



Differentiation in the Art Room

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Art at Bentley

- K-5 students have art 2x per week, for 40-50 min each session, or 1x per week for 80 min
- Middle School students take Visual Art electives 4x per week for 45 min each session



Edible art – building challenge (1st Grade)

Common Challenges



LED sewing project (3rd Grade)

- Students finishing projects too soon, or do not complete their work
- Differences in fine motor skill development
- Fostering and maintaining engagement in projects
- Creating a productive, safe classroom environment with a variety of options for different workers
- Success in multi-step processes/projects

Pedagogy and Environment for Differentiation



2nd Grade Ceramic mask project

Universal Design for Learning

- is an educational framework based on research in the **learning** sciences, including cognitive neuroscience, that guides the development of flexible **learning** environments that can accommodate individual **learning** differences.

Responsive Classroom

- approach to teaching emphasizes academic, social, and emotional growth in a strong school community. We believe that *how* children learn is as important as *what* they learn, and that academic success is inextricably tied to building social-emotional competencies.

21st Century Classroom Design

- Instead of requiring students to learn, work, and think in one place all day, consider how your space might become more flexible.



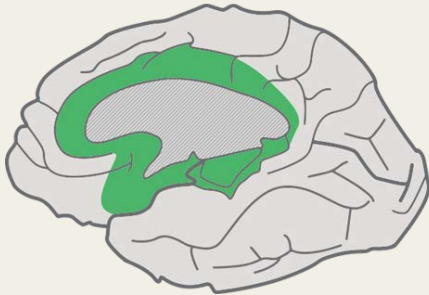
1st Grade Heart Pillow Sewing Project – Part of a Unit on Balance and Symmetry

How can these practices be adapted to an art studio environment?

Universal Design for Learning

www.cast.org

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

In the art room:

- Open-ended projects
- Collaborative projects
- Intrigue objects/focus
- Projects that tie into classroom learning

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



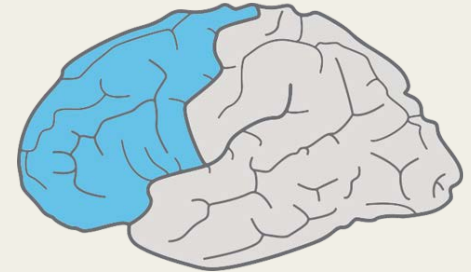
Representation

For resourceful, knowledgeable learners, present information and content in different ways.

In the art room:

- AppleTV, samples, visual cues
- Student-led demonstration
- “Discovery”

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

In the art room:

- Student-led demonstration
- Interactive assessments
- Exhibition/sharing artwork

DISCOVERY!

Students are given 5-10 minutes to experiment with a medium or tool and then report out their findings.

This facilitates learning about a tool or technique, gives students ownership of the process, creates unexpected results, allows discussion about respectful use of tools, and IS FUN!





Drawing Devices with Shantell Martin

- How can you make a line?
- How can you use a pen?
- Where can you use a pen?



This project generated constructed houses where others were invited to draw on the walls, and a collaborative zine where one class added chalk onto copies of another class' work K-8





[D.I.Y.]
How can we make
an instrument?
What sound does it make?
How do you hold it or
use it?



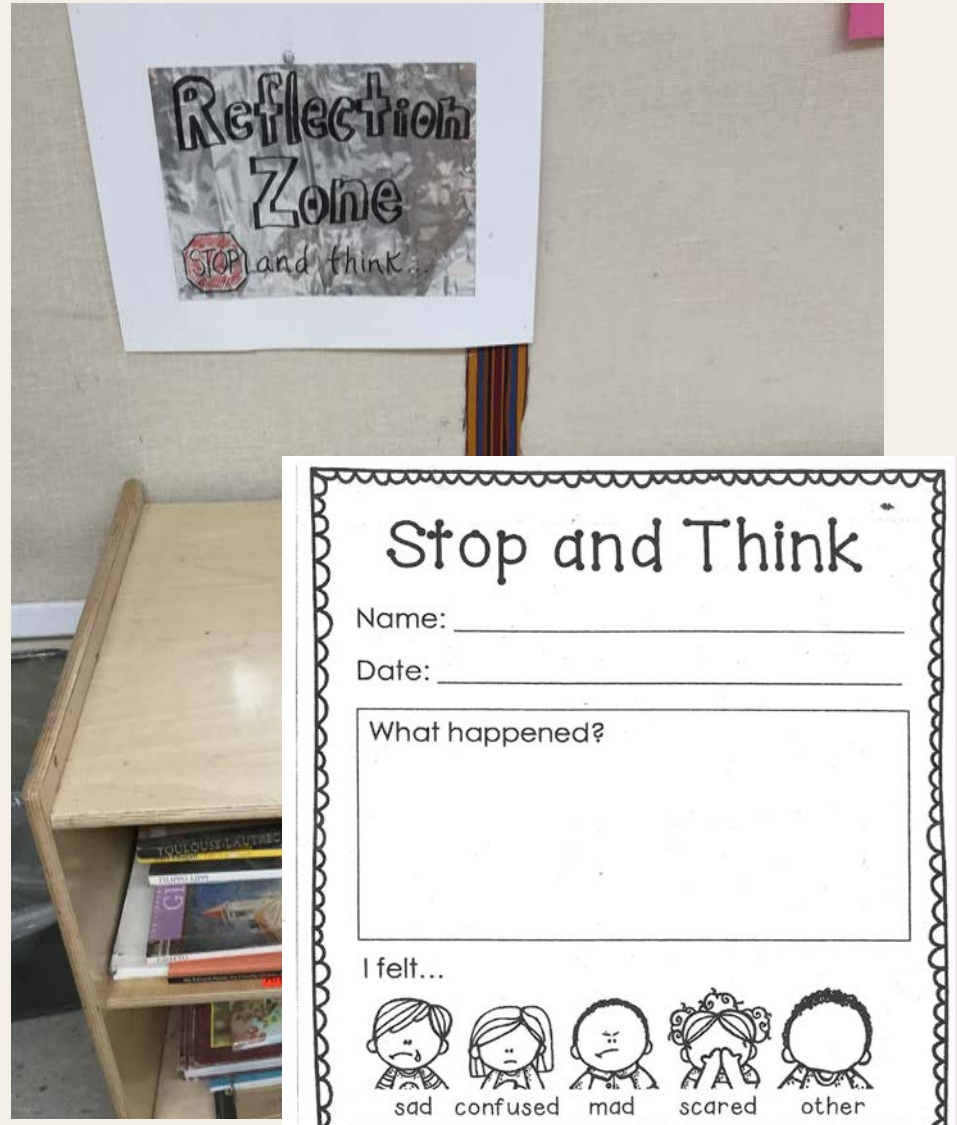
2nd Grade Recycled Musical Instruments project



Students looked at illustrations of fantastical instruments by Dr. Seuss and created drawings of their instruments or of another instrument they imagined. We also recorded some of the sounds the made on GarageBand.

Responsive Classroom in the Art Room

- Student generated classroom norms
 - Ourselves, Our materials, Our art
- Is it **safe**? Is it **fair**?
Is it **kind**?
- Daily appreciations at the end of class



Reflection Zone and Worksheet (used by all K-2 teachers)

How are you feeling?



This Emotional Vocabulary Worksheet is used in our Character Ed program and displayed in all classrooms K-5

Growth Mindset and Social-Emotional

- Making every child feel successful in the outcome of their work
- Structuring communication with parents around areas for growth and development, while highlighting strengths for all students

21st Century ~~Classroom~~ Art Studio



Campfire Space: A place where we can all gather to share, view student and teacher-led demos, check-in, etc. “Rainbow Circle” – students are asked to stand on one piece of rainbow tape

The table rolls away and can be used as an additional individual or team work station.



Caves: Places for independent focus and quiet

- Mirrors, clipboards on table easels and headphones can create this effect
- Floor spaces with large clipboards
- We have an actual “cave” this stairwell that leads up to the yard

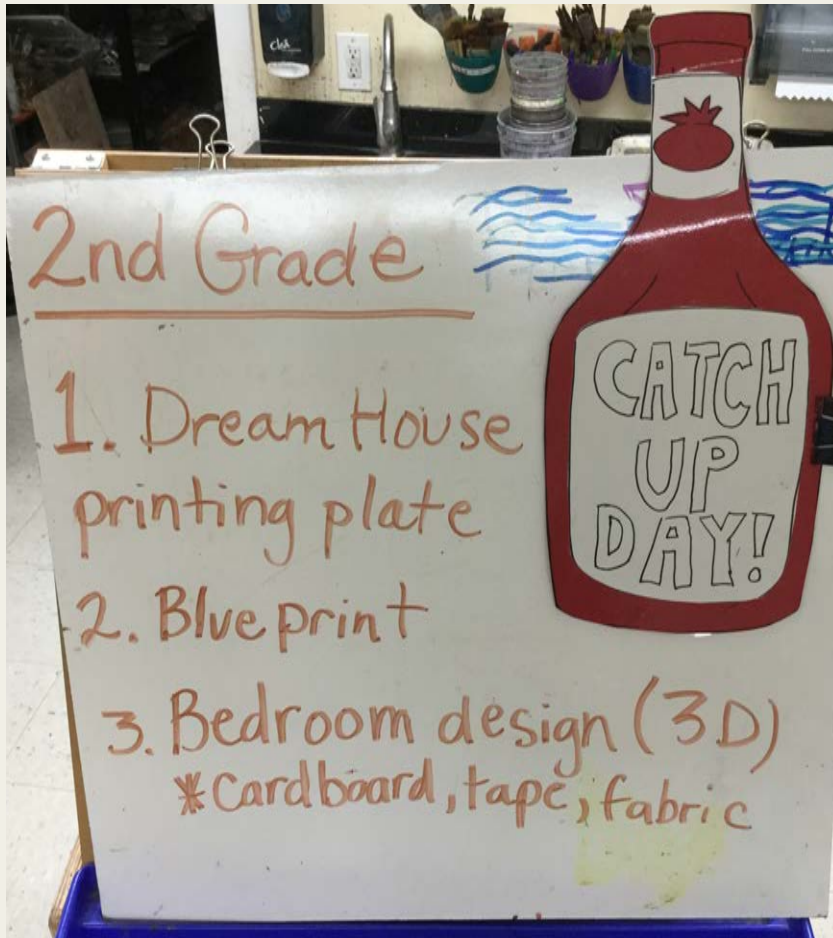


Use of technology



Addressing challenges

Students work at different paces:
Thematic Units & Catch Up Day



2nd Grade Art Project Checklist

✓ Check off each box when the project is finished and put this paper and your finished art into your portfolio.

- Superhero Character Portrait – painted with watercolor or colored with markers
- Superhero comic strip – painted with watercolor or colored with markers
- Superhero sculpture – painted with added cape, hair, and face

What has been your favorite project so far and why?





2nd Grade Dream House Unit
Drawing, Printmaking, 3D
Construction

3rd Grade Unit on Pattern

- Optical Illusions
 - Optional exploration of tessellations
- Pattern-making
 - Option to apply their pattern to a batik or make up a different design





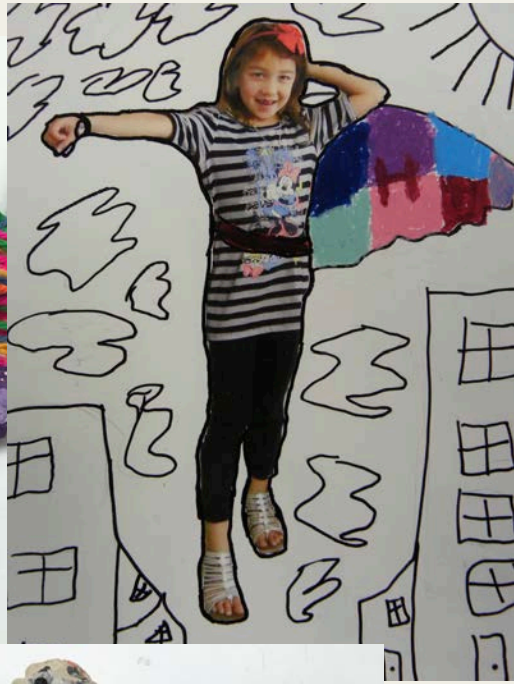
Ongoing group projects and long-term side projects

- Weaving, sand painting, batik, collage, murals, mosaic
- Class sketchbook or individual sketchbooks with various prompts

Differences in fine motor skill development

- Creating projects on the same theme in 2D and 3D
- Group work
- Working in drafts
- Providing ways for students to “level up” or “level down” within the same assignment



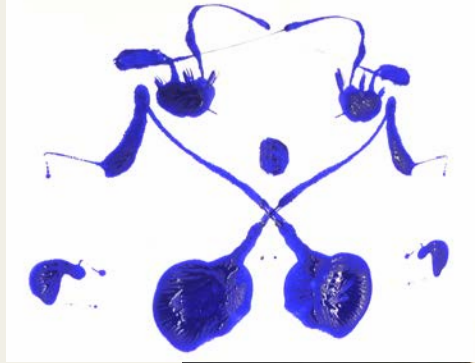
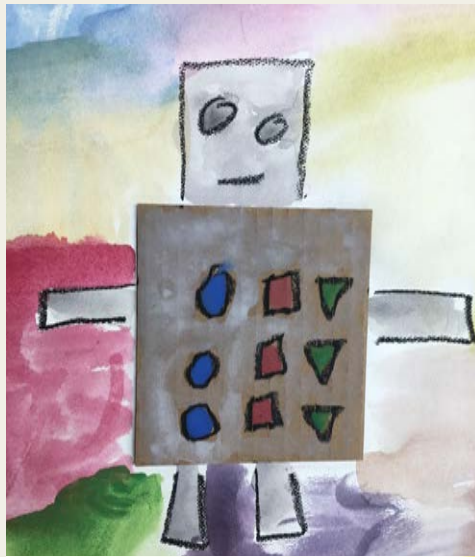




Fostering and maintaining engagement in projects

- Tying projects into classroom learning
- Presenting an intrigue element at the introduction of a project
- Interactive processes
- Clear steps and stages
- Open-ended projects
- Opportunities to share, reflect and celebrate their work





- Using exhibits from nature centers (or live animals!)
- Connections to literacy
- Activities that incorporate movement
- Starting with a splatter
- Body art (and puppetry)



Creating a productive, safe classroom environment with a variety of options for different workers

Door to Art Patio

BENCH

INDIGO

PINK

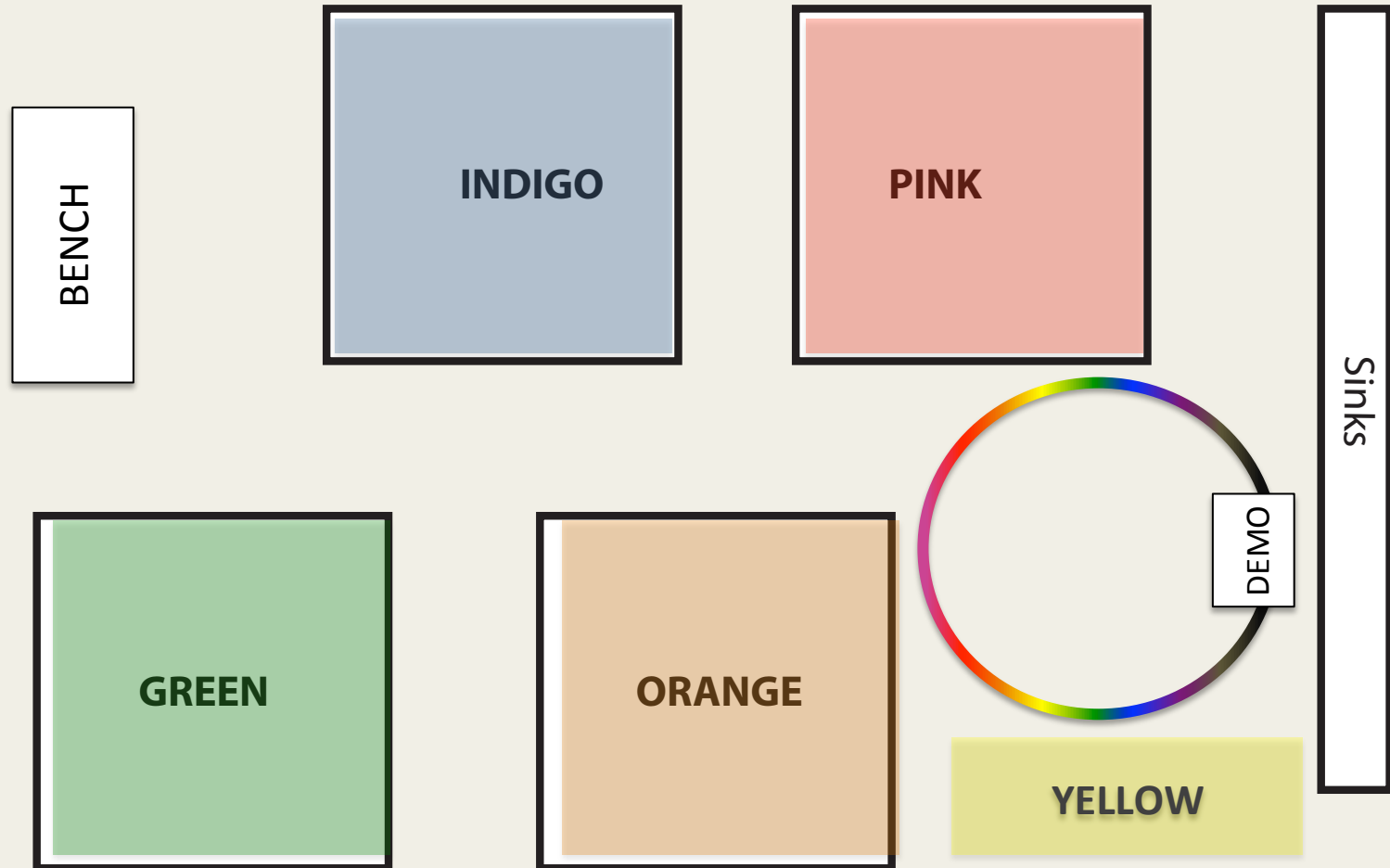
Sinks

GREEN

ORANGE

DEMO

YELLOW



NAEA Statement on Differentiation

Visual arts education is committed to goals that advocate both **excellence and equity for all students** through differentiated educational opportunities, resources, and systems of support. A successful art education program **respects a range of diversity in the uniqueness of all students**, their similarities, differences, and learning characteristics. Included in the range of diversity are students at risk; those with special needs; students from a variety of economic, multicultural, and global backgrounds; and those who are highly creative, gifted and/or talented.

Art teachers should incorporate students' prior knowledge and experience into classroom practice by respecting and valuing their students' unique strengths through creating equitable classroom communities. **Instructional materials should present diverse populations as role models in various aspects of the visual arts.** To this end, instruction and assessment should be designed so that

all students, based on their abilities and backgrounds, are afforded opportunities to communicate what they know and are able to do through the visual arts.



Additional standing station and supply area



Bulletin boards divided up by grade with info about current projects and student work in progress



- Modular tables that can be pushed together
- Table teams (by color) to assign clean up jobs

Clean Up!

Pink Table: Put away pencils and erasers

Orange Table: Store projects on the drying rack

Green Table: Collect scraps for re-use

Indigo Table: Put away glue sticks and scissors

(Optional) **Yellow** Table – for students working in independent or other flexible stations: Collect aprons and sketchbooks



- Materials at different heights by age appropriateness
- Frequent respectful use demonstrations by students
- Beginning and midyear “supply scavenger hunts” with K/1



- Some supplies are kept out of sight or too high to reach, others are easily accessible so that they are self-serve.
- Paintbrush washing is always an optional activity if someone needs a break. There are detailed instructions above each sink.

Multiple Step Processes and Projects

- Checklists: on the board, on a sticky note, on the screen
- Designated student helpers (who also demonstrate to the group)
- **Student-generated projects**
- Mid-project “Gallery Walk” where students can discreetly check out each other’s progress



Middle School Students leading a puppet-making workshop at the East Bay Mini Maker Faire at Park Day School in Oakland

What do you wonder?

We probably don't have a lot of time for questions! Please email me:
fkendall@bentleyschool.net

