

2011-1012 Featured Grantee Summary

Grantee Name:

Samantha Melvin

Title of Project:

It's Multi-Modal: Assessment in Art

City, State:

Burnet, TX

Grant Period:

June 2011-June 2012

NAEF Grant Amount:

\$2300 (Teacher Incentive)

Project Contact:

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Related Webpage:

<http://thefineartsstudio.blogspot.com>



Students critique artwork using the responders provided by the NAEF grant.

Project Description:

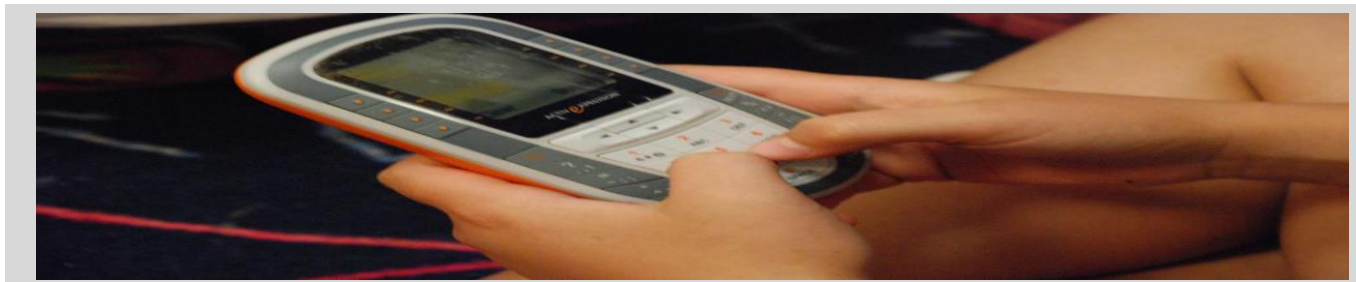
This project proposes the allocation of \$2300 to a classroom set of Promethean Responders in order to build a strategic and sustainable method of assessment within the art classroom. It would partner with an art program that provides a rich and differentiated curriculum that is student-centered, interdisciplinary and reflective.

Project Goals and Objectives: The implementation of a classroom set of Promethean responders facilitates an embedded multi-modal system for assessment and reflection that provides immediate feedback to the teacher and to the student, allowing for continued dialogue and instruction. The students' learning is supported through ongoing observation, interaction and communication with peers and teacher. The multiple strategies and tools within the studio provide every possible outlet for creative expression. It meets my goals for stepping up assessment as well as engaging students in interdisciplinary approaches to learning through seamless technology implementation. The project supports the continued implementation of the NAEA National Visual Arts standards, focusing on curriculum, instructional process, learning, reflection and assessment.

Description of Activities Supported by this Grant:

- What is "Fine Arts?" vocabulary and springboard for learning year-long
- Elements of Art and Principles of Design: terminology and what it looks like (students draw on the board)
- How we critique: students build framework for critique
- How we reflect: students build framework for reflection
- Artist Statements for online gallery (Artsonia)
- What do we see? (looking at works of art)
- Connecting with undergraduate students at the University of Texas Dept. of Art and Art History (critique, collaboration, reflection)
- Documents produced are shared with classroom teachers for support of specific students' needs across the curriculum
- Compare and Contrast works for Blanton Museum field trip focus on "Relationships in Art"
- Using QR codes to share learning, and engage learners
- Mind-mapping, brainstorming and thinking about thinking
- Reflection and further research by grantee
- Ideas for next year for further implementation of the responders and other tools in the art classroom

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Results: Lessons Learned: Promethean offered to match funds when I submitted an updated quote request. As I learned that I would be teaching a student with visual challenges, I knew that the Promethean Response system, paired with an iPad for different learners and different learning situations, would provide my art classroom with multiple means for meaning-making and assessment. Our developing 4th and 5th artists share the process of critique and reflection with others. Reflection can remain anonymous, a unique aspect to the response system, which allows our more sensitive students with a more secure framework for their introspective/ reflective work. However, we can still share ideas publicly. In addition, using tools such as the Web Whiteboard app (<http://awwapp.com/>) students can use the responders and the iPad to respond to each other and to art in many ways: orally, with text or drawing. It provides me with ongoing opportunities for dialogue, interaction, observation, teaching, re-teaching and assessment.

Impact of Receiving this Grant: Thanks to this grant, RJ Richey Elementary art students are more accountable for their learning. Assessment is active, relevant, and responsive. Reflection is an instrumental part of learning --seamlessly integrated into the process of each class period. Our methods for thinking about thinking merge vocabulary-building activities with higher-level questioning, critical thinking and big ideas/enduring questions development. We look at art, express big ideas, collaborate on the process of making art, reflect on the journey for each artist and his/her work (by students, by other artists in print/video/digital form), and question how we approach problems. We are becoming more aesthetically aware, while developing the language of reflective thinkers--moving from simple, one word responses, like "cool!" to "I like how the artist..." We found our creative, responsive voices. Additional resources paired with the responders and the iPad: Blanton Museum of Art (<http://blantonmuseum.org>), Picturing America (National Endowment for the Humanities/ALA), Art21 (<http://www.art21.org>), Padlet to share posts about art (<http://padlet.org>), commented on and shared art via Artsonia (<http://artsonia.com>).

Grantee Biography: Samantha Melvin teaches art to 4th and 5th graders at RJ Richey Elementary, Burnet, TX. She is also the Gifted and Talented specialist on campus, and teaches integrated art, technology, language arts and social studies enrichment for high-achieving students. She was named 2012 National Elementary Art Educator of the Year by the NAEA in New York City, NY.

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." ~ R. Buckminster Fuller

About the National Art Education Foundation

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National Art Education Foundation

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