

***Making Meaning:  
Cultivating Student  
Reflection in the Arts  
Classroom***

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## *AS YOU ENTER....*

- Definitions of REFLECTION
  - *what is it?*
  - *what does it mean to you?*
  - *what words, associations, images, definitions come to mind?*

Add something to the  
butcher paper on the wall  
that embodies your  
definition of REFLECTION!



# WELCOME & HOUSEKEEPING

- Restrooms
- Wi-fi: CCT Public

*no password*  
*connect after accepting conditions*



# CULTIVATING CONDITIONS FOR GROWTH

Professional Learning Catalog  
2018-2019 School Year

ingenuity



DEPARTMENT OF **ARTS** EDUCATION



# Upcoming Events

**Perform, Present, Produce: *Educator as Artist - Music***

**February 12, 2019 | 4:30PM – 6:30PM**

**You Are Your Teaching Artists: Frame. Train. Retain (Partners Only)**

**February 22, 2019 | 4:30PM – 7:30PM**

**Rising Up Through Story**

**February 28, 2019 | 1:00PM – 5:00PM**

**Arts Liaison Leadership Development Session #4 (Teachers Only)**

**March 5, 2019 | 4:30PM – 6:30PM**

**Shifting the Power: Developing Personal Self-Awareness**

**March 7, 2019 | 4:30PM – 7:30PM**



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# MAKING MEANING: AGENDA

- Bell ringer!
- Welcome & logistics
- Creating an object of reflection
- Inventory of reflective practices

**\*\*\*BREAK\*\*\***

- Embedding reflection into art-making
- Challenges & opportunities
- Check-in
- Check-out



# SESSION OBJECTIVES

Participants will:

- **Learn** how to highlight reflection as part of the natural artistic process and model self-reflection for students
- **Develop** strategies for reflective activities to utilize in the classroom
- **Embed** reflection into lesson plans





# FRAMEWORK ALIGNMENTS

- **Ingenuity Arts Partner Standards of Practice Guide**
  - **Organizational Quality**
    - Focus Area 1: Building Capacity for Quality
      - Component 1a: Integrate Educational and Artistic Practice
  - **Instruction**
    - Focus Area 1: Building Capacity for Quality
      - Component 1a: Integrate Educational and Artistic Practice
    - Focus Area 3: Execute Quality Instruction
      - *Component 3a: Integrate Educational and Artistic Practices*
  
- **CPS Framework for Teaching**
  - Domain 3: Instruction
    - *3b. Using Discussion and Questioning Techniques*
    - *3c. Engaging Students in Learning*
  
- **CPS School Excellence Framework**
  - *Curriculum, Rigorous Student Tasks, Instruction, Culture for Learning*



# NORMS

## *What do you/we need to succeed?*

*BE PRESENT. BE AWARE. BE RIGOROUS.*

*BE CURIOUS. BE AFFECTED. BE RESPECTFUL.*

- ❖ Assume best intent, own your impact
- ❖ Experience discomfort
- ❖ Speak your truth
- ❖ Take space, give space
- ❖ Today: give yourself permission to be the LEARNER!
- ❖ Take risks and live in ambiguity



# OBJECTS OF REFLECTION

**TASK:** 10 minutes to use these art-making materials to create your personalized object of reflection.

**STEP ONE:** Notice, question, and wonder about our art-making supplies.

**STEP TWO:** Make your object of reflection. Be an artist!

**STEP THREE:** Share your object of reflection.

- *What is one artistic choice you made about your object? Why did you make this choice?*

**STEP FOUR:** USE your object of reflection to capture your noticings, reflections, inquiries, puzzles, musings, ideas...



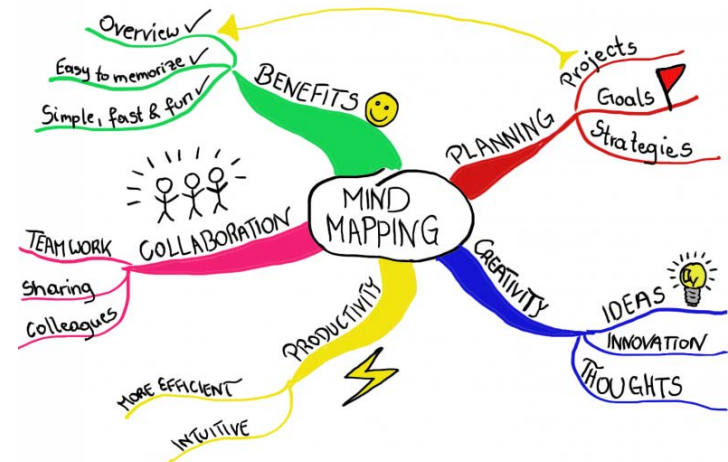
# INVENTORY OF REFLECTIVE PRACTICES

- Revisit the group's ideas about REFLECTION
- Journal about your reflective practices. *How could you make your object of reflection enhance/change/influence your reflection?*
- Now consider how you reflect in your artistic practice.
- Choose one of the following groups to define your reflective practices: TEACHER/TEACHING ARTIST, ADMINISTRATOR (arts or school), OTHER



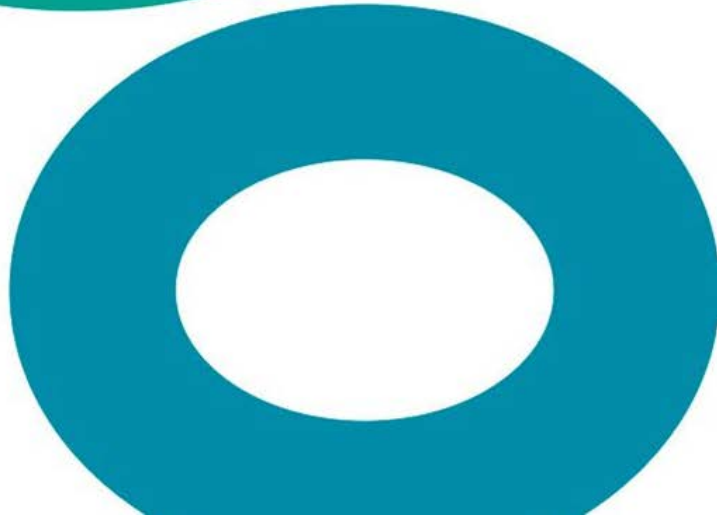
# COLLECTIVELY MAPPING REFLECTION

- We start from the middle, with our main idea.
- Use color, lines, and symbols to visually show our connections. YOU CAN DRAW!
- Are we finding sub themes to branch off the main idea and create categories and clusters?
- Find connections between your ideas and your colleagues.
- Let other's input influence new noticings, curiosities, and ideas!





***TAKE A BREAK!***



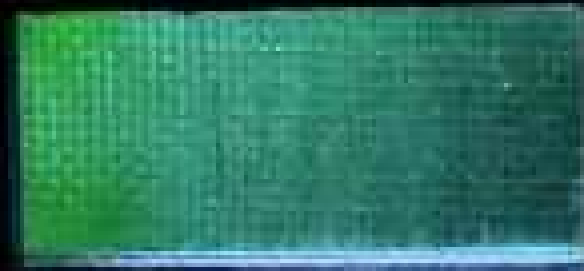
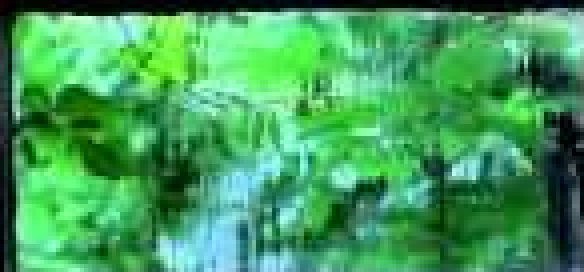
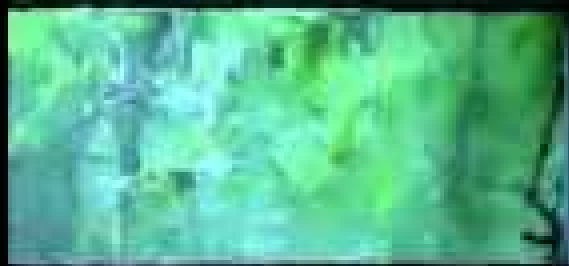
**OFF *to* RECHARGE**

flow



# EMBEDDING REFLECTION INTO ART- MAKING

- Four stations to choose from:
  - Butter
  - Branches
  - Falling Rain
  - Eggs
- First walk around the space and observe the four stations, then land at one you are drawn to.
  - Please attempt to split the group evenly amongst the stations







# CHALLENGES & OPPORTUNITIES FOR YOUR ART-FORM

- Time Keeper: *have someone time these steps and keep things moving!*
- STEP ONE: (5 minutes) Arts Disciplines
- STEP TWO: (8 minutes) Challenges
- STEP THREE: (8 minutes) Strategies
- STEP FOUR: (4 minutes) Wonderings & Resources
- STEP FIVE: (5 minutes) Review your conversation and identify one challenge, one strategy, one wondering, and one resource your group discussed. **ADD THEM TO OUR MAP!!!**



# REVISITING THE SESSION OBJECTIVES

Participants will:

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**Please complete a paper evaluation.**



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