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De'VIA: Utilizing the Deaf Experience in the Arts Curriculum

A Thesis submitted in partial satisfaction of the requirements  
for the degree Master of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Joshua Matthew Weinstock

Committee in charge:

Gabrielle Jones, Chair  
Bobbie Allen  
Tom Humphires

2016

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The thesis of Joshua Matthew Weinstock is approved and it is acceptable in quality and form for publication on microfilm and electronically:

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Chair

University of California, San Diego

2016

## DEDICATION

I dedicate this thesis to...

... all the Deaf youth I have worked with in the past and in the future

... Laura Snyder Gardner for instigating me to attain my MA degree.

... my parents, Mike and Janet, for their love and care since day one

... the inspired artist inside.

## EPIGRAPH

*Docendo Discimus*

*By Teaching, We Learn*

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“Learning to teach, Teaching to learn” was the biggest take away from the time I spent in La Jolla. I learned how to teach, so I may teach my students to learn. The second biggest? San. Diego. Tacos.

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It would never be enough to thank and appreciate my family who has supported and inspired me in life and education.

Of course, I could not forget my beloved iTFG. Thank you Arthur, Bruce and Timothy for keeping me sane occasionally during two long years of #GradSchoolProblems with vtexts, trolling memes and Crying Jordans.

## ABSTRACT OF THE THESIS

De'VIA: Utilizing the Deaf Experience in the Arts Curriculum

by

Joshua Matthew Weinstock

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

University of California, San Diego, 2016

Professor Gabrielle Jones, Chair

The Science, Technology, Engineering and Mathematics (STEM) movement has begun to taken off, but schools across our nation have voiced a call of attention to the absence of The Arts in our curricular. The debate is to add “Arts” to the STEM programs to be changed into “STEAM” because our students can benefit from critical thinking, designing skills and creative planning using their artistic right brain as part of the Arts Curriculum.

As a bilingual educator of the Deaf and Hard of Hearing students, I made it my mission to incorporate Deaf Culture – which presently does not exist in the Visual and Performing Arts Content Standards for California Public Schools - into the Arts Curriculum in order to make the Arts Content relevant to a group of Grade 2 Deaf and Hard of Hearing students themselves.

That is why the Deaf Arts Curriculum was created. The ASL and English Bilingual approach to Deaf Education was efficient in making the Arts Curriculum accessible for the students with Deaf View Image Art (De'VIA), an art genre that embodies the experiences of the Deaf Artist.

Data was collected using teacher observation, field notes, rubrics and student projects to evaluate the Deaf Arts Curriculum's success.

Based on the evidence, students developed art critique and production skills in the context of an ASL/English classroom. Students learned about the elements of art and gained a deeper appreciation of their Deaf and Hard of Hearing cultural identity while making connections to the core subjects.

## **I. Introduction and Overview of Deaf Arts Curriculum**

The *Deaf Arts Curriculum* is designed to incorporate Deaf View/Image Art (De'VIA) Aesthetics into the Arts Curriculum. De'VIA characterizes the Deaf individual's experiences and views in our world expressed physically or culturally through elements of art. Those experiences may include symbols, perceptions and awareness of the deaf person in our world.

The complete *De'VIA Manifesto* with detailed anecdotes of its origins and meaning is available in the supporting materials section found in Appendix A. I believe adding elements of Deaf Arts into the Arts Curriculum immediately makes the content relevant to Deaf and Hard of Hearing students. The Deaf Arts Curriculum's three project goals are underlined below.

The purpose of this curriculum is for students (1) engage in art critique & production within the Deaf Arts Context in the classroom. The Deaf Arts Curriculum's central approaches to engaging the students within the Arts Content are done by: appraising, discussing, evaluating, identifying, and producing.

Students will appraise De'VIA Artwork, then discuss and evaluate what they observed. In the process, students will identify the Six Elements of Arts, featuring it into their product. At the end of the Deaf Arts Curriculum, the students will gain a better appreciation and understanding of their cultural identity.

Secondly, for students to (2) foster ASL/English development in the context of art by accessing the Arts Curriculum in their languages we must first

look how to feature the Deaf Arts into the current **Visual and Performing Arts Content Standards for California Public Schools** aka VPA standards (Adopted by the California State Board of Education in 2001) with deaf cultural lens.

The VPA Standards Framework is grouped in 5 strands for each grade level from Kindergarten through 12:

- |   |   |
|---|---|
| 1. <i>Artistic Perception</i>             | 4. <i>Aesthetic Valuing</i>                       |
| 2. <i>Creative Expression</i>             | 5. <i>Connections, Relations and Applications</i> |
| 3. <i>Historical and Cultural Context</i> |   |

These five strands are central to the Deaf Arts Curriculum, as the standards provide a guide for teaching and learning opportunities in the classroom. It is my duty as a teacher to ensure the art content will be accessible and relevant to the students' experience as a deaf individual in ASL & English.

The instruction, art critique and production of art is steered to (3) introduce students to De'VIA in its various forms & make connections with the core subjects with examples as seen in the outline listed below:

- **English/Language Arts**
  - Classroom discussion
  - Artwork Descriptions
  - Visual Arts Terms
  - Perception
  - Line, light/dark, space (dual definitions)
- **Math**
  - Measurements
  - Proportional sizing of the Artwork
  - Geometric Shapes
  - Color + Color = What Color?
- **History/Social Studies**
  - Deaf Artists' history behind artwork

- Cultural impact of the deaf experience
- Individual versus Whole
- Message to the viewer
- **Science**
  - Using art materials & preserving them afterwards
  - Color Wheel schemes
  - Species of animals/plant

Using De'VIA will make the arts curriculum more relevant to the deaf, which in turn helps the students access the core subjects' content with their acquired knowledge. The students producing original De'VIA work also will create meaningful and authentic opportunities to show their individual self that utilizes their deaf experience artistically.

With the Deaf Arts Curriculum project goals and VPA standards framework in place, I was able to develop this project into fruition. My approach to the Deaf Arts Curriculum with an ASL/English bilingual aspect will be discussed in Section III of the thesis. Before I continue the Deaf Arts Curriculum, we must first understand the purpose and need for this project's needs of a bilingual approach to Deaf Education that will be examined in Section II.



Figure 1: Tom Torlakson on Arts Education

The cause for Deaf Arts Curriculum can be summed in 140 characters or less on Twitter: Tom Torlakson, the California State Superintendent of Public Instruction on March 4, 2016 emphasized the importance of Arts education, stating, “Arts education is not a luxury, it’s a necessity” at the California: The State of Creativity summit. This tweet as seen in Figure 1 was retweeted by the California Department of Education to be shared with their 15,000+ followers.

## II. Addressing the Need for a Bilingual Approach to Deaf Education

The reasoning behind the Deaf Arts Curriculum's creation came during my first year of this MA program in the EDS 361C Visual Arts course taught by Caren Holtzman. Throughout the course I felt fascinated yet disengaged due to the lack of relevancy to my Deaf Culture in the content. I then realized that it has always been that way in my educational background – this was something I felt I must address for the future deaf students in deaf education

Zakaras & Lowell 2008 has shown there has been a national call for the involvement of the Arts in the classroom: *“How to Cultivate Demand for the Arts”* states: *“In the 1970s and, again, in the early 1990s, school districts across the country reduced their education spending, often by cutting arts specialist positions. Many of these positions have never been restored.”* (P. xiii)

As a result of that, students may suffer from lack of benefits that come from an arts curriculum education: critical thinking, designing skills and creative planning. There are schools that do not have an art teacher or art classroom available. The Arts curriculum provides an important aspect to the overall educational experience for the child, so it became my goal to make the Deaf Arts accessible to the Deaf child.

Thus I started to think about the direction I wanted to go by bringing in a Deaf aspect to the Arts curriculum. According to the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*



(2004) published by the California Department of Education (CDE)'s Definition of Arts under Education Code SECTION 8951: *“Arts” includes, but is not limited to, all of the following: dance; theatre; music; folk art; creative writing; visual arts, including painting, sculpture, photography, and craft arts; design, including graphic arts, computer graphics, and costume design; film; and video.*

Since Visual Arts is the most relevant category with Deaf Culture compared to Music, Dance and Theatre, This Deaf Arts Curriculum was my way of reclaiming Visual Arts for the Deaf while utilizing De'VIA as a tool. With the Deaf culture aspect, it develops awareness of significance to the Deaf student's lived and shared experience(s) in the Deaf community. Art becomes relevant to students when it connects and taps their curiosity, which grows into interest.

A Deaf Arts Curriculum that is relevant to the Deaf students means nothing if the teacher is not able to deliver the curriculum content to the students in their language. I have honed my pedagogical instructional style focused on ASL and English as shaped by my Bilingual Education philosophy. Based on the research and data as well as my personal experiences, I understand that the bilingual approach to deaf education is the right approach.

With the Deaf Arts Curriculum in place, a deaf-based pedagogical approach is necessary to have students access the content. In Section III, the approach to the Deaf Arts Curriculum with backing by research on the education of deaf students will be discussed.

### III. Approach to Deaf Arts Curriculum

The discussion on the best approach to educating deaf children varies on the research, pedagogy or socio-cultural angle. I chose UCSD's Educational Program for my MA studies because their philosophy is based around bilingual teaching and learning, which aligns with my personal pedagogical approach. This section will discuss evidence and arguments for the educational approach to Deaf Arts Curriculum

I want students to grasp their ASL and English abilities, recognize that both languages are a “dynamic integration of two separate languages supporting each other in a Wholistic View of Bilingualism” (Grosjean, 1982). ASL is a language of its own, and English is a language of its own. But this does not mean a selected language will be used at certain time, place or situation, but using both languages fluidly in various forms – signing, watching, writing, reading, or speaking.

The deaf bilingual child has a unique blend of language competencies and should be exposed to both languages to scaffold their language development. The Dynamic model of bilingualism from Ofelia Garcia (2009) explains that the “*two languages are not linear*”, but “*interacting on different planes with individuals, societies, contexts and language practices.*” (p. 53-54)

The high hurdler analogy in *Another View of Bilingualism* of Grosjean's (1992, p. 54-55) work perfectly describes the above paragraph. The High Hurdler blends two types of competencies – high jumping and sprinting. When compared

individually to the high jumper or the sprinter alone, the high hurdler does not match up to each athlete. However, the High Hurdler has his/her own skill of hurdling that is unique to the athlete only.

A deaf child might have L1 in ASL/L2 in English or vice versa; the bilingual child has a degree of language competence unique to the individual based on their everyday language usage and experience. Some students might be a native user for one language, but starting to learn the second language. The pedagogical emphasis on bilingual education should be focused on the integration of language and content (Garcia, 2009, p.7). In the case of the deaf child in deaf education: it will be the integration of both ASL and English as the language of communication as well as the language of content.

For my classroom, the two languages – ASL and English – will be used for communication and instruction. Both languages will remain constant and equal in Garcia's dynamic model of bilingualism theory, in which both languages support one another. This along with the *"Interdependence Hypothesis" in which instruction through a minority language is effective in developing academic proficiency in the minority language...* (Cummins, 1986, p.20) tells us instruction through ASL is effective in developing academic proficiency in ASL.

In the Deaf Arts Curriculum, ASL will be used to discuss the content, which is presented in English (PowerPoint slides, prompts, charts). Students will have the opportunity to receive information through reading and ASL. I also had the opportunity to go through the curriculum lesson plans and slides with my

master teacher at my placement site before implementation, which helped me determine the correct language level for the grade 2 students.

One key element of the ASL pedagogy in the classroom is using the language as a learning tool. With my skills as a fluent signer, the students will benefit from my instruction and knowledge of ASL because it is the same language they use themselves. This supports my ability to ensure the content is accessible to the bilingual learners. This type of pedagogy *“promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge”* (Cummins, 1986, p.21).

As a deaf individual, the students are less privileged than their hearing counterparts due to their lack of language access. Therefore, we as educators of the deaf must work harder to provide access to educational material for deaf children in their own language. With the Deaf Arts Curriculum, not only the content will be delivered in the students' own language, it is also delivered with connections to their own community, culture and identity.

With my knowledge and lived experience as a proud and aware deaf individual, I can ensure my students to become more educated about what they can do as a member of the deaf community as part of the larger hearing community: *“There is value, then, in considering how educators in privileged communities can heighten their students' awareness of and concern for society's less fortunate members.”* (Seider, 2009). There is no reason why an educator of the deaf can also be a role model for the deaf youth, as they work with the students intimately for an entire school year or career.

I want my future students to explore, understand and embrace their identity as an ASL user, as a visual-based human being and decide their identity as they wish whether it might be as an individual who is Deaf, Hard of Hearing or other choice. As part of my teaching values, I believe that with appropriate educational environment, meaningful opportunities of language usage and scaffolding support in the school community, students will grow into a well-rounded being with strong values and beliefs developed internally. This process would be more authentic to the students rather than someone else installing their own values and beliefs into them.

Another key element to the approach is to provide Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) support for the students as coined by Jim Cummins in 1979. Teachers of the deaf are usually worried about developing the deaf student's English abilities due to the majority of language usage in the outside (hearing) world, and standard/state required testing.

However, Cummins (1979, p.197) states: *"If motivational involvement and adequate exposure to an L1 or L2 exist, CALP will be promoted in both languages regardless of which is the language of instruction."* I believe that the issue with using academic ASL is that majority of deaf students are lacking in their basic ASL skills due to little (or none) access to ASL. ASL is overlooked because it is not the majority language outside the deaf community, as English is the dominant language in the country we live in. This might lead to "Semilingualism" which in *"reality it refers to is simply low CALP"* (Cummins,

1979, p. 201). Semilingualism occurs when Bilingual language users who appears to not have fluency in either of their languages. The Deaf Arts Curriculum's focus is not to develop bilingual fluency, but contribute to the students' language acquisition progression naturally.

Over time with support from technology and awareness, it is expected that the education of the deaf child will be visual-based (with iPads or similar touch-screen technology) because it is geared towards the deaf student's strengths as a visual and kinetic learner, not deficiencies. With that, it is imperative that the instructional pedagogy be based around the VL2 concept – Visual Learning and Visual Language as *“Deaf signing teachers and caregivers actively engage, manage, and direct the visual attention of Deaf children (Crume & Singleton, 2008; Lieberman, 2008).* With my thesis focused on Visual Arts, it is vital to construct the students' academic learning around their abilities using the Bilingual approach and visual materials (the artwork).

The next chapter will review existing research and curricula available. It is important for an educator to ensure that the project is not a copy or repeat of content that exists. It will review various UCSD thesis and outside publications.

#### IV. Review of Existing Research and Curricula

In the *Visual and Performing Arts Framework for California Public Schools* Rationale for Arts Education under Education Code SECTION 8810 - Inclusion of arts in the school curriculum states:

*The Legislature finds and declares that there is a need to include the arts in the school curriculum as a means of improving the quality of education offered in California's public schools and reinforcing basic skills, knowledge, and understanding. The Legislature further finds and declares that the use of community arts resources, including professional artists, is one of several means of expanding teacher skills and knowledge in the uses of art, and contributes to the development of a comprehensive curriculum.*

The need of the **Deaf** Arts Curriculum is based on the knowledge of how resources that is relevant to one's culture - deaf culture and deaf art in this case - has more significant impact to deaf learners than mainstreamed culture and general art would. I believe that once the deaf student(s) have understanding and appreciation for De'VIA, s/he will begin to understand and appreciate all other genres of arts in general.

In my efforts to find other works within the UCSD MA ASL Program, I have read Kendra Rose' 2014 UCSD Thesis: *Deaf Students Discover Multiculturalism Through the Arts*. The similarity of our curriculum is the incorporation of Deaf Culture in the VPA Standards. However, Kendra (2014) focuses on three units in her thesis: Culture, What is Visual Arts and Theatre/Dance. Those topics touch on Theatre – a different Arts Disciplines in VPA Standards as my Deaf Arts curriculum focuses on the Visual Arts Discipline.

My curriculum units will be more focused on Visual Arts production using De'VIA concepts rather than students using arts to express thoughts/feelings. Kendra's thesis is intended to be multicultural while my curriculum is designed around one culture: Deaf Culture. I also do not mean to involve dance, portraits and theatre in my curriculum.

Another UCSD Thesis: *Using ASL and English: Bringing Literacy to Life Through Drama and Art* by Shanna Grossinger in 2012 focuses more on only the Drama/Theatre Arts Discipline of VPA Standards and ELA Core Content Area.

The National Science Teachers Association (NTSA) published a paper in where they emphasized using the Arts to help reach students: *"Teachers of science, technology, engineering, and mathematics (STEM) are discovering that by adding an "A"—the arts—to STEM, learning will pick up STEAM."* (Shapiro, 2010).

With a lot of support and call for Arts Curriculum coupled with the lack of UCSD Thesis studies on the subject, it was a good opportunity for me to fill in that void that would benefit the Deaf and Hard of Hearing Educational Field.



## V. Key Learning Theories

The Deaf Arts Curriculum is founded on three learning theories:

1. **Scaffolding/Zone of Proximal Development (ZPD)**
2. **Intrinsic and Extrinsic Motivation**
3. **Social Practice Principles**

In this section, you will read about each learning theory, its theorists and how it provides the foundation for learning in the Deaf Arts Curriculum.

### **Scaffolding/Zone of Proximal Development**

*The core of bilingual pedagogical strategies especially for emergent bilinguals in the beginning stages is “scaffolding” (Garcia, 2009) which is related to Vygotsky’s Zone of Proximal Development (ZPD) as which he defines as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.*

(Vygotsky, 1978).

Once the student gets in their preferred ZPD level, s/he is able to begin learning on his or her own with proper support from external sources. According to Walqui (2006), scaffolding occurs in four phases:

- *A Tutorial Phase* in which the teacher explicitly models and guides instruction.
- *A Contingent Phase*, which is teacher-student based and it is students’ learning that provokes the teacher’s feedback, modeling and questions.

- An *Interactive Phase* which is student-based. This is what happens when students “turn and talk” to another student or work in pairs.
- An *Independent Phase* when students themselves decide which strategies are more appropriate for the specific academic task.

With the scaffolding phases as a guide, I am able to use various scaffolding instructional strategies – modeling, bridging, contextualization, building schema, re-presenting text and developing metacognition (Walqui, 2006) to support students and their learning process. I believe that using all strategies at various points of my instruction would be effective with my students because implementing only one strategy does not work for every student in the classroom.

The Four Phases of Scaffolding correlates with the Effective Use of Gradual Release of Responsibility from Teacher to Student Structure for Instruction (Fisher & Frey, 2008) as seen in Figure 2. As a teacher, I recognize it is my responsibility to support and guide the students to access the content throughout the units of the *Deaf Arts Curriculum* in an ASL & English Bilingual Pedagogical approach.

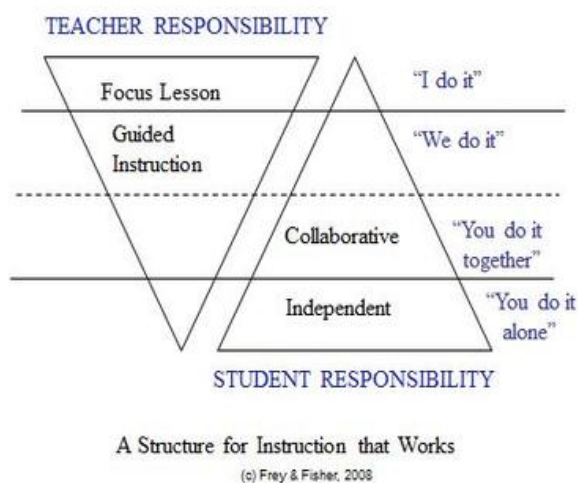


Figure 2: A Structure for Instruction that Works

## **Intrinsic and Extrinsic Motivation**

The purpose of this Deaf Arts Curriculum is to develop intrinsic motivation in students to appraise, critique and evaluate art in their own language. As Jim Cummins wrote (1986): *“the pedagogy promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge”* Using language – ASL in this context - actively as a means of learning in the bilingual classroom would generate authentic learning for the deaf student.

After scaffolding, the deaf students will have the opportunity to begin transforming their ideas into art based on their inspiration. The extrinsic motivation comes from discussion with peers and teacher(s) in the classroom while being introduced to works of De’VIA art.

When the students create original works of art that has significance to their cultural experience; their handiwork becomes much more meaningful. Their extrinsic motivation comes from ideas but only they can tap their intrinsic motivation to create art themselves. As a teacher, my pedagogical approach will be to simulate conversation by establishing a safe space for peers to share ideas, feelings and opinions in an artistic setting.

One strategy to encourage inspiration is the process of guided participation also known as “apprenticeship”. Guided participation happens *“Through the guidance of skilled peers, parents, teachers, and others, children observe new skills and begin to internalize them”* (Rogoff, 1990).

Guided Participation is an extrinsic approach that helps scaffold the child's intrinsic motivation in the subject of art. It also supports an interactive classroom to develop positive relationships amongst its members. This method echoes the sentiments of my personal favorite mantra: *"Tell me, I forget; Show me, I remember; Involve me, I understand."* – anonymous

### **Social Practice Principle**

*The social practice principle of bilingual pedagogy places learning through an additional language as a result of collaborative social practices in which students try out ideas and actions (Lave and Wenger, 1991), and thus socially construct their learning.*

*(Vygotsky, 1978).*

The principle of social practices is to encourage the students to work in a collaborative social environment to learn together. To describe social practice principle in one sentence: it is for students to interact in a co-operative learning environment using a language focus (ASL and English in this case) with high relevance.

These principles integrate seamlessly with scaffolding/ZPD and intrinsic & extrinsic motivation theories that support this curriculum. A social principle tactic to support practice is a Task-based pedagogy (Ellis, 2003) is providing materials developed by the teacher to meet a specific task. I did this by featuring Deaf Art (De'VIA) in this curriculum. Task-based pedagogy focuses on the instructional approach of learning designed through the task. The students' learning are geared around lesson plan objectives and curriculum goals that provides social opportunities within the activities.

## **VI. Deaf Arts Curriculum**

The Deaf Arts Curriculum's framework is designed to meet the three project goals, recapped below:

- 1. To engage in art critique & production*
- 2. To foster ASL/English development in the context of art*
- 3. To introduce students to De'VIA in its various forms & make connections with the core subjects*

### **Visual Performing Arts Framework & Common Core State Standards**

The Deaf Arts Curriculum's framework is also structured around the *Visual and Performing Arts Framework for California Public Schools' Five Visual Arts Strands* as mentioned in Section I.:

- 1.0 - Artistic Perception
- 2.0 - Creative Expression
- 3.0 - Historical and Cultural Context
- 4.0 - Aesthetic Valuing
- 5.0 - Connections, Relations and Applications.

Those Five strands are incorporated as "Units" in this Deaf Arts Curriculum. These strands' standards are based on Grade 2 due to my placement site. The complete Visual Arts Standards are available for the public use online from the California Department of Education's website. A comprehensive list of grade 2 standards only can be found in Appendix A.

The *ideal, complete* Deaf Arts Curriculum I developed before making the final revisions for the actual implementation includes the following strands divided into 3 Units covering 13 lessons as seen Table 1:

Table 1: Complete Deaf Arts Curriculum Framework

<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>
Artistic Perception & Creative Expression	Historical and Cultural Context & Aesthetic Valuing	Connections, Relationships, Applications
<b>Lesson 1</b> <i>What is Art?</i>	<b>Lesson 1</b> <i>Artist's message</i>	<b>Lesson 1</b> <i>Opposites</i>
<b>Lesson 2</b> <i>Different Colors, Different Moods</i>	<b>Lesson 2</b> <i>De'VIA: What is Deaf Art?</i>	<b>Lesson 2</b> <i>Colors around us</i>
<b>Lesson 3</b> <i>Six Elements of Art</i>	<b>Lesson 3</b> <i>Deaf Artists and Deaf Experience</i>	<b>Lesson 3</b> <i>Motifs and Themes</i>
<b>Lesson 4</b> <i>Creating Original Work</i>	<b>Lesson 4</b> <i>Sharing our Deaf Experience</i>	<b>Lesson 4</b> <i>Deaf Heroes</i>
		<b>Lesson 5</b> <i>Art and Community</i>

Each lesson of the Units throughout the Deaf Arts Curriculum will be designed to apply a strand (or sub-strand) from Grade 2 standards. For example, Unit 2, Lesson 3 will have Historical and Cultural Context (strand) aspect of deaf artists sharing their deaf experience. In the strand, there are three sub-strands that could be chosen to apply with Unit 2, Lesson 3 as shown in Figure 3.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

---

##### *Role and Development of the Visual Arts*

- 3.1 Explain how artists use their work to share experiences or communicate ideas.
- 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

##### *Diversity of the Visual Arts*

- 3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

Figure 3: Visual Performing Arts Standards Sample

As seen in Figure 3, a single lesson in the *Deaf Arts Curriculum* Unit can structured around either the entire 3.0 strand or focus on a sub-strand - 3.2 – only if vocabulary usage is the only concept used in the lesson. The lessons can also be tied in with the Common Core State Standards in ELA or Mathematics depending on the content being taught in the particular section. Another option is to combine two strands in one lesson.

I believe the versatility of this curriculum can be adopted for a weeklong Art lesson to a complete unit that ranges from a month to entire school year. The curriculum can be modified for factors such as: pace, lesson content, developing understanding depending on grade level, age, communication ability and prior knowledge of Deaf culture and the De'VIA genre.

Originally in my first draft, I aimed for 5 Units with 18 lessons in development before finally shrinking down to 3 Units with 13 lessons. When I

started my placement site internship, I learned that more changes would have to be made once again to condense the curriculum. Those changes to the curriculum will be discussed more in depth in the introduction of Section VIII.

It should be noted that all curriculum-related information including lesson plans, strategies & techniques, and materials can be found in Appendix A. Appendix B contains PowerPoint Slides I developed specifically for implementation at my placement site. Images of students' artifacts can be found in Appendix C.



## VII. Evaluation Plan of Deaf Arts Curriculum

The evaluation plan of the three De'VIA Visual Arts curriculum goals is based on a variety of data collection from formative and summative assessments throughout the units. There are three different angles where teachers can formatively and summatively assess students with examples:

- Teacher-Based Assessments: asking questions, observing students or taking field notes
- Instructional-Based Assessments: Charts, standards, rubrics or exit slips
- Product-Based Assessments: work samples, journals or generated projects

Another way to evaluate the art curriculum as a whole with a comprehensive understanding of the students' abilities, the cumulative learning will be measured with a Know/Want/Learn Chart (Appendix C). The KWL Chart is when the teacher asks the students what they KNOW about Art at the beginning of the curriculum then what they WANT to know about Art. At the end of the curriculum, the students should share what they LEARNED about art. This gives them an opportunity to think about what they could learn and reflect on their learning.

The Deaf Arts Curriculum relies on three main evaluations to meet the curriculum goals. As a reminder, the three Deaf Arts Curriculum goals are: 1) *To engage in art critique & production.* 2) *To foster ASL/English development in the context of art.* 3) *To introduce students to De'VIA in its various forms & make connections with the core subjects*

The evaluation and data collection for this project focuses in: **Field Notes, Standards, Charts, Rubrics, and Student-Generated Art Projects**. The field notes serve as my documentation while observing. The standards places the learning focuses on specific skills to be evaluated. The charts help support the students prepare and visualize their artwork as a formative assessment. The rubrics are used to evaluate the students' artwork as a summative assessment. The Student-Generated Art Project reveals the progress of the student-artist.

As the students progressed on their understanding of art and correlating it with De'VIA, they generated their artwork with the support, feedback and evaluation from peers, family at home and teachers. The inspiration for artwork grew inside their heads from appraising, describing and evaluating art in class.

It is not the intent of the curriculum goals to critique but appraise the students' final work, but to ensure the students' work is original, authentic and has meaning to them. I would never encourage the idea of criticizing a student's artwork if it does not meet the ideals of what art work should look like or compare with another student's drawing ability.

The essential part of this curriculum's evaluation plan is teacher's observations, noticing how the students express, in ASL, their individual creative thinking abilities during the art producing process. Encouraging conversation with that effort and growth in mind rather than correcting and minimizing the idea because it does not meet expectations compared with others' progress. Noticing the students' reactions and eliciting responses for ideas & discussion at

appropriate times help students come up with their own discussion ideas and empower them into leading the dialogue. Those ideas are not cultivated alone, but from a variety of ideas shared by students engaging in the context of Art critique & production.

Another evaluation of students' projects the incorporation of both ASL/English in description, whether it be a signed or written version, and checking to see if students are using the art terms they learned. This allows the student to gain ownership of their artwork using of ASL & English to apply artwork ideas into their drawings. The writing process can be altered from selecting a title, creating a caption, recording charts, a photograph description, to compiling an essay or a paper on a particular artist.

Keep in mind that age/grade level is an important factor in determining the level of instruction to assist a child's artistic journey. The artistic journey of each student is to find a comfort zone where s/he has space to create and become an artist. As teachers, we also can apply the same critical thinking skills students use in Art to access the core subjects.

Common Core State Standards and Visual Arts Standards are also tools of evaluation. By looking at the objectives and determining whether the students are achieving those objectives, will guide the teacher in evaluating students' performances. A teacher can determine if a student has indeed, satisfied (or exceeded) the standards based on teacher observations and assessments of the learning process and student-generated evidence.

## VIII. Implementation of Deaf Arts Curriculum

### Context of Placement Site

For my student-teaching placement, I was placed in a Pre-K to 12 residential school for the deaf in an urban city. The school's philosophy and approach is to *“establish a positive environment where ASL and English are valued, cultures are embraced, learning is relevant, and self-worth is uplifted.”*

The school's philosophy, which includes detailed vision, values, and beliefs, reflect a bilingual learning environment in ASL and English. The school *“embraces the philosophy that positive academic, intellectual, social-emotional, and physical development is the goal for every Deaf and hard-of-hearing child, and that the responsibility for the achievement of this goal is shared by the student, the family, and the school.”*

The school uses Boys Town Life Skills and Character Counts as the foundation of their behavioral/disciplinary approach. Boys Town Life Skills provides step-by-step suggestions of what student might do in a social skills situation i.e. accepting criticism or a consequence, disagreeing appropriately or making an apology. Character Counts has six pillars: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Knowing that the school's approach to learning mirrors my approach (as discussed in depth of Section III of this paper) was an important factor in determining my student teaching placement.

I recognize the importance of having a healthy and positive learning environment, which has a huge impact on the school support staff, teachers and students in the school. The workers valued and respected the ASL/Signing Zone on school grounds, which aligned with my ideal school climate.

### Description of Physical Environment, Learning Environment



Figure 4: Panoramic view from the northeast corner of the classroom

### Classroom Features

- Two iMac computers
- Wireless mouse and keyboard
- Printer (B & W only)
- Two whiteboards/15 mini-whiteboards
- Easy Interactive Projector and Pen
- Document projector
- 8 small trapezoid desks
- 1 long desk
- 14 chairs
- Sink/Soap
- Curriculum Material Bookshelves

During instruction, I taught by the whiteboard while the students face the white board in a semi-circle as pictured above. The storage for art supplies is by the bookshelf on the left section.

### Students

My assigned placement was in "Ms. Roberts's" Grade 2 Elementary Classroom. Ms. Roberts team-teaches with Ms. "Jane" and they both have six

and seven students each for a total of thirteen grade 2 students. The separate classrooms are next to each other around a corner about 12-15 steps away

Information regarding students in this section will be the six students in Ms. Roberts's classroom only involved with the De'VIA Curriculum which happens during 10:35 to 11:05 Monday to Thursday which is used for additional instructional support, Library, Reading Counts or technology/keyboarding.

Miss Roberts was generous enough to allow me to use that 35-minute block two to three times a week on Tuesday/Wednesday/Thursday since Mondays was for Library visits only.

In this project, each students will have a pseudonym and are named after characters in "A Song of Ice and Fire" book series (commonly known as the TV series "Game of Thrones"), which I read during my MA studies. Their name will be ordered from A to F. The six students in Miss Roberts's class:

**Arya**, (F), African American, Intermediate ASL and Early Intermediate English user, only deaf person in the family with 7 siblings, lives with grandmother, joined the school two months prior to my starting student teaching.

**Brynden**, (M), Caucasian, Early Advanced ASL and Intermediate English user, has Deaf parent and 2 deaf siblings, his parent works at school, student since Pre-Kindergarten.

**Cersei**, (F), Caucasian, Advanced ASL and Early Advanced English user, has Deaf parents and 2 deaf siblings, both parents work at school, she has been a student since Early Childhood Education (ECE).

**Davos**, (M), Caucasian, Advanced ASL and Early Advanced English user, has Deaf parents and 1 deaf sibling, student since ECE.

**Ellaria**, (F), Hispanic, Advanced ASL, Early Advanced English and basic Spanish user, has Deaf parents, she has been a student since ECE.

**Freya**, (F), Hispanic, Early Intermediate ASL and Beginning English; Spanish-speaking family, only deaf in family with 1 sibling, student since Grade 1.

### **Class Schedule & Structure**

The daily M-TH schedule of my student teaching placement seen below:

Table 2: Daily Class Schedule

Time	Class	Students
<b>8:00 to 8:30</b>	Morning Meeting, Morning Work	6 of Ms. R
<b>8:30 to 9:15</b>	Reading/Writing (Group 1)	5 and 8 (mix)
<b>9:15 to 10:00</b>	Reading/Writing (Group 2)	8 and 5 (mix)
<b>10:00 to 10:25</b>	Recess and Snack	All 13
<b>10:30 to 11:05</b>	De'VIA, Reading Counts	6 of Ms. R
<b>11:15 to 12:10</b>	Lunch	All 13
<b>12:10 to 1:00</b>	Physical Education and ASL (2 groups)	PREP
<b>1:00 to 1:45</b>	Mathematics	All 13
<b>1:45 to 2:30</b>	His & Social Science/Science (Biweekly)	All 13
<b>2:30 to 3:06</b>	HW Support	6 of Ms. R

Fridays schedule is similar but follows a compressed schedule since the school ends at 2:09. The two differences from the regular M-TH schedule are no His & SS/Science class and Technology Lab instead of De'VIA/Reading Counts. Mathematics is 12:40 to 2:00 after PE/ASL.

For two 25 minutes blocks from 8 to 8:25 and then 8:30 to 8:55 on Monday/Wednesday/Friday only the speech teacher Ms. Gray will come in and pull out 3 students for each block. All six students in Ms. Roberts's class has speech goals in their IEPs and participate in sessions regularly.

On Mondays and Wednesdays from 10:30 to 11:15 and Tuesdays and Thursdays from 1:00 to 1:45, Ms. Lopez, the Teaching Assistant is available to help out. She usually makes prints/copies, cutting, files homework and one-on-one support with classwork. Monday from 10:30 to 11:15 to is also Library Day where students go to the library to drop off and check out new books.

Typically before I started student teaching, Ms. Roberts would teach His & SS for one week, then Ms. Jane would teach Science the following week. They would alternate that during the school year. Occasionally they would teach mathematics separately/together depending on the week/subject.

Ms. Roberts also taught reading while Ms. Jane taught writing at the same time, switching the group of students at 9:15 instead of keeping the same group of students from 8:30 to 10:00 and teaching both reading/writing subjects individually.



The school's existing curriculum texts, workbooks and homework materials were already provided and available for use in all subjects when I took over student teaching responsibilities. There were also accessible art-related materials available in the classroom I would use in my Deaf Arts Curriculum such as paper, measuring tools and coloring tools.

### **Curriculum Implementation Process – April 20 to June 2**

It should be noted the timeline of the implementation process will be in 16 entries (sections) based on Curriculum Lesson Plans as found in Appendix A and Appendix B – for the Curriculum PowerPoint Slides. Students' artifacts can be found in Appendix C.

The PowerPoint slides all found in Appendix B are as referenced as "PP.Lesson.Slide" (PP.1.1 – Lesson 1 Slide 1; PP.2.3 – Lesson 2, slide 3) throughout. Students' artifacts are identified by B.4 (Brynden, 4<sup>th</sup> evidence).

After each lesson related entry, I will share my observations or learned lessons, which is feedback for curriculum improvement and ideas/tips by students, professionals and myself.

### **History & Changes of the Process**

In the planning stage of the Deaf Arts Curriculum three months before I began my placement site internship I did not know how much time I would be allowed each week. The original vision in the fall before I developed the curriculum was to have 5 units (one for each Visual Arts Strand) with 18

lessons/activity for 50 minutes, 5 times a week. After feedback, I finalized it to 3 Units with 13 lesson plans.

Once I began my observations in the first week of my placement, I realized the curriculum plan would not be possible with the scheduling and time length so the content needed a lot of downsizing. Rather than touch on a little bit of all 5 strands, I opted to focus on 2 main strands: Artistic Perception and Creative Expression as it is the foundation of art before the students can scaffold further with the other three units.

After consulting with my Master Teacher, it was agreed that I would teach my Deaf Arts Curriculum three times a week for 35 minutes over six weeks. As explained in the Class Schedule and Structure section, I had the 10:30 – 11:05 35-minute section on Tuesday/Wednesday/Thursday only.

With 18 possible classes in total, only 13 sessions occurred due to planned and unpredicted events in the schedule. Three more sessions were added before and after my student teaching period for the purpose of completing the Know/Want and Learn Chart with the whole class and during the one-on-one wrap-up session.

I tried for four lessons but ultimately ended up doing three combining the third and fourth lessons into one - Using Art Tools and Creating Original Work to Creating Original Work with Art Tools. The first two lessons took four class sessions, which meant about two hours for peer discussion, appraising and

evaluating the provided deaf artwork before producing their own original art work and sharing it with classmates. The third lesson had five sessions, the extra session dedicated to the artwork development process.

The challenge for me was to be realistic with my curriculum goals. I had planned out multitude of ideas where students could do research briefs on Deaf artists, having an artist come in to do a workshop, galleries and such before realizing my ambitions were a little too much for a second grade classroom. All the students wanted to do is to enjoy themselves while learning and exploring. The students were bursting with excitement and curiosity wanting to know more and leading longer discussions than anticipated.

My students were not ready for critical in-depth academic thinking type of workload so I adjusted the curriculum accordingly based on the students' abilities and interest from the Know/Want/Learn Chart. Grade 2 students do not want to sit down and talk about art all the time, so I wanted to strike a good balance of art critique in an ASL context and exploring with art hands-on art production.

Another cause of adjustment was finding out the ASL teacher at the placement site had already introduced De'VIA during Deaf History Month in March. What the teacher did was have the students select from one of several existing De'VIA artwork, copy/trace out and have them color in the art. She also briefly discussed Deaf Art History with the students.

An effect of those changes was removing an evaluation similar to 6+1 Traits of Writing evaluation process, as it was not successful in my writing instruction and a profile on artist Chuck Baird/Betty Miller that was done by the ASL teacher. The evaluation was not successful because the students kept on rating their work with the highest possible rating (all 3s) without thinking critically. The students also have not developed the ability to self-correct their work.

Before I officially started my student-teaching period, which began April 12 to June 10, I had the opportunity to observe my classroom from March 21-29 prior to spring break on March 30 - April 11. I was able to complete the Know and Want sections of the Know/Want/Learn Chart before spring break to support my curriculum adjustments. After observing the students I noticed PowerPoint slides were useful to hook students' attention with powerful images. I gained a better understanding of the class pace and developed strong rapport with individuals.

After March 27, I had until April 11 to finalize my curriculum in addition to preparing for my student teaching responsibilities in all core subjects. That is when I finalized the three lesson plans, materials, charts found in Appendix A and PowerPoint slides in Appendix B. There are also lesson plan objectives that students are expected to meet at the conclusion of each lesson plan as measured by formative and summative assessments are found in Appendix A.

From this point forward, the implementation will be in chronological order starting from the KWL Chart Session on March 27 until the final one-on-one wrap up session on June 2. Please note entries with two dates are continued activity.

**Know/Want Session: KWL Chart – March 27**

The observation session I had with my students occurred on March 27, days before Spring Break. I started my curriculum unit showing the typed question on the document projector screen from the iMac computer on the white board, asking them the question in ASL: “What do you know about Art?”.

I had a wireless keyboard on a desk ready to type the students’ responses after students were given time to think. A sentence frame was also provided – “I know art is \_\_\_\_\_” In order of students A to F listed, their following comments of what they knew art were:

**Arya**

– I know we use pencils, scissors, and papers

**Brynden**

– I know we can create your own kind

**Cersei**

– I know we do not have to follow exactly what we see, you can have your own style

**Davos**

– I know it means to draw different designs

**Ellaria**

– I know you can express yourself with no worries

**Freya**

– Did not have any comments

Based on my observations, Arya was referring to Art materials, which applied to my Art Tools concept of lesson plan. Brynden and Cersei were

referring to having originality in their own artwork. Whereas I think Davos knew that drawing the same thing all the time would get boring I was glad that Ellaria touched on an important topic – expressing creatively and I wanted everyone to feel comfortable in his or her artwork.

Freya is a quiet student, and rarely made comments in class. She did not have any comments after watching everyone. I tried to encourage her to say something by allowing her to finish the sentence frame through ASL.

The students could see their responses typed on the projector screen, and confirmed the wording I typed by re-signing. I then posed the next prompt and signed: “What do you want to know about Art?” I told them that their responses would be taken into consideration for my lesson plan activities. Three sentence frames were provided: “I want to know why \_\_\_\_\_”, “I want to know what \_\_\_\_\_” and “I want to know how \_\_\_\_\_”. After five seconds of thinking time, the students wanted to know about:

**Arya**

- I want to learn about different colors

**Brynden**

- How we can paint with water
- I want to learn about different shapes sizes

**Cersei**

- I want to learn how to draw with both hands nicely

**Davos**

- I want to learn how to draw different styles and ways

**Ellaria**

- How can I draw nicely/neatly

- I want to learn how to draw right shapes measured correctly  
**Freya**

– I want to learn how to paint

Based on my observations, I was pleased to know that my lesson plan developed smoothly and some of the goals were incorporated with some of the students' comments – especially Arya, Davos and Ellaria. I noticed Freya making a comment about wanting to paint. The sentence frame helped her express the complete sentence in sign. I decided for painting - we would not be doing this with particular class/curriculum but whole-class activity for History/Social Studies for student teaching.

I concluded by telling the students they do not have to memorize the chart, but keep it in back of their heads that we will go back and complete the “Learn” section after all of my lessons have been taught. We also would check in with the “Want to Know” section to see if we did learn it or not.

**Lesson 1: What is Art? – April 20 to 28 – 4 sessions**

**Objective:** At the end of the lesson, students will describe key mood or feelings presented in their original artwork

**April 20 - Lesson 1, Session 1**

After all the preparation and revising for 20 weeks, the Deaf Arts Curriculum finally started! The students were already waiting for Art class in anticipation since it has been added to the daily schedule on the white board.

I started things off by standing in front of the screen while the students sat in their desks in a semi-circle. The first slide (PP.1.1, Appendix B) title “What is

ART?” was on the screen. This Deaf Arts Curriculum is all about Art, so it is critical that the students have a foundation of understanding in the content.

There were five main points to art I modified in terms they would understand: showing mood or feelings, creativity, tells a story and rules & no rules.

I asked the students in partners to pair share – turn to each other and share for less than a moment - about the difference of “feeling” and “mood”. The students talked and shared their responses, which was recorded and discussed on PP.1.3, Appendix B.

**Brynden and Ellaria:** An excited feeling puts us in a good, positive or happy mood. A happy feeling is not mad or angry, but in a smiling mood.

**Arya and Cersei:** An upset feeling makes us cry and puts us in a bad mood. An ok-ok feeling is not happy or sad, but has both moods.

**Freya and Davos:** A sad feeling is when we feel hurt. A good feeling is great and we will say thumbs up in the mood.

With their discussion and response, I could ensure the students understood the difference between mood and feelings. A mood was something a person would be feeling at the moment. I noticed Davos was supporting Freya in her response by reminding her what they talked about in their pair-share. We talked about Creativity, and how an artwork tells a story. I shared the common saying of “A picture says a thousand words.”

I asked if anyone could explain what “Rules and No Rules” meant? Cersei raised her hand and thought it meant no rules meant she could draw anything as



in any color. I used that idea and asked the students in pictures, for the sun – What color do we use? (Yellow but sometimes orange, not blue). Are there one or two suns? (One). Can the sun be smaller than a bird? (No). There are rules in art, but there is some artwork where there are “no rules” such as surrealist type of art, or modern pop art.

I think that was a big moment because the students understood what I meant by an artwork having rules versus no rules. Some art can be creative but within a limit while some artwork are limitless. In the end, it is up to the artist to make the decision(s) of owning their artwork.

Those were the main things that make up artists, and I explained to be a skilled artist, we need to understand how those moods and feelings are connected with colors. I asked a question to the students to think: Do feelings have color? Ellaria commented on how she noticed brighter colors were happier such as a rainbow, while we would not see darker colors.

For the next several slides PP.1.4 to 1.8 in Appendix B, we saw several color combinations in form of warm/cool and primary/secondary/tertiary colors. I explained how those color combinations worked just like math i.e. blue + yellow = green and demonstrated that by taking a white sheet of paper and mixing blue and yellow color pencils. Blue + yellow will never = purple or gray.

The students were in awe of that, and I pointed out how those three primary colors (red, yellow and blue) can be combined in pairs to make more colors. With that, I passed out each student three colored pencils each with a white sheet of paper to put that into the test.

All the completed work by students can be found in each student's Artifact I. Arya commented that she really enjoyed making so many colors on the paper with just three pencils! All the students were floored by that knowledge.

Time ran out at PP.1.8 in Appendix B, when the students were just finishing up exploring with the colors. I told them that we would continue the lesson by observing and evaluating deaf art. After teaching this lesson, the lessons I learned are as follows: Have mood and feelings chart, similar to Emoji faces displayed in the classroom. Allow students a chance to create definitions or word bank for key vocabulary: Creativity, Primary, etc. and have materials ready prior to the lesson such as the color pencils sharpened beforehand.

**April 26 - Lesson 1, Session 2** *Note: Brynden = absent*

After a five-day break, we resumed the art curriculum. An important part of tapping into the students' prior knowledge is to remind them what we did in the previous class – especially after five days! I reminded the students what we did in the last session: learned about primary colors, which can make secondary colors when combined. That was proven true when we explored with three color pencils.

Students will be walking through the artwork twice – first time without commentary and the second time with sharing in between. In order to prepare them for what is to come, I warned the students that three questions will be coming up several times over the course of the lesson and wanted to think about those questions in ASL on PP.1.9, Appendix B on the projector screen.

- Which art did you like? Why?
- What deaf elements did you see?
- What did you notice about the art you saw?

The students were reminded to keep those questions in mind when going through the artwork samples I prepared beforehand. We would go through the artwork twice – first time without commentary, and the second time with brief sharing in between. The question would be posed again on PP.1.17, Appendix B.

The students made thoughtful comments after appraising and evaluating the artwork. I noticed the list of guiding questions (Appendix A) was a great supporting tool in helping elicit responses from the students in an art-thinking context. It was simple, but effective in sparking language usage. I recorded the students' comments in my field notes as seen below:

**Arya** (PP.1.15, Appendix B)

Noticed all the details in the police car chase with hands to represent police car siren, car lights, car and helicopter body. The hands also show movement of the action.

**Brynden** (absent)

**Cersei** (PP.1.12, Appendix B)

The hands will open barriers which is a metaphor for opening people's minds towards ASL

**Davos** (PP.1.12, Appendix B)

The hands breaking through wall has “light” inside the hands. It could mean heart or eyes of deaf person inside hands, which gives off powerful light.

**Ellaria** (PP.1.11, Appendix B)

“A, R and T” is spelled out with hands, they are deaf while the “teacher” does not have any handshape so the teacher might be hearing

**Freya** (PP.1.16, Appendix B)

Noticed that “G-R-O-W” art at the bottom colors are dark but at the top is brighter

The most common discovery the students seemed to notice: Deaf Elements in Deaf Arts are typically images of hands and its representation in ASL. Hands and ASL is a big, and obvious part of symbolism in Deaf Art but there are as many significant but abstract symbols they have not yet identified. The breadth of symbolism can be adjusted based on grade and age-appropriate discussion level.

The big idea everyone noticed that without ASL or hands, Deaf arts would not be what it is and ASL is an important part of being deaf. ASL is the language deaf people use to communicate, so naturally it would be a highlight of De’VIA.

Time ran out, as we were about to reach the prompt question for the students to create their own artwork. I decided to go ahead pose the question then asked a volunteer student (Davos) to come up and read then repeat the

question in ASL. I told everyone to start thinking about what kind of feeling or mood you want to show yourself in your artwork? The message I sent: apply what you learned about colors and feelings into your project.

I also polled everyone and best Artwork was a tie between PP.1.13 & 16 in Appendix B. After teaching this lesson, the lessons I learned are as follows: I need to try establishing a time limit on students' commenting as unnecessary additions wasted instructional time. Encourage students to think on their own and for appropriate age, provide some kind of note-taking chart where students could record their thoughts on artwork.

#### **April 27/28 – Lesson 1, Session 3/4**

It was time to get down to business. When we started class, I had all the art materials ready on the long brown table for the students to begin their artwork creation. I left the question prompt (PP.1.18, Appendix B) on the projector screen as a reminder for the students to read again. I told the students they had the time to observe, evaluate and discuss. Now it was time to produce your own artwork based on what we learned.

The students gathered the materials they needed to create their own artwork. It took the entire 35 minutes and 10 minutes of the following day for everyone to put the finishing touches on their first artwork (Artifact III, Appendix C).

The students generated all the artwork ideas themselves, I only checked beforehand to make sure they identified a mood or feeling they would base their

drawing on. The students often came up to me asking for approval on their ideas of what they wanted to do, I responded by stating that it is your artwork, your decision on what you want to draw. Make the artwork idea your own.

When observing the Artifact III artwork in Appendix C, you might notice glitter in all the students' work. The reason behind that was Arya brought a bottle of art glitter from home and asked if she could add it to her artwork. I welcomed the idea and soon enough everyone wanted to add glitter on his or her artwork. I asked Arya if it was okay with her, and she was more than glad to share it with her classmates. That moment showed the importance of relationships in a classroom community where students felt comfortable to share with each other.

One challenge I faced was when I tried to encourage students to add some kind of deaf element or perspective in their artwork. Some students struggled to come up with their own ideas even after I alluded to the artwork images they just saw for inspiration. It was difficult because I did not want to force the students to add the deaf aspect in their artwork for my sake, but it still was the focus of the Deaf Arts Curriculum.

On the second day (April 28) the students went up in front of the class and shared their artwork with everyone through the document projector on the white board screen. The students described their artwork in ASL (found in Appendix C) as shown below:

**Arya** created a self-portrait of herself celebrating with her sister at her recent birthday party with balloon and stars decorations. The orange and blue balloons were her sister's favorite colors. She decided to decorate the red border

(similar to a curtain) to add to the appearance. De'VIA elements were not found in the artwork.

**Brynden** created an artwork where it shows himself with his brother and three friends on the BMX dirt track. He labeled riders on the artwork with their names riding towards the finish line. Brynden's hobby is BMX dirt bike racing, and it makes him happy when he rides his bike – which is why he drew the smiley face on the right side. He added the sky and sun to show that it was outdoors. Brynden requested a ruler to help him make straight lines but did not use it carefully. De'VIA elements were not found in the artwork.

**Cersei** created a self-portrait of herself, proudly winning a soccer medal. She plays on the school's soccer elementary team. She tried to draw a sun on the upper-right corner with the blue sky covering it but made a mistake, however, that did not stop her from making a new draft and fixing it. De'VIA elements were not found in the artwork.

One thing everyone liked was when she used a glitter foam ball from the classroom materials and fashioned it into a flower pin for her hair – which was something Cersei did in real life. That added a personalized touch and feature to the artwork that belonged to her – an important part of the Visual Art Standards.

**Davos** created an artwork with one De'VIA element tracing his “3” handshape to show a mountain bike jumping off peaks. Davos added his favorite colors red and orange in the background to represent a hot day in the

mountainous desert with the sun smiling down. Davos told the students that he thought about adding a rider on the hand-shaped bike but decided against it because it was hard to do.

**Ellaria** created an art of a friendly cat waving hi. Ellaria's favorite thing to draw is cats. Ellaria pointed out how the cat's collar has her favorite color purple and is friendly enough to meet new friends. Ellaria featured a De'VIA element by drawing the cat waving hi in ASL in addition to voicing it in a bubble. She also pointed out the leopard style print on the cat's hair.

**Freya** created a self-portrait of herself smiling while wearing a rainbow dress. Freya said she did not have one favorite color but likes the rainbow because of all the colors together. She added the sun in the corner because the sunlight will help her dress be shiny. De'VIA elements were not found in the artwork.

As a reminder, lesson plan 1's objective: *At the end of the lesson, students will describe key mood or feelings presented in their original artwork.* The students' evidence of objective one as described in Artifact III of Appendix C in Table 3.



Table 3: Objective #1 Evidence

	<b>Mood or Feeling</b>	<b>Described/Presented by</b>
<b>Arya</b>	Celebrating	Birthday party with balloons and decorations for her sister, smiling faces
<b>Brynden</b>	Enjoy (Hobby)	Riding his BMX bike, smiling faces
<b>Cersei</b>	Proud	Big smile with soccer medal around neck
<b>Davos</b>	Enjoy (Hobby)	Riding his mountain bike, smiling sun
<b>Ellaria</b>	Friendly	Cat with a smile, waving "HI"
<b>Freya</b>	Happy	Big smile and shiny dress

Based on the evidence in Table 3, every student was able to select a specific mood/feeling and present that in his or her artwork effectively. All six students satisfied lesson 1's objective.

When everyone was finished, we all praised each other on a job well done in our first artwork sharing. I told the students that we would always share our created artwork with each other for Arts class, so be prepared to do this again. After teaching this lesson, the lessons I learned are as follows: Establish a clear policy with regards to students bringing in personal art materials for use or sharing. Keep in mind - A student might have pack of 64 crayons and won't share with others who only have pack of 12 crayons. (Personally I am ok with the "OK to bring if share" policy). It is suggested to have a discussion of art materials and respecting each other's possessions. Students have the tendency to be copycats. They look at each other's artwork fishing for ideas. As a result 4 out of 6 students included the sun in their artwork. The sun is a common art symbol. Word of

advice: be sure to encourage students to stick with their own ideas. There is a fine line when approaching students with regards to the expectations of the curriculum. We, as teachers, need to encourage students to add more details and ideas to the artwork without telling them to incorporate suggestions or ideas into their creations. The same thing goes with adding Deaf element in artwork.

## **Lesson 2: Six Elements of Art – May 3 to 5 - 3 sessions**

**Objective:** At the end of the lesson, students will identify and distinguish the six elements of art in a chart

### **May 3 – Lesson 2, Session 1**

Lesson 1 (Appendix A) was a good start in introducing Art to the students. The students now have a foundation of Art concept with colors and mood/feelings. One of the concepts emphasized in the standards was to develop a perception of art in nature. The students noticed that by featuring sky, sun, and mountain terrain in their artwork. Those natures, in addition to water, trees and animals are part of major concepts in art.

For Lesson 2 (Appendix A), the main purpose is to be familiar with the Six Elements of Art as identified by the California Visual Performing Arts Standards. The Six elements of Art: color, line, value, shape/form, texture and space. Each element has its own significant attributes and purpose but does not create much alone. All six elements together have the power to create meaningful art.

The session started by the students sitting in a semi-circle facing the whiteboard with projector screen on it. The Lesson 2 PowerPoint slides (Appendix B) were designed for the students to focus on one element

accompanied with an artwork in which said element stands out. As a class, we observed each slide together.

The first element was color; we talked about the warm/cool colors. In the color picture example: warm colors (all kinds) are bright and loud with eye while cool colors (mostly blue and purple) have a calm and quiet feeling with ear. Ellaria said the picture represented people who were Hard of Hearing. Brynden thought the hands was meant to “interpret”.

The second element, line; was an interesting concept for students. They understood drawing a line was “drawing a line” but I wanted to point out how images can be used to form a line. In the picture example (PP.2.6), there seems to be a row of black and orange fish swimming through blue water. I asked the students if we looked closely, what would we find?

Brynden was the first to find the illusion: the blue water itself was shaped like a fish! The blue water lines were shaped just the same as the fish but it had different texture. That was the vocabulary word I used because it was one of the six elements and told the students to recall this word. I asked the class: if a group of fish had any significance to Deaf people? Nobody could guess – I explained that a school of fish stays closely together to fight off bigger threats just like deaf community does against oppression. The students agreed with that observation.

The third element, value was easiest for the students to understand. In the example slide (PP.2.7, Appendix B) with the pixel color chart, students could see how color brightness/darkness changed from white/black. Cersei, Davos and

Freya said that they would want to draw exactly from that type of chart of colors for their own pleasure.

In the next slide with the sunset (PP.2.8, Appendix B), Ellaria noticed how the oranges and purples became darker when further away from the sun. I confirmed her observation to be tied with the concept of value. Arya described how the picture showed evening because the sky was dark. Davos noticed the arms in the picture – and was able to identify the signed word for sunset!

The fourth element, shape, was the easiest for everyone to understand thanks to the core subject - Math. For my student teaching responsibilities, I started a weeklong Math Unit on “Geometric Shapes” that highlighted: circles, triangles, squares and rectangles. The students already had that knowledge fresh in their brains.

In the photo example (PP.2.9, Appendix B) – I asked the students if they noticed anything particular about the people there? Nobody did. I told them that I thought everyone in the picture was Deaf. I asked the students: “why did I just say that?” The class then started noticing the subtle ways people were facing each other, using their hands to verbally communicate with one another. They were amazed with the details by the artist. I think the students were looking to notice something else in the artwork rather than looking to see if those people were deaf. I told those details would not be made possible without precise shaping and Deaf culture awareness.

The fifth element, space, was confusing to the students at first. Davos commented: What does space have to do with art? When he signed the word

“Space” he meant it in the context of outer space. I chuckled and told him that the word had multiple meanings – kind of like value. Value in art means bright/dark colors but in our everyday lives, value means something important or dear to us. Davos’ comment, and my response helped the class understand what space and value meant. This also was an instance of Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency (BICS/CALP) highlighted in section III.

In the artwork example (PP.2.11, Appendix B), the students were really fascinated by the artist’s fine details. Ellaria was quick to point out the smaller trees had their eyes and fists closed, but the bigger and grown trees had their eyes open and fists extended into open palm hands. Davos also noticed the three white birds in the image were made of hands rather than actual birds. I commented that there are also spaces of the grass field, trees and sky in the artwork.

The final element, texture was the students’ favorite element of art. I noticed before and after I introduced the term: the students finally had a word to define their artistic descriptions. Texture was how something felt based on how it looks. Was it rough, soft, hard, lumpy or other adjectives? This discussion helped students relate with the describing things and people with adjectives they did in their writing class.

The example artwork (PP.2.13, Appendix B) sent a strong message to the students who understood the meaning. Arya said that she could not bear to look at the artwork for long and when I asked her why, she described how she did not

like the idea of hands being chained together. Davos noticed the chains looked hard, limiting the hand movements. Freya thought the hands looked dry and broken, not soft like normal hands would be. I asked the students if there was a message the artist was trying to send? Cersei said: "If other people do not allow us to use ASL, ASL will break?" That was a good observation in which the classmates agreed with.

When we were finishing up with discussion of the sixth element, I looked at the classroom clock and noticed I had went over two minutes. I wrapped up class by asking the students to quickly review the Six Elements. I went around clockwise asking the six students to say one element each. We named all six together. I told them we would review what we did and finish the remaining slides in tomorrow's class. After teaching this lesson, the lessons I learned are as follows: The same issue as last time, students made a lot of comments but some of their comments went off track. My challenge is to help students to share the main point rather than state unnecessary information. It would be useful to have all six elements visibly listed somewhere on the whiteboard. (Permanent idea is to have poster/flyers on classroom walls.)

#### **May 4 – Lesson 2, Session 2**

When we resumed the lesson, the students were asked to remember what the six elements of arts were. Five elements were named, only one (line) was forgotten.

Before continuing the previous lesson, I asked the students to quietly observe each slide of the six elements and the accompanying images. I went

through each slide for five seconds until where we left off from yesterday on PP.2.14 in Appendix B. I asked if anyone wanted to make any new comments? Nobody did so I moved ahead to the next slide.

To provide a model, I showed them my favorite Artwork entitled “Art No. 2” by Chuck Baird. I asked the students if the term “No. 2” was familiar, they did not. I began to explain that No. 2 is a type of pencil. In order for them to make connections, I asked Freya to go to the supplies shelf right behind her and grab a pencil. She found the “No. 2” symbol on the pencil and showed that to the rest of the class sitting at the semi-circle.

I proceeded to ask if anyone knew who Chuck Baird was? Ellaria mentioned she recalled his name in ASL class where they learned about De’VIA art in Deaf History Month during March. Brynden, Davos and Cersei recalled his name too, while Arya and Freya did not. I asked if there was anything else they remembered about Baird? Cersei said he passed away a couple of years ago (correct) and did a lot of art for deaf people (also true).

I showed the image (PP.2.15, Appendix B) up on the screen and checked out the students as they observed the artwork. The first impression was they really liked the life-like details. I asked the students to share their observations. Arya pointed out how the signed word for “art” is shown with a white flash of curved light. Cersei noticed the paint splattered on the shirt. Ellaria noted the differences in pencil and pens. Freya saw the shirt was really wrinkled.

I thanked the students for their thoughtful observations and told them I liked this artwork because of how the artist brought the sign “art” to life, art tools

bursting in the air representing art tools being thrown in the air and that very moment resulting in a captured in form of art with the fine details.

In the following slides as seen from PP.2.16 to 2.22 in Appendix B – I pointed out all six Elements individually on separate slides with Drawing Desk, a photo-drawing app I used which recorded my markings on the screen. Each image pointed out a particular Element in “Art No. 2”:

**Color** – shirt, skin, pencils/pen, background

**Space** – Skin of neck/arm/hands, shirt and black background

**Line** – shirt collar and pocket, sleeves, pen, “art light”

**Value** – brightness in middle, dark in edges

**Texture** – Hair on neck, rough skin, wrinkled shirt, pencil sharpness

**Shape** – Watch, pen/pencil, hand, person, shirt

The students noticed and verified all those details highlighted, and I felt that helped them have a better understanding of the Six Elements of Art. I asked students if the artwork would be the same if one or more elements went missing? They replied “NO” in unison. I told them each element had their own “specialty” that is unique to itself, but all together as one they can create art.

We had 15 minutes remaining, so I used this time to pass out the Six Elements of First Artwork chart (Artifact IV, Appendix C). The purpose of this activity was for the students to look at their original First Artwork (Artifact III, Appendix C), and identify the Six Elements of Art they featured (knowingly or unknowingly) on the piece. The prompt: Did your artwork have all Six Elements of Art? I asked the students to answer that in their chart.



I partnered up each student based on emerging/proficient language users (using “peer to peer” and “peer expert” concepts) to support each other – Arya/Davos, Cersei/Freya and Brynden/Ellaria. I instructed the students to encourage one another when they forget what an element meant or noticed an element that appears on their artwork they created. I suggested that they draw the meaning of the word if they could not come up with the written word.

The students worked independently and swiftly in partners and by the end of the period everyone was finished. One thing I noticed was that the students did everything on their own and the partner support idea was effective. I did not plan for that moment, but at the time it felt like it was the right thing to do. I noticed how the students did not try to take over one another’s chart.

I told the students they would be sharing their six elements chart tomorrow. I also explained that tomorrow would be the day my UCSD Supervisor, Dr. Allen, comes in our class to observe my teaching, not them, so the students would be prepared for a classroom visitor. After teaching this lesson, the lessons I learned are as follows: Use Peer to Peer and Peer Expert for activity as it helps foster discussion in the context of art. Have examples of Six Elements of Art available for students as reference and for older/age appropriate students – their personal notes of Six Elements of Art would serve as reference.

### **May 5 – Lesson 2, Session 3**

Today was the “big day” when my UCSD supervisor would come in to observe the class. Nervous? Not when I am ready! I knew my students would be ready to share the class along with Ms. Allen what they learned thus far.

The students had the opportunity to display their artwork on the document projector and describe the Six Elements of Art in ASL. They stood facing the semi-circle with the whiteboard at their backs while I held their Six Elements chart (Artifact IV, Appendix C) for them to refer.

**Arya** explained that she had blue, orange and red – bright - colors in her artwork. Arya said that the balloons should be smooth but she felt that she did not draw enough details to show that texture. She said that the smiling faces showed happiness and celebration in the space.

**Brynden** featured brown, blue, orange, red and black in the artwork. He pointed out the value of sun was the bright color and track was dark. The dirt racetrack was the shape and texture that was depicted in his artwork. Brynden emphasized that the dirt texture was hard to see but it is there.

**Cersei** had yellow, brown, pink, gray, black, red, blue and green colors featured in her artwork, she commented that it had a lot of different colors. She pointed out the choice of colors in painting her hair she picked dark brown, not just brown, which has value. Her sky was shaped like a rectangle and the rough/bumpy part of her art texture was because of the added flower hairpin decoration.

**Davos** had blue, red, orange, brown and yellow colors in his artwork. He added that the value of orange and yellow were shown to be bright (Sun). Davos also mentioned that he had a circle half [half-circle], rectangle and triange [triangle] shapes in his artwork. Those vocabulary words were the ones I taught

for Math class. Davos pointed out that he thought did not have space because there was no person but a hand instead of it.

**Ellaria** explained that she used only three colors: pencil, white and pink when she actually missed one color - purple in her artwork, even though she knew she did not “draw” white on the paper. She said that the space of cat’s tail wagging was fast, which meant the cat was happy. She added the cat’s collar was hard, rough and tough texture.

**Freya** recorded only yellow on her chart (she had rainbow colors on artwork). Explained that the value was bright on her dress and the curved line (smile) showed that she was happy. The texture drawing on the artwork was her hair.

As a reminder, lesson plan 2’s objective: *At the end of the lesson, students will identify and distinguish the six elements of art in a chart.* The information below is based on the students’ self-evaluation as seen in Artifact IV, Appendix C. The (parentheses) is my comments as clarifications as seen in Table 4 in the following page:

Table 4: Objective #2 Evidence

	<b>Color</b>	<b>Space</b>	<b>Line</b>	<b>Value</b>	<b>Shape</b>	<b>Texture</b>
<b>Arya</b>	Orange, blue, and red	Smiling faces	Decoration (curtains)	Bright colors	Square (border)	Smooth (balloon)
<b>Brynden</b>	Brown, blue, orange, red and black	Smiling faces	Sun and BMX race track	Sun and sky	Car, track	Dirt on race track
<b>Cersei</b>	Yellow, brown, pink, gray, black, red, blue and green	Happy	Many	Dark hair brown, sun	Sky rectangle, full circle, many	Smooth and rough and bumpy (medal)
<b>Davos</b>	Blue, red, orange, brown and yellow	No (has person drawn on paper)	Lines of sky background and "3" handshape	Orange and Yellow	Circle half (half-circle), rectangle and triangle [triangle]	Soft (mountain dirt)
<b>Ellaria</b>	Pencil, white and pink	Happy, fast her tail wag	Eyes, hand, hair, face and tail	Nope	Tail, collar, paw	Feel hard, rough and tough (fur and collar)
<b>Freya</b>	Yellow (rainbow colors)	Happy	Smile (teeth)	Dress (shiny, bright)	Circle (face, sun)	Hair

Based on the evidence in Table 4, each student has a general understanding with the Six Elements of Art and met the objective. Students were able to identify elements in their artwork and record it on their chart in a way they felt comfortable to express (coloring, drawing or writing). I noticed students were

more comfortable describing the elements in ASL than in English. However, I knew it would not be easy for the students to completely satisfy the objective with only three sessions but with more opportunities provided, the students would have a complete understanding of the Art Elements.

After each student's sharing was done, one or two members in the semi-circle had the opportunity to share one brief comment, question about the artwork or suggestion/feedback to add in. It was a good conclusion to the lesson seeing students praising each other's artwork using Elements of Arts concepts. After teaching this lesson, the lessons I learned are as follows: Give time for students to practice their sharing in pairs before whole class so they would feel more confident about their content and some students skipped elaborating on certain elements. I felt that I provided them a model, but they did not have the opportunity to make connections during their presentation or thinking process. Try to make sure they touch on all of them (like a checklist).

**General comments from Supervising Teacher' Observation are as follows:**

- Well prepared and organized
- Good rapport with the students
- Good review of what they learned about the elements of art (tap into prior knowledge)
- Students knew how to give appropriate feedback. In the beginning of the lesson you provided them a model of how to give appropriate feedback. Included examples of inappropriate feedback. Great modeling of language to use. Good work!

- Students asked good questions about the artwork.

### **Lesson 3: Creating Original Work with Art Tools – May 11 to 25 – 5 sessions**

**Objective:** At the end of the lesson, students will create original artwork using art tools

#### **May 11 - Lesson 3, Session 1**

The following week, I started Lesson 3 (Appendix A), which would be the final one in this curriculum. The students sat in a semi-circle facing the projector screen on the whiteboard as usual while I faced them.

The title of the slide: “Using ART Tools” was displayed on PP.3.1 in Appendix B. I asked the students what did “tools” mean? Brynden raised his hand and referred tools to mean \*things to fix something (He signed \*things as in ASL classifiers for pliers, screwdriver, hammer but did not fingerspell). Ellaria added that tools are used to help someone. I converted this statement into a question, "How does an Artist use their tools?" Freya remarked that they use pencil or markers to draw. Davos added rulers and cut-out/blocks to trace out something.

The students seemed to get the big idea of art tools. I told the students in the next few slides we would be using tools to help us make art. I had all materials ready before class laid out on the long brown table behind the semi-circle. In each slide, we would focus on using tools for two kinds of art elements that are similar with each other. My hope was to scaffold students learning by having them practice specific elements of art.

The first two elements: color and value (PP.3.2-3, Appendix B). We know that all colors have different values. We learned the fact that the more white a color has, the brighter it becomes, same with the more black a color has, the darker it becomes. I asked the students to select three coloring tools – markers, crayons and color pencils and pick the same color. They are asked to compare those coloring tools – do they look the same or different? Did it feel the same or different on paper? The students explored the different types of coloring tools as seen in Brynden, Ellaria and Freya’s student work samples (Artifact V, Appendix C) – they did that and noticed together how the marker texture felt “wet and heavy”, the crayon texture felt “rough and crumbly” while the color pencil texture felt just like a regular pencil would.

I moved on to the next slide (PP.3.3-4, Appendix B) where we talked about line and shapes tools. The students were already familiar with measurements and rulers from a science activity we did. The slides showed using a ruler to make line, CD and a pencil compass to make circles. I asked the students if there were any other tools that would make shapes. Cersei said that we could use cups or cans’ flat bottom to trace circles. Arya added we could trace our own hand to make a handshape.

Those were practical ideas that an artist would do. I showed the students some specific tools like a protractor, triangle (triangular) ruler and cubes. I demonstrated how I would carefully line up the edges of the shape to create an

aesthetically pleasing shape. I gave time for the students to explore making lines shapes using tools as seen in everyone's Artifact V in Appendix C sample.

I gave the students five minutes to practice using tools, and the common struggle was keeping the ruler steady while drawing a line. I pointed that out to students who already made those lines and asked them to try drawing them more steady. The students seemed more interested in exploring than following instructions. I did not address it, just as long as they were engaged with the task. They are second graders so I did not put much emphasis on neatness and quality although legible artwork and writing could be a topic of discussion.

After five minutes, using the timer on my phone, a very effective strategy, I asked everyone to return their art tools and go back to their seats. We went ahead to the next two elements, which was texture and space. I showed them texture can be used in many ways and shared the slide (PP.3.7, Appendix B) with 28 different texture tiles. The students were instantly hooked and everyone was commenting at once on the attractive patterns. I told them we would need to first discuss the texture and space concept before we explored as we have always done.

I pointed out the specifications of some texture, how it reflects a concept. The snail had a "@" symbol which looks like their shell. The leaves had straight and curved lines. The sponges had circles that looked like bubbles too. I thought aloud how it was interesting those shapes could create space within the lines.



We had about 10 minutes left before I let the students create their own pattern or texture design using tools (Artifact V, Appendix C). The students took this seriously and created their colorful designs. We continued this until time ran out and concluded the lesson. I told the students to clean up everything together, put back the specific art tools where it belonged (categorize them) and on the shelf. We would finish up the remaining slides the following day. After teaching this lesson, the lessons I learned are as follows: Have some sort of desk cover under the students' artwork. The markers bled through the paper onto desk. I underestimated how long it took to wash them off. Take the time to observe and interact with students on their tool usage. Model or demonstrate how to use a specific tool properly whether it be holding a ruler steady, cutting with scissors on a straight line or ease on pushing down pencils. Perhaps add "Cause and Effect" concept as in the effect of pushing down a pencil too hard would cause the point to break. I also found out all students except Brynden & Freya threw away their exploring paper which is why in Artifact V, Appendix C - B & F had two paper samples while everyone had one. Make sure your students don't throw away their work!

### **May 12 – Lesson 3, Session 2**

I resumed where we left off in the next slide of the lesson (PP.3.9, Appendix B), which was the challenge to Create Original Artwork with Art Tools (Artifact VI, Appendix C). I told them that I wanted to challenge everyone to create your own idea with limits of using four color, shape, texture and/or space.

The reason for that was to narrow down to specific colors and not using random rainbow colors or a jumbled mix of shapes but focus on the color and meaning behind those colors or shapes. Those colors would create an artwork theme. I gave several examples as ideas in the following slides (PP.3.11-16, Appendix B) I also explained that black or white does not count towards the four-color limit.

I believe the challenge encourages critical thinking of the student in the art-creating process. In the first artwork, we observed and analyzed the Six Elements of Art after the artwork was done. In this reversed approach, students developed the artwork idea within the familiar Six Elements of Art Framework while thinking about their design.

As seen on the students' work samples of the Art Elements Chart (Artifact VI, Appendix C), I had difficulties with Cersei and Ellaria in accomplishing the task. It was a good learning experience as a teacher dealing with students' strong personalities and personal issues. Cersei did her Six Elements of Art based on what she did for Artifact V, not VII for fun. It was done correctly but that was not the specific instruction I gave, and asked her to produce a new one. Long story short – she simply did not oblige. Instead of getting into a power struggle with her, I decided to let it go. Next time, I would experiment by making a compromise with the student, so both sides would be satisfied.

Ellaria's behavior was "off" this week due to circumstances relating with bullying. She was not an active participant in class, and I was careful not to stress her. I knew one of Ellaria's hobbies was drawing, so I was hoping this

would take her mind off whatever she had going on. She told me flat out that she did not want to do the Six Elements of Art chart right now, so I left her alone. In the following days, Ellaria avoided completing the paper after several reminders with me.

The students' ideas of their artwork, and identifying specific elements were done independently. I had the PowerPoint slides (PP.3.7-8, Appendix B) with the Texture features projected on the screen so the students could have ideas/spelling. I was proud of those students who took the challenge to heart and start the process of creating their own original artwork.

Time was running out, and I told the students those who finished the Six Elements of Art Chart could start creating their Artwork first thing tomorrow while those who did not will have to complete the chart before starting. After teaching this lesson, the lessons I learned are as follows: Follow up on students who might have missed earlier work. Don't let them get away with avoiding/missing doing the work. Students could have done some sort of roundtable or think tank to discuss possible artwork ideas/inspirations. This also was the "moment" where I realized the big difference in elementary and high schools was that I could not "reduce" grades due to incomplete work.

### **May 17 and 24 – Lesson 3, Session 3**

From May 17 to 24 was all about production of the artwork. On May 19/20, there was no school due to IEP Day, as a result of that; Wednesday May 18's

schedule was a compressed schedule, which did not have time for Art. I told the students the 17<sup>th</sup> was the only class day we could do the artwork that week. There were extra hours in the morning between 8:00 to 8:30 and homework sessions from 2:30 to 3:00 were possibilities to work on their projects. I told them they had to learn how to manage their time wisely to get their artwork complete.

I reminded the students that all the materials were laid out and the students worked on their Six Elements of Artwork in tow. I encouraged the students to develop a vision and stick with it all the way through. I also added that it is never too late for any good ideas they thought of midway, they could find a way to work it in the artwork as long as it is within the rules of the art challenge. Changing the whole thing, or adding a completely new idea would just be a waste of time and unnecessary effort. If the students wanted some ideas for inspiration, I had all 19 Deaf Artwork images (Appendix B) available on the classroom iMac to browse through.

I shared the rubric expectations in ASL but decided against doing an individual rubric evaluation/feedback session with the second graders as mentioned how I struggled in doing a one-on-one evaluation for a writing task in the **History & Changes of the Process** section above. This also shaped how I would approach the one-on-one session (June 2 entry). It should be noted for evaluation and data purposes I would share my evaluation score, commentary and scores of the students' artwork for the readers to be used as a sample/scoring guide in the Reflections on Outcomes section.

The students went ahead and started working on their artwork. My involvement was minimal compared to lesson 1. The students had total control of their blank poster with all the tools at their arsenal. This also was reflective to: A Structure for Instruction that Works (Section V, p. 15) in where students took more responsibility towards the end of the unit compared to the beginning. I noticed some students gathering tools, applying them based on what they learned while others went straight ahead on the drawing board without planning with art tools.

Time eventually ran out, and everyone seemed to be at (or more) one-quarter through with his or her artwork. I reminded the students of our limited schedule and would resume on May 24 as the final day to complete our artwork. The process continued through eventually everyone was finished by May 24.

At end of the class, I collected all the artwork (Artifact VI, Appendix C) together along with the students' Arts Elements Chart (Artifact VII, Appendix C) to be stored in a safe place on the shelves. I told the students we would also write a paragraph about their artwork the next day and share it with the class.

Based on my observations, six students selected Markers as their drawing tool. Arya and Ellaria incorporated some crayons in their artwork. Four students (A, B, C, D) used the ruler as a measuring tool. Four students (A, C, D, E) used an "I Love You" aka "ILY" handshape cutout as an outline tool. Students seemed to favor the "border" or "frame" feature in their artwork. All students except Ellaria used a form of repeated texture pattern. All students except Freya had elements

of Deaf Art featured in their artwork. After teaching this lesson, the lessons I learned are as follows: I may have been too lenient in enforcing tools usage. I should have made myself clear that using art tools was required, not optional. Establish that expectation of applying learned experience of using Art Tools. Students did feel rushed with the time limits. For an extended and reflective curriculum, a first rough draft with feedback session(s) before drawing the final product would be recommended. This along with time restrictions had an impact on the quality of artwork

#### **May 25 - Lesson 3, Session 4**

Before the students shared their artwork at the conclusion of Lesson 3 (Appendix A), we had to develop a written description of their artwork. Often, artists will write a paragraph explaining the meaning behind their artwork as a description to the viewer. Providing it in ASL only would not suffice if the students were not there to explain the artwork to an observer, so an English version would be appropriate.

I signed the questions: What is your artwork about? Why do you have those shapes, colors? What is happening in your artwork? What should people know about your artwork they might not notice? I passed out colored index cards as the students chose their preferred color and they started writing. I helped students with spelling when they asked for assistance. The students wrote their written descriptions as found in Appendix C:

**Arya:**

*Differen shapes I love you hand, stars and thee (tree)*

*I used patterns I like with my favorite colors*

**Brynden:**

*When i Art finish. and Also Like flag. and plus hand say like (Ily) that own one.*

*Beclause I like black color.*

**Cersei:**

*I have three (ily) (ily) (ily) why I Love my brother and why one (ily) who? Is me I love myself! Do you hate yourself? I love myself! why one big (ily)? why I love my mom and dad! Why I have two hands and (ily) on hands? Why I love sign if zero sign can't talk.*

**Davos:**

*ily if not have ily mean will hands are gone! I Pick heart color red why Because I have my heart in my body. I like rainBoW Because of it is Pretty!*

**Ellaria:**

*That one girl wolf. Her name: wolf pup girl. And this one boy wolf. his name: Wolf pup boy. Ago few: both's -fri (erased) – first time for meet. Both is not useful and not friend. Both meet again and again.*

**Freya:**

*Checkered or different colors red, orange, yellow, black, pink,  
I like the tiles pattern*

I noticed (and chuckled) how the students used “ASL structure” in their writing like “ily” as in I Love You Handshape, some even drew out the “\|,,|” symbol on their description. Same with Brynden’s writing: “When I Art finish” which makes sense in ASL but not English. I did not want to do a second (edited) version of the written description because the editing process was not the focus but on documenting their thinking from ASL into written English. Also, the students were learning English as their second language, which makes this a learning opportunity to improve writing skills.

I also noticed Arya used Elements of Art Vocabulary words: Shapes, pattern (texture) and color; Brynden used color; Davos used color; and Freya used colors and tiles pattern (texture). I recognize it shows these students actively applied what they learned. One thing I noticed about Freya’s artwork was that she did not incorporate any Deaf Elements. I tried encouraging her but she seemed disinterested in adding something into her artwork yet enjoyed doing her drawing.

The students stood up, read from their card and signed it to their classmates. They also shared a brief description of their artwork pointing out features in the Six Elements; usually the colors and texture/pattern shapes.



As a reminder, lesson plan 3's objective: *At the end of the lesson, students will create original artwork using art tools.*

Table 5: Objective #3 Evidence

	<b>Original Creation</b>	<b>Art Tools</b>
<b>Arya</b>	Her favorite shapes – tree, stars and hands - decorated in artwork. Random colored borders inspired by textures/patterns.	Coloring Markers Pencil Outline trace (ILY hands)
<b>Brynden</b>	Drew checkered flag on a hand with close up as the drawing. Black/white checker inspired by textures/patterns	Coloring Markers Pencil Ruler
<b>Cersei</b>	Used “ILY hands” symbol to represent family members. Rainbow colors and border inspired by textures/patterns.	Coloring Markers, Pencil Ruler Outline trace (ILY hands)
<b>Davos</b>	Used heart and hands to show love for sign language. Random designed borders inspired by textures/patterns.	Coloring Markers Pencil Outline trace (ILY hands)
<b>Ellaria</b>	A boy and girl meet each other on valentine's day with valentine colors. Created by own idea.	Coloring Markers Pencil Outline trace (ILY hands)
<b>Freya</b>	Used favorite colors. Checkerboard design inspired by textures/patterns.	Coloring Markers

Based on the evidence, it shows that the students did not meet the objective except for Brynden and Cersei. Students did not use the variety of art tool materials available for them into their artwork. It was not the objective, but I noticed students also did not strategically utilize De'VIA elements in their artwork to represent something symbolically except for Cersei and Ellaria.

It was there when we completed the Deaf Arts Curriculum Lesson Plans! I thanked the students for their effort and involvement throughout. I reminded the students that we would find time to do the “Learn” section of the K/W/L Chart and made sure they had something ready to share. After teaching this lesson, the lessons I learned are as follows: Prepare students the challenge of thinking on the spot within time limit: write prompt in 5-10 minutes can work to prevent procrastination.

### **Learn Session: KWL Chart – June 1**

It was the second day back from Memorial Weekend break, and it also was when I was finished with my student teaching responsibilities at my placement site. My Master Teacher was fine with allowing me to use her class time so we could complete the Learn section of the K/W/L chart (Artifact I). We also checked the “Want to Know” section to see if students learned anything or not.

The procedure was exactly the same as Know/Want session at the beginning. I asked the class to brainstorm together what activities we did all along. The purpose of that was to remind them what we did. The students remembered all activities we did throughout the curriculum, and I asked them the question: “What did you learn about Art?” with two sentence frames provided in English: “I learned how to \_\_\_\_\_” and “I learned about \_\_\_\_\_.” The students shared what they learned:

**Arya**

- I learned how to draw different animals
- I learned to trace things to make shapes like hands and using it for tree shape
- I learned to express feelings in art – love
- I learned about different colors and their value of bright and dark.

**Brynden**

- I learned how to make shapes like stars, flowers and birds

**Cersei**

- I learned how artists have their own style that is different from others
- We learned how to draw texture in our pictures
- I learned it is more fun to draw different things instead of same thing every time
- I learned that if I run out of space on paper, I can add another one to make more space.

**Davos**

- I learned how to do different designs and art styles with colors, and learned their own ways
- I learned that if we mix colors it will look like a rainbow of different colors
- I learned to use creativity in art instead of same
- I learned to match colors with things – grapes can be red/green, corn is yellow etc.

**Ellaria**

- I learned how to mix colors together – yellow and red becomes orange, yellow and blue becomes green and red and blue becomes purple
- I learned that art has rules and no rules – no rules means I can draw anything I want and be creative while rules have to follow the real – for example 1 sun not 2 or 4 eyes
- I learned that there are different art tools like pencil, pen, crayons, markers, paints
- I learned that drawing can look realistic

**Freya**

- I learned to draw nature like sun, clouds and sky

Overall, I was impressed by the amount of thoughtful responses by the students and how they took the time to emphasize certain vocabulary terms and concepts I taught. I am positive some of the comments made were inspired by

the artwork they evaluated and discussed during the Lesson Plans. I feel that I can see it in the students' facial expressions and words they really enjoyed learning from an Arts-based curriculum that featured De'VIA.

Everyone shared multiple things they learned except for B and F who did not have anything else to share even when I went back to them after several opportunities. Some classmates encouraged them to share, but to no avail. However the fact they both shared something meaningful was a success in itself.

I told the students that I would be pulling them out to have a final one-on-one session with them on the next day for no longer than 5 minutes.

#### **One-on-One Session: wrap-up – June 2**

On that day, the class was working on completing their end-of-the-year reflection projects (not related to my instruction). I pulled out the students in random order and had them sit in the back of the room with me. Each session went up to five minutes, no shorter than three. Students' complete outlined responses along with question prompts can be found in Artifact X, Appendix C.

The purpose of the one-on-one session was to see if the students remembered key facts about a subject I selected: colors, their thoughts on Deaf Artwork and the Deaf Arts Curriculum. It also was an opportunity to gather their feedback that came directly from their thoughts with a sense of closure of the Deaf Arts Curriculum.

**Arya**

Arya could name 1 out of 3 primary color combinations, using Orange as an answer twice, and half of the 6 warm/cool colors. She seemed hesitant, pausing to think before all her responses.

Arya's top three artwork was: PP.1.16, 2.8 and 2.15 (Appendix B). Her favorite was 2.8 because of the sky's colors and how the artist added the signs to look like the sun was setting in ASL.

Arya thought Deaf Art meant the difference between being hearing and being deaf. Deaf Art shows the deaf perspective, which does not happen in a hearing person's viewpoint. She liked creating textures and coloring patterns activity (Artifact V, Appendix C) rather than drawings.

### **Brynden**

Brynden could only name 1 out of 3 primary color combinations and half of the 6 warm/cool colors. He seemed to not be focused, and rushing through his responses.

Brynden's top three artwork was: PP.2.8, 2.11 and 2.15 (Appendix B). His favorite was 2.11 because of how the artist added major details with hands as birds and grass.

Brynden thought Deaf Art meant using ASLs in art shapes. He added that Deaf Art is done by Deaf people who draw in their own deaf style. When I asked Brynden what he meant by "Deaf style" he responded that it was using ASL in art.

Brynden liked doing the BMX/Happy activity (Artifact III, Appendix C) because BMX was his favorite activity to do in real life, and drawing about it really made him happy. He thought that I should add an activity relating with their “face” and some kind of “action drawing” He suggested drawing art in motion, for example a dirt bike jumping off a ramp).

### **Cersei**

Cersei could name 1 out of 3 primary color combinations, using green as an answer twice, and 1 of the 6 warm/cool colors while responding “I don’t know” when asked what the warm colors were. She seemed indifferent with me, not giving any thought before responding.

Cersei’s top three artwork was: PP.1.13, 2.8 and 3.14 (Appendix B). Her favorite was 3.14 because she liked how each hand’s colors stood out from white background and with one another

Cersei thought Deaf Art meant drawing not in a hearing but deaf style. Deaf Art shows the value of ASL and culture in drawings.

Cersei liked learning about Value and Colors (Artifact II, Appendix C) but wished we had used a real canvas with paint.

### **Davos**

Davos could name 2 out of 3 primary color combinations and all of the warm/cool colors. He seemed confident before all of his responses. It is my

guess Davos might have thought “P” and signed pink rather than purple for Red + Blue question.

Davos’ top three artwork was: PP.1.12, 1.13, 3.13 (Appendix B). His favorite was 1.12 because it showed so much details from the wall breaking, and how the blue and orange contrasts from each other.

Davos thought Deaf Art meant to show ASL with space that shows opposites such as open door or a closed bottle with cap on top.

Davos liked the Texture activity (Artifact V, Appendix C). He mentioned that he did not like to create his own art and preferred to copy a template and color it in. Davos also expressed a desire practicing more on drawing realistic images such as trees with fine details like apples, birds and such.

## **Ellaria**

Ellaria could name all 3 primary color combinations and all 6 of the warm/cool colors. She seemed definite of all her responses without reluctance.

Ellaria’s top three artwork was: PP.2.11, 3.14, 3.15 (Appendix B). Her favorite was: 2.11 because of how the artwork showed change with eyes opening wider as trees/branch grow taller.

Ellaria thought Deaf Art meant using hands to show meaning of ASL with symbols. Her two examples of what she meant was an image of cat’s face with two human hands signing “cat” on the cat. She saw a notable artwork done by

Chuck Baird that I did not feature in this curriculum, and used a example she gave was drawing shapes to show moon changes from crescent, half-moon and full-moon

Ellaria liked the Texture and color Value activities (Activity VI, Appendix C) to play with different colors next with each other. She would have liked to done some sort of guided art/group drawing activity where everyone draws the same thing modeled on a table but draws it in their own style

### **Freya**

Freya could not name any of primary color combinations and warm/cool colors. She seemed to not have any answer to the questions, even after I signed the question thrice and could not remember the warm/cool colors.

Freya's top three artwork was: PP.2.4, 3.13 and 3.14 (Appendix B). Her favorite was: 3.13 because she liked how the color and lines stand out around the fist.

Freya thought Deaf Art meant to draw with ASL and Hands to represent deaf.

Freya liked the texture activity (Artifact V, Appendix C). I asked Freya if she did not enjoy any activity we did for Art? She shook her head no in response.



## **IX. Results of Deaf Arts Curriculum**

After completing the Deaf Arts Curriculum, and gathering all the evaluation outcomes, I felt good about what I have done with the students considering the changes I had made to the curriculum regarding timing and content. There were so many ideas, plans and activities lying on the editing room's floor in addition to new ideas throughout the curriculum's implementation process.

As a reminder, the Deaf Arts Curriculum is structured around three goals:

- 1. To engage in art critique & production*
- 2. To foster ASL/English development in the context of art*
- 3. To introduce students to De'VIA in its various forms & make connections with the core subjects*

There will be three parts this section; 1) discussion of evaluation by standards & lesson plan objectives, 2) results of evaluation of the Deaf Arts Curriculum's three goals and 3) my final reflections on teaching & learning

### **Discussion of Evaluation**

This section will discuss the standards that guided the Deaf Arts Curriculum's objectives designed around the lesson plan/activities. The standards' recommended skills in Visual Performing Arts that students should accomplish are set as the expectation to meet with additional objective support by the Common Core State Standards.

## Visual Performing Arts Standards

- Perceive and describe repetition and balance in nature, in the environment, and in works of art. (VPA.VA.1.1)
- Perceive and discuss differences in mood created by warm and cool colors. (VPA.VA.1.2)
- Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (VPA.VA.1.3)
- Demonstrate beginning skill in the use of basic tools and art-printing, crayon rubbings, collage, and stencils. (VPA.VA.2.1)
- Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture. (VPA.VA.2.3)
- Create a painting or drawing, using warm or cool colors expressively. (VPA.VA.2.4)
- Recognize and use the vocabulary of art to describe art objects from various cultures and time periods. (VPA.VA.3.2)
- Compare different responses to the same work of art. (VPA.VA.4.2)
- Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded. (VPA.VA.4.3)
- Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art. (VPA.VA.4.4)
- Use placement, overlapping, and size differences to show opposites out, over/under, together/apart, fast/slow, and stop/go). (VPA.VA.5.1)

## Common Core State Standards

- Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS.ELA-LITERACY.SL.2.2)
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS.ELA-LITERACY.SL.2.6)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (CCSS.ELA-LITERACY.L.2.6)
- Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (CCSS.ELA-LITERACY.W.2.2)
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and propose. (CCSS.ELA-LITERACY.W.2.4.CA)

**Lesson 1 – What is art? Objective:** *At the end of the lesson, students will describe key mood or feelings presented in their original artwork*

The students are formatively assessed by: 1) feelings & mood discussion and 2) exploration of primary color mixing. Students were summatively assessed by their own artwork, whether they have incorporated mood or feelings and whether they can come up with a story about themselves using colors.

**Lesson 2 – Six Elements of Art Objective:** *At the end of the lesson, students will identify and distinguish the six elements of art in a chart*

The students are formatively assessed by teacher observations during Elements discussion and summatively assessed by their Six Elements Chart on their Lesson 1 artwork

**Lesson 3 – Creating Original Work with Art Tools Objective:** *At the end of the lesson, students will create original artwork using art tools*

The students were formatively assessed by their exploring usage of art tools and six elements chart before the Art Creation Challenge. The summative assessment of their own artwork of Art Creation Challenge will be evaluated using the rubric (table 9).

**Arya** has shown the ability to create a drawing using red and purple colors to present a loving mood, and art of a tree in nature. She demonstrates skill in using Art tools by mixing colors and uses shapes such as stars, hands and borders to establish space in her artwork. She used art vocabulary words such as shapes, patterns, colors and value, of art while applying it with her personal

experience, a happy birthday party with her sister. Arya also used placement of overlapping, setting space and size differences in her artwork.

Arya was able to describe key ideas of Art Elements in signing and writing with a lot of teacher support. She used some vocabulary words she learned during the curriculum applied in her written description of artwork. Arya was able to complete the Elements chart with teacher support

In Arya's final artwork, she scored 12/16 on the rubric. She took care of the art materials responsibly with respect and classmates. I could see Arya's improvement with her ability to express herself in ASL from beginning to end as she was more willing to share her thoughts. She does struggle with retaining the vocabulary words she gained and expressing what she wants to accomplish in sign language, but understands how to use drawing to convey her thoughts. Arya has been creative with her color use, story of art and shows her personality. Overall, I was impressed with her overall deaf awareness during peer-to-peer discussion and art critique considering the fact she just recently enrolled in a school for the deaf for the first time in her life.

**Brynden** has shown the ability to create repetition in the environment with his racetrack artwork, emphasizing line to shape the track from start to finish. Brynden selected BMX bike as his favorite hobby that made him happy. He has demonstrated usage of art tools with rulers and patterns. Brynden struggles with showing space in a proportional placement within the picture. Brynden shows ability of using colors properly in his artwork such as brown dirt and blue sky. He

seems to understand the Elements of Art but does not include vocabulary words in his language use.

Brynden was able to describe key ideas of Art Elements in signing and writing with minimal teacher support. He did not demonstrate much vocabulary usage in his written description but was able to show knowledge in his signing during artwork sharing. Brynden's description text did not develop points that show the essence of his artwork.

In Brynden's final artwork, he scored 12/16. He was irresponsible with material use, affecting a messy work area and rushed through his artwork creation. Brynden demonstrated appropriate usage of Art Tools, creating textured lines. Brynden has demonstrated a lot of prior knowledge about art elements during his discussion, but that does not translate into his artwork by using elements aesthetically. He is able to name and describe the Elements in his art. Brynden is a creative artist, however I would like for him to try and venture outside his preferred choices (BMX, racing) as his final artwork represents a finish line flag with the handshape for flag on the left side. He shows Deaf Elements in his artwork but has not shown the ability to compose deaf elements into the artwork itself.

**Cersei** has shown the ability to create a repetition pattern with a contrast in colors. Cersei has demonstrated skill in using a ruler and coloring tools. She also used the time to create artwork while exploring (Artifact I, Appendix C) drawing crayons in order with the colors labeled. Cersei's vocabulary usage to describe art and discussion is often thoughtful and influences others' perspective

too. Cersei needs more practice on using shapes and placement to create space and establishing feeling/mood as a clear message.

Cersei was able to describe key ideas of Art Elements in signing and writing independently. She did not use vocabulary words she acquired in her written description although she is familiar with it. Cersei's text did not use sentences or statements even though she was accomplished enough to do that work.

In Cersei's final artwork, she scored 15/16. Cersei was responsible and respectful with material usage and her peers, but she was reluctant to partake in whole-class cleanups and leaving messy work areas. Cersei showed she is comfortable in her ability and knowledge in both Deaf Culture and Art technique. She also exhibits creativity, originality and personality in her first artwork with the flower hairpin and usage of "I Love You" handshapes with rainbow border in the second. Cersei does have concerns with following rules as she went over the four-color limit in the challenge but that is not something I would not recommend reducing a rubric grade for. She is the type of student who likes to go beyond the rules and experiment on her own.

**Davos** has shown the ability to create a drawing using warm colors to show mood and feeling in the environment. His drawings exhibit awareness of aesthetics. Davos has demonstrated skill in using lines to create shapes, texture and space all at once within his artwork. Davos struggles with connecting vocabulary use with his artwork with Art Elements Chart but does well in class

discussion. Davos needs to improve on his creative expression ability rather than copying work and or being inspired from ideas by his peers.

Davos was able to describe key ideas of Art Elements in ASL and writing with minimal teacher support. He has familiarity with vocabulary usage in English but did not demonstrate it in his written description but used familiar elements such as hands, heart, and body to show shapes. Davos needs to work on producing a concluding statement with his artwork.

In Davos' final artwork, he scored 12/16. Davos needed repeated reminders to keep his area clean instead of being told; He used all materials appropriately and showed respect towards peers. Davos seemed to prefer freestyle drawing rather than use tools to draw lines in his artwork. Davos was one of the first to "get" all of the Six Elements of Arts; peers benefited from his knowledge when I asked him to act as the "expert" peer mentor. Davos does have problems with being creative and was the last one to start working on artwork. With that, I could notice his artwork being similar with other features displayed. I do must commend Davos' creativity when using "3" handshape instead of mountain bike in his first artwork, which displayed a strong De'VIA element.

**Ellaria** did not demonstrate any drawing with repetition or pattern with colors or environment. She preferred to focus on difference in mood by human shapes. Ellaria shows confidence in her ability to use art tools and works on details patiently with care. Ellaria has developed her preferred style, but should be encouraged to try new/different styles using texture, patterns and/or nature.

Ellaria was able to describe key ideas of Art Elements in signing and writing independently. She did not demonstrate the appropriate writing response to the prompt as her description focused on the image's "happening" rather than its details. Ellaria shows her knowledge in ASL yet neglects to apply her vocabulary knowledge through written evidence.

In Ellaria's final artwork, she scored 15/16. Ellaria was the model student of being responsible for the classroom materials and respectful towards her peers. Ellaria is familiar with the vocabulary and art concepts, but failed to establish that in her Art Elements Chart to incorporate elements with her artwork. She is creative with her artwork ideas and often drew 2-3 images on her own time during the day, and her own personality as an animal-lover shines through by featuring animals in her artwork while merging De'VIA principles by giving those animals signing abilities set in motion by space/lines.

**Freya** has shown the ability to create a drawing using colors to show mood with nature. Her ability to show colorful personality through a rainbow dress on a sunny day was outstanding. Freya has demonstrated some skill in using art tools, but needs more experience before becoming a confident user. Freya struggles with language use, and that has an impact on Art vocabulary usage. However her explanation in ASL during class discussion is clear enough for students to get her message. Freya needs more practice on using size and shapes placement to create space.

Freya was able to describe key ideas of Art Elements in signing and writing with a lot of teacher support. She did not use vocabulary words she



acquired, as she is still an emerging language user, and expresses limited ideas in her artwork written description. Freya would be best suited to have sentence frames and/or vocabulary banks to help her thinking and writing ability.

In Freya's final artwork, she scored 8/16. Freya was the most respectful student in class and always was willing to clean and put materials away. Freya is not responsible and is sloppy with tools while drawing. Freya often struggles to remember the Six Elements of Art as she is still an emerging language user. Freya is often quiet and shy, rarely sharing her thinking in class. She does not add creativity in her artwork, but puts effort in her work. My observation is that Freya does not have enough knowledge or lived experience as a deaf individual to relate to De'VIA concepts. However I believe this was a great exposure for Freya to gain knowledge in how Deaf life can be portrayed in art.

## **Results of Evaluation**

### **Goal #1: *To engage in art critique & production***

This goal's success is evaluated in two measures of critique and production: by students' critique of the De'VIA artwork presented in PowerPoints 1, 2 and 3 (Appendix A) measured by teacher-based observations/assessments and field notes. The students' production in (Appendix C) Artifacts I – Know/Want/Learn Chart, II – Primary Colors, V – Using Art Tools, IX – Student Wrap-up session and X – Rubric Evaluation all are used as evidence for the Lesson Objectives.

To engage in art critique is to appraise, discuss, evaluate and identify contexts in the Arts. With familiarity in art critique with peers and teachers, students will be able to produce authentic and personal artwork that is relevant to them as an individual by making connections to their selves.

The students are engaged in critique throughout the curriculum by assessing other deaf artists' artwork as well as their own, discussing what they thought in pairs or whole class through ASL. The students evaluated artwork they saw based on their perception, and took part in self-evaluations when they did their Six Elements of Arts chart. The technique of using students' prior knowledge to initiate discussion and thinking was effective.

The students produced their art by playing/exploring with Art Tools before engaging into actual artwork. The students applied what they learned during the Lessons by highlighting the Elements in their production. This would not happen if the students never took part in the Art Critique process, sharing their thoughts with each other in ASL and having freedom to express their creativity.

In Table 6, you can notice how the students' art critique' of their artwork shows their response based on Art Elements and featured elements their written description as their production.

Table 6: Deaf Arts Curriculum Goal #1 Evidence:

	<b>Art Critique</b>	<b>Art Production</b>
<b>Arya</b>	<p>(1) PP.2.8 - because of the sky's colors and how the artist added the hands to look like the sun was setting in ASL.</p> <p>(2) PP.2.15 Noticed all the details in the police car chase with hands to represent police car siren, car lights, car and helicopter body. The hands also show movement of the action.</p>	<p>(3) Show the difference between being hearing and being deaf</p> <p>(4) Celebrating sister's birthday party with balloon and stars decorations with sister's favorite colors.</p>
<b>Brynden</b>	<p>(1) - ABSENT</p> <p>(2) PP.2.11 - because of how the artist added major details with hands as birds and grass</p>	<p>(3) Using ASL in art shapes. Deaf people who draw in a deaf style</p> <p>(4) Shows himself with his brother and three friends on the BMX dirt track. Hobby is BMX dirt bike racing, and it makes him happy when he rides his bike</p>
<b>Cersei</b>	<p>(1) PP.1.12 The hands will open barriers which is a metaphor for opening people's minds towards ASL.</p> <p>(2) PP.3.14 – because of how each hand's colors stood out from white background and with one another</p>	<p>(3) It is not hearing but deaf style. Deaf Art shows value of ASL and culture in drawing.</p> <p>(4) Self-portrait of herself proudly winning a soccer medal</p>
<b>Davos</b>	<p>(1) PP.1.12 The hands breaking through wall has "light" inside the hands. It could mean heart or eyes of deaf person inside hands, which gives off powerful light.</p> <p>(2) PP.1.12 - because it showed so much details from the wall breaking, and how the blue and orange contrasts from each other.</p>	<p>(3) Show ASL with Space that show opposite like open or close</p> <p>(4) Traced his "3" handshape to show a mountain bike jumping off peaks and added his favorite colors red and orange as the background</p>

Table 6: Deaf Arts Curriculum Goal #1 Evidence: (Continued)

	<b>Art Critique</b>	<b>Art Production</b>
<b>Ellaria</b>	<p>(1) PP.1.11 - "A, R and T" is spelled out with hands, they are deaf while the "teacher" does not have any handshape so the teacher might be hearing</p> <p>(2) PP.2.11 - because of how the artwork showed change with eyes opening wider as trees/branch grow taller.</p>	<p>(3) Using hands to show meaning of ASL with things like cat/hand, using shapes to show different meanings like small (crescent), half and full moon.</p> <p>(4) Created an art of a friendly cat (her favorite animal) waving hi with purple collar.</p>
<b>Freya</b>	<p>(1) PP.1.16 - Noticed that "G-R-O-W" art at the bottom colors are dark but at the top is brighter</p> <p>(2) PP.3.13 - because she liked how the color and lines stand out around the fist.</p>	<p>(3) Drawing with ASL and Hands</p> <p>(4) Self-portrait of herself smiling while wearing a rainbow dress with the sun in the corner because the sunlight will help her dress be shiny.</p>

Based on the chart of evidence, the students met the goal of engaging in art critique and production although not to the degree I have intended. Other than teacher-recorded observations of students' ASL usage, there were not opportunities to directly record the students' observations I believe that I could have provided students opportunities to evaluate/assess artwork, and record their ASL critique/discussion. The students produced art, but I would have liked to see more De'VIA elements featured.

**Goal #2:** *To foster ASL/English development in the context of Art*

Students' English development within the context of Art was as measured by instructional-based assessments such as K/W/L chart and student-completed

charts. The Artifacts I – Know/Want/Learn Chart, IV – Six Elements of First Artwork, VI – Six Elements for Second Artwork and VIII – Written Description (found in Appendix C) are used to evaluate the reaching of the Lesson objectives. Documentation of students' ASL language usage in this project is based on teacher observation translated into English, but it should be known that it is possible for ASL to be “documented” with use of media.

The ASL/Deaf elements in the artwork certainly fostered the students' awareness of ASL handshapes, space and movements can be incorporated in art. Interacting with the signs helps students to think about their own language use in the context of art. Students could relate to others' artwork through their personal experiences, or express their personal experience through their artwork – and communicate that with their classmates either by drawing or using ASL in their artwork. Students' discussion was guided by the five art standards, and their original artwork production displayed brilliant Artistic Perception and Creative Expression that belonged to them.

The thing I noticed about discussion in the context of Art is that it certainly incorporates all four major core content subjects from Math, Reading/Writing, Science and History/Social Science. There were moments where students tied in concepts we learned from the core subjects into art class such as: shapes, animal classification, deaf people living in hearing people's world, outdoors/nature and messages sent in art by fingerspelling/words/shapes.

Often I saw the students masterfully describe/explain an Art Element, but are unable to translate that into writing without support. The curriculum's focus

was not on this skill of translating from ASL to English, but can be adapted to focus on any language skill(s) when re-teaching this curriculum.

I also noticed during the Know/Want/Learn sessions, the sentence frames in English helped students construct their thinking into sentences. Students also recorded their artwork elements into the Six Elements of Art Chart in two different approaches – after creation and before creation. I think it was effective for the students to do the same assignment with two different strategies.

I also recognized that ASL documentation was not something that I applied into my curriculum – but an idea that can be easily added. Students could record themselves signing the written descriptions or an explanation of what their artwork featured then used it to provide the foundation for translation..

In table 7, the students shared their ASL and English version of their final artwork production in addition with the Elements they mentioned/pointed out in their presentations.

Table 7: Deaf Arts Curriculum Goal #2 Evidence:

	<b>English</b>	<b>ASL composition during sharing (Translated)</b>	<b>Art Elements</b>
<b>Arya</b>	Differen shapes I love you hand, stars and thee (tree) I used patterns I like with my favorite colors	I used my favorite colors orange, blue, purple and green as decoration. I added the red [curtain] so it looks like it is on stage to show people. I used hands with "ILY" to show I love my drawing.	Color Shape Texture
<b>Brynden</b>	When i Art finish. and Also Like flag. and plus hand say like (Ily) that own one. Because I like black color.	I used black and white colors for flag almost alike racing flag [checkered finish flag] and small hand that signs "flag" is on left side shows smaller size while the center of art is close-up. I also added hands with "ILY" to show my favorite.	Color Shape Space Texture
<b>Cersei</b>	I have three (ily) (ily) (ily) why I Love my brother and why one (ily) who? Is me I love myself! Do you hate yourself? I love myself! why one big (ily)? why I love my mom and dad! Why I have two hands and (ily) on hands? Why I love sign if zero sign can't talk.	I picked rainbow colors because it looks very pretty, and use all colors in my drawing. The hands show my family [points to each hand and connects each with family member's name]. The three small Ily hands on top are my brothers and the big hand in the middle is me. The two hands on both sides are our parents who love us all.	Color Shape Space
<b>Davos</b>	ily if not have ily mean will hands are gone! I Pick heart color red why Because I have my heart in my body. I like rainBoW Because of it is Pretty!	I used different shapes like hand and heart to show how I love drawing. On sides of the drawing I added pattern decorations I liked best out of all. At bottom I added small colors to look like rainbow's curve style.	Color Shape Line Value

Table 7: Deaf Arts Curriculum Goal #2 Evidence: (Continued)

	<b>English</b>	<b>ASL composition during sharing (Translated)</b>	<b>Art Elements</b>
<b>Ellaria</b>	That one girl wolf. Her name: wolf pup girl. And this one boy wolf. his name: Wolf pup boy. Ago few: both's - fri (erased) – first time for meet. Both is not useful and not friend. Both meet again and again.	Did you notice I added hands to show “ILY” [points to drawing] for valentine’s day? Boy wolf pup and girl wolf pup both meet each other on valentine’s day, and love to use sign language because both are deaf. I use pink and red because it is valentine colors.	Color Shape Space Value
<b>Freya</b>	Checked or different colors red, orange, yellow, black, pink,  I like the tiles pattern	I enjoyed drawing because it has my favorite colors. I picked my favorite pattern looks like many squares. I did not add color on top because it is pink already. I did make one mistake [points to red tile on row orange] but it is ok.	Color Shape Line Texture

Based on the chart of evidence, the students are developing their ASL and English skills in the context of Art. Students were actively using Art Elements words in their discussion, and were able to express their artwork in writing and ASL. I must point out the benefits of using media to record ASL evidence is a great way to capture students language can be captured in its purest form instead of translating what was said English – so the evidence provided here in ASL does not entirely equate to what happened in the classroom.

**Goal #3:** *To introduce students to De’VIA in its various forms & make connections with the core subjects*



This goal's success is evaluated by students' artwork production that depicts applications to the core subjects such as Math or Science. Throughout the lesson activities, the students made connections with their personal experiences in ASL as noted by teacher observations and field notes. The students' artwork production in (Appendix C) Artifacts: II – Primary Colors, III - First Artwork, V – Using Art Tools, VII – Creating Original Work, and VIII – Written Description are used as evidence as well as rubrics to evaluate if lesson objectives are met.

I felt it was difficult to justify this outcome due to the fact that the students were already familiar with De'VIA from ASL class but not in depth. That was something I did not anticipate in my planning stages, but a lesson learned: be prepared if the students are familiar about the subject you will teach. I may not have "introduced" students to De'VIA but deepened their understanding of De'VIA with its various forms.

Another challenge was the students' grade level/youth – which meant they did not have rich personal experiences to rely upon. A lot of De'VIA focus was around the image of positivity, self-empowerment and success, but there is also a side of De'VIA where Audism, oppression and failure exists. The decision to use a certain art perception is up to the teacher based on their students' capacities and/or maturity level in discussing variety of sensitive topics.

As stated in the Implementation section, students regularly made connections with the Core Subjects and Deaf Art during art. I recognized that I removed a historical component (research on deaf artist) during curriculum

development, which means I did not make many connections to History/Social-Sciences but know that making connections can be added into the curriculum.

Table 8 shows student's rubric scores (Table 9, Appendix C) and their connections in their artifacts found in Appendix C.

Table 8: Deaf Arts Curriculum Goal #3 Evidence:

	<b>Creating Original Work Rubric</b>	<b>Connections to Core Subjects</b>	<b>Connections to Deaf Art</b>
<b>Arya</b>	Use of Materials <b>3/4</b> Knowledge Gained – Technique <b>3/4</b> Creativity <b>3/4</b> Design/Composition <b>3/4</b> Total <b>12/16</b>	Learned how to draw right shapes measured correctly  Vocabulary words: squares, smooth, bright, mountains, patterns, different	Smiling face, ily handshape, tree (growth)
<b>Brynden</b>	Use of Materials <b>2/4</b> Knowledge Gained – Technique <b>3/4</b> Creativity <b>4/4</b> Design/Composition <b>3/4</b> Total <b>12/16</b>	Learned how to make shapes like stars, flowers and birds  Vocabulary words: flag, flat, curved, track	“ILY” handshape, “Flag” sign, smiling face
<b>Cersei</b>	Use of Materials <b>3/4</b> Knowledge Gained – Technique <b>4/4</b> Creativity <b>4/4</b> Design/Composition <b>4/4</b> Total <b>15/16</b>	Learned how artists have their own style that is different from others.  Vocabulary words: square, tiles, rectangle, smooth, rough, bumpy	“ILY” handshape, smiling face
<b>Davos</b>	Use of Materials <b>3/4</b> Knowledge Gained – Technique <b>4/4</b> Creativity <b>2/4</b> Design/Composition <b>3/4</b> Total <b>12/16</b>	Learned to match colors with things – grapes can be red/green, corn is yellow etc.  Vocabulary words: rainbow, square, triangle, half-circle, rectangle, soft	“3” handshape to represent bike, “ILY” handshape

Table 8: Deaf Arts Curriculum Goal #3 Evidence: (Continued)

	<b>Creating Original Work Rubric</b>	<b>Connections to Core Subjects</b>	<b>Connections to Deaf Art</b>
<b>Ellaria</b>	Use of Materials <b>4/4</b> Knowledge Gained – Technique <b>3/4</b> Creativity <b>4/4</b> Design/Composition <b>4/4</b> Total <b>15/16</b>	Learned how to mix colors together – yellow and red becomes orange, yellow and blue becomes green and red and blue becomes purple.  Vocabulary words: friend, valentine’s day, hard, rough, tough, tail wag fast	“ILY” handshape, signing “hi”, waving hi, face-to-face
<b>Freya</b>	Use of Materials <b>3/4</b> Knowledge Gained – Technique <b>2/4</b> Creativity <b>2/4</b> Design/Composition <b>1/4</b> Total: <b>8/16</b>	Learned to draw nature like sun, clouds and sky  Vocabulary words: checkered, different, tiles, pattern, rectangle, hammock, bright, circle, hair, dress, happy	Smiling face

Based on the evidence in the chart, the students did not completely meet the goal of making connections with the core subjects. The students made connections mostly with Math (Shapes), Science (nature) and English with their written descriptions but not History/Social Sciences. I did not have the opportunity to “introduce” De’VIA” to the students as they already learned, but I believe this Deaf Arts Curriculum expanded their understanding of De’VIA.

### **Personal Reflection on Teaching and Learning**

Looking back at the three key learning theories that helped shape the curriculum, I felt that they were extremely advantageous in helping my pedagogical approach.

Vygotsky's notion of identifying students' Zone of Proximal Development (ZPD) helped a great deal in strengthening my familiarity and rapport with the students. Using scaffolding techniques made me feel I could teach the arts curriculum. As the students learned vocabulary knowledge with examples in the context of art, I was able to scaffold that knowledge with new knowledge of the Six Elements of Art. The students could rely on that foundation of knowledge to gain a deeper understanding of Art.

The technique of taking more responsibility as a teacher in the beginning of the curriculum before transferring responsibility to the students in the process was an effective approach. I was able to model and demonstrate thinking, lead discussion on art and give instructions using art tools. At the end of the curriculum, the students could collaborate on ideas and were more independent in their artwork creation.

The students were able to produce artwork because they had both intrinsic and extrinsic motivation to participate in Arts activities. The students used ASL and English language actively to share their knowledge in artwork discussion. They used the same strategy to discuss their perception on artwork they evaluated. With that interest and motivation, they could create their own original artwork.

Based on the evidence, the social environment of the classroom contributed to the success of the Deaf Arts Curriculum. The students were helpful and respectful towards their peers. They practiced respecting each other's opinions and perspectives on their produced artwork and displayed artwork. The

co-operative learning through think-pair discussion and idea sharing on a subject that is highly relevant – deaf art – to them helped develop language. Cooperative learning had a positive impact on their ideas for artwork creation. I do wish we could have done a collaborative artwork assignment where all six students worked together on one artwork.

My pedagogical approach to the Deaf Arts Curriculum was integral in unlocking the content for the students. In a bilingual education setting, I was able to utilize the Visual Learning and Visual Language of our classroom with ASL, visual images, hands-on activities and opportunities for exploration. Art was an entertaining content where students could look forward to “get away” from the daily academic grind. However, I like to think they did not realize they were unconsciously learning through applications to the core contents with the freedom to draw.

My ability, research and knowledge in the Deaf Arts field, while delivering the information as a fluent bilingual instructor furthered the students' learning. Personally, I am not the most skilled artist, but I have an appreciation and understanding of the importance to include Arts in the curriculum. This Deaf Arts Curriculum also has given me a gained appreciation of Deaf History, Deaf Culture and Deaf Artists when I was searching for content.

As a teacher, I always want to find opportunities to bring unique learning opportunities for my students. Throughout this curriculum development process, and advice from others, I found it was better to keep it simple and sweet for the content. Once the foundation is there, I could continue to expand the Deaf Arts

Curriculum in the future varying from grade level. Some possible ideas are to feature technology using graphic design and iPad apps, “wine and paint” where everyone paints the same thing or an optical illusion drawing in the curriculum activities. I am excited about the possible growth of the Deaf Arts Curriculum after seeing the success of the implementation stage in my placement site as I continue my teaching career, I will certainly have all the resources and knowledge I need to teach this curriculum again.

My master teacher who observed and supported me throughout the project implementation believed that the Deaf Arts Curriculum was effective.

*“Students need to know about deaf art, deaf artists and learning in the art class. Typically in ASL or Deaf Studies classes, the students are shown De’VIA artwork but likely did not engage in discussion. With your lessons, I saw the students expand on their thinking in excellent discussion and I would support having the Deaf Arts Curriculum in every classroom. Since it was your first time teaching the curriculum in only six weeks, I felt one student in the class really “got it” but the rest probably would have benefitted from more instructional time.”*

I have also noticed some personal growth given that this Curriculum thesis work is my first original published creation. The experience was challenging, and at times frustrating. There were a lot of what-ifs, missed opportunities or “I should have done that instead” but in the end I learned the importance of having a foundation where I can rely on. The key learning theories, bilingual approach to Deaf Education and the Standards guided my construction of the Deaf Arts Curriculum’s foundation. I am proud how my students responded to the content; the positive feedback I received and the experience will always stay with me in the form of this thesis.

## **X. Conclusion of Deaf Arts Curriculum**

The journey of my thesis from September 30, 2015 until the thesis Defense on August 5, 2016 has been a tremendous professional and personal experience for me from beginning to end. I recall that moment where I had to select a topic and was unsure between several options: Social curriculum, Storytelling or P.E./Sports. Without a doubt, I believe that Art/De'VIA was the right subject choice in the end!

My experience with teaching and learning from my first year in UC San Diego was a valuable asset to the construction of this Thesis and the Deaf Arts Curriculum in September 2015 to March 2016. Having a framework and foundation of the thesis was a tough task to do in 20 weeks, but the real challenge was preparing a curriculum with so many unknowns – placement site, grade level, subject - before implementing the Deaf Arts Curriculum in my placement site between March to June.

An unfortunate event also made it even more challenging when I broke my right clavicle in a snowboarding accident, as I completed the majority of my internship using my non-dominant hand. That was a testament to my personal growth, persevering through a devastating physical injury through passion of teaching and learning! That, and I wanted to earn my Masters.

As I mentioned throughout the thesis, there were a lot of changes made to the curriculum. I prepared for the best, but revised content for timing. At the end of the implementation process I realized how much missed opportunities where I could have done this or that or even should have done more evaluative practices



to collect more data in the long run, doing this is part of the experience. As a teacher, I felt there were so many more ideas and activities I could do with the students such as having them record their ASL in context of art with video technology or document their reflections on Art somehow. But these ideas will certainly be incorporated the next time I teach this curriculum.

However, what is done is done. My experience with the Deaf Arts Curriculum combined with the Placement Site was unforgettable. I enjoyed the moments where the students “got it” and developed the ability to enjoy Art in a deeper sense. Imagine the possibilities if the curriculum was made available in a spiral learning sense where they would advance through the Visual Arts Standards from Kindergarten through Grade 12. My students met the goals, standards and expectations required from this Thesis.

As a teacher, I can envision the important role of Deaf Arts Curriculum being an asset to the Deaf Education Curriculum after my experience with these students. They were engaged learners motivated by the context of art. In the future, this thesis would serve as assertion to push for Arts inclusion into the “STEM” movement (Science, Technology, Engineering and Mathematics) to become “STEAM”.

## **XI. APPENDIX**

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#### **NOTE TO THE READER**

In the Appendix Section, you will find Appendix A, B and C.

Appendix A contains the Deaf Arts Curriculum; three lesson plans and its supporting materials.

Appendix B contains Deaf Arts PowerPoint slides developed in accordance with each Lesson Plans.

Appendix C contains students' artifacts and rubric for evaluation.

**APPENDIX A**

## Deaf Arts Curriculum Lesson Plans

**LESSON PLAN SAMPLE**Deaf Arts Curriculum: **Lesson** – *Lesson Title*

<p><b>Goals</b>          (The three curriculum goals as listed)  <i>To engage in Art Critique &amp; Art Production</i>  <i>To foster ASL/English development in the context of Art</i>  <i>To introduce students to De'VIA in its various forms &amp; make connections with the core subjects</i></p>
<p><b>Grade 2: Visual Performing Arts Framework &amp; Common Core State Standards VPA:</b></p> <p><b>CCSS:</b></p> <p>The Standards in which specific lesson is shaped around. The objective should be related to the standards selected.</p>
<p><b>Objective</b>          (What do you want students to be able to do by the end of the lesson?)          This is your objective, and should be related to the VPA/CCSS.</p>
<p><b>Deaf Arts Curriculum Purpose/Direction/Motivation</b>          Supports the Purpose, Direction or Motivation of the Learners' journey throughout the Deaf Arts Curriculum</p>
<p><b>Preparation &amp; Suggestions</b></p> <ul style="list-style-type: none"> <li>• What the teacher should know and suggestions for the following lesson. This section will also have informative/explanatory texts from Internet &amp; sources that will support lesson content</li> </ul>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• A list of materials suggested to be used for activity. This can include tools such as scissors/markers/glue. Using text/images from a specific source or book. Types of paper used for activity. List is not concrete, and open for modification by the reader.</li> </ul>
<p><b>Instructions</b> (35 minutes)  <b>Launch</b> (5-7)          (What's the hook?)          (How will you tap prior knowledge?)          (How will you set behavioral expectations?)  <b>Explore</b> (16-20)          (How will you structure opportunities for students to reach the learning outcomes?)</p>

**Summary (5-7)**

(What additional opportunities will students have to demonstrate how well they met the learning outcomes?)

(What prompts/questions will you ask?)

**Assessment**

(How are you going to gather evidence to determine whether or not each student met the Content Objective?)

The students will be formatively assessed by

The students will be summatively assessed by

## LESSON PLANS – GRADE 2

Deaf Arts Curriculum: Lesson 1 – What is Art?

### Goals

*To engage in Art Critique*

*To foster ASL/English development in the context of Art*

### **Grade 2: Visual Performing Arts Framework & Common Core State**

**Standards VPA:** *Perceive and describe repetition and balance in nature, in the environment, and in works of art.*

(VPA.VA.1.1)

*Perceive and discuss differences in mood created by warm and cool colors.*

(VPA.VA.1.2)

*Create a painting or drawing, using warm or cool colors expressively.*

(VPA.VA.2.4)

*Compare different responses to the same work of art.*

(VPA.VA.4.2)

**CCSS:** *Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

(CCSS.ELA-LITERACY.SL.2.2)

### Objective

At the end of the lesson, students will describe key mood or feelings presented in their original artwork

### Deaf Arts Curriculum Purpose/Direction/Motivation

To initiate thinking and talking in art context

### Preparation & Suggestions

Using your preferred coloring material, demonstrate the color wheel concepts by mixing three primary colors together. Color pencils, crayons, or paint. Be sure to alternate colors in layers.

Use this opportunity to observe the students' ability to follow instructions and using coloring materials appropriately

#### Primary Color Combinations

Red + Blue = Green

Red + Yellow = Orange

Blue + Yellow = Purple

**Primary Colors:** Blue, Red, Yellow

**Secondary Colors:** Green, Purple, Orange

**Neutral Colors:** Black, Brown, Grey, White

**Warm Mood Colors:** Red, Yellow, Orange

**Cool Mood Colors:** Blue, Purple, Green

**Materials**

- Lesson 1 artwork (**Appendix**)
- White sheet of papers
- 3 Primary Colors – can be crayons, color pencils or paint
- Coloring materials

**Instructions (30 minutes)****Launch (5-7 minutes)**

- Start by asking a question: What is Art?
  - Allow the students to raise their hands and share their thoughts.
- After students share their thoughts, share your examples:
  - Mood
  - Feelings
  - Creativity
  - Tells a story
  - Has rules and no rules
- Ask the students what is the difference between feelings and mood?
  - Record their responses
- Question for the students before viewing images to frame their thinking. Ask again after viewing images.
  - Which art did you like? Why?
  - What deaf elements did you see?
  - What did you notice about the art you saw?
- You may use sentence frames to support students. Examples:
  - I feel \_\_\_\_\_
  - I think \_\_\_\_\_
  - I see \_\_\_\_\_

**Explore (16-20 minutes)**

- Explain how feelings and mood can be represented by colors.
- Display color wheel and introduce 3 primary colors and warm/cold colors.
  - *Preparations & Suggestions* section
- Allow students to explore with colors and think about their observations to be shared.
- Allow students to explore mixing with three primary colors on white paper.
  - Ask students to think about their observations to be shared.
- Notice how blending Two of the Three primary colors creates a Secondary color
- Share artwork with colors, mood and feelings. Ask leading questions:
  - Is it day or night? Hot or cold? Summer or Winter? How do you feel about this? How does the color of artwork tells them

that?

- Share your observations at first, be a model and allow student(s) to take over in following images.

### **Summary (5-7 minutes)**

- Explain how art has an effect on your feelings or mood.
  - Example: Comics (Superheroes), Cartoons, nature setting i.e. forests, mountains, water.
- Students should analyze and reflect color. Does Green make them Calm or Energetic? Powerful or Relaxed?
  - Does color has an effect on mood? Feelings?
- Show prompt:
  - Create a drawing that shows mood, feeling or story about yourself
  - Must have Deaf or Hard of Hearing in your drawing
  - Use your Creativity

### **Post Lesson**

- Allow 1 whole class (30 minutes) for students to create artwork
- Make time for students to share their artwork
  - Open for questions, discussion and ideas/suggestions

### **Assessment**

The students will be formatively assessed by: 1) feelings & mood discussion and 2) exploration of primary color mixing.

The students will be summatively assessed by: Their artwork that shows mood, feeling or a story about themselves with colors.

Deaf Arts Curriculum: **Lesson 2 – Six Elements of Arts****Goals**

*To engage in Art Critique & Art Production*

*To foster ASL/English development in the context of Art*

*To introduce students to De'VIA in its various forms & make connections with the core subjects*

**Grade 2: Visual Performing Arts Framework & Common Core State**

**Standards VPA:** *Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.*

(VPA.VA.1.3)

*Demonstrate beginning skill in the use of basic tools and art-printing, crayon rubbings, collage, and stencils.*

(VPA.VA.2.1)

*Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.*

(VPA.VA.3.2)

*Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.*

(VPA.VA.4.4)

**CCSS:** *Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe*

(CCSS.ELA-LITERACY.L.2.6)

*Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section*

(CCSS.ELA-LITERACY.W.2.2)

**Objective**

At the end of the lesson, students will identify and distinguish the six elements of art when reviewing a piece of art using a chart

**Deaf Arts Curriculum Purpose/Direction/Motivation**

To have a foundation of art elements (independently and combined) that is essential for scaffolding into a deeper comprehension of art.

**Preparation & Suggestions**

- Be sure to note Line, Space and Value has multiple meanings in both ASL and English in art and general context
- Be sure to note art context ASL for example usage of line differs from “people standing in a straight line”

**Six Arts Elements Vocabulary**

Note: **BOLD** is definition and Underlined is what students should know about Art Elements during lesson. Share your thinking aloud and asking leading questions regarding concepts below.



**Shape/Form** – outline of object

Shape/Form

Circle, Triangle, Quadrilateral (Square, Rectangle, Diamond)

2D versus 3D, shading

**Line** – a point moving in space. Line can vary in width, length, curvature, color or direction

Line

Interrelate shape/form using line. Smaller line = smaller shape/form.

Use ruler as tool. Straight lines

Parallel lines, using lines to form patterns or depth

**Space** – Emptiness/Area between, around, above, below or contained within objects. Shape and Form are defined by space around/within them and vice versa

Space

Background and foreground. Would it make sense for the sun to be front/behind tree? Cloud? Sunlight reflection?

A bigger image takes over most space = important/emphasized

**Color** – Visual dependent on reflect/absorption of light from a given surface

Color/mood association

**Red**: energetic, powerful, passionate, dynamic, exciting, attention getting

**Orange**: sociable, flamboyant, self-assured, energizing

**Yellow**: friendly, happy, sunny, warming, cheerful, bright

**Green**: healthy, fresh, soothing, growth, traditional, wealth

**Blue**: cool, tranquil, dependable, aquatic, restful, authoritative

**Purple**: spiritual, romantic, royal, creative, enchanting

**Black** – darkness, scary, alone

**Brown** – dirty, muddy, earthy

**Grey** – old, dull, bleak

**White** – clean, bright, pure

**Value** – Lightness/Darkness of a color

Value

Show color value by light/dark colors.

Contrast colors of Sunrise, Midday and Sunset

Symmetry and contrast.

<p><b>Texture</b> – surface of materials, can be actual/tactile or implied/visual</p> <p><u>Texture</u>          Contrast between plain hand/wrinkled hand, still water/waves, clear skies with clouds/thunderstorm clouds, closed door/opendoor</p>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Lesson 2 Artwork (<b>Appendix</b>)</li> <li>• Six Elements Chart</li> <li>• Pencils</li> <li>• Students' artwork from Lesson 1</li> </ul>
<p><b>Instructions (30)</b></p> <p><b>Launch (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>▪ Introduce all Six Elements of Arts Vocabulary             <ul style="list-style-type: none"> <li>▪ Explain that we will focus one artwork at a time</li> <li>▪ Elements: Things that work together to create</li> </ul> </li> <li>▪ Use visual images highlighting an element             <ul style="list-style-type: none"> <li>▪ Discuss how that particular element stands out</li> <li>▪ Tie in other elements that is noticed</li> </ul> </li> </ul> <p><b>Explore (16-20 minutes)</b></p> <ul style="list-style-type: none"> <li>▪ Discuss each element             <ul style="list-style-type: none"> <li>▪ Point out how much the element has an effect on the image                 <ul style="list-style-type: none"> <li>▪ Using bright colors vs dark colors</li> <li>▪ How objects establish space (grass/trees/sky)</li> </ul> </li> </ul> </li> <li>▪ Use cheat sheet in Preparations &amp; Suggestions section to support your explanation of the elements</li> </ul> <p><b>Summary (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>▪ Review the Six Elements of Arts Vocabulary.</li> <li>▪ Discuss how each element is important by its self but uses other elements together to create art.</li> <li>▪ Pass out Six Elements chart             <ul style="list-style-type: none"> <li>▪ Students will evaluate and identify the six elements in their artwork from Lesson 1 - Creating a drawing that shows mood, feeling or a story about themselves with colors.</li> <li>▪ Appraise the elements in their artwork on chart</li> </ul> </li> </ul>
<p><b>Assessment</b></p> <p>The students will be formatively assessed by teacher observations during Elements discussion, whether they are using correct terms to represent the element in the art and making connections</p> <p>The students will be summatively assessed by: Their Six Elements Chart (on their Lesson 1 artwork)</p>

Deaf Arts Curriculum: **Lesson 3 – Creating Original Work with Art Tools**

**Goals**

*To engage in Art Critique & Art Production*

*To foster ASL/English development in the context of Art*

*To introduce students to De'VIA in its various forms & make connections with the core subjects*

**Grade 2: Visual Performing Arts Framework & Common Core State**

**Standards VPA:** *Demonstrate beginning skill in the use of basic tools and art-printing, crayon rubbings, collage, and stencils.*

(VPA.VA.2.1)

*Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.*

(VPA.VA.2.3)

Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.

(VPA.VA.4.3)

Use placement, overlapping, and size differences to show opposites out, over/under, together/apart, fast/slow, stop/go).

(VPA.VA.5.1)

**CCSS:** *Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.*

(CCSS.ELA-LITERACY.SL.2.6)

*With guidance and support from adults, produce writing in which the development and organization are appropriate to task and propose.*

(CCSS.ELA-LITERACY.W.2.4.CA)

**Objective**

At the end of the lesson, students will create original artwork using art tools

**Deaf Arts Curriculum Purpose/Direction/Motivation**

To recognize that art tools has different uses for coloring, measuring and proportional shapes/sizes.

**Preparation & Suggestions**

- Model using art tools in front of students before allowing the students explore hands-on
- Have art tools ready before class, place them at an area where students can access the tools easily.
  - Use bins or containers to store/categorize art tools (easy clean-up)
- Encourage students to try new ideas – step outside comfort zone and be creative, challenge themselves

**Materials**

- Lesson 3 Artwork (**Appendix**)
- Coloring Tools

- Markers, crayons, color pencils, paint
- Measuring Tools
  - Ruler, triangles, circles, cubes, cut-outs
- White Paper
- Colored Construction Paper
- Six Elements Chart

### **Instructions (30)**

#### **Launch (5-7 minutes)**

- Before starting the lesson, tap into the students' prior knowledge about art tools
  - What are tools? Art tools?
  - How do art tools help artists create art?
- There are tools that will help artists make elements stand out
- Three pairs of elements
  - Color and Value – Value makes color brighter/darker
  - Line and Shape – line helps form a shape
  - Texture and Space – texture establishes space

#### **Explore (16-20)**

- Introduce various art tools
  - Color and Value
    - Use several coloring tools – marker, crayons, color pencils etc. - with same color.
    - Do they look the same? Different? Feel the same on paper?
    - Optional: Add black and white to create value
  - Line and Shape
    - Use shaping tools – ruler, disc, protractor etc – make lines and/or patterns
    - What other tools can help us form lines/shapes?
      - Hand, cup (for circle), cut-outs
  - Texture and Space
    - Use texture to establish space.
      - Example: clouds (lumpy lines), trees (rough lines) and grass (jagged lines)
    - How do other elements help create texture?
  - Use the time between each element pairs to explore "playing" with tools. Find what is effective, and what is not.
- During the activity, observe the students and simulate their thinking/creating

#### **Summary (5-7)**

- Using knowledge from this lesson, students will create an original art work
- Students will have Six Elements Chart and fill them out.

- Experience of planning/visualizing artwork before creating
- Art Challenge prompt:
  - Pick up to 4: Color, Shape, Texture and Space
  - No limit using Value, Line or Deaf-related concepts
    - Value based on color
    - Line based on shape/texture
  - Provide examples (Appendix)

**Post Lesson**

- Students will write a paragraph describing their artwork
- Allow several days for students to create artwork
- Make time for students to share their artwork with class

**Assessment**

The students will be formatively assessed by exploring usage of tools and six elements chart before Art Creation Challenge

The students will be summatively assessed by: Their artwork of Art Creation Challenge by rubric

## **SUPPORTING MATERIALS**

### **De'VIA MANIFESTO**

In 1971, Betty G. Miller began expressing her Deaf experiences through her paintings and drawings. Since then her work has inspired several Deaf visual artists to create work based on their Deaf experiences. These artists often discussed whether or not there was a "Deaf Art" -- a genre or school of thought. Starting at Spectrum, Focus on Deaf Artists' summer festivals in 1977 and 1978, there were formal workshops on the question of Deaf Visual Art, and there have been many lectures and workshops since then. Yet, these workshops lasted only an hour or two, and never really came to any formal decision.

Deaf Way provided the opportunity for Betty to facilitate a 4-day workshop at Gallaudet University focusing on the question, "What is Deaf Art?" This workshop, "Expression: American Deaf Art", held May 25th to 28th, 1989, was co-facilitated by Paul Johnston. There were 9 visual artists involved: Betty G Miller, Ed.D., painter; Paul Johnston, Ph.D., sculptor; Deborah M. Sonnenstrahl, Ph.D., art historian; Chuck Baird, painter; Guy Wonder, sculptor; Alex Wilhite, painter; Sandi Inches-Vasnick, fiber artist; Nancy Creighton, fiber artist; and Lai-Yok Ho, video artist. (Lai-Yok videotaped the entire 4 days of the workshop.) The purpose of the weekend was:

- to have an in-depth discussion on our experiences as Deaf artists,
- debate any common elements of Deaf Art,
- develop a visual manifesto,
- develop a written manifesto.

The name, De'VIA, evolved out of much discussion on the relative merits of an English or an ASL name. The final name, though a combination of the two, has the natural flow of ASL as the predominate consideration.

De'VIA represents Deaf artists and perceptions based on their Deaf experiences. It uses formal art elements with the intention of expressing innate cultural or physical Deaf experience. These experiences may include Deaf metaphors, Deaf perspectives, and Deaf insight in relationship with the environment (both the natural world and Deaf cultural environment), spiritual and everyday life.

De'VIA can be identified by formal elements such as Deaf artists' possible tendency to use contrasting colors and values, intense colors, contrasting textures. It may also most often include a centralized focus, with exaggeration or emphasis on facial features, especially eyes, mouths, ears, and hands. Currently, Deaf artists tend to work in human scale with these exaggerations, and not exaggerate the space around these elements.

There is a difference between Deaf artists and De'VIA. Deaf artists are those who use art in any form, media, or subject matter, and who are held to the same artistic standards as other artists. De'VIA is created when the artist intends to express their Deaf experience through visual art. De'VIA may also be created by deafened or hearing artists, if the intention is to create work that is born of their Deaf experience (a possible example would be a hearing child of Deaf parents). It is clearly possible for Deaf artists not to work in the area of De'VIA.

While applied and decorative arts may also use the qualities of De'VIA

(high contrast, centralized focus, exaggeration of specific features), this manifesto is specifically written to cover the traditional fields of visual fine arts (painting, sculpture, drawing, photography, printmaking) as well as alternative media when used as fine arts such as fiber arts, ceramics, neon, and collage.

Created in May, 1989, at The Deaf Way.

The signatories were: Dr. Betty G. Miller, painter; Dr. Paul Johnston, sculptor; Dr. Deborah M. Sonnenstrahl, art historian; Chuck Baird, painter; Guy Wonder, sculptor; Alex Wilhite, painter; Sandi Inches Vasnick, fiber artist; Nancy Creighton, fiber artist; and Lai-Yok Ho, video artist.



## Guiding Questions

Those questions listed are guiding questions I used during all lesson plans of the curriculum. Those were used as reference to spark student conversation. It is encouraged the teacher tries to remember several questions rather than refer to list and ask each time.

- **Who or what do you see in this artwork?**
  - What is going on in this picture? What more can you find?
  - What is the largest thing you see in this picture?
  - What is the smallest thing you see in this picture?
  - Who are these people in the artwork? Are they similar or different from you?
- **What colors are in the artwork?**
  - What can you tell me about the colors in this artwork? What color do you see the most?
  - What kinds of mood or feelings do the color give the artwork?
  - Do you like the colors that are in the artwork?
  - If you were the artist, would you have used different colors?
- **Why do you think this artist made this artwork?**
  - How does this artwork make you feel?
  - How do you think the artist feels about this person or thing in the painting?
- **When do you think this artwork was made?**
  - Does this scene look like it could be taking place today? Why or why not?
  - If there are people, are their clothes similar or different from what you are wearing? Why or why not?
  - Is the scenery similar or different from where you are?

- What does the scenery and the clothing or objects tell us about when this artwork was made?
- **Where do you think this scene is taking place?**
  - What season is it?
  - What time of day?
  - What kind of weather?
  - Is the scene outside? Inside?
- **How do you think this artist made this artwork?**
  - What types of materials did the artist use? Paint? Clay? Wood?
  - How long do you think it took to make?
  - How big do you think the artwork is?

## **VISUAL PERFORMING ARTS CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS**

### **Grade 2**

#### **1.0 ARTISTIC PERCEPTION**

##### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts**

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

##### *Develop Perceptual Skills and Visual Arts Vocabulary*

- 1.1 Perceive and describe repetition and balance in nature, in the environment, and in works of art.
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

##### *Analyze Art Elements and Principles of Design*

- 1.3 Identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space.

#### **2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the**

##### **Visual Arts**

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

##### *Skills, Processes, Materials, and Tools*

- 2.1 Demonstrate beginning skill in the use of basic tools and art-printing, crayon rubbings, collage, and stencils.
- 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

##### *Communication and Expression Through Original Works of Art*

- 2.3 Depict the illusion of depth (space) in a work of art, using overlapping shapes, relative size, and placement within the picture.
- 2.4 Create a painting or drawing, using warm or cool colors expressively.
- 2.5 Use bilateral or radial symmetry to create visual balance.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### **Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts**

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

##### *Role and Development of the Visual Arts*

- 3.1 Explain how artists use their work to share experiences or
- 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

##### *Diversity of the Visual Arts*

- 3.3 Identify and discuss how art is used in events and celebrations in various cultures, past and present, including the use in their own lives.

### 4.0 AESTHETIC VALUING

#### **Responding to, Analyzing, and Making Judgments About Works in the Visual Arts**

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

##### *Derive Meaning*

- 4.1 Compare ideas expressed through their own works of art with work of others.
- 4.2 Compare different responses to the same work of art.

##### *Make Informed Judgments*

- 4.3 Use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded.
- 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

## **5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

#### *Connections and Applications*

- 5.1 Use placement, overlapping, and size differences to show opposites out, over/under, together/apart, fast/slow, stop/go).
- 5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

#### *Visual Literacy*

- 5.3 Identify pictures and sort them into categories according to expressive qualities (e.g., theme and mood).

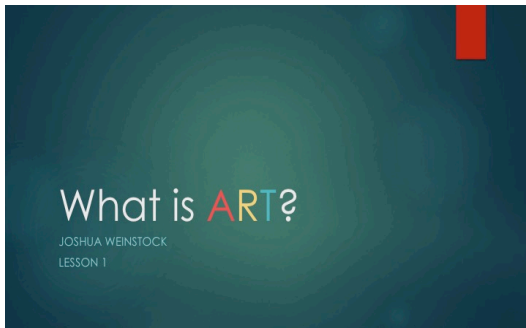
#### *Careers and Career-Related Skills*

- 5.4 Discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture).

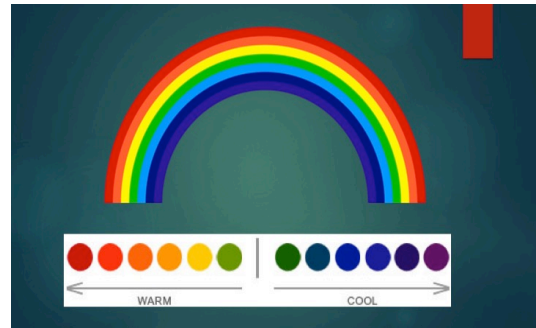
## **APPENDIX B**

In Appendix B, you will find the PowerPoint slides I developed for each lesson. The PowerPoint slides are as referenced as “PP.Lesson.Slide” (PP.1.1 – Lesson 1 Slide 1; PP.2.3 – Lesson 2, slide 3)

In the References section at the conclusion of this thesis, you will find links to resources of deaf artwork and images found in these slides.



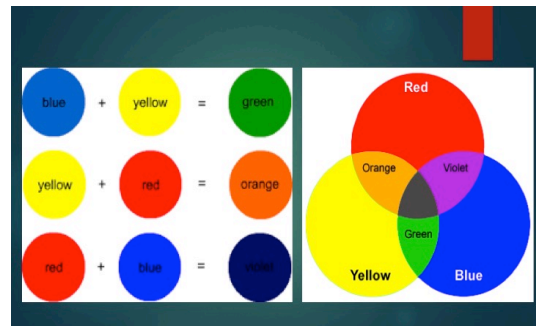
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PP.1.5



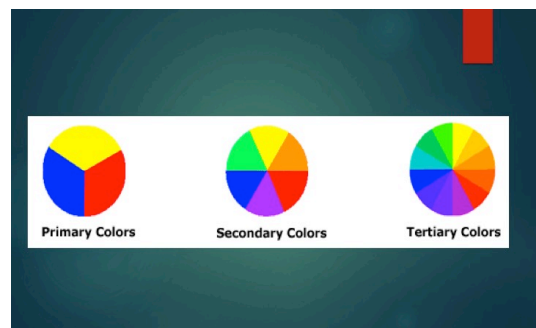
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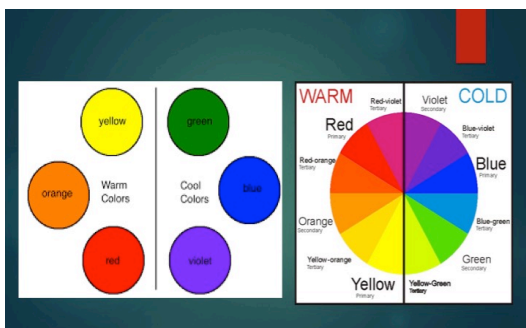
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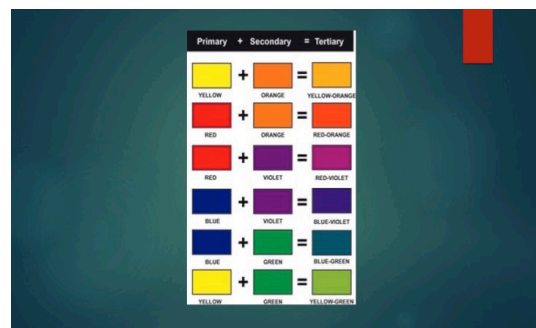
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PP.1.7



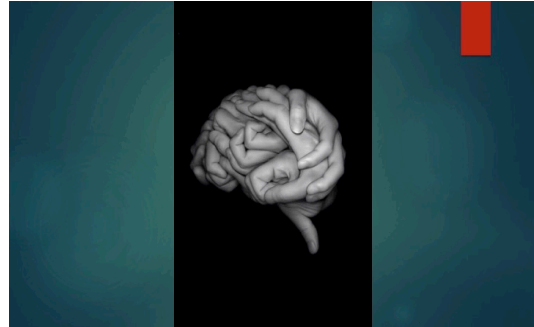
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PP.1.8

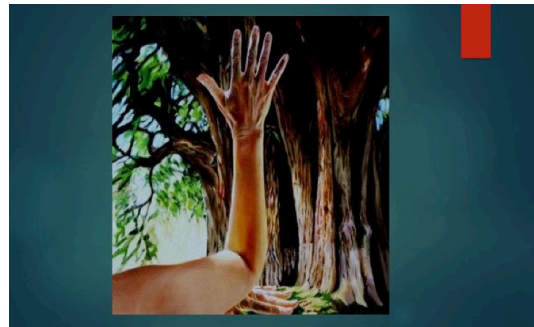
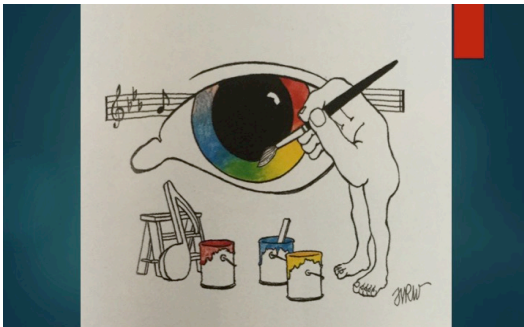
## Questions

- ▶ Which art did you like? Why?
- ▶ What deaf elements did you see?
- ▶ What did you notice about the art you saw?



PP.1.9

PP.1.13



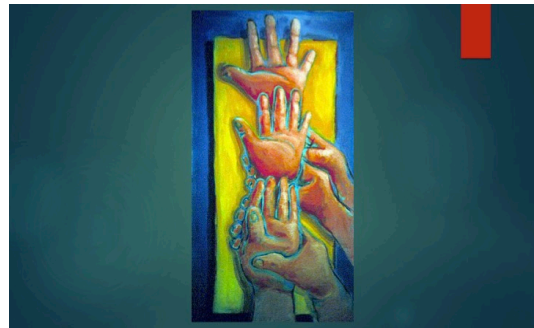
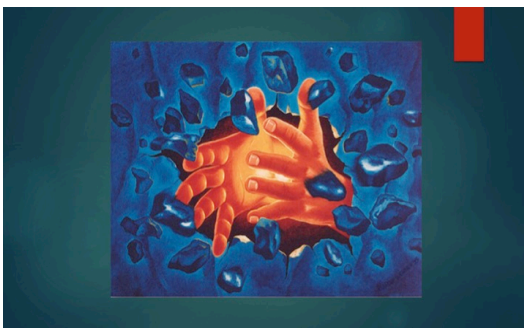
PP.1.10

PP.1.14



PP.1.11

PP.1.15



PP.1.12

PP.1.16



## Questions

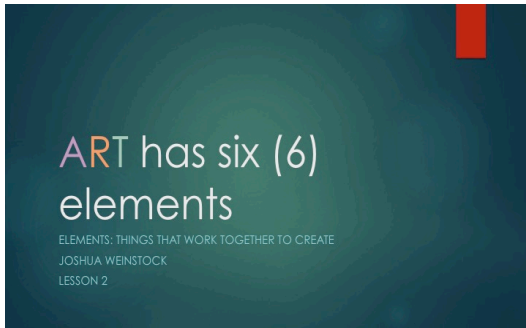
- ▶ Which art did you like? Why?
- ▶ What deaf elements did you see?
- ▶ What did you notice about the art you saw?

## PP.1.17

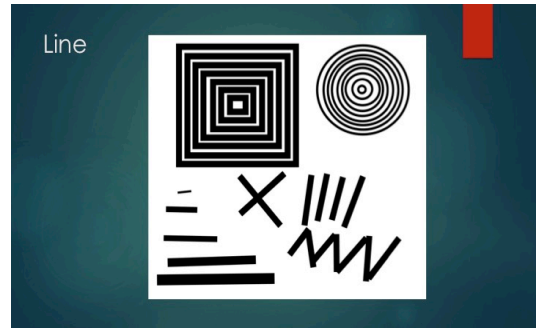
NOW: Create a drawing that shows mood, feeling or story about yourself

MUST HAVE DEAF (OR HARD OF HEARING) IN YOUR DRAWING.  
USE YOUR CREATIVITY!!!

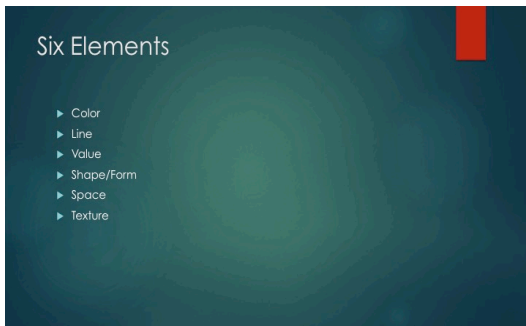
## PP.1.18



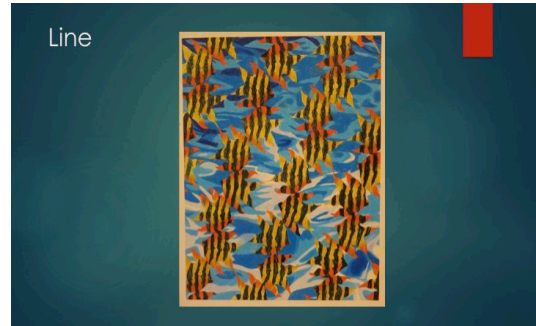
PP.2.1



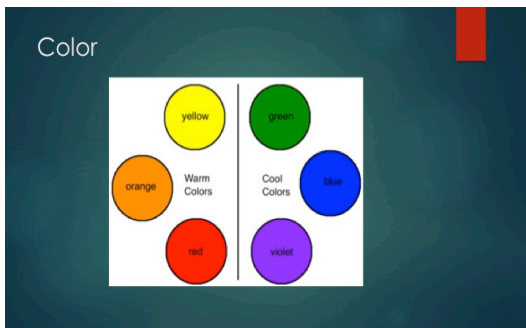
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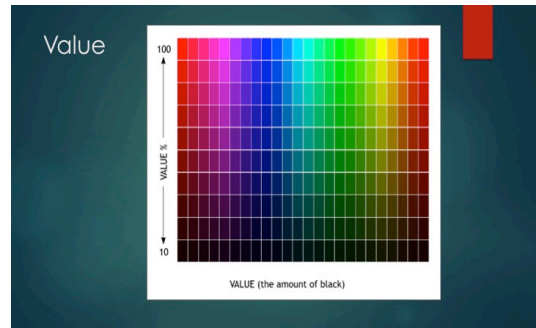
PP.2.2



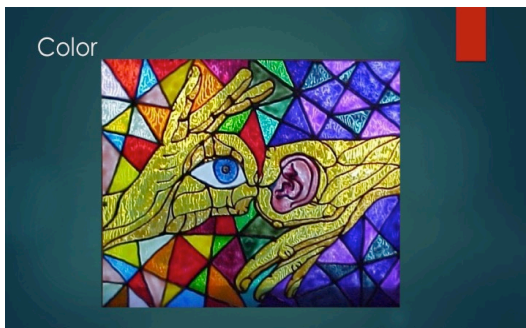
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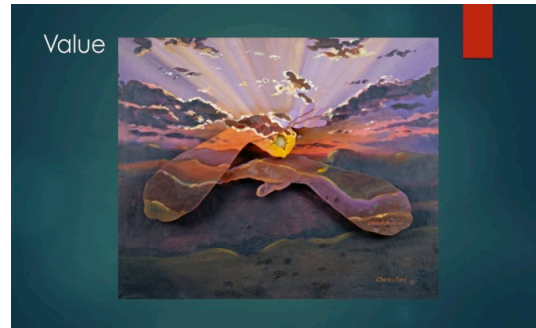
PP.2.3



PP.2.7



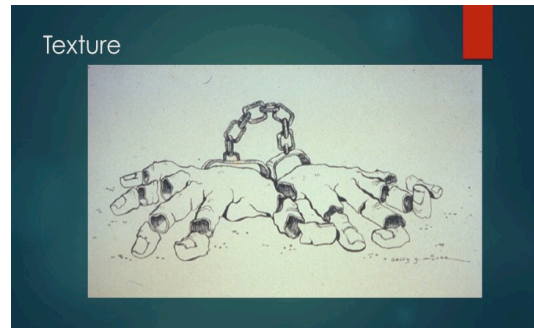
PP.2.4



PP.2.8



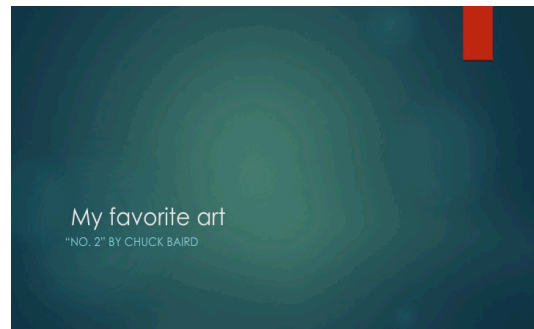
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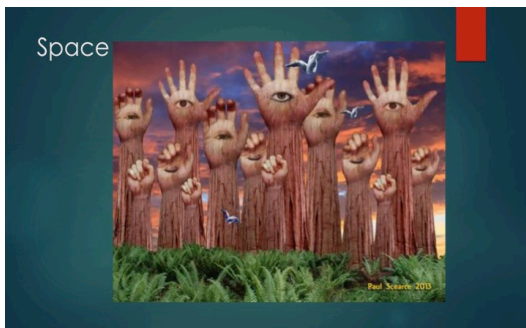
PP.2.13



PP.2.10



PP.2.14



PP.2.11



PP.2.15



PP.2.12



PP.2.16



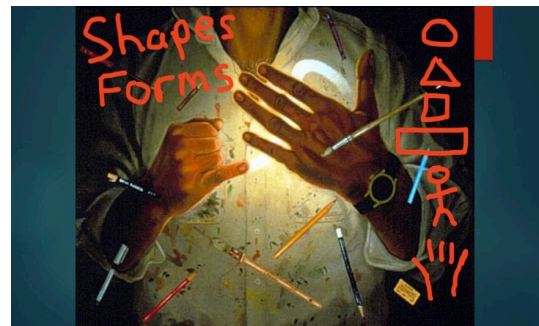
PP.2.17



PP.2.21



PP.2.18



PP.2.22



PP.2.19



PP.2.20

# Using ART Tools

JOSHUA WEINSTOCK  
LESSON 3

Make a pattern with a line or shape tool.

What other tools can you use?

PP.3.1

PP.3.5



PP.3.2

PP.3.6

Use several coloring tools with same color.

Are they all the same? Different?



PP.3.3

PP.3.7



Try to draw different textures

PP.3.4

PP.3.8

**Art Challenge!**

Pick up to 4  
Color, Shape, Texture and Space

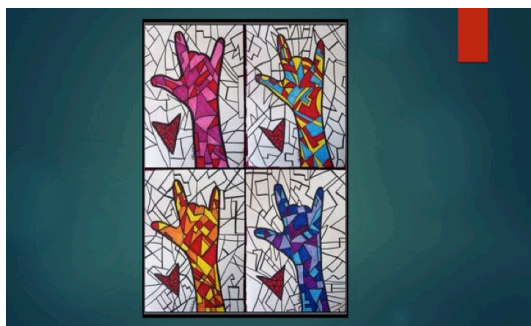
No limit  
Deaf ideas, Value and Line



PP.3.9

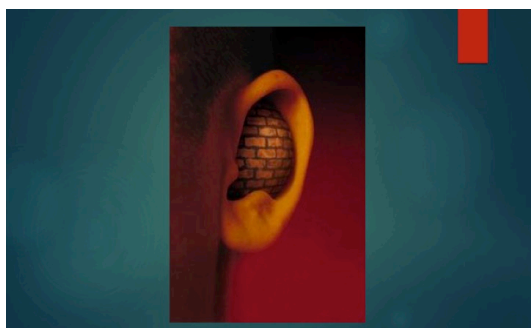
PP.3.13

Some Ideas



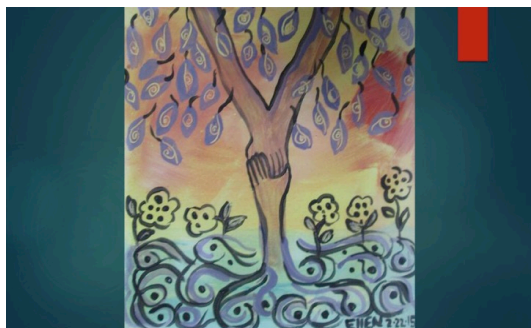
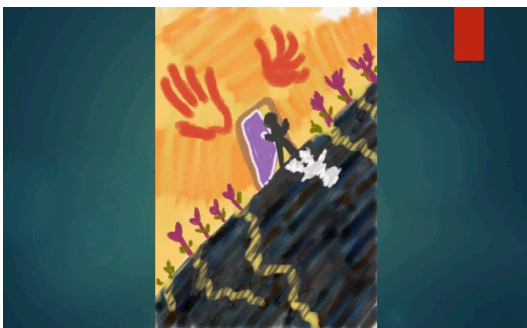
PP.3.10

PP.3.14



PP.3.11

PP.3.15



PP.3.12

PP.3.16

## APPENDIX C

In Appendix C, you will find the students' completed products throughout the Curriculum. Those products will be referred as Artifacts. Students' appearance order will be based on Student A's 10 artifacts, then Student B's 10 artifacts and so on identified by B.4 (Brynden, 4<sup>th</sup> evidence – Six Elements of First Artwork). Students' names in artifacts are covered by whiteout.

There are 10 artifacts used in Appendix C from the Deaf Arts Curriculum as outlined below:

- I. Know/Want/Learn Chart
- II. Primary Colors
- III. First Artwork
- IV. Six Elements of First Artwork
- V. Using Art Tools
- VI. Six Elements for Second Artwork
- VII. Creating Original Work with Art Tools
- VIII. Written Description
- IX. Student Wrap-Up
- X. Rubric Teacher Evaluation Rubric of Creating Original Work

## APPENDIX C ARTIFACTS RECORDED/EVALUATED

**I. KWL Chart** – Teacher-Led whole class discussion, sentence frames support, teacher observation/recording, student confirmation.

**II. Primary Colors** – Teacher modeling mixing colors with only three primary color pencils: Red, Blue and Yellow, student explore independently.

**III. First Artwork** – Teacher Generated Prompt: Student create independently

**IV. Six Elements of First Artwork** – Teacher guided, student generated, supported with Appendix B Lesson 2 Artwork, Whole Class Discussion

**V. Using Art Tools** – Teacher guided, student hands-on exploring with art tools for coloring/values, lines/shapes and texture/space elements

**VI. Six Elements for Second Artwork** – Student generated with minimal teacher support for ideas, feedback and vocabulary/spelling. Assignment to be applied for Creating Original Work

**VII. Creating Original Work with Art Tools** - Student generated independently as used from the Six Elements for Second Artwork sheet

**VIII. Written Description** – Teacher Generated Prompt: Student reply by writing

**IX. Student Wrap-Up** - One-on-one Question and Answer session conducted in ASL. Questions presented in ASL and English. Teacher observation/recorded students' signed answers in writing.

**Wrap-Up Questions listed next page:**



Red + Yellow = (Orange)

Red + Blue = (Purple)

Blue + Yellow = (Green)

What are the Three Warm Colors? (Yellow, Red, Orange)

What are the Three Cool Colors? (Blue, Green, Purple)

What are your Top Three Favorite Artwork?

What does Deaf Art mean to you?

What you like or did not like about our Art activity?

**X. Teacher Evaluation Rubric of Creating Original Work** – It was determined that a rubric was not grade-level appropriate with Grade 2 students as I had an unsuccessful experience using another rubric during my internship duties. I decided to include a rubric for thesis evaluation purposes but not reviewed with students. Rubric evaluation as seen below:

Use of Materials ?/4

Knowledge Gained – Technique ?/4

Creativity ?/4

Design/Composition ?/4

Total ?/16

**Rubric seen in next page:**

Table 9: Teacher Evaluation Rubric

CATEGORY	4	3	2	1	Score
<b>Use of materials</b>	Student typically keeps painting materials and area clean and protected without reminders. The student shows great respect for the materials and his fellow students.	Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student shows respect for materials and fellow students.	Student adequately cleans and takes care of materials if reminded. Occasional spills and messy work area may be seen. Shows some respect for materials and fellow students.	Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Shows little respect for materials or fellow students.	
<b>Knowledge Gained - Technique</b>	Student can accurately name 5 elements of art being used and describe how these 5 characteristics are used in their own work.	Student can accurately name 4 elements of art being used and describe how these 4 characteristics are used in their own work.	Student can accurately name 3 elements of art being used and describe how 2-3 of these characteristics are used in their own work.	Student cannot accurately name 3 elements of art being used OR cannot describe how characteristics relate to their own work.	
<b>Creativity</b>	Student has taken the technique being studied and applied it in a way that is totally their own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the work.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
<b>Design/ Composition</b>	Student applies De\`VIA design principles with great skill.	Student applies De\`VIA design principles with fair skill.	Student tries to apply De\`VIA design principles but the overall result is not pleasing.	The student does not appear to be able to apply most De\`VIA design principles to their own work.	

STUDENT: Arya

### I. KWL Chart

Know	Want	Learn
<ul style="list-style-type: none"> <li>I know we use pencils, scissors, papers</li> </ul>	<ul style="list-style-type: none"> <li>I want to learn about different colors - Yes</li> <li>I want to learn how to draw right shapes measured correctly - Yes</li> </ul>	<ul style="list-style-type: none"> <li>I learned how to draw different animals</li> <li>I learned to trace things to make shapes like hands and using it for tree shape</li> <li>I learned to express feelings in art – love,</li> <li>I learned about different colors and their value of bright and dark.</li> </ul>

### II. Primary Colors



III. First Artwork



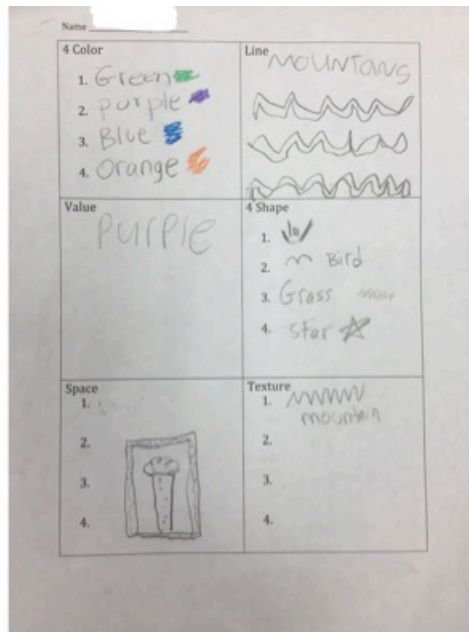
IV. Six Elements of First Artwork

Name: [redacted]	
<p>Did my art have Color? Yes or No</p> <p><input checked="" type="checkbox"/> Yes</p>	<p>Did my art have Line? Yes or No</p> <p><input checked="" type="checkbox"/> Yes</p>
<p>Did my art have Value? Yes or No</p> <p><input checked="" type="checkbox"/> Yes</p> <p>light colors</p>	<p>Did my art have Shape/Form? Yes or No</p> <p><input checked="" type="checkbox"/> Yes</p> <p>square</p>
<p>Did my art have Space? Yes or No</p> <p><input checked="" type="checkbox"/> Yes</p> <p>☺</p>	<p>Did my art have Texture? Yes or No</p> <p><input checked="" type="checkbox"/> Yes</p> <p>SMOOTH</p>

V. Using Art Tools



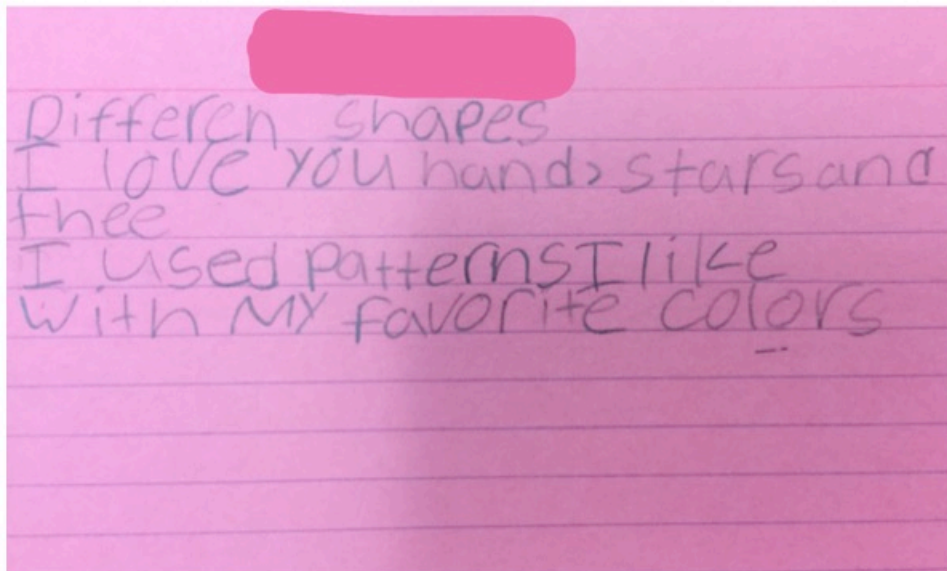
VI. Six Elements for Second Artwork



## VII. Creating Original Work with Art Tools



## VIII. Written Description



*Differen shapes I love you hand, stars and thee (tree) I used patterns I like with my favorite colors*

**IX. Arya Wrap-Up**

Red + Yellow = Orange

Red + Blue = Purple

Blue + Yellow = Orange

**What are the Three Warm Colors?**

Yellow, Blue, Purple

**What are the Three Cool Colors?**

Blue and Purple

**Three Favorite Artwork**

PP.1.16, 2.8 and 2.15

**What does Deaf Art mean to you?**

Show the difference between being hearing and being deaf

**What you like or did not like about our Art activity?**

I like making texture and patterns. I prefer patterns than drawings.

**X. Rubric Teacher Evaluation Rubric of Creating Original Work**

Use of Materials **3/4**

Knowledge Gained – Technique **3/4**

Creativity **3/4**

Design/Composition **3/4**

Total **12/16**

STUDENT: Brynden

### I. KWL Chart

Know	Want	Learn
<ul style="list-style-type: none"><li>I know we can create your own kind</li></ul>	<ul style="list-style-type: none"><li>I want to learn how we can paint with water - <b>Yes (Did in other class activity)</b></li><li>I want to learn about different shapes sizes - <b>Yes</b></li></ul>	<ul style="list-style-type: none"><li>I learned how to make shapes like stars, flowers and birds</li></ul>

### II. Primary Colors





### III. First Artwork



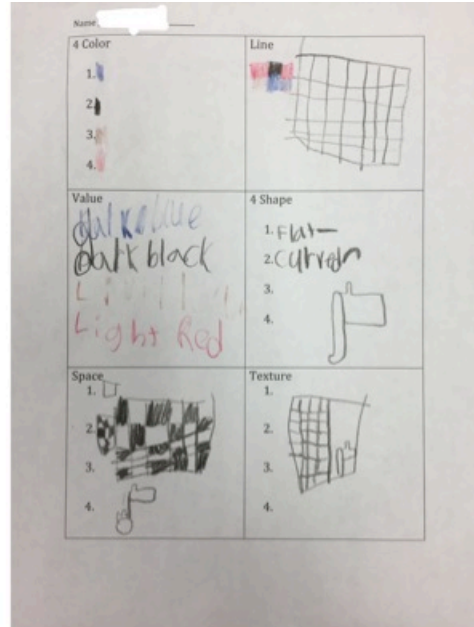
### IV. Six Elements of First Artwork

Name: _____ Did my art have Color? Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	Did my art have Line? Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 
Did my art have Value? Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	Did my art have Shape/Form? Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No cat hall
Did my art have Space? Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	Did my art have Texture? Yes or No <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 

## V. Using Art Tools



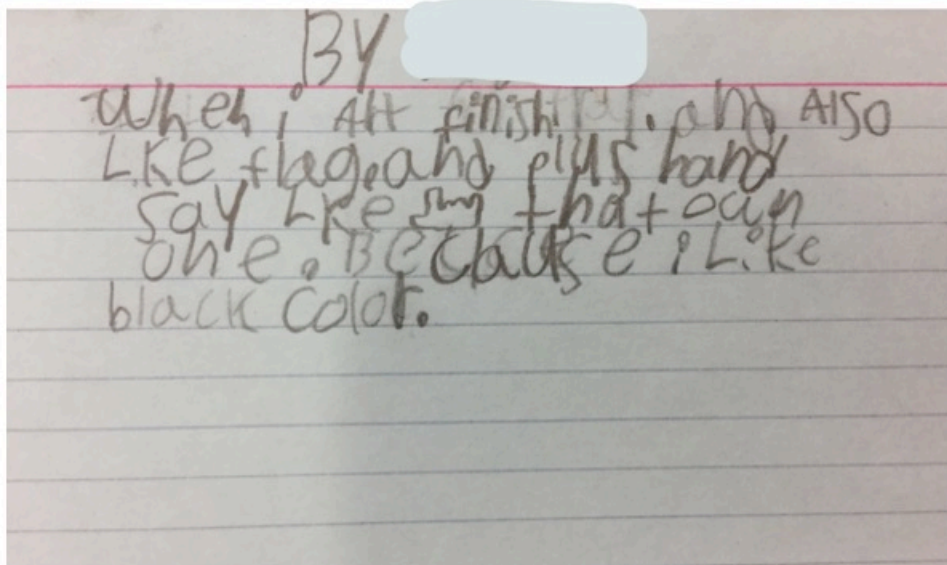
## VI. Six Elements for Second Artwork



## VII. Creating Original Work with Art Tools



## VIII. Written Description



When i Art finish. and Also Like flag. and plus hand say like (Ily) that own one. Because I like black color.

### **IX. Brynden Wrap-Up**

Red + Yellow = Orange

Red + Blue = Yellow

Blue + Yellow = Red

#### **What are the Three Warm Colors?**

Red, Orange, Purple

#### **What are the Three Cool Colors?**

Blue

#### **What are your Top Three Favorite Artwork?**

PP.2.8, 2.11 and 2.15

#### **What does Deaf Art mean to you?**

Using ASL in art shapes. Deaf people who draw in a deaf style

#### **What you like or did not like about our Art activity?**

Liked drawing BMX/Happy for feelings. Want to add activity relating with “face” and “action drawing”

### **X. Rubric Teacher Evaluation Rubric of Creating Original Work**

Use of Materials **2/4**

Knowledge Gained – Technique **3/4**

Creativity **4/4**

Design/Composition **3/4**

Total **12/16**

STUDENT: Cersei

### I. KWL Chart

Know	Want	Learn
<ul style="list-style-type: none"> <li>I know we do not have to follow exactly what we see, you can have your own style.</li> </ul>	<ul style="list-style-type: none"> <li>I want to learn how to draw with both hands nicely - no</li> </ul>	<ul style="list-style-type: none"> <li>I learned how artists have their own style that is different from others.</li> <li>We learned how to draw texture in our pictures.</li> <li>I learned that if I run out of space on paper, I can add another one to make more space.</li> </ul>

### II. Primary Colors



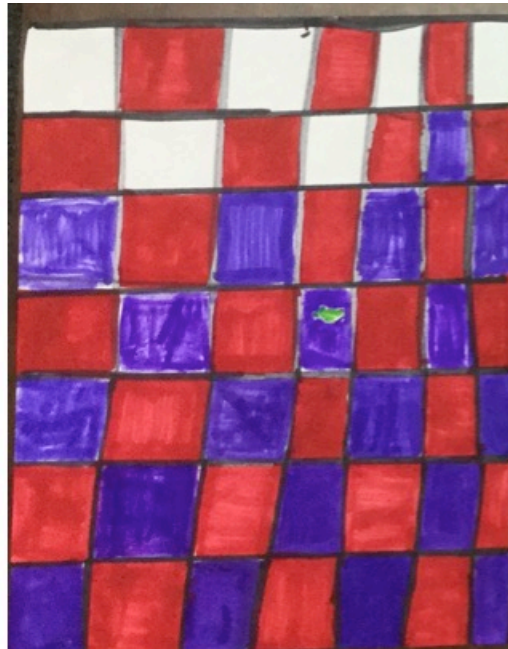
### III. First Artwork



### IV. Six Elements of First Artwork

<p>Did my art have Color? Yes or No</p> <p>yellow brown pink grey black red blue green</p>	<p>Did my art have Line? Yes or No</p> <p>many</p>
<p>Did my art have Value? Yes or No</p> <p>dark light brown</p>	<p>Did my art have Shape/Form? Yes or No</p> <p>square circle many</p>
<p>Did my art have Space? Yes or No</p> <p>happy sad</p>	<p>Did my art have Texture? Yes or No</p> <p>smooth and rough and bumpy</p>

V. Using Art Tools



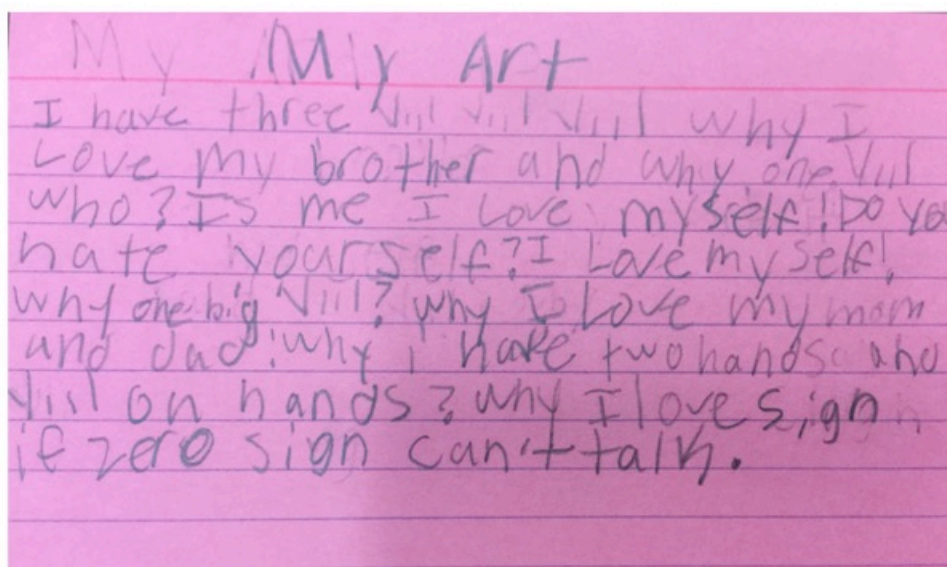
VI. Six Elements for Second Artwork

Name _____	
<p>4 Color</p> <ol style="list-style-type: none"> <li>red</li> <li>black</li> <li>purple</li> <li></li> </ol>	<p>Line</p>
<p>Value</p> <p>dark purple red</p>	<p>4 Shape</p> <ol style="list-style-type: none"> <li>square</li> <li></li> <li></li> <li></li> </ol>
<p>Space</p> <ol style="list-style-type: none"> <li>all</li> <li></li> <li></li> <li></li> </ol>	<p>Texture</p> <ol style="list-style-type: none"> <li>tiles</li> <li></li> <li></li> <li></li> </ol>

## VII. Creating Original Work with Art Tools



## VIII. Written Description



*I have three (ily) (ily) (ily) why I Love my brother and why one (ily) who? Is me I love myself! Do you hate yourself? I love myself! why one big (ily)? why I love my mom and dad! Why I have two hands and (ily) on hands? Why I love sign if zero sign can't talk.*



### **IX. Cersei Wrap-Up**

Red + Yellow = Green

Red + Blue = Yellow

Blue + Yellow = Green

#### **What are the Three Warm Colors?**

No response

#### **What are the Three Cool Colors?**

Blue, Light Blue, White

#### **What are your Top Three Favorite Artwork?**

PP.1.13, 2.8 and 3.14

#### **What does Deaf Art mean to you?**

It is not hearing but deaf style. Deaf Art shows value of ASL and culture in drawing.

#### **What you like or did not like about our Art activity?**

Liked learning about Value and Colors. Would wanted to use real canvas

### **X. Rubric Teacher Evaluation Rubric of Creating Original Work**

Use of Materials **3/4**

Knowledge Gained – Technique **4/4**

Creativity **4/4**

Design/Composition **4/4**

Total **15/16**

STUDENT: Davos

### I. KWL Chart

Know	Want	Learn
<ul style="list-style-type: none"> <li>I know that it means draw different designs</li> </ul>	<ul style="list-style-type: none"> <li>I want to learn how to draw different styles and ways - <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>I learned how to do different designs and art styles with colors, and learned their own ways.</li> <li>I learned that if we mix colors it will look like a rainbow of different colors.</li> <li>I learned to use creativity in art instead of same.</li> <li>I learned to match colors with things – grapes can be red/green, corn is yellow etc.</li> </ul>

### II. Primary Colors



III. First Artwork



IV. Six Elements of First Artwork

<p>Did my art have Color? Yes or No</p> <p>blue red orange brown yellow</p>	<p>Did my art have Line? Yes or No</p>
<p>Did my art have Value? Yes or No</p> <p>orange and yellow</p>	<p>Did my art have Shape/Form? Yes or No</p> <p>circle half rectangle triangle</p>
<p>Did my art have Space? Yes or No</p>	<p>Did my art have Texture? Yes or No</p> <p>Soft</p>

V. Using Art Tools



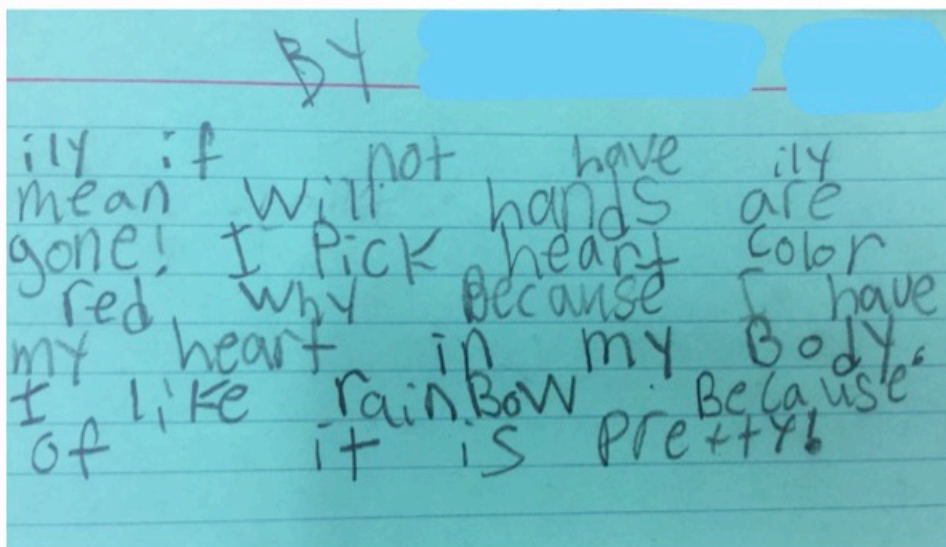
VI. Six Elements for Second Artwork

Name: _____	
<p>4 Color</p> <ol style="list-style-type: none"> <li>red</li> <li>black</li> <li>orange</li> <li>orange</li> </ol>	<p>Line</p>
<p>Value</p> <p>light light orange dark red black</p>	<p>4 Shape</p> <ol style="list-style-type: none"> <li>Square</li> <li>triangle</li> <li>triangle</li> <li>triangle</li> </ol>
<p>Space</p> <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ol>	<p>Texture</p> <ol style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> <li>.</li> </ol>

## VII. Creating Original Work with Art Tools



## VIII. Written Description



*ily if not have ily mean will hands are gone! I Pick heart color red why Because I have my heart in my body. I like rainBow Because of it is Pretty!*

**IX. Davos Wrap-Up**

Red + Yellow = Orange

Red + Blue = Pink

Blue + Yellow = Purple

**What are the Three Warm Colors?**

Yellow, Orange, Red

**What are the Three Cool Colors?**

Green, Blue, Purple

**What are your Top Three Favorite Artwork?**

PP.1.12, 1.13, 3.13

**What does Deaf Art mean to you?**

Show ASL with Space that show opposite like open or close

**What you like or did not like about our Art activity?**

Favorite was texture. Did not like to create my own art – prefer copy from or color in lines, more practice on drawing realistic trees with details like apples.

**X. Rubric Teacher Evaluation Rubric of Creating Original Work**

Use of Materials **3/4**

Knowledge Gained – Technique **4/4**

Creativity **2/4**

Design/Composition **3/4**

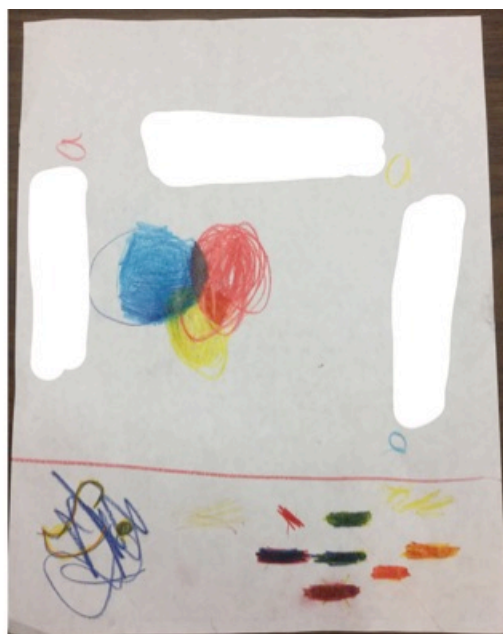
Total **12/16**

STUDENT: Ellaria

### I. KWL Chart

Know	Want	Learn
<ul style="list-style-type: none"> <li>I know you can express yourself with no worries</li> </ul>	<ul style="list-style-type: none"> <li>I want to learn how can I draw nicely/neatly - <b>Yes</b></li> </ul>	<ul style="list-style-type: none"> <li>I learned how to mix colors together – yellow and red becomes orange, yellow and blue becomes green and red and blue becomes purple.</li> <li>I learned that art has rules and no rules – no rules means I can draw anything I want and be creative while rules have to follow the real – for example 1 sun not 2 or 4 eyes.</li> <li>I learned that there are different art tools like pencil, pen, crayons, markers, paints.</li> <li>I learned that drawing can look realistic.</li> </ul>

### II. Primary Colors



III. First Artwork



IV. Six Elements of First Artwork

Name \_\_\_\_\_

<p>Did my art have Color? Yes or No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Did my art have Line? Yes or No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Did my art have Value? Yes or No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Did my art have Shape/Form? Yes or No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Did my art have Space? Yes or No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>happy fast her tail wag</p>	<p>Did my art have Texture? Yes or No</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>feel hard rough and tough</p>







V. Using Art Tools



VI. Six Elements for Second Artwork

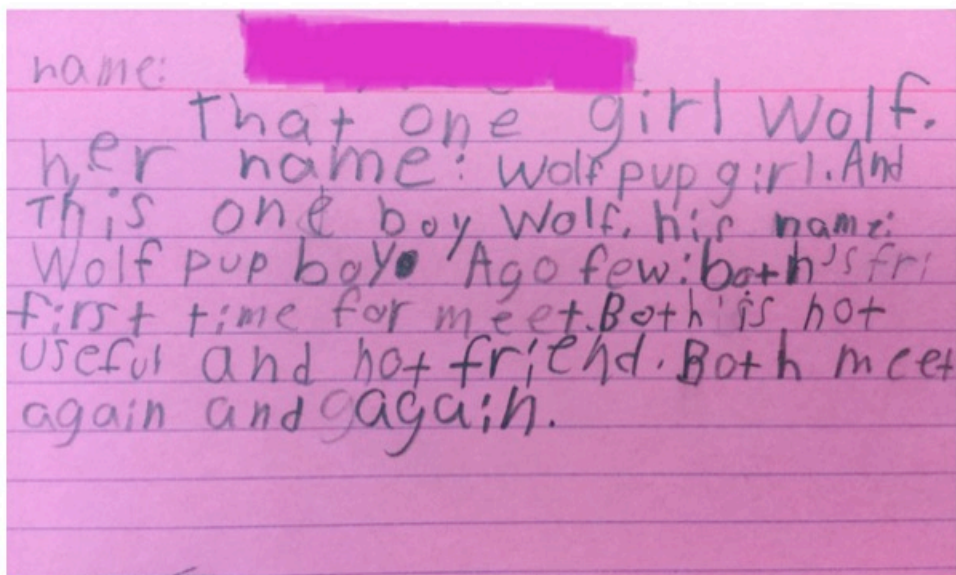
Name \_\_\_\_\_

<p>4 Color</p> <ol style="list-style-type: none"> <li>1.  yellow</li> <li>2.  pink</li> <li>3.  brown!</li> <li>4.  blue</li> </ol>	<p>Line</p>
<p>Value</p>	<p>4 Shape</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
<p>Space</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>Texture</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>

## VII. Creating Original Work with Art Tools



## VIII. Written Description



*That one girl wolf. Her name: wolf pup girl. And this one boy wolf. his name: Wolf pup boy. Ago few: both's -fri (erased) – first time for meet. Both is not useful and not friend. Both meet again and again.*

## **IX. Ellaria Wrap-Up**

Red + Yellow = Orange

Red + Blue = Purple Blue + Yellow = Green

### **What are the Three Warm Colors?**

Red, Orange, Yellow

### **What are the Three Cool Colors?**

Green, Blue, Purple

### **What are your Top Three Favorite Artwork?**

PP.2.11, 3.14, 3.15

### **What does Deaf Art mean to you?**

Using hands to show meaning of ASL with things like cat/hand, using shapes to show different meanings like small (crescent), half and full moon.

### **What you like or did not like about our Art activity?**

Liked the Texture and Value activities. Would liked to do more guided art or group drawing activity (everyone draws the same thing in their own style)

## **X. Rubric Teacher Evaluation Rubric of Creating Original Work**

Use of Materials **4/4**

Knowledge Gained – Technique **3/4**

Creativity **4/4**

Design/Composition **4/4**

Total **15/16**

STUDENT: Freya

### I. KWL Chart

Know	Want	Learn
<b>Did not have any comments</b>	<ul style="list-style-type: none"><li>I want to learn how to paint – <b>Yes</b> (in other non-related activity)</li></ul>	<ul style="list-style-type: none"><li>I learned to draw nature like sun, clouds and sky</li></ul>

### II. Primary Colors



### III. First Artwork



### IV. Six Elements of First Artwork

Did my art have Color? Yes or No <input checked="" type="checkbox"/> Yes	Did my art have Line? Yes or No <input checked="" type="checkbox"/> Yes
Did my art have Value? Yes or No <input checked="" type="checkbox"/> Yes	Did my art have Shape/Form? Yes or No <input checked="" type="checkbox"/> Yes
Did my art have Space? Yes or No <input checked="" type="checkbox"/> Yes	Did my art have Texture? Yes or No <input checked="" type="checkbox"/> Yes

dress

circle




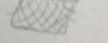
happy

hair

## V. Using Art Tools



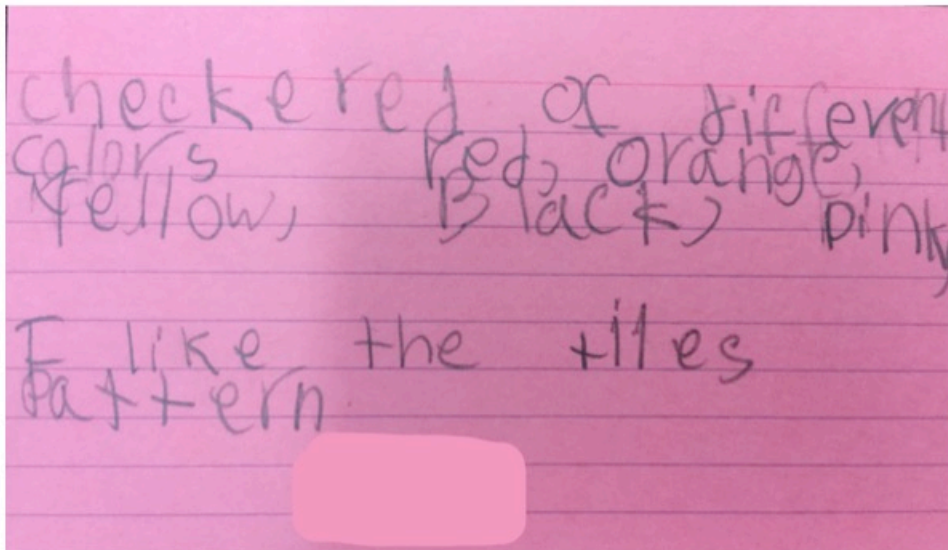
## VI. Six Elements for Second Artwork

Name: _____	
<b>4 Color</b> 1. Red 2. White 3. <del>Black</del> 4. Blue	<b>Line</b> 
<b>Value</b> Bright Colors	<b>4 Shape</b> 1. Rectangle 2. $\surd$ 3. 4.
<b>Space</b> 1. 2. 3. 4. 	<b>Texture</b> 1. Tiles  2. Hammock  3. 4.

## VII. Creating Original Work with Art Tools



## VIII. Written Description



*Checked or different colors red, orange, yellow, black, pink,  
I like the tiles pattern*

**IX. Freya Wrap-Up**

Red + Yellow = Purple

Red + Blue = Green

Blue + Yellow = Pink

**What are the Three Warm Colors?**

Don't remember

**What are the Three Cool Colors?**

Don't remember

**What are your Top Three Favorite Artwork?**

PP.2.4, 3.13 and 3.14

**What does Deaf Art mean to you?**

Drawing with ASL and Hands

**What you like or did not like about our Art activity?**

Enjoyed Texture activity.

**X. Rubric Teacher Evaluation Rubric of Creating Original Work**

Use of Materials **3/4**

Knowledge Gained – Technique **2/4**

Creativity **2/4**

Design/Composition **1/4**

Total **8/16**



## XII. References

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## **De'VIA REFERENCES/LINKS**

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Retrieved from: <https://deviacurr.wordpress.com>

De'ARTivists United (D^AU) Blog – Appendix B Materials

Retrieved from: <https://devartistunited.wordpress.com>

Deaf Art/De'VIA Manifesto – Appendix A

Retrieved From: <http://www.deafart.org/index.html>

International Archive of Deaf Artists (IADA) – Appendix B Materials

Retrieved from: <http://www.rit.edu/ntid/dccs/dada/dada.htm>