

Mid Atlantic IB Art Teachers Networking meeting



Under the Wave off Kanagawa, also known as The Great Wave, from the series Thirty-six Views of Mount Fuji. ca. 1830–32. Katsushika Hokusai. Polychrome woodblock print. metmuseum.org

Thursday November 16, 2017

Rockville HS

Rockville, MD

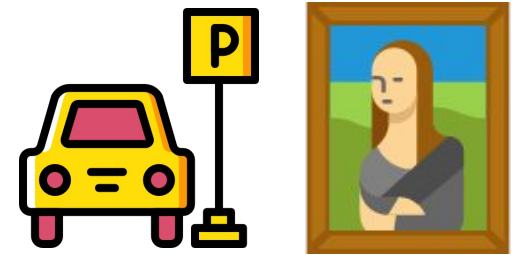
AGENDA

8-8:30	Come early to park, sign in at the front office, log into a Chromebook or connect to WiFi
8:30 – 8:50	Housekeeping, Ground rules Introductions
8:50 – 9:30 End of 1 st - 2 nd period	Process Portfolio Slides (End with Better Know Videos)
9:35 – 10:22 (3 rd period)	The Comparative Study (End with Drawing Game/Challenge)
	Break
10:27 – 11:14 (4 th period)	The Exhibition (End with Art History Card Game)
11:14 – 11:54 (5 th period: Lunch)	Lunch in the Art Room, 1089
11:59 -1:30 6 th period - 1:30	Other questions, Topics that come up during the day



Housekeeping: In the Physical Building

- Parking
- Bathrooms
- Snacks and Lunch
- Gallery
- Feedback forms at the end of the day



Housekeeping: Digitally

- WiFi
- Note-takers: Thank you! add on slides and/or format as you wish...
- Parking Lot/Burning Questions: Type Questions directly onto slide 10 to be discussed during the last session of the day

Ground Rules

- This is a Networking meeting...We will be learning from each other, sharing our collective expertise. Please be ready to share.
- Let's be Solutions-focused and curb the temptation to complain
- Let's be digitally responsible
- Anything else?



Process Portfolio

Note-taker: Katherine Hess

Topics:	Notes from Discussion:
<ul style="list-style-type: none">• Strategies for Concise Reflections?• How do you schedule/assign PP slides? How do you structure completion and deadlines?• How complex should these really be?• Any best practices?• How to have students document their process using the journal, etc.?• Strategies for getting students to put in the research work necessary?• Guidance on variations within the PP?	<ul style="list-style-type: none">- Strategies for Concise Reflections: Bullet points on slides, sentence starters, word bank for reflections (use at least 3), equal graphics to text, arrows/sidebars, “Talk to me like I’m blind,” don’t write the obvious (what you can’t see), the page should be cohesive to the artwork. 50% visual, 50% text- Schedule/Structure: Doing a running process portfolio in Google Drive/Classroom, IB 2 and AP on the same track. IB process slides - AP doing breadth pieces, keeping the schedule together- How to have students document the process or journal - Seesaw app for phone or chromebook - take a photo at the end of the day and write a caption (accountability) (like and comment from students and teacher), CamScan app lets you scan things on your phone, Pixler for free on Google, focus on requirements on first Process Portfolio pages and really focus on the requirements.- Research Strategies - Every project at least two artists, framework giving them, have the students try the process, venn diagrams to compare artists, along with self, give the kids questions for each of the slides they produce so that they hit all the points from the mark bands (focus on A, B, and C first - D later)

Requested Topics on Registration Form: How do you get genuine concise reflections from students? I'd like to see high scoring examples from other schools. How do others schedule these? Weekly, or a couple times per unit? How do you structure the completion of the pages? How complex should they really be? Any good advice... best practices. Students' examples of portfolio slides. Concern and Question: Not sure how to structure project deadlines, or if it should vary depending on the individual student. Are there any sample calendars/timelines that I can use to gauge if students are on track? How to have students document their process using the journal, etc. Strategies for improving. Strategies for getting students to put in the research work necessary. I'd love to know how art teachers tackle teaching this. Guidance on variations within the PP

The Comparative Study

Note-taker: Reni Tobin

Topics:

- What are the requirements for selecting the three artworks?
- Strategies for teaching “Function and Purpose”
- Strategies for teaching “Cultural Significance”, as it can be so broad. How to keep them focused on what’s relevant?
- Concern: My students seem too confident in their writing skills. They skip over the rough drafts, and immediately start writing their essays. I would love to hear strategies on how I can collaborate with the English department, because I’m not confident I can adequately correct sentence structure, or even check for plagiarism

Notes from Discussion:

- Requirements: 2 artists/2 cultures/2 time periods
- Year 1: Elements of art and vocab with quizzes, analysis
- Art postcards they pick/art they pick on their own
- Teach analysis and let them have some artistic experience
- Let students pick so they have a connection
- Instagram/Pop Culture/3 images properly cited over summer... elements and principles when they come in
- Maslow’s Hierarchy as a tool for for function and purpose in a culture
- Role of the artist
- Major Work Mondays
- Read Subject Report from IB
- Define culture before they can talk about it
- Music has a cultural genre
- So many cultures from sneaker culture to skateboarding culture...
- Getting into the head of an artist... Helen Frankenthaler, for example, a woman artist in a man’s world. How did she feel?
- The Art Book- a good source
- Who an artist was influenced by and who they influenced
- Citations as they research and from reputable sources (.org, .gov,.edu)

Requested Topics on Registration Form: Function and Purpose: does anybody have a strategy to teach this? Cultural significance: this can be so broad. How do you teach this and keep them focused on what's relevant to the artwork? Any help with this would be welcome. most interested in upping our Comparative Study scores. Students' examples of comparative studies and the research involved. Concern: My students seem too confident in their writing skills. They skip over the rough drafts, and immediately start writing their essays. I would love to hear strategies on how I can collaborate with the English department, because I'm not confident I can adequately correct sentence structure, or even check for plagiarism. I can always use more information on how to create a CS that scores well. Strategies for improving. What are the requirements for selecting the three artworks? I'd love to know how art teachers tackle teaching this. Sharing successful outcomes.

The Exhibition

Note-taker: Katherine Hess

Topics:

- How independent are your students? What common criteria do you use to assess them?
- Strategy: Google Sites
- Where do people hold their shows?
- How is work that is appropriated graded by IB examiners? Like a celebrity portrait? How should such work be cited?
- Can we talk about themes and mini themes?
- What are some resources and ideas for exhibition?
- Is any consideration given for having the student be able to justify how he/she mounts, and/or arranges their artwork in the exhibition?
- I can share how I do the tags for the exhibition.
- Strategies to get the students to see past what is about themselves and their own agenda and get them to create works that will speak volumes to the world.
- Strategies for getting everything planned, etc. during school hours.
- Formats and themes
- I need guidance on how to apply the rubric. For example, I'm interested in seeing how other teachers track students "intention" to final resolution.
- what benchmarks can be provided for all ranges of exhibition work?
- How should I communicate to students about subtle, yet complex imagery etc. They need visual examples, but I have only the exemplar images from the website.

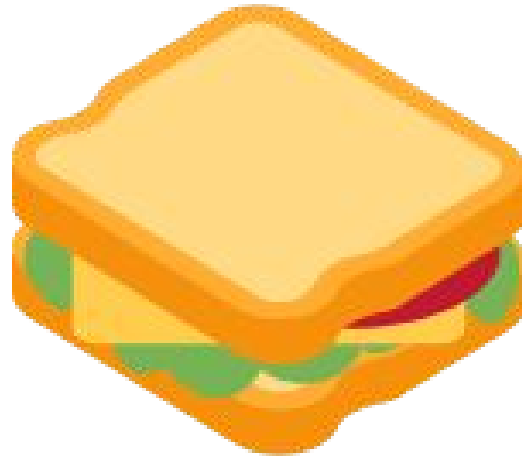
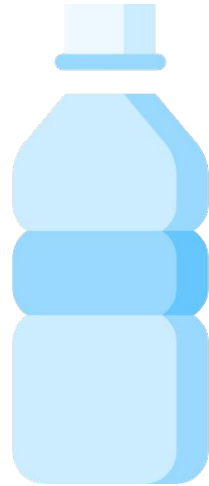
Notes from Discussion:

- Common Criteria to assess artwork - adapted Exhibition rubric
- Teach exhibition as sustained investigation - Is the aesthetic supporting the theme? Is the subject supporting the theme?
- Investigation - wagon wheel vs. the tree branch
- Appointment with student - show work, talk about themes (take notes about theme in their journal)
- Strategy - Google Sites with different parts of the portfolio (Portal Page for all the kids)
- Places for Show - historic mill, media centers, embassies, etc.
- Images - transformed into the student's work
- Resources and Ideas for Exhibition - photos of a show, visit galleries and write about how things are displayed, think about how you are going to put the work next to
- Consideration for how work is put together in exhibition - yes
- Strategies getting everything in during school hours - It's hard.
- Intention to resolution - write out a sentence about their sustained investigation, revisit - was that really was it about? Broad, specific, when they turn in their work - include the sentence to be graded
- One school the teachers help grade the art.
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Requested Topics on Registration Form: How independent are your students? What common criteria do you use to assess them? Strategy: Google Sites all year long to collect artwork and write exhibition text, titles, etc. all year long. Where do people hold their shows? How is work that is appropriated graded by IB examiners? Like a celebrity portrait? How should such work be cited? Can we talk about

LUNCH BREAK!

We're in the Art room, 1089.



Questions, Misc. Note-taker:

Topics: (add to during meeting)

- Oxford textbook vs. Cambridge textbook?
- VACAF forms (ugh)

Notes from Discussion:

Resource: Art Assignment PBS Digital (assignments, playlists of “Case for”) - Better know the *Mona Lisa*, and better know *The Great Wave*. Hits all of the information for Comparative Study (YouTube, or <http://www.pbs.org/show/art-assignment/>)

MyIB - don't forget to register before December

Add examples to the folder

Oxford is a good resource for IB Art textbook

Cambridge has better visuals

connect direct quote with personal work, use same vocab

Connections in the Comparative Study is key

In exhibit: only put in strong pieces. The process portfolio should have exploration SL : one from 2 columns and HL is a total of 3 pieces from 2 of the columns

Guess the Artist game: only \$12 on Amazon