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EDUC450
Management Plan
03/16/23

An art classroom can easily get out of control, be overwhelming, uninspiring or non-conducive for learning and artmaking. Any space can be used for making art, but to be highly successful and supportive of student learning, the room design and classroom management have to be in sync. I want students to be able to walk in the door of my art room and be ready to sit at their table and get right into creative expression.

Standard, forward-facing, single-spaced desks are probably the worst setup for an art room. Ideally, the room would have large tables for 3-5 students to sit in small groups. There would be my desk in a spot visible for all the students in the room, and not too distant from the student workspace. I would like to have a desk near the entrance to the classroom, which would allow me to greet students as they enter or leave class. I would prefer to have some flexible seating options for students that want to work in a more individual and quiet area, and some side areas for specific artmaking that needs access to outlets, safety equipment, or specialized tools that are fixed in place (like a sewing machine, hot glue gun, Dremel, etc.) My perfect classroom would have a nice bookshelf for students to use as a reading nook for inspiration, reference material, or just for a mental break that is still active and creatively stimulating.

I am a very agreeable person, and feel like I will be an easy-going but driven art teacher. I need to make sure I set boundaries for myself, so that students don't take total advantage of my empathy and flexibility. I know these skills will develop over time with experience, but at least I'm aware of where I need the most growth. I enjoy working with my current mentor teacher, and

feel like he has a good relaxed attitude that the students still respect. He has been teaching for quite a few years, and I am curious how his teaching style has developed since his early years, and if he was as relaxed back then as he seems now. I also know that to have a laid- back classroom atmosphere, I need to spend a lot of energy and planning the class flow throughout the day. If I leave students without guidance and tasks, they will certainly fall into chaos. A calm classroom likely actually has a lot of unseen structure and control that keeps it running smoothly.

Having a specific routine will be key to keeping students on task even when I'm not taking an active lecture role. I want students to walk in to class, have rotating assigned seating, and be ready for me to start class with a brief greeting and mini lesson or check-in if it's a workday. I will ask students to be off their devices and have headphones out for at least my intro, and once work time begins, they can listen to music as long as they are working on their projects.

Studio expectations are posted all over the classroom in large poster form, but if I notice students aren't following their agreed artist behaviors, I will have a quick reminder like "studio habits," that I can quietly say as I walk past that student. If it continues to be an issue, I will ask the student to see me after class, and if the student is having a full disruptive issue, I will have the student speak with me off to the side, or I will have the student visit a relay teacher's classroom. I will make sure I explain to the student that I want them to be a part of the studio, and they are welcome back as soon as they are ready to adhere to the studio habits they agreed to follow.

Mrs. Houston's Art Studio Expectations & Artist Agreement

Studio Habits of Mind (from Harvard Graduate School of Education)

The **8 Studio Habits of Mind** will be our guiding principals in the studio

- Develop Craft** : Learn new techniques and studio practices.
- Engage and Persist** : Find creative expression you're passionate about. Trust the process.
- Envision** : This habit involves thinking, planning and organizing.
- Express** : Develop your artist statement. Convey meaning to your audience.
- Observe** : This habit is about looking and thinking more deeply.
- Reflect** : This habit is about questioning, explaining and evaluation.
- Stretch & Explore** : Art is about learning through mistakes, and discovery through curiosity.
- Understand Art Worlds** : Artists build their art community, and learn more about other art cultures.

Studio Structures

We will move dynamically between these structures throughout the semester/quarter.

- Teacher Presents** : The teacher presents information or gives a demonstration to the whole class, about an artist, technique or assignment.
- Students at Work** : Students work individually or in groups on artmaking, while the teacher offers individualized help or conversations. This is a good example of where active participation is assessed.
- Talking about Art** : Students look at classmates art, or artworks from outside the classroom to observe, reflect and evaluate while applying art terminology.
- Showing Art** : Artworks (*finished or works in progress*) are displayed in a public setting. Students will learn skills for planning and installing their work in a gallery and growing their art community.

Attendance

My attendance policy is in accordance with our overall school's code of conduct. The art studio has great resources that you won't have access to outside of class, please utilize your time in class wisely and be a part of our art community.

Grading

My grading scale is in accordance with our school's grading policy. Art is not always about a finished product, but I **do** need to have evidence of your learning and explorations here in the studio. I grade based on participation, active art engagement, and demonstrating/using the studio habits of mind.

*Turn this back in to the teacher after fully reading and signing

Artist Agreement

Failure to adhere to the signed artist agreement will result in a serious limitation of tools, materials, and freedom to move throughout the artist studio.

The artist needs to be in the studio for artmaking.

- I understand that timeliness and attendance are vital to my success.

The art studio can only be successful with every artists' cooperation.

- I will actively participate in artmaking to the best of my ability.

The studio atmosphere can be exciting, artmaking can be messy, but—

- I am not inhibiting anyone's ability to make art in the studio.

Artists need to use tools correctly and safely.

- I am conscious of the tools in my hand, and the space/artists around me.

This classroom is the art studio.

- And I am an artist.

Printed Name: _____

Signature: _____

Date: _____

Class Period: _____