Lesson 2 Day 1

**what went well:** We started off by reviewing what we did last week and going over our vocab terms. Last week students had a hard time describing their artwork and process and we thought reviewing some of our terms and why we make might help set students up to have better meta-cognition about their process. Students spent a lot longer on their observational drawings than we anticipated. We talked a lot about slow looking and how much time artists spend on a piece of work. We had planned out for students to make three bug paintings and most only ended up finishing one or two. This was actually great though because we saw the students really taking their time and getting invested in their pieces. I think a big part of that was allowing them choice to select their own bug to draw too. We had over 50 in vials and then another 30 or so images. Students also had a great peer feedback session. We had them turn and talk to give each other feedback midway through their work time on their bugs. Our class discussion at the end was great as well. It was a nice way for students to share out about their explorations during the day. That was another thing we were really pleased to see-students breaking out of the assignment and discovering things on their own. One student filled the entire page with patterns around their bug. Another student explored mixing the metallic paints to discover new metallic effects.

**what did not work well:** Management was a little difficult with Denise being gone but Clarissa really stepped up to the plate. It definitely wasn't planned for students to spend so long on their bug paintings. We had planned to have them complete them and tape them into a class jar to be displayed all together.

**what would I change:** We've already made adjustments to tape the bugs into our class jar. We'll be beginning our next class with that. We were happy to make this adjustment though because it meant giving the students more time to work on their artworks-time that they clearly needed. Clarissa also made the good point that our brush size was a little big for this project. Students worked so hard on this project, I would just want to be sure that they had the tools they need to achieve their desired goals.

Lesson 2 Day 2

**What went well:** Clarissa and I had never seen the students more engaged in their work. There was a solid 10+ minutes of complete silence. It was so silent that Denise had the class take note of how nice it felt in the room and she put several puzzle pieces in their chart (a reward for good behavior in their room.) Students were engaged with drawing and painting their bugs. This was a continuation of last class and I think that is a major reason for the silence. In allowing students to have all this time to explore the material, they got all their new-material-jitters out last week and were now able to just be enthralled with the process. Clarissa and I had decided to continue with the bugs in the beginning of this class and I'm so glad we did. We were only going to give students about 10-15 minute to continue working on bugs but we ended up giving them 25+ because of their level of engagement. We also brought smaller brushes this week so students were able to maintain the awesome level of detail they'd gotten in their drawings as they applied the metallic paint. We also learned from last week that if we are going to do painting, it is best to do it in the beginning of class so that it has time to dry. I this instance, we wanted paintings to dry so that we could tape them to a big class jar by the end of class and talk about them. We decided to do a bit of pre-assessment for our next project by allowing students to play with the oil pastels. I had told students to open to a blank page in their sketchbook and to draw whatever they wanted and to be sure to explore all that the oil pastel could do. Students needed more prompting (they just stared at me after I cut them loose) so I told them to do whatever inspired them (one of our vocab words) and I asked students "What do artists do in their sketchbooks?" And I had a super proud teaching moment when one of our students raised their hands and said "Artists ask questions in their sketchbooks and think in their sketchbooks." Our class jar of all the bugs turned out awesome and was a great way to reflect and wrap up class.

**What didn't go well:** We allowed students to play with oil pastels in their sketchbook. This didn't inherently go badly but the room definitely got a lot louder. But I think I am beginning to find a pattern. New material-excitement/exploration-sharing/talking-more exploration-talking less-silent engagement. I think because we are on the brink of a new assignment, the students are excited but I am hoping they will settle and return to the silent engagement they achieved with their bugs. Also, in terms of the pre-assessment, we had students free-draw with oil pastels in their sketchbook and then choose a bird to draw in their sketchbook. This was ok but didn't fully function as I would have liked it to.

**What I would do differently:** The major thing I would change is the pre-assessment. I had students draw a bird of their choosing with the oil pastels and while this was successful in gauging their familiarity with the medium, it didn't adequately address a concern I have for the upcoming assignment which will be joining different kinds of birds into one. I was I would have come up with a pre-assessment that more adequately addressed this. I also wish I would have made it to where students just drew an outline of their bird because some students got really invested in coloring them in but for the actual project next week, we want students to color their birds in with watercolor.