

ARTEDUC - 4500

## **Site A & B Reflection Assignment**

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### **Easthaven Elementary**

Teaching the 2nd and 3rd grade students about Faith Ringgold and her narrative quilts at Easthaven was a delightful and engaging experience. While I was able to teach Lesson 1 to all 2nd and 3rd graders, due to schedule adjustments, I was only able to begin Lesson 2 with one class. An authentic lesson on the flexibility necessary as an art teacher, especially at the elementary level.

During Lesson 1, the students enjoyed talking through and then hearing the story of Faith Ringgold's quilt "Tar Beach." They were excited to share what they saw in the artwork, and interpret what they thought was happening. They also commented that they enjoyed hearing the book, and felt confident when they realized that they understood her quilt as she intended. They were also actively engaged when reviewing other narrative paintings in groups, getting excited and thoughtful in their observations. At this time, I had to adjust my expectations that an excited, engaged class isn't always a quiet one. And that is okay.

During Lesson 2, the students were happy to share with the class what brings them joy, and were anxious to share their drawings with me as I walked around the room. At this point, I realized that there were multiple students in the class who didn't speak English. I then paid close attention when observing the rest of the day and noticed how many students needed language support.

### **Hastings Middle School**

Teaching the 6th grade students at Hastings about architecture was also delightful. While I was able to get through the entire unit with both 6th grade classes, the students needed at least one more class to finish their project. They were disappointed we had to stop so quickly.

My architecture career overview in Lesson 1 seemed to be informative for the students, as reflected on their exit tickets. Many learned that architects don't actually build houses, and there are many types of architectural design to focus on.

Lesson 2 was the group project, and this was the area that needed more time. The students eagerly worked on their drawings and models. About half of the groups were able to

figure out the project distribution among members, while other groups needed guidance. I noticed there were challenges in a couple groups for the students to work together, some students not getting along, ignoring each other, or a member preferring to work alone. There were a few students who would wander around the room socializing with other groups, and I discovered that once they were assigned a task from their group members, they kept busy and focused.

Lesson 3 was the presentations of the designs. The students did very well following my guided structure of presenting to the class, and enjoyed the challenge of “winning” the design contest.

### **Professional Preparation**

Overall, my teaching at both sights went very well, even though scheduling was not quite right for either one. As I plan forward to next semester, I will be allowing more time for students to work on projects, especially the middle schoolers who like to chat a lot during class. For elementary, I will plan on allowing more time in my schedule for days when art class gets canceled for various reasons.

I am also focusing on supporting ELL students more, especially at Easthaven where they have a large Spanish speaking population. I have met with the ELL staff at both schools and worked through some of the suggestions they made, including using images with written words.

I was curious to see how my energy that fits right in with elementary students would translate to the middle schoolers. Knowing that I need to help them hold onto their imaginative selves, I decided to bring that energy into my middle school lesson with role playing and pretending, and it seemed to go over well. The students played right along with me.

Something I want to look into are better ways to get students’ attention during class time — ex. during work time when I need to stop them to announce something, or tell them it’s time to clean up. I did learn that the elementary students love praise, so they are motivated right away when they hear other tables being praised and tend to pay attention right away. The middle schoolers are more challenging, and I resorted to using the lights, something I had seen Mrs. Tobin do herself. I want to find another way — maybe some sort of noise maker.

I am learning new artistic skills for my lessons, like working with air dry clay and digital drawing with an iPad and stylus. I am reaching out to Hastings IT department because I want to make sure students will be allowed to access the app I prefer to use. I happily noticed some students playing with drawing apps between classes, and a handful of 6th graders even did their architectural drawings on their iPads.

For my elementary lessons, I want to continue to use Visual Thinking Strategies. It went so well with my first lesson, and it feels deeply beneficial. I want the students at Easthaven to know their thoughts and opinions are important. I want to know how they see the world.

I have also noticed the elementary students need more artmaking support. They struggled to draw the simplest images because there wasn't enough guidance, so while they were to draw what they wanted, they couldn't because they didn't know how. I plan on having lots of resources to support them so when they do choose, they can be successful.

### **Additional Support**

Classroom management is something I feel I could use more support on, but I also know much of it will come with practice. Watching students act out at both locations has me nervous about having my own classroom someday. It has been very good to watch Mrs. Taggart and Mrs. Tobin handles all of the situations with grace.

Beyond that, I feel I will be prepared to teach, knowing that things will happen in the midst of it all and I will flex to work with the circumstances.

All of the paperwork for next semester does feel overwhelming. There is a lot to plan, put together, schedule, and file with OSU, the state of Ohio, and the online application process. Having had an initial interview with Upper Arlington also has me nervous for the interview process. I was surprised by how impersonal, quick, and straight-forward the interview was, and now I am a bit stressed about my upcoming interviews with Olentangy and Worthington. It also makes me worried about trying to impress Dublin City Schools, as that is my first choice district. Tips, strategies, and practice of the interview process would be fantastic.