

Journal Entry #3
Montserrat Granados
February 28th. 2016

Experience Narrative:

For our third lesson we decided to try out mark making through stamping as a precursor to a larger project. The final project will be a handmade book that will hold each student's explorations through various types of printmaking. WE demonstrated common items can be used to create different patterns, and textures. The class was broken up into stations, since that worked well last class. We had a papermaking station so students could begin making the covers of their books. We had a fabric station, a found object station and a stamping station. This class I tried to hover more, and work with students I have not been able to work with one on one. Within the first 20 minutes of class you could tell that the class was a little rowdier than usual. During class I was at the paper making station for a bit, then I worked with Jared and Tyler. Jared enjoyed grabbing various objects like buttons and beads and gluing them onto his sheet. Tyler at first did not want to participate in the activity. He was busy drawing one of his characters. I asked him if he could join me while I worked on sheet. He started feeling the different textures of the objects. Since he prefers realism, Allison and I suggested that you can make a stamp by pressing down a design onto Styrofoam. I gave him a paintbrush and he used the back of the brush to "carve" a design. Since I was moving from table to table, I later came back to see that he had printed this pattern onto his sheet. I said, "It reminds me of scales." He said, "that's what its suppose to looks like. I just need to add fur." Later I came back and he had bundled up some pine needles and dipped them in red paint. He had made this make shift brush, which he used to add "fur" onto his original scale pattern. Later when we were presenting our pieces he described how his character has scale and fur and enjoyed telling the class how he used these textures and patterns to make it look realistic.

Like I stated earlier this lesson seemed to be more rowdy than usual. About halfway through the class, I noticed Camedon had been acting very hyper and was hugging and pulling Kiley around. She has been working so well with him lately, but I could tell today was beginning to be too much. I told her that I could be with Camedon while she talked to other students. He had been running a brayer with paint over his clothes and face, I told him that we were painting on the cardboard not our shirts. I looked down as he began to run the brayer on the paper, when all of the sudden he head-butted me. I felt out of of it for a minute and noticed I was holding onto him. It all happened so fast that I was not sure what had happened. I could hear him saying, "Sorry, Sorry" over and over. Allison took me over to chair. I began to feel pain on my left temple, and began to cry. This felt so unexpected. I didn't know how to handle it. It wasn't until later that night that I began to process the situation. I did not agree with how the incident was handled, I felt like his mom should have been called instead of waiting to talk until class was over. I don't think we were properly briefed on situations like this. His mom told us that this has happened before. In my opinion we should have been made aware of students that have shown violent behaviors. Camedon's mom taught some techniques to keep him calm, such as blowing out the candles, and putting pressure on his head or shoulders. Farrah took over working with Camedon after the altercation, and she was able to really calm him down. She told him to breathe deeply multiple times. This class was challenging on multiple levels.

Interpretation/ Content Meaning:

This lesson left me with mixed feelings. On one hand I was happy to be able to motivate Tyler, a skilled artist, to consider a more abstract way to look at a composition. On the other hand, I was left confused on how to handle behavioral problems in the classroom. Tyler's process from doing to making was enjoyable to experience, especially since every time I returned he had added a new detail or was exploring a new material. He came into the classroom not interested in this type of artistic exploration. But after just going through the motions he began to see the possibilities.

Personal Significance:

Wednesday's class really brought to reality what a teacher can deal with. Teachers deal with students having innovative moments and genuine connections with a lesson, but they also deal with behavioral issues and class management. This has made me rethink something's about this career choice. It just seems more real now. I realized that this can happen in any classroom, and I am thankful I was not a lone. The support of my classmates really helped with making class continue without too much interruption.

Future Actions: For this week's coming class I would prefer not to work with Camedon on a personal level. I feel mistrust towards how he will react to instruction. Though I do feel better equipped in knowing how to respond when he is restless, I would rather keep my distance for this class. Continuing to learn about how to deal with behavioral issues will only better my class management. I also understand the importance of communication between our team. If we learn to communicate with each other when we need a break from a certain station or student, we can better control our stress levels and not allow students to get too overexcited.