

Turning Advanced High School Art into an Exceptional Student Experience

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	Structure	Art Students (AS) Art Teacher (AT)	Exceptional Students (ES) Exceptional Teacher (ET)
Spring 2010 Project #1: Fauve Self Portraits	<ul style="list-style-type: none"> • Teacher led • AS did not do art themselves • AS guided ES through the process after AT taught each step 	<ul style="list-style-type: none"> • Some AS were unhappy that they were not doing art themselves • Some AS suggested their ES partners were not friendly, etc. • Many AS helped their ES partners too much • Concern that AS misinterpreted ES characteristics 	<ul style="list-style-type: none"> • ES enjoyed creating and interacting– one ES who came in very negative and resistant, left with an enthusiastic pride in completing his self portrait • ET was very supportive and surprised by ES responses <ul style="list-style-type: none"> ○ Ability to use paint and follow art directions ○ Bought painting supplies to use in her classroom • Some ES could possibly attend art class on a regular basis • Ratio: One ES to every one or two AS
Fall 2010 Project #2: Mask-making	<ul style="list-style-type: none"> • Student led: designed and implemented lesson • Preliminary discussion of concerns, fears, community building strategies 	<ul style="list-style-type: none"> ▪ Unhappy AS students last year took leadership positions ▪ AS were extremely engaged ▪ AS enjoyed helping ES ▪ Some AS helped too much 	<ul style="list-style-type: none"> ▪ Engaging dialogue ▪ Everyone had a very positive experience ▪ AS suggested another project for next time – reflecting their desire to do this again ▪ Some ES didn't come consistently, leaving AS without partners ▪ Ratio: One ES to every one, two or three AS
Spring 2011 Project #3: Journal/Sketchbooks	<ul style="list-style-type: none"> • Student led: designed and implemented lesson • Senior AS led the discussion on community building/ made suggestions based on their experiences from last year 	<ul style="list-style-type: none"> ▪ AS followed similar steps in developing and teaching the previous project ▪ Some AS also worked along side ES making paste paper ▪ AS allowed ES to work more independently 	<ul style="list-style-type: none"> • New ET not as responsive to this activity - AS did not know what to expect • Some ES didn't come consistently • Engaging dialogue • Overall a positive experience • Ratio: One ES to every one, two, three or four AS
Fall 2011 Project #4: Embracing Our Differences; A Collaborative Billboard Contest	<ul style="list-style-type: none"> • Student led: designed and implemented lesson • Senior AS led the discussion on community building/ made suggestions based on their experiences from last year 	<ul style="list-style-type: none"> ▪ AS followed similar steps in developing and teaching the previous project ▪ Local artist came to collaborate ▪ All AS worked alongside their ES partners 	<ul style="list-style-type: none"> • New ET again – not very responsive - did not know if ES were participating until the last minute • Not all ES participated consistently • A few ES were more demanding than AS expected • Deadline and time constraint - didn't allow for full development and completion of original collaborative idea • Engaging dialogue • Overall a positive experience • Ratio: One ES to every one or two AS
Recommendations			
<ul style="list-style-type: none"> • Preliminary discussion of student concerns and fears/expectations of working with ES is essential • Planned community building strategies and activities • AS determine project, lead lesson planning, developing and teaching 		<ul style="list-style-type: none"> • AS be given opportunity to do some work alongside ES • Choose project without deadlines • Ratio: One ES to every one or two AS • ET should be on board 	