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Mrs. McMennamy

Capstone - Period 6

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November Mentor Reflections

CHS - Mrs. Reedy

For the past few weeks, we've discussed what kind of classroom materials and tangible resources I should be providing to my students. I already proposed creating worksheets to handout, but never really defined what exactly they would look like. Thus, I've been observing Mrs. Reedy's binder of teaching worksheets that include project directions, rubrics, examples and critique notes. Since I'm not really assigning grades to my middle school students, I think I will combine guidelines with a "rubric" to give students an idea of what their project outcomes should look like.

Although I feel that I've gotten comfortable with my teaching style, I still wanted some advice on how to teach a medium such as pastel that younger students aren't familiar with. Because the powdered pigment makes work space very messy, students don't like to work with the medium as much. I decided to follow Mrs. Reedy's idea of creating a still life set-up in the middle of the classroom and have students move around the room to find an ideal composition. Mrs. Reedy recommended that I really teach blending techniques to develop clean craftsmanship for my students.

We also went through my website so that Mrs. Reedy could review the material I've made available to my students. Mrs. Reedy emphasized that I should create a link for each

handout rather than upload them as word documents on the website. This would make viewing the material more comfortable for students. While reviewing my documents, I noticed that none of them had images. Too much text, I realized, could be overwhelming for middle school students who probably prefer learning through pictures and visualizing the concept being taught. Each of Mrs. Reedy's project guidelines contains simple bullet points and key objectives accompanied by images of example projects from the past. I believe that this format will be ideal for my own handouts.

Outside - Ms. Valencia

Our recent meetings have focused primarily on what I'm planning for future lessons. I just finished teaching the last class of the semester, so Ms. Valencia and I discussed what I could assign my students over the break. We agreed that, in addition to practicing the techniques that have been taught, students should really develop a concrete idea for their personal projects next semester. I already have a PowerPoint presentation from the beginning of the school year with project ideas, but I plan to upload more sources on my website for students to reference.

My lessons so far are a little behind schedule because I initially planned to introduce acrylic and the painting unit before winter break. Ms. Valencia suggested that taking this unit out of the curriculum wouldn't hurt since most students aren't as interested in painting, but rather drawing media. In addition, since the majority of high school projects (at least at Clements) are drawing-oriented, I believe that polishing my students' skills in a few select media would be a better option. Ms. Valencia and I agreed that the majority of second semester's classes would focus on developing the students' portfolios that they will present to high school teachers if

they're considering jumping into Drawing II freshman year. I am still contemplating how I can ensure that students will have the high quality breadth of projects for their portfolios. Thus, Ms. Valencia and I will maintain contact over the break to discuss approaches to next semester. I will also definitely ask Mrs. Reedy for more information on what most teachers expect from a middle school student's portfolio.