

Mahla Shapiro

Teacher Education Performance Checklist

**Inquiry and Reflective Practice** (Section 2, Item 3: Links educational research to classroom practice)

Units:

1. Grade 8 – Painting Unit- Dreams. Within this unit, both grade eight classes will have six classes in the painting unit. The first three lessons will be dedicated to learning about painting, different techniques and brushstrokes, and working on painting overtop on magazine pages; to get more familiarized to the material. The second three classes will be dedicated to creating a finished painting on the topic of dreams and or nightmares.  
The Art of Nightmares: <http://www.nazirtanbouli.com/artofnightmares.pdf>  
Describes the art of nightmares, why some artists seek to portray grotesque or scary images (personal, Influence of culture, historic time period). Describes the artist as the “shaman” and the viewer as the “tribe”. Nightmare art is way of transmitting image from personal subconscious of the artist to the collective subconscious of the culture.
2. Grade 9 – Abstract expressionism. Within this unit, students will learn about Abstract Expressionism and create a work in that style. At the beginning of the unit, I will have the students start with a blank piece of paper, uses masking tape to cover up and keep certain parts of their paper white, and as I play different genres of music, students will use paint and other materials to make marks in relation to the types of sounds they hear.  
Freedom of Material, connection to music. See link:  
<http://www.sciencedirect.com/science/article/pii/S0197455611000475>  
Summary: Academic psychology study which examined correlation between mood and listening to music while producing art. Music found to improve mood. Not found to increase art production.
3. Grade 11/12 – Paper sculptures. Within this unit, I wanted to the students to have the opportunity to work with an unlikely material, and also to use a set of old math textbooks that are in the room. Using the simple tools of exacto-blades, scissors, white glue, water and these found object books, students will make paper sculptures on a theme of their choice. They will be repurposing books to make this art project.  
From Trash to Treasures: Reusing Industrial Materials for School Art Projects:  
<http://www.edutopia.org/recycle-trash-art-projects>  
Summary: Organization helps connect creative students with “dumpster diamonds” aka. Recycled materials that are re-loved for school art projects.
4. Grade 9/10 Ceramics – Preservation – Within this unit the students will be exploring the topic of what is worth preserving, thinking deeper than the previous unit on thumb-pot movie characters. Here, they will all be using the slab technique to create lidded cylinders relating to their theme of choice of what they would want to preserve.

Preserving First Nations Culture Through Art. TED talk. Working with traditional Aboriginal culture through artwork (in this case: traditional Miqmaq artwork)

<http://www.youtube.com/watch?v=-HHvaZKFgRA>

5. Grade 11/12 Ceramics – Past-present-future – Within this larger unit I have students explore a topic of their choice, and create four ceramics pieces: one of the past, one of the present, one of the future and a connection piece that links in some way the other three pieces together. Before the March break, students worked on the past and present pieces, and now they will be continuing with the future and connection pieces.

How a French artist conceptualized the year 2000 back in 1900 (eerie accuracy). Article and pictures: <http://www.fastcoexist.com/1680400/100-years-ago-french-artists-predicted-the-future-with-eerie-accuracy#2>