

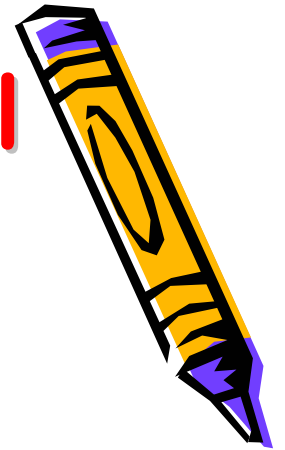
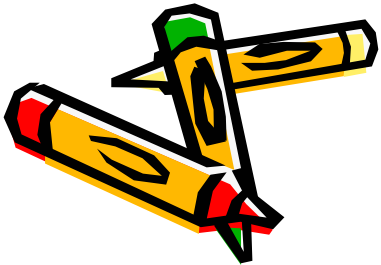
Roosevelt Elementary School

Teaching Artist
Ali LaRock

Teachers
Donna Nestoss - Grade 2
Barb Sandstrom - Grade 5

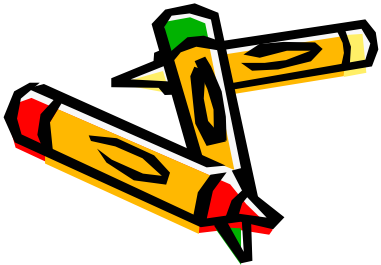
Coaches
Bettine Hermanson
Steve Busa

Schools and Artists as Learning Teams (SALT)
Ongoing Assessment and Final Reflection
2009-2010



What are our learning goals?

- Students will understand how the creative process helps them become better problem solvers, risk takers, observers, and flexible thinkers.
- Students will see the connections between Visual Art and Literacy.



Needs of the Students

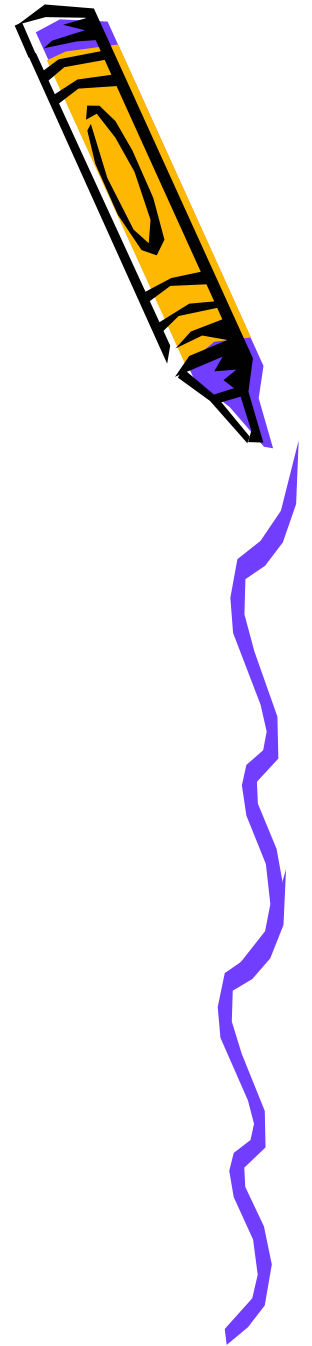
❖ to be able to use visualization in comprehension, writing and creating visual imagery

Students need an open ended approach to art that allows them to make decisions regarding the subject matter, materials, and techniques.

Previous art experiences in both grades have primarily been product driven, and students often have questions about why they are doing art.

Language arts assessments indicate that fifth grade students need basic comprehension and reading skills.

Second graders have difficulties organizing their thoughts. They need more experiences putting their thoughts on paper.



❖ Needs of the Teachers

Barb:

*I need to defer judgment of students' artwork and writing.
I need to embrace the different ways of interpretations.
I need to know how much I should worry about rules of conventions.
I need to learn more about the creative process.*

Donna:

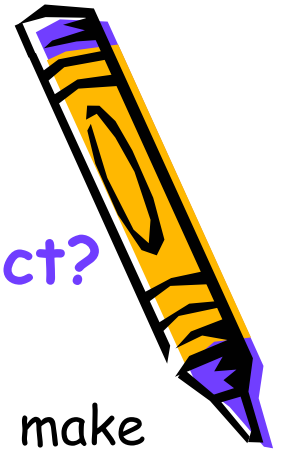
*I need to learn how to better teach the editing process.
I need permission to slow down.
I need to concentrate more on process rather than product.*

Ali:

*I need to remember the importance of quality versus quantity.
I need to use the reflective protocols to hear students' thoughts and ideas, rather than just looking at their art.*



What did you want your students to **UNDERSTAND** at the end of this project?

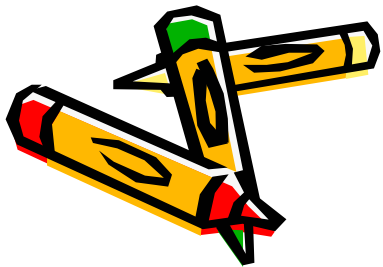


Images and language have the power to move us and make us think I can!

By observing closely each one of us has the power to express ideas.

By learning how to see things in different ways, we all become artists.

By understanding and practicing the creative process we can transfer these skills to all areas of life.

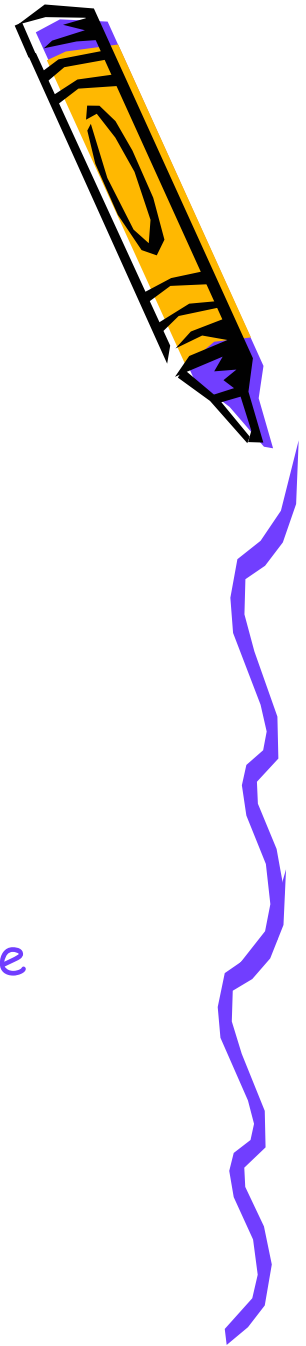


The creative process helps us be courageous and accepting.



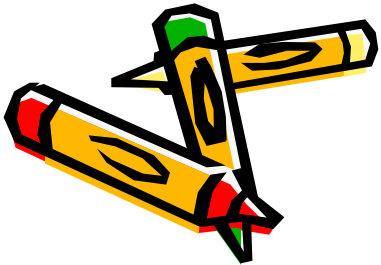
What are the questions you presented to pique students' curiosity and to stimulate exploration that led to the understanding?

- How does the creative process help us become flexible thinkers, risk takers, problem solvers, and observers?
- What does it mean to be an artist?
- Why and how is art important in our lives?
- How do we connect ourselves to stories and pictures?
- How can we express the pictures in our minds?
- How do different techniques, materials and skills create different visualizations?



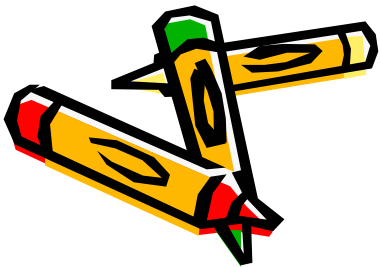
What are the learning goals in the Art Form?

- Students will understand that different materials and techniques elicit different results and responses.
- Students will experience, understand and value the creative process.
- Students will understand and realize that art-making is a personal process.
- Students will learn to access their imagination ,as well as develop their decision making skills, flexibility, and independent thinking.
- Students will learn to become more tolerant and open-minded through creating, viewing, and talking about a variety of art forms.



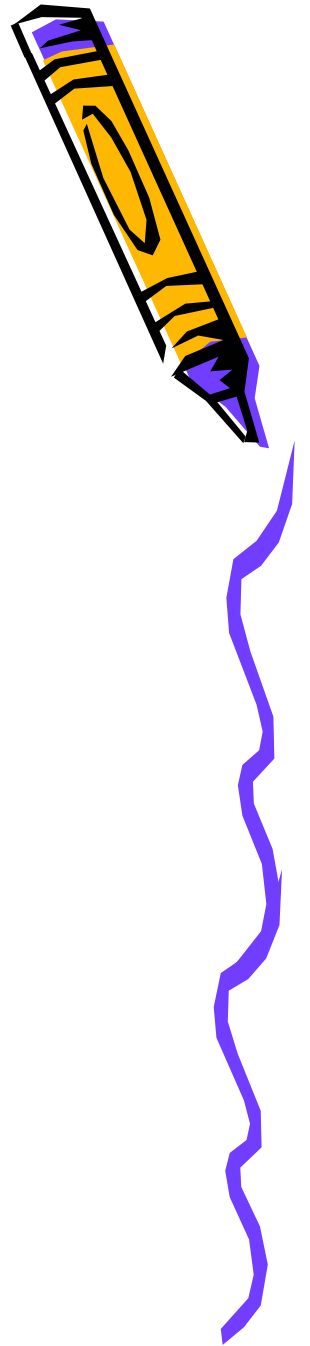
What are the learning goals in the Non-Arts?

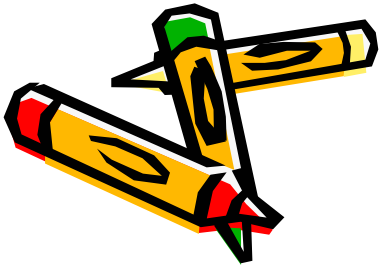
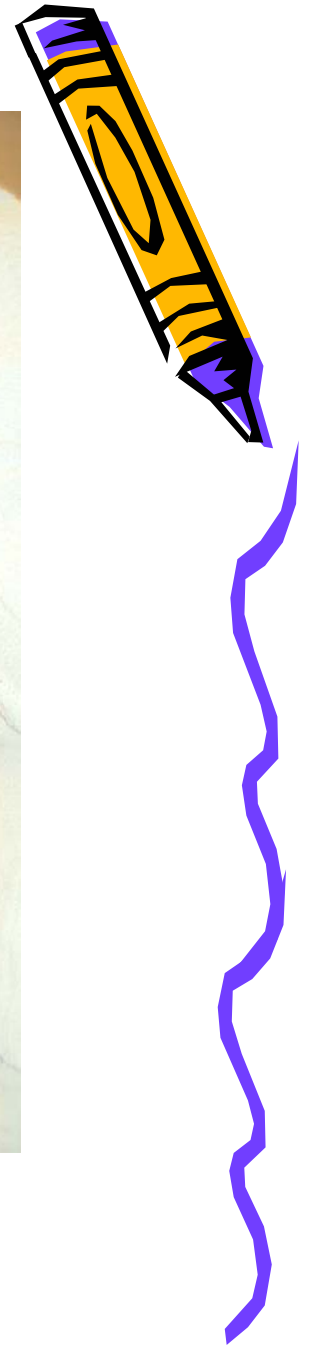
- Students will understand that writing is a process that includes edits and revisions.
- Students will understand how to analyze and interpret text (text to text, text to self and text to world).
- Students will reflect and evaluate upon their own work and that of others and their peers.



Collaboration with Students and Teachers



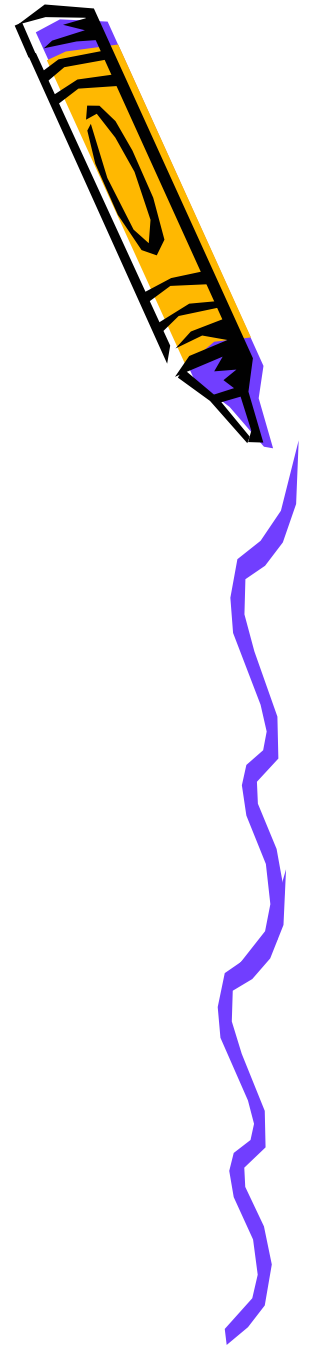
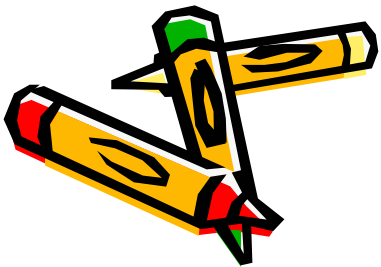




Student Reflections

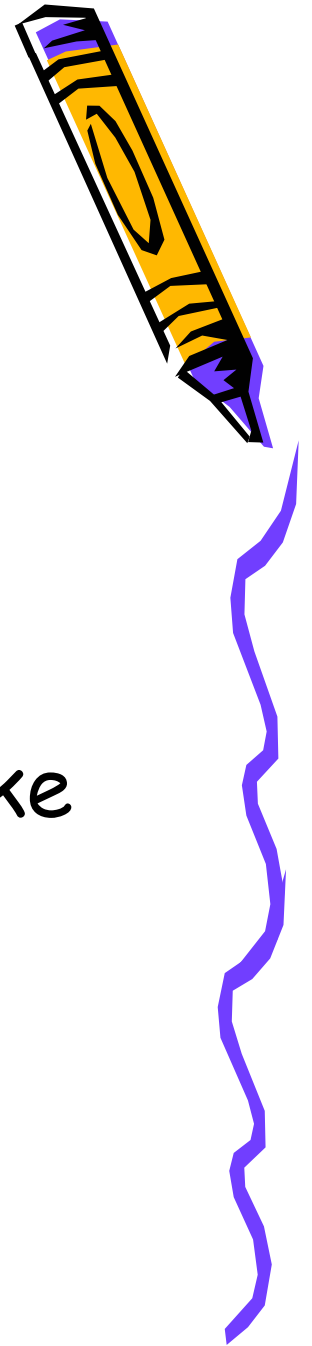
I think art is important because it is fun to draw and paint and do watercolors and write. You can be creative and learn. You can make stories, books, and masks. You can make almost everything. And it is amazing.

Mars - Grade 2



A lot of fun to do
Really bright or dark colors
Trial and error
Important
Several pieces to work on
Testing of mixtures of colors to make
beautiful pictures and paintings.

Michael - Grade 5



Artistic and fun

Radical is the adjective I would use

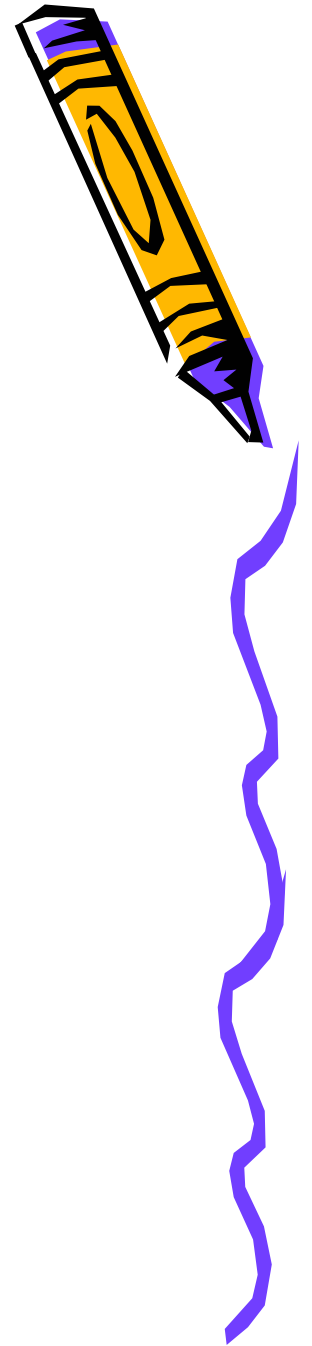
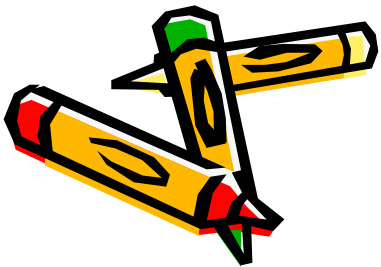
Talent is a relative of art

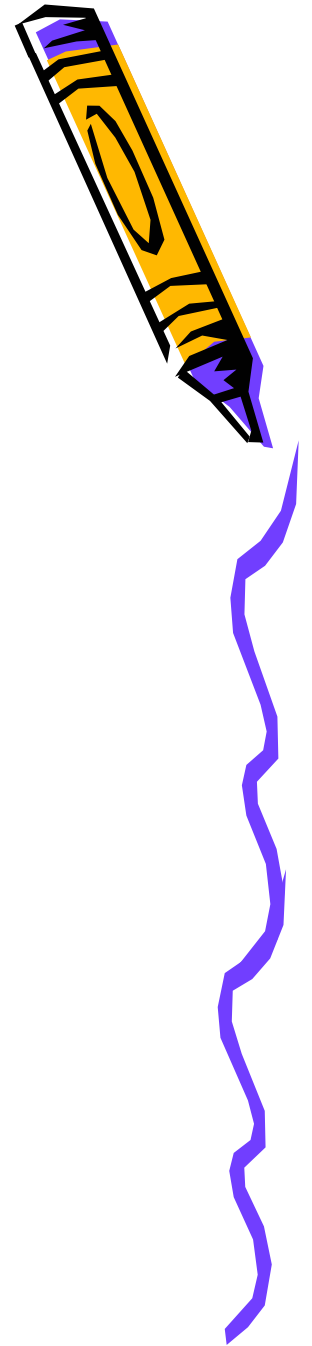
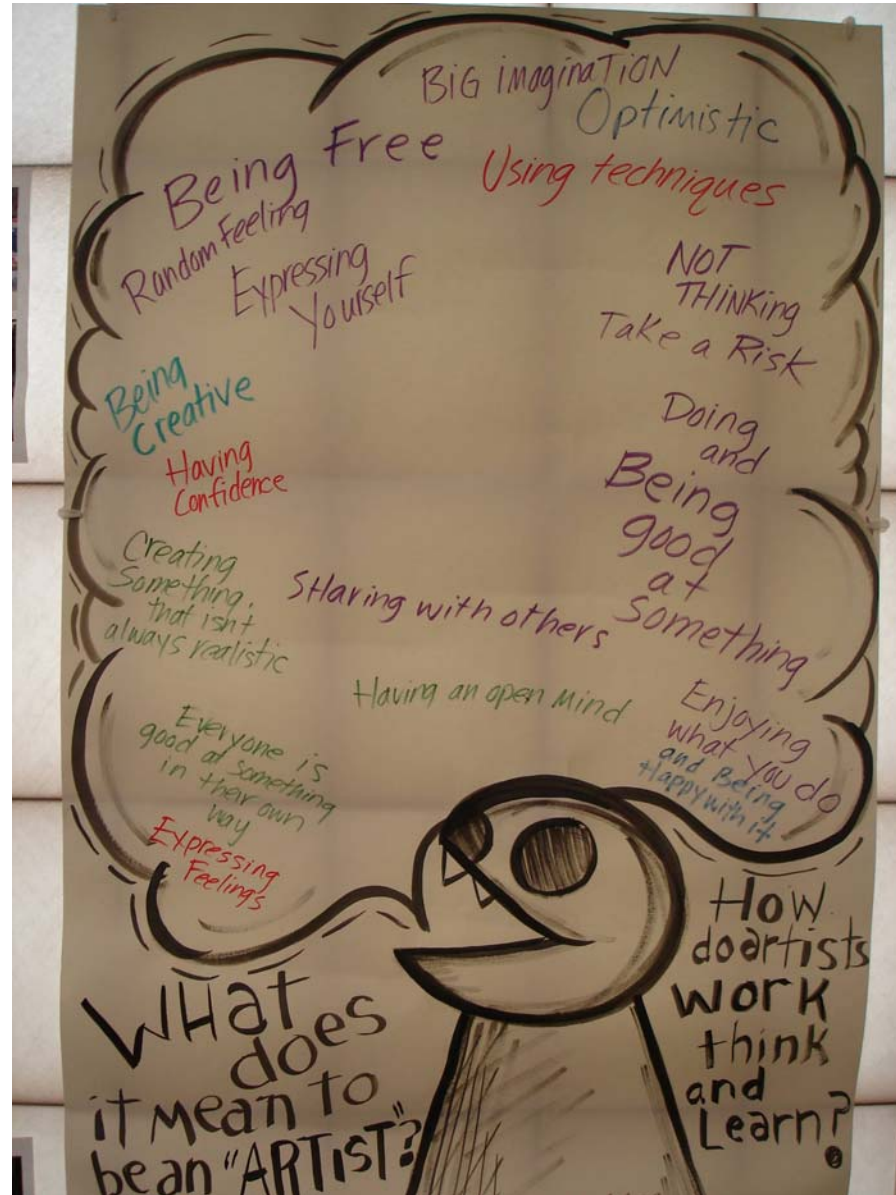
Inquisitive

Sweet and sour

Terrific

Madisen - 5th Grade





Teachers' Reflections

What have you learned about your students?

Students were able to develop stories and narratives through the use of visualization and organization of ideas and images.

When given patience and time for practice, students felt empowered and safe to express them selves.



Artist's Reflections

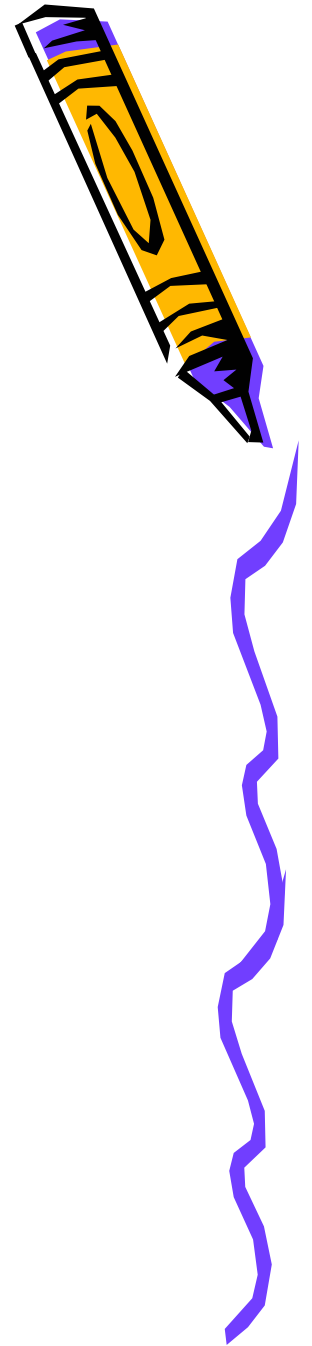
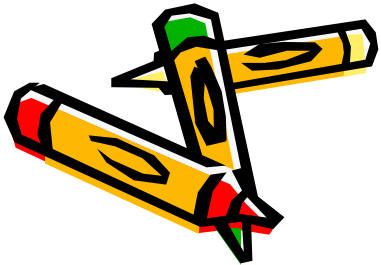
- Each individual personality came through in the writing, illustrating, and crafting of books. Students created books in free time and at home.
- As the project proceeded students were able to take more risks and seemed genuinely proud of themselves and their creations.
- I have learned that the students are able to demonstrate and explore the new techniques I present them when given small amounts of information at a time. It is often easier to do more than one demonstration throughout the lesson as we go, rather than one large presentation at the beginning.
- In fifth grade, specifically, I have witnessed students more comfortable with their art making, independence, and taking their time when they work in small groups.



How has this collaboration and professional development affected your practice?

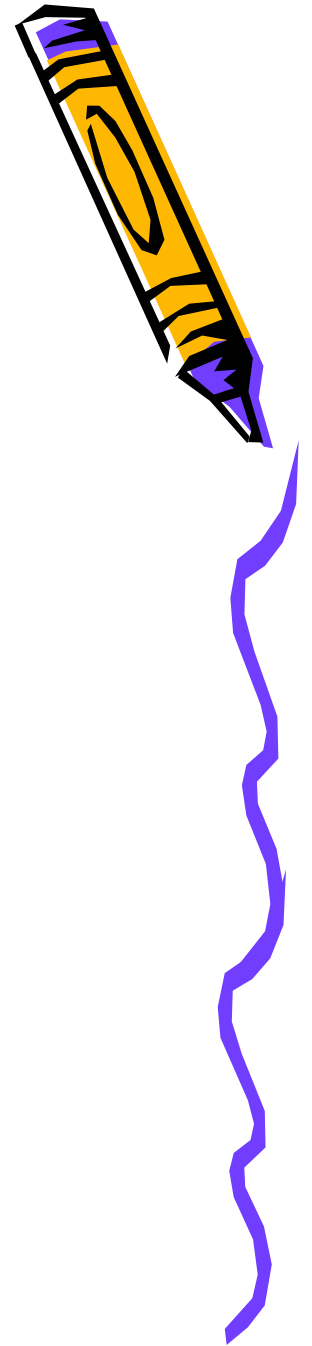
We have learned through the collaboration, the work we do is more meaningful. By combining specific knowledge of subject areas, we are able to go deeper in understanding rather than skimming the surface.

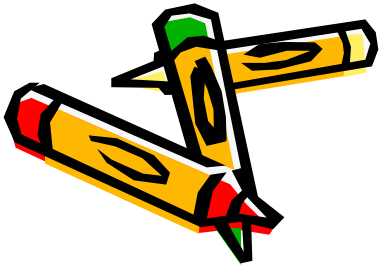
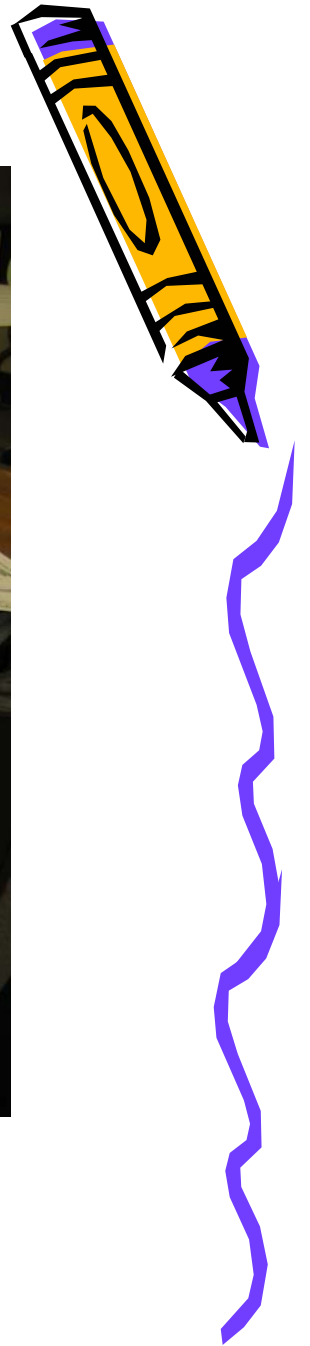
Due to the nature of our work we often take on every detail of what we wish to present. This experience taught us the importance of asking for help and using teamwork to accomplish goals.



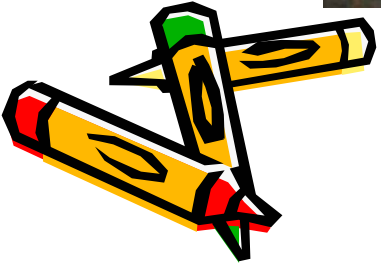
EVIDENCE OF UNDERSTANDING

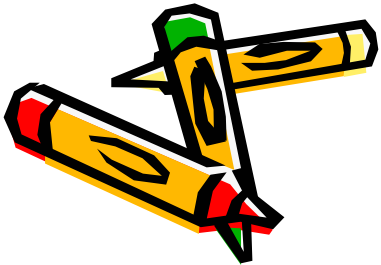
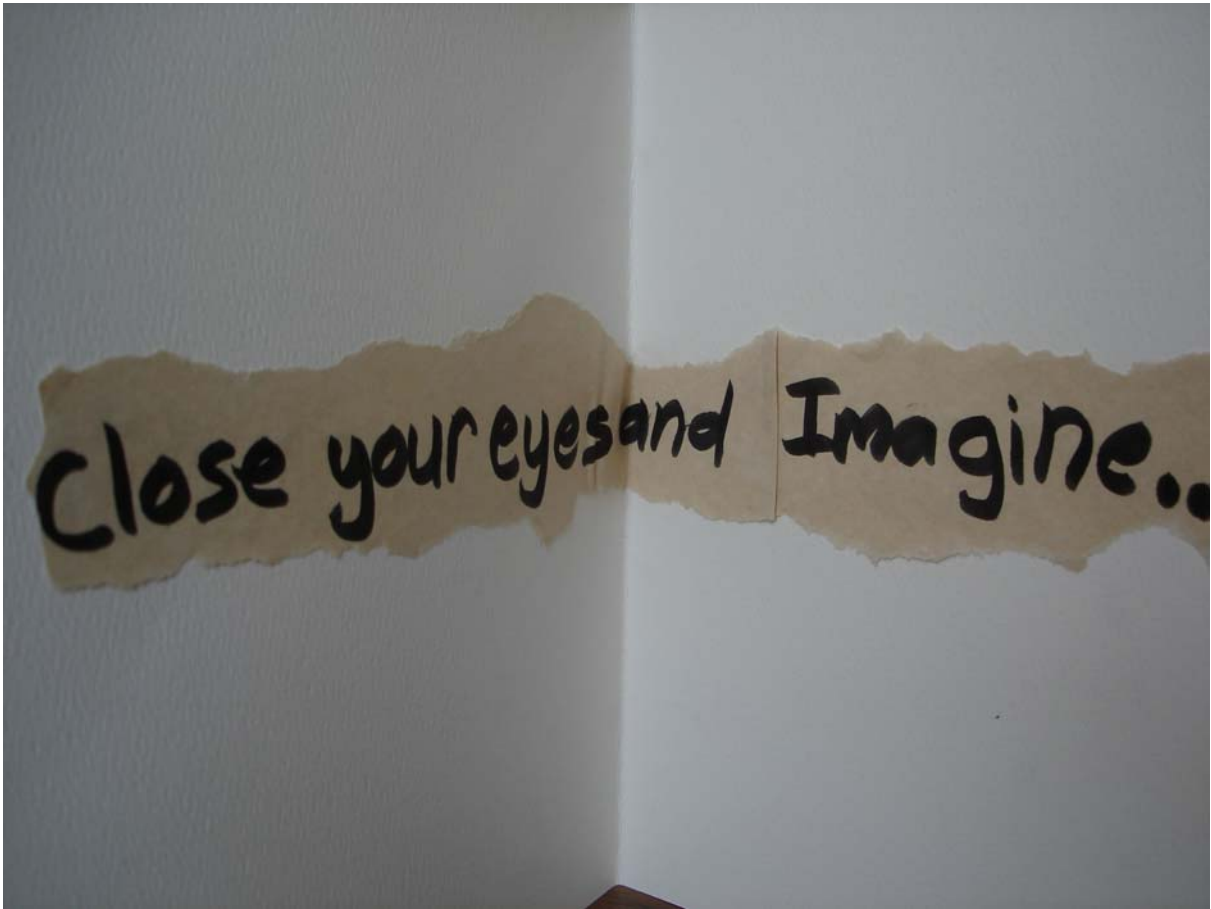
Student Work

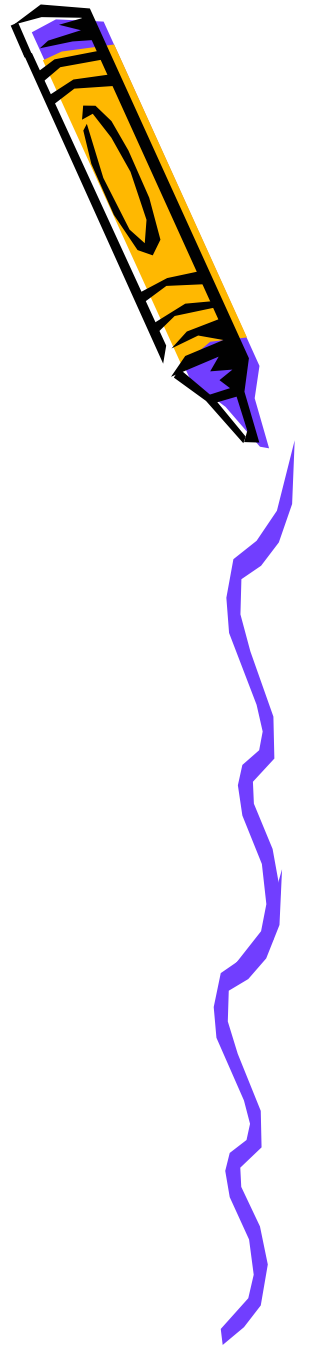
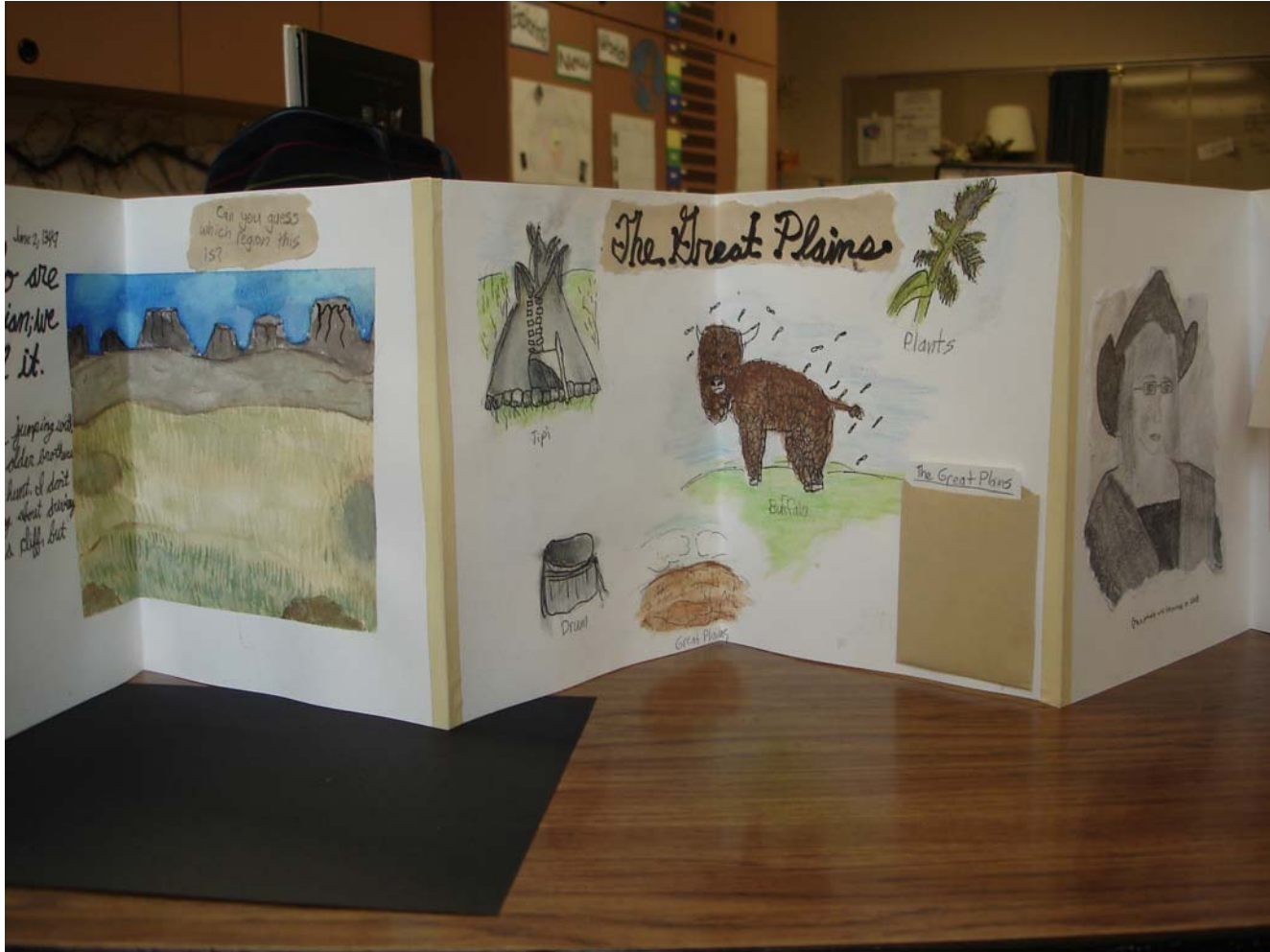


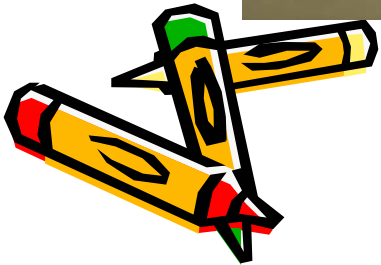
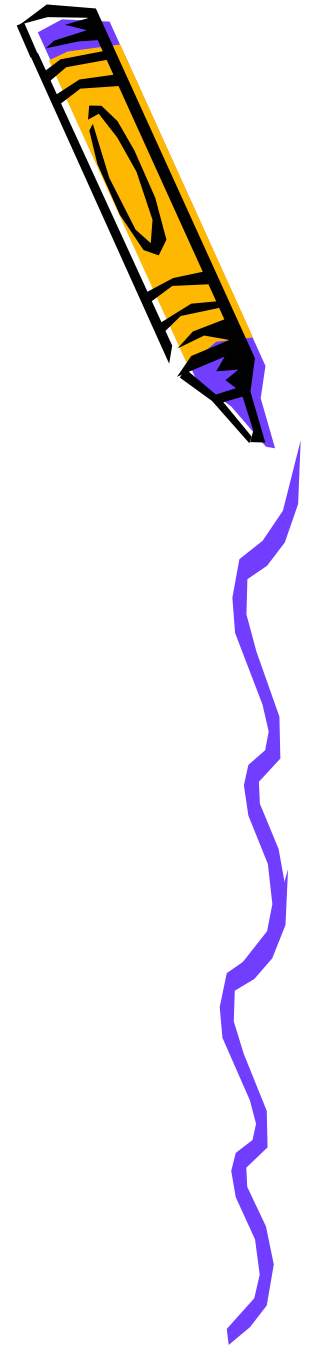
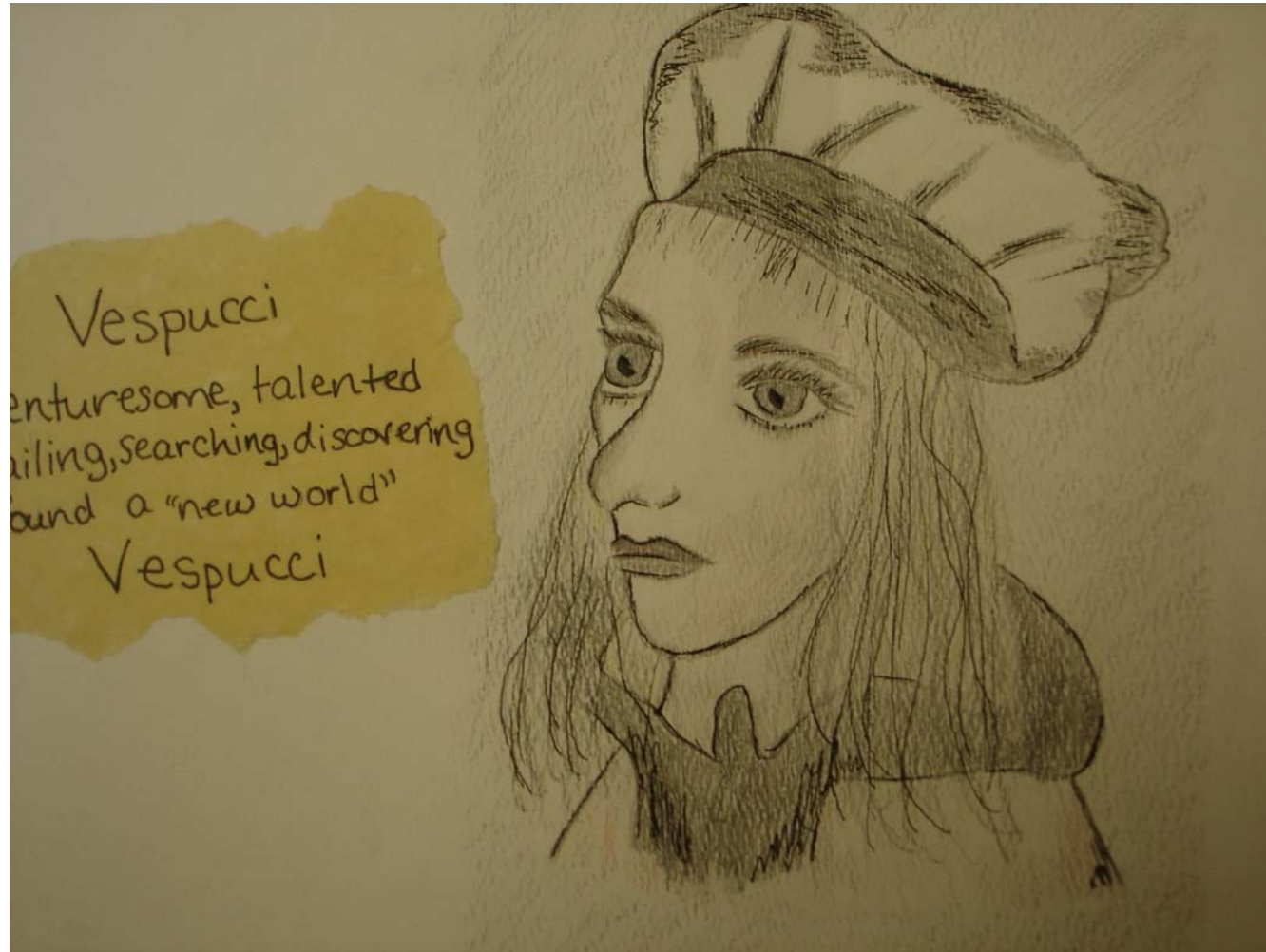












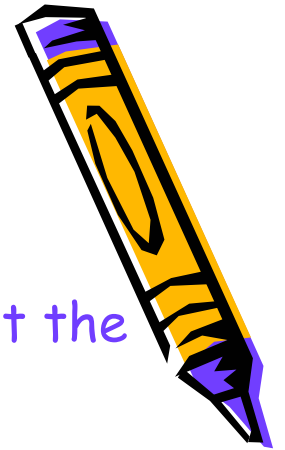
Evidence of Learning

Students were more confident making decisions about the techniques they used.

Students created work that showed editing from drafts to final products.

Students took risks and completed tasks they may have previously been uncomfortable with. They showed more initiative and worked independently.

Students demonstrated the connections between Visual Art and Literacy with their writing and artwork.



What will we do next?

The team will be changing next year. Donna will move on to Sunrise School and one new member will be joining our team.

We want to slow down and remember that less is more. We will go deeper rather than wider.

The teachers will create art as well, and Ali be a part of the writing process.

We will again address comprehension and writing with both grade levels. We will start with watercolor again along with more specific writing classes.

We will be more specific about what we want the students to learn at each step and frequently go back to the big idea. Our goals will be posted and shared with the students.

We will implement more formative assessment as the project progresses during the year.





I found I could say things
with colors and shapes
that I couldn't say any
other way - things I had
no words for.

Georgia O'Keefe

