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MTV Instructional Strategy Presentation Reflection  
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For my MTV instructional strategy presentation, I presented the strategy 'Explanation Game.' This strategy seems well suited for my content area of art, as I can encourage students to increase their visual literacy by asking them to explain a recently introduced work of art that most haven't seen before. Through their investigation, we can come to a new conclusion about the artwork, as well as an explanation of how the artists' intention loses weight when the art is outside of their hands; the artwork becomes its own, and each person who engages with it afterward makes their own meaning for the art in their heads.

As far as my lesson's effectiveness is concerned, I feel as though my delivery was engaging and open, and my follow up questions allowed for further thoughts and considerations. Although I set a timer, I should have kept it handy in order to check how much time passed, as unfortunately I went overtime. I believe every person in the class was participating, however it was hard to tell as everyone was exclaiming their ideas at once. The organization could have been better, as far as laying out ground rules, but I believe it was effective.

If taught again, I would possibly incorporate elements of chalk talk to ensure all voices get heard. Perhaps my chalk talk explanation game hybrid with photos of artwork near the different stations would allow a new, engaging experience where the students bounce off of each other's ideas and further their own considerations. The students would then be able to further interpret the artwork individually and communally, and then I could harbor a discussion that would allow the students to present their thoughts on the artworks. I would also have my timer more at hand, and perhaps organize the ground rules of the discussion better. I would have a slide for the learning objective in order for the students to understand if they have hit their target. Teaching this topic again, I would explain the meaning of visual literacy, as not many people understand the meaning of it.

I could apply a rubric to this conversation, especially if I do a fusion of chalk talk and the explanation game. I could grade off of behavior, interpretations, responses (level and amount) and finally the discussion as a culmination of their ideas. I can also see an exit ticket of the students writing their final thoughts to the artwork down as being a valid assessment as the students could exemplify their conclusion, and with the discussion and chalk talk piece I could grade as a scale of emergent to proficient on their collaboration, participation, and behavior.

Through their chalk talk and discussion, I will be able to see their development of responses and their culmination of their ideas. The students will be able to show the progression of their visual literacy with the artwork and I could see what terminologies they are familiar with and which they avoid.

One other strategy I can see using is the Zoom In strategy. I can imagine using it to emphasize parts of an artwork and expand to show the whole, and as such we can break down the meanings and interlacings of how the artwork was made, or what it was made to symbolize. For instance, if I were teaching a college class that would allow this level of appropriateness, we could 'zoom in' on *The Raft of Medusa* by Theodore Gericault, as there is a tangle of information that can be emphasized. As the students get more comfortable with the different pieces of the painting, the students can elaborate on the entire painting with the different informations they have gained. Perhaps facial expressions or contorted bodies could be a context clue, or the flag at the top.

Another strategy I can utilize in the art classroom is the Step Inside exercise. Most art is meant to elicit feeling from the audience, but rarely do the audience step into the role of the different subjects. For instance, we could take a Mannerist artwork, *Madonna and Child with Saint Elizabeth and Saint John the Baptist*, by Jacopino del Conte, and ask groups of students to take up the roles of the different figures (The Virgin, Child, John the Baptist, and Elizabeth). This would be a way to investigate the scene and each person's interpretations of the painting.

The third strategy I would like to use in my classroom is the headlines strategy to interpret abstract art. We could take a painting by Hilma af Klint, *Primordial Chaos no. 16*, and each student could take a few minutes to interpret the artwork and write down initial thoughts, feelings, colors, statements, or symbols. The students could converse with each other about their interpretations, then we could bridge into a discussion about the piece. With abstract art, it is important to break down the elements and initial feelings and thoughts in order to make educated guesses for the intentions of the work. As such, the headlines strategy would be a way to snowball some information or responses to garner a consensus.