

Christine Woods

School *

Kecoughtan High

Phone Number *

757-850-6851

Position & Title:

Teacher-Librarian

Project Title:

Kecoughtan Library Window Murals

This project is designed for:

Elementary

Middle

High

Other:

Target Grade Level(s)

10-12th grades

Subject Areas or Discipline

Fine Art - Expressive Drawing and Painting

Project Description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

Overview: Kecoughtan Library has a wall of glass windows facing a courtyard. The windows are also visible from the hallway. Our plan is to have the Teacher-Librarians work with art teachers Mr. Kozak and Mr. Burns on a PBL together. The first step will be to introduce the project with a visit to the library to show the students the space that will be used. Students will create proposals including a full color hand drawn sample, and a business plan including materials, costs, and time. Students will submit proposals to the library staff. If their proposal is chosen then the library staff will provide the supplies as stated in their business plan. The authentic product will be painted on the library windows for students and staff to enjoy. First semester we will be working with three classes of Mr. Kozak and second semester we will work with Mr. Burns' three classes. This project will mirror the real world process of creating a proposal based on the criteria and requirements of a client and will result in the creation of an authentic product. After the winning proposal is chosen then the whole class will be involved in the actual creation process. As the Media Specialist for the school I have attended special training so that I can assist teachers with the PBL process. I will be preparing a special kick-off presentation to hook the students and generate excitement for the project. I will be working with the classroom teacher to create rubrics for the review process so that it will be as fair as possible as well as creating peer review and self-evaluation documents, which can be used by students as they work on the project.

Target population: We will be working with Expressive Drawing and Painting classes with a mix of 10th-12th grade students. Each semester 65-70 students will work on this project, 3 classes each semester.

Project Goals and Differentiation:

The goal is to create the authentic product of a proposal for a mural for the client/community. Every student will benefit from the lessons and creation process of creating a plan for a mural. This project allows the maximum benefit of differentiation since students will have unlimited potential for creating a mural of their choice within the criteria given by the client/community. The Library Staff will work on behalf of the school community as a whole.

Standards of Learning Objectives: What are the learning objectives with this project? How do they correlate with the Virginia Standards of Learning?

We will specifically be working on Unit 12: Large Scale on the Grid with the Expressive Drawing and Painting curriculum. Specific standards for the unit are:

AI.7 The student will adhere to ethical choices when creating works of art and design.

Students will be learning about the work of Louise Lawler, an artist who pushed the boundaries of copyright issues. Students will learn about copyright laws and issues.

AI.15 The student will use art criticism skills to interpret, analyze, and evaluate works of art.

Students will be using rubrics to peer review and self-evaluate throughout the process of creating their project proposals.

AI.20 The student will describe aesthetic qualities found in works of art.

Students will study works of artists such as Andy Warhol and the Pop Art Movement and other mural artists. Students will discuss the client/artist relationship.

The Essential Questions for our PBL are:

When would an artist want to use the Grid Method, and why?

Why is it beneficial to know both the Grid and Blocking In Methods?

Is it ethical to reproduce another artist's work?

The specific Understandings or ideas which will endure beyond the unit are:

The grid method can be used to enlarge an image to the size of an entire wall (mural).

Many artists utilize the grid in order to create a hyper realistic effect.

In addition to these standards the business model of the real world client/ artist relationship will be discussed and explored such as:

How to work with the criteria of a client, community board, board of directors?

How to create a proposal and present it to your client?

Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

Art is entirely subjective and hard to predict what will be of value or considered aesthetically pleasing to one client or community. Rubrics will be created for the Library Staff to use in coordination with the teachers to make the process of choosing the winning proposals as fairly as possible. However, even after the winning proposals are chosen, every student will be included in the execution of the murals in the space. Since all students will be included in the final production then each student will feel engaged and included throughout the process and more likely to encourage each other as well.

Rubrics will be used throughout the process for peer review and self-evaluation as tools to facilitate metacognition and maximize learning.

Benefits

The students will be able to include finished proposals in art portfolios which may be used for college applications, college essays, and future job applications and interviews.

The students will benefit from the real world experience and how it might apply to their future plans for careers and college.

The school community will benefit from the beautification of a public space.

Dissemination: Would your project be of value to other educators? How would you share your ideas?

Our plan is to share the PBL experience with other Teacher-Librarians at our monthly PD meetings and with the Faculty of Kecoughtan at a faculty meeting. We will be able to share the strengths and weaknesses that we experienced with the PBL process: what worked and what needed improvement. Mrs. Woods, who has previously published articles in journals such as School Library Connection, will be writing an article about the PBL co-teaching process to encourage other librarians.

Budget:

List Items, Quantity, Cost (ex. iPads/3/\$150)- Use a different line for each requested item.

\$100 - 5 gallons of paint \$20 each (black, white, red, yellow, blue)
\$25 - brushes, tape, rags
\$125 total for each semester

Total amount requested

\$250

Special Instructions:

After you hit submit, this application will be e-mailed to you . E-mail will show your answers and you can edit again if necessary from link in e-mail. Once you are happy with your application, you need to forward the Google Forms email (which shows your responses) to hcs-edfoundation@hampton.k12.va.us. Be sure to do this before the deadline! At that point, the grant review committee will route your application to your building administrator for approval. By signing this and forwarding your application, you confirm that you have discussed this project with your appropriate building administrator who has agreed to support the program if grant funds are awarded.

Electronic Signature

Christine Woods

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