Expert Artist, Expert Learner

Worcester Public Schools
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“Wow, you have so much talent/ no talent”

“I can’t draw a straight line with a ruler.”

“I am a more left brained thinker. . . .”

“Art is so much fun. . . .”

“I don’t have a creative bone in my body”

“Creativity can’t be assessed. . . .”

“It is all so subjective. . . .”

“I don’t know the first thing about analyzing a work”
UDL: expert learner

Artistic Process
Objectives:

Participants will:

- Participate in Visual Thinking Strategies a method of ENGAGEMENT
- Consider a variety of engagement strategies using the artists’ process
- Reflect on a few students’ journeys in becoming an expert artist and expert learner (Reflect on the journey of several students transitioning from fixed mindset to growth mindset, becoming an expert artist and an expert learner)

Student impact:

- Increase engagement, effort and persistence
- Increase critical thinking capacity
- Empower students to find their voice and use it in powerful ways
Agenda

Students' Journeys

Engagement Strategies

VTS
Our Belief/Philosophy of Social Justice and Teaching
VTS (Visual Thinking Strategies) Reflection

- What did the participants do during the discussion?
- What did the presenter do (and not do) during the discussion?
VTS (Visual Thinking Strategies)

Elements

- Silent looking (take a moment to look at this picture…)

- 3 Questions:
  - What’s going on in this picture?
  - What do you see that makes you say ….?
  - What more can you/we find?

- Point to features described in the artwork throughout the discussion

- Paraphrase all comments

- Remain neutral
Modifications to VTS: History (Primary Source Documents)
Modifications to VTS: Science
Modifications to VTS: Science

Bear pelt

Beach nuts

A Bear's Diet

Based on information from Great Smoky Mountains National Park Management Focal #1, written by Tree Canion, copyright 1996

Black Bear

Grizzly Bear
VTS in the Hallway: Union Hill Elementary School
Goals for VTS:

- To develop flexible and rigorous thinking skills, including observing, brainstorming, reasoning with evidence, speculating, cultivating a point of view, and revising.

- To strengthen language and listening skills, including willingness and ability to express oneself, respect for the views of others and ability to consider and debate possibilities.

- To develop visual literacy skills and personal connections to art, advancing one’s ability to find meaning in diverse and complex art.

- To nurture problem solving abilities, curiosity and openness to the unfamiliar.

- To build self respect, confidence, and willingness to participate in group thinking and discussion processes.
Consider a variety of engagement strategies using the artists’ process.
Kids in Capes

- Find their voice
- Revise
- Research
- Reflect and Seek out Feedback
Research Choices

[Images of students engaged in research activities, including looking at charts, using phones, and reading.]
This painting was inspired by Georgia O'Keeffe's Pelvis Series: Red with yellow. Her painting in the magazine was hung by the sun in her desert home in New Mexico. I decided to use colors that I see often during our days and dawns in Worcester, so I used pink and purple. For media I used acrylic paint which definitely was a step out of my safe zone although I absolutely like to try using it again.

Georgia O'Keeffe
Research Choices
Revising Choices
Reflection Choices
Reflection Choices

Preparing for a Meeting

- Schedule a meeting. Put it on the large calendar. 2 people per day: Tues, Wed, Thurs only.

- Be prepared.
  Have thumbnail sketches, material explorations, artists, inspirations, photographs, etc prepared, organized and easily accessible.

- Come to school on that day and be ready to act feedback on your ideas.
**Student Voice**

### Painting

Explore and deconstruct Surrealism and landscapes in order to create an imaginative painting.

<table>
<thead>
<tr>
<th>Surrealism</th>
<th>Both</th>
<th>Landscape</th>
</tr>
</thead>
<tbody>
<tr>
<td>More content</td>
<td>Deeper meaning upon further examination</td>
<td>Grass</td>
</tr>
<tr>
<td>More complex</td>
<td>Relies on perception</td>
<td>Sky</td>
</tr>
<tr>
<td>Objects</td>
<td>Light is used</td>
<td>Fields</td>
</tr>
<tr>
<td>More than one focal</td>
<td></td>
<td>Sky</td>
</tr>
<tr>
<td>point</td>
<td></td>
<td>Buildings</td>
</tr>
<tr>
<td>Eye moves through image</td>
<td></td>
<td>Shadows</td>
</tr>
<tr>
<td>Unbelievable</td>
<td></td>
<td>Far away places</td>
</tr>
<tr>
<td>Shadows</td>
<td></td>
<td>Objects less in focus</td>
</tr>
<tr>
<td>Confusing</td>
<td></td>
<td>Strict colors schemes</td>
</tr>
<tr>
<td>Closer to viewer</td>
<td></td>
<td>Basic or specific colors</td>
</tr>
<tr>
<td>Objects are front center</td>
<td></td>
<td>Clear focal point</td>
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<tr>
<td></td>
<td></td>
<td>More realistic</td>
</tr>
</tbody>
</table>

Mixture of themes

- Sky is there but smaller
- Less solid colors
- Shadows
- Objects less in focus
- Animals
- More realistic
Adw Painting: We will create the plan for our semester setting up Norms, Values and Expectations. We will decide what concepts and materials we want to explore.

- What materials do you want more of?
  - H2O, Tempera, Brushes, Clay, Recycled Sheet, Biga Surfaces, Sculpture, Collaboration
  - On Windows, Baby

- What do you want to learn how to do?
  - Illusion paintings, graffiti, just paint, sculptures, humans, specific artist techn.
  - Texture, draw lines, paint faces

- What concepts would you want to explore?
  - Surrealism, fear, self-reflection, nature/natural, supernatural

- How much freedom would you want?
  - Assignment w/ due date, broader concepts, more choices on assignment, more choice in material
  - 1 every two weeks — D 4 pieces — no stupid small ones

- How many pieces should be required?
  - Some rubric reflection

- How will you be assessed?
  - Some rubric reflection

- How often should we meet as a whole group?
  - Mon & Fri
  - TWR Workdays
How can you expand these things in your class, school, department?

- Find their voice
- Reflect and Seek out Feedback
- Revise
- Research
Reflect on a few students’ journeys in becoming an expert artist and expert learner (Reflect on the journey of several students transitioning from fixed mindset to growth mindset, becoming an expert artist and an expert learner)
“Art isn’t that hard. How do I get an A?”
Kids in Capes: Brandon

Function/Form

What is your initial thought? Draw it or write it.

James Grashow
Check out his work!

Nick Cave
Watch the video!

Nick Cave
Watch the video!

Roberto Lugo
Watch this video and explore his work!
Kids in Capes: Brandon
Kids in Capes: Revising

Phelisha

“I’m not much of an artist really, I like to doodle but it’s not much of future.”
Kids in Capes: Phelisha

Phelisha

Originality and Innovative Thinking

- The work clearly demonstrates a unique and imaginative approach to the art medium and originality in the work's concept.
- The work shows a variety of innovative and creative ideas that are not copies or imitations of others' work.

Range of Inventiveness or Approaches

- The work employs a broad range of inventive or inventive approaches.
- The work demonstrates a variety of inventive or approaches, although not all are successfully executed.

Uses to make art件

- Use vibrant colors to bring the person Sevilla out more and make its main point of view.

Techniques

- Value (light, shadow) to draw focus on muscle
- Use patterns from other work - overlap characters
- Rough sketch

Redo ART PIECE

This is a beautiful drawing. I really wanted you to try something new!

Could've made it in a unique spot on the page. Add more value.

Made a background to make more interest.

Self portrait with something in front of face.
Kids in Capes: Finding their Voice

Kevin

“I can’t make art. I don’t have an artistic bone in my body. Everything I make sucks.”
Kids in Capes: Kevin
“I can’t draw and nothing you can do will ever change that.”
Kids in Capes: Mileena
Kids in Capes: Mileena
Wrapping Up

- VTS: Build confidence in using images and artifacts to support student engagement
- Merging UDL with the Artistic Process: Increase critical thinking capacity
- Witnessing Transformative Stories: Empower students to find their artistic voice and use it in powerful ways
Cape it UP!

Keep in touch! Tell us how you’ve caped it up! #UDL4Justice #CapeitUP

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