

# KWL RICE MAP

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AN INVENTORY AND JOURNEY IN MEDIA FAMILIARITY





We made rice maps to visually communicate our depth of knowledge about the major divisions of art media that are typically taught in schools. The green foliage represents where I have grown the most over time, and the more barren-looking areas are where there is more potential for growth.



# GRR DEMO

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CERAMICS I: BASIC WHEEL-THROWING



“I DO”: Me demonstrating Coning up and Down







“WE DO”: Working together with student to cone up and down.







“YOU DO”: Student coning up and down on their own with minimal verbal guidance from teacher.

Resources: I used several sources to put this GRR demo together:

- GRR Framework from MiT,VA Praxis Strand
- Tutelage from Mentor Teacher
- Self-taught from various online tutorials.

Rubric Sample:

Summative Rubric for Ceramics (Wheel-Throwing) Lesson			
Criteria	Beginning (1)	Approaching (2)	Meeting (3)
Technical Skill	Demonstrates beginning understanding of foundational wheel-throwing techniques. Clay attached loosely and doesn't stay centered. Can neither cone up and down effectively, or raise walls to form a vessel. Needs support.	Demonstrates approaching understanding of foundational wheel-throwing techniques. Can firmly attach clay and keep it mostly centered. Can cone up and down somewhat competently, and raise mostly even walls to form a vessel.	Demonstrates strong understanding of foundational wheel-throwing techniques. Can firmly attach clay and keep it centered. Can cone up and down competently, and raise even walls to form a vessel.

Student Self-Assessment Sample:

Exit Ticket: How to Center, Cone Up & Down

Full Name: \_\_\_\_\_ Date: \_\_\_\_\_

After today's lesson and worktime on the wheel, I feel more confident about:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I would still like to work on:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# PRIORITIZING STANDARDS TOOL

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WHEN THERE ARE ONLY SO MANY WEEKS IN A SCHOOL TERM....





### Trimester "Top 3" Standards

Tri: \_\_\_\_\_  
SY: \_\_\_\_\_

#### Creating

Standard:

#### Collaborating

Standard:

#### Presenting

Standard:

#### Unit 1

#### Unit 2

#### Unit 3

This quarter we crafted a visual organization tool to aid us in selecting the "most important" standards, or "Priority Standards".

My school placement is a high school that operates on a trimester schedule to imitate a college quarter schedule. This means there are only 13 weeks with each group of students.

My logic for selecting my "Top 3" standards of the trimester are about Creating, Collaborating, and Presenting, because these are 3 key elements that a college art program wants its students to be able to do. Likewise, they are 3 base elements to being a functional, professional artist.

This tool greatly helped me select my standards for full-time teaching responsibility in my placement.

# STUDENT SELF-ASSESSMENT EXAMPLES

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TOOLS TO FOSTER AGENCY AND CLARITY THROUGH REFLECTION





Full Name/Nombre Completo: \_\_\_\_\_ Date/Fecha: \_\_\_\_\_

**Do Now:** Think and Answer  
**Hacer ahora:** Piense y responda

Write down one thing that an artist who shares a studio can do to show respect to the other artists who use the studio:

*Escribe una cosa que un artista que comparte un estudio puede hacer para mostrar respeto a los otros artistas que usan el estudio:*

This is an Entry Task to encourage "first-timers" in the art class to think about studio behaviors surrounding the idea of respecting self, others, and materials.

This is a mini-rubric that students can use to evaluate themselves after a color-mixing exercise and mini-painting

**Summative Rubric for Color Mixing Lesson - Students will evaluate themselves with the following rubric:**

Criteria	Beginning (1)	Approaching (2)	Meeting (3)
Technical Skill	Demonstrates beginning understanding of color mixing combinations. Can confidently mix 1 of the secondary colors or brown	Demonstrates approaching understanding of color mixing combinations. Can confidently mix primary colors to make 1 or 2 of the secondary colors and brown.	Demonstrates strong understanding of color mixing combinations. Can confidently mix primary colors to make the 3 secondary colors plus brown.
Application	Artwork demonstrates beginning application of color mixing and uses neither secondary colors or brown to paint an image.	Artwork demonstrates approaching application of color mixing and uses 1 secondary color or brown to paint an image.	Artwork demonstrates strong application of color mixing and uses 2 secondary colors, or 1 secondary color and brown to paint an image.

Something Something about summative self-assessment and how I adapted this from my MT’s Stuff and I’m going to use something similar later in the quarter when the students are more familiar with all the kinds of self-assessment used throughout this summative.

Front Page

Functional Vessel or Fine Art Sculpture  
Self-Assessment Checklist and Rubric  
**Vasija funcional o escultura de bellas artes**  
*Lista de verificación y rúbrica de autoevaluación*

Anchor 2.3: Creating  
Big Idea: The objects we create and use reflect our identity, work, and sense of place, connecting us to the communities we live in and serve.  
Essential Question: How can the design of a functional object or fine art sculpture represent the intersection of occupation/interest and location in a meaningful way?

Preguntas / Questions:

1. Reflexión honesta: Verificación de progreso  
Honest Reflection: Progress Check

Ética y honestamente, ¿hasta dónde llegaste con este proyecto?  
Ethically and honestly, how far did you get with this project?

- ☐ Yo no empecé. / I did not start.
- ☐ Empecé, pero no terminé la construcción. / I started, but did not complete construction.
- ☐ Pieza construida pero no cocida. / Completed construction, but not kiln-fired.
- ☐ Aplique el esmalte, pero aun no esta. / I applied glaze, but not kiln-fired.
- ☐ Pieza completamente terminada (esmaltada y acabada). / Fully completed (Glazed and finished).

2. Dificultad del proyecto: (seleccione uno)  
Project Difficulty: (select one)

- ☐ Muy fácil / Very Easy
- ☐ Algo fácil / Somewhat Easy
- ☐ Desafío moderado / Moderate Challenge
- ☐ Difícil / Difficult
- ☐ Muy difícil / Very Difficult

3. Desafíos y soluciones

¿A qué obstáculos te enfrentaste durante la colaboración y el diseño de tu pieza funcional apta para alimentos, o de tu escultura de bellas artes? ¿Cómo los superaste? ¿Cuáles son las maneras en que los maestros podrían ayudarte mejor?

Challenges and Solutions

What obstacles did you face during the collaboration and design of your functional food-safe piece, or your fine art sculpture? How did you overcome them? What are ways the teachers might be able to better assist you?

Back Page

Rúbrica de autoevaluación / Self-Assessment Rubric  
Utilice esta rúbrica para evaluar su proyecto y proceso. / Use this rubric to evaluate your project and process.

Criteria/Criterios	1. Beginning/Inicio	2. Approaching/Próximo	3. Meeting/Cumplir
Collaboration and Design	<p>Trabajaba por mi cuenta y no colaboraba con compañeros ni profesores. Mi diseño utiliza 1 o ningún elemento que se conecte con el lugar, la carrera o el pasatiempo que elegí.</p> <p>I worked on my own and did not collaborate with peers or teachers. My design uses 1 or no elements that connect to my chosen place, career, or hobby.</p>	<p>Colaboré solo con un compañero o solo con un maestro, y consideré sus aportes. Mi diseño utiliza 2-3 elementos que se conectan con el lugar, la carrera o el pasatiempo que elegí.</p> <p>I collaborated with only a peer or only a teacher, and considered their input. My design uses 2-3 elements that connect to my chosen place, career, or hobby.</p>	<p>Colaboré con compañeros y profesores sobre diseño, y tuve en cuenta sus opiniones. Mi diseño utiliza 4 o más elementos que se conectan con el lugar, la carrera o el pasatiempo que elegí.</p> <p>I collaborated with peers and teacher about design, and considered their input. My design uses 4 or more elements that connect to my chosen place, career, or hobby.</p>
Technical Skill	<p>Mi pieza demuestra una habilidad técnica inicial con algunas o principales inconsistencias y accesorios inseguros que causan problemas estructurales o de acristalamiento.</p> <p>My piece demonstrates beginning technical skill with some or major inconsistencies and insecure attachments that cause structural or glazing issues.</p>	<p>Mi pieza demuestra una habilidad técnica cercana y tiene algunas inconsistencias y los accesorios son moderadamente seguros y causan pocos problemas estructurales o de acristalamiento.</p> <p>My piece demonstrates approaching technical skill and has a few inconsistencies and attachments are moderately secure, and cause few structural or glazing issues.</p>	<p>Mi pieza demuestra una habilidad técnica competente con inconsistencias apenas perceptibles y accesorios seguros que causan pocos o ningún problema estructural o de acristalamiento.</p> <p>My piece demonstrates proficient technical skill with barely noticeable inconsistencies and secure attachments that cause few or no structural or glazing issues.</p>
Effort and Work Ethic	<p>Cuando estaba presente, usaba mi tiempo de manera ineficaz y me mantenía comprometido y concentrado en la tarea varias veces.</p> <p>When present, I used my time ineffectively and stayed engaged and on-task a few times.</p>	<p>Cuando estaba presente, usaba mi tiempo de manera bastante efectiva y me mantenía comprometido y concentrado en la tarea parte del tiempo.</p> <p>When present, I used my time somewhat effectively, and stayed engaged and on-task some of the time.</p>	<p>Cuando estaba presente, usaba mi tiempo de manera efectiva y me mantenía comprometido y concentrado en la tarea la mayor parte del tiempo.</p> <p>When present, I used my time effectively and stayed engaged and on-task most of the time.</p>



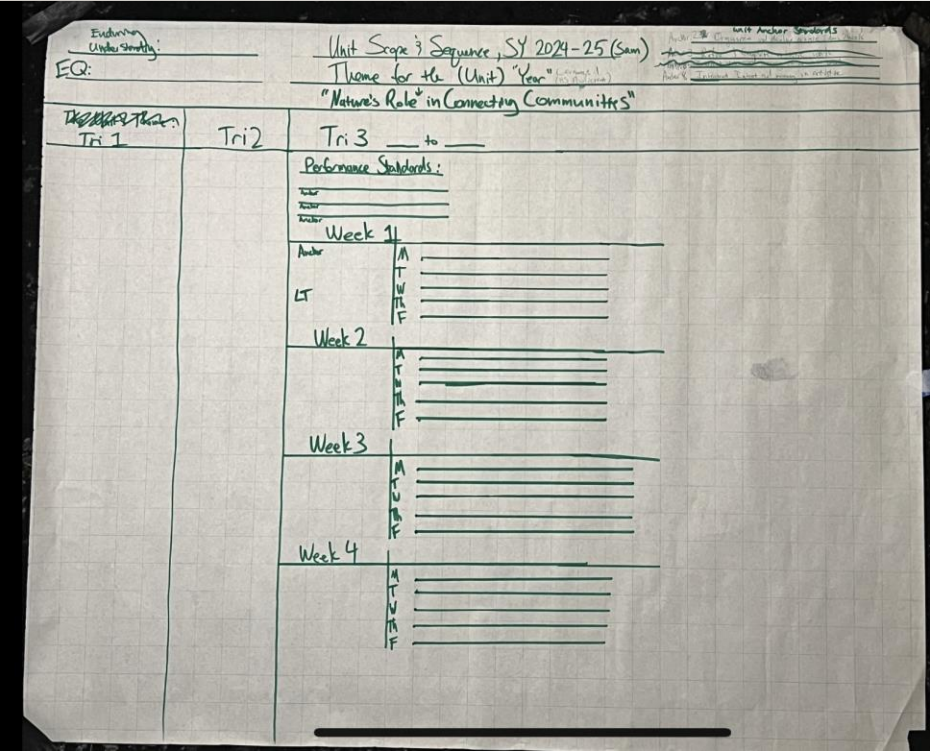
# UNIT SCOPE AND SEQUENCE MAP (ANALOG)

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CHARTING OUT THE TERM



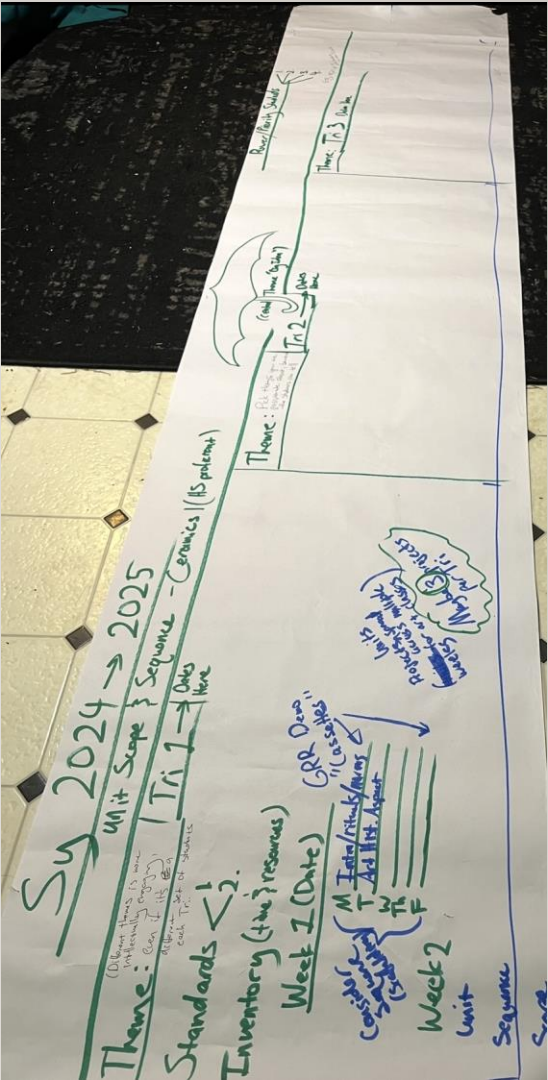
We were supplied with long pieces of paper to practice planning out our units in the context of a year or a term.



1<sup>st</sup> Draft

I personally found both use and difficulty using this method. The use I got from it was really being able to see the year and terms laid out. However, trying to foreshadow the weeks and days in this format felt overwhelming. I also live in a small apartment for the time being, and don't have large (or smooth) enough wall-space to hang this up. I might try this again as an early-hire 1<sup>st</sup> year teacher, or second year teacher when I can do this ahead of time in the summer.

I found it easier to work back and forth between the BDUPs and WAGs to plan things out. I think my brain needs to see the "drawers" up close in order to organize them.



2<sup>nd</sup> Draft



# BACKWARDS DESIGN UNIT PLAN

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CHARTING OUT THE UNITS



These are links to the 2 BDUP's for the units I'm responsible for during my full-time hours at me student teaching placement.

- [Ceramics 1, Unit 1](#)
- [Ceramics 1, Unit 2](#)
- [Ceramics 2, Unit 1](#)
- [Ceramics 2, Unit 2](#)



# BACKWARDS DESIGN LESSON PLANS

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SAMPLE BDLP'S FOR A VARIETY OF MEDIA



These are links to 5 BDLPs we each put together, differentiated by medium:

- [Painting BDLP](#)
- [Drawing \(Part 2\) BDLP](#)
- [Drawing \(Part 1\) BDLP](#)
- [Ceramics BDLP](#)
- [Alternate 2D BDLP](#)  
(Positive-Negative Shapes)