

Observation Walk-Through Guides
For
Art and Media Communications I
August 2014

Attached are instruments for use in observation walk-through of Art and Media Communications I. The 15-minute and 45-minute walk-throughs provide a list of TEKS, course modules, and effective teaching practices that may be observed, and that can be used as the basis for discussion between teacher and observer.

While evaluation of a school's fine arts program depends on the philosophy and instrument used in the evaluation, this course and walk-through may provide evidence of the following important elements of a quality program:

- Number of students involved in fine arts courses
- Student-created electronic portfolios
- Use of technology
- TEKS-aligned instruction
- Effective teaching practices
- Curriculum fidelity

For more information please contact:

Caroline Hammond
Program Director
Texas Cultural Trust

E-mail: chammond@txculturaltrust.org

Telephone: 512.478.5289

Address: 823 Congress, Suite 707, Austin, Texas 78701

Website: www.txculturaltrust.org

For more information on the project and to look at the curriculum, please visit: www.txartandmedia.org

Teacher Name		Class Period	
Observer Name		Observation Date	
Observation Start Time		Observation End Time	

Curriculum. In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module.

Module 1	Module 2
<ul style="list-style-type: none"> ■ Explore elements of art and the environment ■ Creating slideshows 2D or 3D self-portrait using layers of material ■ Creating an advertising campaign ■ Choosing a self-image to project ■ Creating a poster, billboard, magazine campaign ■ Using digital cameras to capture photos 	<ul style="list-style-type: none"> ■ Illustrate other students' words ■ Exploring power and subjectivity of images compared to written text ■ Communicate point of view on a current or controversial topic ■ Use of multiple color schemes to alter visual message ■ Irony and subversive messages in art ■ Portray "public face" through blog
Module 3	Module 4
<ul style="list-style-type: none"> ■ Process and change over time in visual art ■ Use a timeline to organize and display changing ideas ■ Examining self against the collective ■ Explore early cinema and animation ■ Define and explore elements of art ■ Define and explore principles of design ■ Static visual images and motion graphics ■ Plan an animation using a storyboard ■ Identifying roles needed to animate ■ Students collaborating on animated project 	<ul style="list-style-type: none"> ■ Public service announcement (PSA) video in groups ■ Effecting change in the community ■ Scripts, storyboards, production plans, statement of purpose ■ Roles of directing, acting, filming, designing costumes, props, settings, lighting; production and post-production; editing, transitions, citations, graphics ■ Gathering feedback with data collection methods ■ Creating evaluation forms ■ Group and self-assessments

TEKS. Check or circle the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.

TEKS (117.302. Art, Level I)	What you may see
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources of examining, understanding, and creating original artwork.</p>	<ul style="list-style-type: none"> ■ Consider ideas and concepts (from observations, sources, experiences, imagination) for original artwork ■ Identify and understand elements of art (line, shape, color, texture, form, space, value) ■ Identify and understand principles of design (emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity) ■ Make judgments about expression of artwork (content, meaning, message, metaphor) ■ Use art vocabulary accurately
<p>(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.</p>	<ul style="list-style-type: none"> ■ Use visual solutions to create artwork by problem solving (through observations, sources, experiences, narrations, imagination) ■ Communicate applications for design solutions ■ Use an understanding of copyright and public domain ■ Create artwork to communicate thoughts, feelings,

TEKS (117.302. Art, Level I)	What you may see
	ideas, impressions <ul style="list-style-type: none"> ■ Collaborate to create art ■ Demonstrate effective use of art media (tools for drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media)
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.	<ul style="list-style-type: none"> ■ Compare historical and contemporary art ■ Identify general themes and trends ■ Describe characteristics of art from different cultures ■ Collaborate on community art projects ■ Compare and contrast career and avocational opportunities in art
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.	<ul style="list-style-type: none"> ■ Interpret, evaluate, and justify artistic decisions ■ Critique artwork made by self, peers, and other artists ■ View art from museums, galleries, exhibits, and websites ■ Construct a physical or electronic portfolio

Teaching Practices. Check or circle observed activities. Not all competencies will be observed in a short walkthrough.

Instruction	Discussion, Student Participation	Classroom Climate
<ul style="list-style-type: none"> ■ Teacher modeling ■ Scaffolding ■ Use of grouping ■ Re-teaching ■ Guided practice ■ Student practice (with teacher monitoring, teacher leading, or independent) ■ Differentiation 	<ul style="list-style-type: none"> ■ Students actively participate ■ Teacher and student-led discussion ■ Teacher questioning (e.g. What if? How?) ■ Students are engaged, respectful, on-task, taking notes ■ Connection to “big picture” 	<ul style="list-style-type: none"> ■ Teacher-student respect ■ Safe and positive environment ■ Students are respectful of one another ■ Sense of community ■ Classroom norms promote positive teacher-student and student-student relationships ■ Visuals support learning
Culture of Achievement	Student Progress toward Mastery	Classroom Management
<ul style="list-style-type: none"> ■ Enthusiasm and dedication for learning ■ Persistence in tackling activities and material ■ Relationships that drive learning and effort ■ Students focus on and are engaged with teacher and activities 	<ul style="list-style-type: none"> ■ Teacher checking for understanding ■ Timely and relevant feedback for students and teacher ■ Student explanation of what was learned ■ Students challenged to apply and extend learning 	<ul style="list-style-type: none"> ■ Structure and routines are established and evident ■ Positive behavior is reinforced ■ Teacher monitors ■ Students know what is expected of them behaviorally and academically ■ Students share responsibility

Notes

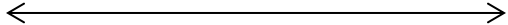
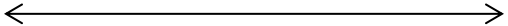
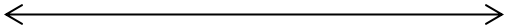
Teacher Name		Class Period	
Observer Name		Observation Date	
Observation Start Time		Observation End Time	

TEKS. Circle or check the observed activities. Each module is aligned with multiple TEKS, but not all will be observed.

TEKS (117.302. Art, Level I)	What you may see	Notes
<p>(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources of examining, understanding, and creating original artwork.</p>	<ul style="list-style-type: none"> ■ Consider ideas and concepts (from observations, sources, experiences, imagination) for original artwork ■ Identify and understand elements of art (line, shape, color, texture, form, space, value) ■ Identify and understand principles of design (emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, unity) ■ Make judgments about expression of artwork (content, meaning, message, metaphor) ■ Use art vocabulary accurately 	
<p>(2) Creative expression. The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills.</p>	<ul style="list-style-type: none"> ■ Use visual solutions to create artwork by problem solving (through observations, sources, experiences, narrations, imagination) ■ Communicate applications for design solutions ■ Use an understanding of copyright and public domain ■ Create artwork to communicate thoughts, feelings, ideas, impressions ■ Collaborate to create art ■ Demonstrate effective use of art media (tools for drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media) 	
<p>(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical</p>	<ul style="list-style-type: none"> ■ Compare historical and contemporary art ■ Identify general themes and trends ■ Describe characteristics of art from different 	

TEKS (117.302. Art, Level I)	What you may see	Notes
periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures.	<ul style="list-style-type: none"> ■ cultures ■ Collaborate on community art projects ■ Compare and contrast career and avocational opportunities in art 	
(4) Critical evaluation and response. The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations.	<ul style="list-style-type: none"> ■ Interpret, evaluate, and justify artistic decisions ■ Critique artwork made by self, peers, and other artists ■ View art from museums, galleries, exhibits, and websites ■ Construct a physical or electronic portfolio 	

Curriculum. In a pre-conference, determine which module the teacher is currently teaching. Circle or check the observed activities in the module. Not all activities will be observed as there are multiple lessons per module. At the end of the observation, reflect on what you saw and indicate the effectiveness of the content of the lesson.

Module	What you may see	Notes and rating
Module 1: Visual Culture and Identity	<ul style="list-style-type: none"> ■ Explore elements of art and the environment ■ Using digital cameras to capture photos ■ Creating 2D or 3D self-portrait using layers of materials ■ Choosing a self-image to project ■ Poster, billboard, magazine campaign 	Ineffective Effective Highly Effective 
Module 2: Imagination and Ideas	<ul style="list-style-type: none"> ■ Illustrate other students' words ■ Explore the subjectivity of images compared to written text ■ Communicate point of view on current or controversial topics ■ Use of multiple color schemes to alter visual message ■ Irony and subversive messages in art and other media ■ Create layered artwork to convey messages ■ Portray "public face" through blog 	
Module 3: Collaboration and Communication	<ul style="list-style-type: none"> ■ Represent change over time in visual art ■ Use a timeline for capturing changing ideas ■ Examining self against the collective 	

Topic of observation	What you may see	Notes and rating
Classroom Climate	<ul style="list-style-type: none"> ■ Teacher-student respect ■ Safe and positive environment ■ Students are respectful of one another ■ Sense of community ■ Classroom norms promote positive teacher-student and student-student relationships ■ Visuals support learning 	←—————→
Culture of Achievement	<ul style="list-style-type: none"> ■ Enthusiasm and dedication for learning ■ Persistence in tackling activities and material ■ Relationships that drive learning and effort ■ Students focus on and are engaged with teacher and activities 	←—————→
Student Progress Toward Mastery	<ul style="list-style-type: none"> ■ Teacher checking for understanding ■ Timely and relevant feedback for students and teacher ■ Student explanation of what was learned ■ Students challenged to apply and extend learning 	←—————→
Classroom Management	<ul style="list-style-type: none"> ■ Structure and routines are established and evident ■ Positive behavior is reinforced ■ Teacher monitors ■ Students know what is expected of them behaviorally and academically ■ Students share responsibility 	←—————→

Summary
<p>Highlights</p>

Recommendations

Additional Comments