

## Analysis, Reflection, and Modifications:

### **Elements and Principles Paintings Lesson:**

This lesson went very well. It allowed the students to learn about the elements and principles and demonstrate their knowledge in a clear and concise way. However, having taught this lesson twice, I was able to experiment with how I presented the lesson. The first time this lesson was taught, the elements and principles were presented two at a time: for instance shape and line were explained and presented one day and then the next day color and value were explained and presented and so on. However, because there are 14 different elements and principles, this took up a lot of class time. After presentations at the beginning of the class, this often left only about half the class period for students to complete their actual artwork, which resulted in the students taking much longer than expected to finish the project. For this reason, I modified the schedule to two total presentations. On one day the elements of art were introduced, then students had a couple days in between to work on their paintings, and then later the principles of design were introduced. This took away much less time from the students time to work and it resulted in dynamic finished works of art.

### **Clay Tiles Lesson:**

This project was very successful. Students successfully created intricate tiles that demonstrated different relationships between elements and principles. However there were a couple problems that arose during the first time this lesson was taught, which resulted in modifications for the next lesson. When this lesson was first taught, it was a requirement for every student to make two tiles. It quickly became very evident that every student works at their own pace, where it took some students one day to finish their first tile, while it took others a whole week. It wasn't a crucial factor in the lesson that each student created two tiles, however it was important that each student took their own appropriate amount of time to create tiles that portrayed specific elements and principles. Therefore, I changed the objectives to require each student to make one final tile that they would be graded on, however if they had extra time it was required of them to make two. This allowed for the students who rush through their work to stay busy for the entire lesson, whereas for the students who take their time, it allowed them to work at their own pace without rushing. In addition, the first time this lesson was taught, we ran into some technical difficulties with the clay cracking. During the first lesson, students were taking freshly cut, brand new, out-of-the-bag clay to begin creating their tiles. As students finished their tiles and began letting them dry, they began to crack. This was because students were not wedging the clay. Although the clay should have been ready to use straight from the bag, clay generally requires wedging to improve pliability before handbuilding. For this reason, when teaching this lesson a second time, I made sure that students were wedging their clay before building their tiles, in order to avoid the cracking and to insure that each student's work was in the best condition as possible.