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Proposal Project

Ramapo College MSET

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Introduction

As a high school art teacher in the Lyndhurst School District, I work with a variety of different classes, students, and learning styles. My goal while teaching is keeping the students engaged during each art project, staying creative, making sure they are enjoying themselves, and most importantly, learning something along the way.

This is my 9th year teaching high school art, and I can honestly say that I am not the same educator that I once was. I have read that “the quest for effective arts education policy, there will have to be a period where arts educators each live out and activated the change in their own arts, practices and pedagogy as an individual” (Rolling, Jr.), which fits perfectly for being an art educator. During the time I have taught, I have had to change my teaching style multiple times to make sure I reach my teaching goal, and mostly due to technology. From the beginning of my career, I have always understood that technology and art work well together, and was excited to explore how to combine the two and create interesting lessons, but the problem was how to do it.

The Online world has become a type of community, and incorporating art into this community just seems to make sense, but there are so many risks that go along with it. We are encouraged as art teachers to display student’s artwork, not just in school, but also in online art galleries. Elizabeth M. Delacruz, a professor at the University of Illinois at Urbana-Champaign states it perfectly “of primary concern to art and aesthetic education theory and practice is production of, consumption of, and interact within social networking sites (especially Websites and blogs), with particular regard for visual, aesthetic, cultural, political, and ethical interests” (Delacruz 2). As teachers, we must be aware of the dangers to our students when posting artwork onto social media websites or online galleries, especially when others have a chance to leave comments.

These past four years have been a learning curve, the popularity of smart phones has increased exponentially, and my school district recently introduced I Pads and smart boards into each classroom. Now, instead of fighting with the students to put away their electronic devices, we are embracing the technology and incorporating in it into the district and classrooms any way possible. I have noticed however, because of this new technology, that students become easily distracted, and staying engaged throughout the entire class period seems to be a struggle. Also, the access to other’s artwork or reference pictures are so readily available, I have seen a drop in creativity. Although, “promoting creativity in schools involves the development of characteristics such as self-motivation, confidence, curiosity and flexibility” (Das, Dewhurst, Gray 1) does in fact work, it seems as though students are using technology as a crutch, and would rather search for images online to help carve out their idea instead of brainstorming and thinking of one themselves. It is hard to decipher whether this crutch, or laziness. Many of my high school students have always been around some sort of technology, and are more comfortable and savvy then I am.

It is important to find fair balance between technology and art. Incorporating technology into an art lesson should be more then just going online to look up reference pictures or project examples. Students need to be given the opportunity to develop their own creativity and find their voice as an artist. Michelle Tillander states, “what are often overlooked are artworks by young people who creatively adjust to, explore, and illuminate responses to information technologies” (Tillander 42). That being said beginning next September, I will be teaching a course that is new to Lyndhurst High School, Calligraphy: the Art of Writing. This will be the first visual art class in Lyndhurst, where there is a technology aspect, and everything students will need, will be found online. There will be helpful videos, showing important techniques and steps for each calligraphy hand taught; homework can be downloaded off the site and printed to turn in during the school day, or turned in online. Even with the incorporation of technology, this is still a creative, hands-on art class. Students will be responsible for following along during class, and learning the techniques of each calligraphy hand. They will have to use their creativity for each final project in which they will have to design a composition, using their own ideas. I feel as though this is the fair balance between art and technology that I have been trying to reach all along.

Because this is a website that I will be creating and maintaining myself, I get to individualize the class as I see fit. Also, I am able to make sure certain criteria will be in the curriculum that will help support the idea of incorporating technology into this calligraphy class. I believe that since this will be more technologically heavy then other visual arts classes, it will be more intriguing to students who are not inclined to take an art class.

This will be the first class in the art department that will have all of its resources available online for student use. Students will be able to hand in homework assignments, print out any resources they may need for a class, watch videos for extra practice or tips on different writing techniques, and catch up on any work that they missed if they missed a class. If this is successful, and students take advantage of this website, then we will begin to integrate it into other areas of the art department.

Objectives

The goal for the proposed project is for students to have the class at their finger tips. They will have all the resources needed to have homework, class work, and projects finished on time, even when absent. Attendance for calligraphy is extremely important since each class there will be a new technique learned. Students will be able to come to class after an absence with the knowledge of what was learned when they were not there.

The course will be broken down into four different letter styles: Roman, Uncials, Gothic, and Old English. Each lesson will have a short video on different pen techniques, tips, and guidance, daily practice, homework, and a project.

The objective and learning outcomes during this course for students are:

Students will be able to:

* Distinguish the different details, techniques, and characteristics that are indicative of the calligraphy hands that will be discussed during this course, Roman, Uncial, Gothic, and Old English
* Create four successful final projects, using the details, techniques and characteristics of each calligraphy hand, with a twist of their own artistic influence.
* Know the multicultural history behind each calligraphy hand, and how it influenced the art of writing.
* Know the different writing mediums used in the historical art periods, and have a chance to use the mediums for their projects.
* Develop the hand eye coordination and writing skills that are valuable for all areas of visual art.
* Use the website as a valuable resource when absent, needs extra practice, or extra work.

Procedure

Calligraphy is a ½ year course, and will be offered for 9-12 graders. The class will be broken up into four sections; each section will be a different calligraphy hand. Even though each hand has different specific techniques and strokes, each section will be set up similarly. There will be an introduction to the hand, along with history behind it. Students will practice the techniques, which will then lead into forming letters. Students will practice the upper case and lower case alphabet, and at the end, complete a final project. Each final project for each hand will be different. Students will be assessed on their homework and class work, and will be graded using a rubric for their final projects.

Students will be using the website on a daily basis. They will be assigned homework, along with having to watch instructional videos on a newly learned techniques or hand, which will be posted daily. There will be updates during the week for those students who may want to do extra credit, or for students who were absent from a class. Also, because students have varied levels of learning, this website will be beneficial for everyone. For students who do not understand certain techniques can go on to the website and get extra help, or watch a tutorial, while students who are excelling, can continue practicing.

Below is a step-by-step procedure for each calligraphy hand.

1. Introduction to Calligraphy
   * Students will learn what calligraphy is, and how it influenced the writing hands of today.
   * Career opportunities
   * Introduction to the calligraphy pen and how to have the proper pen angle when in use.
   * Different tools needed for class
   * The four different alphabets the class will cover
   * Beginners practice strokes
   * How to control the layout space of the paper
2. Roman Alphabet
   * Introduction to the Roman alphabet and an in-depth look at the art history.
   * Introduction to Roman stroke styles- Students will learn the pen techniques that are specific to the Roman hand.
   * Watch video on pen technique, tips, and guidance
   * Practice stroke styles- students will put these techniques to use and practice each technique until they get it.
   * Roman practice exercises lower case, upper case, and numbers- Students will continue to practice the Roman Hand.
   * Roman final project- Students will take a quote and write this quote in the Roman hand, and choose embellishments to design the border.
3. Uncial Alphabet
   * Introduction to the Unical alphabet and an in-depth look at the art history.
   * A look at different styles of Uncial Hands
   * Introduction to Uncial stroke styles- Students will learn the pen techniques that are specific to the Roman hand.
   * Watch video on Uncial hand, tips, techniques, and guidance
   * Practice stroke styles- students will put these techniques to use and practice each technique until they get it. (Students can find the practice sheets online)
   * Uncial practice exercises lower case, upper case, and numbers- Students will continue to practice the Uncial Hand.
   * How to create a greeting card, understanding space layout
   * How to properly address an envelope, understanding space layout.
   * Uncial final project- Students will create a greeting card for a friend or family member, and addressing an envelope properly, and mailing the card out.
4. Gothic Alphabet
   * Introduction to the Gothic alphabet and an in-depth look at the art history.
   * A look at different styles of Gothic Hands
   * Discussion on how the Gothic alphabet influenced how we write today.
   * Introduction to Gothic stroke styles- Students will learn the pen techniques that are specific to the Roman hand.
   * Watch video on Gothic hand, tips, techniques, and guidance
   * Practice stroke styles- students will put these techniques to use and practice each technique until they get it. (Students can find the practice sheets online)
   * Gothic practice exercises lower case, upper case, and numbers- Students will continue to practice the Gothic Hand.
   * Gothic final project- Students will design their full names, adding embellishments over the capital letters.
5. Old English
   * Introduction to the Old English alphabet and an in-depth look at the art history.
   * A look at different styles of Old English Hands
   * Introduction to Old English stroke styles- Students will learn the pen techniques that are specific to the Old English hand.
   * Watch video on Old English hand, tips, techniques, and guidance
   * Practice stroke styles- students will put these techniques to use and practice each technique until they get it. (Students can find the practice sheets online)
   * Old English practice exercises lower case, upper case, and numbers- Students will continue to practice the Old English Hand.
   * Old English final project- Students will design a wall hanging, they will write the upper case and lower case alphabet, along with numbers and a quote.

Software and Internet resources:

* I Pads or computer
* Teacher website

Standards addressed:

New Jersey Core Curriculum Visual and Performing Arts Curriculum-

* 1.1.12.D.1- Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
* 1.1.12.D.2- Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.
* 1.2.12.A.1- Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
* 1.2.12.A.2- Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
* 1.3.12.D.1- Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
* 1.3.12.D.2- Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
* 1.3.12.D.4- Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.
* 1.4.12.A.1- Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
* 1.4.12.A.3- Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

New Jersey Core Curriculum Content Standards: Technology

* 8.2.12.D.1- Information-literacy skills, research, data analysis, and prediction provide the basis for the effective design of technology systems.
* 8.1.12.A.1- Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
* 8.1.12.A.3- Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
* 8.1.12.B.1- The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.
* 8.1.12.C.1- Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems
* 8.1.12.E.1- Effective use of digital tools assists in gathering and managing information.
* 8.1.12.F.1- Information accessed through the use of digital tools assists in generating solutions and making decisions.

21st Century Skills:

* 9.1.8.C.1: Determine an individual’s responsibility for personal actions and contributions to group activities.
* 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
* 9.1.8.D.2: Demonstrate the ability to understand inferences.
* 9.1.8.D.3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

Assessments:

Students will be graded using a point system for classwork, homework, and class participation, and will be graded using a rubric for their final projects.

Brainy Bits:

During this course, many different “brainy bits” will be addressed, below are the following areas of what and when they are:

1. Gardner’s Multiple Intelligences:

* Visual-Spatial: This is addressed during the art making process when students have to write in calligraphy.
* Bodily-Kinesthetic: This is addressed during the art making process when students are writing, or getting up to gather supplies.
* Musical: This will be addressed when students watch and listen to a video tutorial.
* Interpersonal: Students will be sitting with in a group setting, and will be encouraged to ask their peers for guidance when needed.
* Intrapersonal: This will be addressed during the art making process when they are writing in calligraphy.
* Linguistic: This will be addressed during the art making process since we are writing words and poems.
* Logical-Mathematical: This will be addressed when students have to comprehend the best layout for their lettering.

1. Gregorcs Learning Styles:

* Concrete Sequential: This learner will excel during this course because it is very structured, directionally driven, and each hand will be taught in a similar fashion.
* Concrete Random: This learner will excel during this course because they will be able to take risks when laying out their projects. They will have a chance to create the lay out the way they want it.
* Abstract Sequential: This learner will excel during this course because they will be able to analyze their calligraphy layout before committing to it. Also, they will be able to apply problem-solving techniques if their layout does not work.
* Abstract Random: This learner will excel during this course because it is in a group setting, and has to listen for directions.

1. Blooms Taxonomy:

Essential Question: What are the four calligraphy hands? How did each hand influence the art of writing?

* Remembering- Students will learn different techniques, details, and characteristics of each hand, and will have to remember each to apply them to their projects.
* Understanding- Students will practice each hand, using the techniques, details, and characteristics of each hand.
* Applying- Students will apply the newly learned techniques during daily practice and again for their final project for each hand.
* Analyzing- Students will compare and contrast the techniques, details, and characteristics of each hand.
* Evaluating- Before handing in their final projects, students will be using a checklist to make sure they are using the proper techniques, details, and characteristics of each hand.
* Creating- Students will be creating different final projects for each hand, they will make a greeting card, illustrating a quote, designing their full names, and making a wall hanging, all in the calligraphy hands.

Impact:

By creating this website, not only will Lyndhurst high school students be able to access it, but teacher all over the county will be able to as well. Because there will be a teacher page, fellow educators will be able to use this site as a resource with helpful tips and ideas for each calligraphy hand. Students will have an easier time understanding calligraphy if they have a resource at their disposal when they need it.

* Students who are absent will be able to catch up at a quicker rate
* The resources for students who need extra help will be online and therefore able to access it when needed.
* Videos and tips will be accessible for all students and fellow educators.
* Extra credit or more advanced options will be available on the website.
* Future art classes in district will follow suit and have more resources available for students on line.
* Helpful tips and guidelines will be available on the teacher page for fellow educators.
* Students will be able submit most homework online, so students will be less likely to loose the work.
* Students will be able to print homework and missed classwork off of the website so they will be able to keep up with the class.

Citations:

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