Beth Purdy: Class Room Observation

Monday November 12, 2012

ART 205: Advanced Painting

9:00-11:24am

Lesson Plan

On November 12th the Advanced Painting class will start with two-person critiques on their “body of work.” This is an in-progress critique (not finished work) where students will be asked to offer feedback to each other about their concepts and whether or not their compositions convey their ideas clearly. By November 12th, the students will only be about 3 weeks into their body of work and I expect many different levels of completion. Due to this fact, I also plan to pair up groups of the two-person critiques into four-person critiques for extra feedback.

The goal of small group critiques it to learn about their artwork in relation to the artwork and comments of their peers in a more personal and intimate setting. This forces students to rely on each other’s constructive criticism and develop their critiquing skills. As the instructor, I will float around and listen in on their conversations. I will also meet with each student to discuss the comments they received in their small groups once they break off and start working on their painting.

 After the critiques, I may do a quick demonstration on how to varnish a painting. I have asked my class to let me know of any technique they would like demonstrated this semester. I want them to have class time to work on their paintings, so the inclusion of a demonstration will depend on how long the small group critiques run.

Syllabus and Course Assignment Schedule

 I use a wordpress Class Blog for each of my courses. The class blog includes the syllabus, course assignment schedule, and student work examples. The blog address for this course is advpainting.wordpress.com.

Student Strengths and Weaknesses

I ended up with a perfect class size this semester with 16 students. Most of them are Art and New Media students perusing either a degree or transfer credit. The only learning objectives for this course are:

* Determine the extent of his/her problems in painting and make progress toward solution.
* Choose a direction of study in the field of painting and grow significantly as determined by instructor-student conferences.
* Interact with fellow students for purposes of mutual constructive criticism.

I have set up some small writing assignments in Moodle to help student identify their technical goals, brainstorm for a concept that is both interesting and personal to the artist, and also re-evaluating their goals later on in the semester. We started the semester with two assignments that address their technical goals. I have found my current course assignment schedule to effectively assist me in teaching the learning objectives outlined above.

I require a lot of time management skills from my students in this course. I have them set their own goals and canvas sizes for all assignments, but they still end up completing approximately 6 paintings in one semester. As of right now, I officially have four students that are behind on their workload (mostly due to absences). I remind them every week of where they are in comparison to the rest of the class and I suggest a plan for how to efficiently catch-up.

Instructor Successes and Frustrations

 My goal is to provide my students with as much information as possible. My strengths as an artist are composition, color, and concept. I love the challenge of helping a student create a cohesive body of work that is both interesting and has a personal connection to the student’s life. I bring in as many resources I can find to class that relate to individual goals and concepts. I also suggest texts and artist for students to research outside of class. One frustration is the size of the class. This class structure requires a lot of one-on-one time with every student. Although I feel comfortable with this semester’s class size, I have had advanced painting classes with 20-22 a few times and I could not meet with every student every week. I felt like I wasn’t doing my job effective.