

2012 National Art Education Association Presentation

Making Middle School Art Matter

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Layering of Concepts

- Construct layers of learning that scaffold conceptual understanding, through:
 - Vocabulary
 - Processes/Skills
 - Historical/cultural connections
 - Use the Standards
- Create multiple informal/formal methods of assessment that address the big ideas.
 - Observation, analysis and response to artwork by noted artists, their own work and that of their peers
 - Rubrics that clearly define goals and objectives-for students
 - Comparison of purposes, media, styles-small and large group
 - Portfolio that includes preliminary sketches for final work
 - Classroom critique and written reflection that incorporates key concepts, use of media, strengths of piece and that which they would do differently

Use the Language of Artists

- Elements and principles of design are critical components of art. Use the visual arts vocabulary and expect your students to use it, as well.
- Continually make purposeful connections. Meaningful knowledge is acquired when supported by scaffolding terms, skills and concepts in art to life.

Create Opportunities for Students to Question

- Students construct knowledge and develop deeper understanding when it they question and search for their own answers. Guide them to the answers through questioning.
- Question for understanding in a manner that requires knowledge and higher-order thinking.

Build Historical and Cultural Connections

- Connect to themes taught in other content areas. This reinforces and enriches understanding through visual art.
- Collaborations with teachers outside of art-each program will enlighten/enrich the other.
- Incorporate symbolism and encouraging the design of original symbolic references in student work
- Allow students to incorporate their own heritage into their artwork. Their artwork should have personal meaning.

Critique and Reflect

- Opportunities for discussion in small groups (tables) mini-critiques as lesson progresses and at the close of the lesson
- Responding to their work and that of their peers is a valuable part of the creative experience.
- Analysis and judgment of their work and that of others, using language of artists (give rules/expectations for discussions)
- Responses allow for personal reflection and offer another means of assessment of conceptual understanding
- Allow for revision of artwork. Critiques enable students to gain meaningful insight and the opportunity to revise inspires them to refine their ideas and their work.

After School Art

- Expand classroom learning through after school art initiatives
- Engage students by acknowledging and supporting their individual interests and through collaborative projects/murals

District

- Participate on school-wide and district-wide committees

Involve Parents and the Community

- Advocacy
- Keep the work visible
- Invite parents to student/parent/artist workshops. Excite them about what their children are learning.
- Keep current with your own artistic practice

Challenge and Be Challenged