

Kyndall Thompson

Classroom Management

03/12/20

Classroom management is hard to predict, as half of the management is in the surroundings and context of the class. As an art teacher, I am not guaranteed an art room to claim as my own, and some districts have one teacher quarrying their art supplies between elementary, middle, and high schools during one day. I could be an 'art on the cart' teacher, with all my classroom designated to a closet of storage and a cart to bring the art to the student's homerooms. The culture and climate of the school is also important to determine, and classroom management also must adapt to the context of the class - what grade? What year? What major events have occurred outside of class?

With all these factors in mind, I have a loose grasp of my space that I want my students to inhabit. I once was informed that students with disabilities often get distracted or anxious due to the visual business of art rooms, and as such I intend to have a quiet wall or corner wherein students can inhabit or view when they need a visually quiet place to dwell in. I will have my rule(s) easily viewable, and these rules will be agreed upon and created by the students to create a culture conducive to their learning. Art rooms usually have table arrangements that are usually immobile due to safety and mobility, but I hope to have an extension of my artroom that allows students to go outside and work on art in a safe courtyard.

Other than surroundings, classroom management is often thought to be purely during instructional times in the classes, while the non instructional routines are just as important to keep expectations and rules upkept. I intend to do attendance after I start work time for students to know who is there and isn't. As many teachers are doing, I aim to utilize a digital forum such as schoology in order to have all information and handouts at a click away for students to reference. Before class, I will greet all students at the door and ask a unique question such as whether a fact is true or false. In response to the danger of school shootings and other emergencies, I will keep the door locked, and bathroom passes will be organized by a signout sheet.

For most classes, the expectation will be to listen to the teacher and respond if asked. Most days, students will be expected to grab their art supplies and get to work, but perhaps a minor introduction will be had. When working, students will be either silently listening to music or chatting amongst one another quietly. All of my routines will

be established with the gradual release model, inspiring autonomy amongst my students. All the supplies will be clearly labelled and I will have a video about the room setup for the students on the digital course for referral. Students will be welcome to use other materials as long as they ask in order to clarify safety concerns. When class ends, students will pack up no sooner than two minutes until the bell, and I will have students recap their daily learnings.

When work is completed, students will know how / where / when to submit the project as the project sheet will have the instructions. Some works will be expected to be matted, while others will be collected into an area of the classroom for students to critique. As stated before, all materials will be at the tips of students' fingers digitally. Aside from the face-to-face non-instructional routines, yearly I will make a list of materials that are in the room and a list of materials that are needed in order to create a budget for the art department to plan for and ensure that we have the proper SDS forms. This routine will indirectly affect the students as some art departments ask students to pay fees to participate and others provide all materials utilized. In the case of a substitute, I will rotate students that will be in charge of keeping the class on track. The substitute will have a lesson plan to reference, and I will plan most substitutes around work days.

Aside from non-instructional routines are the instructional systems. I plan to utilize videos to document instructions so that students who miss class can keep up with information as well as allowing students who need refreshers, references. Another instructional routine I will use will be using exciting refocusing calls, such as "SUBWAY!" "Eat fresh!" and keeping the students engaged. When doing a demonstration of techniques, I will ask students to lead me through the demo so that they learn through me rather than hear me instruct them. During process days, students will have the day to experiment with the medium and test wild ideas as they consider themes to investigate. During critique days, the entire class period will be dedicated to constructive criticism on everyone's piece. If there is too little time, we can do small group critiques where different groups aid each other in noticing, suggestions, and questions.

When students walk into the classroom to find low-volume music filling the room, the students will know they should grab their supplies and get to work, as it is a work day. The teacher will also inform the students at the door that it is a work day and they are to work on their projects. In specific school settings, I aim to utilize student-led inquiry, wherein students can do individual investigations in a broad given theme.

When faced with negative or positive student behaviors, I aspire to confidently utilize the strategies learned in love and logic and CHAMPS, especially with the

student-centered approach of helping them help themselves. I will take a breath before I intervene in order to think before I do something that doesn't reflect the behavior needed.

As such, I hope to create a classroom culture inviting to all students and such that all students feel valued and intelligent. I am sure that whichever school I end up in, I will have many mistakes and successes before I fully master classroom management, and even then, I will be ever learning and improving.

Syllabus is below:

WELCOME TO THE ART _____

Ms. Thompson

kyndy101@gmail.com

Class times:

Out-of-class work times:

Expectations

- ❖ Use class time for PROJECTS and ASSIGNMENTS
- ❖ Come prepared in mind and body
- ❖ Bring your materials that aren't provided
- ❖ Participate as much as possible
- ❖ RESPECT the COMMUNITY here.
 - Respect = active listening, debating instead of arguing, allowing everyone an opinion

Multiple infractions on expectations will result in a redirection, one-on-one conversation, and possibly reflect in the gradebook depending on intensity and action.

Homework - - - - Late Work

Homework will be minimal and will consist of monthly drawings based on a prompt provided each month. Other homework may include ideation or explorations in the art materials to be ready to work the next period.

A majority of your grade will be **projects**, most of which will be completed in-class. **It is your responsibility to make a timeline on progress in order to be prepared for critique.** If you need more time to work on the piece, but the out of class work time doesn't fit into your schedule, email me and we can discuss options.

As long as communication is maintained, late projects will not reduce the grade the work earned.

Tests - How will my grade be determined?

Art is not easy. I will push you to your creative limits in this class, and as such, a majority of your grade will be based around your projects. You will be graded based on a rubric of your **studio habits, experimentation, critique, reflection,** and **art journal**. There will be approximately four major projects, with interim small studies or homework assignments to continue developing skills.

Studio habits - 10

Experimentation - 15

Critique - 15

Reflection - 5

Art Journal - 5

Total: / 50

Absences and Tardiness

Communication is of utmost importance. Communicate with me any time you fear you will be late, you were late, or you miss class. We can sort out a plan for you. If you miss more than two classes, I will communicate home and potentially drop your grade.

Important note: Leaving class early counts as a tardy.