

***Teaching Art: Sample Rules and Consequences for the Classroom***

**Artroom Rules**

1. Respect others.
2. Listen and follow directions.
3. Raise your hand when you want to speak or leave your seat.
4. Take care of classroom materials.
5. Always do your best in art class.

**Consequences**

1. Warning.
2. Move to another table or location.
3. Contact parent.
4. Discipline referral.
5. Send directly to office for major violations.

***Behavior Management Contract***

Student Name \_\_\_\_\_ Date \_\_\_\_\_

I     [Student Name]     will demonstrate good behavior in class. I will follow my teacher’s classroom rules the first time I am asked to do something. I will do what I am expected to do promptly and with a good attitude. Each time that I do not meet these expectations, I will receive a tally mark.

During class, if I receive:

- 0 tally marks - I will get to select a special art activity or receive an art award.
- 1 tally mark - I will not get to participate in a special art activity or receive an art award.
- 2 tally marks – I will be moved to another table or location.
- 3 tally marks - The teacher will call my parent.
- 4 tally marks - The teacher will write a referral to the office.
- 5 or more tally marks - The teacher will send me directly to the office.

We agree to the terms of this behavior contract as set forth above.

\_\_\_\_\_  
[Teacher Signature]

\_\_\_\_\_  
[Parent Signature]

\_\_\_\_\_  
[Student Signature]

Sample Tally Sheet

					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I will get to select a special art activity or receive an art award.	I will not get to select a special art activity or receive an art award.	The teacher will move me to another place.	The teacher will call my parent for a conference.	The teacher will refer me to the office.	The teacher will send me directly to the office.

(Teacher will use bottom row of blocks to mark tallies using a ✓.)

***Follow the Rules***

**Name** \_\_\_\_\_

**(Circle One or More)**

**I did not:** Follow Classroom Rules      Be Respectful      Follow Directions      Listen  
Do My Best in Art Class      Take Care of Classroom Materials      Other

**Write the rule that you did not follow:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I should have:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Next time I will:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

***Classroom Management: How Do I...?***

CLASSROOM MANAGEMENT: HOW DO I...?	
Begin a lesson?	Before class begins, write the lesson objectives and lesson strategies on the board. Introduce the lesson with an interesting and/or thought-provoking question ( <b>set</b> ). Use visuals or artifacts to get the students' attention. Involve students in the discussion by asking questions that elicit higher level thinking skills. Demonstrate and explain the process students will use to make art.
Ensure safety?	Explain the procedures for carefully passing out and handling tools—such as scissors and printmaking tools. Model how students should pass tools from one to another. Explain how to use goggles, gloves, and other safety equipment, when applicable. Constantly monitor the classroom for inappropriate behavior, bullying, and other misconduct that could jeopardize the safety and security of your classroom.
Manage supplies?	Use supply trays and/or place supplies for the lesson on a table or easy-to-reach shelf. To avoid chaos, have one or two student helpers pass out paper, crayons, or whatever other materials are needed for the lesson. Remind students to raise their hands and get permission before they leave their seats to sharpen pencils, get more supplies, or for other reasons.
Model excellence?	To produce excellent open-ended, theme-based artwork, you must show students exactly what you expect. Hand out a comprehensive rubric and explain your expectations clearly before students begin to work. If applicable, show exemplary artwork from former students or samples that you have made. (Once you show examples, put them away to avoid students copying them.) For students who finish quickly and turn in mediocre artwork, go over the rubric with them again individually. Have student stand back from the artwork to see what is missing. Together determine what the student needs to add or re-do to make his or her artwork more complete.
Manage clean-up?	Decide the exact procedures you want your students to follow to clean up at the end of class. For example, if students have used paint, water, and brushes, you might want a student helper to pick up the paint trays; one to pick up water, brushes, etc. (Some teachers prefer to pick up materials themselves after students have left the classroom.) Remind students to pick up any scraps on the floor. Have a student at each table use a sponge or paper towel to wipe the tables so they will be clean for the next class or activity. Call on one table at a time for students to place their artwork on a drying rack or shelf—then return to their seats. Students should not leave their seats to line up until you have told them to do so.
Conclude a lesson?	Pay close attention to the clock to allow time to bring closure to the lesson. <b>Closure</b> is a summary or quick review at the end of the lesson. It reminds students what they learned that day and provides feedback so you will know how to plan your next lesson. Some teachers use songs, questions, and other unique ways to close their lessons.

<b><i>What Is Classroom Management and What Is It Not?</i></b>		
	<b>Classroom Management Is Not...</b>	<b>Classroom Management Is...</b>
<b>Knowing Their Students</b>	Teacher uses students' names only to call roll and give grades. The teacher does not get to know anything about the students or what they do outside the classroom.	Teacher knows all of the students' names, hobbies, and interests, as well as their strengths and areas in which they need to improve.
<b>Having Unrealistic Expectations</b>	Teacher has unrealistic expectations for students requiring them to complete a major project in a short period of time or a complex lesson without adequate directions.	Teacher has realistic, high expectations for all students in the class based on their abilities and knowledge of the subject matter. He or she allows adequate time for all projects and assignments & gives explicit directions.
<b>Giving Sarcastic Answers</b>	Teacher ignores or answers students' questions in a sarcastic or condescending way. (This makes students feel that their questions are unimportant or that they are "dumb.")	Teacher reminds students often that there are no "dumb" questions. The teacher answers all questions that students may ask patiently and in a respectful manner.
<b>Providing Too Much Assistance</b>	Teacher answers questions asked by students rather than have them reflect and problem-solve. If a student is having trouble working with a new technique or medium, the teacher may demonstrate or draw on the students' paper, rather than let the students try the technique on their own.	Teacher answers questions with another question and encourages students to solve problems creatively. The teacher assists and guides students who need help with a new technique or medium; teacher observes and advises the students, but does not demonstrate on their artwork.
<b>Focusing on Mistakes</b>	Teacher points out all the mistakes in students' written work or artwork, but seldom tells the students those things they are doing correctly.	Teacher gives positive feedback about those things that the students do well. The teacher gives constructive feedback regarding those areas where students need to improve their work.

<p><b>Having Low Expectations</b></p>	<p>Teacher does not have confidence that students can be successful in class or on a project. The teacher tells students that they will be lucky to pass the class. (This is a self-fulfilling prophecy: when teachers insinuate that students do not have the ability to do well on class projects, the students will likely fail.)</p>	<p>Teacher believes that all students are capable of successfully achieving in his or her classroom and encourages students to do their best at all times. (When students have teachers who give positive reinforcement and believe that they can succeed, chances are that the students will be successful.)</p>
<p><b>Showing Favoritism</b></p>	<p>Teacher compares students with their older brother or sister or one class to another. The teacher has favorites that he or she brags on in class, asks to run errands or do other activities during class. The teacher has a favorite class (possibly an advanced class) and often compares other classes to this one.</p>	<p>Teacher respects all students in the class and treats each as an individual. The teacher refrains from favoring one student over another. He or she treats every student and every class equitably and does not compare students or classes to each other.</p>
<p><b>Giving No Rubric or Criteria for Student Projects</b></p>	<p>Teacher does not give students a rubric or criteria with complete directions prior to projects and other assignments. He or she grades subjectively with no way to assess the students' knowledge fairly.</p>	<p>Teacher gives students a rubric or written criteria at the beginning of the lesson to explain how he or she will grade the assignment. The teacher grades projects objectively and fairly based on these criteria.</p>
<p><b>Losing Temper</b></p>	<p>Teacher gets angry, yells, throws things, or displays other unsuitable reactions to students who are rude, disrespectful, or exhibit disruptive or inappropriate behavior.</p>	<p>Teacher may get upset, but recognizes this and calms down. He or she uses a composed voice to explain classroom rules and the consequences for this inappropriate behavior.</p>

Adapted from Trim, D. (2010). *Classroom Management: What Not to Do*.