

EM KEIM

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CONCEPTS IN ART EDUCATION

Objective: To use a new technology to create a visual map of information based on an art education concept that we find interesting

Project: Using an online program Worditout! I created a map of the concept of fan art in art education and the benefits that can be gleaned from allowing fan art in the classroom.



Application: I found Worditout! And other word cloud programs to be effective when used correctly. I think if I were to use these programs in a classroom setting, I would have to read and choose the words myself and then put my own list into the cloud generator, otherwise it picks up on words like "and" and "the" as the most used (and therefore most important) words which can be frustrating. I think that this is a colorful and interesting introduction tool to show students the general concepts that we will be covering in the coming lesson.

E-MERGENT LOCATING SELF AS TEACHER

Objective: To begin exploring and fleshing out our own teaching philosophies for our future classrooms using a speculative fiction written piece to find main points conceptualize using a short flash animation.

Project: *Speculative Fiction:*

In 2025, I am just about to turn 31, entering into my eighth school year as an art teacher. I work at a small public special education school somewhere between Pennsylvania and Virginia. My hair is cut into a shaggy light brown bob with a little peek of a bright color showing through in a streak. I wear large plastic framed glasses with a faux-pearl necklace peeper-keeper chain. I usually come to work wearing a tea-length skirt or dress with some fun patterned stockings, usually with a sweater when the weather allows. My patterns never match but I still manage to avoid that "got dressed in the dark" look. My students have come to know me by my colorful array of craft aprons which I change regularly. I will often change my apron colors by season or by event, and the students love that I get just as into school spirit week, wacky hairdo day, and pajama day as they do.

My classroom is small, but not too small; there is still room for all my supplies and tables, as well as enough room to maneuver a wheelchair comfortably. My room is air conditioned (thank goodness) with a thermostat that I can change as needed. The tables in my room are specially designed to easily morph to accommodate each artist's needs. It can move up and down to work while sitting, while in a wheelchair, or while standing. The tabletop can light up to serve as a tracing light box, swivel to an angle to become a drafting table, and, finally, small parts of the tabletop can be folded up and linked together to create an artists' easel. My main priority is versatility in being able to anticipate and provide for the needs of my students.

There are four walls in my rectangular classroom. One of the large walls is completely covered in easily accessible shelves to hold relevant art supplies, and less accessible cabinets to hold the supplies which are not in use. The room has a fairly low ceiling to keep echoes to a minimum and to keep easily-overwhelmed students feeling cozy.

The far large wall is entirely windows to allow for natural light to come into the tiny studio. Some of my students will love the windows, and some will hate them, so there are also drapes and overhead lighting that can be used accordingly.

A third wall, situated in front of a small carpeted area, consists of an interactive touch screen. This touch screen is large and advanced enough to allow multiple students to use it at once to draw, play, or browse. I would use the screen to show demonstrations, allow the children to play around with some digital art making tools, and even to act as a speech-to-text medium for my students with hearing impairments.

The last far wall has some more storage and a door that leads to a clay room. I would have six throwing wheels arranged in a tight circle to ensure I have eyes on all of my students at once while they are throwing. There is a long table along the side of this room which is covered with canvas wedging fabric. Each class I will set out the appropriate tools as needed so as not to endanger any of the students who may not be ready to use that particular tool. At the back of this room next to the sinks is a closet with a ceramics kiln inside of it, accessible only to myself or my peers.

The floors of my classroom are sturdy, well-worn linoleum, with some stains and ghosts of art projects past. The colors are soft, not that gross, stereotypical, vomitous brownish-orange "doctors say kids need neutral tones in order to learn" color. I have to assume that students with all sorts of needs will be passing through my studio, and I need to be sensitive even to the needs of the students I haven't had yet. Non-stressful colors are needed for the students with anxiety problems, but colors with interest are needed for the students who easily become restless and bored. My compromise is a nice, light, lavender-y grey color with a darker but very simple trim (not unlike the layout of this blog... I guess I have a style I gravitate towards).

My classes consist of students ranging from ages 3 to 21. Mostly the students are separated into classes of 5 but sometimes there can be 6 to a class. The classes are not separated by age but more by maturity and ability, as well as by disability. My students are diverse, not only in their race and gender, but also in their abilities and needs. My students have a range of disabilities, and each child must be treated as an individual. I understand where my students' needs are, and I adhere to the student's individualized learning goals in as many ways as possible during the course of the class.

As I see my students improve and grow older and become adults, I can only hope that I taught them something. I hope they learned to be confident, creative, and kind while in my classroom. The goal of my education pedagogy is student based, not book based or test based. I want the students to learn how it feels to make something and be proud of it. I want to give them the art making skills to improve their communication with themselves and with others.

Main Concepts: specific to a special education art room

1. Kind
2. Creative
3. Confident

Link to Animation:

<http://msmatchedmusings.weebly.com/blog/teaching-ideals>

Application: I think that I took away a lot from completing this project. This was the first time I had taken the time to think about my dreams for my future classroom and really detail what I want and how I want my classroom to feel. I think that this was also the first time that I had to put my classroom ideals in a short yet meaningful list. I think that I can take the animation with me into my future classroom to perhaps show during Back to School Nights or parent conferences just to give a quick and interesting visual about what I am all about as an educator. Using the program Adobe Flash for the first time was extremely inspiring for my future classroom. It showed me that people of many different ability levels would be able to be involved in the creation of an animation. I think that using that type of technology could hold the attention of students of many different age levels as well, and I plan to fit this technology into my classroom if I have the resources. And if I don't have the resources, I plan to lobby for them so the students can benefit from the use of technology in the art room.

HEROES AND VILLAINS WEBQUEST

Objective: To create a multi-step 3D printing webquest website to gain experience working remotely with students through the use of technology. To gain experience interacting with students' artmaking and explore methods and philosophies of grading and feedback.

Project: Using the website creation tool, Wix, my partner, Kaylie Maines, and I worked to create a progressive artmaking experience that students can access on the web, beginning with sketching and culminating in a unique 3D printed object.

Link to Webquest:

<http://ekk5079.wix.com/heroesandvillains>

Application: I am definitely excited to have such a successful web based project available to me going into my experiences in the art room. I am certainly going to revisit the webquest concept in the future. I think the way that I will use them is to have one or two varying length webquests on file for each of the age groups I am teaching, and that way if I am ever absent, students will still be able to be engaged in a lesson that I have already approved for them. It would be fabulous to know that if I am sick for a day or even on maternity leave, I will still be able to interact with my students through the web. I think it would also make life easier for my substitutes because then they know that yes, there is something that is to be done in class, and that no, the students cannot just have free time for however long I am out!

BODY AND DIFFERENCE REMIX

Objective: To explore concepts of body, difference, and gender by preparing a remixed video project on iMovie

Project: Using the Apple program iMovie, I remixed a video of a Photoshop tutorial by overlaying the song "Little Boxes" on it, pointing out the tragic overuse of Photoshop to create the unattainable "male ideal". I wanted to point out that even the men who are often blamed for the photo-perfect fad fall prey to a bad body image thanks to the over-perfection programs like Photoshop produce.

Link to Video:

<https://www.youtube.com/watch?v=3UHgoD7lj-M>

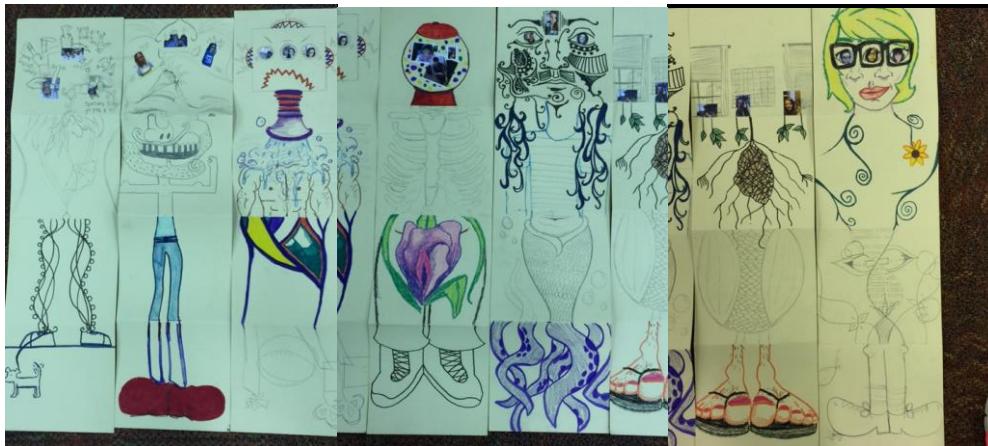
Application: I think that this is a video that I could share with my students at many age levels. I could see myself working closely with the school's health teacher in order to create a project around body image and difference and gender. I feel like that is a topic that many schools overlook because their health classes are too focused on sex and drugs and scaring kids out of making bad decisions. I think that a project like this could access students' feelings about gender stereotypes and body image issues in a way that may be more comfortable for them. They could basically do the same project that we did as a class but include information that they would learn in the health classroom. I think that the project as a topic is a really important one for me to keep in mind for my future classes.

BODY AND DIFFERENCE EXHIBITION

Objective: To use the exquisite corpses made in class in conjunction with the body and difference remix videos in order to create an online Voicethread gallery space that is open to the public for viewing and commenting and participating in conversations.

Project: *Artists' Statement:*

This collection of works recognizes different interpretations of body and differences in body. Through remixed pieces of visual and audial culture, the video was created, taking on a mature topic like body image, but in a way that is accessible to a younger audience. These particular pieces work together to tell a story specifically about some of the issues of Male engenderment and issues of body image for young boys and men. Each of the Exquisite corpses created by the Penn State Art Education 322 have some sort of disconnection from stereotypes of male, female (and human) gendering



Link to Exhibition:

<https://voicethread.com/share/7283446/>

Application: I think that I will definitely take the concept of the exquisite corpse drawing into my classroom as a one-day "getting to know you" activity on the first day of school, or as a fun introductory activity before beginning a lesson on portraiture and body. I think that learning how to use the online exhibition website Voicethread was also a useful experience because I think that it is a good way to get students' work into the world in a way that is academic without much worry of inappropriate responses. I think that letting students upload their work will give them a sense of validation, and it will be good to get critique and opinions from other people outside of the classroom.

TECHNOLOGY IN THE ART ROOM

Objective: To critically look at the technology used in Art Education 322 and foresee their potential uses in our future art classrooms.

Project:

1. Tinkercad modeling- This is a program that is available free online to anyone who signs up. It is an easy-to-use 3D modeling program with great tutorials and a basic layout. I plan to use this program to introduce my students to 3D modeling. I feel like it is useable all the way down to fifth or sixth grade and I think it would help them understand all forms of 3D art better by exploring in Tinkercad.
2. 3D Printing- 3D printing is something that I had heard of a lot in the past few years, but had no experience working with until now. 3D printing allows you to take a digital 3D model and turn it into a physical piece. By printing out layers of plastic, 3D printers can take a project developed in Tinkercad out into the real world. I think students of many different age levels would be really excited to work with this relatively new technology, and I think it's an important step to get the 3D printers in the art rooms as well as in the technology education rooms.
3. i-Movie- This is a program that is specific only to Apple computers which allows users to easily create and compile movie clips and add sounds and effects and captions. Though I don't have extensive experience with the program, it was easy to learn what I have learned thusfar, so I think it could be easily integrated into a classroom experience. I think that this would be a good way to introduce film as art. Maybe start by having the students draw a comic strip. Then expand it into a flip book, and then into a zoetrope or something, and then compile a stop-motion animation through photography using i-Movie. I feel like it's something the students could get into
4. Flash- Flash is an animation program that comes with the Adobe suite. It is a simple-to-use program with many tutorials online. I definitely enjoyed the Flash experience, and though I'm sure there are many things you can do that I have not even thought of trying yet, the things you can do with a very basic knowledge of the program are still pretty impressive. I think that students could interact fairly easily with Flash and I think they would love to explore animation in a similar fashion to how they could explore i-movie. I think there could be an entire film unit that includes both Flash and i-movie as well as flip books and zoetropes.
5. Photoshop- This is a photo editing program that is also available through adobe. I think there are a lot of different uses for this program, beyond just the usual editing of photos. I think that this is something that could be adapted for younger students as well. The first non-photography idea that comes to my mind would be to take students' drawings into Photoshop and allow them to explore coloring it and using different stamp tools, textures, and overlays. This knowledge could then be brought into a higher level class where they could begin to use the program as a photo editing program, and then as an art tool through photography.
6. Wordle- Wordle is an interesting online program that can take any chunk of text and weed out the most frequently used words in order to make a visual diagram of it. Though it was not my favorite program for doing its actual purpose, considering it would not differentiate between words that make meaning and words like "the" and "and", I still could see myself open to using it somehow in my classroom. I think the way that I would use it would be maybe a brief project at the very beginning of the year where I have each student write down 10 words that they think are important to our classroom environment (kindness, respect, creativity, etc.) then I would run all of their words together through wordle to create the word cloud diagram and have it printed as a poster to hang in the classroom to remind students of what our classroom ideals are.
7. Eye-Toy- This is actually not a program but an accessory for the video game console Play Station 2. There are applications for the console that go along with the eyetoy, but the eyetoy itself is a camera that can take your mirrored image and project it onto the TV screen. You can turn on different effects that take in your movements on the screen and add effects like glitter or color or vibrations or sound. I think that there is a lot that can be done with this as an introductory tool. The first use that I would like to try would be to use it in a special needs art classroom. I think that the interactivity would be a great way to stimulate interest in the students, and it is something that many students of many ability levels could be involved in. It could be included in a lesson about color or light or even performance art.
8. Weebly Blog site- Weebly is an online program that lets you design a personal blog site through the use of templates. The lovely site that you are currently reading is my weebly creation. I think that blogging as a way of reflection and exploration is an excellent way to integrate writing and research into the art curriculum. I think that once students are old enough to have a firm grasp on writing, there could be many uses for having student blog sites. Though I think I would find a way to make them private within the school, maybe through Google Classroom (another technology I won't be touching on). I think a blog is a good place for students to document their work, document their progress, and document their thoughts and reflections.
9. Wix Website Maker- Wix is an online program similar to Weebly that allows you to create a personalized website through the use of combined templates. I will definitely use this website maker again because the layout is easy to understand but also very customizable. I think I will create more short webquests to keep on hand in case of my absence. I would like to just leave my substitute with a URL and some behavioral guidelines and be confident that my students are still learning and exploring during my absence instead of wasting art time as free time. (Which sounds harsh but many of these students may only have 40 minutes a day two days a week for art, and I would like them to get the most out of that time they have).
10. Lino- Lino was actually my favorite of the new technologies I learned this semester. It is an online program free to anyone who makes an account, and it is essentially a virtual bulletin board. You can post pictures or text in the form of sticky notes, and you can set the accounts to private, public, or you can share it with specific people. I think that I will definitely use Lino in my future classrooms. I think it is a great place to organize your thoughts and inspirations without taking up any classroom space or budget. I think I would have my students brainstorm on Lino and post in-progress pictures and updates on Lino and comment on others' work through Lino. As an avid organizer and list maker. I think that there are so many uses for this program and I can't wait to see how it can be integrated into my classes.

Application: I think that this final project is going to be super useful to me in the future. When I leave college and my head is all full of art curriculum knowledge as I start in my own classroom, chances are I won't be able to remember what programs I used or how they were used. I can definitely see myself referencing this last assignment to help bring technology into my classroom. I think that this was an excellent culmination of all of the new things I tried, and a validation of the idea that exploration and failure are definitely learning processes in themselves. I think that these are ideas I can take into a future classroom, as well as programs to use and project ideas.