

Visual Arts Classroom Observation Guide

This document provides examples of what implementation of these standards may look like over a **series of multiple visits**. You will not necessarily see all practices occurring in one class period. This guide is not inclusive. You may see other exemplary practices evident in teaching and learning. Please discuss the purposes and practices that are unique to your visual arts teacher's classroom environment.

Differentiated Instruction and Divergent Outcome: Students' final artwork will demonstrate personal voice and unique solutions to visual investigations.

Learning in the arts classroom is process based.

According to the Colorado Academic Standards for the Visual Arts students will:

Observing and Learn to **Comprehend** (Standard 1)
 Envision and Critique to **Reflect** (Standard 2)
 Invent and Discover to **Create** (Standard 3)
 Relate and Connect to **Transfer** (Standard 4)

The following indicators are aligned to The Colorado Teacher Quality Standards. In quality visual arts classrooms, learning occurs throughout the teaching process.

<p>Teacher: Aligns planning intentionally with Colorado Visual Arts Academic Standards appropriate to student population I A, III A, C, B</p>	<p>Student: Develops ideas and plans for creating their art work in multiple ways I A, B, C, D, E, F II B, D</p>
<p>Teacher: Facilitates systems to critique, respond, and form an opinion, and interpret meaning in art making III H, IV B, C</p>	<p>Student: Uses systems to critique, respond, and form an opinion, and interpret meaning in art making III H, IV B, C Demonstrates understanding of systems to intentionally revise their work III B, E</p>
<p>Teacher: Encourages student ownership of ideas in art making practices III H, F, V B, D Plans intentionally to encourage risk taking and failure II D, F, VI B</p>	<p>Student: Explores ideas and art making that is personal and communicates the ideas/concepts of the student artist I A, F II B, C, D, E III A, C, E Works to see their ideas through to completion; embracing failure to improve II D, F III A, E, H</p>
<p>Teacher: Sequences practices specific to diverse student interest, needs, and learning styles I A, B, C, E, F II B, C, D III A, C Plans intentionally age appropriate level of rigor III B, C, IV A, VI B Plans intentionally for student choice and experimentation with concepts, materials, processes, technology I A, B, C, D, E, F II D III C, D, E, G</p>	<p>Student: Explores ideas and art making that is personal and communicates the ideas/concepts of the student artist I A, F II B, C, D, E III A, C, E Asks questions III A, B, E, F, G IV C Works collaboratively when needed I B III F Experiments with ideas I F II B III E IV C VI B Chooses materials and art forms independently to communicate individual ideas I A, D, F II D III E</p>

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<p>Teacher: Implements formative assessment during art making experiences for students to reflect on the art making process and participate in their own growth as makers and thinkers II C III C, B, H IV A</p>	<p>Student: Finds and pursues avenues for art inquiry to generate ideas in planning and creating artwork I A, F II B, C, D, E III E Demonstrates their own choice and experimentation with concepts, materials, processes, and technology I A, B, C, D, E, F II C, D III D, E, F, G</p>
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<p>Teacher: Provides opportunities for students to reflect on their artwork and the artwork of others I D II C, D III A, B, E, H Challenges students with inquiry questions I D, E II D III A, C, E IV C</p>	<p>Student: Explains the ideas behind their artwork and the work of others I B, E III A, B, C, E, H Develops artwork based on previous art making experiences and ideas I A III A, B, C, D, E, F</p>
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<p>Teacher: Documents and provides opportunities for students to document the art making process I D II C, D III E, B</p>	<p>Student: Documents and cultivates challenging visual possibilities through reflective thinking I D, F III A, B, E Uses instructional resources in the room with intention (walls, files, books, technology) I B, C, D III C, D, E VI B Solves problems posed by materials and apply art techniques with age appropriate level of fluency I B, C, D III B, E, F</p>
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<p>Teacher: Provides meaningful connections to contemporary artists/practices and integrates ideas from outside the art world into the art curriculum I D, F II B</p>	<p>Student: Discuss artists and art making processes relating to their artwork and/or working process when appropriate to their idea/concept I B, E III A, B, C, E, H Explores and integrates ideas from outside the art world in the art making process I B II B</p>
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<p>Teacher: Facilitates care for safety, materials and tools in the studio classroom I D II A, B, F Responds to needs of students as they arise I A II A, C, D, F IV C VI B</p>	<p>Student: Demonstrates care for safety, materials and tools in the studio classroom I A II F, B III F</p>
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The Colorado Teacher Quality Standards

<http://www.cde.state.co.us/sites/default/files/Colo%20Teacher%20Quality%20Standards%20Ref%20Guide%202.pdf>

Quality Standard 1: **Teachers demonstrate mastery of and pedagogical expertise in the content they teach.**

Quality Standard 2: **Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.**

Quality Standard 3: **Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.**

Quality Standard 4: **Teachers reflect on their practice.**

Quality Standard 5: **Teachers demonstrate leadership.**

Quality Standard 6: **Teachers take responsibility for student academic growth.**

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Leadership and Visual Art Educator Discussion: The administrator is encouraged to discuss with their art educator the purposes and practices that are unique to the classroom environment and school community.

Items to be discussed may include, but not be limited to, the following:

Learning Environment:

- Concept Maps
- Anchor Charts
- Sketchbooks (planning, idea development, research on concepts and techniques, etc.)
- Word Walls
- Materials organized and available for student use
- Use of classroom walls and spaces that specifically support current instructional unit
- Technology available for instruction and learning
- Displays of student work from drafts to final
- Displays of copies of student sketchbook and planning pages
- Active Critique walls
- Student accessible learning targets appropriately near the child's eye level

Visual Arts Educator / Leader:

Leadership can be demonstrated through involvement with professional organizations; advocating for art education by exhibiting art *and* explaining the art making process; participating in peer lesson studies and other professional development opportunities.

- What are the professional development opportunities you have participated in that you are using in your classroom?
- Are you creating and/or participating peer lesson studies or discussion?
- In what ways are these studies/discussions helping you in the classroom?
- What are the ways in our school community that you are advocating, exhibiting and explaining the art making process?