

Frame for Art Instruction

I have chosen to use my Art Statement from ED320A to demonstrate my proficiency in art instruction. My Art Statement explains what I learned from ED320 and it indicates how the course positively impacted my view of art and art instruction. The course even gave me new insight into my own artistic abilities. I think one of the most important things I took away from this class was that “everyone is an artist.” When my students say, “I’m not an artist.” or “I can’t draw,” I can use what they’ve learned about a growth mindset (I teach this to all my students) to encourage them to keep trying and to keep practicing. Because ED320A helped me to find the artist in myself, I know every one of my students is an artist as well.

In my practice I incorporate art and artistic activities into as many subjects and lessons that I can. Visual literacy is important for reading as well as simply understanding the world around us (Moline, 2012). When I share a picture book with my students we discuss the art on the pages, sometimes for their beauty, but also for the information they add to the story (Lukens, 2007). One of my favorite things to do at the beginning of the school year is to read *The Invisible Boy*, by Trudy Ludwig; illustrated by Patrice Barton, and *Have You Filled A Bucket Today?*, by Carol McCloud; illustrated by David Messing. In both picture books the illustrator used gray to connote emptiness or sadness and as the stories progress color is added to indicate change of mood and significant happiness. Once my students figure out this text to text connection they spend the rest of the year looking at illustrations in a new way (Lampert, 2013). As they make their discoveries in the art of their favorite books, they share them with me.

When my students do writing assignments and journaling their natural tendency is to want to also draw. I let them because art helps with reading, writing, and vocabulary skills

(Clements & Wochowiak, 2010). I give my students choices about how they would like to practice their spelling words. Several of the activities double as art projects that turn out so nice they get displayed on the wall. The “Spelling Scribble”, “Spelling Spiral”, and “Rainbow Words” activities all entail the students’ choice of coloring tool and whatever pattern they want to create with their words. My students enjoy this artistic outlet while studying their spelling.

I conducted a two week unit with my third graders where we ventured away from the regular reading curriculum and studied/enjoyed a large selection of Alaska Children’s Literature. Many of the titles in the selection had beautiful illustrations and representations of Alaska Native art which allowed my students an opportunity to learn and appreciate not only the Native folktales but the art as well. This practice helps to not only build literacy skills but by recognizing and appreciating culture through art, students can learn empathy toward people of other races and places different from their own (Chin, 2016).

I may not be an art teacher specialist, but I recognize the importance of art studies and art activities integrated into core subject instruction. Art helps to achieve my overarching goal as a teacher, which is to help churn out well-rounded and well-educated citizens.

My Art Statement can be found at the following link:

[https://www.alisonknipfer.com/uploads/3/1/9/1/31910181/
ed698_ed320a_art_statement.knipfer.pdf](https://www.alisonknipfer.com/uploads/3/1/9/1/31910181/ed698_ed320a_art_statement.knipfer.pdf)

References

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- Moline, S. (2012). *I see what you mean: Visual literacy K-8*. Portland, Me.: Stenhouse.