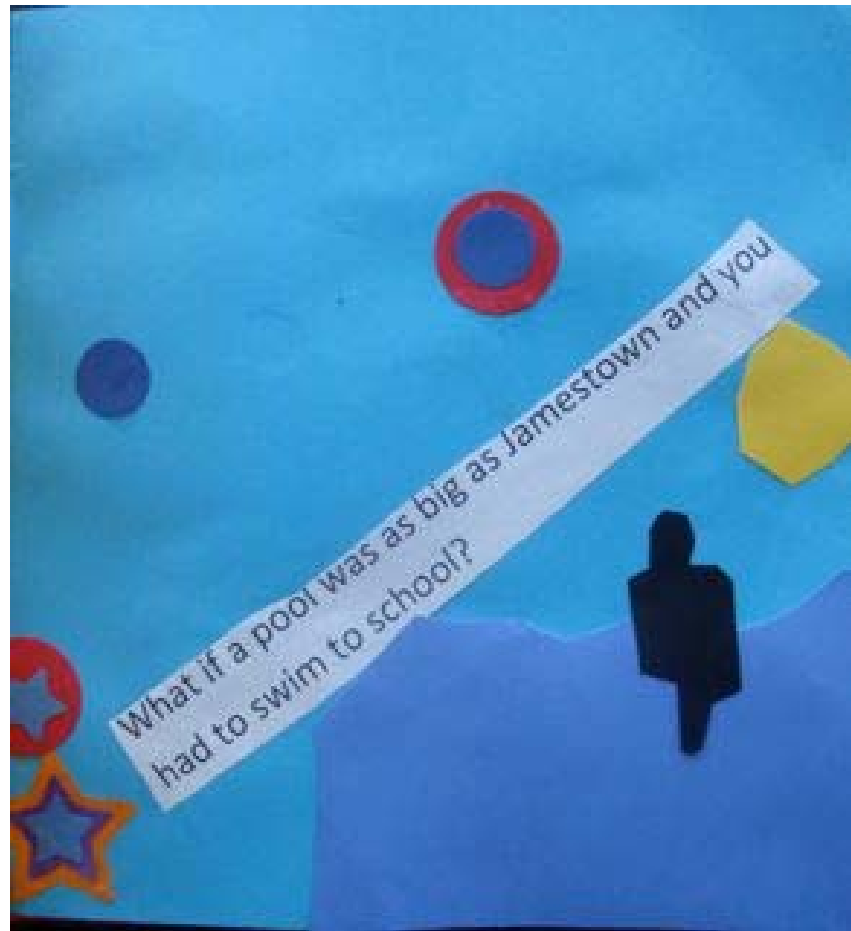


Designing with geometric shape.

3rd grade project: “What if” poems & books



*What if a swimming pool was as big as Jamestown?
And you had to swim to school each day and
there were enormous slides to ride on only if
all your work was completed. --Hailee*



5th grade project: “I am from” poems & books



Creating pop-out doors and windows.

ENDURING UNDERSTANDING



I am an artist;
I can think, imagine,
create, and express
myself like an artist.

ESSENTIAL QUESTIONS



- ❑ What is art?
- ❑ Who makes art?
- ❑ Who are artists?
- ❑ How do artists solve problems?
- ❑ What do I need to do in this project to feel good about it, to have success?
- ❑ Is there more than one way to do something or answer a question?
- ❑ How can you use your imagination to solve problems?
- ❑ How do you know when you're done?

LEARNING GOALS: Visual Art

(for both grade levels):

- Through the book project students create something that expresses their own personal voice and choice.
- Students learn the importance of slowing down and using careful folding and measurement techniques in making the pages of their book. And they learn that book artists practice to get better at these techniques over time.
- Recognize and use elements of design (pattern, repetition, shape, and use of negative and positive space).



LEARNING GOALS: Writing

3rd grade –

- Develop vocabulary and recognize and use “boulder” (big, strong, vivid adjectives) words.
- Writing process: Reflect on their own work and the work of others; revise drafts using peer editing.
- Use imagination in one’s writing.

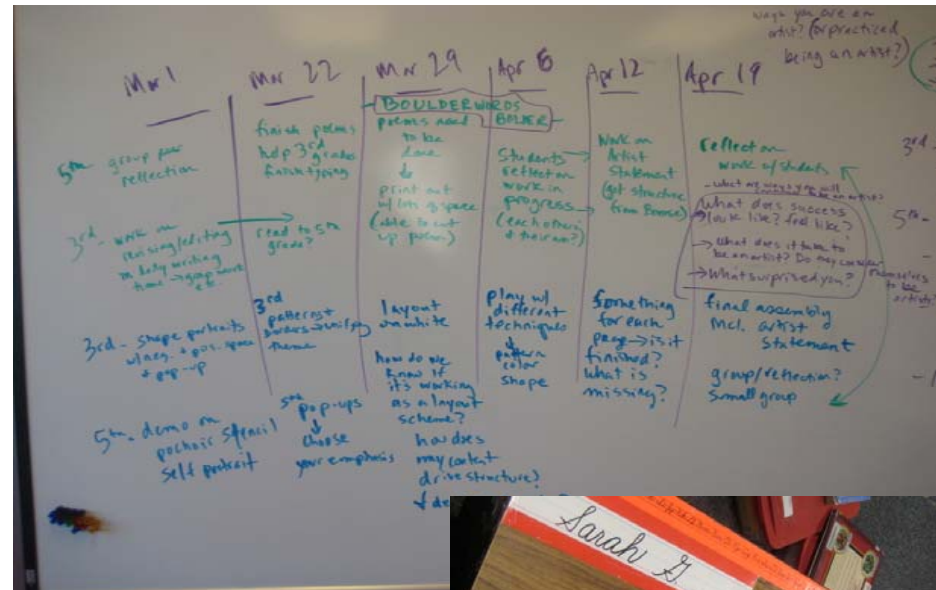


LEARNING GOALS: Writing



- **5th grade –**
- Learn how to revise/edit one's writing.
- Recognize and use boulder words (more adjectives!).
- Create expressive writing that reflects their unique personalities.
- Reflect on their work, develop it past a first draft.

ACTIVITIES & PLANNING



- 12 sessions total with artist, Bonnie Tressler—one hour per week with each classroom (Jan. – April)
- Teachers and artist met once a week for ongoing planning and reflection
- Students wrote poems with Bonnie; revised writing with teachers; created book structures with Bonnie to house their final drafts.
- Peer coaches reflected with students near end of project (Apr 19).



EVIDENCE OF UNDERSTANDING

Visual Arts

Through their book project they've created something that expresses their own personal voice and choice.



Sketchbook

3rd grade



“What if” books

3rd grade

What if I could
shape shift into a
giant spider and the
giant spider got a
cold and sneezed
out spider webs?



“I am from” poem

5th grade

We're from Roosevelt School, Mrs. Stewart's 5th Grade, from very, very good teachers and reading good books; Anne Frank a favorite.

From sunny days and rainy nights, from the smell of fresh picked raspberries and farming.

From going to friend's houses to play, sleepovers and birthday parties.

We are from the Irish, Norwegians, Germans and lefse and knoevla. We're from the American flag that reminds me of Grandpa.

We're from playing tag with friends and a brother who always picks on us .

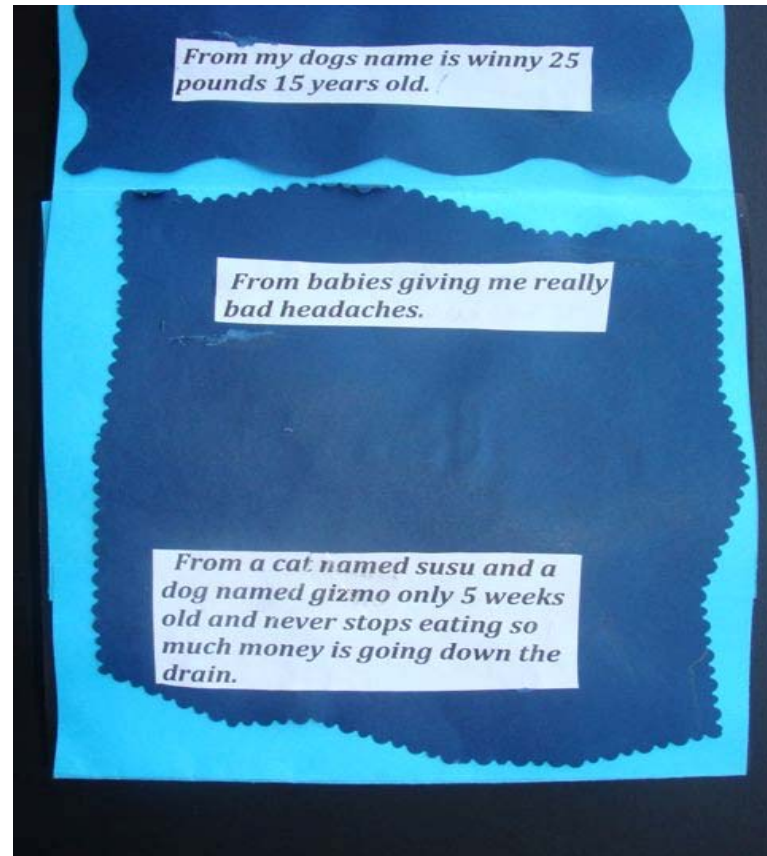
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**An excerpt from the class poem*



“I am from” books

5th grade



EVIDENCE OF UNDERSTANDING



Jacob's Ladder books, 5th grade



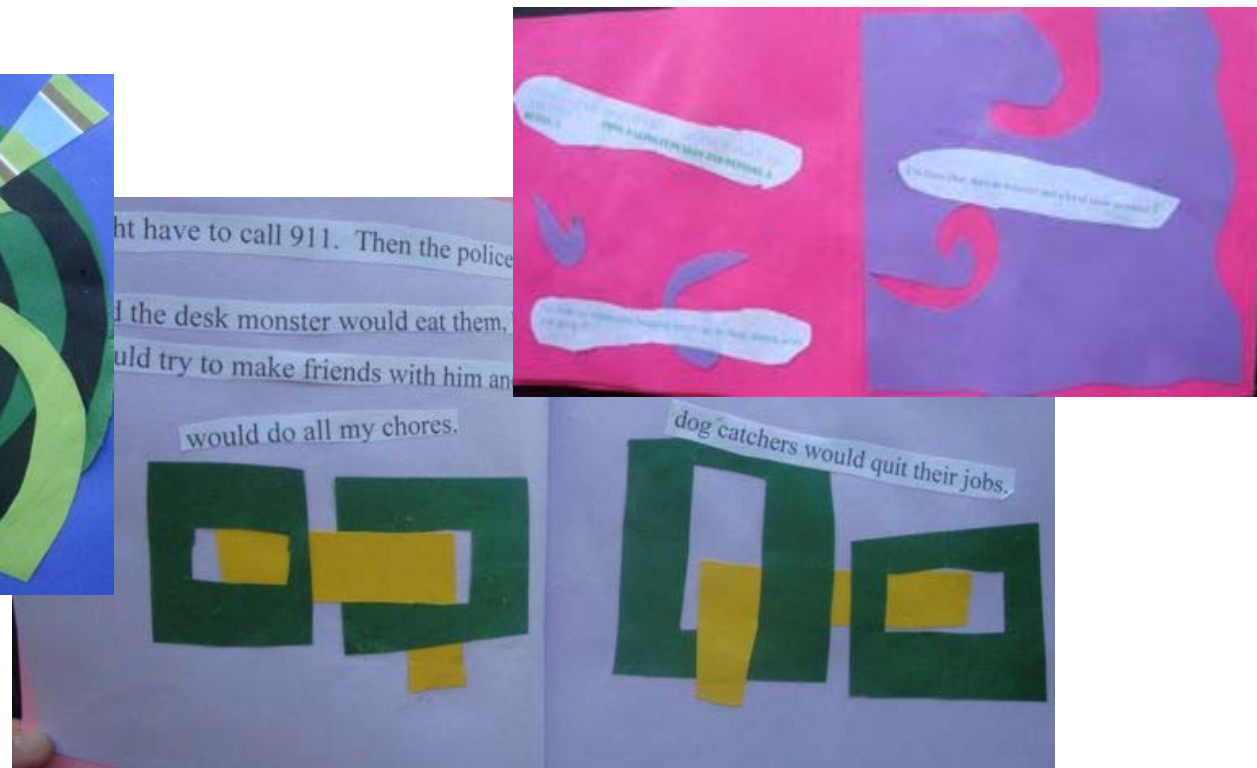
Visual Art
students learn the importance of slowing down and using careful folding and measurement in making the pages of their book work. And that book artists practice.

EVIDENCE OF UNDERSTANDING

Visual Art

Recognize and use elements of design

(pattern, repetition, shape, and use of negative and positive space).



EVIDENCE OF UNDERSTANDING

Visual Art

Recognize and use elements of design

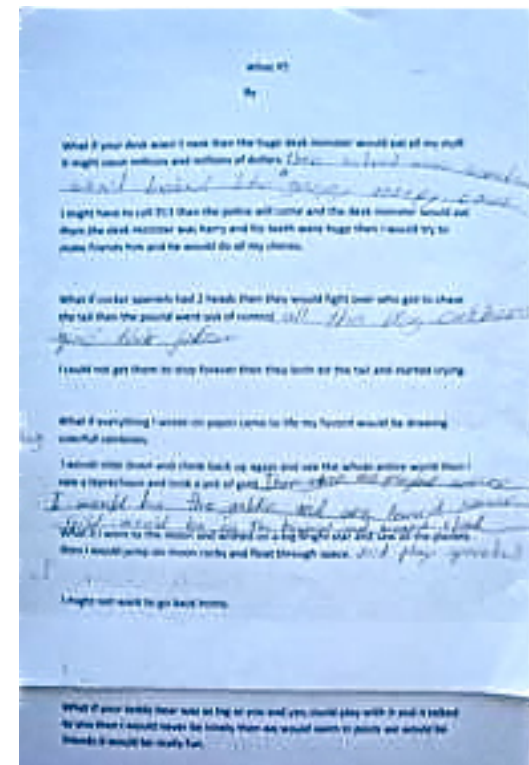
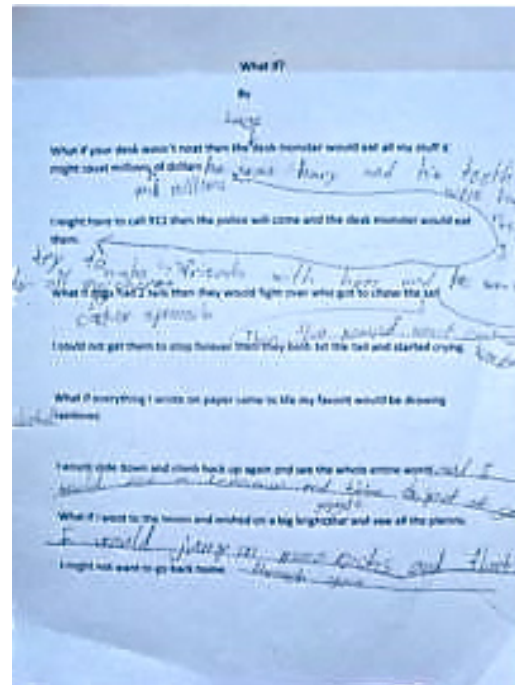
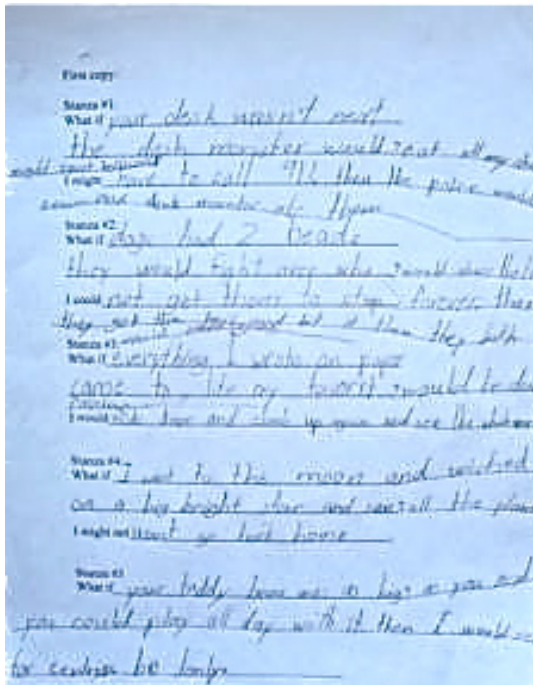
(pattern, repetition, shape, and use of negative and positive space).



EVIDENCE OF UNDERSTANDING

3rd grade writing

- Developing vocabulary and recognizing and using boulder words.
- Writing process: Reflecting on your own work and work of others; revise drafts using peer editing
- Using imagination



EVIDENCE OF UNDERSTANDING

5th grade writing

- Learn how to revise/edit ones work - writing.
- Recognize and use boulder words (adjectives). Expressive writing that reflects their unique personalities.
- Reflecting on their work, developing it.

*I'm from Jamestown haven't been any place else. From grandpas delicious ribs to eating lunch at school. From Santa Claus at Christmas to Thanksgiving in fall with family and all my friends.
From my dad mom 2 brothers and sisters to my moms baby august 4. From playing grand thief auto to listening to nickel back. From science videos and experiments to pot luck Thanksgiving to opening presents on Christmas day. From store bought cakes for birthdays from home made cakes on my birthdays. From grandpas medicine that tastes like bubble gum to doctors prescriptions that tastes really bad. From my dogs name is winny 25 pounds 15 years old. From babies giving me really bad headaches. From a cat named susu and a dog named gizmo only 5 weeks old and never stops eating so much money going down the drain.*



TEACHER REFLECTIONS

3rd grade teacher Carla Kroeber

What I've learned about the students

Each student is unique; however it has been amazing to see students' strengths in areas I have never seen before. Students' confidence has been increased. In the beginning they were very worried about making mistakes. As the process went on, they were not so concerned about making a mistake.

They have learned to be a positive, peer evaluator, and an active participant. I have seen my students strive for success, I have seen them stumble and continue on...no matter what! I have learned that my students are not quitters, but will reach goals presented to them.

How this experience/collaboration has affected my practice

I have been able to take the things I have learned from the team and use them in multi-curricular areas. This collaboration has given me more confidence in the teaching of art to my students. I have a new perspective for the arts and those who teach it. I have been given the opportunity to work with amazing professionals that are able to provide feedback, advice and support! Site visits and in-services made these things possible. Planning time before and after lessons helped make this collaboration a success. I believe this experience has made me a more well rounded educator.

TEACHER REFLECTIONS

Mary Jo Stewart, 5th grade teacher

- **What I've learned about the students**
- There were surprises from my students. Some of the students that have had difficulty writing or do not care for writing rose to the challenge. With help, questions, and prompts, their "I'm From" poems contained their thoughts and experiences. They were able to use their imaginations when creating the pages of their books incorporating different techniques and designs that had been discussed. Their personalities came out in their poems and books. They shared their lives.

How this experience/collaboration has affected my practice

I need to incorporate more art principles in other areas of curriculum. ex: during a unit on measurement do "Jacob's Ladders". A lesson on adjectives talk about "boulder" words, write poems and revise using art vocabulary. Students need to recognize the different mediums that artists use to express themselves, not just drawing. It would be helpful if students reflect more often during the project and write down their thoughts.

TEACHING ARTIST REFLECTIONS



Bonnie Tressler, artist

What I've learned about the students

Most students don't trust themselves. They are insecure about expressing themselves, always wanting to be right or to complete something the "correct" way. A sense of play or use of their imaginations is below the surface and needs to be encouraged to surface. I also learned what deep thinkers they are and how tender their emotions.

How this experience/collaboration has affected my practice

I am enthusiastic about sharing the arts with students and adults but my enthusiasm often overwhelms me. There is so much to share. Having teachers, especially teachers so much on the same page as I am, to share the planning, teaching and evaluating of lessons has been so encouraging and has made me reevaluate all of my planning.

STUDENT REFLECTIONS

3rd grade

why did you do this
if you want to be an artist ^{you}
learn to make book ^{know how}
learn to do some things
to do more projects
to see if you like being an
artist
practice being an artist -
^{use in interview}
use imagination
teach more about art + using
imagination



STUDENT REFLECTIONS

5th grade



Speculate —

learn more about each other
how to be an artist
how much we learned from
try new interest & learn about
art being everywhere
have fun
learn & share greatest of art
teach to express themselves
how to use art in dif. ways
how to express — ^{paintings} ^{sculptures} ^{drawing}
learn different ways to do
art

Reflective Questions based on the work

- As a result of examining the student work, what do you know now? What patterns or trends are you seeing?
- More time spent on writing vs. making the book. Next time have teachers work on the writing process and come up with the poem before the visual artist starts work in the classroom.
- Connections among writing and visual art are blurry when they all happen on top of each other. If we had students work deliberately on their poetry before they launch into book and illustrating their pages, they might make more deliberate choices about how to illustrate their text. And they might learn more in-depth about concepts of visual art elements of design.
- 3rd grade really hangs onto information when it comes to them through story (picture books about Matisse, etc.)
- 5th grade needs hands on experience and having some say in the matter—witness the success of the Jacob's Ladder project. They need to be included in the decision-making process along the way and perhaps the 5th grade needs to be able to build their books themselves. What is gained and what is lost by doing that? What if the broader community got involved (on a Sat.)?

Reflective Questions based on the work



- What identifies the gap between what we want students to know and what we see in the work?
- Not every student “succeeded” at the level that we wanted in terms of book design. A lot of them struggled to make a connection between their practice mock-up pages and their final project. Do we need to have them construct such a time-consuming book? Drawers are really exciting. They could make one box.
- Not every student can yet name the elements of visual design, but they did name most of them in group reflection
- Next time use Matisse book in 5th grade.
- Poems succeeded in terms of use of imagination and writing skills.

What will we do next?



- How might we shift the timeline to better accommodate the project and not have it feel so rushed? Perhaps have the students work more on writing before the visual artist starts.
- How do we stay focused on what they need to learn and take away? What matters most in this project? To students? To artist? To teachers?
- Teachers need to develop a list of vocabulary words in the fall to focus on while Bonnie is there.
- What if the students had paper scored already? What impact does measuring have on their ability to fold?
- What if the book boxes were optional and students could make them on a Sat. morning at the Arts Center? And invite other members of the community from the college, parents, etc.
- What if Bonnie could come in to the parent-teacher conferences?

SALT team



From left to right: Lori Brink, coach, Bonnie Tressler, artist, Mary Jo Stewart, 5th grade teacher, Carla Kroeber, 3rd grade teacher, Becca Barniskis, coach, Taylor Barnes, Art Center director

SOURCES



- Schools and Artists as Learning Teams (SALT) is a grant program of the North Dakota Council on the Arts (NDCA). NDCA is a service and program agency of the state, established in 1967 by the State Legislature to develop the arts and to promote and support the arts in North Dakota. Grant funds are made available by the National endowment for the Arts and appropriations from the state of North Dakota.
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- All students and adults included in the photographs of this slideshow presentation have signed permission slips, which have been submitted in paper form to the North Dakota Council on the Arts office and are on file at the school office.