



# Field Experience

Fall 2024

by Brandi Neighbors

# About Vanstory Hills Elementary School

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- Location: In a neighborhood in Fayetteville, NC
- According to the 2022-23 National Center for Education Statistics, the student population consisted of 469 learners ([nces.ed.gov](https://nces.ed.gov)). Two hundred forty-seven were males and 222 females.
- The student/teacher ratio was 13.40.
- Of the 469 students, 52% were in the minority bracket, which includes: American Indian/Alaska Native, Asian, African American, Hispanic, Native Hawaiian/Pacific Islander, and two or more races.
- Vanstory is a Title 1 school.

# Art Room

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- The classroom is located inside the school, in the first building on the back hallway behind the cafeteria.
- The classroom has plenty of space, and there is enough room to house art supplies.
- There are shelves aligning the back wall, shelves on one side with paint supplies, and cabinets with dry media on the other side. There is a clear touch television in the front with a dry erase board on the right.
- The tables are arranged in a "U" shape to allow the teacher to freely move from student to student.

## ART RULES

**Respect**  
the teacher.

**Respect**  
your peers.

**Remain**  
in your seat.

**Raise**  
your hand for  
permission.

## COLOR WHEEL



## Class Rules

- Reviewed first 3 weeks of school
- First Day was in-depth along with consequences
- Next two weeks a quick review

Art Room

YOU are a

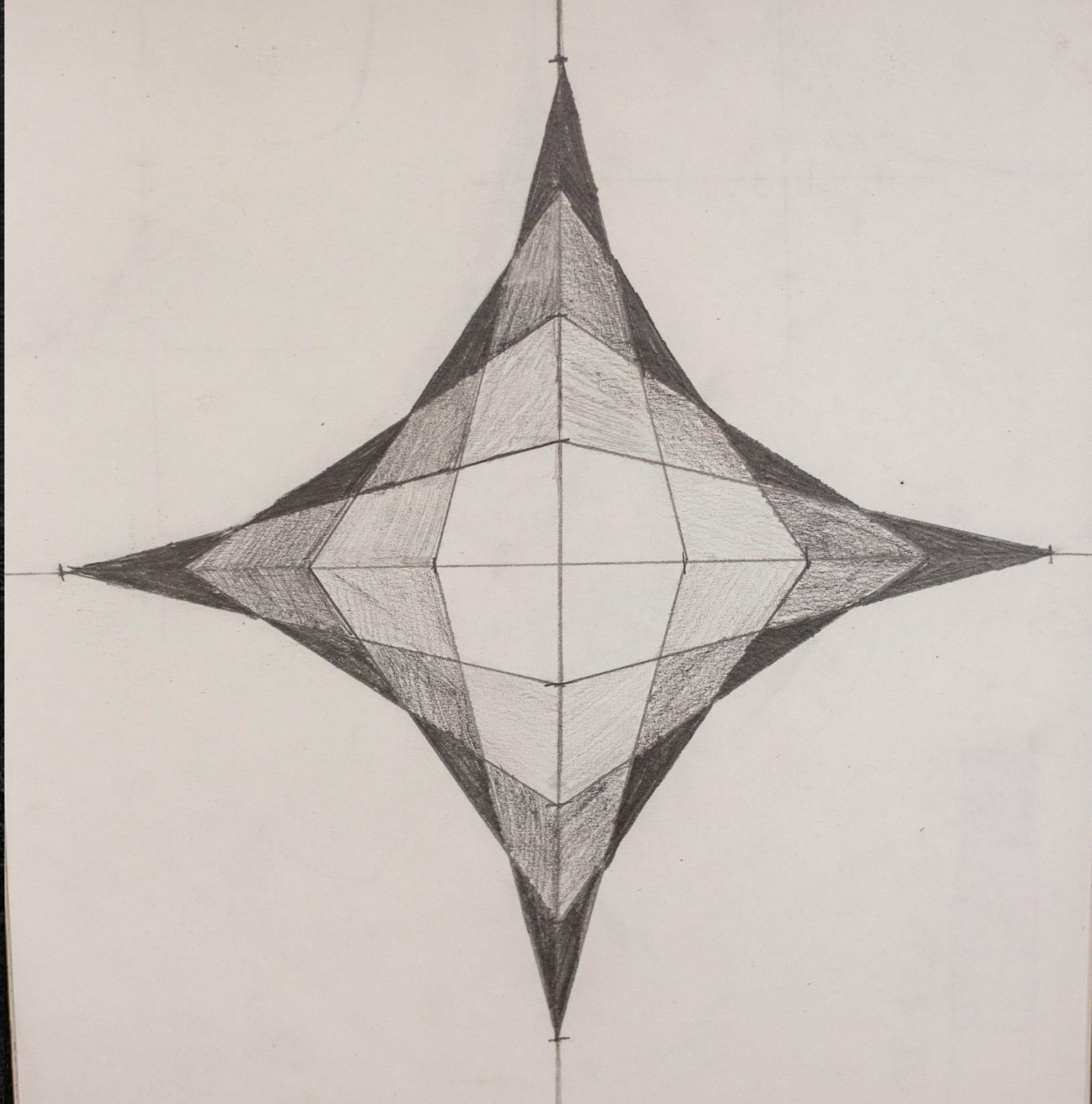
MASTERPIECE



## Project 1: Name Card

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- All students are a part of the classroom.
- Used to teach Planning, Symmetrical Balance, Foreground/Background, Contrast & Emphasis



## Project 2 Fifth: Natural Curve

- Used to teach Measuring
- Used to Study Lines and how straight lines can create a curve which prepares the students for the next project
- Used to introduce Value



## Project 2 Fourth: "Bob" in Motion

- Capturing motion in the figure
- Using simple shapes to create the figure
- Using lines to create movement

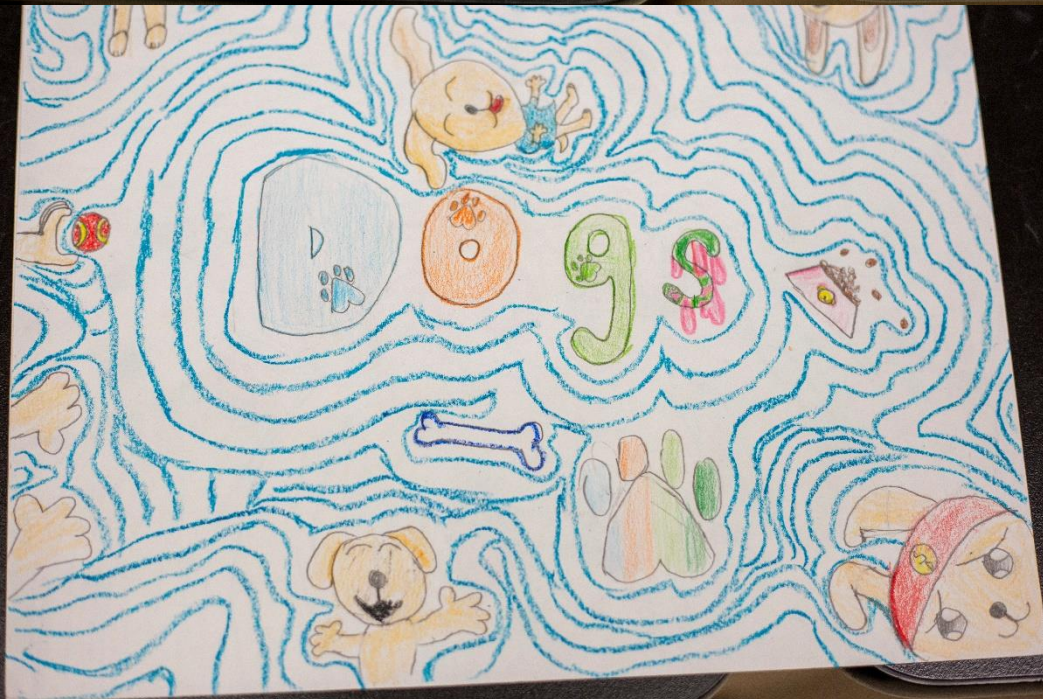
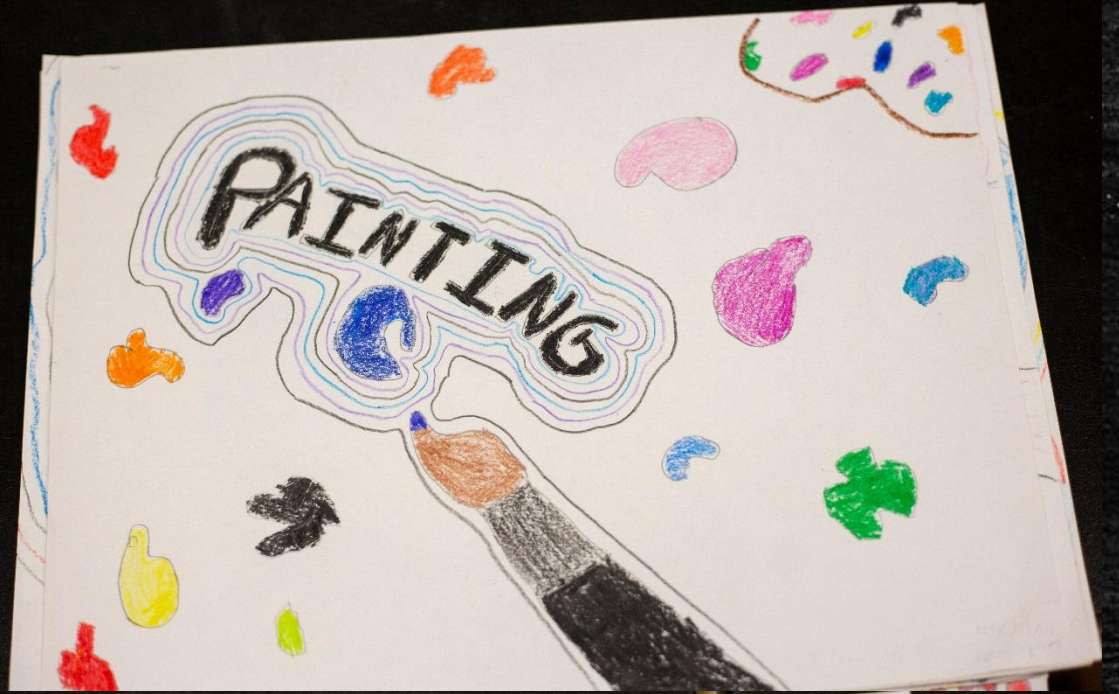
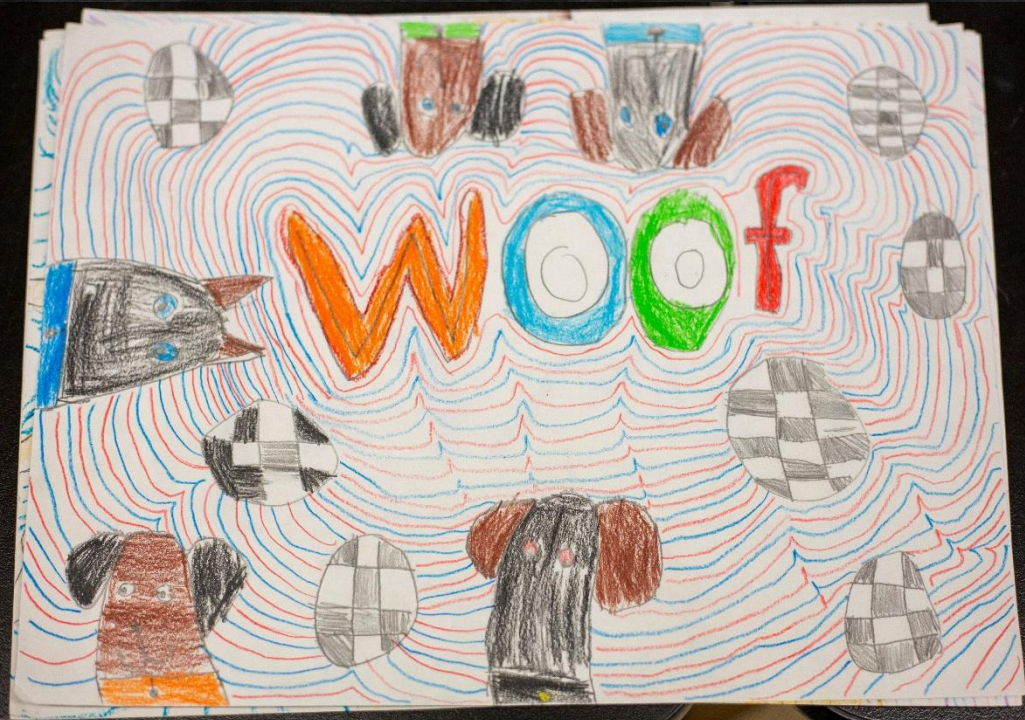




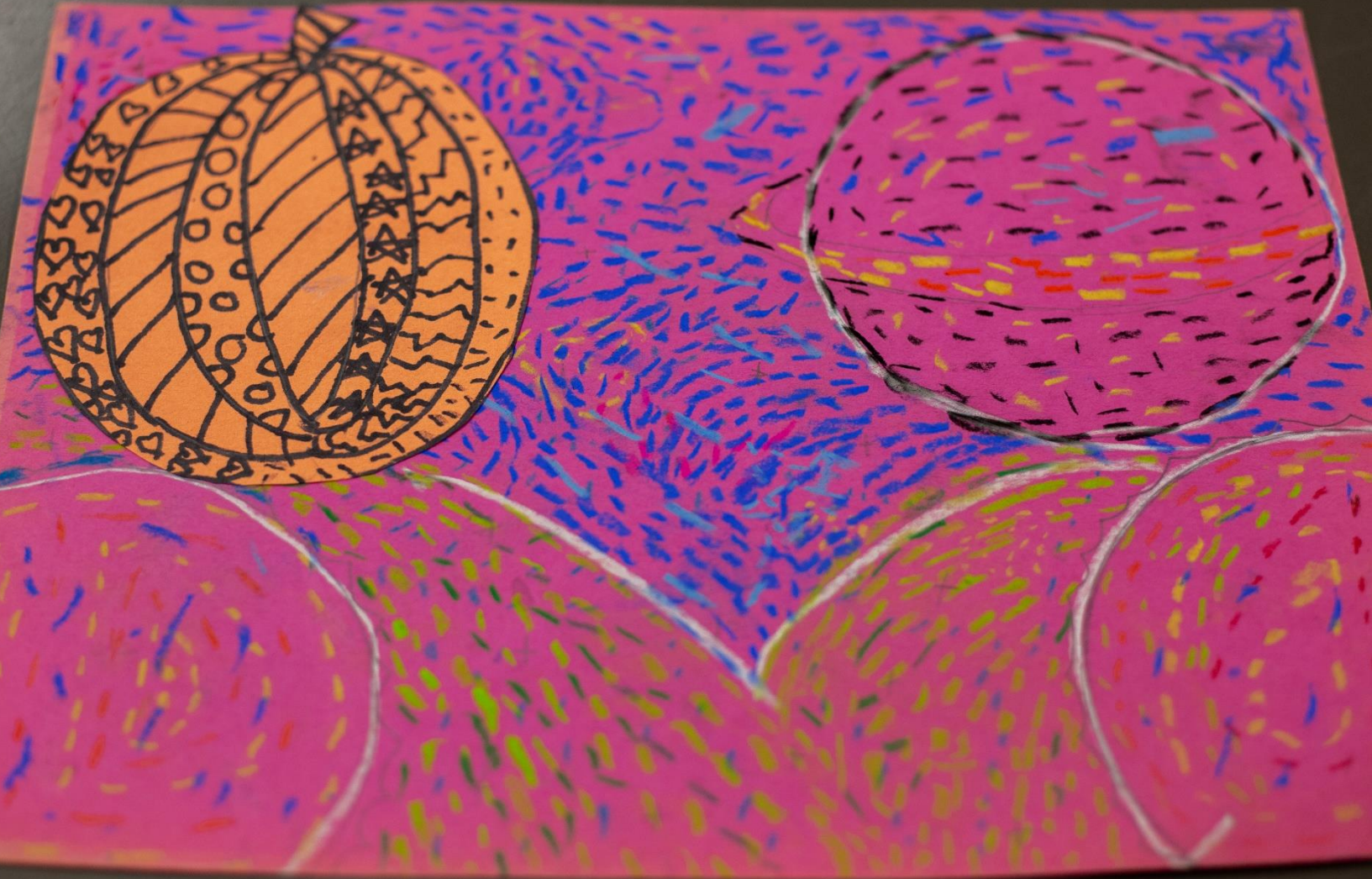
## Project 2 Third: Compositions in Motion

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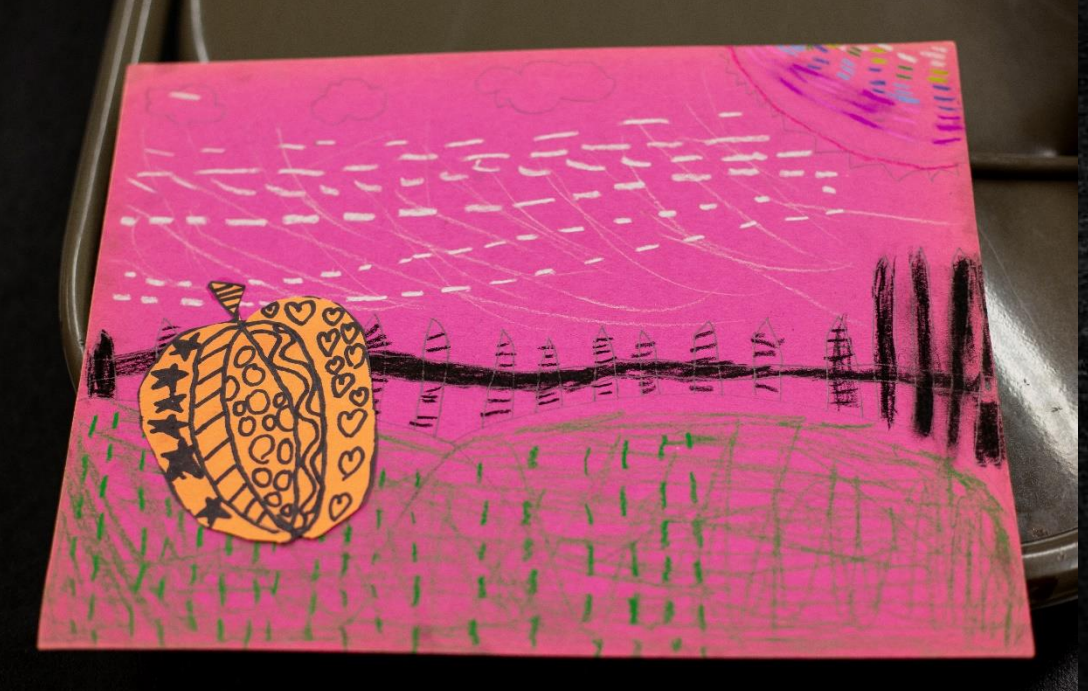
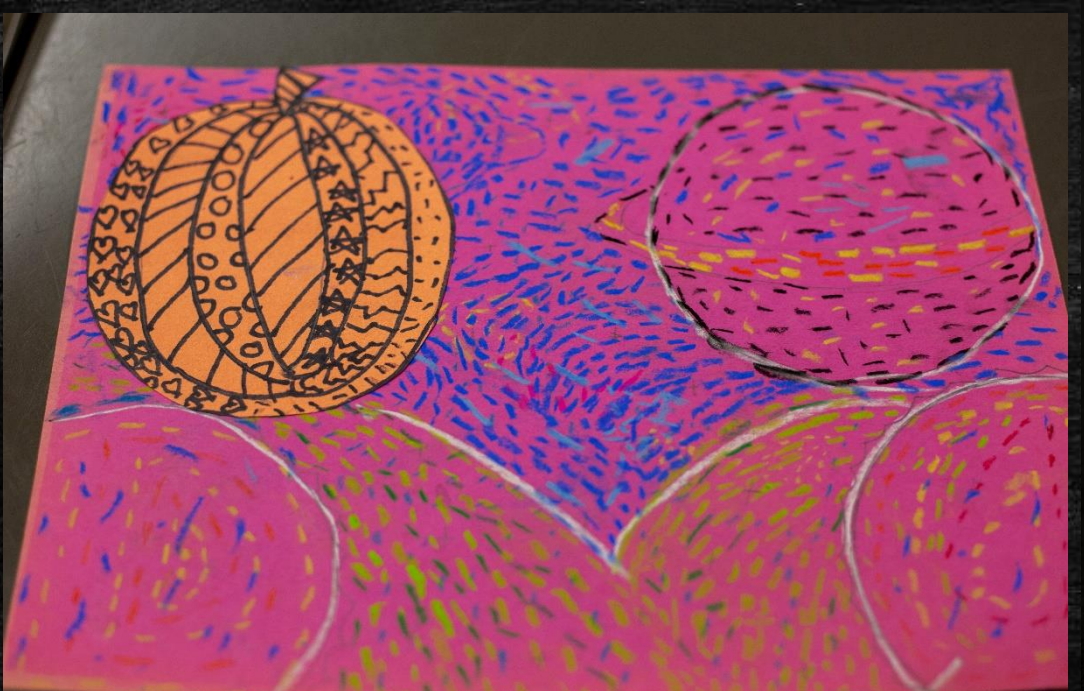
- Balance and Composition
- Leading the eyes through the image with Movement
- Emphasis/Contrast



## Project 2 Second: Starry Pumpkins



- Types of Lines
- Exploring Pastels
- Movement/ Patterns



# Learning from others

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Class Observations

## 5<sup>th</sup> Grade: Mrs. Gutierrez

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- Teacher had students come to the front of the room where she was sitting to watch the class while they tested.
- The teacher had to correct a student with “wandering eyes” during the test. She addressed the issue immediately.
- The teacher asked the students to recite the instructions and paused to discuss the importance of showing their work.
- Takeaway: By calling the student to her desk, she was able to talk to the students privately without embarrassing the students in front of their peers. She asked a lot of questions to have the students engage as well as reveal what they knew.



## 4<sup>th</sup> Grade: Mrs. Cameron

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- Classroom was a little loud at first because students were working on a project. The teacher stood in the middle and did not say a word until the students were quiet.
- Takeaways: The teacher established respect with the students by not having to address them, but by her presence, they knew to listen.
- The teacher built on prior learning to use the knowledge that they had gained to adapt an animal to a new environment.
- Coordinate with teachers to build on what they are learning to maybe have a collaborative project.



## 3rd Grade: Mrs. Conard

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- The teacher was reviewing a student's paper via Clear Touch.
- The students were very engaged during the process and were commenting on how to help the student make their paper stronger.
- The teacher created a comfortable learning environment.
- There were a lot of interruptions from other staff, but the teacher stayed engaged and kept the students engaged as well.
- Takeaway: The teacher incorporated other senses (ie. Taste and smell) while talking about the student's paper and created interest among the other students.
- She used relatable things to engage them.





## 2nd Grade: Mrs. Reames

- When I entered the class was finishing a test, and the teacher began their morning routine.
- The teacher begins class with an encouraging song and allows the students to sing along during the carpet time.
- The students were a little chatty after the song time, but as the teacher approached the front, the students immediately were quiet without the teacher instructing the students to do so.
- Take away: Establish the classroom standard immediately so that the students understand the structure when given certain cues. It will take away from verbal clutter.

