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

[ The lesson shown in video clip #1 is of Lesson 1: Intro to Op Art. In Lesson 1, students are viewing, analyzing, and learning about the history of Op Art as a class. Prior to video clip #1, students participated in an image response activity where they viewed 5 Op Art images, analyzed, and wrote a list of descriptive words in response to the work. In video clip #1, the students are engaging in a class discussion about whether or not they believe that Op Art is still a relevant part of today’s culture and where it is seen. The lesson shown in video clip #2 is of Lesson 4: Color. In Lesson 4, students are thinking of contrasting colors, planning their color schemes and beginning to paint. Video clip #2 shows a one on one student-teacher interaction where I am demonstrating painting techniques. ]

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?

[ I created a positive learning environment by establishing a new assigned seating chart to promote better working habits and new interactions with students prior to the beginning of the lesson. The students have adequate space to move around and to work, and are placed next to other students who are not distracting for them. During the discussion, I create a positive learning environment when I ask the students to raise their hands so everyone’s opinion can be heard (1:30-1:35). For Lesson 1: Intro to Op Art, I used visual examples of how Op Art was used in the 1960’s to demonstrate its phenomenon of the time (0:04-0:40). These slides are beneficial to my IEP student who requires visuals to thoroughly comprehend the content. In video clip #1, I respond to the visual learning needs of my students when I instructed student #1 to stand and show his sweatshirt to the whole class (1:35-1:37). By doing so, students were able to get a better look at the root of the discussion and formulate an opinion based on what they see. I demonstrate mutual respect for students in video clip #1 as I address students by name as they participate in the discussion (1:26–1:28),(2:37-2:41), (4:49-4:52). In video clip #1 I challenge students to engage in deeper learning when I asked, “Is Op Art still relevant today?” (0:40-0:43) opening a discussion for students to contribute their opinions on whether Op Art is worth discussing in today’s culture. A focus in the learning segment is to have students analyzing, making claims, and providing evidence to that claim. I challenge student #1 to engage in deeper learning when I ask him to provide evidence as to why he believes his sweatshirt is an example of Op Art (1:50-1:55). When student #1 provides his understanding of why he believes his claim to be true (2:09-2:20) it allows me to give student #1 feedback to address his misconceptions of the material that was covered (3:06-3:16). I engage student learning when I involved student #2 in the discussion to give a comparison of which item of clothing is a better example of Op Art (1:13-1:19). After both shirts were compared, I demonstrated mutual respect for student #1’s opinion by letting him know that his claim was heard while... ]
simultaneously clarifying the lesson content and promoting a positive learning environment that demonstrated a mutual respect for all student opinions (3:06-3:16).

Throughout video clip #2, I am engaging the student in a student conference to help improve the student's painting skills (Lesson 4: Color). In video clip #2, I show mutual respect for and rapport with the student as I address him by his name (6:16-6:18) and accommodate my instruction to satisfy his learning needs. During my one on one interaction with the student, I give several helpful pointers including ways of controlling the motion of his paintbrush (0:35-1:12), utilizing different styles of brushes (1:42-2:10), and planning color placement using a pencil (2:49-3:06) to ease the task of painting. I show responsiveness to the student’s concerns as I listen and give suggestions and solutions to the challenges he is encountering while painting (0:00-0:26). I demonstrate rapport with the student when I provided encouragement and specific direction saying "you can do it,” “I believe in you,” and “remember to take your time” (5:55-6:16). I give the student opportunities to address additional comments, questions, and concerns that he needed clarification on when I ask “how do you feel about that?” (2:12-2:16), (5:49-5:52) and when I said “what else is something you feel like you’re having trouble with?” (3:02-3:13). I provide a visual for the student to analyze when I used the teacher example to explain how water with acrylic paint helps create a smoother application (1:11-1:16) The teacher example was utilized as an instructional resource to address the learning need of the student.]

3. Engaging Students in Learning

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

a. 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.

My instruction engaged students to create meaning though interpreting art and relating art to context in video clip #1 during the debate about the relevance of Op Art today (Lesson 1: Intro to Op Art). The question posed to the class links their prior cultural knowledge to new learning. I gave students a platform to express their opinion and provide reasoning to their viewpoints (1:21-1:30). I engaged student #1 in relating the characteristics of Op Art to his shirt to promote his thinking of academic vocabulary and Op Art characteristics. This interaction also developed his ability to understand the meaning of optical art by relating it to his sweatshirt. Student #2 demonstrated her ability to relate her shirt to the prior learning content when she volunteered herself as an example for the class comparison (1:13-1:19). The class as a whole shows an eagerness to participate in developing their understanding and meaning to the art content presented in video clip #1 (0:56-1:35) as they openly express their thoughts on the subject.

In video clip #2, (Lesson 4: Color), my instruction engages a student in developing his skill set for creating visual art by giving individual strategies and suggestions for his learning needs. During the in-progress student conference in video clip #2, the student is able to present his concerns with the progress he’s made and elicit my help for improvement (0:00-0:26). Throughout video clip #2, my instruction addresses the student’s direct concerns of his painting skills by providing multiple strategies to better his practice [controlling the motion of his paintbrush (0:35-1:12), utilizing different styles of brushes (1:42-2:10), and planning color placement using a pencil (2:49-3:06)].

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

During the classroom debate in video clip #1, my instruction linked the students prior knowledge to new learning content when I explained the difference between student #1’s shirt and student #2’s shirt (2:09-3:16). Students were able to refer back to the teacher
lecture about the characteristics of Op Art and draw conclusions about which shirt exemplifies them the most.

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 video clip #1 of Lesson 1: Intro to Op Art, I elicited student responses in a dialogue with the class about whether Op Art is still relevant today (0:40-0:43) and which student’s shirt is more exemplary of Op Art (1:21-1:30). Responses were initially contributed when I posed the question “Is Op Art still relevant?” (0:40-0:43). Students were encouraged to share their opinions and provide reason. When student #1 referred to his sweatshirt as an example of Op Art I asked student #1 “how/why?” (1:44-1:54) to develop his abilities to provide visual evidence to his claim and understand meaning through relation to context. I build on student #1’s response when I address the need for there to be an optical illusion/pattern for his sweatshirt to be considered Op Art which developed his ability to understand the learning content (2:20-2:30). Student #2 volunteered her shirt as a comparison which provided an example for the student #1 and the class to understand what makes Op Art specific to its genre (1:13-1:19).

As I reviewed the student’s work in progress during his student conference, I posed questions in his planning and design to promote thinking and development of his work in video clip #2 (2:40-3:04). My question regarding the definition of contrast (3:26-4:00) elicited a response from the student that required him to recall previous knowledge as well as develop a deeper understanding of his application of colors as I gave clarification. I build on the student’s response to the progress he’s made on his work by offering strategies to resolves his painting struggles [controlling the motion of his paintbrush (0:35-1:12), utilizing different styles of brushes (1:42-2:10), and planning color placement using a pencil (2:49-3:06)].

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.

Opportunities for student choice were provided in video clip #1, when students were encouraged to give their opinion on whether Op Art is still relevant (0:40-0:43) and to pick a side on the debate of which shirt resembles Op Art the most (1:25-1:31). Based on their opinions, students were able to use their personal perspectives and academic vocabulary to respond to the questions I posed to the class (0:40-0:43). The class was able to consider the viewpoints of their classmates and present their opinions as they responded to the debate regarding Op Art characteristics.

The student in video clip #2 was able to take my instruction and apply it where he believed would improve his painting skills (0:00-6:18). By providing a number of strategies to enhance the painting of his sculpture (0:35-3:06), the student could develop his skills using trial and error to determine what works best for him.

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—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).

[ In video clip #1 (0:00-5:31), student learning could have been better supported by referring the students back to the list of elements and principles vocabulary collected from the prior Op Art image response activity to connect the content of the discussion to the characteristics of Op Art. I could have enhanced the learning experience of the class as a whole in video clip #1, had I used student #1 and #2 to prompt classroom responses to explain their reasoning for which shirt they believed was more exemplary of Op Art. To support my variety of learners, particularly my IEP student, it would have been beneficial to show Op Art examples from the slide presentation to provide visual samples for student shirt comparison in video clip #1 (0:00-5:31).

Before the end of the student conference in video clip #2 (0:00-6:18), I would have provided the student a chance to paint an area of his sculpture to assess his understanding of what was instructed and deepen his learning experience. It also would have been beneficial for the student to set up a painting goal for the day to provide more opportunity to assess his progress. ]

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.

[ Referring students back to the vocabulary list they created from the image response activity prior to video clip #1 (0:00-5:31), would have provided scaffolding for the students to recognize the key elements in Op Art. With this added element, students would have been able to process their ideas and formulate a stronger discussion using academic language. Providing a longer time for students to process and articulate their learning during the shirt comparison in video clip #1 (1:21-1:30) would have allowed them to recall prior knowledge and draw conclusions from the teacher lecture and visual examples. Based on constructivist theory, students learn more when a teacher guides them to find the answer. Instead of giving the reason why student #2’s shirt resembles Op Art, I would have had both students stand at the front of the room and let the class formulate their own questions and interpretations to decide which shirt exemplifies the artwork.

With extended one on one practice in video clip #2 (0:00-6:18), the student would have been able to demonstrate his ability to use the new skills and I would have been able to monitor his progress. Allowing the student to participate in the painting demo would have given him the opportunity to build his own knowledge through experience. This idea aligns with the constructivist theory of learning that emphasizes the student acquiring their own knowledge through application and experimentation. Providing an opportunity for the student to execute the painting strategies would support his specific IEP accommodations of visual and tactile learning. Working with the student to set a painting goal for the day would have kept the student on track, focused, and less overwhelmed by the task at hand. It also would have given me an understanding of where the student still struggles and how to build on his progress. Constructivist theory encourages students to set their own goals so that they are able to reflect and talk about their experiences. If this were implemented with the student, I could have followed up and made suggestions for moving forward. ]

Reference:
Constructivism as a Paradigm for Teaching and Learning
http://www.thirteen.org/edonline/concept2class/constructivism/index_sub2.html