

Classroom Management Plan

First Day of School

1. Create an inspiring and informative physical environment
 - a. Work by famous artists and former students on the walls
 - b. Seating arrangement that allows for ample work space and room to circulate
 - c. Lots of art books, art magazines, collage materials, etc.
2. Establish a respectful, and welcoming tone
 - a. Learn students' names as quickly as possible
 - b. Get-to-know-you activity
3. Model enthusiasm about art
 - a. Talk about why I love art
 - b. Talk about what they will learn, and how much they will improve this year
 - c. Show examples of work by former students
 - d. Briefly outline some of the most exciting projects we will produce
4. Rules
 - a. Respect classmates, teachers, and materials
 - b. Be in class during class time
 - c. Use a hall pass and check with teacher if going to the bathroom
 - d. Be on-task
 - e. No headphones/cell phones

- f. Try your best
5. Consequences for misbehavior
- a. Overcorrection (students who disrupt class come in to help clean room in order to help class be more productive)
 - b. Notes/calls home to parents (for positive and negative behaviors)
 - c. Private meetings with students about ongoing behavior problems - create student/teacher contracts
 - d. Poor citizenship grade
 - e. Detention/referral only when absolutely necessary
6. Essential Routines
- a. At the start of each class, get out materials and begin work, unless teacher gives other instructions
 - b. In the last five minutes of class, clean up individual materials (aids perform general classroom jobs: organizing magazines, cleaning sink, cleaning counters, etc.)
 - c. Clarify times when it is okay to talk, and quiet work times
7. Student responsibilities
- a. Come to class each day ready to learn, with all necessary materials
 - b. Clean up individual materials, and help keep classroom clean
 - c. Take care of art materials, books, etc.
 - d. Respect all students, teachers, and visitors
 - e. Give your best effort
8. Engaging students

- a. Beginning of the year anticipatory set
 - i. Student work from previous years
 - ii. Work by famous artists that reflects each major project
 - iii. Review right brain / left brain theory and skills (contour, negative space)
- 9. Create a low-stress environment
 - a. Explain grading policy, and that every student can get an “A,” even if they don’t see themselves as naturally “artistic.”
 - b. Model a relaxed yet enthusiastic attitude about art-making

Prevention Strategies

- Class-Running Routines
 - At the beginning of class get out materials and begin to work unless teacher instructs otherwise
 - During the last five minutes of class, students clean-up individual supplies, put up chairs, and other areas that need cleaning
 - Take verbal attendance during the first ten minutes of class
 - Students ask for bathroom pass
 - Whole class can listen to music during work time
- Lesson-running routines
 - Listen attentively to whoever is talking (teacher or student) during class discussion
 - Students may not interrupt each other or the teacher
- Interaction Routines

- During silent work times, students raise their hand to ask for help.
- During social work time, students may get up out of their seats to ask for help.
- Students must be respectful of each others' artwork and provide only constructive advice.
- Effective Teacher Praise: Use specific praise, based on effort and improvement.
 - Examples
 - “I like the way you have used a continuous line in your contour drawing.”
 - “I see that you have spent a lot of time on your shading, and it makes your shapes look very realistic.”
 - “Your use of complimentary colors makes the details in your painting pop off the page - I love it!”
 - “I can tell that you worked really hard getting the details in the hand just right; great job.”
 - “I like the descriptive words like ‘vivid’ and ‘garish’ that you use in your analysis of color.”

Intervention Strategies

- General guidelines for responding to misbehavior:
 - Respond to misbehavior with the approach that will be least disruptive to the learning environment
 - Explain to student why their behavior is not acceptable

- Listen to the student's point of view (at an appropriate place and time)
- Implement pre-explained, consistent consequences.
- Responses:
 - Minor misbehavior: Eye contact, proximity, say students' name
 - Examples: Talking during silent drawing time, calling out during a hand-raised conversation
 - More serious misbehavior: Briefly acknowledge inappropriate behavior, meet with student after class, implement suitable punishment (clean classroom, etc.)
 - Disrespectful comment, leaving class for an extended period of time
 - Chronic misbehavior: Meet with student, meet with parents, principle, school counselor, etc., discuss problem, possible strategies, and consequences, write a contract.
 - Constantly talking during silent drawing time, repeatedly coming to class late, or without materials
- General Consequences of Misbehavior:
 - Individual(s) comes in at lunch or after school to clean classroom
 - Whole class stays late
 - Whole class spends day cleaning classroom
 - Poor citizenship grade
 - Call / note / email to parents (have student call, if possible)
 - Detention
 - Referral

Grading Policy

- Students will receive a letter grade based on class assignments, homework, and participation. The majority of the grade will be based on summative art projects for each unit.
- As long as students follow directions and put forth genuine effort on all projects, they will get at least a “B” in the class.
- Art projects and written assignments will be graded based on rubrics.
- Students will get a chance to review rubrics before completing each project so they know what standards they will be graded on.
- Students must get teacher approval for turning in projects past the due date - if not, points will be taken off their grade.