

ASI Teacher Reflections

1. Please check off behaviors you have observed in your classroom in the list below by placing an X in the right hand column. (List taken from the National Visual Arts Standards)

| | | |
|------------------------|---|--|
| Problem Finding | | |
| | identify questions | |
| | research | |
| | visualize possibilities | |
| | think divergently | |
| Problem Solving | | |
| | revise, refine, or reinvent ideas | |
| | intuit | |
| | infer and understand | |
| | ponder | |
| Constructing Knowledge | | |
| | apply concepts to work | |
| | synthesize understandings in new situations | |
| Experimenting | | |
| | play | |
| | improvise | |
| | explore media | |
| | innovate | |
| Working Habits | | |
| | plan and sketch | |
| | pace | |
| | persevere | |
| | engage | |
| | set goals | |
| | collaborate or not | |
| | discuss | |
| | collect objects, data, materials | |

| | | |
|--------------|---|--|
| | organize | |
| | take risks | |
| | practice and repeat skills and techniques | |
| | rework mistakes | |
| | work in a series (or not) | |
| Representing | | |
| | observe | |
| | compose | |
| | express | |
| | communicate ideas visually | |
| | represent a point of view | |
| | develop a style | |
| Reflecting | | |
| | perceive | |
| | question | |
| | interpret | |
| | assess | |
| | critique self and others | |
| | apply understandings | |
| | find meaning | |
| Connecting | | |
| | connect with other disciplines | |
| | make associations | |
| | examine artwork | |
| | respond to visual culture | |
| | develop empathy | |
| Valuing | | |
| | embrace freedom/ make choices | |
| | appreciate ambiguity | |
| | open up to possibilities | |

2. How are your lessons/class activities prompting students to engage in these behaviors?

3. Please take a moment to reflect on what students are learning in your class.

What are you intending to teach? What are you noticing happening? (ex: developing social skills, emotional skills, technology skills, connecting with others through art, working together, improved hand-eye coordination, ability to follow directions, identifying shapes/numbers/alphabet/colors, connections between emotions and color, perceptual awareness)

4. What is working well?

5. What are you learning?

6. What would you like to change?

(Additional fuel for reflection: Are students making friends? Making personal connections through art? Is the class creating a forum where kids are able to discuss ideas and support one another? Are students learning to share? Are students discussing their artwork, materials, themes or ideas? Is anyone sharing how they feel that day? How do students respond to different materials? - physically, emotionally, intellectually? How do students respond to a topic/prompt you have introduced?)

Sample reflection: *The preschoolers are learning to identify and create shapes/letters/colors, work together, develop fine-motor skills, share materials, and use their imaginations to convey meaning through play and exploring art materials. Students are asked to identify the shape of many different objects related to the day's assignment and students discuss the shapes, colors, and general knowledge they have about that object. Engaging students in this kind of discussion affirms the knowledge they are developing, and prompts them to make connections. After prompting students to identify shapes, we put this knowledge into practice through the manipulation of clay. For example, for the textured tile project we asked students to name objects that were squares. Then we asked them what a square looks like; how many sides does it have? After explore the idea of a square, we then asked if they thought they could make a square. Creating the shapes in materials helps the students to develop a concrete understanding of the shape and helps them practice fine motor skills and coordination. Through open-ended projects like collage, the preschoolers are independently developing ideas and meaning while they explore different ways of working with materials. While students are creating, they constantly talk to each other about their ideas, what story they are telling, and respond to each other's work. If one student tries something another did not think of, others are often inspired to try it as well. Some ideas are imaginative creations (this is a Teenage Mutant Ninja Turtle adventure collage), others are based on connections students make with their personal life (ex: this is a picture of my dog!).*