

**FHS 2600 Activity/ Lesson Plan Evaluation #2: Art Activity**

**PART 2: SELF EVALUATION**

**Fall 2011**

**(Attach Part 1 and Part 3 to this Evaluation when you submit it. This evaluation must be typed)**

**Student Name: Allison McGee Center or Program / Teachers: Miss Jacque**

**Today's Date November 4, 2012 Date of Activity Implementation: October 31, 2012**

**Assessing and Reflecting:**

Describe and explain the strengths of your Activity Lesson Plan and implementation:

I think the main strengths of my activity were that the children were able to do the project independently for the most part, it was much more process than product driven, and it encouraged creativity. The children required a small amount of my help, I poured the paint for each child so as to avoid spills and I helped them when it was time to transfer the paint to the paper, however they did a lot of the work. They chose their own paint colors, did all the painting process themselves, chose whether or not to pop the bubbles and whether or not to mix their paint, they helped me transfer the paint to the paper and they were responsible for their own clean up. I was also happy to see that they were able to be very creative. There was no goal for what this activity should look like, and upon examination of the work samples it is easy to see that each project looks very different.

Describe and explain the areas for improvements in your Activity Lesson Plan and implementation:

The main improvement I would make to this activity would be changing how I distributed the paint. For each child I let them pick two colors at a time and I squirted the colors onto a small paper plate. I underestimated the amount of time it would take to do this for each child, especially because most of them needed more paint at least one more time. If I were to do this activity again I would use different containers so the children could get their own paint. I might use bowls of paint and let the children get their own using spoons, or use smaller bottles of paint so each child could get their own without the danger of spilling too much.

Describe and analyze the documentation that you collected(attach all documentation to this form):

The documentation I collected included photos and work samples. These work samples and their descriptions are attached.

Analyze progress and/or next steps in developing teaching skills and strategies:

My personal development goal for this activity was to encourage the children to work creatively and not to tell them what their project should look like and how it should be done, and I think I accomplished those goals. The activity made it easy to let each child determine how they wanted to do their own project. I also wanted to focus on giving substantive compliments and comments and not using vague phrases like "That's wonderful!" and "You did a good job!" This was another goal I was able to accomplish. I made a concerted effort to give real, specific compliments that encouraged the choices each child made.

## Photos and Work Samples

**Cowan:**



As you can see in the above two photos Cowan distributed the paint on his bubble wrap differently than many of the other children. Most of them used large amounts of paint, more than two colors, and spread the paint all over the bubble wrap. Cowan used only two colors (red and green) and the paint was more concentrated in small areas and less spread out. You can see the difference this method made in the work sample below:

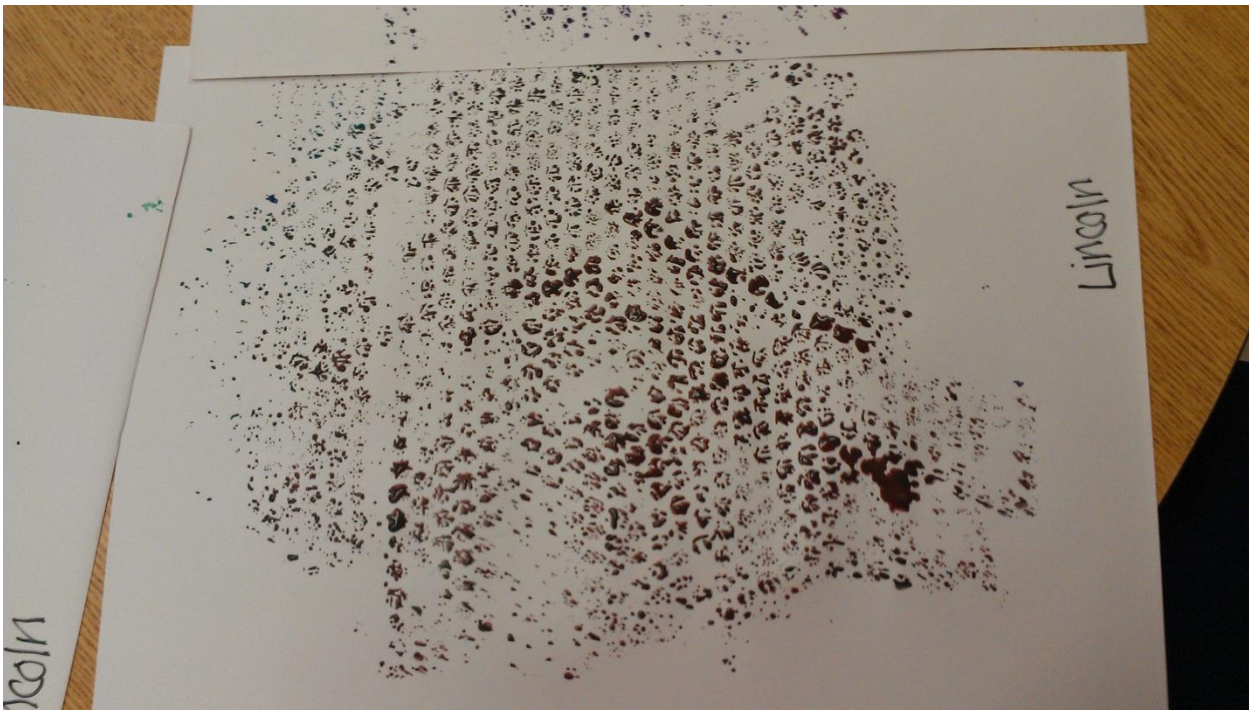


**Lincoln:**

Lincoln was very enthusiastic about this activity. After she finished her first picture she asked if she could do another one. She wanted to use many different colors; she ended up using almost all of them. She used a lot of paint and spread it all over the bubble wrap. She also spent a lot of time on her project, more than most of the other children. Below you can see her using many different colors at once and spreading the paint thinner over a larger area on the bubble wrap.



Below you can see the difference Lincoln's process made. The color is more uniform because it was mixed together and more of the paper has paint on it because she spread the paint out more.

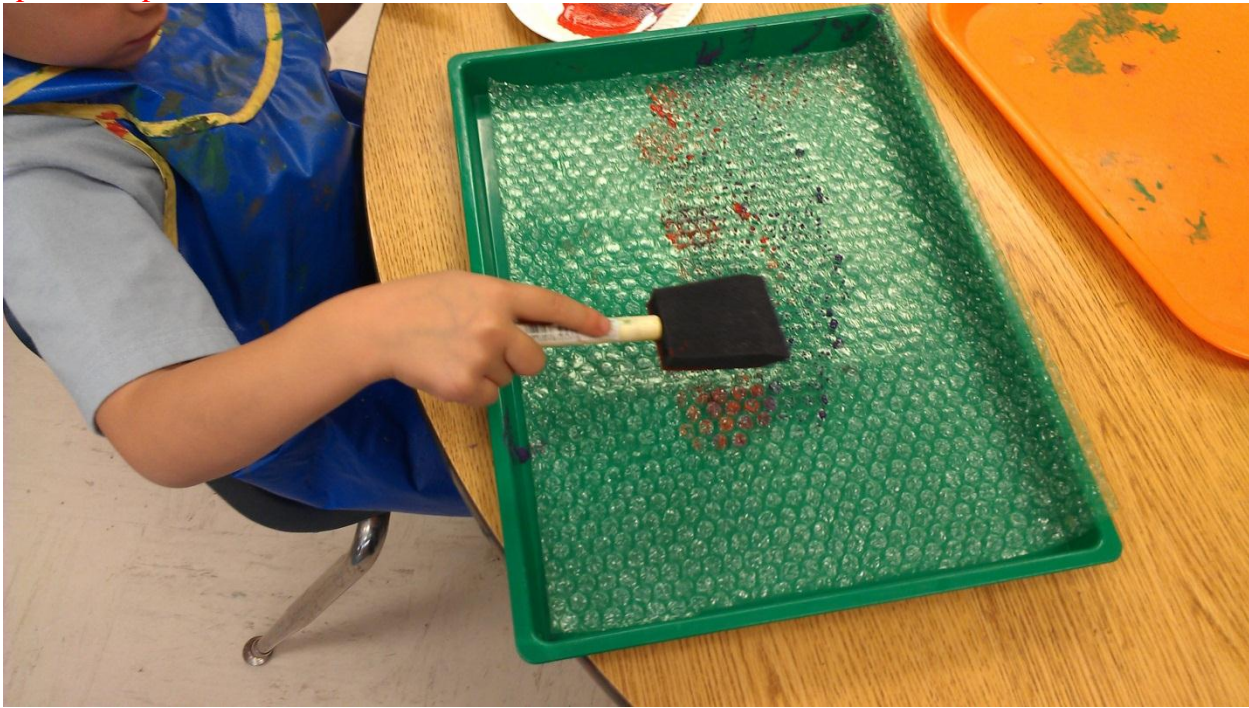


**Noah:**

Noah also displayed another unique process. He chose two colors- red and purple and mixed much of the paint together.



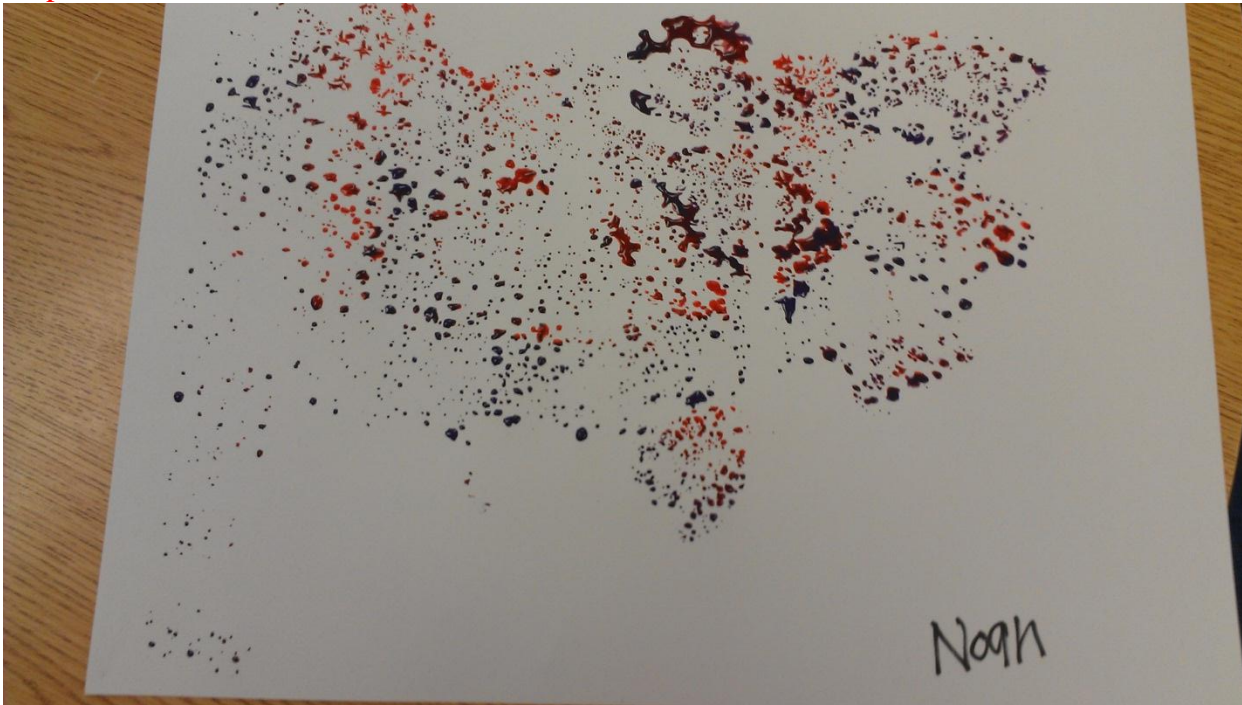
When he was ready to paint on the bubble wrap he used more of a dabbing motion than a brushing motion and spread the paint over a smaller area.



Noah was also very interested in popping the bubbles. I encouraged it, and we talked about how the transfer would look different on the bubbles that were popped than the bubbles that were not popped.



It's easy to see in his work sample how the dabbling motion made a difference compared to the work of the children who used more of a dabbling motion. The color is more concentrated to certain areas and you can see the shape of the brush.



Looking at all of these different work samples it is easy to see how creative each child was able to be during this activity. Every project is different and each child used their own method.



**FHS 2600 Activity/ Lesson Plan Evaluation #1: Art Activity**  
**PART 3: TEACHER FEEDBACK and GRADE**  
 Spring 2011

Student Name: Allison McGee

Cooperating Teacher Name: Miss Jacque/Miss Laura

Date Activity was implemented: October 31, 2012

(Student is to give this form to Cooperating Teacher at start of lab on day of implementation. Teacher returns form to course instructor (Sally Schramm) after teacher has completed "Feedback".)

**Feedback: Cooperating Teacher**

Bubble wrap is a great tool to use in the room for many activities.  
 When we talked you said mixing paint for each child took more time than you thought. Work through and make notes on how you would change it.  
 I thought it went great!

A couple of ideas for next time. Have them pop a pattern in the bubble wrap and then paint it. Use different shapes to overlap to make interest

Cooperating Teacher Signature: Jacqueline Mathews Date: 10/31/12

**Evaluation Grade**

Course Instructor	Excellent	Good	Fair	Not at All
Assessing and reflection: Strengths	3	2	1	0
Assessing and reflection: Improvements	3	2	1	0
Documentation Your documentation is so good!	3	2	1	0
Progress/Next steps	3	2	1	0
Description and details, including grammar and spelling	3	2	1	0
Comments:				
<b>Final Grade:</b>	15 / 15 points			



**PART 1: Preparing the Activity and Planning for Implementation**  
**A/I. Plan #2: Creative Arts Activity -Develop a written activity lesson around a creative arts concept.**

Student Name: Allison McGee

Center or Program / Teachers: Miss Jacque

Today's Date: October 9, 2012 Date of Activity Implementation: October 31, 2012

Lab Teacher Signature before Implementation: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

Course Instructor Approval before Implementation: \_\_\_\_\_

Date: \_\_\_\_\_

**Preparing The Activity**

**Activity Description**

What are you doing for your activity? Describe activity in very specific step-by-step detail, using numbers or bullets. Include materials, book titles/authors, song/fingerplay words, discussions, etc. Write descriptions as if you will be giving instructions to a substitute teacher:

- For this activity we will be creating a visual art project using bubble wrap and paint.
- First I will need to make sure I have all the supplies I need: paints, paint brushes, smocks, paper, bubble wrap and cleaning supplies.
- When it is time for centers, I will set up my activity. Each child will need a square of bubble wrap (about 1 foot by 1 foot) and a piece of paper the same size. They will also need two complementary paint colors and paint brushes.
- I will have just 4 children at a time doing this activity and I will ask them to wear a smock while at my center.
- They will start by painting on their bubble wrap; painting in whatever way they choose. When they are finished painting, together we will press their piece of paper on the bubble wrap to show the transfer of the paint and the pattern of the bubble wrap.
- The bubble wrap will be discarded and the paintings will be set aside to dry.

**Connecting to Self**

What skills and strategies are you hoping to practice on your part:

In this activity, I am hoping to work on encouraging children to work creatively, and not telling them what their project should look like and how it should be done. I also want to focus on making substantive positive comments, rather than vague or unhelpful ones like "Great job!" or "What is that?"

### Planning for Implementation

What center or places within the classroom will you be utilizing?:

I will be using one of the tables in the classroom when the children eat meals and snacks. I will also need to use the chairs at that table and the smocks as well as the painting trays to avoid getting paint on the tables.

How will you get the experience started (ask your teacher for suggestions):

When circle time is coming to an end and Miss Jacque is going over what centers are open, she will ask me to explain my activity. I will start by asking if someone can tell me what bubble wrap is. I will call on a child to answer, and after they answer I will explain how the activity will work. I plan on asking the children to join me at the table, four at a time, during centers.

Describe the steps for ending your activity:

The activity will end when each child is done painting, the group does not have to stay as a whole at the center for the duration of the time we have.

Types of documentation to be Completed:  Photos  Work Samples  Other

### Preparation and Planning Grade

Course Instructor	Excellent	Good	Fair	Not at All
___ Preparing the Activity	3	2	1	0
___ Planning for Implementation	3	2	1	0
___ Descriptions and details, including grammar and spelling	3	2	1	0
___ Appropriateness of plan and materials for age and group (DAP)	3	2	1	0
___ Collaborating with Cooperating Teacher	3	2	1	0
Comments:				
<b>PART 1 Grade:</b> _____ / <b>15 points</b>				