

Developmental Characteristics and Interests of High School Students

High School (14-18 years)			
Social-Emotional	Cognitive (how they think)	Language	Thematic Units in Class
<ul style="list-style-type: none"> • Interested in co-educational activities • Desire adult leadership roles and autonomy in planning • Want adults to assume a chiefly support role in their education • Developing a community consciousness • Need opportunities for self-expression • Allegiance and affiliation shifts from parents and teachers to friends and peers • Social task and situations are handled without adult supervision • Preoccupations with self lead to critical self examination and subsequently to the formation of self perceptions • Argumentative and aggressive behaviors become evident and often disturb parents and teachers 	<ul style="list-style-type: none"> • Need to understand the purpose and relevance of instructional activities • Are both internally and externally motivated • Have self-imposed cognitive barriers due to years of academic failure and lack of self-confidence • May have “shut down” in certain cognitive areas and will need to learn how to learn and overcome these barriers to learning • Want to establish immediate and long term personal goals • Want to assume individual responsibility for learning and progress toward goals • Perspective about past, present and future develop that allow enhanced perspectives of time • Moral and ethical choices are now possible and often guide behavior • Developmental diversity leads to varying abilities to think and reason 	<ul style="list-style-type: none"> • Language and overall verbalization skills increase, allowing improved communication in both school and home situations 	<ul style="list-style-type: none"> • Sciences- Physics, chemistry, biology/life sciences. Earth sciences = investigation and experimentation • World language/foreign language • Historical and Social Science Analysis • Skills 9th graders= historical research, evidence, and point of view; chronological and spatial thinking; historical interpretation; 10th graders = world history, culture and geography; the modern world; 11th = United States History and Geography; continuity and Change in the 20th Century; 12th = Principles of American Democracy and Economics • Visual Arts = Artistic Perception: Creative Expression; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships and Applications

References

1. <http://www.cde.ca.gov/be/st/ss/>
2. <http://ezinearticles.com/?Characteristics-of-High-School-Learners&id=1641532>
3. <http://www.education.com/reference/article/developmental-during-adolescence/>

Student Surveys


Tour Survey

What is one thing you learned on your tour today?

!
made about 60 paintings
Raphael King's artist
the same dimension
Korean King's artist

NOW...
Create a graph showing which galleries you had the most fun visiting!

FUN!
Okay
No :(




Classroom Survey

What did you learn today?

*I learned about
pace, lighting, background
pace, tempo, expression,
and gaze*

What questions do you have?

*Did you have to be important
to have your portrait painted?
Did it cost money?*



Student Surveys

Tour Survey



Did you enjoy talking about the painting of He Who Runs With Deer? Yes or no?

What did you **LIKE** or **DISLIKE** about the conversation and the painting?



What are 5 words that you would use to describe He Who Runs With Deer?

Classroom Survey



Did you enjoy creating or observing the living portrait of He Who Runs With Deer? Yes or no?

What did you **LIKE** or **DISLIKE** about the conversation and the portrait?

What are 5 words that you would use to describe He Who Runs With Deer?



Talk-Back Procedure

- **Post-Presentation or Post-Tour**
 - One positive thing and one thing you can improve about your own performance
- **Ambassador evaluation of team and each other**
 - Give feedback on the performance of your teammates
- **Intern evaluation of the group performance**
 - Poster handling, group discipline, attentiveness
- **Ambassador evaluation of interns**
 - We gladly welcome talk-backs on what we can do to help you during your presentation

INTERN GALLERY TALK DEVELOPMENT

Goal: Develop a dialogue for a tour stop.

Create questions and information that will frame and extend dialogue.

1) Introduction: strategies to help Ambassadors make emotional or physical connections to the art work.

Close looking: introduction can be done with or without a question:

Let's take a minute to look closely at this painting.

What catches your eye?

What did you notice first?

When you look at this painting, what is the first word that comes to your mind?

What do you see that makes you say that?

2) Framing Introduction: statement or question that frames discussion

3) Prompts:

- **Questions** that encourage critical thinking and consideration
- **Statements** that spark understanding and discussion
- **Materials**, i.e. stories, myths or other written materials that add context, or another voice to the conversation
- **Comparisons** with other art works to enhance themes or concepts
- **Activities**

4) Identify ways that each prompt helps to develop any of the following thinking skills:

Making observations and Sharing opinions

Comparing and Contrasting

Providing and/or Understanding visual evidence

Developing emotional response

Evaluating point of view

Reasoning historically

Sharing prior knowledge

Understanding artistic process*

*Art history suggests some possibilities, but what does artist actually do?

With Ambassadors we want to push dialogue in different directions.

With children on a tour, we want to follow the direction of their interests.

Research should provide a variety of interpretations

GALLERY TALK DEVELOPMENT
Lesson Plan

Art Work(s) _____

Artist(s) _____

Intern _____ **Date** _____

1) Introduction: Close Looking

Invitation:

Information

2) Framing Introduction:

Information:

Question:

3) Prompts : can be Question, Statement, Materials, Comparison, Activity
Whichever you use, please identify the thinking skills students will use.

Question:

Thinking skills:

Statement:

Thinking skills:

Materials: