Differentiation in the Digital Art Classroom

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Hello!

By the end of this presentation, attendees will be able to apply differentiation strategies to their own digital art lessons.
Denver East High School
Digital Art Classroom

easthsdigitalphoto.weebly.com
What is Differentiation?
“Human beings differ from one another and there is absolutely no reason to teach and assess all individuals in the identical way. Rather, in the future, good practice should particularize the modes of presentation as well as the manner of assessment as much as feasible; and that individuation should be based on our understanding of the intellectual profiles of individual learners.” (Howard Gardner, 2011)
In differentiated classrooms, teachers begin with two critical "givens": there are content requirements—often in the form of "standards"—that will serve as destination points for their students, and there are students who will inevitably vary as learners.

(Tomlinson, 2014)
Differentiation of Instruction

Is a teacher’s response to learners’ needs

Guided by general principles of differentiation, such as

Respectful Tasks  Flexible Grouping  Ongoing Assessment and Adjustment
Teachers can differentiate

- Content
- Process
- Product

According to students’

- Readiness
- Interest
- Learning Profile
Some ideas to use in the digital art room
First...

Get to know your students
7 QUESTIONS

7 questions – unedited photos due Monday, 8/29

1. What does your room look like?
2. What do you see on your way to school?
3. What is your biggest fear?
4. What is your hope for the future?
5. What/who do you love?
6. What do you think is beautiful?
7. What is your favorite place/space?

INSPRIATION ACTIVITY - POST ON YOUR INSPIRATION PAGE

This is an image of two different composers - Beethoven and Bach. Both are incredible musicians and composers - they just work in different ways.
Make sure the physical layout of the classroom facilitates a multi-level community.
Third...

Model independent learning skills and strategies
**We Are East Portraits**

<table>
<thead>
<tr>
<th>Beginners</th>
<th>2nd Years (Vets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera on Auto/Program Mode</td>
<td>Camera in Manual Mode</td>
</tr>
<tr>
<td>Mini lessons on using good light, shooting with a SLR</td>
<td>Quick review of camera functions</td>
</tr>
<tr>
<td>Mini lessons on editing in Photoshop</td>
<td>Quick review of editing portraits in Photoshop</td>
</tr>
<tr>
<td>3-4 portraits total</td>
<td>Advanced mini lesson on editing</td>
</tr>
<tr>
<td></td>
<td>5-8 portraits</td>
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</tbody>
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*Vets get paired up with beginners*
Typical Class Period

5 min – go over agenda, learning objective, upcoming due dates, review expectations for project *(large group)*

5-10 minutes – Quick demo on camera or Photoshop techniques *(large or small group)*

Rest of period – photo shoot, editing images, *(help one on one)*

&

Invitation to participate in a mini-lesson based on a deficit of understanding OR to challenge those who are advanced *(small group and one on one)*
Variety of Resources

**Multiple Access points**
- Directions written out (website, downloads)
- Verbal lecture & discussion
- Demos
- Images of concept posted
- Videos
- Student partners

**Video Tutorials**
- Access to Lydia
- Phlearn
- Students make tutorials
- Primary Language
- Adobe Education

<table>
<thead>
<tr>
<th>Class Dropbox</th>
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<tbody>
<tr>
<td>email: <a href="mailto:easthphto@gmail.com">easthphto@gmail.com</a></td>
</tr>
<tr>
<td>password hint - same as student login</td>
</tr>
</tbody>
</table>

**WEBSITES**
- New York Times Lens Blog
- This is Colossal
- My Modern Met
- Photo District News
- Student Art Guide - 100+ Creative Photography Ideas

**TED TALKS**
- Stereotypes
- Sarah Jones
- Heroin Patel

**TOP PHOTOS OF 2014**
- New York Times
- Time Magazine
- Wall Street Journal
- CNN

**CAMERA SIMULATION**
- SLR Camera Simulator

**TUTORIALS**
- [http://www.photoshoptutorials.ws](http://www.photoshoptutorials.ws)
- [http://www.photoshopessentials.com](http://www.photoshopessentials.com)
- [http://www.digitalartsonline.co.uk/features/illustration/50-best-photoshop-tutorials/](http://www.digitalartsonline.co.uk/features/illustration/50-best-photoshop-tutorials/)
- [http://planetphotoshop.com/category/tutorials](http://planetphotoshop.com/category/tutorials)
- [http://www.photoshoplad.com](http://www.photoshoplad.com)
- [http://layersmagazine.com/category/tutorials/photoshop](http://layersmagazine.com/category/tutorials/photoshop)
Collaboration

- Learning teams
- Flexible grouping
  - Small group instruction
- Independent work
Variety Of Topics & Themes

1st semester – Photo 1

30 in 30 – What can you do?
Point of View – get outside and move around
Abstraction/Close Up – critical thinking, harder concept, composition
Aperture – camera technique, depth of field, composition
Spooky – Photoshop, conceptual
Illusions – camera and Photoshop technique
Double Exposure – Photoshop technique
Variety Of Learning Tasks

Choice with Constraints

SEQUENTIAL NARRATIVE PROJECT

Goal: To tell a multiple frame story that includes a beginning, middle, and end.

Your choice of:

- Traditional 6 panel narration (Duane Michaels)
- Comic Book Page (6+ panels)
- Howard Edgerton or Eadweard Muybridge style Motion
- Stop Motion (5 to 10 seconds)
Varied Deadlines
Displays And Shows
Student Websites

Jackson Adams Photography

Hi I am Jackson an East High School Photography student and I hope you like what you see.

Final Project

The overall concept of my project is the beauty in simplicities forms. I am taking these pictures I just tried to keep them in focus and then I used the burn tool to make them a litte darker and make the persons looking at it focus on the lighter parts. The only thing thing in all of the photos was the fact that they were all of rural areas. I probably could have made all of the pictures black and white. I think that the strongest part of my project is the individual images because not the projects as a whole. I would have liked to take more of the photos from the same piece of area and tried to work on being able to take pictures when I need to not just when I want to.

Text Project

Quality Over Quantity
Connection To Real World

Elena Gutierrez, Denver Arts and Venues

Elena is an East High School student in her junior year. She has played the violin for too long and loves music too much. Her favorite bands include Metronomy, Jamie xx, Crystal Castles, Mini Mansions, Cashmere Cat, and, of course, the Beatles. Elena enjoys making videos for her film class, attending and reviewing concerts, and eating bowls on bowls of pho. She is interested in pursuing a career in sound technology/music business and maybe even music journalism, although she hears that you can’t make a living wage doing that. She’ll probably try anyways. Elena’s dream is to work at a small, hip music venue in New York City.
REFLECTION
1. What is your story?
2. What visual cues did you include to help tell the story?
3. How strong is your pacing (your sense of beginning, middle, and end)? Explain.
4. What would you like to do better? Explain.
5. What feedback did you get? Did you respond to any of the feedback? What did you do?
1. Which viewpoint is this? Show answers

2. What point of view is this? Show answers

3. What viewpoint is this? Show answers

4. Which viewpoint? Show answers

5. What viewpoint? Show answers
Student designed curriculum

What happens when students design the learning process?
Now it’s your turn...
Choose one of your digital art lessons…

How can you modify it to include differentiation?
Differentiation Strategies

- Choice of Product
- Tiered Instruction
- Variety of Resources
- Personal Interest
- Collaboration
- Variety of Topics
- Variety of Tasks

- Varied Deadlines
- Displays & Shows
- Student websites
- Real World Connections
- Variety of Reflection Responses
- Mini Lessons
Share Out
Other Questions?

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http://easthsdigitalphoto.weebly.com