# Teri Snell Power
## Art Educator--Discoverer

Discovery is a key to empowerment.  I want to empower not only my students but also myself.  Students have the opportunity to discover the power of the visual image and discover how the expression of their ideas and feelings can take form.   It is a constant challenge for them to explore materials, ideas and forms. In this world of visual images student need art and design more than ever and discover ways to make sense of their environment. As an educator, the challenge is to make every day a chance for students to become more able.  For myself, seeing new ways to better serve my students is very important. The journey is the joy.  Growing, discovering, exploring and reflecting becomes my guiding star into the unknown.

# Technology_ Wisconsin Arts Standard VIII

## Teaching Standard #'s 1, 3, 4, 5, 6, 7, & 8

### 7a. Technical Skills-indicators:

Using imaging devices such as scanning, video cameras, digital cameras

Using computers for recordkeeping, assessment, and teaching

Participating in broadcast instruction or distance education course

### 7b. Technology Integration-Indicators:

Selecting digital resources and devices for special needs students

Using technologies to support instruction in art and design education

Evaluating resources, applications, tools, software related to art and design education instruction and evaluation

# Art Lesson Planner

**Cycle**

**Unit/Lesson**

**3rd grade**

Objectives:
Standards:
Activity:
Assessment:

**Cycle**

**Unit/Lesson**

Objectives:
Standards:
Activity:
Assessment:

**Unit/Lesson**

**4th grade**

Objectives:
Standards:
Activity:
Assessment:

**Unit/Lesson**

Objectives:
Standards:
Activity:
Assessment:

**Unit/Lesson**

**5th grade**

Objectives:
Standards:
Activity:
Assessment:

**Unit/Lesson**

Objectives:
Standards:
Activity:
Assessment:

Notes

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A-Knowing
B-Art History, Citzenship and Environment
C-Visual Design and Production
D-Practical Applications
E-Visual Communication and Expression
F-Visual Media and Technology
G-Art Criticism
H-Visual Thinking
I-Personal and Social Development
J-Cultural and Aesthetic Understanding
K-Making Connections
L- Imagination and Creativity

# 2004 Artwork Submission Form

*For the Global Educators and Friends of International Education Student Art Exhibit*

*For submission between April 15, 2004 and October 1, 2004*

This form must be completed in its entirety by the instructor and signed by the instructor and parent or guardian of the student for artwork to be considered. Type or print in ink the requested information. Please read carefully and follow the instructions. Make a duplicate of the completed form for your records. **Child's statement should include how this artwork increased their awareness or knowledge about peace, tolerance global or cultural understanding.** At least one piece from each teacher will be exhibited. Certificates of participation will be given to all exhibitors. Please include postage if you wish artwork returned to you by mail.

## Student Artist Information

Student's name :                                    Grade:        Age:

Title:                                    Media Used:
City:                          State:            Zip Code:
Full name of Parent or Guardian:

## Art Instructor Information

Instructor's name: _____
Instructor's phone: Work (    )                    E mail: _____
Name of School or Museum:_____
School or Museum Address:
City:                          State:            Zip code:

Send one form for each student participating. The label below will be cut off and used for the exhibit. Make sure that artwork is clearly identified on the back of each piece. Work will be on display on the October 9th and 10th during the Global Educators Conference. **Participating teachers will receive a complimentary one year's membership in Friends of International Education.** This is a twenty five dollar value.

## Signatures:

Educator/coordinator                                    Date
Parent/Guardian                                    Date

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### Global Educators and Friends of International Education Child's Art Exhibit 2004

Name: _____ Grade/Age:_____

Title: _____

Medium: _____

Instructor: _____

School: _____

Child's Statement: _____

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_____

_____

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| Draw a celestial form | Draw an animal form |
|---|---|

| Draw a nature form | Draw your choice |
|---|---|
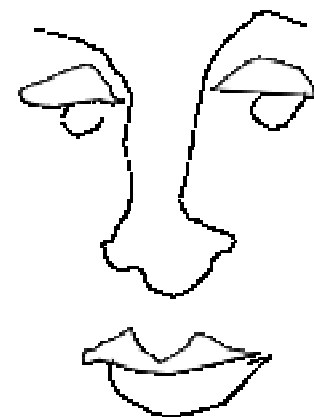
# Rubric for Personification

| Concepts | Minimal | Basic | Proficient | Exceptional |
|---|---|---|---|---|
| **Create a design that shows human features combined with a form from nature** | Does not do a design and or does not have human elements in design | Does have a design showing human features combined with a form from nature | Does have basic elements and demonstrates independent thinking | Does have proficient elements and does have creative and imaginative design |
| **Create a slab building up area to create a bas relief form** | Does not use slab or build up bas relief forms | Does use slab and build up bas relief forms | Does have basic elements and demonstrates independent thinking | Does have proficient elements and has creative and imaginative forms |
| **Use knowledge of clay process to care for work until project is complete** | Does not demonstrate knowledge of clay process and say either dries out or falls apart | Does demonstrate knowledge of clay process | Is able to write at least 5 of the seven steps | Is able to write all seven steps using the correct vocabulary |
| **Follows directions, safety rules, works neatly and appropriately** | Does not follow directions, safety rules, is messy and inappropriate | Does follow directions, safety rules and is neat and appropriate | Does the basics as well as shows initiative and independence | Does proficiently as well as works creatively and imaginatively |
| **Uses vocabulary** | Does not know vocabulary words | Knows at least 3 of 5 vocabulary words | Knows at least 4 vocabulary words | Knows at least 5 vocabulary words |

Write about what you have learned doing this project.

What would you do differently now that you are done?

What do you know about working with clay?

What do you know now that you didn't know before?

# Technology

**• Technological goals:**

Integrate technology (hardware, software, internet, CD/DVD, Palm Pilot) into my classroom instruction, curriculum, and evaluation

Evaluate digital resources, tools and software for application in my teaching

Help my students understand that technology is an art-making, research, and interdisciplinary tool to improve cognition and visual literacy

**• Future Goals:**

Continue to help students understand creative, technical processes as well as provide opportunities to utilizing technology

Design learning environments that build the skills of research, evaluation, visualization and the solution of real and potential problems for students and teacher

Continue to read, understand, and apply a steady flow of new digital tools and techniques for lessons, worksheets and other curricular materials

# Some Accomplishments

- Wrote a grant to acquire software for Palm Pilot to be used for assessment and evaluation of student achievement

- Wrote a grant to acquire time to learn equipment and utilization of equipment

- Brought computer lab up to date by acquiring new software and disks through the media center

- Integrated software into existing curriculum to improve cognition and literacy

- Incorporated new technologies with traditional methods of teaching drawing skills, Transferred lesson plans, curricular overviews, and reporting methods to digital form

- Worked with student teachers, recent graduates and other staff to share acquired expertise

- Taught technology class as adjunct professor at UWRF

Working with the Palm Pilot and Learner Pro Software allows for onsite documentation of skills, concepts and behaviors. Objectives and observables are clear for student as well as for teacher.

Text

Reflecting

# Involving students with Technology

Fifth graders studied facial proportions and took that knowledge into the computer lab. We learned the copy, flip, rotate and paste tools. Students are used to working in draw programs, but rarely challenge themselves nor are even aware of the various tools within a program. We then compared digital images to more traditional art forms, seeing similarities and differences between the drawings created in the classroom and the digital printouts. This artwork was completed with traditional art materials. The PROPEL training I had encourages that concepts be taught with differing approaches, so students can master skills and transfer learning. Technology has provided opportunities for active and inquiry-based learning.. Students have a high interest in using technology and they see the relevance of what they are learning. Students apply their own ideas, feelings and interpretations resulting in their own

HN 2003

# Reflecting on uses for digital video:

Evaluation of digital resources was necessary to fulfill my goal of learning new hardware.  I was able to get equipment and software I needed by doing research to find out which programs and materials would work best for our school and our portfolio project.  Cooperation was needed from staff, administration and technicians to provide time in the computer lab. Problems still to be solved are: file storage, skills to be studied, finding time and technology support.  We have had to be self taught as our district does not support apple systems.

# Reflecting on improved teaching

Working with technology can be time consuming and frustrating. It requires patience, persistence and perseverance. It puts me in mind of how my students feel when presented with new material and skills.

Writing grants also requires the above attributes. Acquiring hardware and software and time to work, may make grant writing a necessity. Once you are established as a worthy recipient, getting grants granted gets easier. Administrators then become aware of your needs and that can be useful. When people know what your needs are often it provides networking opportunities.

Working with databases and word processing builds skills. With them I can create forms that can organize curriculum, lessons and assessment tools. The more I have to think about the layouts and the information that is necessary to plug in the more it provides opportunities for revising and restructuring my curriculum, my goals and my ability to teach. Not only to improve teaching and delivery, but also to provide better learning on the part of the students. When my lessons are clear, learning becomes more clear.

Overall, I believe that inspite of the obstacles, using technology is the way to go. It clarifies teaching objectives, organizes resources, and captures imagination and creativity of teacher and student.