

III. Montauk Middle School Observation – 7th grade Surrealist painting

Students create surrealist painting by combining their personal objects

Categories	Field Notes	Thoughts & Interpretation	Analysis & Conclusion
I. Environment (blue)	<ul style="list-style-type: none"> - Extended day is time set aside for 7th graders to prep for art high school preparation - students have 10 min to complete the background of surrealist paintings - students are not allowed to walk around during class time 	<ul style="list-style-type: none"> - there's a huge emphasis on techniques - students feel pressured to complete the assignment - I wonder how these times limits/durations are determined. I think it's good when classroom control is the objective but it does not allow enough time for ideation and exploration of students as artists - classroom management is the focus. Limits works to 2-D 	
II. Motivational Resources (pink)	<ul style="list-style-type: none"> - Jason uses unfamiliar images and ask "What do you think it is?" - students call out "dinosaur", "Spaceship" - Jason helps and points our Jordan symbol – s: "Its' a Jordan sneaker" - students use their personal belongings as objects of inspiration. They are mostly cell phones, ipods, keys and etc - teacher demonstrates the technique of watercolor washes (no lines) 	<ul style="list-style-type: none"> - the motivational resource of unconventional item will make the students step out of their biases - personal objects were too limiting in that there weren't enough richness and variety for innovation 	
III. Teacher's Objective (orange)	<ul style="list-style-type: none"> - Jason gives ample time for planning in surrealist painting project. They'll have 2 periods to plan before moving on to good paper - T wants to teach the students how to think like artists: "artist will often come up with more than one sketch." - 70% of the paper must be covered - students who finish early work on their sketchbooks 	<ul style="list-style-type: none"> - this makes sketchbook work feel like a time-filler or punishment 	

	<ul style="list-style-type: none"> - There are no specific instructions rather than in the beginning when they use it for warm-up exercises - Teacher asks "how can you make the colors darker?" 	<ul style="list-style-type: none"> - sketchbooks are not well integrated into classwork. Students don't really see the purpose & the importance of sketchbook 	
<p>IV. Students' Responses (yellow)</p>	<ul style="list-style-type: none"> - students are obsessively erasing their mistakes they made with pencils. They were drawing perspective-grids for their surrealist painting project - wet-on-wet technique is mentioned but not demonstrated. Students don't seem to have fully understood how to BLEND the colors 	<ul style="list-style-type: none"> - This slows them down and also restricts them. 	
<p>V. Rubrics & Assessment (green)</p>			