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DAE-407
Reading Reflection 10
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Introducing Technical Vocabulary

I.   How will you introduce visual art technique vocabulary and subject vocabulary?
 A. I think a lot of my introduction, at least in the lower grade levels, will be deductive. I can introduce a vocabulary word, define it, then give examples. However, I think this is also where prior knowledge comes in. I can do a formative assessment to gauge where my students are at in terms of vocabulary (assessing prior knowledge). I can even integrate a written assessment like a word-definition match game prior to introducing a new unit or art processes/concept. I think the use of Feature Analysis could be helpful when studying the elements and principles of art.
 B. Even a timeline can help build vocabulary. Students can learn about how tools and processes in art-making have progressed over time and both illustrate and write about it.

II.   Do you expect your students to write about their art making?
 A. Yes! I think writing could be helpful in relation to brainstorming about a new project, for example. They can create a mind map or graphic organizer to organize their ideas and thoughts. They could then do a peer-to-peer sharing about their concept using the mind map and graphic organizer and get feedback. The student listening can share the feedback in written form as well.
 B. Another writing assignment can be coming up with an artist statement about the piece they made, especially if it's an extended in-depth project that spanned several weeks.
 C. A Venn diagram might be helpful when learning about two different art processes or movements.

III.   How will you keep vocabulary accessible for them as your lesson moves from Day 1 to Day 2 to Final?
 A. Posting vocabulary words on the board or walls.
 B. Using technology to test their vocabulary - Kahoots are great for this.
 C. Translating our daily reading (whether aloud or to self) to something visual like graphic organizers, labeled pictures, etc.
 D. Creating semantic maps by writing a key word on the board and having students contribute to the map