

TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than 6 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

[The lesson that is shown in the video is Lesson 1 of the Learning Segment on Understanding Color. The Central Focus of this Learning Segment is that students will develop works of art by understanding the Element of Art: color and learn basic color theory while experimenting with color mixing to create an original work of art.]

In the first lesson, students will be able to explain a basic understanding of the Primary Colors, how to mix secondary colors and the order to apply the colors. They will problem solve how to fit the large crayon into a small space on the color wheel allowing them to have spatial awareness for staying in the lines. This lesson is primarily used as a technique exercise to develop the skills needed for the development of their personal work of art.]

2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

- a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[In the class, there are students with varied needs. I demonstrate mutual respect for, rapport with and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning by teaching respect from the beginning of the school year. Students are taught the Art Classroom rules which are verbalized for the first three weeks of class and any time there is a new student. Students are taught that there is a standard and that standard is withheld. If a student breaks the rule, they are not a bad student, but the standard has been broken. The students are taught that when I say, "Artists!" they respond with "Yes, [teacher's name]". In Task 2 Part A Lesson One Clip 2 (Clip 2) at time stamp 0:08 seconds, Students demonstrate this respect that has been established by responding in this way. Students respond quickly with, "Yes, [Teacher's name] and their hands are placed in their laps, looking at the teacher and ready to listen. At time stamp 7:55 in Task 2 Part A Lesson One Clip 1 (Clip 1), students also demonstrate that respect has been established when we had a lighthearted moment in class, and as I signaled, the students returned to a quiet attentive state. All students remained quiet and in Clip 1 Lesson 1 at timestamp 8:29, they responded with their hands in position to receive sanitizer when prompted. Students responded immediately.

I return the respect by first making sure the student's proximity needs are met. The young man on the far left of the screen has a problem seeing and is positioned closely to the board. The young man on the right also has attention needs so he is near the teacher. The young lady in the gray hooded jacket has special needs and sits closely to the teacher as well.

I also build rapport by complementing the students. In Clip 1 Lesson 1 at time stamp 2:21, I encourage the student off screen with a positive response to his answer by saying, "Yes, you are right on target. That's what I was about to talk about it." I built on his response by

encouraging the class to higher thinking by asking, “What were the three special colors” that the student mentioned. I want to assure the students that my classroom is a safe place for students to feel free to answer. Other students are also showing mutual respect for their classmate by listening quietly as he responds in the same clip. In Clip 1 at timestamp 1:05, a student in a green shirt has trouble answering the question “What is Value?”, so instead of her dwelling on the fact that she didn’t know the answer, I offered her an opportunity of leadership to call on one of her classmates to help her. In Clip 2 Lesson 1 at timestamp 1:47, I complement students on their behavior in the way they are sitting by saying, “I love the way that you are sitting.” In Clip 2 Lesson 1 at timestamp 2:36, the students were talking and the teacher did not have to say anything, but get quiet and the students quickly corrected their behavior. In the same clip at 2:41, the teacher complements the tables and students that corrected their behavior quickly by saying, “Good job, Table 8! I love how you did that quietly, and [Student Name] I love how you did that, too. You were listening very nicely. Very good job!”

In Clip 2 Lesson 1 at timestamp 3:23, the student with special needs begins to whine and the teacher shows respect by acknowledging the situation and encourages her to use her words to ask for what she needs while the teacher listens to the student’s needs. The teacher promptly responds to the student by meeting her needs of getting her the colors that she was missing. In Clip 2 Lesson 1 at timestamp 5:09, the teacher complements the student’s setup of their workstation by saying, “This side of the room...very nice job.”

In Clip 2 Lesson 1 at timestamp 5:15, the student with special needs takes the crayon of the student across the table. The student in the green sweater takes the crayon back. Because the student with special needs had already proven her capability to correct behavior of having her feet on the table in Clip 1 Lesson 1 timestamp 7:57 when the teacher asked the student, “Where are your feet supposed to be?” and the student understood the teacher and placed her feet on the floor, the teacher did not want to reward her by having the students switch back after questioning the other student. The students in this timestamp of 5:15 in Clip 2 showed differing perspectives of the situation. The student in the gray jacket said that she did not take the crayon. I promptly asked the student in the green sweater if that was the blue crayon that she had and she responded, “Yes”. that time, I did not know what had happened and was relying on the student to be honest. I later gave the opportunity for the student in green at time stamp 6:20 in Clip 2 to rectify the situation of she had taken the crayon by saying, “If you did not take it, then that is fine, but if you did, switch them back.” The student with special needs was set on the crayon, but I did not want to reward that behavior and decided to continue on with the lesson with hopes that she would settle down. While teaching, I would often turn to the student with special needs such as in Clip 2 timestamp 7:31, to see if she would “catch up to us.” But she was determined to have that specific crayon. The student in green did try to offer her crayon to the student with special needs at Clip 2 timestamp 7:39, but the special needs student would not budge and continued to cry. I continued with the lesson to engage the rest of the students that were listening for the remainder of the time touching base with the student with special needs throughout the rest of class, but she would not settle down.]

3. Engaging Students in Learning

Refer to examples from the video clip(s) in your responses to the prompts.

- Explain how your instruction **engaged students to create meaning** through interpreting art, developing works of art/design, **AND/OR** relating art to context as they applied their knowledge and skills to create, present, or respond to visual art.

[I engaged the students to create meaning in developing works of art/design by teaching them the “why” of the fundamentals of art. I encourage them to build a strong foundation, by engaging

their understanding of the Elements of Art first. If they understand how and why things are then they will have freedom to create as their heart moves them. I ask review questions at the beginning of the lesson to engage the students by allowing them to use the Academic Language through vocabulary words as seen in Clip 1 Lesson 1 at timestamp 0:15. I asked the students “What the first Element of Art that we talked about?” A student off screen responded with the correct answer with “Line.” Another student furthers the definition, which I built upon the student in the red hoodie’s response that “A line is a dot that takes a walk and never comes back” by asking in Clip 1 at timestamp 0:37 to connect their prior learning to the next Element of Art which is shape linking their responses together as we walked through the elements as they scaffold on one another., “If it comes back, what is it?” The student off camera to the right responds with, “It’s a shape.”

In Clip 1 at time stamp 2:10, I engaged the students to create meaning by asking what they knew about color. This question engages their personal understanding as well as what they may have previously learned. This is solidifying their understanding of the Element of Art: Color so that they will be equipped while developing their work of art.]

- b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.

[I engaged the students and linked their prior academic learning by asking what they already knew about color. Most of the students I had taught in first grade at their primary school, so I was using this as a review for when I taught them on color. In Clip 1 at time stamp 2:10, The student off the camera to the left shared his knowledge about the three special colors which allowed me to further prompt the class what those colors [Primary Colors] were called and for higher thinking as to explain “why” they are special to increase their understanding. In Clip 1 at timestamp 3:00, the student in front of the camera says Primaries are used to make other colors and stumbled a little on her words, so I asked again why they are called Primaries, and at timestamp 3:15 in Clip 1, another student to the left in pink finished her thought by saying that no colors could be mixed to make the primaries. This is solidifying their understanding of the Element of Art: Color so that they will be equipped with understanding of color mixing while developing their artwork. I am personally trying to build their understanding and skills of color so that they can apply the information learned to create and develop the projects personal to them. I also link to prior learning by showing the students a color wheel by Johannes Itten. I had previously asked the students what they found interesting with the color wheel and a student pointed out the differing values. The color wheel was darker on the outside and lighter in the middle. I then connected to prior learning in Clip 1 timestamp 6:53, by showing the students the middle of the color wheel which is what we created last year.]

4. Deepening Student Learning during Instruction

Refer to examples from the video clip(s) in your explanations.

- a. Explain how you **elicited student responses** to promote thinking and develop their abilities to express or understand meaning through interpreting art, developing works of art/design, **AND/OR** relating art to context.

[In the same example, it not only links to prior learning, but elicits student responses. I would receive a response, and I would draw out further knowledge about the subject. In Clip 1 at timestamp 2:43 to elicit student’s responses to promote thinking and develop their abilities to understand meaning through developing works of art, I asked the question “why”. Why are the Primary colors called Primaries? In Clip 1 at timestamp 3:00, the student in front of the camera says Primaries are used to make other colors and stumbled a little on her words, so I asked again why they are called Primaries and at timestamp 3:15 in Clip 1, another student to the left

in pink finished her thought by saying that no colors could be mixed to make the primaries. I also elicited student's responses to promote thinking by using hand signals in Video 1 at time stamp 3:39 to engage the students in taking the primaries further by mixing them together to create by their response "secondaries". At timestamp 3:59 in Clip 1, I elicit student's responses for higher order thinking by asking the students to identify which primary colors mix together to make the secondary color purple, orange and green. Also to elicit student's responses to promote thinking at timestamp 6:20 in Clip 1, I show the students a color wheel by Johannes Itten and ask the students what they think is interesting about it. The student with the long-sleeved peach shirt and curly hair responds that the color wheel is "dark on the pointy part and gets light as it goes down." At time stamp 7:10, I elicit student's response to promote thinking by asking them to recall prior learning on form. The student's struggled to remember what it was called, but it opened the door to create a game and have fun with their responses, which engaged the students more to the first to state the correct answer. The correct answer was Midtone, but the students responded with answers such as: "Highlight, Cast Shadow, Mid Cast, Mid Shadow, Mid Light, Midnight, Direct Light, and Afternoon." I was proud that they did remember several parts of the Form Principle that we learned.]

- b. Explain how you provided students with opportunities **for student choice (e.g., of content, methods, or style)** in ways that deepened their understanding of visual art concepts/contexts as students created, presented, or responded to visual art.

[The project in Lesson 1 of the Learning Segment is designed to teach the technique needed in order to mix their colors for developing their artwork in Lesson 2 and 3 in which the students will be choosing the colors and mood of their backgrounds as well as their snowman and accessories. In this particular lesson, in Clip 2 at the end of the video at timestamp 8:34, I began talking to the students about their crayons. I provided an opportunity for student choice in this lesson in their methods. They are using large crayons in a small space. The reason for this is to give choice in problem solving techniques. They will have to figure out how to stay in the lines with something that does not fit. The reason for doing this is because when they are painting their snowman, they will have small details and will need to control their brush. A big part of art is problem solving techniques. Because the brush will spread, it will make it difficult to control the width of the brushstrokes; therefore, we begin problem solving in lesson 1 with the large broken crayon. The students will make a choice as to which methods work for them to help them better develop their artwork as well as their individual style.]

5. Analyzing Teaching

Refer to examples from the video clip(s) in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[The Central Focus of this Learning Segment is that students will develop works of art by understanding the Element of Art: color and learn basic color theory while experimenting with color mixing to create an original work of art. One change that I would make in my instruction in Clip 1 at time stamp 4:46, I began to discuss what the Tertiary colors were. These students will not learn those until 3rd Grade, so it was unnecessary to use the time to introduce this. I would also allow the students to fill in the Primary colors after we discuss them. Then after we discuss

the secondaries, the students could create those by mixing. This would allow the students more time to be hands on which would engage those with special needs in attention deficits more. In time stamp 4:46 in Clip 1, The student with the short attention span on the left side has his head down and is not engaged as well as the special needs student. Another change that I would make would be to have all materials on the table set for each station and checked to make sure they were working properly to save time in class.]

- b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

[I think these changes would improve student learning because according to Nancy Smith in her book "Experience and Art", students enjoy engaging with the materials. (Smith, p. 3) I used class time to discuss something that did not apply to this age group, which took time away from the students engaging with the materials. When we began to use the colors in our project, all but one student on the right side of the room towards the front, was engaged as seen in Clip 2 at timestamp 7:29 because we were "hands on" and engaging those tactile learners. According to the College Board Research Child Development Report, Students at this age gravitate towards more active participation with the materials. (College p. 47) I should have also had the supplies ready and checked, so that everyone would be prepared at the time to begin developing their color wheel. Maybe if I would have done this, the special needs student would not have gotten upset because she would not have had to ask for the colors in the first place.]

References

Smith, N. R., Fucigna, C. E., Kennedy, M. A., & Lord, L. (1993). *Experience and art*. Teachers College Press.

College Board. (2012). Child Development and Arts Education: A review of current research and best practices.
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