**Instruction and Management**

**Personal Philosophy**

* “Every tool. Every opportunity. Every day.”
* I intend to give students every tool they’ll need for projects, every opportunity they could hope for to expand on projects or learnings through personal interest and growth, and leave it open for them to do this every day.
* When it comes to having students make art, I cannot make them put a pencil to paper if they absolutely do not want to.
* That is why I want to make sure they have every tool and opportunity to do so whenever they are in the class and present. When they are ready, then they can take the initiative for themselves, but if they refuse to do anything and something comes up where I’m asked: “Why aren’t they doing?”, then I can clearly say they have the tools ready and waiting.
* While it is my job to ensure they are learning and creating a variety of art, at the end of the day it is up to them whether they pick up the tools or not.
* I would still attempt to have the students begin working because art is one of the few areas where creativity can be explored as a whole and not a portion.
* They may not go into more art classes, but their ability to remain creative in some form is imperative to how they’ll problem solve, think critically, and think in general.
* Art allows for obstacles to be overcome in round-a-bout ways and for innovation to happen at any given moment during the creative process.

**Management & Instruction**

* Ultimately, it is up to the student’s time management when it comes to how they’ll accomplish their assignments.
* When it comes to projects and chunked assignments, I aim to have them due at varying times throughout the process:
	+ Self-Portraits
		- Shading practice introduced Monday due Friday
		- Construction Drawings introduced Tuesday due Friday
		- Self-Portrait introduced the following Monday due next Tuesday
* This comes into the practice of self-advocation and self-management.
* How much are they planning to work? How much are they planning to goof off?
* It is up to them on what they choose to do because if they choose to sit on their phones or computers, I could tell them to put it away and get to work.
* Then if it’s a constant problem, I’d rather them learn the hard way of using time wisely than create a problem between student and teacher. This is why I chose to include the following comic:
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* They may not be learning about art, but they will be learning an important life lesson about the work they put in and the time that they have at their disposal. Should they continue this practice of using time to watch videos over doing work, then they will cut themselves on the figurative sword and hurt themselves.
* In terms of instruction, I ensure that the students have access to the slides from the day and any other material that was used that day.
* During class, I usually start the day off with a greeting like “Good afternoon, Lobos!” in hopes of getting some woofs, awoos, or at the very least borks just as a way to break the morning ice and get their attention.
* Each day I set up a short slide presentation with the warm-up, what we’ll be doing for the day, maybe some examples if they pertain to the day, followed by a highlight of what they should be working on for the day alongside due dates for the relevant assignments.
* I am able to refer back to it with them or they can look at things on their own since everything is linked into the Google Classroom.
* If they are absent for the day, they can look there and see what was being done on that day, what the warm-up sketch was, and what they’ll need to get back on track.

**IEPs, Differentiation & Accommodations**

* One of the biggest challenges that comes from setting up lessons is differentiating it for all who are present in the class.
* There are multiple skills levels and work speeds that the students have, and it definitely shows with the current crowd of students that I have.
* One thing I am currently struggling with is whether something is an expansion on the learning or if it’s just busy work designed to buy myself time before the next assignment.
* This is constantly in a state of fluctuation too because some students may start out strong in finishing things quickly, but then another assignment could slow them to a crawl.
* In some cases, this is just how they are, but with students that have IEPs I can use those to better understand what they need and what some other students may need.
* They are excellent guides that help with structuring assignments and better enhance the learning experience.