**Title**

Deaf-Centered Visual and Performing Arts: Deaf Identity Development and Expression

**Permalink**

**Author**

Laszlo, Carla Marae

**Publication Date**

2023

Peer reviewed|Thesis/dissertation

UNIVERSITY OF CALIFORNIA SAN DIEGO

Deaf-Centered Visual and Performing Arts: Deaf Identity Development and Expression

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Carla Marae Laszlo

Committee in charge:

    Professor Gabrielle Jones, Chair
    Professor Amy S V Bintliff
    Professor Tom L Humphries

2023

The thesis of Carla Marae Laszlo is approved, and it is acceptable in quality and form for publication on microfilm and electronically.

University of California San Diego

2023

iii

DEDICATION

Thank you to my four other cohort members in MA-ASL. I cherish our time together and everything I have learned from you all. I appreciate the ways we have supported each other through this program and through writing our theses. From our coffee shop work sessions to our long chats, and everything in between, I could not have done these past two years without you!

Thank you to my two wonderful Cooperating Teachers Elizabeth and Mark, who I had the pleasure and privilege to work with. I appreciate you welcoming me into your classrooms and mentoring me. I loved being in your classrooms and learning from you. You have provided me with guidance, feedback, and wisdom that has allowed this curriculum to flourish. You have played a tremendous role in making me the educator I am today. I am lucky to have learned from you!

Thank you to my beautiful family who has kept me grounded these past two years. You have provided me with endless encouragement, love, and strength. I am forever thankful for my support system.

# TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

**ABSTRACT OF THE THESIS**

Deaf-Centered Visual and Performing Arts:
Deaf Identity Development and Expression

by

Carla Marae Laszlo

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

University of California San Diego, 2023

Professor Gabrielle Jones, Chair

Visual and Performing Arts are an essential part of education and have numerous social, emotional, and academic benefits. However, the arts are often underfunded and undervalued resulting in students not receiving meaningful and engaging arts education. This is especially true for Deaf students because even when schools do have arts programs, they are often not fully accessible to Deaf students. They also do not include the contributions of Deaf artists, Deaf artwork, and the Deaf community. My goal is to go beyond accessible arts education and create an arts curriculum that is Deaf-centered, fosters Deaf identity, pulls from the Deaf community,

and reflects both Deaf culture and experience. This curriculum highlights various Deaf artists of different backgrounds and is rooted in Deaf culture. This curriculum empowers students to engage in the artistic processes and learn about artists from within the Deaf community. The curriculum is designed to focus on the artistic disciplines of Visual Arts, Media Arts, and Theater. Across all three disciplines, students learn about various Deaf artists/actors, discuss the artwork they see, create their own artwork, and present their artwork. This curriculum incorporates Social and Emotional Learning practices by allowing students to express themselves and their identity through artwork. American Sign Language (ASL) and English bilingual strategies are used to teach this curriculum to foster strong language skills in both languages. This curriculum was successfully implemented at a residential school for the Deaf.

**Introduction**

This thesis outlines a curriculum that promotes a Deaf-centered arts education while engaging in identity development and expression. Visual and performing arts education enriches all students and has enormous social, personal, and academic benefits. The arts allow students to foster their creativity, develop interpersonal skills, learn more about themselves as an individual and the world around them, explore their identities, and express themselves in ways they might not otherwise be able to. Arts education also leads to higher success in other subject areas by teaching essential skills such as problem-solving, collaboration, and critical thinking (Ruppert, 2006). It is critical that all students have meaningful access to enriching art opportunities. This curriculum is student-centered, project-based, and includes art from the Deaf community.

Throughout my first year of student teaching in a Deaf and Hard-of-Hearing (DHH) elementary program, I noticed that the arts were not a central focus of the curriculum. To fulfill the arts requirement that is outlined in the California State Standards, the district has art teachers come in once a month and lead art lessons. I noticed that not only were the lessons unengaging for the general education students, but they were inaccessible for the DHH students. I aim to create a curriculum that is meaningful and engaging for Deaf students. My goal is to go beyond accessible arts education and create an arts curriculum that is Deaf-centered, fosters Deaf identity, pulls from the Deaf community, and reflects both Deaf culture and experience. This curriculum will highlight various Deaf artists and be rooted in Deaf culture. This empowers students to engage in the artistic process and learn about artists from within the Deaf community.

The California Arts Standards for Public Schools has five arts disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts. For this thesis, I will be focusing on three of the arts disciplines: Visual Art, Media Art, and Theater and each of the disciplines will have its own unit.

1

I am focusing on three because of the time constraint. I want my students to be able to fully explore the art discipline and engage in the artistic process. The California Arts Standards for Public Schools also focuses on four artistic processes that cut across all disciplines: creating, performing/producing/presenting (depending on the discipline), responding, and connecting. Throughout the three units, the students will develop each of these skills by creating their own art, showcasing their art, responding to the art they see, and making connections to personal experiences and the world around them. The disciplines I will be focusing on will all be approached through a Deaf-centered lens. This is critical because most arts education is hearing-centered and does not focus on the attributes of Deaf artists. Deaf students deserve to see art and artists that reflect their identity and culture.

This curriculum is a bilingual curriculum using both American Sign Language (ASL) and English to develop skills in both languages. Both languages are equally valued and uplifted. Throughout the lessons, students will have the opportunity to learn about art through ASL and written English. Students will also discuss and present art in ASL and written English.

This curriculum has three central goals across each unit. Students will:

- Engage in the artistic process in the art disciplines of visual arts, media arts, and theater by creating their own art, presenting/performing their art in American Sign Language and English, responding to the art they see, and making connections

- Express their identities and creativity through visual art, media art, and theater

- Learn about Deaf artists and how their art portrays their Deaf experience in visual arts, media arts, and theater

**Justification of Need**

There is a tremendous need for comprehensive art programs that provide rich learning opportunities for Deaf students. Dance, media arts, music, theater, and visual arts have numerous benefits. The study *Critical Evidence: How the ARTS Benefit Student Achievement* by Ruppert (2006) shows that the arts have academic and personal benefits. According to the study, "the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics" (p. 11). One example is the relationship between theater and the development of literacy skills. The study found that "when students had an opportunity to engage in a dramatic enactment of a story, their overall understanding of the story improved" (p. 12). The academic benefits expand across all content areas. The research also outlines how arts education promotes the development of essential skills such as "reasoning ability, intuition, perception, imagination, inventiveness, creativity, problem-solving skills and expression" (p. 13). These skills are explored through the artistic processes of creating, presenting/performing, responding, and connecting in all of the arts disciplines. These are used both inside and outside of the classroom and set students up for future success.

The arts also have social and emotional benefits. *Arts Education and Social-Emotional Learning: Developing A Theory of Action* (2019 )explains three main domains of social-emotional competencies: "self-management and discipline (intrapersonal); social and relationship skills (interpersonal); and self-expression and identity" (Farrington et al., 2019, p. 15). These skills are developed throughout each of the five arts disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts. One example is presenting/sharing art and the process of peer critique. The research explains that this "might have complementary social-emotional components such as opportunities to develop listening skills, practice at communicating clearly

with peers, and manage emotions" (p. 15). Furthermore, when students see other people's art, they learn about other people's experiences and other perspectives. Students are able to use art as a means of self-expression because creating art often draws on one's personal experiences, observations, beliefs, and feelings. Farrington et al. also explains that "art processes may also promote self-expression and identity development when they are designed around the idea of exploring cultural identities that are more relevant to particular students than are dominant cultural norms" (p. 34). This can be applied to Deaf students when they learn about Deaf artists from the Deaf community and artwork that reflects their identity. Through the artistic process, Deaf students can connect with their communities and explore their multiple identities. According to Leigh et al. (2018) in the book *Deaf Culture: Exploring Deaf Communities in the United States,* art is a powerful tool to of expression in the Deaf community and "the Deaf-World has always had deep roots in the arts, with many artistic contributions revolving around the Deaf experience, culture, and language" (p. 237). There are numerous Deaf artists across all artistic disciplines that use their artwork to convey their identity, emotions, struggles, joys, and unique lived experiences as a Deaf person. Students benefit from the arts because they can engage in self-expression and which provides "opportunities for young people to develop voice and identity" related to social justice "especially when these issues directly impact their lives" (Farrington et al., 2019, p. 34). Art can be used as a tool to empower students to express their thoughts, experiences, and beliefs about the world they live in.

Despite the many benefits of the arts, many arts programs are underfunded, under-prioritized, and lack resources. The California Arts Council provides research and reports related to arts education including a study conducted by SRI International which shows that "arts education in California is plagued by a lack of funding, underprepared elementary-level teachers,

and inadequate facilities" (Woodworth, 2020). This research study, *Creativity Challenge: The State of the Arts Education in California* (2020) was conducted by SRI Education in the study and looked at arts education in California's K-12 public schools. Findings showed that "California schools still fall short of state goals for arts education" and that only 11% of schools reported offering instruction in all arts disciplines (Woodworth et al., 2020, pp. 2-3). Students are not receiving adequate arts instruction as outlined by state standards. The report also found that only 58% of schools received curricular support in arts education for the year 2020 (Woodworth et al., 2020, pp. 16-17). Teachers are not receiving curricular support for teaching the arts. There is a clear need for standards-based arts education curriculum.

When Deaf students do receive arts education, it is hearing-centered. The curriculum showcases hearing artists, actors, and musicians, and Deaf artwork is rarely shown. It is important for Deaf students to see examples of Deaf artists who reflect their culture, identity, and unique experiences. Deaf students deserve to have role models to look up to and they deserve to see themselves represented in the curriculum. There are a multitude of talented and successful Deaf artists that are not shown in arts education.

From my experience in a Deaf and Hard-of-Hearing program, I have seen the Visual and Performing Arts program provided by the district is not only hearing-centered but also inaccessible for Deaf students. Some of the lessons were sound-based such as "Freeze Dance" (dancing when only the music played and freezing when the music stopped) and theater exercises that were not set up in a visually accessible way for Deaf students to be able to see their peers. This prevented the Deaf students from being able to fully participate in the art lessons and benefit from the creative experience.

There is a need for comprehensive, accessible, and Deaf-centered arts education. Deaf students have a right to access high-quality arts education and should experience the multitude of benefits.

**Approach to Teaching Deaf Children**

My approach to Deaf education is a bilingual/bimodal and multicultural approach. I strongly believe that Deaf children have the linguistic right to use both American Sign Language and English in the classroom. American Sign Language is a complex and full language with its own linguistic principles separate from English (National Institute of Deafness and Other Communication Disorder, 2021). American Sign Language is a natural language that is equal to spoken language. Both American Sign Language and English should be developed to ensure that students have a language-rich environment that prepares them for success both inside and outside of the classroom. I also believe in cherishing and uplifting my students' cultures and identities. This is crucial to incorporate Deaf culture into the classroom because language and culture are intertwined and one cannot be taught without the other. This includes promoting a strong Deaf identity development while also acknowledging and celebrating students' multiple intersecting identities. An American Sign Language/English bilingual approach is appropriate for Deaf students based on research, pedagogy, and socio-cultural evidence.

There is a wealth of scholarly research that shows that American Sign Language/English bilingual education is the best fit for Deaf students. There are several cognitive and social benefits of bilingualism. According to García (2009), there are cognitive benefits of bilingualism such as "advantages relating to higher mental processes such as knowledge, thinking, problem-solving, conceptualization, and symbolization, which might result in academic advantages in school" (p. 232). These skills allow students to think critically, creatively, and analytically. They apply to all subject areas and are crucial in the real world. It has been found that "bilingual children tend to give more responses, and replies that are more varied, original, and elaborate" (p. 237). This shows that bilingual children engage with the content they are

learning in meaningful ways and have unique perspectives. There are also many social benefits to bilingualism such as socioeconomic advantages, local advantages, identity development, and cultural awareness. Bilingualism is a socioeconomic gain when entering the workforce as employers often seek employees who are bilingual. This allows Deaf children to work with both Deaf and hearing people. Bilingualism provides local advantages when interacting with community members, family members, and local networks (García, 2009, p. 245). According to García, children construct identities in relation to communities they are exposed to, and "a multiple identity developed through participation in different communicative networks gives children the possibility of developing more broadly, of drawing from many multiple perspectives" (p. 245). Being able to look at multiple perspectives and frames of reference is an important skill for critical thinking and social competency. These cognitive and social advantages show that bilingual education is beneficial for students. Bilingual education for Deaf students in American Sign Language and English allows students to develop both languages equally and experience these many benefits.

Research also shows that a strong foundation in American Sign Language leads to stronger English literacy skills. Several research studies have been conducted on Deaf students comparing students with varying American Sign Language abilities and the correlations between American Sign Language skills and English skills. Strong and Prinz (1997) studied Deaf students with Deaf parents and Deaf students with hearing parents to compare how American Sign Language abilities impact English literacy. They found that "even a moderate fluency in ASL" benefits deaf students' learning of English (p. 37). Research conducted by Padden and Ramsey (1998) reiterates the importance of the correlations between American Sign Language skills and English skills. They argue that the association between American Sign Language and English

must be cultivated. Their research demonstrates that "students who perform best on tests of ASL and fingerspelling also perform well on a measure of reading comprehension" (p. 28) This is consistent with Gallaudet University's research brief on ASL/English Bilingual Education. Research on additive bilingual education shows that "first-language proficiency is a powerful predictor of second language development. Knowledge, experiences, and proficiencies developed in one language can be accessed to support the development of the other language" (Gárate, 2012, p. 1). This shows that linguistic and conceptual knowledge can be transferred across languages and that promoting proficiency in a students' L1 will transfer proficiency to L2. This research supports a bilingual model of education for Deaf students because American Sign Language can be used to promote English and therefore, by cultivating strong American Sign Language skills within the classroom, they will have better success with acquiring their second language, English.

Schooling where American Sign Language is the language of instruction offers Deaf students complete access to information and the ability to participate fully in a natural language modality (Humphries, 2013). Deaf children have the right to use American Sign Language in the classroom because spoken language is often inaccessible for many Deaf children. According to Grosjean (2001), "it is a fact that many deaf children have great difficulties producing and perceiving an oral language in its spoken modality" (p. 113). This language inaccessibility concept is aligned with Fleischer et al. (2015) who writes that learning through auditory meaning is "unnatural, limited, and exhausting even for children who use hearing aids or cochlear implants" (p. 290). Learning should be through an easily accessible language that allows students to fully express themselves without any constraints. Embracing American Sign Language as a visually accessible language for Deaf children enables them to discuss, analyze, and learn written

9

English. American Sign Language/English bilingual education allows Deaf students to receive equitable education by having full access to receptive and expressive language.

There are several pedagogical approaches that support American Sign Language/English bilingual education. One strategy that fosters both languages is chaining. Chaining, coined by Tom Humphries, is valuable for teaching new concepts in a bilingual setting and "is a technique for connecting texts such as a sign, a print, or written word, or a fingerspelt word" (Humphries, 1999). Chaining is often used when a new concept or word is being taught. This process consists of signing the word, fingerspelling the word, pointing to the English word, and then fingerspelling and/or signing the word again. Chaining can also include images. This technique fosters literacy skills and critical thinking skills in both languages by challenging Deaf students to make connections between languages. Chaining is used in my curriculum when introducing new vocabulary related to art. I will make connections between English and American Sign Language through my lessons such as writing the new word on the board in English, fingerspelling the word, showing the sign, and pointing back to the English word. When applicable I will also show a picture of the new concept.

Another strategy that encouraged rich learning in American Sign Language and English is classroom discourse. Classroom discourse is crucial because "extended interaction and active participation by students" allows students to think deeper about the topic at hand and gain a greater understanding of the material (Smith et al., 2004, p. 40). It also allows students to develop their expressive, conversational, and questioning skills. Research conducted by Smith et al. (2004) analyzes different elements of instructional conversation and how they are used in the classroom with Deaf students. These elements are important strategies that teachers can use in an American Sign Language/English bilingual setting. One strategy I will use in my curriculum is

the "promotion of more complex language and expression" which is asking students to expand on their response by asking questions such as "What do you mean?" (Smith et al. 2004, pg. 45). Another strategy I will use is the "elicitation of bases for statements" which asks students provide evidence and reasoning to support their responses. This can be done by asking questions like "How do you know that?" or "What makes you say that?" (Smith et al. 2004, pg. 45). These strategies are related to art education because students will be asked to analyze art that they see as well as explain the art they create. Having discourse around art is important because it allows students to explore the way art makes them feel, explain their interpretation of the artwork, and communicate their connections to the artist's experiences. When discussing art, it is easy for students to respond with one word or short responses such as "the painting makes me feel sad". I will use the strategies explained in this article to elicit more in-depth responses from students such as why the art makes them feel a certain way. Not only does this allow them to expand their communication and critical thinking skills, but it also allows them to engage in mindfulness by identifying emotions and why they feel a certain way. Engaging in discourse also allows students to practice describing art such as colors, textures, and shapes, as well as their personal interpretations and feelings. Engaging in discourse is particularly relevant for Deaf students because some students might not have the opportunity to foster deep discussion if their families do not know sign language.

Critical pedagogy, which is a critical analysis of the interaction between teaching and learning, is another approach that supports a bilingual education. Critical pedagogy encourages change and "challenges our long-held assumptions" about the school environment (Wink, 2011, p. 6). The education system was designed for hearing students and the needs of Deaf students are often not met and their interests are not prioritized. This means that a bilingual education

curriculum must be designed for Deaf students, not simply tweaking existing curriculum designed for hearing students. The curriculum must center Deaf students and be created with Deaf students in mind. We must think critically about the way teaching has always been done and evaluate if it is truly benefiting our students.

There are also socio-cultural approaches that support American Sign Language/English bilingual education. One socio-cultural approach is recognizing "the rich knowledge, skills, and tools that minority communities possess and pass down through generations" provided in Deaf Community Culture Wealth (Fleischer, 2015, p. 291). Deaf children are part of a larger community of signers and therefore drawing on those community resources and Deaf knowledge will allow Deaf children to flourish. Deaf community cultural wealth includes six capitals to consider that offer different strategies to support Deaf students. The first is Linguistic Capital which looks like providing language-rich opportunities for students to use American Sign Language. The second is Social Capital which is providing opportunities for students to socialize with their Deaf peers, build confidence, and develop a positive Deaf identity. The third is Familial Capital which can look like finding ways to include the family in the child's learning. This can also look like investing Deaf adults into the classroom the serve as role models. The fourth is Aspirational Capital which can look like using material that highlights successful Deaf people such as actors, artists, and other professionals. This allows Deaf students to imagine a wide variety of futures for themselves and form aspirations. The fifth is Navigational Capital which can look like providing a Deaf-friendly space that is conducive for Deaf students to navigate. The sixth is Resistant Capital which can look like talking to students about how to advocate for themselves (Fleischer, 2015). Looking at all of the different capitals of Deaf

Community Culture Wealth provides a holistic view of how to create a Deaf-friendly and Deaf-centered classroom.

My curriculum will use an American Sign Language/English bilingual approach that is based on research, pedagogy, and socio-cultural evidence. Bilingual Deaf students gain metalinguistic awareness of two languages and develop a social-cultural understanding of both hearing and Deaf societies while exploring their own identities. Research shows the benefits of bilingual education for Deaf children and it provides Deaf students with an equitable education environment with rich learning opportunities by embracing a natural and accessible language, American Sign Language. By incorporating bilingual strategies to support my students' language growth, I will provide a Deaf-centered and well-rounded curriculum that empowered students and draws upon the community cultural wealth of the Deaf community.

**Review of Existing Materials and Curricula**

When researching Deaf-centered arts education, I found very little existing, research, resources, and curricula that focuses on the intersection between Deaf education and arts education. The vast majority of information is related to general arts education and hearing students, not to Deaf students, the Deaf community, or accessibility. I found only two existing curriculums that focused on art education for Deaf students. Through my research, I discovered some resources from the Deaf community related to art that are available to the public such as websites and books. However, they were not specifically related to classroom instruction, and they did not include curricula or lesson plans.

The only existing arts education curricula for Deaf students are from two past University of California, San Diego graduate students. The first was published by Kendra Ann Rose and the second was published by Joshua Weinstock. In 2014, Kendra Ann Rose published a curriculum called "Deaf Students Discover Multiculturalism Through the Arts" (Rose, 2014). This curriculum uses bilingual strategies to teach Deaf students and focuses heavily on Deaf culture. Rose's curriculum has three units: the first focuses on teaching students about culture, the second revolves around the arts, and the third combines the first two units in order for students to create an art project about their culture (Rose, 2014). This curriculum has some similarities to mine. Both are created for an elementary setting. My curriculum focuses on art as an expression of identity which is similar to Rose's final unit. Students will also learn about culture by being exposed to various artworks from the Deaf community. My curriculum is different from Rose's because, within each unit, students will engage in artistic processes and create their own artwork as they learn about the art disciplines. Creating is a central part of my curriculum and students will have many opportunities to explore the arts.

In 2016, Joshua Weinstock wrote a curriculum called "De'VIA: Utilizing the Deaf Experience in the Arts Curriculum" (Weinstock, 2016). This curriculum also uses bilingual strategies to teach students in American Sign Language and English about art through a Deaf lens. This curriculum shows students examples of artwork created by Deaf artists which I will do as well in my curriculum. Their work is also for an elementary setting. Weinstock's curriculum differs from mine because it focuses solely on visual arts. My curriculum focuses on media arts and theater in addition to visual arts while exploring the four artistic processes. Weinstock's curriculum also focuses more on teaching the different technical elements and aspects of art such as terminology and how they are used (Weinstock, 2016). My curriculum focuses on students' expression, identity, and storytelling through creating, analyzing, and making connections to artwork.

The California Arts Standards for Public Schools provides guidance for implementing Visual and Performing Arts for grades K-12 (California Department of Education, 2019). This work is not lessons or a curriculum but can be used when teachers create lessons. These guidelines support teachers when creating lessons and can inspire teachers with ideas for different Visual and Performing Arts lessons. While these standards can be used in Deaf education, it is crucial to note that they were created with hearing students in mind. When reading the standards, teachers must ensure it is appropriate and meaningful for Deaf students so that they can get the most out of the Arts Standards. I will be drawing on these standards when designing my curriculum and lessons, adapting them to fully accommodate Deaf learners. For example, "adapting sounds" and "vocal exploration" in the Theater Standards are not accessible (California Department of Education, 2019, p. 178). These standards rely on the ability to hear and communicate vocally. In Deaf education and this curriculum, those standards will be adapted

into Deaf-friendly practices instead. My curriculum will also go beyond the standards and include Deaf culture, Deaf artists, and expressions of the Deaf experience.

One existing work that shows the intersection between arts education and Deaf education is the work by Joanne Weber which shows that Deaf-centered arts education is possible and can be successful. Joanne Weber, a Canadian Deaf teacher and researcher in Deaf education, has published work related to arts-based literacy interventions, arts-based research, and arts education (University of Alabama, 2022). Her research shines a light on the many inequities in Deaf education and the importance of comprehensive and culturally relevant arts education for Deaf students. Weber developed and produced a theatrical play called *Deaf Crows* which "consisted of a fully integrated culturally relevant arts education program resulting in a collaboration between the students, deaf adults, a parent of a deaf child, the artists in residence" (Weber, 2017). Throughout the process of *Deaf Crows,* students engaged in many artistic aspects and techniques such as visual storytelling. Weber's work is relevant to the field of art education for Deaf students because it shows that arts education can be Deaf-centered, accessible, enjoyable, and enriching. She included work and knowledge from the Deaf community which I include in my curriculum (Weber, 2017). No lesson plans or a curriculum for *Deaf Crows* was provided online, instead, an overview of what she did with the students was explained. Weber's project *Deaf Crows* was for high school students and focused on the art discipline of theater. My curriculum is different from Weber's because it is designed for elementary students to experience Visual Arts, Media Arts, and Theater while exploring the artistic processes of creating, performing/presenting, responding, and connecting. My curriculum will also be aligned with the Visual and Performing Arts standards and the skills that the standards support.

A few helpful resources related to Deaf art are the *Museum of Deaf History, Art, and Culture, ASLCORE,* and the book *Deaf Culture: Exploring Deaf Communities in the United States*. The *Museum of Deaf History, Art, and Culture* has an entire section on its website dedicated to De'VIA. De'VIA is an acronym for Deaf View Image Art with Deaf encompassing all Deaf people, View meaning the point of view and perspective of a Deaf person, Image meaning "images/motifs/symbols of the Deaf experience", and Art meaning an "authentic expressions of the Deaf experience" (Museum of Deaf History, Art, and Culture, n.d.). This unique type of art focuses on examining and expressing the Deaf experience and is often based on resistance, affirmation, or a liberating celebration of the Deaf experience (Museum of Deaf History, Art, and Culture, n.d.). This website is not a curriculum, does not provide lessons for teachers, and is not specifically focused on the classroom. However, it offers information on Deaf artwork such as pictures of artwork, articles about De'VIA, links to Deaf artists, and more which I will incorporate into my lessons when developing my curriculum. This is a wonderful resource for teachers and educators looking to learn more about De'VIA and can be a good starting point for those who wish to incorporate Deaf-Centered artwork into their classroom.

The second resource is *ASLCORE* which is also available online. This is a Deaf-centered project that aims to provide descriptive content-specific signs that are created by a team of American Sign Language fluent Deaf people who are experts in that specific field (National Technical Institute for the Deaf, n.d.). *ASLCORE* has an entire branch focused on art and conceptually accurate signs for art terminology that was agreed upon by the team of experts. This resource is not a curriculum, but it can support teachers when they are teaching Visual and Performing Art by providing ideas for how to sign complex art terminology in a conceptually accurate and academic way. This translation into American Sign Language signs is important

since there is often no standardized sign for the English terminology and teachers can consider these signs when teaching Visual and Performing Arts topics.

The third resource is from the book *Deaf Culture: Exploring Deaf Communities in the United States*. Chapter 9 "Arts, Literature, and Media" explains how the arts are part of Deaf culture (Leigh et al., 2018). This chapter includes visual and tactile art, De'VIA, Deaf Theater, Deaf in Television in Movies, and Deaf in Music and Dance. For each art form, the chapter explains the history from a Deaf lens, provides an explanation of Deaf artists and their work, and explains different organizations that are involved in Deaf art. While this chapter is not focused on the classroom, it is a useful tool for teachers of the Deaf to draw from. I will use this resource when developing my lessons because it gives many examples of Deaf artists I can teach about and show to show my students.

*Museum of Deaf History, Art, and Culture*, *ASLCORE,* and *Deaf Culture: Exploring Deaf Communities in the United States* focuses on Deaf art but they do not make explicit connections to teaching Deaf children. This shows that there are some beneficial resources in the field of Deaf Art but there still needs to be more development in the field of Deaf-centered arts education. My curriculum will pull from these resources and create comprehensive lessons and units that can be taught in the classroom to teach about Deaf art. My lessons will show how these resources can be transferred into the classroom, specifically in an elementary setting. My curriculum will allow teachers to see how they can teach Deaf students about art, about Deaf artists, use art as a form of expression, and engage in the artistic processes.

Regardless of the scarcity of curricula on the intersection between Deaf education and arts education, my goal is to deliver a Deaf-centered arts curriculum. This curriculum will allow

students to explore the arts in a meaningful way using the Deaf community resources and applying them in the classroom setting.

**Learning Theories**

The primary learning theories I will use when teaching my curriculum are funds of knowledge, culturally responsive teaching, collaborative learning theory, and social-emotional learning. Funds of knowledge refers to "historically accumulated and culturally developed bodies of knowledge and skills" (Moll et al., 1992, p. 133). Students bring funds of knowledge from their varying personal experiences that are assets to their learning. This can look like students' family, culture, upbringing, social expectations in the classroom, and much more which all offer unique experiences and perspectives. These insights can be utilized throughout learning the arts by making meaningful and authentic connections and building on prior knowledge. The art lessons will draw on students' previous experiences and the art they create will be specific to their unique backgrounds. Funds of knowledge also supports bilingual learning which will be at the center of my curriculum (Washington Office of Superintendent of Public Instruction, 2020). Tapping into students' background knowledge in their first language is beneficial when learning a second language because students already have experiences to draw from. They can transfer what they know in their native language to their second language. This will be used throughout my curriculum because students will be producing work in both American Sign Language and English.

I will also use culturally responsive teaching which is a theory of instruction developed by Geneva Gay (2000). Culturally responsive teaching refers to "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (Gay, 2002, p. 106). This theory suggests that when students' lived experiences and skills are included in the classroom, they find content more meaningful, engaging, and easier to learn. Gay outlines several ways teachers can implement culturally

responsive teaching in the classroom. Related specifically to curriculum development and implementation, teachers should "represent a wide variety of age, gender, time, place, social class, and positional diversity within and across ethnic groups" (Gay, 2002, pp. 108-109). This applies to my art curriculum because I will be showing students a variety of Deaf artists and different artwork that portrays the Deaf experience. When I show students Deaf artists, I will show Deaf people of different backgrounds, cultures, races, genders, sexual orientations, socio-economic classes, and ages. This will allow students to expand their image of who can be an artist. The experiences that are expressed in the artwork are impacted by the artists' multiple identities and subject positions. This allows students to see that Deaf people have a wide range of experiences. Some of the experiences might parallel their own while other experiences might open a conversation to perspectives they had not considered. It will allow students to see their identities represented in the curriculum and learn about other people's lived experiences. Gay also explained that "culturally responsive teachers help students to understand that knowledge has moral and political elements and consequences, which obligate them to take social action to promote freedom, equality, and justice for everyone" (Gay, 2002, p. 110). This will be leveraged into my curriculum because, with each unit, students will be exposed to art that is used as a political statement, social commentary, an expression of oppression, liberation, equity, and more. Students will also create artwork that draws on their own lived experiences.

The third theory is the collaborative learning theory. Collaborative learning theory involves peer-to-peer learning that promotes deeper thinking. There are many benefits to peer collaboration such as enhanced critical thinking, conceptual understanding, peer scaffolding, and improved academic performance (O'Donnel & Hmelo-Silver, 2013). Students also enjoy working with their peers which leads to increased satisfaction with school and positive views

about their academic abilities. Collaborative learning "in classrooms has the potential to provide the social and emotional support students need from their peers" (O'Donnel & Hmelo-Silver, 2013, p. 3). Collaborative learning is student-centered because the students are making decisions when working with each other rather than only relying on the teacher to give them information. Working with one's peers also allows students to see different perspectives, learn from each other, and support each other. Collaborative learning theory directly applies to my art curriculum because, throughout the lessons, students will be asked to work with each other in a variety of ways. For example, students will be asked to discuss and analyze artwork with their peers. Students will also be asked to work with a group of peers to create art together. This allows students to share their ideas and experiences with each other and learn from their classmates. It also requires students to engage in communication skills such as clearly describing their vision for the art piece and communicating their thoughts about the artwork. It also allows for peer scaffolding because some students might be more confident in certain elements of art and they can support their peers. When working with a group, art can be less intimidating and more enjoyable.

This curriculum will also incorporate social-emotional learning. Social-emotional learning (SEL) is when students "acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, 2022.). Collaborative for Academic, Social, and Emotional Learning (CASEL) has an SEL framework that focuses on five SEL competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness (CASEL, 2022.). These competencies directly apply to art education and the artistic

process. Students become more aware as they self-reflect on their experiences and identities. Students self-manage their time, focus, and materials when working on art. Students engage in decision-making when creating an art piece by picking how they want to develop and convey their artwork. They build their relationship skills when they collaborate with their peers toward a common goal. Students gain social awareness from learning about varying perspectives, experiences, and backgrounds through art. Those principles of SEL will be used in my curriculum. Through my art curriculum, students become more in touch with their emotions and learn healthy ways to express how they are feeling. Students will also build empathy through art by learning about other people's experiences and journeys. Social-emotional learning builds crucial life skills that all students need.

Funds of knowledge, culturally responsive teaching, collaborative learning theory, and social-emotional learning will be integrated into my curriculum to provide students with a well-rounded and enriching arts education.

**Curriculum Description**

Visual and Performing Arts is a broad topic with many components. My curriculum, "Deaf-Centered Visual and Performing Arts: Deaf Identity Development and Expression" aims to go beyond accessible arts education to create a meaningful curriculum that fosters Deaf identity, draws from the Deaf community, and empowers students to express themselves through art. My curriculum focuses on the artistic disciplines of visual arts, theater, media arts. With each artistic discipline, students will have the opportunity to learn about Deaf artists, discuss artwork, apply what they have learned to create their own art, and explain their artwork and artistic decisions. My curriculum is based on the California Arts Standards and the Social and Emotional Competencies to develop a holistic approach to teaching art lessons. My lessons are designed for elementary classroom teachers to be able to read and implement. Teachers do not need to be skilled in the arts or have an artistic background to be able to teach my lessons. I strongly believe anyone can teach meaningful art lessons if they have the right tools and support.

My curriculum consists of three units: Visual Arts, Theater, and Media Arts. Each unit consists of three lessons. I also have an introduction lesson that is taught before Unit 1, a conclusion lesson that is taught after Unit 3, and an Art Gallery at the end of the curriculum with a total of 12 lessons. As shown below, each unit follows the same pattern of lessons.

[Table 1: Curriculum Framework]

|  | Introduction to Visual and Performing Arts | Unit 1 Visual Arts | Unit 2 Media Arts | Unit 3 Theater | Conclusion to Visual and Performing Arts |
|---|---|---|---|---|---|
| Lesson 1 | "Introduction to Visual and Performing Arts" | "Explore and Discuss Deaf Visual Artists" | "Explore and Discuss Deaf Media Artists" | "Explore and Discuss Deaf Actors" | "Conclusion to Visual and Performing Arts" |
| Lesson 2 |  | "Create Visual Artwork: Painting" | "Create Media Artwork: Stop-Motion Animation" | "Create a Theater Piece- Class Movie" | "Gallery Walk" |
| Lesson 3 |  | "Film/Present Visual Artwork" | "Film/Present Media Artwork" | "Film/Present Theater Piece" |  |

The first lesson is an introduction to visual and performing arts and sets the tone for the upcoming units. This lesson focuses on the essential questions of "what are the different kinds of art?", "why do people create art?", "what do people create art about?", "what are the different identities that impact art", and "what are the different emotions that impact art?". These questions will also appear throughout the curriculum. The class will discuss different identities that make us who we are and how these identities can impact art. The class will make an Identity Bubble Chart with all of the different identities discussed and this chart will be referred back to throughout the curriculum. The class will also discuss different emotions that we feel and how they can impact art. The class will make an Emotion Chart with a list of all the different emotions discussed and this chart will also be referred back to throughout the curriculum. During this lesson, the teacher will provide an overview of what the students will learn and create for the

upcoming lessons. The lesson includes exploring what an art gallery is which is important because for the final performance task, the classroom will become an art gallery and students will be showing a compilation of all of their work from each unit. The lesson will end with students receiving their art portfolios which will hold all the work they created.

The first unit focuses on Visual Arts. In the first lesson, students will be introduced to the concentration of visual arts and be exposed to various Deaf visual artists. The artwork will focus on expressing identity, conveying emotion, and telling a story. Students will discuss the artwork concretely and abstractly. Students will make connections to the artwork they see. In the second lesson, students will apply what they have learned from lesson one and create their own painting inspired by the visual artists they have learned about. The painting will be centered on an aspect of their identity and focus on how they can express their identity by incorporating artistic elements they previously learned about. Students will include colors and ASL handshapes that hold meaning and relate to an aspect of their identity. This lesson will also include a written portion for students to brainstorm and write about their artwork. In lesson three, students will explain their painting and the artistic decisions they made in an ASL video. This video will become a QR code for students to put in their portfolio and show during the art gallery.

The second unit focuses on media arts. In the first lesson, students will be introduced to the concentration of media arts and exposed to various Deaf media artists. Digital artwork and different styles of animation will be shown and discussed. The artwork will focus on expressing identity, conveying emotion, and telling a story. In lesson two, students will apply what they have learned from lesson one and create their own stop-motion animation inspired by the Deaf media artists they have learned about. Students will draw themselves as an animated character for the story. The stop-motion will be centered on how they can express their Deaf identity and

ASL through animation and storytelling. This lesson will also include a written portion for students to brainstorm and write about their artistic decisions. In lesson three, students will explain their stop-motion animation and the artistic decisions they made in an ASL video. This video will become a QR code for students to put in their portfolio and show during the art gallery.

The third unit focuses on theater. In the first lesson, students will be introduced to the concentration of theater and exposed to Deaf actors. Clips from mainstream movies and T.V. shows featuring Deaf actors will be shown and discussed. Different types of ASL storytelling will be shown and discussed. The discussion will focus on different expressive elements of theater as facial expressions, signing styles, and body movements. In the second lesson, students will apply what they have learned from lesson one and create their own class movie inspired by the work of Deaf storytellers and actors. The movie plot will be based on an ASL story that the students watch together in class. Watching the ASL storytelling allows student to explore a part of Deaf culture and participate in a part of theater that is unique to the Deaf community which leads to positive Deaf identify development. The short movie will incorporate expressive elements of theater that they have previously learned about. Creating a class movie allows the students to work together and collaborate to create art. In lesson three, students will film themselves explaining their class movie and the theatrical elements they included. This video will become a QR code for students to put in their portfolio and show during the art gallery.

The final lesson of the curriculum allow students to reflect on the three artistic disciplines they learned about, the artwork they created, and the Deaf artists/actors they learned about. Students will reflect individually and discuss as a whole class. The curriculum ends with

an art gallery. The classroom will become an art gallery with students' artwork displayed. Each student will have their own part of the classroom where their work will be set up. The display will include the artwork from each unit (visual arts painting, media arts stop-motion animation, theater class movie), the written description of their work, and the ASL video explanation of their work in the form of a QR code. The class will do a gallery walk and each student will pick their favorite piece of art they created and explain it to the class.

**Evaluation Plan**

The purpose of my evaluation is to assess if the curriculum is a success and if students are meeting the goals. It provided me insight into which aspects students need more support with. I gathered several types of evidence to implement a holistic approach to assessing students.

The first type of assessment was field notes. Every day, after teaching one of my curriculum lessons, I reviewed how the lesson went and wrote extensive notes. I wrote what went well, what could be improved, how students responded to the lesson, if they met the content objective, and what support they needed. This allowed me to see how the overall lessons and activities went.

The second type of assessment was teacher observation. This was used for each lesson but primarily for lesson one of each unit. During lesson 1 of each unit, students discussed artwork that was shown to them. I observed the types of comments they made and I was looking for specific types of discussion depending on the art discipline. I was also looking to see if students made connections to the artwork such as making real-world connections and explaining if they had a similar experience. The third type of assessment I used was checklists to evaluate student work. Checklists were used for students' artwork and writing. For each unit, I collected their artwork (visual arts painting, media arts stop-motion animation, theater class movie). It is important to note that I did not assess students on their art skills, measure their artistic abilities, or assess how well they expressed themselves. The focus was on the creative process, allowing them to explore and include the elements we discussed. The checklist for creating the art was for me to see if they had met the goal, not as a means to grade them. I did not want the students to not feel limited or like they were being graded for their artwork. The checklist for each piece of art was different depending on the unit. For example, in visual arts, I wanted to see that they

picked an identity to paint about. I wanted to see that the colors they pick hold meaning and that the ASL handshapes fit with the identity. I was not looking at their artistic skill, but rather if they implemented artistic elements they had been learning about. I also collected writing from each of the units. The checklist for writing was different for each unit depending on the artwork they were writing about. For example, for visual arts, the writing checklist included their name, the title of their artwork, the identity they picked, the colors they picked and why, and the ASL handshapes they picked and why.

The last type of assessment I used was rubrics to evaluate the ASL video explanation that students filmed at the end of each unit. The final ASL presentation rubric is slightly different for each unit. For example, the final visual arts video rubric includes the identity they chose and why, the colors they chose and why, the handshapes they chose and why. They are expected to elaborate on each point and go beyond what their brief written summary explains. The rubric also includes if they signed in a formal and appropriate manner for a presentation.

**Approach to Teaching Art**

My approach to teaching art is providing students with opportunities to create freely, use their imagination, and explore their world. I aim to make my classroom a safe space for students to create art and express their thoughts without fear of judgment. Creating art can be a vulnerable process as it requires the artists to look inward. I want my students to feel comfortable and supported doing so. My goal is to show my students that there is no such thing as perfect art. You do not have to be an expert in art to enjoy art or experience the benefit.

For this curriculum, I do not believe that art should be graded based on skill or artistic ability. I want students to be able to explore the creative process without the pressure of receiving a grade or needing to be perfect. My focus is on the creative process rather than just the end goal. I want students to feel empowered to make their own artistic choices and I want to give them autonomy as an artist to do so. I will still have criteria to evaluate if my lessons are a success and the goals have been met, but I will do so without grading them on their skill.

This curriculum is designed for everyday teachers to be able to teach art. I want my lessons to be able to be easily read and implemented without needing a background in arts education. Many schools do not have art teachers which means the responsibility of teaching art lessons falls on the classroom teacher. Teachers reading my curriculum do not need to have an artistic background or be experts in the field to teach my lessons. I strongly believe anyone can teach meaningful art lessons if they have the right tools and I hope my curriculum will provide that support.

## Curriculum Implementation

<u>Overview</u>

  I implemented my curriculum at a Deaf residential school in a 4th-grade classroom. This residential school provides educational services to students ages zero through twenty-one, who are deaf or hard of hearing, and who may have multiple disabilities. This school uses a bilingual American Sign Language (ASL)/English approach in all of their classrooms. A large number of teachers are deaf and all the hearing teachers are fluent in ASL. The elementary department has around 120 students and the 4th-grade class has 30 students. The 4th-grade class has 8 teachers: 4 teach Bilingual Language Arts and Reading (BLAR) and 4 teach Math, Science, and Social Studies. I taught my curriculum in a BLAR class. This class includes teaching ASL, reading, and writing. It is similar to elementary English Language Arts classes but with the addition of ASL and with a bilingual approach. The 4th-grade class has 8 BLAR classes, four in the morning and four in the afternoon. They are grouped based on support needs.

  I had a morning class of 4 students and an afternoon class of 3 students. I taught my curriculum to both classes. All of the students were fluent in ASL. The class was structured to focus primarily on developing essential academic skills in ASL, their first language. ASL was used as the primary method of instruction with some English reading and writing. Students were still developing their reading and writing skills. Both classes had a range of English abilities. For the morning class, the highest reading level was the beginning of 3rd grade and the lowest reading level was the middle of 1st grade. For the afternoon class, the highest reading level was 2nd grade and the lowest level was the beginning of 1st grade.

Morning Class:

- Student KA is female, white, Deaf, and from a Deaf family withtwo other Deaf siblings at the school. She participates often in class and enjoys reading and writing. She is very independent and takes initiative.

- Student BT is female, white, and has a hearing family that does not sign but is very involved in her education. She identifies as Hard-of-Hearing, wears bone-conduction hearing aids every day, and uses both spoken English and ASL. She has attended this school since Kindergarten, lives in the dorms, and has additional disabilities. She loves reading audiobooks, especially books with Deaf or Hard-of-Hearing characters. She is not a big fan of drawing or painting. She does not write in English independently.

- Student CG is male, Deaf, and has a large Deaf family. He participates in class but can be quiet. He gets along well with everyone and enjoys chatting with others. He loves acting and ASL storytelling.

- Student LD is male, Deaf, and has a hearing family. Some of his family members know some ASL. He needs encouragement for classroom participation. He loves video games, and enjoys role-playing different characters and imaginative scenes from movies. He enjoys drawing, directing movies, and editing.

Afternoon class:

- Student LT is female, Black, and Deaf from a hearing family. She often catches small details during instruction such as important parts of read-aloud or small details in pictures.

- Student JP is female, Latina, Indigenous, and Deaf. She has Deaf and hearing members in her family. She needs encouragement for classroom participation. She is skilled at drawing.

- Student JH is male and Deaf. He has a large Deaf family. He has autism and benefits from routine. He loves movies, is skilled at drawing, and is very creative. He prefers to work independently. He has very strong ASL skills. He does not write in English independently.

Curriculum Schedule

My curriculum was taught over the course of one month, and I organized my curriculum in a way that provided a consistent routine. I taught almost every Monday, Tuesday, Wednesday, and Friday. Each unit took one week to teach. With three units total, I followed the same pattern for each unit. The first lesson of each unit (Discussion) was taught on a Monday. The second lesson of each unit (Create) was taught on either a Tuesday and a Wednesday or just Wednesday depending on the length. The third lesson of each unit (Present) was taught on a Friday. The intro and conclusion lessons were taught at the beginning and end of the full curriculum. The Art Gallery was chosen to be on the school's "Awards Day" since families would already be on campus in the morning for the different award ceremonies. This organization was helpful because it allows the students to be familiar with the pattern of lessons. While the unit was different each week, they still knew what to expect.

Introduction of Visual and Performing Arts Curriculum- April 21st, 2023

Unit 1, Lesson 1 Visual Art: Discussion- April 24th, 2023

Unit 1, Lesson 2 Visual Arts: Create Painting – April 26th, 2023

Unit 1, Lesson 3 Visual Arts: Presentation-Film and Writing – April 28th, 2023


Unit 2, Lesson 1 Media Arts: Discussion- May 1st, 2023

Unit 2, Lesson 2 Media Arts: Create- Character and Props- May 2nd, 2023

Unit 2, Lesson 2 Media Arts: Create Stop-Motion Film- May 3rd, 2023

Unit 2, Lesson 3 Media Arts: Presentation- Film and Write -May 5th, 2023


Unit 3: Lesson 1 Theater: Discussion- May 15th, 2023

Unit 3: Lesson 2 Theater: Create-Plot, Setting, Characters – May 16th, 2023

Unit 3: Lesson 2 Theater: Create- Film the Class Movie- May 17th, 2023

Unit 3: Lesson 3 Theater: Presentation-Film- May 19th, 2023


Conclusion to Visual and Performing Arts Curriculum - May 24th and May 25th


Art Gallery- May 26th


Curriculum Changes

  After meeting the students and seeing how the classroom was structured, I made changes to my curriculum. One change was moving the order of my units. I originally had Visual Arts, Theater, and then Media Arts. I changed the order to Visual Arts, Media Arts, and then Theater last. The reason I did was because I noticed the structure of the Visual Arts and Media Arts units

were more similar. Teaching those two in order, allowed the students to get familiar with the structure of the lessons and what was expected of them. By the time I got to the Theater unit, students were already familiar with the structure and pattern of the lessons. Even though Theater was slightly different, the students were familiar enough with the structure to transition smoothly to Theater.

A big change I made was for my Theater unit. I had originally wanted students to create an ASL number story. After arriving at the school, I saw the students had already done ASL number stories on several accounts in different classes such as their ASL elective class. I decided to change my theater unit to focus on students creating their own short movie as a class based on an ASL storytelling video. I changed my Theater Lesson 2 to focus on creating and filming the short movie and I changed my Theater Lesson 3 to students explaining their artistic choices in an ASL video presentation. This matched my Theater goals more directly since I wanted students to practice theatrical expressive elements. Participating in the short movie allowed the students to practice different facial expressions, signing styles, and body language. Making this change also allowed students to create plots, settings, lines, and characters which are important elements of theater. This change supported my SEL curriculum goal because students had to work together to create the plot and execute the skit. For Visual Arts and Media Arts, students worked independently on their artwork. For the Theater unit, students were able to collaborate, compromise, and listen to each other's ideas. Overall, I think it was a positive change for my curriculum and matched my goals more directly.

I also added a lesson at the end of my curriculum and before the Art Gallery. This lesson is titled "Conclusion to Visual and Performing Arts Curriculum". Originally I did not have a concluding lesson, just the Art Gallery. I realized that I did not have a lesson for students to fully

reflect on everything they had learned throughout the curriculum. I added a short lesson to wrap up the curriculum and allow students to reflect on the three artistic disciplines they learned about, the artwork they created, and the Deaf artists/actors they learned about. I am glad I added this lesson because it allowed the students to process and think back on what they had learned.

I changed parts of Lessons 2 (Create) and Lessons 3 (Present) for each unit. After teaching Unit 1 (Visual Arts), I realized students needed two days for Lesson 2. They needed one day to do the planning and one day to execute their plan. I also learned that doing the writing portion in Lesson 2 was overwhelming for students since it made the lesson long and also focused on multiple goals in one lesson. Originally students were expected to write their plan for their painting in Lesson 2. They were expected to write formally and follow the English sentence stems. However, this ended up being very time-consuming and also lost the goal of the lesson which was to create. Pausing the creative process to focus on English writing during Lesson 2 made the lesson not flow as well. I realized it was better to only focus on the creative process for Lesson 2 which consisted of brainstorming ideas by chatting about it in ASL, having the students write their ideas down informally in a way that made sense to them, and then executing their plan to create their artwork.

It made more sense to move the formal writing activity to Lesson 3 after the students had already created their artwork. Moving the writing to Lesson 3 allowed the writing to be an explanation of their artwork. This worked well for the final Art Gallery since students were able to have written explanations for each piece of art similar to real art galleries. Moving the writing activity to Lesson 3 also allowed students to present their work in ASL first through the video explanations and then write an English description of their work after. For some students, this was very helpful because they were able to first think of what they wanted to say in their first

language, ASL, and then write it in English. This also made the lesson run smoothly because I was able to set up bilingual centers. While some students were practicing their ASL presentations and filming, other students were able to work on their writing. Overall, changing Lessons 2 and Lessons 3 made each lesson flow better and kept each lesson focused on a specific goal.

I also decided to take a one-week break after Media Arts before I taught my last unit, Theater. This is because, during the first two units, students were absent or had pull-out services during my lessons. I wanted my students to get caught up before we jump into the Theater unit. Since Theater is so different from Visual Arts and Media Arts, I want my students to finish all of their make-up work from Visual Arts and Media Arts before starting Theater. Theater is a performing art so it requires different skills. Having the students complete all of their tasks prior to starting the new theme of Theatre allowed them to focus their full attention on learning about the theatrical elements and creating their class movie. This worked out well because about half of my students had to make-up work. For example, Student BT had a little bit of her Visual Arts painting to finish, her Visual Arts Written Description, and her Visual Arts film. Student JP has her Visual Arts Written Description to finish. She had started her Media Arts Written Description but had two more sentences left. Student LD had his Media Arts Written Description and filming left to finish. The additional week was a great opportunity for me to work closely with students one-on-one and get them caught up. Taking the week break also worked well with my CT's schedule.

<u>Implementation of the Curriculum:</u>

<u>Introduction to Visual and Performing Arts April 21ˢᵗ, 2023</u>

Resources Used:

- Introduction to Visual and Performing Arts PowerPoint

- Art or Not Art Pictures

**Lesson Objective**: Students will learn the different art disciplines: visual arts, theater, media arts, dance, and music, and discuss the different types of art. Students will discuss why people create art and identify different identities and emotions that can inspire an artist's work.

For this lesson, I used the Introduction to Visual and Performing Arts PowerPoint (see Appendix A). I started the lesson by asking students to draw their favorite thing, and they all chose something different. For example, Student KA drew her dog (her favorite animal/pet), Student BT drew a farm (her favorite place/home), and Student LD drew his favorite video game character (Banban). We took turns sharing what we drew and why. The students enjoyed sharing their favorite things. In my afternoon class, Student JP arrived in class in a bad mood from recess. During this activity, she did not want to draw. I encouraged her by gently asking her questions about her favorite things. I remembered she had a pet cat at home that she loves and asked her if she wanted to draw that. She told me no and that she was not in the mood to draw. I told her that was okay and she did not have to if she did not want to. During this interaction, I was thinking about my lesson goal and also about my student. While this activity served as a fun way to start the lesson and get students thinking about art, it was not a central part of my overall lesson goal. I was also thinking about my student and respecting her space. Art is supposed to be enjoyable so if I force her to participate, it defeats the purpose. After the whole class shared their

drawing and we moved on to the next part, Student JP was in a much better mood and participated throughout the rest of the lesson.

We then moved on to the hands-on activity "Art or Not Art". For this activity, students were expected to look at various pictures and sort them into two categories: Art or Not Art. Some of the pictures showed different types of art and some showed activities that are not art (see Appendix A). Each student was given about five pictures and they had to work together to sort them into categories. During the activity, the students had a lot of discussion about *why* they thought something was or was not art. This was great for me to see their thought process related to how they view art. After I explained which activity was art and which was not, they felt that writing was art because it told a story (I had originally sorted it as "Not Art"). We had a discussion about it and we decided that writing can be art if someone is creating a story. This showed me that the students understood what art is because they disagreed with my original categorization and explained their reasoning for why they thought it was art. Their reasoning was that writing is creative and tells a story.

When I explained each of the art disciplines, the students commented on if they had experienced that activity before or not. They also talked about if they liked that activity or not. This was also helpful for me to see how they felt about art and what they already knew.

When I asked them "Why do people create art?" (PEOPLE CREATE ART WHY?), I had to rephrase the question a few different ways such as "PEOPLE DRAW, PAINT, ACT FOR-FOR?" and "YOU DRAW WHY?". Once they understood what I meant, they had good responses. Their responses were "for fun", "being creative", and "telling a story". I then asked, "What do people create art about?" (PEOPLE CREATE ART ABOUT WHAT?), I noticed the students needed more support with this question. This is a more abstract question and something

they have not thought about before. I used the pictures they had just drawn to support their answers (favorite animal, favorite place, home, favorite character). Once they saw their drawings more ideas started coming. Their answers were "emotions", "favorite character/video game", "telling a story", "favorite animal", "favorite place", "home", "family", "friends", and "food".

When I explained what I would be teaching for the next three weeks, they seemed excited about the different activities they would be doing. Students LT and JP were nervous about painting because they said painting was hard. I told them it was okay to be nervous and I assured them that I would walked them through each step. The students were very engaged in the art gallery activity and made great comments about the artwork. They were shocked to find how much each art piece cost. One student made connections between the artwork and what he knows by saying the statue reminded him of Pikachu.

Overall, my students were very engaged in this lesson. They participated in class discussions and had good conversations about art. I also gained more insight into their thoughts related to art. If I were to teach this lesson again, I would give a shorter explanation for each of the art disciplines. The students were still engaged which was good, but the lesson went a bit long. There will be more opportunities to explain each discipline during each unit. I would also only do three pictures during the Art Gallery activity. Five was a bit too long.

*Student Comments:*

- Student JH: During the Art or Not Art activity, he looked at activities such as basketball and dance and commented "This is not art because I do not enjoy this activity". Student JH loves art so he associated art with activities he enjoys.
- Student BT: During the Dance slide commented "I love dancing, it's my favorite"

- Student JP: During the Media Arts slide she said, "This is not art because its computers and iPads. Art is drawing and painting". I explained that computers and iPads are used to create art and provided some examples. This showed me that she did not have much experience with Media Arts and did not see how technology could be used to create art.

- Student LT: "People draw to express themselves and their fascination"

- Student BT: During the Art Gallery Activity she commented, "I think it's worth $1 because it's ugly".

Unit 1, Lesson 1 Visual Art: Discussion- April 24ᵗʰ, 2023

Resources Used:

- Visual Arts PowerPoint: Day 1

- Visual Arts Discussion ASL Sentence Stems

**Lesson Objective:** Students will learn about different Deaf visual artists and be exposed to different types of artwork. Students will learn how different identities impact artwork. Students will discuss what they think the topic of the artwork is, the colors they see and the meaning they hold, and how the artists use ASL in the artwork. Students will make connections to the artwork they see.

For this lesson, I used the Visual Arts PowerPoint (see Appendix A). During this lesson, I taught students about three Deaf visual artists: Mia La Bella, Jon Savage, and Nancy Rourke. I showed two examples of artwork from each artist. I purposefully picked pictures that I thought my students would find interesting and spark conversation. I used ASL sentence stems to help guide the discussion. The sentence stems I used were: "THIS ___(painting, drawing, etc.) RELATE WHAT___", "I NOTICE COLORS WHAT___", "I SEE ASL SIGNS WHAT___".

1.  _____  _____

2. 

 _____

3.

[Figure 1: Visual Arts Discussion ASL Sentence Stem]

These sentence stems worked well with the students and guided them on how to discuss and analyze the artwork. My CT mentioned that my students had not had experience analyzing artwork so I think the ASL sentence stems helped them with this skill.

The students made great observations and connections. The first artist I showed was Mia La Bella. All of the students commented on Mia's painting "Mother Earth" and had different perspectives on what the colors meant. They thought the blue colors could represent the sky, ocean, or night. They thought the yellow, orange, and red colors could represent the sun, warmth, and daytime. For the Queen Bee painting, the students made the connection to their recent field trip to a Bee Farm and what they learned about the queen bee.

The students were impressed with the painting from Jon Savage, a Deaf San Diego native artist. All of the students loved Jon's painting of the roller coaster "Hot Dipper". They all made great observations and noticed many details such as colors and Jon's signature. They also made many personal connections to their experiences with rollercoasters. Student CG asked about the name of the painting Hot Dipper and I explained the meaning. I explained that Jon painted this

about a popular roller coaster in his hometown of San Diego. It was wonderful to see how excited and curious they all were about the painting.

For Nancy Rourke's paintings, all of the students noticed the three primary colors (+ black and white) used in her paintings. For the painting "Global Deaf Connect", the students all signed "CONNECT" and pointed out the English word "ASL". For the painting "Socializing", the students all took time to look at the painting and then discussed what they thought it looked like. Student JP said the painting looked difficult and it was either a team huddling up doing a cheer or the "hand-over-hand" game.

I wrapped up the lesson by explaining what they would be doing on Wednesday. I showed them the Teacher's Model of the painting and explained my topic, three colors, and the ASL signs I picked. Some of the students were intimated and said it looked hard. I assured them that I would support them in the process. I gave students time to brainstorm their topic, three colors, and ASL signs. I used the "Who am I" anchor chart as support.
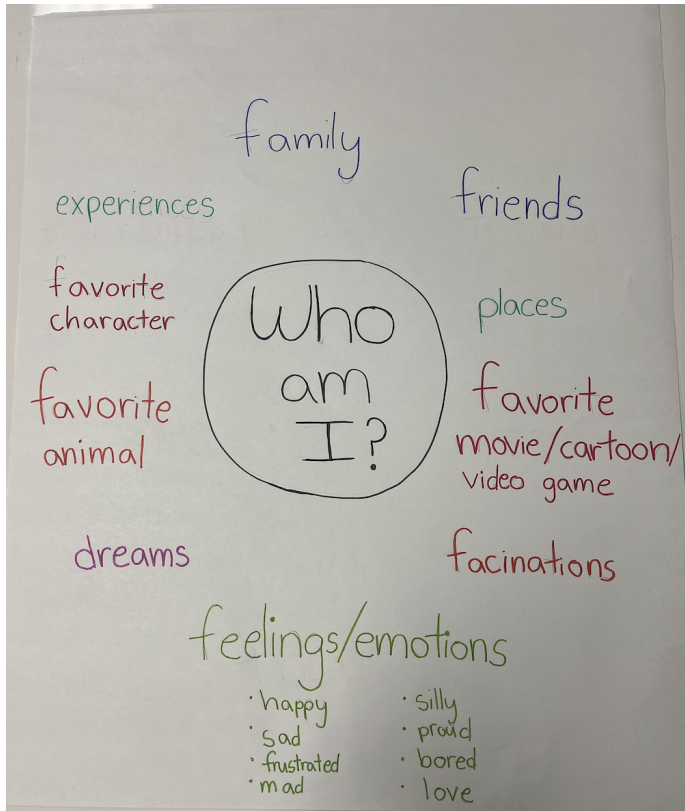
[Figure 2: "Who am I" Anchor Chart]

Overall, this lesson went well. For this lesson, the pacing was good. It was about 30-40 minutes which was perfect for their attention span. The students were engaged and had a lot to say about the artwork. They analyzed the artwork by making personal connections, noticing the ASL elements, and commenting on the details.

*Student Comments*:

- Student LD: For each piece of art, he kept saying how the artwork was really good and looked neat (closed 3 on the chin). He is typically more quite and less animated so it was wonderful to see him so excited.

- Student KA: When looking at Mia La Bella's painting, she commented "This painting is related to Love".

- Student LT: When looking at Mia La Bella's introduction video, she connected one of the paintings to yoga and incense.

- Student BT: When looking at Mia La Bella's painting, she commented "I notice the colors white, pink, purple, and gray". She used the ASL sentence stems to analyze the colors.

- Related to Jon Savage's painting "Hot Dipper" (the roller coaster)

  - Student LT and Student JH: They said the flags on the roller coaster looked like their residential school flag colors. They made personal connections between the painting and their school.

  - Student JP: She noticed there were no ASL signs in that painting. All of the other paintings included ASL signs so this was a good observation.

  - Student LT: She noticed that the painting had many layers of rollercoasters. This was an artistic detail she noticed.

  - Student LD: He explained the colors he saw in the painting. He used the ASL sentence stems to analyze the colors.

  - Student CG: He noticed that the colors became darker and darker as they went down the painting. This was an artistic observation that no other student noticed. I make the connection that they became darker like the sunset.

  - Student BT: She said the roller coaster reminded her of 6 Flags, Disneyland, and Universal Studios from when she visited California. She made a personal connection between the painting and her experience with roller coasters.

- Student CG: when looking at Nancy Rourke's "Socializing" painting he said it looked "trippy".

<u>Unit 1, Lesson 2 Visual Art: Create Painting- April 26<sup>th</sup>, 2023</u>

Resources

- Visual Arts PowerPoint: Day 2

- Visual Arts English Sentence Stems

- Visual Arts Writing Template

**Lesson Objective**: Students will create artwork inspired by the Deaf painter, Nancy Rourke. Students will create artwork that is an expression of who they are by incorporating artistic elements they previously learned about. Students will include colors and ASL handshapes that hold meaning and relate to an aspect of their identity. Students will engage in the creative process by brainstorming ideas, making artistic decisions, managing their materials, and managing their time. Students will write in English a brief summary of their work including their name, title, the colors they chose, the ASL handshapes they chose, and why they chose the colors and handshapes.

I used the Visual Arts PowerPoint: Day 2 for this lesson (see Appendix A). The lesson started with students brainstorming ideas for their painting. The students started this process on Monday but they had not finished. They had to think of a topic, three colors that related to the topic, and ASL signs that connected to the topic. This took longer than I expected because the students needed support with thinking of colors. I think they needed more support because colors are more abstract. Students are not used to using colors to represent other things and have deeper meanings. This activity required students to think about which colors represent a specific emotion or event. I had to work with many of the students one-on-one. I would ask open-ended questions to help them brainstorm. I would ask "Why did you pick that topic?" and "Why is __

your favorite?". This led them to think more about why it was their favorite. Eventually, all of

the students had a clear idea of what they would be painting. They each had a topic, different

ASL signs that represented that topic, and three colors that held meaning related to the topic. As

the students brainstormed, we would write their ideas on their desks (their desks are

whiteboards). Some of the students wrote it for themselves and for others I helped them write.

Student KA's topic was "Family and School". She picked the ASL signs FAMILY,

RANGERS (the school mascot), and I-LOVE-YOU (show with two ILY handshapes). She

included the color pink to represent "love", the color green because it is her family's favorite

color, and blue because those are the school's colors. Student BT's topic was "Family". She

chose the ASL signs FAMILY, I-LOVE-YOU (show with one ILY handshape), and SUPPORT.

She selected the color green because it reminds her of her family, pink to represent love, and

purple to represent support. Student CG picked the topic "Fox" because that is his favorite

animal. He used the ASL signs FOX, SMART, and CUTE. He chose hot pink to represent cute,

yellow to show the sun, and blue to represent smart. Student LD picked the topic "Banban"

because that is his favorite video game and favorite character. He included the ASL signs

SCARY, EXCITED, and FUNNY. The colors he chose were red, blue, and yellow. Red

represented scary and Banban, blue represented funny, and yellow represented excited. Student

LT picked the topic "Family". She selected the ASL signs I-LOVE-YOU (shown as ILY),

CHERISH, SURPRISE, and PLAY. The colors she included were blue, yellow, and green.

Yellow represented her sisters and brothers because when they play together it makes her happy.

Blue represents family surprises. Green represents cherish and love for her family. Student JP

chose the topic "Friends". She selected the signs PLAY, SOCIALIZE, and LOVE. The colors she

used were purple, pink, and blue. Purple represented playing with her friends, pink represented

love, and blue represented socializing with her friends and not being alone. Student JH picked the topic "travel". He included the signs TRAVEL, FUN, and ENJOY. The colors he selected were red, blue, and green. He also added a painting of the world in the middle. Red represented enjoyment, blue represented traveling, and green represented fun.

After this, we moved into the writing portion of the lesson. I had English sentence frames on the board for students to use. Some of the students just wrote in bullet points and some wrote full sentences. I explained the purpose of the writing and that it was for the Art Gallery. During this part, I realized that the creative process was being put on pause to focus on the English writing and it did not seem to flow as well with the students. Although I explained the purpose of the writing, I think they were a little confused as to why they were writing instead of moving straight into the painting.

After this, the students started creating their own paintings. I explained step-by-step instructions for what they would do. First, they traced the handshapes they picked with a pencil. Since many signs include movement of hand shapes, we had to discuss the best handshape to trace to represent the sign. Some of the students could do this on their own and some needed support. My CT and I supported the students that could not trace on their own hands. I noticed most of the students could trace with their dominant hand but needed support when tracing with their non-dominant hand. We then moved over to the painting table. I explained it did not have to be perfect. It was okay if they painted over the black lines because when the painting was dried, I would go back over it again with the black marker. By the time they moved to the paint table and got set up, it had been about 45 minutes and they only had about 15 minutes left to paint. They enjoyed the painting but did not finish. I gave them a 3-minute warning and told them they could finish on Friday.

Overall, this lesson allowed students to reflect on the *why* behind art and artistic decisions. Many had never thought about having a deeper meaning behind artistic choices. Most students tend to create art without much thought. For example, most students pick colors to draw with simply because they like that color. While this is a wonderful way to create art, it was very exciting to see students think hard about how colors can tell a story and represent things they care about. The students were able to come up with a meaning associated with each color. The students talked about different emotions they feel, people that are important to them, and their favorite things.

If I were to teach this lesson again, I would make it two days. It was too much to do in one day and the students were not able to finish their painting. I would also move the writing activity to Lesson 3. The brainstorming took about 20 minutes, and the writing took about 10 minutes. The tracing took about 15 minutes and the students needed around 20-30 minutes to paint. The students were engaged throughout the whole lesson but I think chunking the lesson into two shorter lessons would have been better. In the future, I would have the students brainstorm, write down their ideas informally, and trace their hands in one day. I would then have students paint on the second day. This would allow students to focus on all the prep work to be done one day and then focus on the actual painting on the second day. I would hold the formal writing activity for Lesson 3. I had originally planned on the students starting the writing in Lesson 2 and then doing the "final draft" in Lesson 3. However, this was not necessary since the writing assignment was not very long. It would be fine to do the writing in one day and just set clear expectations for the writing such as writing in complete sentences. Changing these aspects of Lesson 2 would allow the lessons to flow more smoothly, and it would allow the students to focus on one skill at a time.

*Student Comments*

- Student LD: When brainstorming the ASL signs and colors he wanted, I asked him open ended questions about the topic he chose. His topic was "Banban" which is his favorite video game/favorite character. He explained he loves "Banban" because he is funny but also scary. I asked him how he would feel if he ever met Banban in real life. He said he would feel excited because he would love to meet him. That helped him pick his three signs: funny, scary, and excited.

- Student BT: "I picked the sign SUPPORT because my family always supports me. They support me a lot. My grandma gives me a lot of support". This showed me that she was thinking deeply about the signs she chose and had a reason behind the sign. She was also thinking about part of her identity which is her family.

- Student CG: When brainstorming ASL signs and colors to match his topic, I asked him open-ended questions. I asked him "why are foxes your favorite animal? " He responded, "They are cute and smart". That helped him pick two of his signs: "cute" and "smart".

Unit 1, Lesson 3 Visual Art: Film and Write- April 28th, 2023

Resources:

- Visual Arts PowerPoint: Day 3

- Visual Arts Film ASL Sentence Stems

- Visual Arts Writing Template

**Lesson Objective:** Students will establish expectations for creating a safe and comfortable classroom environment for sharing ideas and providing feedback. Students will establish

expectations for filming a presentation in ASL. Students will film themselves explaining their painting. The video will include the title of their artwork, their topic, the colors they chose and why, and the handshapes they chose and why. Students will explain why that topic is important to them.

I launched the lesson by establishing a clear goal for the day and what the students would be working on. I used the Visual Arts- Day 3 PowerPoint to provide visuals for the goal (see Appendix A). The students started with working on their paintings. As the students finished, they would then work on their ASL film. They would practice their signing first and then film. Once this was finished, the students would write. This lesson went very smoothly because the students finished at different times. As the students finished, I was able to support them with the ASL video and their English written piece.

For the ASL video, I provided ASL sentence stems. The sentence stems I included were "MY PAINTING INCLUDE WHAT___ WHY___", "I PICK COLORS WHAT___ WHY___", and "ASL SIGNS I PICKED WHAT___". I reviewed the ASL sentence stems with the students and allowed them time to practice. Some students filmed their ASL video in one take and some of them filmed it in smaller sections so they could remember what they wanted to say.

For the writing, I provided English writing frames ("My painting is about___." "The colors I chose are__,__,__". "The ASL signs I picked are__."). The students wrote on the Visual Arts Writing Template (see Appendix A). I modified the writing for the students based on their writing levels. For Student KA, I had her explain <u>why</u>. For example, she wrote, "My painting is about___ because___." This was more challenging for her because she is a more advanced writer. For Student JH who is still emerging in his English skills, he only wrote one sentence. I was proud of him for completing the sentence because he normally shuts down when he has to

write. To support him, I put the English sentence frame on the board and translated it into ASL. I then had him fill in the blanks in ASL first and wrote it on the board in English for him to copy. As he wrote each word, I put a check above the word on the board. This allowed him to keep track of where he was at and it almost became a game. As he would finish a word, he would become excited and tell me which word he finished.

Overall, this lesson went well and all of the students finished their painting, writing, and ASL description (except for Student JP who got pulled out for a service during the class, and Student BT who was absent). There were different stations for each activity which helped the lesson run more smoothly. There was one table for painting, one table for writing, and one area for filming. The lesson was a little long but that was because the students had to finish their painting. Originally, I had anticipated them finishing during the last lesson but because they did not, I had to push it to this lesson.

*Student Comments:*

- Student LD: When asking about the painting process and if he thought is was challenging or easy, he responded that it was "challenging... I had to paint small details on the hands. I made my paint brush pointy so I could paint all of the details". This was a very creative and innovative painting technique. I could see he was proud from his facial expressions.

- Student CG: When asked about his painting "It's about foxes because that is my favorite animal".

- Student KA: "I chose pink as my background color because more love!". This student is finding an emotional attachment to the color pink.

Resources Used:

- Media Arts PowerPoint: Day 1

- Media Arts Discussion ASL Sentence Stems

**Lesson Objective:** Students will learn about different Deaf media artists and be exposed to different types of artwork. Students will learn how different identities and emotions impact artwork. Students will learn how artists use ASL handshapes and colors to tell a story. Students will discuss the artwork and make connections. Students will see the role technology plays in artwork.

For this lesson I used the Media Arts: Day 1 PowerPoint (see Appendix A). During this lesson, I taught students about the two Deaf media artists: Paul Scearce and Brittany Castel. From my introduction lesson, I learned that many of my students did not have much experience or exposure to media arts. Some did not understand how technology could be used to make art. I made sure to explain the main types of media arts and showed a short video clip of how an animation was made. The students seemed to understand that this was art because they were able to see the process behind it. I picked artwork from the artists that was age appropriate, diverse, and matched their interests. I also stayed with some similar themes from the Visual Arts unit such as colors that have meaning and artwork that includes ASL handshapes. To guide the discussion, I used ASL sentence stems. The sentence stems I used were "THIS__(picture, animation, art) RELATE TO WHAT__", "I NOTICE COLORS WHAT__", and "I SEE ASL SIGNS WHAT__". (see Appendix A). The students were engaged in the lessons and had great observations about the artwork they saw.

When I introduced Paul Scearce and explained that he is Deaf, I had a wonderful response from Student LD. Student LD clarified "Is he Deaf or hearing?". I responded, "He is Deaf!". Student LD said, "He is Deaf the same as me?". I responded, "Yes, the same as you. He is Deaf and signs the same as all of you". Student LD looked shocked and thrilled as he processed this information. This was a very wonderful moment because one of the main goals of my curriculum is to expose students to Deaf artists who reflect their Deaf identity.

The students really liked Paul Scearce's work. Many of them came up to look at the details in the artwork. They made good comments and observations about the artwork. They noticed the ASL signs and acted out the cars racing in "Need For Speed Hot Pursuit ASL Version". They discussed if Paul drew the aspects in the artwork or if he used photography.

When I showed Brittany Castel's digital artwork, the students commented on the colors and the ASL signs they saw. They described why they thought she picked those colors. For example, the digital artwork "Grief" is in black and white . The students explained that there were no colors in this artwork because it matched the sign and the sadness of the artwork. The students also really enjoyed Brittany Castel's animation "Attention". They all started showing different ways to get a Deaf person's attention and even acted it out with each other.

I ended the lesson by explaining that when I tried to find Deaf artists who made stop-motion animations, I could not find any. I also explained there were not any stop-motion animations with Deaf characters that showed ASL. I explained we need more Deaf representation in stop-motion animation so they would be making their own with ASL. I showed them my teacher's example to give them an idea of what they would be making. They enjoyed watching my stop-motion animation and thought it was funny how my paper character moved. The signing was a little bit hard to see with the paper cut-out so the students had to watch it a

second time to catch the signing. At the end of the lesson, the students brainstormed their ideas for the next day. They each came up with a location for the animation and what they wanted their character to sign. Many of the students picked a location that was significant to them. It allowed them to include parts of their identity and personality in the animation. This aligned with my curriculum goal of expressing identity through art.

Overall the lesson went well. The duration was around 30 minutes plus 10 minutes to brainstorm ideas at the end. The students were engaged with all of the pictures and had good discussions. They also made explicit comments about the artists' Deaf identities and connected to the artists.

My lesson plan included explaining how animations can be T.V. shows and movies. However, I did not include this because I knew I would not have time. I also wanted to stay consistent by explaining Deaf artists and then showing their work. The T.V. shows and movie clips were from different people. Excluding this part was the right choice for my students because the lesson was the perfect amount of time without it and it kept the lesson consistent.

I also added extra pictures to my PowerPoint so I could be prepared if the lesson was shorter than expected. When I taught the lesson, I used "Cruisin' The Deafscape" and "Need For Speed Hot Pursuit ASL Version" from Paul Scearce. The other two pictures from Paul Scearce I did not include. I picked those two because I felt they matched the goal of the lesson and the interest of the students better. I think this was a good choice because the students were very excited about these pictures. They had great discussions about the ASL signs they saw, the colors, and what they thought the artwork was about. For Brittany Castel, I included the pictures "Imagine"," Learn", and "Grief". I picked these three because I felt they matched the discussion about colors and ASL handshapes. They were also diverse pictures that showed different

emotions and people of different races. I was also able to find behind the scenes digital drawings of "Imagine" and "Learn" which helped my students conceptualize media arts.

If I were to teach this lesson again, I would make a few changes. When I first showed new artwork, I would have the students come up and see the pictures first altogether and then sit back down to discuss. I would do this especially for Paul Scearce's artwork since there are many small details. When I thought about my lesson, many students came up to the board during the lesson to look at the pictures. I did not mind since they were engaged and commenting on the artwork, but it did slow down the flow of the lesson. It would have been better for them all to look first and then discuss. I would focus more on the role technology plays in artwork. I would do this by adding an ASL sentence stem related to this topic or by asking questions to promote this as part of the discussion.

*Student Comments*

- Student LD: After introducing Paul Scearce, he asked "Is he Deaf or hearing? ". I answered, "He is Deaf". He responded "Deaf or Hard-of-Hearing". I answered "He is "Deaf!". He replied with excitement, "He is Deaf the same as me?". I said, "Yes, the same as you! He is Deaf and signs the same as all of you". He thought about it and said, "If hearing people come up to him and he signs….you know… Maybe he uses an interpreter". He made the realization that the artist was Deaf and connected to him based on their shared Deaf identity.
- Student KA: When I asked, "Do you think Paul draws each handshape or takes pictures of the hands" she responded, "I think pictures because Paul is a photographer and digital

artist". This shows that she was understanding media arts and the role technology plays in creating art.

- In response to Paul Scearce's artwork Cruisin' The Deafscape
  - Student JH: He commented "I see the sign for scorpion".
  - Student LT: "I see the moon".
- Student JH: When I showed Brittany Castle's introduction video, he commented "She's Deaf and her grandparents are Deaf". Student JH also has Deaf grandparents.
- Student LT: In response to Brittany Castle's digital artwork, she commented how the colors in "Imagine" showed colorful thoughts and ideas. She commented how there were no colors in "Grief" because the girl was sad and heartbroken. She is describing how colors can convey emotion.
- When brainstorming ideas for their animation location:
  - Student LD: He picked the park because he enjoys going with his family.
  - Student JP: She picked a race track because she recently went to K1 Speed with her family and it was one of her favorite memories.
  - Student LT: She picked Disneyland because she went there on a family trip and she said it was the best day ever!
  - Student JH: He picked California Redwood Forest because he went with his family and it is his favorite place.
  - Student BT: She picked NYC because that is her favorite place that she wants to visit.
  - Student KA: She picked the mall because she enjoyed going shopping.
  - Student CG: She picked a scary forest because he loves scary things.

59

Unit 2, Lesson 2 Media Arts: Create- May 2nd, 2023

Resources:

- Adorable Movable Me Character Worksheet

**Lesson Objective:** Students will create artwork inspired by the Deaf media artists they have learned about. Students will create artwork that is an expression of who they are by incorporating artistic elements they previously learned about. Students will include ASL, a location that is meaningful to them, their understanding of movement in animation, and their understanding of technology to tell a story. Students will engage in the creative process by brainstorming ideas, making artistic decisions, managing their materials, and managing their time.

This lesson was split into two days. On the first day the students created their paper character and background elements, and then on the second day they filmed their stop-motion animation. The first day was about 30 minutes and the students drew themselves on the paper character template (see Appendix A). I made sure to have crayons and markers of different skin stones so all of my students could find a good match. The students took their time with the drawing and it was very relaxing. Some of the students drew the clothes they wore that day and some drew clothes that matched the theme of their animation. For example, Student JP drew herself in a racing suit since her animation took place at a racing track. The students all finished at different times and when they finished they created other elements that they could involve in their animation. For example, Student LD finished first and he then started drawing and cutting out a picnic basket, an apple, and orange juice which matched his park theme.

I had originally hoped to cut out their animations and assemble them when they were done drawing and working on their other elements. However, I realized that this would be too

time consuming to do during the lessons. I decided to do it after class before the next day. I also

planned on students creating their own backdrops. However, it would have been too time

consuming. I decided to have students pick out a picture they wanted as their back drops. I then

printed out pictures of their backdrop to be ready for the next day. I am glad I made this change

because printing out the backdrop added another media art element to the activity. It was more

time efficient than having the students draw their backdrop. This way they could just focus on

drawing their character and elements on one day and then just focus on filming the second day.

I assembled their characters and had the backdrops ready for the second day. I started the

lesson by explaining what we would be doing that day and I used the Media Arts PowerPoint

(see Appendix A). I showed how to move the character's hands to form signs. I explained how to

move their characters so it looked natural and modeled with my own character. I emphasized

slow movements and that they had to show the movements in between the signs, not just jump

from sign to sign. I also explicitly explained how to use the technology. I explained once their

iPad was set up, they should leave it and not move it. If they moved it, it would make the video

shaky. I also explained that they should take at least two pictures for every movement, so it

looked more natural. I modeled all of this for them to see. I left the expectations on the board

throughout the whole lesson. These students already have used the Stop-Motion app in their class

as well as in their STEM class, so they were already familiar with how to use the app.

I first had the students practice moving their characters and practice forming their hands

into signs. As they were practicing, I started setting up their iPads and backgrounds. I also used

metal locker shelves as stands for their iPads. I set the iPads on top of the metal stands and

positioned it so that the camera was not blocked by the metal grid. I then taped the backdrop

underneath the metal shelves. It took time to set up the background, metal shelf, and iPad

because it had to be set up just right so that the whole background was in the frame and that metal from the shelf was not in the camera. The students only needed about 5 minutes to practice their signing.

As I was walking around, I noticed my students were moving their characters quickly and not showing the movements in between the signs. I had to support a lot of them with how to naturally move their characters. Student KA finished very quickly in about 10 minutes. When I watched her film, I noticed it was very choppy and the signs were hard to understand. I told her what I like about her film such as how creative she was with the movements (she added her character jumping and doing the splits). I pointed out how the signing was a little fast and I asked her if she wanted to film it again with slower movements. She said yes and re-filmed. The second film was clearer, and she was able to add more movements to her story to make it a bit longer.

In all of their videos, the signing was difficult to see. This was because forming the signs with paper cutouts was challenging. It was also hard to see because the students moved quickly between movements. However, during the next lesson, the students would explain their animation including explaining what their character signed. This would help any viewers at the Art Gallery understand the stop-motion animations.

The lesson went well but the students needed more support than I had anticipated. If I were to teach this lesson again, I would set up the backgrounds and stands before the lesson. I avoided doing this because I did not want the students distracted by the materials when I was teaching. However, it took a while to set up each student's backdrop, stand, and iPad. I think it would have been smoother if it was already set up and then I could spend my time supporting students instead. Next time, I would also have the students practice not only moving the fingers

the make the signs, but also practicing all of the movements before actually taking the pictures. I think this would help the students become more comfortable with moving their characters and help the signing to be clearer.

Unit 2, Lesson 3 Media Arts: Film and Write- May 5th, 2023

Resources:

- Media Arts PowerPoint: Day 3

- Media Arts Film ASL Sentence Stems

- Media Arts English Sentence Stems

- Media Arts Writing Template

**Lesson Objective:** Students will establish expectations for creating a safe and comfortable classroom environment for sharing ideas and providing feedback. Students will establish expectations for filming a presentation in ASL. Students will film themselves explaining their stop-motion animation. The video should include the title of their artwork, the topic they chose and why, what their character signed, the props they included and why, and an explanation for the story. Students will write in English a brief summary of their work including their name, year, title, the topic they picked and why, the props they included and why, and what their character signed.

I started this lesson by establishing the goal for the day, students would film an ASL description of their stop-motion animation and students would write an English description of their animation. I set up this bilingual center to help students focus on the task at hand and the language at hand. For the morning class, I had two students start filming first in ASL and two students start writing in English first. The two students who filmed first were students who I

knew would benefit from signing before writing since they need more support with writing. I had ASL sentence stems for them to follow to help them explain their animation. The ASL sentence stems I used were "MY STOP MOTION ANIMATION RELATE WHAT___ WHY", "MY ANIMATION INCLUDES WHAT__ WHY", and "MY CHARACTER SIGN WHAT___". (see Appendix A). I also allowed them to pick if they wanted to sign everything all the way through in one take or film each part separately for me to edit together for them. I allowed this modification because my students have different language abilities. For example, Student BT wanted to do it in different takes. The students practiced first and then signed formally. As they were practicing, one student got pulled out for a service so he had to make up his filming and writing another day.

While one student was filming, the other two were writing. The students wrote on their Media Arts Writing Template (see Appendix A). I had English sentence frames for them to follow (see Appendix A). They were similar to the ASL sentence stems but in English. There were three English sentence stems that I used: "The topic of my stop-motion animation is ___", "My animation includes__", and "My character signs__". I adjusted the sentence stems to match the student's writing levels. For example, Student KA is able to write fuller complex sentences and therefore needs more of a challenge for writing. For her, the sentences were a little longer and required more elaboration. For example, "The topic of my stop-motion animation is ___ because ____". Each of her sentence frames included "because__" for her to elaborate. Student CG who was writing with her at the same time had the same sentence frame for the topic which included "because" but the rest did not. I made this decision to boost his language skills. They finished at around the same time despite having slightly different sentence frames. When they were done, they practiced for the filming. They both decided to do it in one take. When they

were filming, I worked with Student BT on the writing. Student BT is still emerging in her English skills and writing one sentence is still difficult for her. Because of this, I only had her write the first sentence, "The topic of my stop-motion animation is ___". Adjusting the English sentences allowed me to match each of my students and challenge them where they are at.

In my afternoon class, all of my students started by filming their ASL explanations videos. I did this because I thought they would all benefit from signing first. They each practiced signing at their desks and finished practicing at different times. As they finished, they went up to the filming area and filmed. To support the students when they were practicing, I signed the ASL sentence stems with them by helping them brainstorm how to fill in the banks. I would ask questions such as "Why did you pick that topic?" and "Why is that your favorite place?". When the students were done filming, I explained the writing. I signed each of the sentences in ASL and asked them to sign in ASL what they would fill in the blank with. Student LT and JP used the three regular sentence frames. Student JH wrote the first sentence. I only had him write one sentence because he is still emerging in his English skills and one sentence is challenging for him. To support him, I checked off each word he wrote on the board. As I checked it off, I signed the word in ASL. This bilingual chaining technique helped him focus on what word he was writing and associate the sign with the English word. He also enjoys checkmarks, so it made it fun for him.

Overall, this lesson was very smooth. Having the two stations set up allowed all of the students to work at the same time. Modifying the sentence frames also allowed me to meet the students at their English writing level. I wanted to make sure all of the students were challenged without reaching their frustration level. All of the students were very focused and produced wonderful work.

Unit 3, Lesson 1 Theater: Discuss- May 15th, 2023

Resources Used:

- Theater PowerPoint: Day 1

- Theater Discussion ASL Sentence Stems

**Lesson Objective:** Students will learn about different Deaf actors and discuss ways actors embody a variety of their characters through facial expressions, signing style, body movement, and behaviors. Students will learn about ASL storytelling and how that is a form of art that is unique to the Deaf community and ASL. The discussion will focus on different theatrical elements.

Upon completing make-up work that some students missed from being absent, the students were ready to launch the last unit of the curriculum which was Theatre. I launched the lesson by asking students "What is theater". Students shared different ideas such as "wearing different costumes" and "being on stage". I then touched on the different types of theater and acting with pictures to emphasize visual learning: Movies, T.V. Shows, Deaf Theater, School Plays, ASL Storytelling, and Visual Vernacular. For each type of theater, I explained why it was considered theater. The students were excited when I showed the pictures because a lot of them recognized the pictures and this fostered good conversations. For example, many of the students had seen "Eternals", a Disney Marvel movie, and they pointed out one of the characters in the movie who was a Deaf actress, Lauren Ridloff. They were also excited because Lauren Ridloff is another 4th-grade student's mom. Student LD was excited about the Deaf Theater picture I showed. I showed a picture of Deaf Austin Theater from their recent Cinderella production. Student LD excitedly explained how he saw the production performed in ASL.

I then explained that I would be showing short video clips from two different actors. I explained that students should focus on the facial expressions, signing style, body language, and costumes of the character. I reviewed the ASL sentence stems with the students to help guide their discussion. The sentence stems were "I NOTICE THEIR (point) FACIAL EXPRESSIONS…", "I NOTICE THEIR (point) SIGNING….", "I NOTICE THEIR (point) BODY LANGUAGE…", and "I NOTICE THEIR (point) COSTUME…". After reviewing the sentence stems together, I passed out a paper with the ASL sentence stems printed.

The first actress I showed was Shaylee Mansfield. My students were very excited when they saw her picture. Student BT said she met Shaylee and her family in California. Student KA said, "She is my favorite!". The first clip I showed was Shaylee acting in the Disney Channel T.V. show "Bunk'd" Season 4: Episode 24. In this T.V. show, her character's facial expressions were big, dramatic, playful, and sarcastic. Her signing style was big and sassy. Her body language was confident with big movements. Her costume was very young and girly: she is wearing pink, has a tutu, and has braids in her hair. The second clip I showed was Shaylee acting in the T.V. show "The Company You Keep" Season 6: Episode 1. In this T.V. show, her character's facial expressions are much more serious, and she looks upset. Her signing style is firm, serious, and not at all playful. Her body language shows that she is upset. Her costume is more simple and she looks older: white t-shirt, flannel, and straight hair. The students used the ASL sentence stems and commented on each of the theatrical elements. They noticed the differences between the two clips and commented on how she was a good actress.

The next actor I showed was Keivonn Woodard. My students had never heard of him before but were excited that he was the same age as them and in 4th-grade. The first clip I showed was from the T.V. show "The Last of Us" Season 1: Episode 5. His character's facial

expressions look sad, worried, and serious. His signing style was small and short. His body

movements were small and afraid. His clothes looked dirty and old. The second clip was from an

interview. This showed his normal natural signing when he is not playing a character. In the

interview, his facial expressions are big, happy, and excited. His signing style is big and

animated. His body movement was also big and he moves around a lot. His clothes looked nice

and clean. My students caught the subtle facial expressions he made in the first clip and pointed

out his playful singing style in the second clip. For both actors, the students had great discussions

about each of the clips. They utilized the ASL sentence frames that I had passed out which

helped guide the conversation. They all participated and noticed the differences between the

clips.

I then explained that ASL storytelling also includes facial expressions, signing style, and

body language to tell a story. I showed them a VV video by Justin Perez called "Ninja". Student

CG was excited and said, "I have tried VV before but still need to practice more". My students

loved this VV performance and started acting parts of it out. They showed me the facial

expressions they saw and the different body movements.

I closed the lesson by explaining that tomorrow, they would watch an ASL story and

create their own short movie inspired by the story. They would think about how that story could

be applied to their school. They would each act and include different facial expressions, signing

styles, and body movements to tell a story. I showed the story to my students. I told them to think

about different ideas of how this could be applied to their school for class tomorrow.

Overall this lesson went well but was a bit long because the students had so much to say

about the different types of theater, different actors, and different clips. I think one thing that

went well was that I picked actors and storytellers that would capture their interests. I purposely

picked actors that were close to their age. I also made sure to include actors/storytellers of color. They were very excited about the different actors and the video clips I showed. It sparked a lot of discussion. By using their interests, their motivation increases, and their enthusiasm for learning accelerates. Another aspect that went well is that they used the ASL sentence stems. This helped guide the conversation and they all discussed each of the four theater elements: facial expressions, signing styles, body language, and costumes. I think sometimes four sentence stems could be a lot, but I started each of the sentence stems with "I NOTICE THEIR (point)". I think the repetition and simple sentence stems allowed the students to easily stay on track and not get overwhelmed or confused.

My original lesson plan included students discussing the setting and lighting. However, I chose to not include this because I thought it would be too much. I wanted to focus on the facial expressions, signing style, and body language because that was what the students would be using when they acted in their class movie. I wanted Lesson 1, which was the introduction lesson to theater, to directly apply to Lesson 2 which involves creating their own short movie. I wanted the skills we discussed to be consistent throughout the full Theater unit.

If I were to teach this lesson again, I would change "body language" to "body movement" on the ASL sentence stems. As I was teaching, I realized "body language" was a bit confusing for my students. During the lesson, I described "body language" as different ways your body moves which helped them better understand. In the future, I think "body movement" would be clearer.

*Student Comments:*

- In Response to Shaylee Mansfield in the Disney Channel T.V. show:

- ○ Student BT: "I noticed her facial expressions have attitude"

- ○ Student CG: "I noticed her facial expressions are not nice"

- ○ Student KA: "I noticed she signs big!"

- ○ Student JH: "I notice she is wearing a puffy skirt"

- In Response to Shaylee Mansfield in "The Company You Keep"

  - ○ Student LT: "I notice she is wearing a white shirt and jacket"

  - ○ Student JP: "I notice her facial expressions are serious"

  - ○ Student BT: "She is a really really really good actress"

  - ○ Student KA: "I notice her clothes are normal and her facial expressions are mad and annoyed".

- In Response to Keivonn Woodard in "The Last of Us"

  - ○ Student CG: "His facial expressions are scared"... "He does not sign big".

  - ○ Student JP: "His clothes look dirty"

  - ○ Student KA: "His signing style is more quiet"

  - ○ Student LD and Student BT: "He signs small"

  - ○ Student JH: "His facial expressions are scared"

- In Response to Keivonn Woodard's interview

  - ○ Student CG: "His signing is fun"

  - ○ Student KA: "His signing is big and his clothes are nice"

  - ○ Student BT: "He looks excited and his signing is fluent and big"

- In response to Justin Perez VV, all of the students acted out his facial expressions and body movements.

<u>Unit 3, Lesson 2 Theater: Create- May 16th, 2023</u>

Resources:

- Theater PowerPoint: Day 2

- Plot Anchor Chart

**Lesson Objective:** Students will create a short skit inspired by the work of Deaf storytellers and actors. Students will incorporate expressive elements of theater that they previously learned about such as facial expressions, signing styles, and body movements that match the story. Students will engage in the creative process by brainstorming ideas, making artistic decisions, implementing feedback, and managing their time. Students will establish expectations for creating a safe and comfortable classroom environment for sharing ideas and providing feedback.

I started this lesson by asking students what they learned about the previous day. Student CG responded, "We learned about different Deaf actors and different costumes, and we learned about Justin Perez". I added how different actors become their characters and tell a story through facial expressions, body movements, and signing styles. I explained that we will be watching an ASL story and discussing how that story could happen here at school. I emphasize that we will be leaving characters until the end because I knew some students would argue over who would play which character. If we picked characters in the beginning, students would fixate on that for the rest of the lesson. I also explained that students would be working together as a team. I set clear expectations for working as a team such as respecting what other people have to say, give your full attention to your classmates when they are signing, not to interrupt each other, and not to give each other rude facial expressions if you disagree with what someone is saying. I made sure to be specific with my expectations because I have students who interrupt each other and

give rude/sassy facial expressions. I explained that we might have different perspectives and that's okay. It is important to still listen to each other. The students agreed and added on why it was important to not interrupt each other. This connected to the social and emotional elements of my curriculum. Working with others can be difficult because everyone has different perspectives and personalities. I wanted to teach my students the skills to manage their own emotions, communicate with others, active listen, and compromise.

Students watched the "The Candy Bar" story in ASL. I then asked the students if they understood what happened. I wanted to make sure all of the students understood the story before working in pairs to break down the different parts of the plot. Student LD explained the climax where the two people were fighting over the candy bar. I asked, "Why were they mad at each other?". Student LD explained, "The person forgot he put it in his pocket and thought the other person's candy bar was his". Student KA then gave a brief summary of the plot.

For the morning class, I explained who the partners would be and that they could write the plot on their desks (their desks are whiteboards). I drew on the board what the plot diagram should look like. The pairs were Student KA with Student LD and Student BT with Student CG. The students worked well together and came up with the plot. I then wrote it on the board.

I then asked the students how this plot could happen at their school. With the morning class, students started to come up with ideas like the location being the cafeteria, the item being a snack, and who would be which character. As we were discussing the new plot, I noticed students starting to get frustrated and annoyed with each other. I took a pause and re-established expectations. However, I could tell that the students needed a break, so I decided to finish the lesson the next day.

When I revisited the lesson on the second day with the morning class, I explained the goal for the day: we would create a plot for our story that took place at school. I emphasized that we would stay with the same character we had decided on the previous day. I reminded them that we needed to pick a specific location. I gave them some options in the elementary building such as the classroom, the yellow lobby, and the front blue lobby. After some discussion, the students decided on the classroom. They then decided they wanted the snack to be Goldfish since that is what students tend to eat during school. As students came up with ideas for each part of the plot, I wrote them down on the board in English (see Appendix A). I used simple phrases, words, and pictures to help the students remember each point. Once the plot was done, I reviewed the story with my students. I pointed back to the anchor chart, so my students could see how each point on the anchor chart aligned with the story. I included the student's roles by stating their names. I showed the interactions between characters and showed facial expressions and emotions.

For the afternoon class, they were able to create the plot in one day. I changed the plot activity slightly. For the afternoon class, I printed out pictures that represented the main plot points (see Appendix A). I made this modification because I knew the picture supports would make the process smoother and faster. I then had the students work individually to put the pictures in order. This change worked well with the afternoon class. I was concerned that giving them pictures of the plot points would be too easy but it was not. For example, Student JH originally put the plots in one order and then after looking closely at the picture, self-corrected by moving the pictures into the correct order. They then shared out each plot point and I wrote it on the board.

The afternoon class was able to finish in one day. With the afternoon class, they picked the location to be the classroom. They picked the item to be gum since the 4th-grade class loves

getting gum from teachers. They decided who each character would be. They all wanted different characters so that part worked out well. The afternoon class worked together more smoothly. Similar to the morning class, I wrote their ideas on the board. Once I was done, I reviewed the story with my students. I emphasized each student's role and what they would be doing. I made sure to include facial expressions and emotions. I explained that the next day they would practice their lines and the film.

For the second part of Lesson 2, the students practiced and filmed their skits. I started the lesson by reviewing the skit plot with the students. I then passed out a paper with the plot diagram on it (see Appendix A). I had them highlight which parts they were involved in. Students practiced their lines to themselves. I gave them feedback on facial expressions and how to convey emotion. We then practiced the skit one time through. We walked through each location, practiced where people would walk in, and what they would say.

Then we filmed. I gave each of the students a job. When they were not in the scene, they could help me set up the tripod and iPad. One student, who was very tired, sat and watched the scenes she was not in. She marked off which scenes we had finished on the plot diagram to help us keep track of which scenes were left.

As the students filmed, they came up with some good ideas. For example, in the morning class, Student KA wanted to be drinking water when Student LD walked up to her. During the climax scene when Students LD and Students CG were mad at each other, Students BT and Students KA had the idea to be sitting on the side and watching with concerned facial expressions. This was a great idea because it allowed them to be involved in more scenes and practice their facial expressions. In the afternoon class, Student JH and Student LT had the idea to have a fake conversation about future jobs when they were walking so it looked like they were

having a conversation. Most scenes took a couple of takes, but the students were very engaged and excited to film.

Overall, this lesson was very student-centered and had a lot of hands-on activities. The students also had to work together to create a final class movie together. This was different from Visual Arts and Media Arts where they created artwork independently. Because the students were working together, some conflict did emerge such as students having different ideas or students getting annoyed with each other. However, the students were able to work through it and still work together. This lesson taught the students how to listen to each others ideas, explain their own ideas, compromise, and be respectful of one another. The students loved creating the skit. They were very involved in planning the plot, acting, and helping me direct when they were not in the scene. I was impressed with how many of them were skilled at directing, finding good angles, and setting up the iPad.

If I were to do this lesson again, I would write the parts of the plot on the anchor chart in concise short phrases or words. I did this for the afternoon class when I taught the lesson for the second time and I did this for the second day of teaching the morning class. This allowed the lesson to go much smoother. When I taught the lesson the first time to the morning class, I was writing longer sentences and it made the process much longer. I could tell the students were getting bored and restless waiting for me to write. When I wrote short phrases/ words, there was less waiting on the student's end and the lesson went much smoother.

Another thing I would do differently is be specific about where we could film. When I taught the lesson to the morning class, I let them pick wherever they wanted. I did this because I wanted them to be free to be creative. However, I realized that if the location was outside of the elementary building it would be more complicated. I would have to go to that location in

advance to see what it looked like and to plan how we would film (I am still not familiar with all of the buildings on the campus). We would also have to bring everything to that location. When I taught it to the afternoon class, I was clear that it had to be in the elementary building and I gave them examples of where. I also did this when I taught the morning class on the second day. This allowed the brainstorming process to go more smoothly.

Unit 3, Lesson 3 Theater: Presentation-Film- May 19th, 2023

Resources:

- Theater PowerPoint: Day 3
- Theater ASL Film Sentence Stems

**Lesson Objective:** Students will work together to create a title for their class movie. Students will film themselves explaining their movie. The video should include the title of the movie, their lines, the facial expressions they used, and a brief summary of the movie. Students will practice what they will be signing before they film.

I started the lesson by complimenting students on their wonderful work from the day before. I commented on their facial expressions, how they showed emotion, and how they signed their lines. I then explained the goals for today: first, they would create a unique title for their film. Second, they would film themselves explaining their role in the film. Students thought of different titles for their movies. All of their ideas were related to the plot and were relevant. After much discussion, the morning class decided on "Goldfish Shocked" and the afternoon class decided on "Gum Misunderstanding: Fight". Some of the students had different ideas so I suggested combining their ideas to make one title. All of the students were happy with this. This was a wonderful opportunity for students to work together and compromise.

I then explained the expectations for the ASL description. They were to include the movie title, what the film was about, what their character signed, and what facial expressions they included. I provided ASL sentence stems to support their video description. The sentence stems were "OUR MOVIE RELATED TO WHAT…", "MY CHARACTER SIGN WHAT…", and "MY FACIAL EXPRESSION WHAT…. WHY….". The students used these sentence frames to practice and then they took turns filming themselves. I did not include a written portion for this unit because I felt describing their work in ASL made more sense because they could show facial expressions and sign their exact lines from the film.

If I were to teach this lesson again, I would add an ASL stem to state the title "MOVIE TITLE WHAT…". My students thought the first ASL Stem "OUR MOVIE RELATED TO WHAT…", was asking for the title. I explained that for the stem students should summarize the plot. However, students still get confused about where to state the title because there was no sentence stem for the title. If I were to teach this lesson again, I would also remove the part "OUR MOVIE RELATED TO WHAT". I feel like having the students summarize the plot was not necessary since we had extensively gone over the plot in the second lesson. I would also emphasize the difference between "title" and "topic" in ASL. The students were not confused with the two concepts but I think it would still be beneficial to clarify the differences since both signs are similar.

*Student Comments*

- When asked what the title of the movie should be
  - Student BT: "Problem"
  - Student KA: "Shocked School"

- ○ Student CG: "Goldfish"
- ○ Student LD: "Goldfish Shocked because in the movie the goldfish is in the middle of them and he thought it was mind and then at the end he realized it wasn't his and he was shocked"

<u>Visual and Performing Arts Conclusion- May 24th and May 25th, 2023</u>

Resources Used:

- Conclusion to Visual and Performing Arts PowerPoint
- SeeSaw Discussion

**Lesson Objective:** Students will reflect on what they have learned from the past three units. They will reflect on the following five questions on SeeSaw: "What is visual arts?", "What is media arts?", "What is theater?", "What is your favorite piece of art that you created?", and "Who is your favorite artist/actor you learned about?".

This lesson was intended as a wrap-up for the curriculum. It allowed students to reflect on what they had learned over the past three units and what they enjoyed. The students focused on five reflection questions: 1) "What is visual arts?", 2)"What is media arts?", 3)"What is theater", 4)"Which was your favorite art that you made and why?", and 5) "Who was your favorite artist/actress you learned about and why?".

The students answered the five reflection questions on the SeeSaw app with ASL video responses. My students are already familiar with SeeSaw so I did not need to explain how to use the app. Before students opened their iPads, I had each of the questions on the board and I signed them in ASL to ensure that all students understood the question. For question #4 "Which was your favorite art that you made and why?", I reminded them that they had created a painting,

stop-motion animation, and a class film. For question #5 "Who was your favorite artist/actress you learned about and why? I added pictures of the eight different people they had learned about Mia La Bella, Jon Savage, Nancy Rourke, Paul Scearce, Brittany Castle, Shaylee Mansfield, Keivonn Woodard, and Justin Perez. I put each of their names and a picture of one of their art pieces so students could remember. I added the pictures because the students had learned about many different Deaf artists over the course of a month. Deaf students benefit from the visual display of all the names and people to elicit their background knowledge based on what they learned. I left the pictures up on the board for the students, to assist them with responding to the questions in SeeSaw, especially with spelling the artists' names.

My students did well with the questions. Some of them asked me to re-sign some of the questions as they were reading them on SeeSaw. One student, LD, interpreted the first three questions as asking him to describe the artwork he created. Student BT and Student LT needed additional support with the first three questions. They said they could not remember what visual arts meant. I showed them the introduction slide in the Visual Arts: Day 1 PowerPoint which showed different types of visual arts. After seeing this slide, they were able to answer the question. They were able to answer the 2$^{nd}$ and 3$^{rd}$ questions without prompting. This showed me that they had some memory of the different types of arts, but they needed prompting to know what was being asked of them.

Once the students were done answering the questions individually on SeeSaaw in ASL, I had them each share out with the whole class the last two questions. I originally wanted to have a class discussion reviewing all of the questions. For the first three questions, I wanted one student to answer one question so they each had a turn to share out (my morning class had four students so two students would answer one question). Then I wanted all the students to answer the last

two questions. However, there was not enough time to answer all of the questions. I could also tell the students were getting restless. I decided to focus on the last two questions #4 and #5 because those were the questions the students were most excited about.

If I were to teach this lesson again, I would have the students translate the question from English to ASL as a class instead of me doing it for them. I would start the lesson with the questions on the board and ask the students to sign it in ASL. I would support them with the translation as needed. This would support their development with English reading and making connections between the two languages.

Art Gallery - May 6th, 2023

This was not a lesson I taught, but the final showcase of all of the students' artwork. The classroom was set up with one section for Visual Arts, one section for Media Arts, and one section for Theater. The Visual Arts section showcased their painting hung up on the wall. The table underneath had the English written description of their artwork and a QR code with the ASL description of their artwork. The Media Art section had a QR code of their stop-motion animation hung up on the wall. The table underneath had their animation characters, animation props, English written description, and a QR code with the ASL description of their animation. The Theater section had the class movies playing on the smart board with chairs positioned in front of the board for people to sit and watch. The morning class movie and the afternoon class movie were edited together in one clip to play on a loop.

Families were invited to come to the Art Gallery. The date of the Art Gallery was set the same day as Awards Day so parents could come to the Art Gallery after the awards ceremony. This worked out well because about half of the families came. Parents, grandparents, and

siblings came. Other teachers, staff, and administration also came to the Art Gallery. iPads were set up by the door for people to use to scan the QR codes in case their phones did not work. Students led their parents and teachers through the Art Gallery and showed them their work. The students whose families were not able to come were able to lead the other teachers and staff through the art gallery and show off their work. Many people thought the movies were funny. Most people sat and watched the films a few times. Many people also commented on the student paintings. They commented on how good they looked, how it was true De'VIA, and how the artwork should be framed in the Elementary Art Gallery in the lobby.

It was wonderful to see people react positively to the artwork and it was a great end to the curriculum. The students were proud to show their work to their families and teachers.

**Evaluation Results**

The three curriculum goals established in this Visual and Performing Arts curriculum are students will:

1. Engage in the artistic process in the art disciplines of visual arts, media arts, and theater by creating their own art, presenting/performing their art in American Sign Language and English, responding to the art they see, and making connections

2. Express their identities and creativity through visual art, media art, and theater

3. Learn about Deaf artists and how their art portrays their Deaf experience in visual arts, media arts, and theater

All of the goals were successfully met throughout the whole curriculum.

My first curriculum goal "Engage in the artistic process in the art disciplines of visual arts, media arts, and theater by creating their own art, presenting/performing their art in American Sign Language and English, responding to the art they see, and making connections" was met. This was met through student involvement throughout the entire curriculum. Each artistic process was met with a different activity. The artistic process of "create" was met by the artistic projects: Painting, Stop-Motion Animation, and Class Movie. The artistic process "present" was met by the ASL video presentations and the English writing description at the end of each unit. The artistic process "respond and make connection" was met by class discussion in Lesson 1 of each unit.

My second curriculum goal was to "express their identities and creativity through visual art, media art, and theater" was met. This was met by the artistic projects: Visual Arts Painting,

Media Arts Stop-Motion Animation, and the Class Movie. All of the artwork was created was Lesson 2 of each unit.

My third curriculum goal for students was to "learn about Deaf artists and how their art portrays their Deaf experience in visual arts, media arts, and theater" was met. This was met by class discussion in Lesson 1 of each unit and curriculum reflection videos.

The following evidence compiled from the data is as followed through class discussions, creative artistic projects, final ASL video presentations, final English written descriptions, and final curriculum reflections.

Class Discussions

Class discussions were used to evaluate parts of goal #1 and goal #3. Goal #1 was met because, during class discussions, students responded to artwork that was shown and made personal connections. Goal #3 was met because students learned about Deaf artists and made comments on their artwork, including comments about their Deaf identity and ASL. For example, when introducing the students to Paul Scearce, Student LD commented with excitement, "He is Deaf the same as me?". When introducing my student to Brittany Castle, Student JH commented "She's Deaf and her grandparents are Deaf".

Each of the units had different criteria for the class discussion in Lesson 1 and was evaluated by a different rubric. The students were given ASL sentence stems for each unit to help guide the discussion. I evaluated the class discussions through teacher observations. During the lessons, I paid close attention to their comments. After the lessons, I wrote down student comments so I could remember them later. I also recorded the lessons so I could look back if I needed more data.

Class discussions were the hardest to evaluate and it was the most time-consuming. I had to take detailed notes about student comments after each lesson and also watch some of the lesson videos back if I missed anything. If I were to teach and evaluate class discussions again, I would have one student discuss one piece of art at a time and use the sentence stems. I would allow students to take turns so that all students had a chance to comment. If each student commented on one piece of art, it would be much easier to ensure all students were participating and I could support the student in using the ASL sentence stems to cover each criterion. Once the student was done discussing the piece of art, I would then allow other students to add on. This would allow the discussion to still feel natural. Making the change to have the discussion slightly more structured would provide all students the opportunity to participate and it would allow me to more easily recognize if one student was not participating as often. I would also like to include SeeSaw reflections at the end of Lesson 1. This would allow students to share their thoughts on the artwork they saw and explain their favorite piece of artwork. These reflections could be evaluated based on their ability to notice details, recognize the meaning behind the colors, and provide their opinion on the work.

Visual Arts Discussion Rubric (Unit 1; Lesson1)

For Unit 1, Lesson 1, students commented on visual artwork I showed them from different Deaf artists. Originally, I had a rubric that measured students' ability to discuss concretely, abstractly, and make connections. While these skills are important, they did not directly apply to the next lesson where students were expected to apply what they had learned to create their own painting. I, therefore, change the rubric to more explicitly apply to what they would be doing the next day. The new Visual Arts Discussion Checklist asked students to comment on what they thought the artwork was about, the colors they noticed, the ASL signs

84

they noticed, and personal connection. The discussion was evaluated through teacher

observation.

[Table 2: Visual Arts Discussion Checklist Template]

| Visual Arts Discussion Checklist Template | | |
|---|---|---|
| | **Topic** | Student discussed the topic of a piece of art |
| | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| | **Colors** | Student described the colors in a piece of art |
| | **Personal Connection** | Student made a personal connection to a piece of art |

To support the discussion, students had ASL sentence stems (see Appendix A). The

sentence stems were: "THIS___ RELATES WHAT__?", "I NOTICE COLORS WHAT__?", and

"I SEE ASL SIGNS___". I did not have a sentence stem for personal connection. Personal

connections could be as simple as commenting if they experienced that art medium, if they liked

or disliked that art medium, or connecting it to something they have experience with. Through

teacher observation, I took note if students commented on these four criteria.

[Table 3: Visual Arts Discussion Student Evaluation Summary]

| Visual Arts Discussion Student Evaluation Summary | | | | |
|---|---|---|---|---|
| | Topic | ASL Handshape | Colors | Personal Connection |
| Student KA | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ |
| Student LD | | √ | √ | |
| Student LT | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ |

The results of the Visual Arts Discussion evaluation are that 6/7 of the students commented on the topic of artwork, 7/7 students commented on colors, 7/7 students commented on ASL signs, and 6/7 students made personal connections. Student LD did not make comments on the topic of artwork or make any personal connections.

Media Arts Discussion Rubric (Unit 2, Lesson 1)

For Unit 2, Lesson 1, students commented on media artwork I showed them from different Deaf artists. The Media Arts Discussion Checklist is the exact same as Visual Arts and has the same criteria. It asked students to comment on what they thought the artwork was about, the colors they noticed, the ASL signs they noticed, and personal connection. The discussion was evaluated through teacher observation.

[Table 4: Media Arts Discussion Checklist Template]

| | Media Arts Discussion Checklist Template | |
|---|---|---|
| | **Topic** | Student discussed the topic of a piece of art |
| | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| | **Colors** | Student described the colors in a piece of art |
| | **Personal Connection** | Student made a personal connection to a piece of art |

I used the same ASL sentence stem as in the Visual Arts unit to support students.

Through teacher observation, I took note if students commented on these four criteria.

[Table 5: Media Arts Discussion Evaluation Summary]

| Media Arts Discussion Evaluation Summary | | | | |
|---|---|---|---|---|
| | Topic | ASL Handshape | Colors | Personal Connection |
| Student KA | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ |
| Student LD | √ | √ | | √ |
| Student LT | √ | √ | √ | √ |
| Student JP | √ | √ | √ | |
| Student JH | √ | √ | √ | √ |

The results of the Media Arts Discussion evaluation are that 7/7 of the students

commented on the topic of artwork, 7/7 students commented on ASL signs, 6/7 students

commented on colors, and 6/7 students made personal connections.

Theater Discussion Rubric (Unit 3, Lesson 1)

For Unit 3, Lesson 1, students commented on theatrical elements from clips of different Deaf actors and storytellers. The Theater Discussion Checklist evaluated if students commented on the actor's facial expressions, signing style, body language, and costume.

[Table 6: Theater Discussion Checklist Template]

| Theater Discussion Checklist Template | | |
|---|---|---|
| | **Facial Expressions** | Student described the facial expression the actor/actress/storyteller made |
| | **Signing Style** | Student described the signing style of the actor/actress/storyteller |
| | **Body Language** | Student described the body language of the actor/actress/storyteller |
| | **Costume** | Student described the costume the actor/actress/storyteller wore |

To support the discussion, students had ASL sentence stems (see Appendix A). The sentence stems were: "I NOTICE THEIR FACIAL EXPRESSION__", "I NOTICE THEIR SIGNING BING___", "I NOTICE THEIR BODY LANGUAGE___.", and "I NOTICE THEIR COSTUME BING___ ." Through teacher observation, I also took note if students commented on these four criteria.

[Table 7: Theater Discussion Evaluation Summary]

| | Facial Expressions | Signing Style | Body Language | Costume |
|---|---|---|---|---|
| | Theater Discussion Evaluation Summary | | | |
| Student KA | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ |
| Student LD | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ |

The results of the Theater Discussion evaluation are that 7/7 students commented on all of the criteria and met the goal.

Creative Artistic Projects

Creative Artistic Projects were used to evaluate part of curriculum goal #1 and goal #2. Goal #1 includes the students engaging in the artistic process "create". With each artistic project, students were given the freedom to develop their own artistic work and explore new ideas. They brainstormed and generated artistic ideas, organized and developed their ideas, and executed their ideas to create unique works of art.

Goal #2 was met because students expressed their identities and creativity. Through their unique artwork, students showed parts of their identity and personality. In the Visual Arts painting, students picked an identity as their topic. They picked ASL handshapes and colors that

held meaning to them and expressed the identity they picked. It is important to note that "identity" in this curriculum means anything that impacts the students or is part of who they are. Identity can be family, friends, and places. It can also be about favorite things such as favorite animals and favorite characters. The Media Arts Stop-Motion Animation related to identity and expression because the students drew themselves. They also picked a location that was meaningful to them. Some students picked places they had gone with their families, places they enjoyed, or adventures they imagined. The Theater Class Movie is related to identity because the movie was set at their school. The students were able to think about aspects of their school and school culture that they wanted to include in the movie. School is a large part of the students' identity since they are there for most of the day.

Each project had different criteria that was evaluated. The artwork was evaluated on if students incorporated what they had learned from the lesson prior (Lesson 1 of each unit). Each art project had a different checklist that I used to see if each student met the criteria.

Important note: Students were not being graded or assessed on their artistic skills or abilities. The focus is on the creative process, allowing them to explore and include the elements we discussed. The checklist for creating the art is to see if they met the goal, not as a means to grade them.

Visual Arts Painting

The Visual Arts painting was completed in Unit 1, Lesson 2. The criteria for the painting was that the student came with a topic that related to part of their identity, ASL signs that related to the topic, and three colors that meaningfully related to the topic. The students brainstormed in class and I used the "Who am I" anchor chart as support (see Figure 1). The hardest part for the

students was thinking about colors that were meaningful. They had to think abstractly about colors such as which colors could represent specific emotions or events. The Visual Arts Create Checklist evaluated if students included all of the criteria in their painting.

[Table 8: Visual Arts Create Painting Checklist Template]

| Visual Arts Create Painting Checklist Template | | |
|---|---|---|
| | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
| | **Color** | Student picked three colors that have meaning and relate to the topic |
| | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |

Below is a summary of all of the students' results.

[Table 9: Visual Arts Create Painting Evaluation Summary]

| | Topic | ASL Handshape | Colors |
|---|---|---|---|
| Visual Arts Create Painting Evaluation Summary | | | |
| Student KA | Family and School | FAMILY, RANGERS, I-LOVE-YOU (ILY) | She picked the color pink to represent "love", the color green because it is her family's favorite color, and blue because those are the school's colors. |
| Student BT | Family | FAMILY, I-LOVE-YOU (ILY), SUPPORT | She picked the color green because it reminds her of her family, pink because it represents love, and purple to represent support. |
| Student CG | Fox | FOX, SMART, CUTE | He picked hot pink to represent cute, yellow to show the sun, and blue to represent smart. |
| Student LD | Banban | SCARY, EXCITED, FUNNY | He picked red to represent scary and Banban, blue to represent funny, and yellow to represent excitement. |
| Student LT | Family | I-LOVE-YOU (ILY), CHERISH, SURPRISE, PLAY | She picked yellow to represent her sisters and brothers because they play together and it makes her happy. Blue represents family surprises. Green represents cherish and love for her family. |
| Student JP | Friends | PLAY, SOCIALIZE, LOVE | She picked purple to represent playing with her friends, pink to represent love, and blue to represent socializing with her friends and never being alone. |
| Student JH | Travel | TRAVEL, FUN, ENJOY | He picked red to represent enjoy, blue to represent traveling, and green to represent fun. |

The results of the Visual Arts Painting evaluation were all 7/7 students included all of the criteria and met the goal.

<u>Creation Media Arts Stop-Motion Animation</u>

The Media Arts stop-motion animation was completed in Unit 2, Lesson 2. The criteria for the animation was students would draw themselves as the character, pick a location for their animation, and include ASL in the animation. Related to utilizing technology, the criteria were students would keep their iPads still, take pictures of each frame, and move their character and props naturally. The students struggled the most with the technological aspects of the criteria, especially moving their characters naturally. The students also struggled with making the ASL clear in the videos. This was partly because it is difficult to form paper hands into signs but also because many struggled with moving the hands naturally. Many jumped between signs and did not take pictures of the movements in between. Since this was the students' first time working with paper cutouts when making a stop motion film, I was more lenient when evaluating the iPad and Movement section of the criteria. I used the Media Arts Create Checklist to evaluate if students included all of the criteria in their painting. I watched their stop-motion animations to evaluate their work as well as teacher observations during class.

[Table 10: Media Arts Create Stop-Motion Animation Checklist Template]

| | | |
|---|---|---|
| | **Character** | Student drew themselves as a character. |
| | **Backdrop** | Student picked a location that was significant to them or tells a story. |
| | **ASL** | The animation includes ASL. |
| | **iPad** | Student kept the iPad still and took pictures of each frame. |
| | **Movement** | The character and props move naturally and slowly |

Below is a summary of all of the students' results.

[Table 11: Media Arts Create Stop-Motion Animation Evaluation Summary]

| Media Arts Create Stop-Motion Animation Evaluation Summary | | | | | |
|---|---|---|---|---|---|
| | Character | Backdrop | ASL | iPad | Movement |
| Student KA | √ | √ | √ | √ | √ |
| Student BT | √ | √ | √ | | |
| Student CG | √ | √ | √ | √ | √ |
| Student LD | √ | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ | |

The results of the Media Arts stop-motion animation evaluation are as followers. 7/7 drew themselves as the character. 7/7 students picked a location for the backdrop that was significant to them or told a story. 7/7 students included their character signing in ASL. It is important to note that while some of the signing was hard to understand, all of the students still attempted to include ASL. 6/7 students kept their iPad still while filming and took pictures of each frame. 5/7 students had their characters and props move in naturally.

94

<u>Creation of Theater Class Movie</u>

The Theater class movie was completed in Unit 3, Lesson 2. The criteria for the class movie included the planning of the movie and then the actual filming. The criteria for the planning were students would work with classmates to create a plot inspired by the ASL story 'The Candy Bar", pick a location to film, pick a prop, and create characters for each student. Related to the filming, the criteria was students would use facial expressions that matched the plot and would sign their lines in a way that matched the plot. The hardest part of this project was students working together, especially during the planning part. Some of the students had different ideas for location or props so they had to learn to compromise and listen to each other. I used the Theater Create Checklist to evaluate if students included all of the criteria in their class movie and planning process. I evaluated students by observing how they worked together to create the class movie. I also used the class movie to evaluate their facial expression and signing styles.

[Table 12: Theater Create Class Movie Checklist Template]

| Theater Create Class Movie Checklist Template | | |
|---|---|---|
| | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
| | **Location** | Student works with classmates to pick a location to film |
| | **Prop** | Student works with classmates to pick a prop |
| | **Character** | Student works with classmates to create characters for each student |
| | **Facial expressions** | Student uses facial expressions that match the plot |
| | **Singing Style** | Students sign their line in a way that matches the plot |

Below is a summary of all of the students' results.

[Table 13: Theater Create Class Movie Evaluation Summary]

| | Plot | Location | Prop | Character | Facial Expressions | Signing Style |
|---|---|---|---|---|---|---|
| Theater Create Class Movie Evaluation Summary | | | | | | |
| Student KA | √ | √ | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ | √ | √ |
| Student LD | √ | √ | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ | √ | √ |

The results of the Theater Class Movie evaluation were that all 7/7 students met all of the criteria.

Final ASL Video Presentation

ASL Video Presentations were used to evaluate part of curriculum goal #1. Goal #1 includes students engaging in the artistic process of presenting/performing artistic works. Students presented their artistic work through ASL Video Presentations. They created an ASL Video Presentation for each unit. The first was for Visual Arts describing their painting, the second was for Media Arts describing their stop-motion animation, and the third was for Theater describing their class movie. The ASL Video Presentations were filmed in Lesson 3 of each unit. Through the presentations, students shared their artistic work and artistic decisions.

Each ASL Video Presentation had different criteria to match the different work they created. Each presentation had a different rubric to evaluate if each student met the criteria.

This curriculum does not include links to my students' video presentations. This is to protect their privacy and anonymity. My student's parents did not consent to having their ASL videos shown.

<u>Visual Arts ASL presentation</u>

The Visual Arts ASL Video Presentation was completed in Unit 1, Lesson 3. The criteria for the video was that the student had to explain the topic they picked and why, the three colors they picked and why, and the ASL signs they picked and why. The Visual Arts ASL Presentation Rubric was used to evaluate if students met the goals, needed more support with some of the goal, or needed support with the full goal.

[Table 14: Visual Arts ASL Presentation Rubric Template]

| Visual Arts ASL Presentation Rubric Template | | | |
|---|---|---|---|
| | Topic/ Identity | Color | ASL Handshapes |
| Student has met the goal | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes the topic they chose for the artwork (identity) but does NOT include why | Student includes the three colors they picked but does NOT include why | Student includes the ASL handshapes they picked but does NOT include why |
| Student needs support with the full goal | Student does not include the topic | Student does not include the three colors they picked | Student does not include the ASL handshapes they picked |

97

The students used ASL sentence stems for support (see Appendix A). Some students indirectly described why they picked specific ASL signs while describing the colors. If students did this instead of describing the why explicitly when explaining the ASL signs, I still counted it as meeting the criteria. The rubric was assessed by watching students' final video presentation.

[Table 15: Visual Arts ASL Presentation Evaluation Summary]

| Visual Arts ASL Presentation Evaluation Summary | | | |
|---|---|---|---|
| | Topic/Identity | Colors | ASL Handshapes |
| Student KA | Met the goal. | Met the goal. | Met the goal. |
| Student BT | ABSENT | ABSENT | ABSENT |
| Student CG | Met the goal. | Met the goal. | Met part of the goal. He did not explain why he picked his ASL signs. |
| Student LD | Met the goal. | Met the goal. | Met part of the goal. He did not explain why he picked his ASL signs. |
| Student LT | Met the goal. | Met the goal. | Met the goal. |
| Student JP | Met the goal. | Met the goal. | Met the goal. |
| Student JH | Met the goal. | Met the goal. | Met the goal. |

Student BT was absent during Unit 1, Lesson 3 so the data is based on 6 students instead of 7. The results of the Visual Arts Painting evaluation were all 6/6 students included the topic of their painting and explained why they picked that topic. 6/6 students explained the three colors they picked and included why. 6/6 students explained the ASL handshapes they picked but only 4/6 included why.

98

<u>Media Arts ASL Video Presentation</u>

The Media Arts ASL Video Presentation was completed in Unit 2, Lesson 3. The criteria for the video was that students should explain the topic they picked and why, the pops they included and why, what their character signed, and an explanation of their animation. I used the Media Arts ASL Presentation Rubric to evaluate if students met the goals, needed more support with some of the goal, or needed support with the full goal.

[Table 16: Media Arts ASL Presentation Rubric Template]

| Media Arts ASL Presentation Rubric Template | | | | |
|---|---|---|---|---|
| | Topic | Props | ASL | Story |
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

The students used ASL sentence stems for support (see Appendix A). I did not have a sentence stem related to the story but most students naturally did this. I think if I were to have included a sentence stem related to explaining what happened in the animation, more of the students would have done it. The rubric was assessed by watching students' final video presentations.

[Table 17: Media Arts ASL Presentation Evaluation Summary]

| Media Arts ASL Presentation Evaluation Summary | | | | |
|---|---|---|---|---|
| | Topic | Props | ASL | Story |
| Student KA | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student BT | Met the goal. | Did not meet the goal.<br><br>She did not explain the props she used. | Met the goal. | Did not meet the goal.<br><br>She did not include an explanation of her story. |
| Student CG | Met the goal. | Met the goal. | Met the goal. | Met part of the goal.<br><br>He explained part of the story. |
| Student LD | Met the goal. | Met the goal. | Met the goal. | Did not meet the goal.<br><br>He did not include an explanation of his story. |
| Student LT | Met the goal | Met the goal. | Met the goal. | Met part of the goal.<br><br>She explained part of this story. |
| Student JP | Met the goal | Met the goal. | Met the goal. | Met the goal. |
| Student JH | Met the goal | Met the goal. | Met the goal. | Met the goal |

The results of the Visual Arts Painting evaluation were all 7/7 students included the topic of their animation and explained why they picked that topic. 6/7 students explained the props they included and why. 7/7 students explained what their character signed. 5/7 explained at least part of their story, but only 3/7 explained their whole story.

<u>Theater ASL Video Presentation</u>

The Theater ASL Video Presentation was completed in Unit 3, Lesson 3. The criteria for

the video was that students should include the title of their class movie, a brief summary of the

plot, the lines they signed, and the facial expressions they made and why. I used the Theater ASL

Presentation Rubric to evaluate if students met the goals, needed more support with some of the

goal, or needed support with the full goal.

[Table 18: Theater ASL Presentation Rubric Template]

| Theater ASL Presentation Rubric Template | | | | |
|---|---|---|---|---|
| | Title | Plot | Lines | Facial Expression |
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does NOT include why |
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

101

The students used ASL sentence stems for support (see Appendix A). I did not have a specific sentence for explaining the title, but I explained to students to sign the title first before using the sentence stems. The rubric was assessed by watching students' final video presentation.

[Table 19: Theater ASL Presentation Evaluation Summary]

| Theater ASL Presentation Evaluation Summary | | | | |
|---|---|---|---|---|
| | Title | Plot | Lines | Facial Expressions |
| Student KA | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student BT | Met the goal. | Met part of the goal.<br><br>She included part of the plot. | Met the goal. | Met the goal. |
| Student CG | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student LD | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student LT | Met the goal | Met the goal. | Met the goal. | Met the goal. |
| Student JP | Met the goal | Met the goal. | Met the goal. | Met the goal. |
| Student JH | Met the goal | Met the goal. | Met the goal. | Met the goal |

The results of the Theater Class Movie evaluation were all 7/7 students included the title of their class movie. 6//7 students explained the plot of the movie. 7/7 students explained their lines. 7/7 explained their facial expressions.

Final English Written Descriptions

English Written Descriptions were used to evaluate part of curriculum goal #1. Goal #1 includes students engaging in the artistic process presenting/performing artistic works. Students presented their artistic work in written English. They did a write up for Visual Arts and Media Arts. I did not include a writing portion for Theater because much of what they would be

describing was ASL lines and facial expressions which were more difficult to convey in written English. The English Written Descriptions were written in Lesson 3 of each unit.

Each English Written Description had different criteria to match the different artwork they created. They each had a different checklist to evaluate if each student met the criteria. It is important to note that the criteria for the English Written Descriptions are similar to ASL Video Presentations. This was designed so students could practice presenting and describing the same content in both languages. The only difference is that the English Written Descriptions do not ask students to include the why aspect. Students were able to explain the why in the ASL Video Presentations because ASL is their first language and they are therefore stronger in this language. Because of this, the criteria for the English Written Descriptions are different.

It is also important to note that this assignment was modified to meet each student's needs. Since English is my student's second language, some students are still emerging in their skills and have different abilities. I modified the expectations to match the students at their English writing levels. I wanted to make sure all students were challenged while not reaching their frustration level. Regardless of the length of their English Written Description, they all wrote a description so the goal was met.

<u>Visual Arts English Written Descriptions</u>

The Visual Arts English Written Description was completed in Unit 1, Lesson 3. The criteria for the writing was that the student had to explain the topic they picked, the three colors they picked, and the ASL signs they picked. Students were also asked to include their name, year, and title of the artwork. I used the Visual Arts Written Description Template to evaluate if students included all of the criteria in their writing.

[Table 20: Visual Arts Written Description Template]

| | Visual Arts Written Description Template | |
|---|---|---|
| | **Name** | Student includes their name. |
| | **Title** | Student writes their unique title. |
| | **Year** | Student writes the year. |
| | **Topic** | Student includes the topic of their painting/ identity they chose. |
| | **Colors** | Student includes the colors they have picked. |
| | **ASL Handshapes** | Student includes the handshapes they picked. |

The students used English sentence stems for support (see Appendix A). The sentence stems were modified based on the students' needs. The checklist was assessed by collecting and reviewing students' written work. The results are based on the expectation of each individual student.

[Table 21: Visual Arts Written Evaluation Summary]

| | Name | Title | Year | Topic | Colors | ASL Handshapes |
|---|---|---|---|---|---|---|
| Student KA | √ | √ | √ | √<br><br>Student included why she picked the topic. This was part of the criteria for this student. | √<br><br>Student included why she picked the colors. This was part of the criteria for this student. | √ |
| Student BT | ABSENT | ABSENT | ABSENT | ABSENT | ABSENT | ABSENT |
| Student CG | √ | √ | √ | √<br><br>Student included why he picked the topic. This was part of the criteria for this student. | √ | √ |
| Student LD | √ | √ | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ | This student was not required to complete this criteria based on his writing level and needs. | This student was not required to complete this criteria based on his writing level and needs. |

Student BT was absent during Unit 1, Lesson 3 so the data is based on 6 students instead of 7. The results of the Visual Arts English Written Description evaluation is all 6/6 students met all of the criteria they were expected to meet.

Media Arts English Written Description

The Media Arts English Written Description was completed in Unit 2, Lesson 3. The criteria for the writing was that the students had to explain the topic they picked, the props they included, and what their character signed. Students were also asked to include their name, year, and title of the artwork. I used the Media Arts Written Description Template to evaluate if students included all of the criteria in their writing.

[Table 22: Media Arts Written Description Template]

| Media Arts Written Description Template | | |
|---|---|---|
| | **Year** | Student includes the year. |
| | **Name** | Student includes their name. |
| | **Title** | Student writes their unique title. |
| | **Topic** | Student explains the topic they picked. |
| | **Props** | Student includes the props they used. |
| | **ASL** | Students include the ASL their character signed. |

The students used English sentence frames for support (see Appendix A). The sentence frames were modified based on the students' needs. The checklist was assessed by collecting and reviewing students' written work. The results are based on the expectations of each individual student.

[Table 23: Media Arts Create Painting Evaluation Summary]

| | | | | | | |
|---|---|---|---|---|---|---|
| Media Arts Create Painting Evaluation Summary | | | | | | |
| | Year | Name | Title | Topic | Props | ASL |
| Student KA | √ | √ | √ | √ Student explains the topic and why they picked that topic. This was part of the criteria for this student. | √ Student includes the props they used and why. This was part of the criteria for this student. | √ |
| Student BT | √ | √ | √ | √ | This student was not required to complete this criteria based on her writing level and needs. | This student was not required to complete this criteria based on her writing level and needs. |
| Student CG | √ | √ | √ | √ Student explains the topic and why they picked that topic. This was part of the criteria for this student. | √ | √ |
| Student LD | ABSENT | ABSENT | ABSENT | ABSENT | ABSENT | ABSENT |
| Student LT | √ | √ | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ | This student was not required to complete this criteria based on his writing level and needs. | This student was not required to complete this criteria based on his writing level and needs. |

Student LD was absent during this part of Unit 2, Lesson 3 so the data is based on 6 students instead of 7. The results of the Media Arts English Written Description evaluation was that all 6/6 students met all of the criteria they were expected to meet.

<u>Final Curriculum Reflections</u>

Final Curriculum Reflections were used to evaluate part of curriculum goal #3. Goal #3 includes students learning about Deaf artists. Throughout the curriculum, students learned about eight Deaf artists: Mia La Bella, Jon Savage, Nancy Rourke, Paul Scearce, Brittany Castle, Shaylee Mansfield, Keivonn Woodard, and Justin Perez. The Final Curriculum Reflections showed that this goal was met because students reflected on the different Deaf artists they learned about and picked their favorite. Student comments are translated from ASL into English.

 Student Comments:

- Student KA: "One of my favorite people is Mia La Bella. She is a visual artist. Another favorite person is Brittany Castel. I like her because she has fascinating media art. I love media art. My two favorite actors are Shaylee and Keivonn because I am fascinated with acting"

- Student BT: "Shaylee is my favorite because she practices a lot and is really good…She's a good actress, has good facial expressions, and she signs"

- Student CG: "My favorite is Justin Perez…he's really skilled at signing, performing, and using space"

- Student LD: "My favorite people are Shaylee and Justin because I enjoy watching them and I want to copy what they do"

- Student LT: "I am most fascinated with the actor Keivonn Woodard. I want more acting
  and more movies"

- Student JP: "Mia La Bella is my favorite because I am fascinated with her art. She uses
  many different colors. She's really good and skilled. I want her to teach me how she
  draws so I learn how to do the same"

- Student JH: "My two favorite people are Keivonn and Justin. They both sign. I am
  fascinated with them because Keivonn is an actor and Justin has good facial expressions"

Based on the assessments both formative and summative, the students have met the three
curriculum goals. All of my students engaged in the creative processes in a meaningful way.
They all expressed parts of their identity and showed their personality through their artwork.
They also learned about Deaf artists in the field of Visual Arts, Media Arts, and Theater and the
saw how Deaf identity and ASL was portrayed through art.

**Conclusion**

I wrote this curriculum because I saw a need for comprehensive arts education that included Deaf students, Deaf culture, and American Sign Language. I wanted to create a Visual and Performing Arts curriculum that was not only accessible but Deaf-Centered and created with Deaf learners in mind. It was a challenging yet exciting process to create resources from scratch and bring my ideas to life.

One challenge I encountered was finding the balance between allowing my students to have the freedom to create while still having structure. Because I had specific goals for my curriculum and lessons, I had to have some structure for the students to follow. However, I did not want too much structure to the point where the joy of creating was taken away. I think I was able to find the balance with each art project.

Another struggle I faced was deciding the best way to assess the goals of my curriculum. I wanted to have holistic assessments that did not measure students' artistic abilities. I did not want my students to feel like they were being judged on their work and I did not want to measure the efficacy of my curriculum on students' artistic skills. I also struggled with the idea of "showing growth". My curriculum also does not show "growth" in a typical way. The students grew in their ability to engage in the artistic process but since the artistic processes look different in each unit, I was not able to show improvement in skills across the curriculum. The growth was more evident within each unit.

I am lucky to have been able to teach my full curriculum as I went to my placement at the end of the year. I had a wonderful group of students who were very involved in my lessons. My students engaged in many skills such as discussing, describing, comparing, contrasting, making

connections, reflecting, planning, brainstorming, creating, and presenting. I enjoyed challenging them to think more intentionally about their artistic decision. For example, brainstorming colors for the painting was difficult for many students because they had never thought about colors holding meaning. However, by supporting them in the brainstorming process, all of the students were able to pick colors that were meaningful and explain why they picked those colors. I also enjoyed being able to give students the space to reflect and talk about important experiences. Throughout the lessons, students shared stories about their friends, families, and favorite places. These stories and experiences inspired their artwork. My students made wonderful connections to the Deaf artists they learned about. They point out that the artists are Deaf just like them. They noticed the ASL in the artwork and made comments about the Deaf artists signing. They made comments about how some of the Deaf actors also had Deaf family members.

I am proud of the work I did to expose students to Visual Arts, Media Arts, and Theater and each artistic process. There is so much that can be taught related to the arts and I am happy with what I chose to include in my curriculum. I hope that my students are more curious about the arts and are more open to engaging in the arts in the future.

## Appendix A: Curriculum Lesson Plans and Materials

**Introduction to Visual and Performing Arts**

Lesson Plan:

### Introduction to Visual and Performing Arts Curriculum

**Course:** Visual and Performing Arts
**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English
**Grade Level:** 4th Grade
**Unit:** Introduction
**Lesson:** Visual and Performing Arts Introduction
**Description:** This lesson introduces students to Visual and Performing Arts by allowing students to discuss the different types of art, why people create art, and the different identities that can impact art. This lesson also allows the teacher to gauge students' knowledge and how the students feel about the different types of art before diving into each art discipline.

**Goal/Standard**
California Visual and Performing Arts Common Core Standards:
4.VA:Cr1.1: *Brainstorm individual and collaborative approaches to a creative art or design problem*
4.VA:Cr1.2: *Collaboratively set goals and create artwork that is meaningful and has purpose to the maker*
4. VA:Cr2.2: *When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others*
4.VA:Re9: *Apply one set of criteria to evaluate more than one work of art*

California Social-Emotional Competencies:
Self-Awareness: 1.A.2. *Students understand how some aspects of their personal and social identity can change over time and be shaped by themselves, others, and their experiences. Students show confidence and pride in their identity without needing to feel superior to others.*
Self-Awareness: 1.B.2. *Students recognize the intensity of their emotions and can name increasingly complex emotions. Students identify when they feel stressed or anxious.*
Self-Awareness: 1.C.2. S*tudents articulate their beliefs about topics that are important to them, their family, and their learning community.*
Self-Awareness: 1.F.2. *Students recognize how their emotions are information they can choose to harness and use. Students understand that there are no "bad" emotions and that their feeling states can be changed intentionally.*

**Content Objective**
Students will learn the different art disciplines: Visual Arts, Theater, Media Arts, Dance, and Music, and discuss the different types of art. Students will discuss why people create art and identify different identities and emotions that can inspire an artist's work.

**Language Objective**
Students will answer essential questions in ASL:

*Do you like art? Why or why not?*
*What are the different kinds of art?*
*What is your favorite kind of art?*
*Why do people create art?*
*What do people create art about?*
*What are different identities that impact art?*
*What are the different emotions that impact art?*

**Assessment**
- Art or Not Art activity
- "Who am I" Chart
- Teacher observation during discussion

**Materials/preparation**:
- PowerPoint: Introduction to Visual and Performing Arts
- Paper (1 per student)
- Colored pencils (1 per table)
- Large paper (for the teacher)
- Markers
- Portfolio folders (1 per student)

**The Lesson**
Launch/Intro
1. To launch the lesson, pass out a piece of white paper and colored pencils to each student.
2. Instruct students to draw their "favorite thing". Provide ideas (can be food, animal, person, anything)
   a. Explain that it will be a quick activity. They will not be graded and there is no right or wrong way to draw their favorite thing.
   b. Explain that they will share with the class.
   c. Give a 1-minute reminder and tell students it's okay if they don't finish.
   d. The teacher should draw their "favorite thing" too.

Explore/Procedure
1. Once students are done with their drawing, they will take turns sharing out.
   a. The teacher will model first by sharing their own drawing with the class and explaining why they picked that item to draw.
2. Ask the students if they enjoy art. Have them share out why or why not.
3. Art or Not Art Activity.
   a. Explain that there are many different types of art

      b. Pass out Art or Not Art pictures to students so each student has an even number
      c. Students must work together to put the pictures into two categories: Art or Not Art
      d. If there is not a consensus on a picture, students can put the picture in the middle and it can be discuss it as a class when the activity is done
      e. This is an opportunity for the teacher to see how students view art such as what they think makes something art

4. Once the activity is done, briefly discuss each of the artistic disciplines
      a. The PowerPoint has pictures for each disciplines.
      b. If students put a picture from the activity in a different category, explain why it is or is not art.
         i. Explanations can include the activity allows one to be creative, expressing new ideas, express emotions, etc.
      c. As you go through each art discipline, ask students if they have experienced that types of art and if they enjoy it.

5. Ask students: Why do people create art?
      a. Add on to what students might have missed (fun, express ideas, protest, express emotions, calm down/destress, etc.)

6. Create "Who am I" Chart
      a. Ask students what people create art about.
         i. This question might be difficult for some students so it can be rephrased as: "People bing draw what?", "When you create art, you bing draw what?"
         ii. If students need further support, use the pictures students drew from the beginning of the lesson
      b. Write students' answers on a large piece of paper in a bubble chart format.
      c. Add on to what students might now have mentioned.
      d. Ideas should include aspects/identities that impact our lives: family, friends, favorite food, hobbies, favorite things, language, beliefs, emotions, where someone is from, emotions etc.
      e. Put the "Who am I" Chart on the wall where all students can see and review the different aspects that are listed
         i. This chart will be referred back to for future lessons when students are analyzing different works of art and creating their own artwork

7. Provide a brief overview of what the rest of the curriculum will look like
      a. Students will learn about Visual Arts, Theater, and Media Arts
      b. Students will learn about different Deaf artists.
      c. Students will create their own art that will include the different aspects from the "Who am I" anchor chart.
      d. Students will create their own art portfolios.

Art Gallery Mini Lesson/Activity
1. Explain what an art gallery is
      a. An art gallery is a place for artists to show their artwork and for people to go to view art.

b. Art galleries include artwork, artwork title, the artist's name, and a brief description of the artwork.
　　　c. Show pictures of art galleries
　　　d. Ask students if they have been to a gallery.
2. Art Gallery Activity
　　　a. Explain that at some art galleries, people sell their artwork.
　　　b. Play a guessing game where students guess how much a real art piece is being sold for.
　　　c. Show pictures of art pieces one at a time and have each student guess how much they think this costs.
　　　d. Review the correct number and the student who is closest gets a point.
　　　e. The student who gets the most points at the end wins.
3. Explain to the students that at the end of the curriculum, the classroom will become an art gallery for the students to show their artwork.

Summary/Closure
1. Pass out the art portfolio folders.
2. Explain that students will design their own cover.
　　　a. It must include a drawing of themselves (self-portrait), some of their favorite things, and their name ("___'s Art Portfolio").
3. Allow students time to start on their art portfolio cover.
　　　a. Provide a model.
　　　b. Write "___'s Art Portfolio" on the board for students to copy on their cover.
　　　c. Explain that they don't have to finish it now and they will have many opportunities to add on later.

**Modifications/ Accommodations**
- Visual supports will be shown for the concepts discussed.
- Questions will be rephrased as needed.
- ASL language demands will first be modeled by the teacher.
- English language demands will be written on the board and translated into ASL.
- "Who am I" Chart will be written in dark colors for all students to see.

Lesson Material:

PowerPoint

*Note I had two slides for Visual Arts, one for my morning class and one for my afternoon class.

I included pictures of the students so I made two different slides of each class*

# Visual and Performing Art
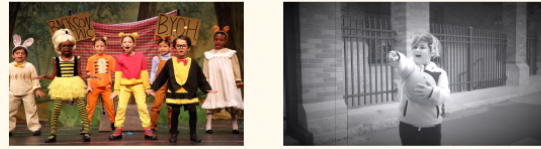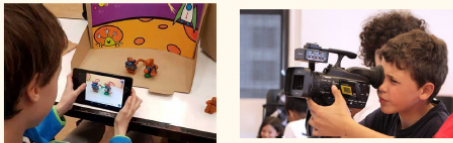
Draw your favorite...

ART or Not ART?

**Visual Art**

## Visual Art

## Theater
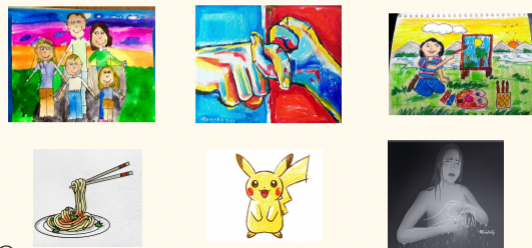
## Media Art

## Dance

## Music

## Why do people create art?

## What do people create art about?

## What do people create art about?
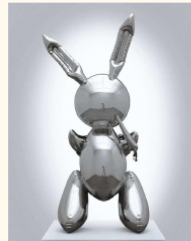
**Art Gallery**



**Art Gallery**



**Art Gallery Activity**



**Art Gallery Activity**



$91 Million

91,075,000

**Art Gallery Activity**



**Art Gallery Activity**



$110 Million

110,487,500

**Art Gallery Activity**



**Art Gallery Activity**



$200 Million

200,000,000

118

Art or Not Art Activity:

- Art:

● Not Art

**Unit 1: Visual Arts**

Unit 1, Lesson 1:

Lesson Plan

<div align="center">

**Unit 1: Visual Arts**
**Lesson 1: Explore and Discuss Deaf Visual Artists**

</div>

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** 1: Visual Arts<br>**Lesson:** 1: Explore and Discuss Deaf Visual Artists<br>**Description:** This lesson introduces students to the concentration of Visual Arts and exposes students to various Deaf visual artists. Artwork from the Deaf artists Mia La Bella, Jon Savage, and Nancy Rourke will be shown. Class discussions will be held to analyze and interpret artwork. |
| **Goal/Standard**<br>California Visual and Performing Arts Common Core Standards:<br>4.VA:Re7.2: *Analyze components in visual imagery that convey messages.*<br>4.VA:Re8: *Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media*<br>4.VA:Re9: *Apply one set of criteria to evaluate more than one work of art*<br><br>California Social-Emotional Competencies:<br>Self-Awareness: 1.C.2. *Students articulate their beliefs about topics that are important to them, their family, and their learning community.*<br>Social-Awareness: 3.B.2. *Students name ways people's identities and experiences may lead to different emotional reactions. Students show curiosity about and strive to take the perspective of others based on what they know about that person or group. Students show empathy and compassion for others.* |
| **Content Objective**<br>Students will learn about different Deaf visual artists and be exposed to different types of artwork. Students will learn how different identities impact artwork. Students will discuss what they think the topic of the artwork is, the colors they see and the meaning they hold, and how the artists use ASL in the artwork. Students will make connections to the artwork they see.<br><br>**Language Objective**<br>Students will use ASL sentence stems to discuss the artwork<br>    ● THIS__(painting, drawing, picture) RELATE TO WHAT__<br>    ● I NOTICE COLORS WHAT__<br>    ● I SEE ASL SIGNS WHAT__ |

Discussion Questions:
*What is this artwork about?*
*What do you see?*
*Why do you think the artist picked these elements?*
*What do you think the artist is trying to say or show?*
*Have you had a similar experience? Explain.*
*Do you like the activity the artist showed? (if applicable to the artwork) Explain.*
*Have you experienced those emotions? Explain.*

**Assessment**
- Teacher observation during discussion
- Follow the Visual Arts Discussion Rubric to see if students have met the goals

**Materials/preparation**
- PowerPoint
  - Pictures of the artist and their artwork
    - Mia La Bella
    - Jon Savage
    - Nancy Rourke
- Video of each Deaf Artis
  - Mia La Bella Interview
  - Jon Savage Explaining Artwork
  - Nancy Rourke Video
- "Who am I" Anchor Chart (from previous lesson)

*Note for the discussion, is is important to focus on the aspects of identity/topic, colors that have meaning, and ASL signs. There elements will be directly applied to the next lesson.*

**The Lesson**
Launch/Intro
1. Explain that students will be learning about different Deaf artists in the discipline of Visual Arts.
2. Tap into students' background knowledge by asking if they remember the different kinds of Visual Art.
   a. Add on or explain if students do not remember.
3. Show on the PowerPoint different examples of Visual Arts.
4. Show students the ASL sentence stems and how to use them.
   a. Pass out a paper with the ASL sentence stems to each student.

Explore/Procedure
1. Introduce the first Deaf artist, Mia La Bella.
   a. Provide a brief background on who she is.
   b. Show an ASL video of Mia La Bella explaining her work.
2. Show pictures of the artist's work.
3. Ask students what they see.
   a. Some elements the students might comment on are
      i. Bright colors
      ii. Bold lines

       iii.     People
       iv.     ASL signs and handshapes
       v.     Nature
       vi.     Other images

4. Refer to the sentence stems to guide the discussion
   a. Ex: "This painting is related to what?", "What colors do you notice?", "What ASL sigs do you see?"
5. Ask students why they think Mia La Bella picked these elements and what the artwork's meaning is.
   a. Have a whole group discussion about the abstract elements of the artwork.
   b. Some reasons the students might include are:
      i. The artist was feeling __ emotion.
      ii. The artist enjoys __ activity.
      iii. The artist wanted to show__.
   c. Refer to the "Who am I" chart throughout the discussion.
      i. If an identity is brought up that is not on the identity chart, the teacher can add it to the chart.
6. Ask the students to connect. For example,
   a. Ask students how the artwork makes them feel.
   b. Ask if students have had a similar experience.
   c. Ask if students enjoy the activity.
   d. Ask if students have experienced those emotions.
   e. If students provide a short response, ask why or why not.

7. Introduce the next Deaf artist, <u>Jon Savage</u>.
   a. Provide a brief background on who he is.
   b. Show an ASL video of Jon Savage explaining his work.
8. Show pictures of the artist's work.
9. Ask students what they see.
   a. Have a whole group discussion about the physical/concrete elements of the artwork.
   b. Some elements the students might comment on are
      i. Bold Colors
      ii. Lines
      iii. People
      iv. ASL signs and handshapes
      v. Beach/ beach activities
      vi. Other images
10. Repeat steps 4-6
    a. When you get to step 6, include if the artwork is similar or different to the first artist they learned about.

11. Introduce the next Deaf artist, <u>Nancy Rourke</u>
    a. Provide a brief background on who she is.
    b. Show an ASL video of Nancy Rourke explaining her work.
12. Show pictures of the artist's work.

13. Ask students what they see.
    a. Have a whole group discussion about the physical/concrete elements of the artwork.
    b. Some elements the students might comment on are
        i. Colors- red, yellow, blue (explain that they are primary colors)
        ii. People
        iii. ASL signs and handshapes
        iv. Eyes
        v. Other images
14. Repeat steps 4-5.
    a. When you get to step 6, include if the artwork is similar or different to the first artist they learned about.

Summary/Closure (15 minutes)
1. Review with students the different identities they saw the artists show in their work.
2. Review the different how the artists picked specific colors that hold meaning and included ASL signs and handshapes.
3. Explain that tomorrow they will be creating their own painting inspired by Nancy Rourke's style of work.
    a. Nancy's paintings include personal aspects and expresses her identity. They all have the same three colors (red, yellow, and blue) and each of the colors carry a specific meaning. Nancy's artwork also incorporates ASL with different letters and signs that tell a story or have a meaning.
    b. Students will pick a topic for their painting related to the personal aspects. Students to use the "Who am I" chart this support this process. Students will each pick three colors that have a special meaning to them. They will also pick ASL handshapes that have special meaning to them. The colors and ASL handshapes will relate to their topic.
4. Allow students time to brainstorm their ideas.
5. Support them by referring to the "Who am I" chart to gain inspiration.
6. For homework, students should finish brainstorming ideas for their paintings.
    a. Explain that they do not have to turn anything in but when they come to class they will share their ideas.

**Modifications/Accommodations**
- ASL sentence stems will be used during discussions.
- Visual supports will be shown for the concepts discussed.
- Questions will be rephrased as needed.
- ASL language demands will first be modeled by the teacher.
- "Who am I" chart will be on the board to support the language demands.
- "Who am I" chart will be used to support brainstorming.
- If a student does not want to do the task, encourage them by asking them to share some of their interests. Once you learn more about their interests and passions, use these aspects to inspire their artwork.
- If students finish early, they can work on their cover art for their portfolio.

Unit 1, Lesson 1 Materials

PowerPoint:

## Mia Sanchez- Mia La Bella



Mother Earth

## Mia Sanchez- Mia La Bella



Queen Bee

## Jon Savage



## Jon Savage



"Turquoise Community" Jon Savage

**Jon Savage**



"Hot Dipper" Jon Savage

**Nancy Rourke**



**Nancy Rourke**



"Global Deaf Connect"- Nancy Rourke  '11

**Nancy Rourke**



"Socializing"- Nancy Rourke
'18



**Topic**

**Colors- 3**

**ASL Handshapes**

Visual Arts Discussion Checklist Template

| | Visual Arts Discussion Checklist Template (Assessed through teacher observations) | |
|---|---|---|
| | **Topic** | Student discussed the topic of a piece of art |
| | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| | **Colors** | Student described the colors in a piece of art |
| | **Personal Connection** | Student made a personal connection to a piece of art |

Visual Arts ASL Sentence Stems Discussion Handout:

1. _____              _____

2.

_____

3.



"Who am I" Anchor Chart:

Visual Arts Painting Teacher Model:

Unit 1, Lesson 2:

Lesson Plan


**Unit 1: Visual Arts**
**Lesson 2: Create Visual Artwork**

**Course:** Visual and Performing Arts
**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English
**Grade Level:** 4th Grade
**Unit:** 1: Visual Art
**Lesson:** 2: Create Visual Artwork
**Description:** In this lesson, students will apply what they have learned from Lesson 1 and create their own painting inspired by the visual artist Nancy Rourke. The painting will be centered on an aspect of their identity and focus on how they can express that identity through colors and ASL handshapes. This lesson will also include a writing portion for students to brainstorm and write about their artwork.

**Goal/Standard**
California Visual and Performing Arts Common Core Standards:
4.VA:Cr1.1: *Brainstorm individual and collaborative approaches to a creative art or design problem.*
4. VA:Cr2.1: *Explore and invent art-making techniques and approaches*
4:VA:Cr2.2: *When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others*
4.VA:Cn10: *Create works of art that reflect community cultural traditions*
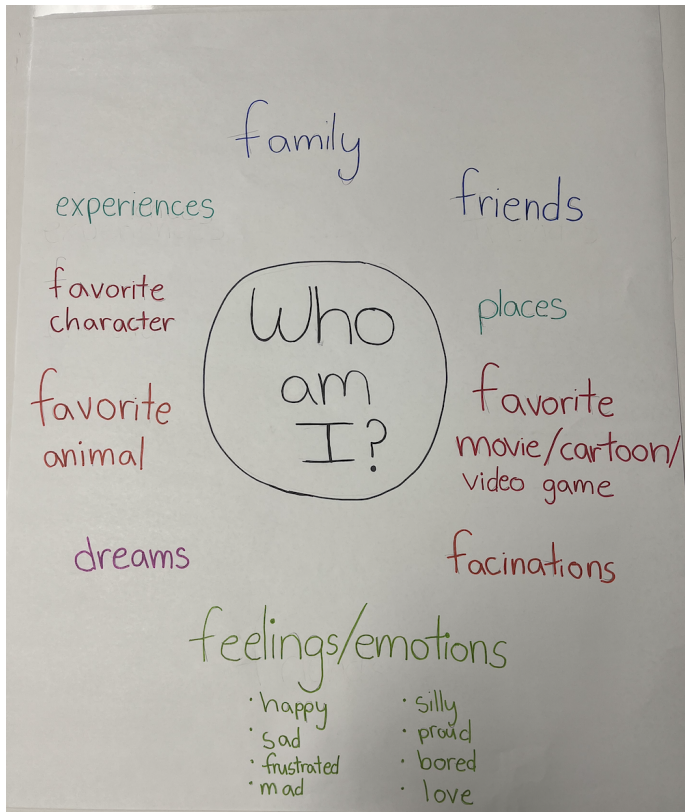
California Social-Emotional Competencies:
Self-Awareness: *1.A.2. Students understand how some aspects of their personal and social identity can change over time and be shaped by themselves, others, and their experiences. Students show confidence and pride in their identity without needing to feel superior to others.*
Self-Management: *2.H.2. Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity.*

**Content Objective**
Students will create artwork inspired by the Deaf painter, Nancy Rourke. Students will create artwork that is an expression of who they are by incorporating artistic elements they previously learned about. Students will include colors and ASL handshapes that hold meaning and relate to an aspect of their identity.

Students will engage in the creative process by brainstorming ideas, making artistic decisions, managing their materials, and managing their time.

Students will write in English a brief summary of their work including their name, title, the colors they chose, the ASL handshapes they chose, and why they chose the colors and handshapes.

| **Formative Assessment** |
| --- |
| ● Teacher observation during the writing process |
| ● Teacher observation during the creative process |

| **Summative Assessment** |
| --- |
| ● Students' Writing |
| ● Students' Artwork |
| ● Follow the Visual Arts Writing and Creating checklists to see if students are meeting the goals |

| **Materials/preparation** |
| --- |
| Writing activity<br>● "Who am I" Chart<br>● Visual Arts Writing Template (1 per students)<br>● Pencils (1 per student)<br><br>Painting Activity<br>● PowerPoint<br>　○ Picture of Nancy Rourke's work<br>● "Who am I" chart<br>● Black markers<br>● Acrylic Paint<br>● Painting paper (1 per student)<br>● Paintbrushes (1 per student)<br>● Paint trays (1 per student) [if the classroom does not have paint trays, paper plates can be used]<br>● Water cups (1 per student)<br>● Rags (1 per student) [if the classroom does not have rags, paper towels can be used]<br>● Teacher model of artwork |

| **The Lesson** |
| --- |
| Launch/Intro<br>1. Remind students that they will be creating a painting inspired by Nancy Rourke's art.<br>2. Ask students to share their ideas for their artwork, such as their topic, colors, and ASL handshapes.<br>3. Explain that when artwork is shown in a gallery or in a portfolio, it has a short explanation of the artwork.<br><br>Writing Brainstorming Activity  (10 minutes)<br>1. Students will write a short paragraph explaining what they will do for their artwork.<br>2. The paragraph will include:<br>　a. The topics/identity they picked and why.<br>　b. The colors they picked and why.<br>　c. The handshapes they picked and why.<br>3. Provide sentence frames in English. |

       a. This painting is about___ because___.

       b. The color ___ means___.

       c. I picked the handshape____ because___.

       d. Sentence frames can be adjusted based on students writing levels.

4. Support students as needed.
5. This writing will serve as a first draft. Students will have the opportunity to finalize their writing after they complete their painting.

Transition

1. Have students put their materials away and inform them that it is time to paint.
2. Explain the steps students will take to complete the art project and show the teacher model as an example.
       a. Decide where they want the handshapes to go.
       b. Trace their hands with a black marker.
       c. Decide where they want the colors to go.
       d. Paint.
3. Explain the different materials they will be using and how they must be respectful of the materials.
       a. Ex: how to clean the paintbrush in water and dry them on the rag.

Art activity

1. Pass out painting paper, paintbrushes, paint trays, rags, and water cups.
2. Have students write their names on the back.
3. Assist the students in tracing their handshapes with a pencil.
       a. Allow students time to think of where they want their handshapes.
       b. Handshapes can overlap and be anywhere they want.
       c. Students will then trace over the pencil with a black marker.
4. Put the desired three colors on each student's paint tray.
5. Encourage them to take their time and think about where they want to put each color.
6. Students will paint their artwork.
       a. Allow students to paint freely and make their own artistic decisions.

Summary/Closure

1. Once students are done with their artwork, they will clean up their space.
2. Review how students felt about their work and the art process.
3. Explain that next class they will film themselves describing their artwork and finish their writing.

**Modifications/Accommodations**

- English writing demands will be supported by explaining first in ASL and providing English sentence frames.
- Various sentence frames will be provided to support different language levels.
- Shorted or extend writing length requirement as needed.
- The teacher's model of the artwork will be on the board for students to refer to.
- Expectations of how to handle materials will be clearly explained and modeled.

- If a student does not want to do the task, encourage them by asking them to share some of their interests. Once you learn more about their interests and passions, use these aspects to inspire their artwork.
- If students finish early, they can work on their cover art for their portfolio covers.

Unit 1, Lesson 2 Material

PowerPoint:

## Topic

Colors- 3

ASL Handshapes

## Writing

- This painting is about ____
- The three colors I picked are ____
- The ASL signs I picked are ____

## Writing

**Artist:** NAME (First and Last)
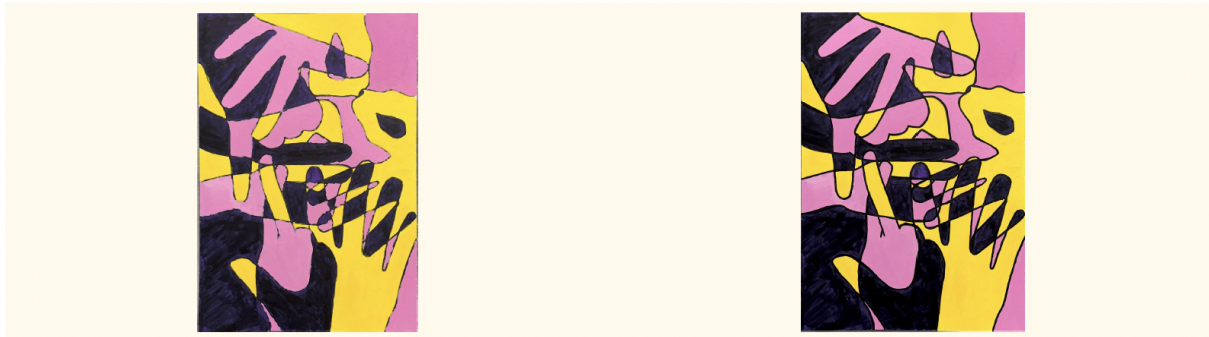
**Title:** _____ YEAR: _____

Artwork description: _____

_____

**Artist:** NAME (First and Last)

**Title:** _____ YEAR: _____

## Writing

- This painting is about ____
- The three colors I picked are ____
- The ASL signs I picked are ____

Visual Arts Create Checklist:

<table>
<tr><td colspan="3">Visual Arts Create Painting Checklist Template<br>(Assess through observation and collecting student artwork)</td></tr>
<tr><td></td><td><strong>Identity</strong></td><td>Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Anchor Chart)</td></tr>
<tr><td></td><td><strong>Color</strong></td><td>Student picked three colors that have meaning and relate to the topic</td></tr>
<tr><td></td><td><strong>ASL Handshape</strong></td><td>Student picked ASL handshapes that are related to the topic</td></tr>
<tr><td></td><td><strong>Title</strong></td><td>Student created a unique title for their artwork</td></tr>
</table>

*Important note: Students are not being graded or assessed on their artistic skills or abilities. The focus is on the creative process, allowing them to explore and include the elements we discussed. The checklist for creating the art is for me to see if they have met the goal, not as a means to grade them.*

Visual Arts Writing Checklist:

<table>
<tr><td colspan="3">Visual Arts Written Description Template<br>(Assess by collecting student writing)</td></tr>
<tr><td></td><td><strong>Name</strong></td><td>Student includes their name.</td></tr>
<tr><td></td><td><strong>Title</strong></td><td>Student writes their unique title.</td></tr>
<tr><td></td><td><strong>Year</strong></td><td>Student writes the year.</td></tr>
<tr><td></td><td><strong>Topic</strong></td><td>Student includes the topic of their painting/ identity they chose.</td></tr>
<tr><td></td><td><strong>Colors</strong></td><td>Student includes the colors they have picked.</td></tr>
<tr><td></td><td><strong>ASL Handshapes</strong></td><td>Student includes the handshapes they picked.</td></tr>
</table>

*Important note: Writing expectations and length can be adjusted to be appropriate for each student*

Visual Arts Writing Template:

Visual Arts

**Artist:**

**Title:** _____ YEAR: _____

Artwork description:

"Who am I" Anchor Chart:



Visual Arts Painting Teacher Model:

Unit 1, Lesson 3:

Lesson Plan

**Unit 1: Visual Arts**
**Lesson 3: Visual Arts Presentation- Film and Write**

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** 1- Visual Arts<br>**Lesson:** 3- Visual Arts Presentation- Film and Write<br>**Description:** In this lesson students will explain their painting and the artistic decisions they made in an ASL video. The class will establish expectations for providing constructive peer feedback and expectations for filming. |
| **Goal/Standard**<br>California Visual and Performing Arts Common Core Standards:<br>4.VA:Re7.2: *Analyze components in visual imagery that convey messages.*<br><br>California Social-Emotional Competencies:<br>Self-Awareness: *1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.*<br>Self-awareness: *1.H.2. Students are more accurate in their perceptions and gain confidence in their own thoughts and well-founded opinions but are open to trying and listening to new and different ideas.*<br>Self-Management: *2.D.2. Students welcome constructive feedback and understand and use varied strategies to give feedback to peers.*<br>Relationship Skills: *4.E.2. Students use constructive strategies to communicate their perspective and listen openly to the perspectives of others to solve a problem.* |
| **Content Objective**<br>Students will establish expectations for creating a safe and comfortable classroom environment for sharing ideas and providing feedback.<br><br>Students will establish expectations for filming a presentation in ASL.<br><br>Students will film themselves explaining their painting. The video will include the title of their artwork, their topic, the colors they chose and why, and the handshapes they chose and why. Students will explain why that topic is important to them.<br><br>**Language Objective**<br>Students will use formal ASL when filming to present their artwork. They will sign clearly and in an appropriate signing space.<br><br>Students will use ASL Sentence Stems when filming their video presentations.<br>&bull; MY PAINTING INCLUDE WHAT___ WHY___<br>&bull; I PICK COLORS WHAT___ WHY_____ |

| ● ASL SIGNS I PICKED WHAT___ |
| --- |

**Formative Assessment**
- Teacher observation of students working in pairs and practicing

**Summative Assessment**
Final Visual Arts Video Presentation
- See Visual Arts Video Presentation Rubric

**Materials/preparation**
- Visual Arts ASL Sentence Stems Film
- Students' artwork
- Teacher's model
- Recording device
- Solid background for students to film

**The Lesson**
Launch/Intro
1. Review with students the components of a gallery.
   a. Artwork
   b. Artwork title
   c. Artist's name
   d. Explanation of artwork
2. Explain that students will be filming a presentation explaining their artwork.
   a. Students will each get a QR code linked to the video.
   b. Their QR code will be displayed in the class gallery for people to view.
3. Provide a clear and explicit explanation of what they are expected to include in their presentation.
   a. The title of their artwork
   b. The topic they picked and why
   c. The three colors they picked and why
   d. The ASL handshapes they picked and why
4. Provide an example based on the teacher model.
5. Explain students will practice with a partner first before they film.
   a. Partners are there to support and help each other.
      i. They can provide feedback and positive comments.

Explore/Procedure
1. Set up expectations with students to create a safe and comfortable classroom environment for sharing ideas and providing feedback. Some ideas include:
   a. Respect
   b. Active listening
   c. Not laughing at or judging artwork
   d. Providing helpful feedback
2. Students will pair up to practice their presentation.
   a. Students can provide feedback and positive comments of encouragement.
   b. Keep directions visible for students to refer back to.
3. Teacher observes and provides support as needed.
4. When both partners have finished practicing, they will film their presentation.

(*Note: Students need to ensure that their writing summary of their artwork is <u>finalized</u>. If it is not, students can take this time to finalize their writing summary.)

<u>Summary/Closure</u>
1. Collect all of the videos.
2. Explain that each student will have their own QR code linked to their video.
    a. The QR code will be printed out and put in their portfolio for them to keep.
    b. The QR code will be displayed at the class gallery for people to view.
3. Explain that this was the end of Visual Arts and next they will be learning about Theater.
4. Reflect on what they have learned about Visual Arts.

**Modifications/Accommodations**
● ASL language demands will first be modeled by the teacher.
● ASL sentence stems will be provided to support their presentation.
● If students finish early, they can work on their writing summary and cover art for their portfolio.
● If a student does not want to do the task, encourage them by explaining how this will be shown in a gallery for other students to see. When people see their beautiful artwork, they will want to know the background of the piece.


<u>Unit 1, Lesson 3 Material</u>


PowerPoint:

# Visual Arts
## Day 3!

## Classroom Art Gallery

**Artist:** NAME (First and Last)

**Title:** _____ YEAR:

Artwork description:

**Artist:** NAME (First and Last)

**Title:** _____ YEAR:

## Film

- <u>Topic</u> and <u>why?</u>
- <u>3 colors</u> and <u>why?</u>
  - ASL signs
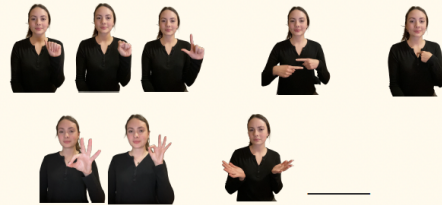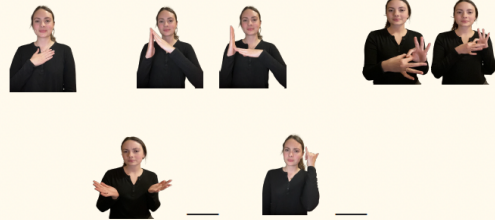
## Writing

**Artist:** NAME (First and Last)

**Title:** _____ YEAR:

Artwork description:

**Artist:** NAME (First and Last)

**Title:** _____ YEAR:

## Writing

- The topic of my painting is _____ because ___
- The three colors I picked are _____ because ___
  - The ASL signs I picked are _____

142

## Writing

- The topic of my painting is _____.
- The three colors I picked are _____.
- The ASL signs I picked are _____.

## Classroom Art Gallery

**Artist:** NAME (First and Last)
**Title:** _____ YEAR:
Artwork description

**Artist:** NAME (First and Last)
**Title:** _____ YEAR:

## Next Week…. Media Arts

**Learn/Discuss**

**Create**

**Film**

Visual Arts ASL Video Presentation:

| Visual Arts ASL Presentation Rubric Template (Assess by watching students' final video presentations) | | | | |
|---|---|---|---|---|
| | Title | Topic/ Identity | Color | ASL Handshapes |
| Student has met the goal | Student includes the title of their artwork and why | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes their title but does not explain why that is the name of their artwork | Student includes the topic they chose for the artwork (identity) but does NOT | Student includes the three colors they picked but does NOT include why | Student includes the ASL handshapes they picked but does NOT include why |

| Visual Arts ASL Presentation Rubric Template (Assess by watching students' final video presentations) | | | | |
|---|---|---|---|---|
| | | include why | | |
| Student needs support with the full goal | Student does not include the title of their artwork | Student does not include the topic | Student does not include the three colors they picked | Student does not include the ASL handshapes they picked |

Visual Arts ASL Sentence Stems Filming Handout:

1.

2.



_____  _____  _____          _____



3.



_____

Visual Arts Writing Template

## Visual Arts

**Artist:**

**Title:**                                         YEAR:

Artwork description:

**Unit 2: Media Arts**

Unit 2, Lesson 1:

Lesson Plan

**Unit 2: Media Arts**
**Lesson 1: Explore and Discuss Deaf Media Artists**

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** 2: Media Arts<br>**Lesson:** 1: Explore and Discuss Deaf Media Artists<br>**Description:** This lesson introduces students to the concentration of Media Arts and exposes students to various Deaf media artists. Digital artwork and animation will be shown and discussed. |
| **Goal/Standard**<br>California Visual and Performing Arts Common Core Standards:<br>4.MA.Re7a: *Identify, describe, and explain how messages are created by components in media artworks.*<br>4.MA.Re8: *Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.*<br>4.MA:Re9: *Identify and apply basic criteria for evaluating and improving artwork and production processes, considering context*<br><br>California Social-Emotional Competencies:<br>Self-Awareness: 1.C.2. *Students articulate their beliefs about topics that are important to them, their family, and their learning community.*<br>Self-Awareness: 1.C.2. *Students articulate their beliefs about topics that are important to them, their family, and their learning community.* |
| **Content Objective**<br>Students will learn about different Deaf media artists and be exposed to different types of artwork. Students will learn how different identities and emotions impact artwork. Students will learn how artists use ASL handshapes and colors to tell a story. Students will discuss the artwork and make connections. Student will see the role technology plays in artwork.<br><br>**Language Objective**<br>Students will use ASL sentence stems to discuss the artwork<br>● THIS__(picture, animation, art) RELATE TO WHAT__<br>● I NOTICE COLORS WHAT__<br>● I SEE ASL SIGNS WHAT__ |

Discussion Questions:
*What is the topic of the artwork?*
*What do you see?*
*What colors do you see?*
*What ASL handhspes do you see?*
*Why do you think the artist picked these elements?*
*What technology did they use to create this artwork?*
*What do you think the artist is trying to say or show?*
*Have you had a similar experience? Explain.*
*Do you like the activity the artist showed? (if applicable to the artwork) Explain.*
*Have you experienced those emotions? Explain.*

**Assessment**
- Teacher observation during discussion
- Follow the Media Arts Discussion Rubric to see if students are meeting the goals

**Materials/preparation**
- PowerPoint
    - Pictures of the artist and their artwork
        - Paul Scearce
        - Brittany Castle
- Video of each Deaf Artist
    - Brittany Castle
- Videos of media art examples
    - Brittany Castle Animation "Attention"
    - Stop Motion Animation "Climate Change"
    - Stop Motion Animation "Paper Cut Outs"
- Other videos
    - Animation Explained
    - Motion Light Lab Animation "Vampire"
    - Animation Craig of the Creek "BASL clip"
- "Who am I" Chart

**The Lesson**
Launch/Intro
1. Explain that students will be learning about different Deaf artists in the discipline of Media Arts.
2. Tap into students' background knowledge by asking if they remember the different kinds of Media Art.
    a. Add on or explain if students do not remember.
3. Ask students what apps and technology they have experience using.
4. Show on the PowerPoint different examples of Media Arts.
Explore/Procedure
1. Introduce the first Deaf artist, Paul Scearce. (Digital Artist)
    a. Provide a brief background on who he is.
2. Show pictures of the artist's work.
    a. Pick two or three from the Powerpoint that matches the students interest and their discussion abilities.
3. Ask students what they see.

       a. Have a whole group discussion about the physical/concrete elements of the artwork.
       b. Ask students: what is the topic of the artwork
       c. Ask students: what ASL handshapes do you notice
       d. Ask students: what colors do you see notice
       e. Some elements the students might comment on are
           i. Hands
          ii. Eyes
         iii. Ears
         iv. Mouths
          v. Nature
         vi. Photographs
        vii. Editing
       viii. ASL signs and handshapes
         ix. Other images

4. Ask students why they think Paul picked these elements and what the artwork's meaning is.
       a. Have a whole group discussion about the abstract elements of the artwork.
       b. Some reasons the students might include are:
           i. The artist was feeling __ emotion.
         ii. These people are important to the artist.
        iii. The artist enjoys __ activity.
        iv. The artist wanted to show__.
       c. Refer to the "Who am I" chart throughout the discussion.
           i. If an identity or emotion is brought up that is not on one of the charts, the teacher can add it to the chart.

5. Ask the students to make connections
       a. Ask if students have had a similar experience.
       b. Ask if students enjoy the activity.
       c. Ask if students have experienced those emotions.
       d. Ask if students agree or disagree with the artist's perspective.
       e. If students provide a short response, ask why or why not.

6. Introduce the next Deaf artist, <u>Brittany Castle.</u> (digital artist and animator)
       a. Provide a brief background on who she is.
       b. Show an ASL video of Brittany Castle explaining her work.

7. Show pictures of the artist's digital artwork.
       a. Pick two or three from the PowerPoint that matches the students interest their discussion abilities.

8. Ask students what they see.
       a. Have a whole group discussion about the physical/concrete elements of the artwork.
       b. Ask students: what is the topic of the artwork
       c. Ask students: what ASL handshapes do you notice
       d. Ask students: what colors do you see notice
       e. Some elements the students might comment on are

i.    People
             ii.   Facial expressions
             iii.  Emotion
             iv.   ASL signs and handshapes
             v.    Colors
             vi.   Other images
    9. Repeat steps 4-5


*Transition from digital art to animation*

    10. Explain that Brittany Castle also creates animations.
    11. Show videos of the artist's animations.
    12. Ask students what they see.
        a. Some elements the students might comment on are
             i.    ASL handshapes and signs
             ii.   Vivid Colors
    13. Explain that animation can also tell a story such as T.V shows and movies.
        a. Show brief video clips
             i.    Moon Light Lab animation video
             ii.   "Craig of the Creek" cartoon featuring BASL
    14. Explain that there is another type of animation called stop-motion animation.
        a. Show video clip examples
    15. There is very limited stop-motion animation that has Deaf characters or features ASL and there are not enough Deaf stop-motion animators.
    16. Explain that the students will create their own stop-motion film that tells a story with a Deaf character and features ASL.
    17. Show teacher example.


Summary/Closure
    1. Review with students the different identities and emotions they saw artists show in their work.
    2. Review the different technical aspects and use of technology they saw in the artwork.
    3. Explain that tomorrow they will be creating their own stop-motion animation film inspired by the media artist they just learned about.
        a. They will draw themselves on the moveable character template, create a backdrop, and tell a story through stop-motion.
        b. This story should express aspects of their identity and include ASL.
    4. Allow for time at the end for students to brainstorm ideas
        a. Think of a topic/ location.
        b.  Think of elements they want to include.

**Modifications/Accommodations:**
    ● ASL sentence stems will be used during discussions.
    ● Visual supports will be shown for the concepts discussed.
    ● Questions will be rephrased as needed.

- ASL language demands will first be modeled by the teacher.
- "Who am I" chart will be on the board to support the language demands.
- "Who am I" chart will be used to support brainstorming.

Unit 2, Lesson 1 Materials

PowerPoint:
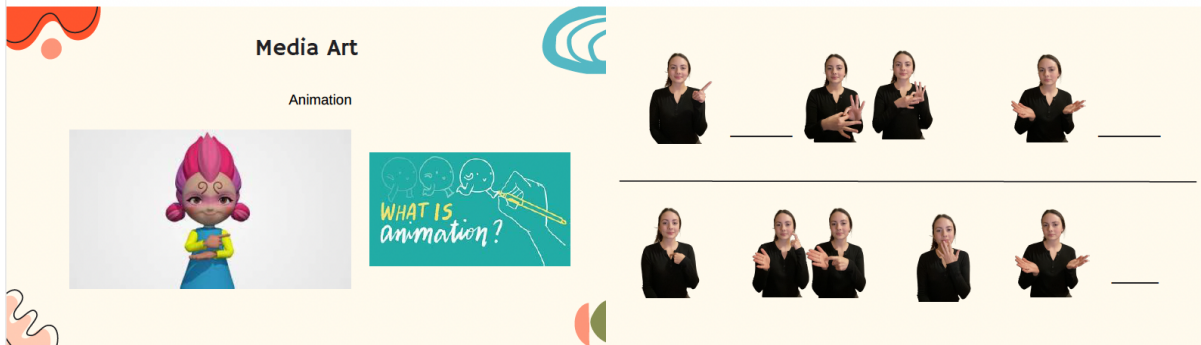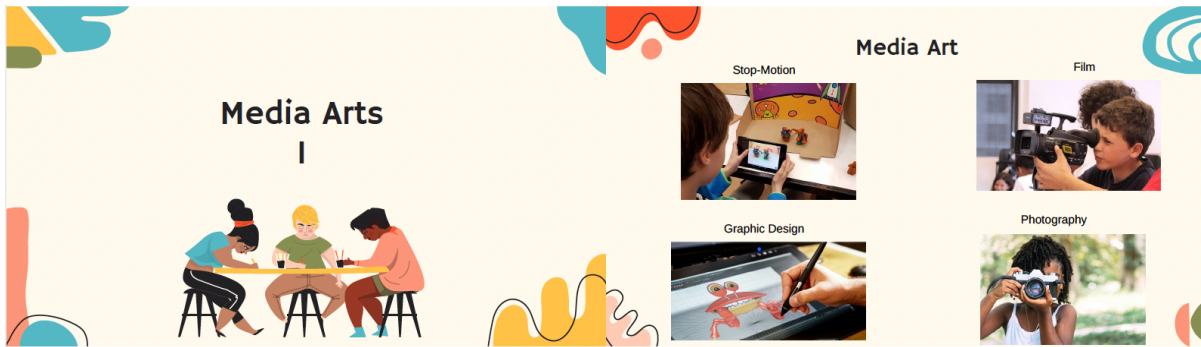
## Paul Scearce



Digital Artist

Photographer

## Paul Scearce



Cruisin' The Deafscape

## Paul Scearce



Need For Speed Hot Pursuit ASL Version

## Paul Scearce



Alien Visitors From Planet Eyeth

## Paul Scearce



Journey To Deafhood

## Brittany Castel



## Brittany Castel



Imagine

**Brittany Castel**
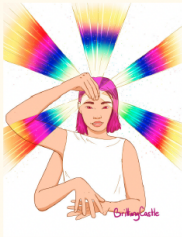
Learn

**Brittany Castel**

Inspire

**Brittany Castel**
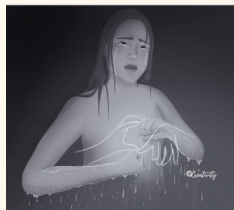
Grief

**Brittany Castel**

**Brittany Castel**

True-Biz

**Brittany Castel**

**STOP-MOTION ??**

**Stop-Motion**

STOP MOTION
ANIMATION
USING PAPER
CUT OUTS

Stop-Motion



Stop-Motion

LOCATION

ASL Signs

Other elements
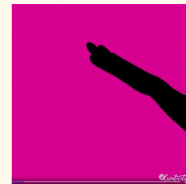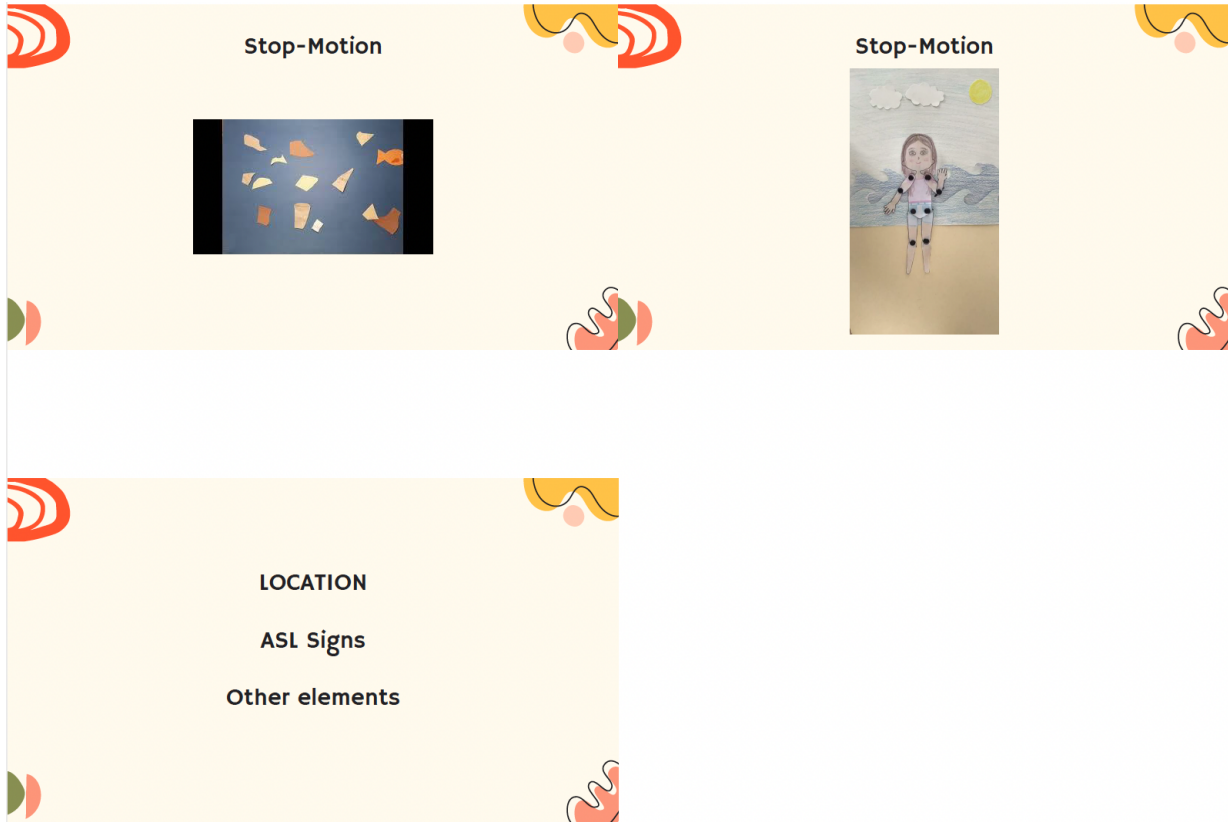
Media Arts Discussion Checklist

| | Media Arts Discussion Checklist Template (assess through teacher observation) | |
|---|---|---|
| | **Topic** | Student discussed the topic of a piece of art |
| | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| | **Colors** | Student described the colors in a piece of art |
| | **Personal Connection** | Student made a personal connection to a piece of art |

Media Arts ASL Sentence Stems Discussion Handout:

1. _____                                    ___

2.

   _____

3.

   _____
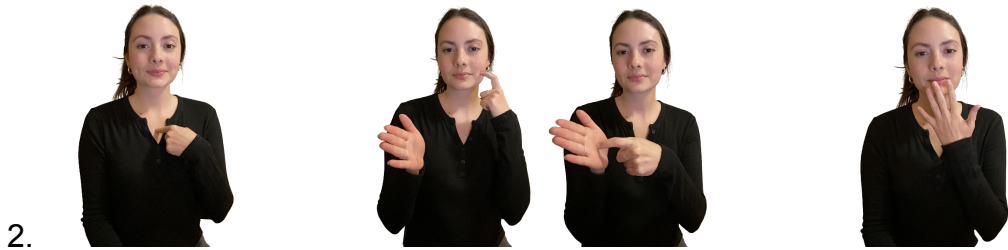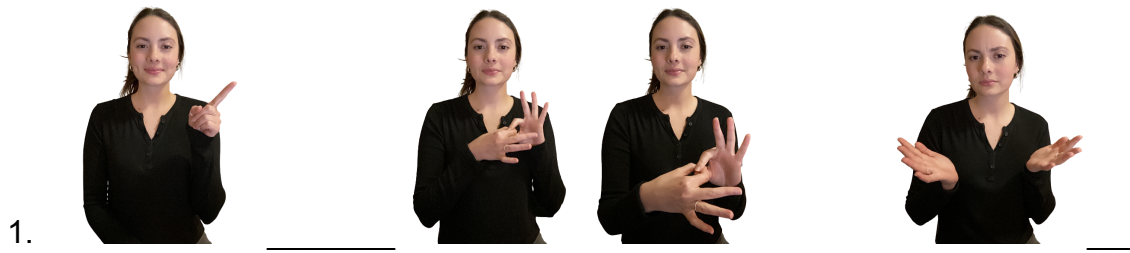
"Who am I" Anchor Chart:



Media Arts Stop-Motion Animation Teacher Model:



SCAN ME
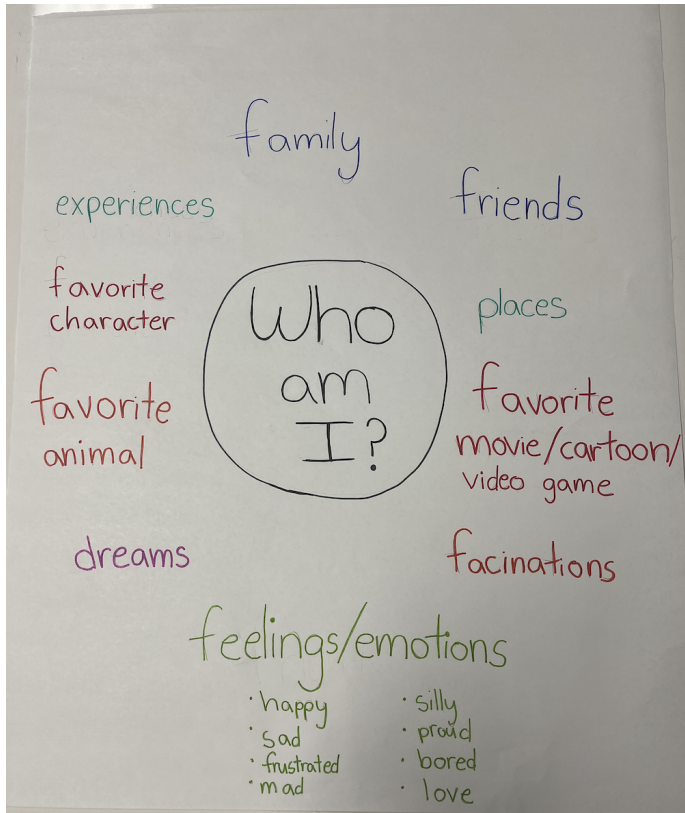
Unit 2, Lesson 2:


Lesson Plan


**Unit 2: Media Arts**
**Lesson 2: Create Media Artwork**

| |
|---|
| **Course:** Visual and Performing Arts |

**Course:** Visual and Performing Arts
**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English
**Grade Level:** 4th Grade
**Unit:** 2: Media Art
**Lesson:** 2: Create Media Artwork
**Duration:** 1-2 days
**Description:** In this lesson, students will apply what they have learned from Lesson 1 and create their own stop-motion animation inspired by the Deaf media artists they have learned about. The animation will be centered on how they can express their Deaf identity and ASL through animation and storytelling.

**Goal/Standard**
California Visual and Performing Arts Common Core Standards:
4.MA:Cr1: *Conceive of original artistic goals for media artworks using a variety of generative methods, such as brainstorming and modeling.*
4.MA:Cr2: *Discuss, test, and assemble ideas, plans, and/or models for media arts productions, considering the artistic goals and the presentation.*
4.MA:Cr3.a: *Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated aesthetic principles, such as balance and contrast.*
4.MA:Cr3.b: *Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.*
4.MA:Cn10.a: *Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.*

California Social-Emotional Competencies:
Self-Awareness: *1.A.2. Students understand how some aspects of their personal and social identity can change over time and be shaped by themselves, others, and their experiences. Students show confidence and pride in their identity without needing to feel superior to others.*
Self-Management: *2.D.2. Students welcome constructive feedback and understand and use varied strategies to give feedback to peers.*
Self-Management: *2.H.2. Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity.*

**Content Objective**
Students will create artwork inspired by the Deaf media artists they have learned about. Students will create artwork that is an expression of who they are by incorporating artistic elements they previously learned about. Students will include ASL, a location that is meaningful to them, their understanding of movement in animation, and their understanding of technology to tell a story.

Students will engage in the creative process by brainstorming ideas, making artistic decisions, managing their materials, and managing their time.

**Formative Assessment**
- Teacher observation during the creative process

**Summative Assessment**
Students' artwork
- Follow the Creating Checklist to see if students are meeting the goals

**Materials/preparation**
Media Activity
- PowerPoint
- "Who am I" Chart
- Adorable Movable Me character worksheet
- Colored pencils and markers (wide variety for different skin colors)
- White paper and colored construction paper
- Scissors
- Glue
- Stop Motion Animation App (Free)
- Locker stand (1per student)
- Device to record (iPad)
- Device to edit (iPad)
- Teacher model

**The Lesson**

**Day 1**
Launch/Intro
1. Remind students that they will be creating a stop-motion animation inspired by the Deaf media artists they learned about, Paul Scearce and Brittany Castle.
2. Remind students that there are very few stop-motion films created by Deaf people about Deaf characters and their task is to create their own film.
3. Show a teacher model for an example.

Explore/ Procedure
1. Students will pick a topic for their animation and brainstorm ideas for the animation
   a. They can use the "Who am I" chart for ideas.
   b. The story must feature themselves as a character and feature ASL.
   c. They must write their ideas on their brainstorming paper. They can use:
      i. Pictures
      ii. ASL handshapes
      iii. ASL gloss
      iv. Written English
2. Students will draw themselves on the "Adorable Movable Me" template.
   a. They will be the character in the film.

3. Students will create the backdrop for their film by drawing on white paper or using colored paper.
4. Students will create any props they want in their film with construction paper.
    a. Students can draw on white construction paper, use colored paper, cut out shapes, glue, etc.

Summary/Closure
1. Once students drawing their character and creating their props, they will clean up their space.
2. They will put their character, props, and backgrounds in their portfolio.
3. Explain that the next day students will be using their characters, props, and background to film their stop motion animation


**Day 2**

Launch/Intro
1. Remind students of what we are doing today: Today we will be filming the stop-motion animation. The goal today is to first practice and then film.
2. Explain each step of what the students will be doing.
3. Show how to use the Stop Motion Animation App.
    a. Explain how the iPad will be set up, what the different buttons do, what it looks like if you make big movements compared to small movements, and answer any questions students have.
4. Explicitly explain the expectation for filming.
    a. When moving the characters hands, is it important to be gentle.
    b. Once the iPad is set up, do not move it. This is the most important expectation because if the iPad is moved, the animation will be choppy.
    c. When students are moving their character, they must make small movements so it looks natural.
    d. Students should take at least 2 pictures of each frame so that the movement looks natural.

Explore/ Procedure
1. Students will practice what their character will sign. They will practice moving the characters hands gently.
2. Students will practice moving their character and props.
3. As students are practicing, set up the locker stands for each students. Make sure their background is underneath the stand. Set the iPad on top of the stand facing down on background. Make sure the background is centered.
    a. Tape can be used to secure the background.
5. Students will use the Stop Motion Animation App to film their animation.
    a. Support students with movingtheir character naturally and slowly.

Summary/Closure
1. Once students filming, have them clean up their space.
2. They will put their character and props in their portfolio.

3. Explain that their video will be downloaded and created into a QR code for them to put in their portfolio and show at the art gallery.
4. Explain that next class they will film themselves describing their stop-motion animation and writing a description of their animation.

**Modifications/Accommodations**
- Expectations of how to handle materials will be clearly explained and modeled.
- Shorten writing length requirement as needed.
- If a student does not want to do the task, encourage them by asking them to share some of their interests. Once you learn more about their interests and passions, use these aspects to inspire their artwork.
- If students finish early, they can work on their cover art for their portfolio and organize their portfolio.

Unit 2, Lesson 2 Material

PowerPoint:
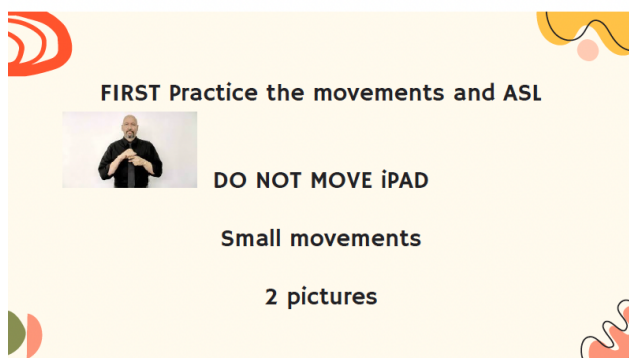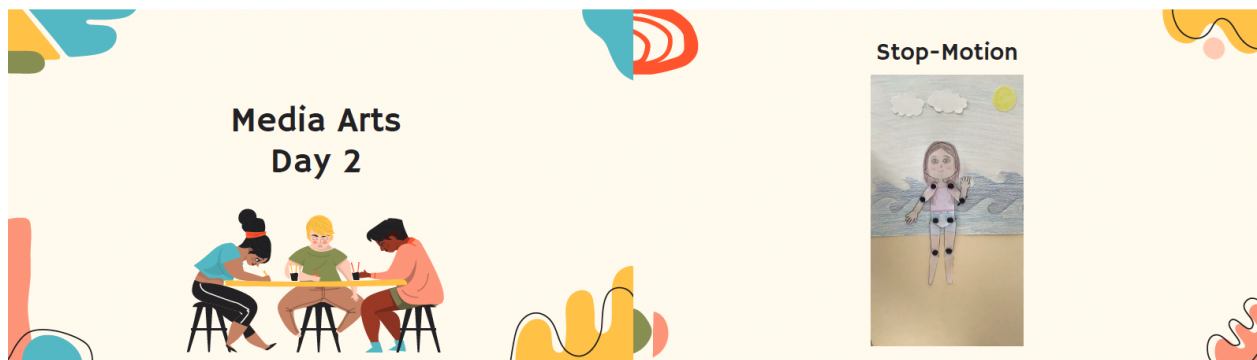
Media Arts Create Checklist:

| | Media Arts Create Stop-Motion Animation Checklist Template (Assess through observation and collecting student artwork) | |
|---|---|---|
| | **Character** | Student drew themselves as a character. |
| | **Backdrop** | Student picked a location that was significant to them or tells a story. |
| | **ASL** | The animation includes ASL. |
| | **iPad** | Student kept the iPad still and took pictures of each frame. |
| | **Movement** | The character and props move naturally and slowly |

*Important note: Students are not being graded or assessed on their artistic skills or abilities. The focus is on the creative process, allowing them to explore and include the elements we discussed. The checklist for creating the animation is for me to see if they have met the goal, not as a means to grade them.*

Adorable Movable Me Character Worksheet:



Media Arts Stop-Motion Animation Teacher Model:

Lesson Plan

**Unit 2: Media Arts**
**Lesson 3: Media Arts Presentation- Film and Write**

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** 2: Media Arts<br>**Lesson:** 3: Media Arts Presentation- Film and Write<br>**Description:** In this lesson, students will explain their stop-motion animation and the artistic decisions they made in an ASL video presentation. The class will establish expectations for providing constructive peer feedback and expectations for filming. Students will write and English description of their animation. |
| **Goal/Standard**<br>California Visual and Performing Arts Common Core Standards:<br>4.MA:Re7.a: *Identify, describe, and explain how messages are created by components in media artworks.*<br><br>California Social-Emotional Competencies:<br>Self-Awareness: *1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.*<br>Self-awareness: *1.H.2. Students are more accurate in their perceptions and gain confidence in their own thoughts and well-founded opinions but are open to trying and listening to new and different ideas.*<br>Self-Management: *2.D.2. Students welcome constructive feedback and understand and use varied strategies to give feedback to peers.*<br>Relationship Skills: 4.E.2. *Students use constructive strategies to communicate their perspective and listen openly to the perspectives of others to solve a problem.* |
| **Content Objective**<br>Students will establish expectations for creating a safe and comfortable classroom environment for sharing ideas and providing feedback. Students will establish expectations for filming a presentation in ASL.<br><br>Students will film themselves explaining their stop-motion animation. The video should include the title of their artwork, the topic they chose and why, what their character signed, the props they included and why, and an explanation for the story.<br><br>Students will write in English a brief summary of their work including their name, year, title, the topic they picked and why, the props they included and why, and what their character signed.<br><br>**Language Objective** |

Students will use formal ASL when filming to present their artwork. They will sign clearly and in an appropriate signing space.

Students will use ASL Sentence Stems for their film presentation
- MY STOP MOTION ANIMATION RELATE WHAT___ WHY
- MY ANIMATION INCLUDES WHAT__ WHY
- MY CHARACTER SIGN WHAT___

Students will use English Sentence Frames for their written description.
- The topic of my stop-motion animation is___ because___.
- My animation includes___ because ___.
- My character signs___ .

**Formative Assessment**
- Teacher observation of students working in pairs and practicing for their film presentation.
- Teacher observation during the writing process

**Summative Assessment**
Students' writing
- See Media Arts Writing Rubric
Final Medial Arts Video Presentation
- See Media Arts Video Presentation Rubric

**Materials/preparation**
Filming
- Recording device
- Solid background for students to film
- ASL Sentence Stems
Writing activity
- PowerPoint with English Sentence Stems
- Emotions Chart
- Media Arts Writing Template

**The Lesson**
Launch/Intro
1. Review with students the components of a gallery.
    a. Artwork
    b. Artwork title
    c. Artist's name
    d. Explanation of artwork
2. Explain that students will be filming a presentation explaining their animation.
    a. Students will each get a QR code linked to the video.
    b. Their QR code will be displayed at the class gallery for people to view.
3. Provide a clear and explicit explanation of what they are expected to include in their presentation.
    a. The title of their artwork
    b. The topic they chose and why
    c. The props they included and why
    d. What their character signed

        e.   An explanation of the animation
4. Provide an example based on the teacher model.
5. Explain students will practice with a partner first before they film.
6. Students will be writing and English description of their animation.
    a.   Provide clear explanation for what is expected to include in the writing.
        i.   Their name
        ii.   The title of the animation
        iii.   The year
        iv.   The topic they picked
        v.   The props they included
        vi.   What their character signed
7. Set up a center for writing and a center for filming. Have half of the students start with writing and half start with filming.
    a.   Keep in mind which students would benefits from starting in their first language ASL. If all would benefit from starting with ASL, then the whole class can work on filming first.

## ASL Film Presentation

1. Set up expectations with students to create a safe and comfortable classroom environment for sharing ideas and providing feedback. Some ideas include:
    a.   Respect
    b.   Active listening
    c.   Not laughing at or judging artwork
    d.   Providing helpful feedback
2. Students will pair up to practice their presentation.
    a.   Students can provide feedback and positive comments of encouragement.
    b.   Provide ASL Sentence Stem Handout to students.
3. Teacher observes and provides support as needed.
4. When both partners have finished practicing, they will film their presentation.

## Writing Activity

1. Students will write a short paragraph explaining their artwork.
2. The paragraph will include:
    a.   The topic they picked
    b.   The props they included
    c.   What their character signed
3. Example in ASL of what should be included.
4. Provide sentence frames in English as needed. These can be modified as needed to match the student's English abilities.
5. Support students as needed.

## Summary/Closure

1. Have students put their English written descriptions in the portfolios.
2. Collect all of the ASL Video Presentations.
3. Explain that each student will have their own QR code linked to their video.

| | |
|---|---|
| | a. The QR code will be printed out and put in their portfolio for them to keep. |
| | b. The QR code will be displayed at the class gallery for people to view. |
| 4. Explain that this was the end of Media Arts. | |
| 5. Reflect on what they have learned about Media Arts. | |

**Modifications/Accommodations**
- ASL language demands will first be modeled by the teacher.
- ASL sentence stems will be used to support the ASL video presentation.
- English writing demands will be supported by explaining the expectations in ASL.
- English sentence frames will be used to support students' English written descriptions.
- Provide modified English sentence frames as needed:
  - The topic of my stop-motion animation is___.
  - My animation includes___ .
- If students finish early, they can work on their cover art for their portfolio, finalize anything that is not finished in their portfolio, or organize their portfolio.
- If a student does not want to do the task, encourage them by explaining how this will be shown in a gallery for other students to see. When people see their beautiful artwork, they will want to know the background of the piece.

Unit 2, Lesson 3 Material

PowerPoint:
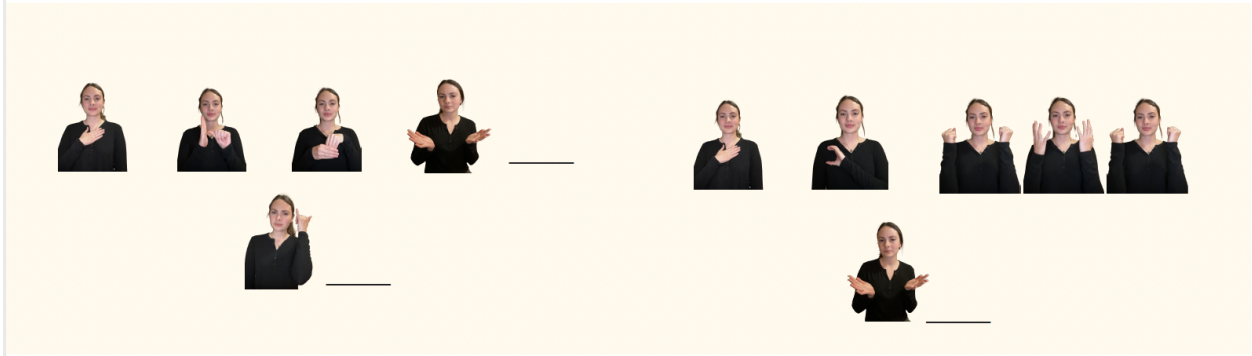
## Writing

**Artist:** NAME (First and Last)

**Title:** _____ YEAR: _____

Artwork description:
_____
_____

**Artist:** NAME (First and Last)

**Title:** _____ YEAR: _____

## Writing

- The topic of my stop-motion animation is ____because___.
  - My animation includes ____ because___
    - My character signs _____

## Writing

- The topic of my stop-motion animation is____.
  - My animation includes ____.
    - My character signs _____.

## Classroom Art Gallery

**Artist:** NAME (First and Last)

**Title:** _____ YEAR: _____

Artwork description:

**Artist:** NAME (First and Last)

**Title:** _____ YEAR: _____

Media Arts Writing Checklist:

| Media Arts Written Description Template<br>(Assess by collecting student writing) | | |
|---|---|---|
| | **Year** | Student includes the year. |
| | **Name** | Student includes their name. |
| | **Title** | Student writes their unique title. |
| | **Story** | Student explains why they picked that topic. |
| | **Reasoning** | Student explains why they picked that topic. |
| | **Element** | Student includes an artistic aspect they included (can be a prop, dialogue, specific movement, etc.) |

*Important note: Writing expectations and length can be adjusted to be appropriate for each student*

Media Arts ASL Video Presentation Rubric:

| Media Arts ASL Presentation Rubric Template<br>(Assess by watching students' final video presentation) | | | | |
|---|---|---|---|---|
| | Topic | Props | ASL | Story |
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

1. 

2. 

3.

Media Arts Writing Template:

Media Arts

**Artist:** _____

**Title:** _____ YEAR: _____

Artwork description:

_____

_____

_____

_____

_____

_____

**Unit 3: Theater**

Unit 3, Lesson 1:

Lesson Plan

**Unit 3: Theater**
**Lesson 1: Explore and Discuss Deaf Actors and Storytellers**

**Course:** Visual and Performing Arts
**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English
**Grade Level:** 4th Grade
**Unit:** 3: Theater
**Lesson:** 1: Explore and Discuss Deaf Actors and Storytellers
**Description:** This lesson introduces students to the concentration of Theater, exposes students to various forms of theater, and highlights Deaf actors. Clips from mainstream movies and T.V. shows featuring Deaf actors will be shown and discussed. Different types of ASL storytelling will be shown and discussed. The discussion will focus on different expressive elements of theater as facial expressions, signing styles, and body movements.

**Goal/Standard**
<u>California Visual and Performing Arts Common Core Standards:</u>
4.TH:Pr4.b: *Make physical choices to develop a character in a drama/theatre work.*
4.TH:Pr5.a: *Practice selected exercises that can be used in a group setting for drama/ theatre work.*
4.TH:Re7: *Identify artistic choices made in a drama/theatre work through participation and observation.*
4.TH:8.b: *Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural contexts.*
4.TH:9.c: *Explore how technical theatre elements may support a theme or idea in a drama/ theatre work.*
<u>California Social-Emotional Competencies:</u>
Self-Awareness: 1.C.2. *Students articulate their beliefs about topics that are important to them, their family, and their learning community.*

**Content Objective**
Students will learn about different Deaf actors and discuss ways actors embody a variety of their characters through facial expressions, signing style, body movement, and behaviors. Students will learn about ASL storytelling and how that is a form of art that is unique to the Deaf community and ASL. The discussion will focus on different theatrical elements.

**Language Objective**
Students will use ASL sentence stems to guide the class discussion
- I NOTICE THEIR FACIAL EXPRESSION__
- I NOTICE THEIR SIGNING BING__

- I NOTICE THEIR BODY LANGUAGE___
- I NOTICE THEIR COSTUME BING___

It is important that the conversation focus on facial expressions, signing style, and body language since students will be applying these skills in Lesson 2.

Discussion Questions:
*What do you notice about their facial expressions?*
*What do you notice about their signing style?*
*What do you notice about their body movement/body language?*
*What do you notice about the costumes?*
*What do you notice about the setting?*
*What do you notice about the lighting?*
*What do you notice about the costumes?*

*How are the actor's facial expressions similar or different from the previous clip?*
*How are the actor's signing styles similar or different from the previous clip?*
*How is the actor's body movements/body language similar or different from the previous Clip?*
*How are the costumes similar or different from the previous clip?*
*How is the setting similar or different from the previous clip?*
*How is the lighting similar or different from the previous clip?*

**Assessment**
- Teacher observation during discussion
- Follow the Theater Discussion Rubric to see if students are meeting the goals

**Materials/preparation**
- PowerPoint
  - Video clips of Deaf actors playing two different roles
    - Shaylee Mansfield (Disney T.V. show "Bunk'd" and ABC T.V. show "The Company You Keep")
      - Shaylee Bunk'd S4:E24
      - Shaylee "The Company You Keep" S1:E6
    - Keivonn Woodard (HBO T.V. show "The Last of Us" and Daily Moth Interview)
      - Keivonn "The Last of Us" S1:E5
      - Keivonn Interview with Melmira
    - Justin Perez (Visual Vernacular)
      - "Ninja" VV
  - YouTube Video of ASL Story "The Candy Bar"
    - "The Candy Bar"- DawnSignPress

**The Lesson**

Launch/Intro

1. Explain that students will be learning about different Deaf actors in the discipline of Theater.
2. Ask students if they remember what Theater means.
   a. Add on or explain if students do not remember.
3. Show on the PowerPoint different examples of Theater.
   a. Deaf Theater (Deaf West Theater, Deaf Austin Theater)
   b. Movies (Include Movies with Deaf actors)
   c. T.V. shows (Include T.V. shows with Deaf actors)
   d. Visual Vernacular
   e. ASL Stories (number stories, ABC stories)

Compare and Contrast Deaf Actors

1. Explain that students will watch video clips from different T.V. shows and movies. Students should pay attention to the character's facial expressions, signing styles, and body movement/body language.
2. Students should also pay attention to the setting, costume, and lighting,
3. Explain what each of these terms means.
4. Introduce the first Deaf actress, <u>Shaylee Mansfield</u>.
   a. Provide a brief background on who she is.
5. Show the first clip of Shaylee when she plays Willow on the Disney Channel T.V. show "Bunk'd".
   a. Ask students: What do you notice?
   b. If students need support, ask the following questions to prompt discussion:
      i. *What do you notice about their facial expressions/signing style/body movement?*
      ii. *What is the character's personality?*
      iii. *What do you notice about the setting/lighting/costumes?*
   c. Responses might include:
      i. Facial Expressions: big, dramatic, playful, sarcastic
      ii. Signing style: big movements, playful, dramatic (DUH!), sassy
      iii. Costume: braided hair, pink shirt, blue puffy skirt
      iv. Set: kids camp, bright colors, games, kids playing
      v. Lighting: bright
6. Show the second clip of Shaylee when she plays Ollie on the T.V. show "The Company You Keep"
   a. Ask students: What do you notice? How is she the same or different from the last clip?
   b. If students need support, ask the following questions to prompt discussion:
      i. *How are the actor's facial expressions/signing styles/body movements similar or different from the previous clip?*
      ii. *How is the actor's personality different from the previous clip?*
      iii. *How is the setting/lighting/costume similar or different from the previous clip?*
   c. Responses might include:

        i.    Facial expression: less exaggerated, more serious, teasing
        ii.   Signing style: not big, casual
        iii.  Costume: simple, gray hoodie, hair straight down
        iv.   Set: stairway, not fancy
        v.    Lighting: Dark
    d.  Emphasize that it is the same actor in each clip but they take on the character by acting in different ways.
7.  Introduce the second Deaf actor, <u>Keivonn Woodard</u>
    a.  Provide a brief background on who he is.
8.  Show the first clip of Keivonn when he plays Sam on the T.V. show "The Last of Us".
    a.  Ask students: What do you notice?
    b.  Responses might include:
        i.    Facial expressions: serious, minimal facial expressions, sad, afraid, worried
        ii.   Signing style: simple, quiet, direct, short, minimal body movement
        iii.  Costume: dirty jacket, old clothes
        iv.   Setting: Old house, dirty, boarded up windows
        v.    Lighting: dark
9.  Show the second clip of Keivonn when from on interview with Melmira.
    a.  Ask students: What do you notice? How is he the same or different from the last clip?
    b.  Responses might include:
        i.    Facial expressions: his facial expressions are more animated
        ii.   Signing style: open, explains with lots of language, body movement, bigger signing, more animated
        iii.  Costume: everyday clothing, clean
        iv.   Lighting: bright
    c.  Emphasize that it is the same person in each clip but he acts differently from his normal self when he is playing the role of Sam.


<u>ASL storytelling</u>
1.  Explain that ASL storytelling is a form of theater that is unique to the Deaf community and ASL.
    a.  Just like how Deaf actors in movies and T.V. change their facial expressions, signing styles, body language, and behaviors to become a character, ASL storytelling includes changing facial expressions, signing styles, and body language to become a character or tell a story.
2.  Explain that some acting embodies cultural aspects of the Deaf community.
    a.  Provide a brief history of ASL storytelling and why it is an important part of Deaf culture.
3.  Introduce the first Deaf actress, <u>Justin Perez</u>.
    a.  Provide a brief background on who he is.
2.  Show Justin Perez's Visual Vernacular video "Ninja"
    a.  Ask students: What do you notice?
    b.  Focus on facial expression and body movement.

3. Show "The Candy Bar" story and ask what students notice.

Summary/Closure
1. Explain that students that during the next class, they will be creating their own class movie based on the plot of the "The Candy Bar" story.
   a. They will watch the story again tomorrow and think about how that story can be applied at their school.
   b. They will create characters and lines for everyone.
2. Everyone will be involved in the acting.
3. They will incorporate what they learned about facial expressions, body language, and signing style when acting in the class movie.
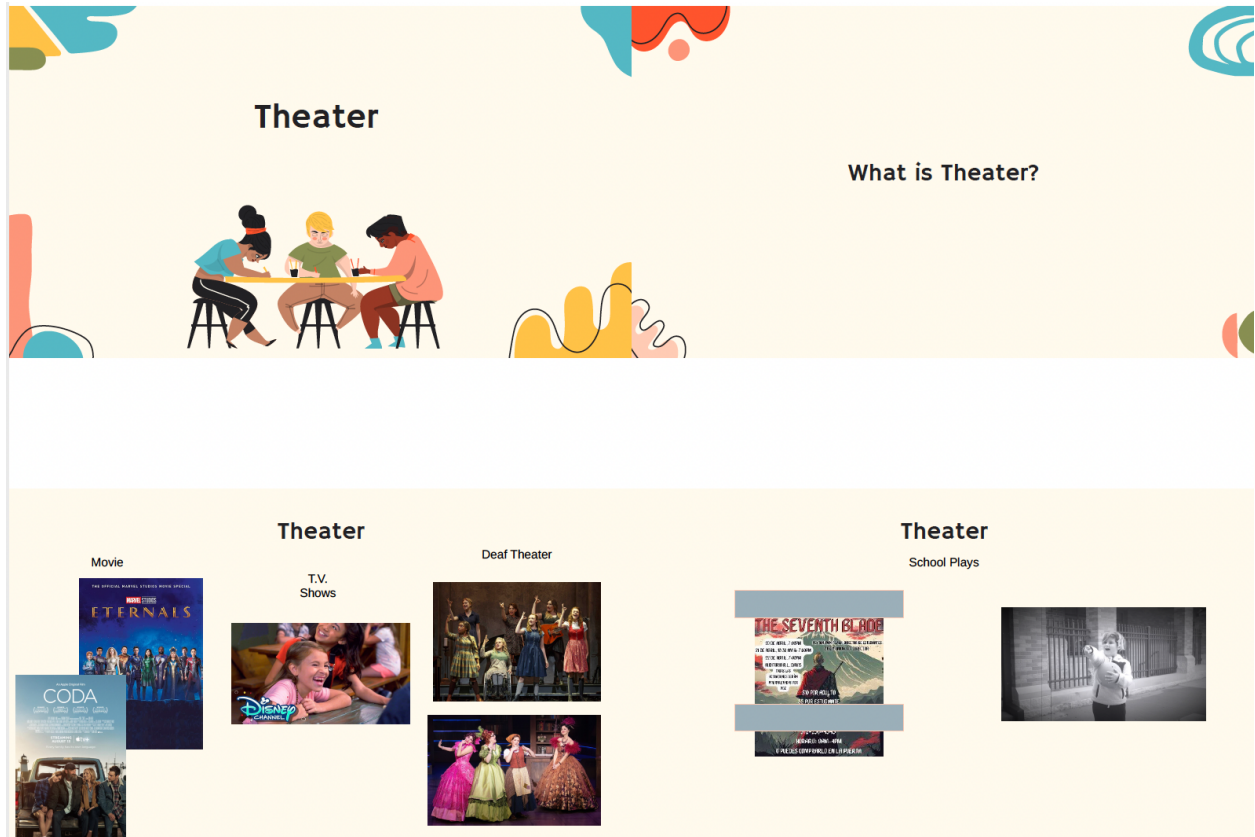
**Modifications/Accommodations**
- ASL sentence stems will be used during discussions.
- Visual supports will be shown for the concepts discussed.
- Video will be shown in full screen for full visual access
- Questions will be rephrased and repeated as needed.

Unit 2, Lesson 1 Materials

PowerPoint:

*Parts of the PowerPoint are blocked out to protect the anonymity of the school.*

## Theater

ASL Storytelling

Visual Vernacular- V V

## Elements of Theater

- Facial Expressions
- Body Language
- Signing Style
- Costume
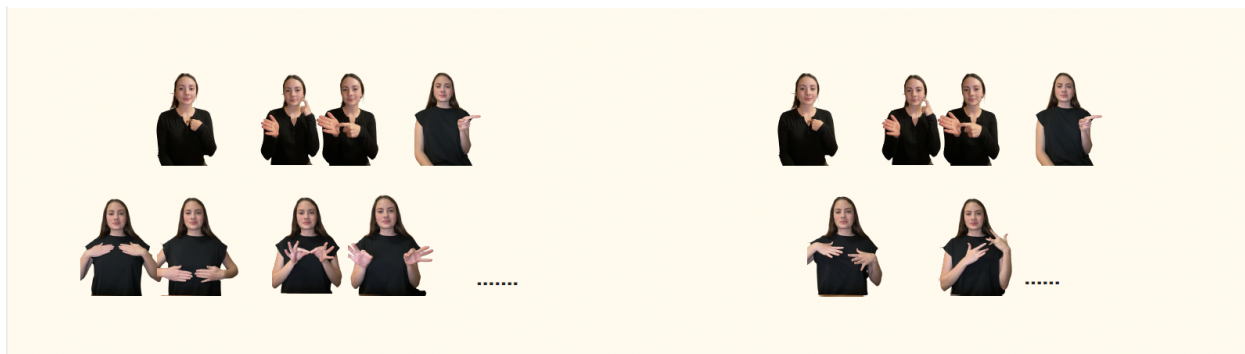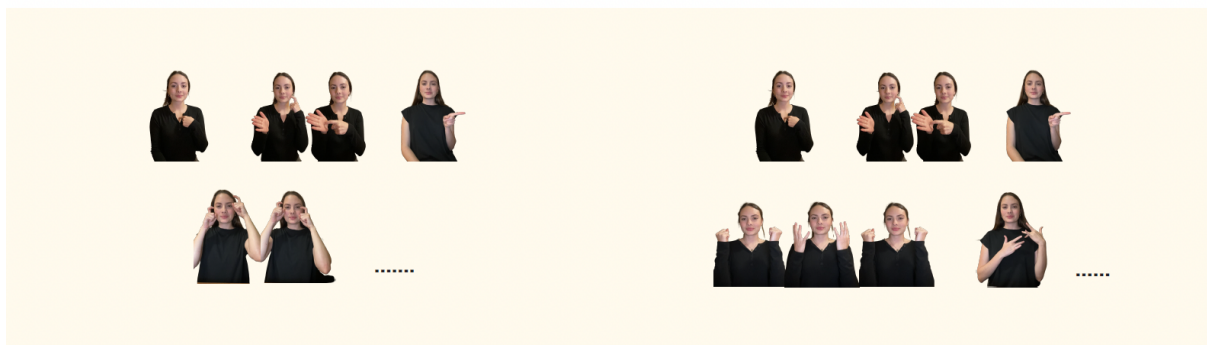
## Shaylee Mansfield

Deaf Actress
14 years old
From Texas

**Shaylee Mansfield**



**Keivonn Woodard**



Deaf Actor
Age 10
From Maryland

**Keivonn Woodard**



"The Last of Us"

**Keivonn Woodard**



Interview

**Justin Perez**



Visual Vernacular-VV

**ASL Storytelling**
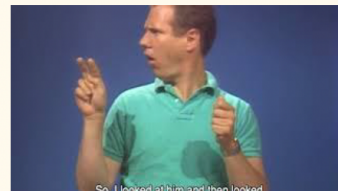


**Tomorrow**
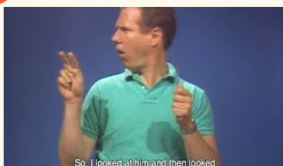
Theater Discussion Checklist:

| Theater Discussion Checklist Template (Assess through teacher observation) | | |
|---|---|---|
| | **Facial Expressions** | Student described the facial expression the actor/actress/storyteller made |
| | **Signing Style** | Student describes the signing style the actor/actress/storyteller made |
| | **Body Language** | Student describes the body language the actor/actress/storyteller made |
| | **Costume** | Student describes the costume the actor/actress/storyteller wore |

Theater ASL Sentence Stems Discussion Handout:



1.

2.

3.

4.

_____

ASL Story "The Candy Bar"
https://www.youtube.com/watch?v=PHUdu7q3Mo0
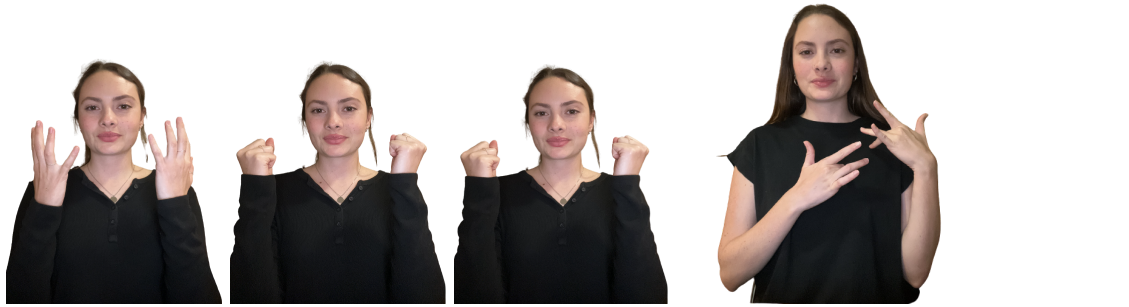
Unit 3, Lesson 2:

Lesson Plan

## Unit 3: Theater
## Lesson 2: Create Class Movie

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** 3 Theater<br>**Lesson:** 2: Create Class Movie<br>**Duration:** 1-2 days<br>**Description:** In this lesson, students will apply what they have learned from Lesson 1 and create a short skit inspired by the work of Deaf storytellers and actors. The ASL skit will incorporate expressive elements of theater that they previously learned about. The story will be set at school, which is part of their identity all of the students have in common. |
| **Goal/Standard**<br>California Visual and Performing Arts Common Core Standards:<br>4.TH:Cr1.b: *Imagine how a character might move and speak to support the story and given circumstances in a drama/theatre work.\** <br>4.TH:Cr3.a: *Revise and refine an improvised or scripted drama/ theatre work through rehearsal and collaborative review*<br>4.TH:Pr4.b: *Make physical choices to develop a character in a drama/theatre work.*<br>4.TH:Pr6: *Present a drama/ theatre work to peers as audience and reflect on performance.*<br>4.TH:Cn10: *Imagine and identify the ways drama/ theatre work reflects the perspectives of a community or culture.*<br><br>California Social-Emotional Competencies:<br>Self-Management: 2.H.2. *Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity.*<br>Self-Management: *2.D.2. Students welcome constructive feedback and understand and use varied strategies to give feedback to peers.*<br>Relationship Skills: 4.E.2. *Students use constructive strategies to communicate their perspective and listen openly to the perspectives of others to solve a problem.*<br><br>*Students will sign instead of speaking* |
| **Content Objective**<br>Students will create a short skit inspired by the work of Deaf storytellers and actors. Students will incorporate expressive elements of theater that they previously learned about such as facial expressions, signing styles, and body movements that match the |

story. Students will engage in the creative process by brainstorming ideas, making artistic decisions, implementing feedback, and managing their time.

Students will establish expectations for creating a safe and comfortable classroom environment for sharing ideas and providing feedback.

**Assessment**
Plot activity
- Students will write down the plot of "The Candy Bar" story

Teacher observation during the creative process and filming.
- I will observe if the students work together to create a plot for their class movie, pick a location to film, pick a prop, and create characters.
- I will observe if students are rehearsing their lines
- I will observe if students incorporate facial expressions and signing styles that match the plot.

Follow the Creating Checklist to see if students are meeting the goals

**Materials/preparation**

Day 1
- ASL Story "The Candybar"
  - "The Candy Bar"- DawnSignPress
- White board for the teacher to write
- Anchor chart paper for final plot

Day 2
- Plot anchor chart
- Plot events printed out
- Filming device (iPad)
- Tripod
- Props

**The Lesson**

**Day 1**
Launch/Intro
1. Remind students of the expressive elements of theater they learned about from the previous lesson.
   a. Facial expressions
   b. Signing style
   c. Body movement
2. Remind students that today they will be watching an ASL story and thinking about how it can be applied to their school.
3. Establish the goal for the day: Students will create a plot chart, and decide how it can be applied to their school (plot, setting, props). Students will decide the different chracter and be ready to film for tomorrow.
4. Set up expectations with students to create a safe and comfortable classroom environment for sharing ideas and providing feedback. Some ideas include:

      a. Respect

      b. Active listening

      c. Not laughing at or judging artwork

      d. Providing helpful feedback

5. Emphasize the importance of working together.


Explore/Procedure

1. Explain that we will watch the ASL story 'The Candy Bar" and then students will work in pairs to create a plot diagram.
2. Play the video. Ask students what happened and if they understand the story.
3. Students will work in pairs together to create a plot diagram. Prove students with pictures that match the plot and have them arrange the pictures in order on the plot map
      a. Airport, buy candy, sit down, argue with the other person, leave for airplane, realize still have candy bar
      b. Should include beginning, conflict, resolution.
4. Have a plot map drawn on the board. Ask students what happened first and fill it in on the board.
5. Ask how it can apply to their school.
      a. Start with where/ setting. Emphasize it has to be a place they can film (not a busy cafeteria, not another teachers classroom etc.)
      b. Provide suggestions
          i. Lobby, front lobby, classroom
      c. After location, move on to item
          i. Explain that in the story the man had candy, here at school students bing have what. (bing forget, bing eat, bing use)
6. Then go through the story and connect it to the location and the item. Point out the different characters/ students the are in the story and how they interact.
7. Write the plot of the board (with pictures too) and highlight when the different characters appear.
8. Review with students the storyline and characters
9. Explain the expectations for characters
      a. Each will have a small line
      b. No fighting over character
10. Who will be what character
      a. If students cannot decide on their own, use a spinning wheel
11. Go through what each character will say.


Summary/Closure

1. Explain that next class they will be filming the story.
      a. Tomorrow they will first rehearse (practice line, where they will be filming, the different locations)

*In between day, teacher figures out where the camera can be set up in each location and what angles will be filmed. Figure out where each scene will be filmed.*

**Day 2**

Launch/Intro
1. Remind students of what we are doing today: Today we will be filming our story. The goal today is to first practice and then film.
2. Review the plot with the students and where it will be filmed.
3. Review characters with students and what they will be saying.

Explore/Procedure
1. Have students practice what their lines at their desk. Pass out the plot paper for each students to highlight what part they are in and practice.
2. Have students think about What emotion their character is feeling
   a. Facial expressions
   b. Body language
   c. Signing Style
3. Set expectations for working together
   a. Respect
   b. Active listening
   c. Not laughing at or judging artwork
   d. Providing helpful feedback
4. Set expectations for filming
   a. If not in the scene, its not time to be silly or run around
   b. Be encouraging to others
   c. Give jobs
      i. One student have plot and check it off as we are going along, make sure we are in order
      ii. One student can help set up iPad
      iii. One student can count to three before filming
4. Walk through each location.
   a. Where the scene will happen, where students will walk in from, where they will stand, what they will say, how they will handle props
5. Film each location in order
   a. Set up iPad at each location
6. Start filming each location at a time

Summary/Closure
1. Explain what you noticed from each of them
   b. Practicing/ memorizing their lines, using facial expression/body movements/ signing style, showing emotions
   c. Encouraging others, helping out
2. Explain that you will edit the video for them to see
3. Friday they will sign about their experience in an ASL Video Presentation.

**Modifications/Accommodations**
- Give students a plot diagram paper with picture support to review the plot.
- Allow them time to practice and support them.
- Allow them to take multiple takes if necessary.
- Give students jobs so they are not bored when they are not filming.

Unit 3, Lesson 2 Material

Theater Create Checklist:

| | Theater Create Class Movie Checklist Template | |
|---|---|---|
| | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
| | **Location** | Student works with classmates to pick a location to film |
| | **Prop** | Student works with classmates to pick a prop |
| | **Character** | Student works with classmates to create characters for each student |
| | **Facial expressions** | Student uses facial expression that match the plot |
| | **Singing Style** | Students sign their line in a way that matches the plot |

*Important note: Students are not being graded or assessed on their acting abilities. The focus is on the creative process, allowing them to explore, and include the elements we discussed. The intent is not to assess their acting abilities.*

ASL "The Candy Bar Story" Plot Pictures
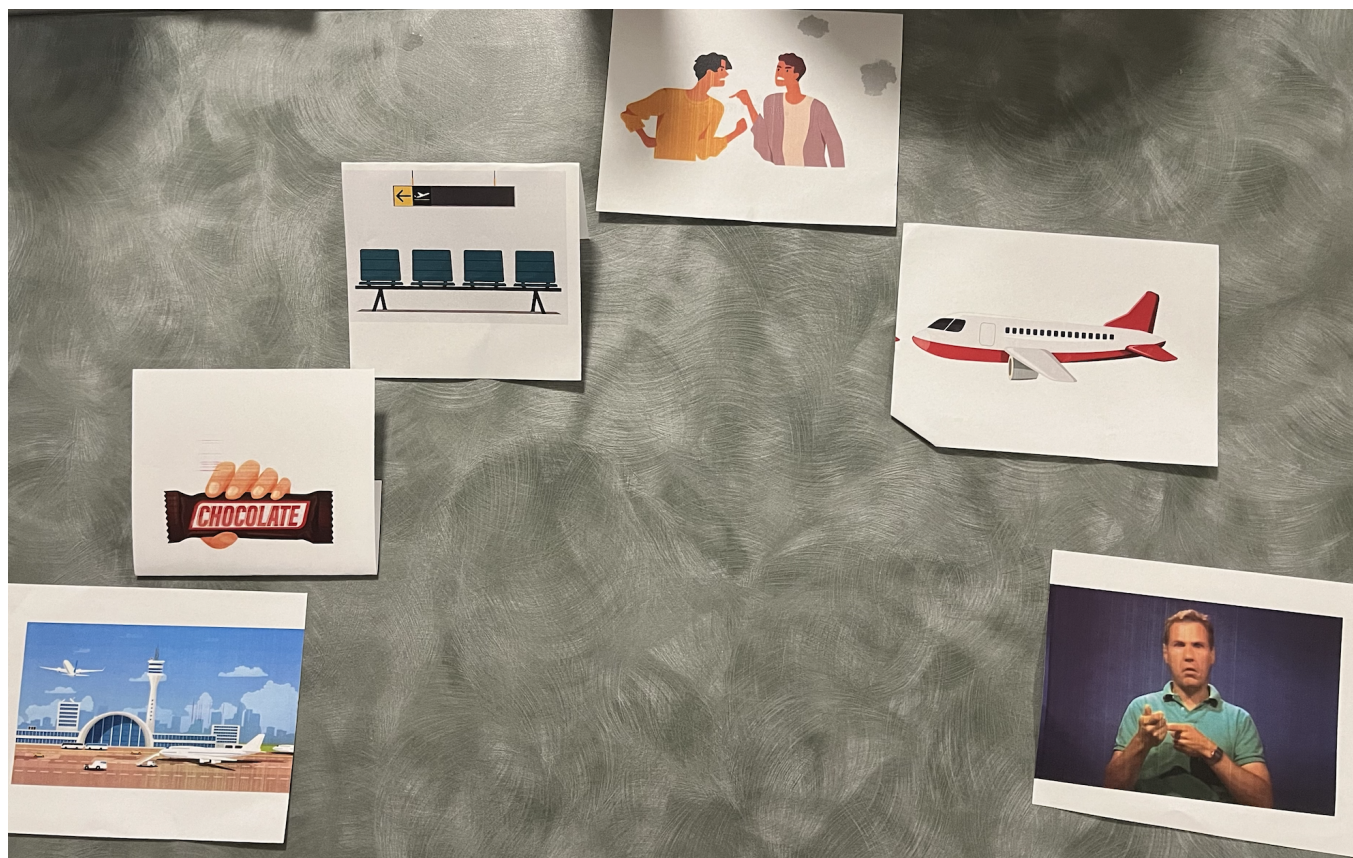
Plot Diagram Anchor Chart Morning Class
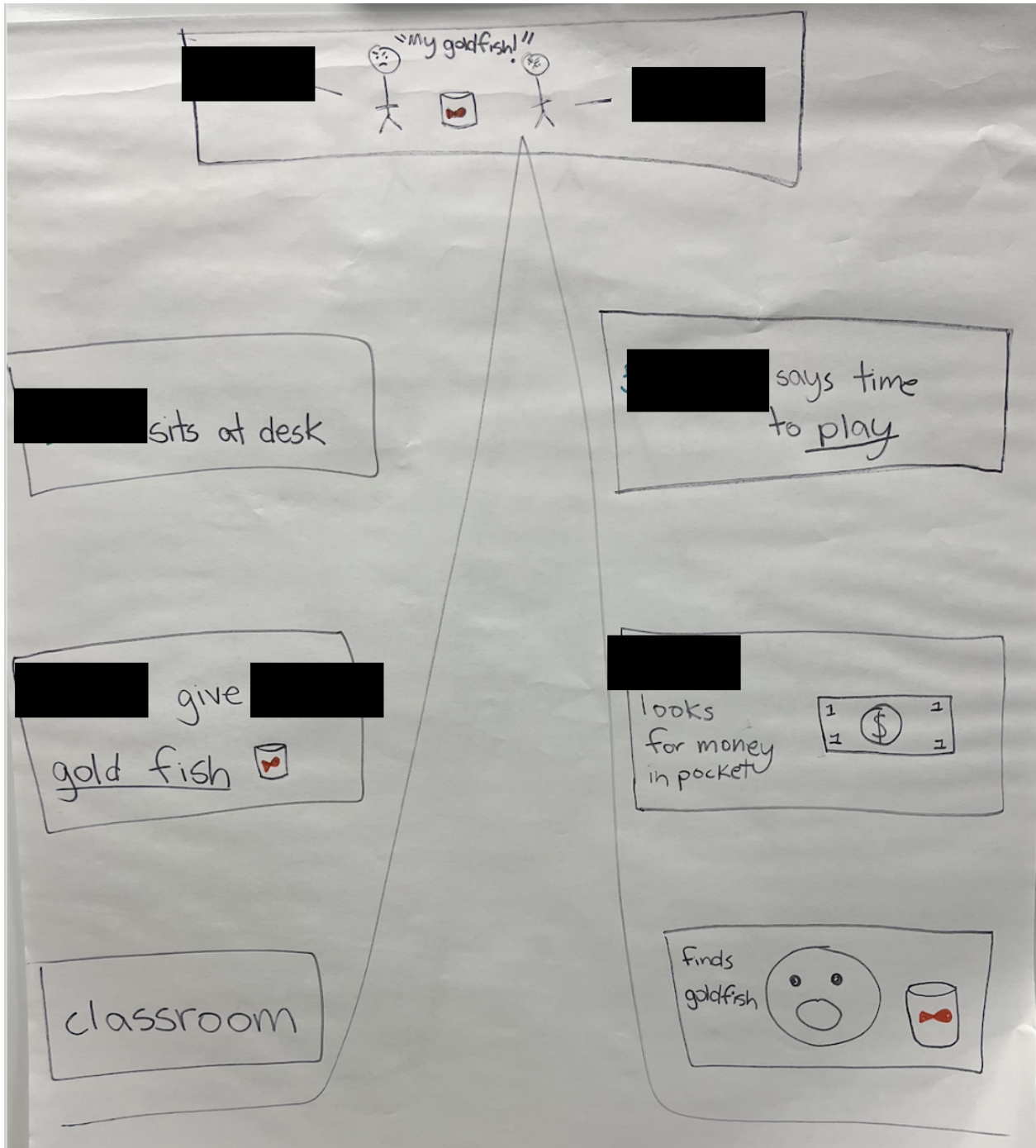
Plot Diagram Anchor Chart Afternoon Class:
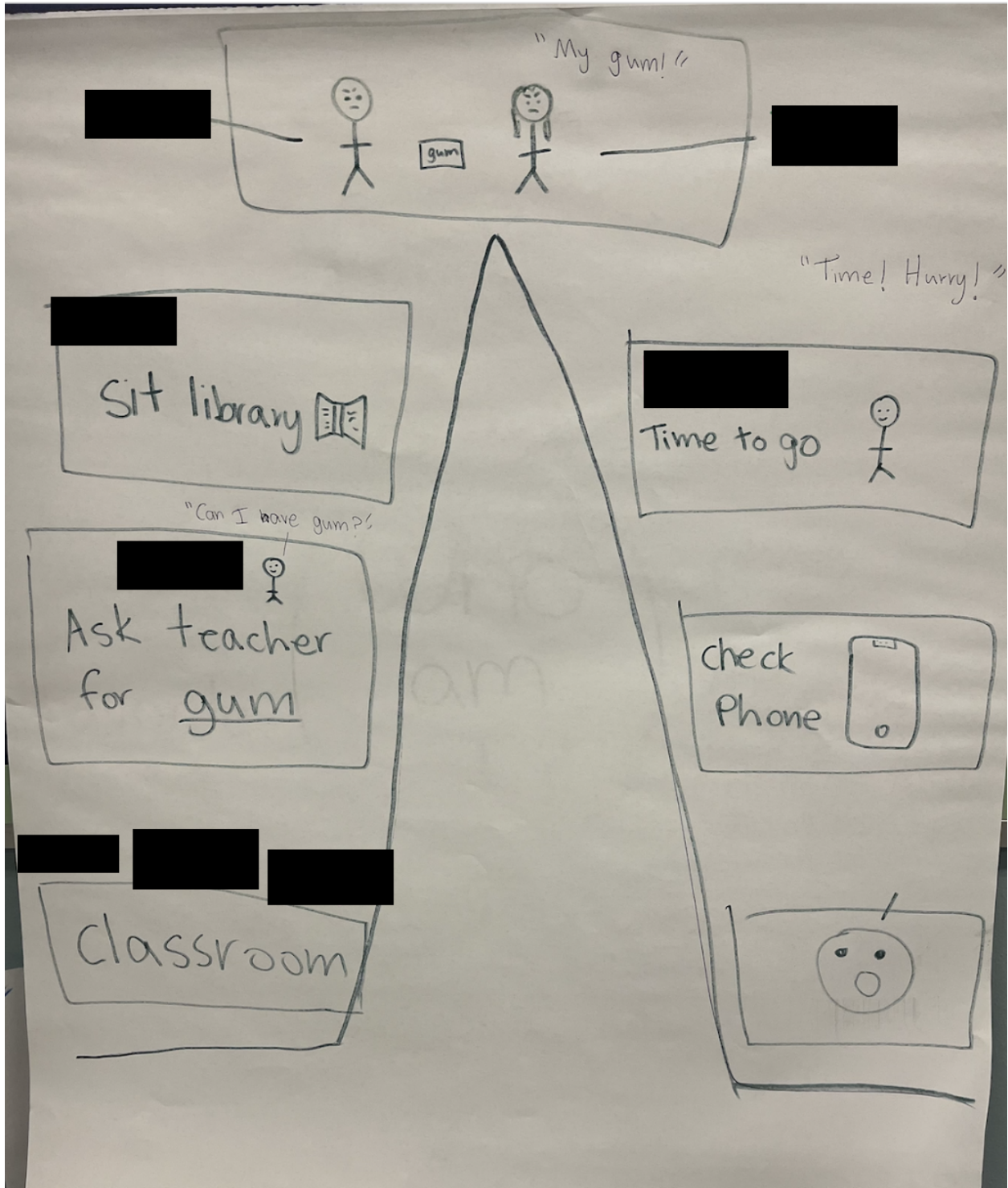
Plot Diagram Handout Morning Class



Student 2
sit next to Student 1

MY GOLDFISH!

Student 1
Sit at desk

Student 3
Time to go!

Student 1
gives Goldfish to
Student 2

Student 1
looks for $1 to buy
ice pop

All students
walk into
Classroom

Goldfish not
mine!
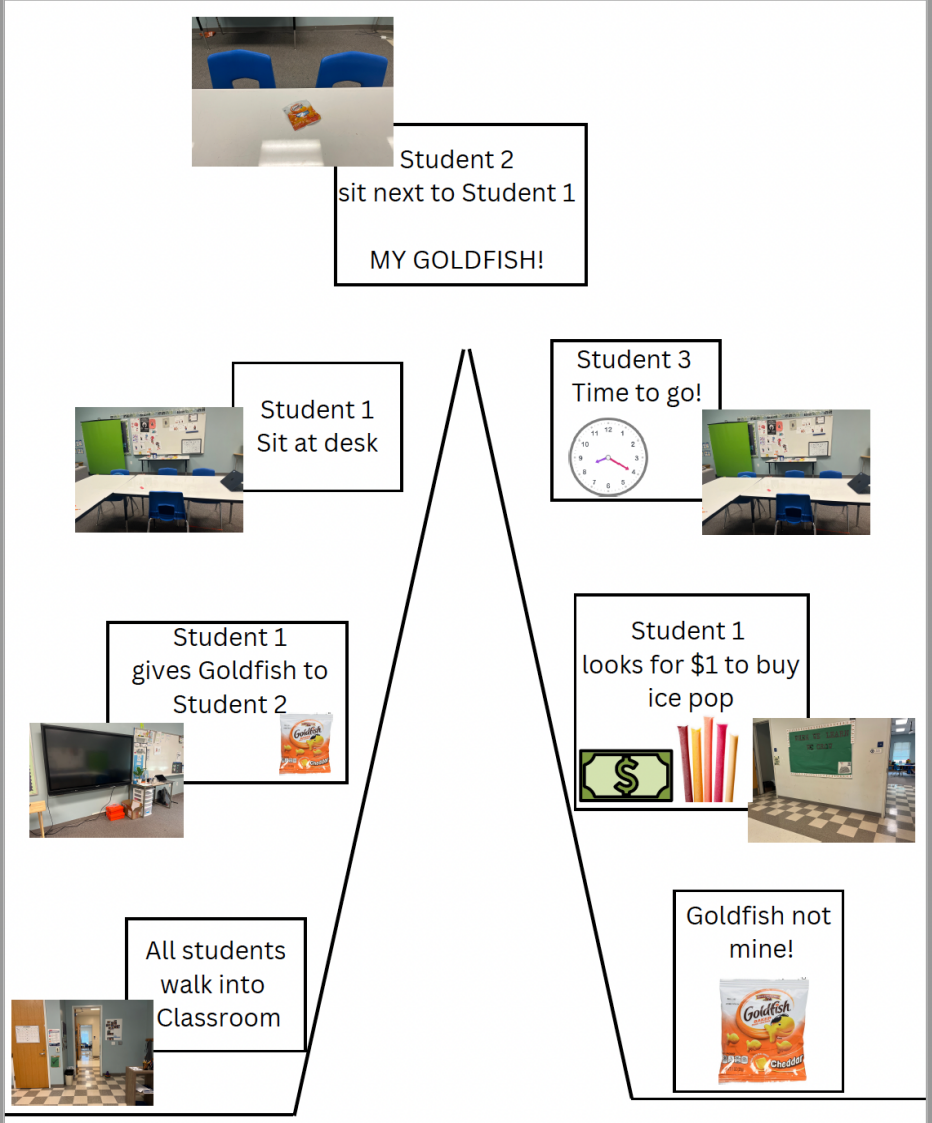
Plot Diagram Handout Afternoon Class



Student 2
sit next to student 1

MY GUM!

Student 1
Sit at library

Student 3
Time to go!

Student 1
Ask teacher for gum

Student 1
gets phone to call mom

All students
walk into
Classroom

Gum not mine!
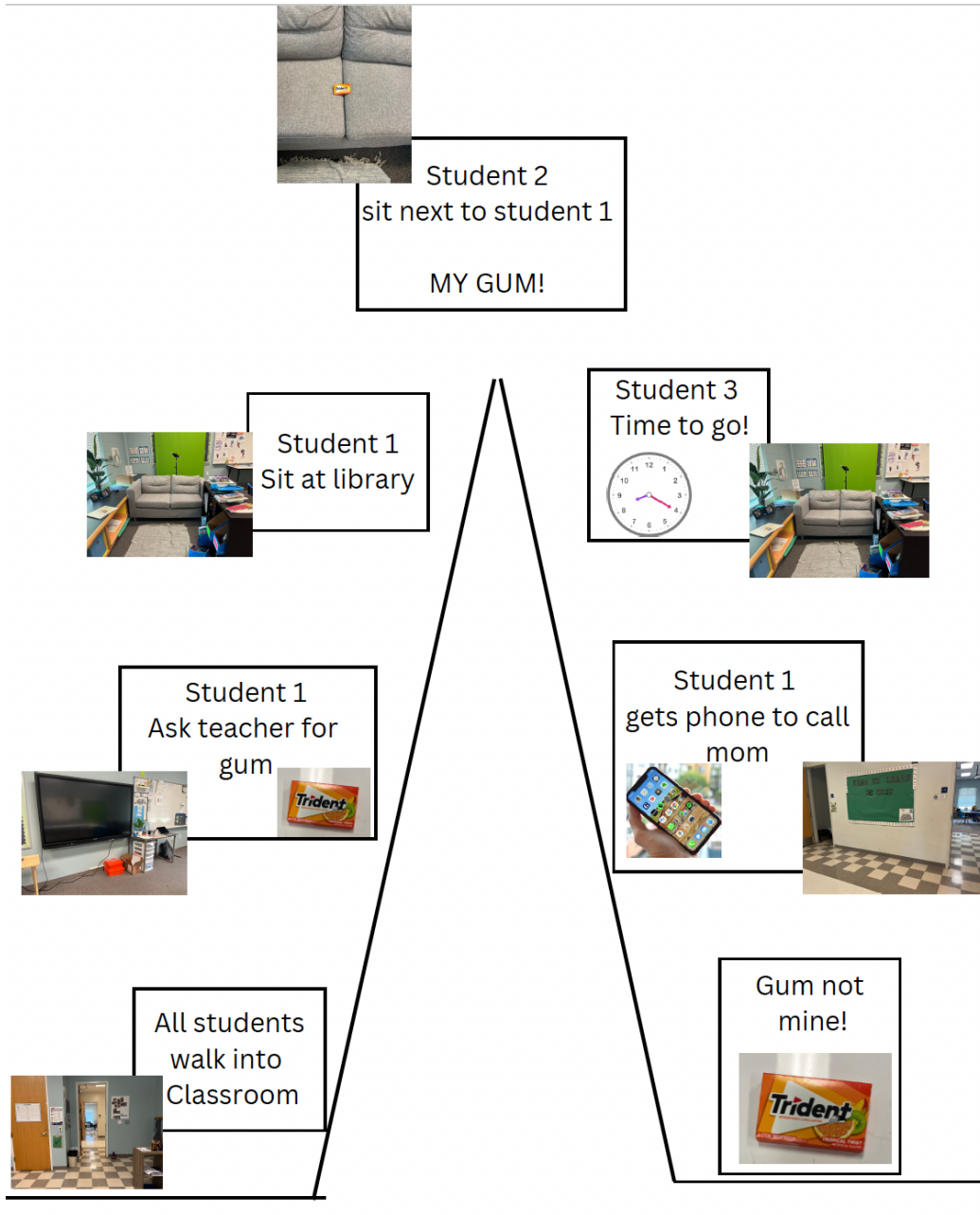
Unit 3, Lesson 3:

Lesson Plan

**Unit 3: Theater**
**Lesson 3: Theater Presentation- Film**

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** 3: Theater<br>**Lesson:** 3: Theater Presentation- Film<br>**Description:** In this lesson, students will explain the class movie they made and their role in the movie through an ASL video presentation. |
| **Goal/Standard**<br>California Visual and Performing Arts Common Core Standards:<br>4.TH:Pr4.b: *Make physical choices to develop a character in a drama/theatre work.*<br><br>California Social-Emotional Competencies:<br>Self-Awareness: *1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.*<br>Self-awareness: *1.H.2. Students are more accurate in their perceptions and gain confidence in their own thoughts and well-founded opinions but are open to trying and listening to new and different ideas.*<br>Self-Management: *2.D.2. Students welcome constructive feedback and understand and use varied strategies to give feedback to peers.*<br>Relationship Skills: 4.E.2. *Students use constructive strategies to communicate their perspective and listen openly to the perspectives of others to solve a problem.* |
| **Content Objective**<br>Students will work together to create a title for their class movie.<br><br>Students will film themselves explaining their movie. The video should include the title of the the movie, their lines, the facial expressions they used, and a brief summary of the movie. Students will practice what they will be signing before they film.<br><br>**Language Objective**<br>Students will sign clearly and in an appropriate signing space.<br><br>Students will use ASL Sentence Stems for their film presentation<br>    ● OUR MOVIE RELATED TO WHAT___<br>    ● MY CHARACTER SIGNED WHAT___<br>    ● MY FACIAL EXPRESSIONS WHAT___ WHY____ |
| **Summative Assessment**<br>    ● Teacher observation of students working in pairs and practicing for their film presentation. |

**Formative Assessment**
Final Theater ASL Video Presentation
- See Theater ASL Video Presentation Rubric

**Materials/preparation**
- Recording device
- Solid background for students to film
- ASL Sentence Stems

**The Lesson**
Launch/Intro
1. Review with students the components of a gallery.
   a. Artwork
   b. Artwork title
   c. Artist's name
2. Explain that students will be filming a presentation explaining their class movie.
   a. Students will each get a QR code linked to the video.
   b. Their QR code will be displayed at the class gallery for people to view.
3. Provide a clear and explicit explanation of what they are expected to include in their video.
   a. The title of their artwork
   b. What they signed
   c. Their facial expressions and why
   d. A brief summary of the story
   e. Clear signing

Explore/Procedure
1. Pass out ASL Sentence Stems and review them with students.
2. Explain students will practice with a partner first before they film.
   a. Partners are there to support and help each other.
      i. They can provide feedback and positive comments.
3. When students are ready, they will film their presentation.
   a. Allow multiple takes as needed

Summary/Closure (5 minutes)
1. Collect all of the videos.
2. Explain that each student will have their own QR code linked to their video.
   a. The QR code will be printed out and put in their portfolio for them to keep.
   b. The QR code will be displayed at the class gallery for people to view.
3. Explain that this was the end of Theater and that was the last art discipline.
4. Explain that all of their work from the past three week will be shown at the Art Gallery.
   a. Family and other teachers will come to see their beautiful work.
5. Explain that before the gallery, there will be a mini lesson for students to reflect on what they learned.

**Modifications/Accommodations**
- ASL sentence stems will be used to support the ASL video presentation.
- ASL language demands will first be modeled by the teacher.
- If students finish early, they can work on their cover art for their portfolio.
- If a student does not want to do the task, encourage them by explaining how this will be shown in a gallery for other students to see. When people see their class movie, they will want to know more background.

Unit 3, Lesson 3 Material

PowerPoint:
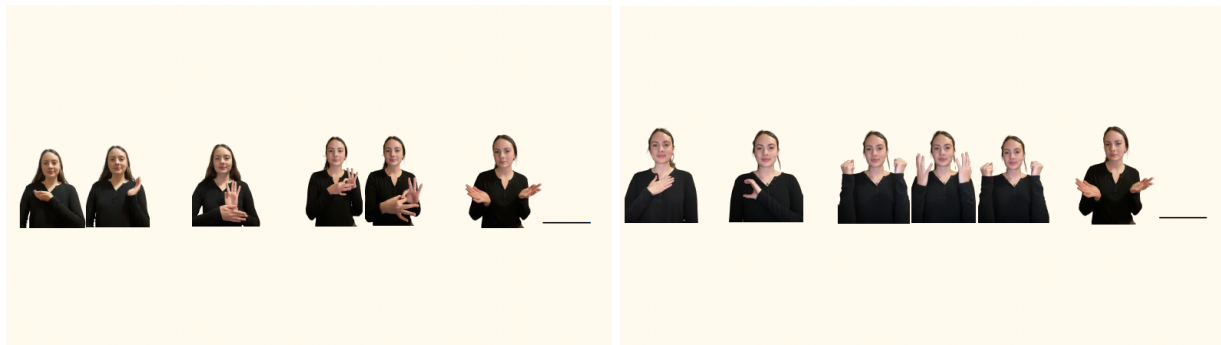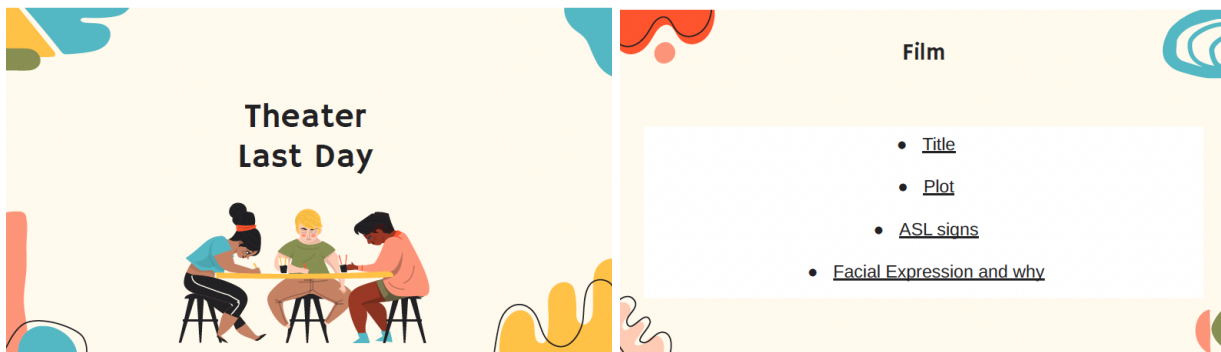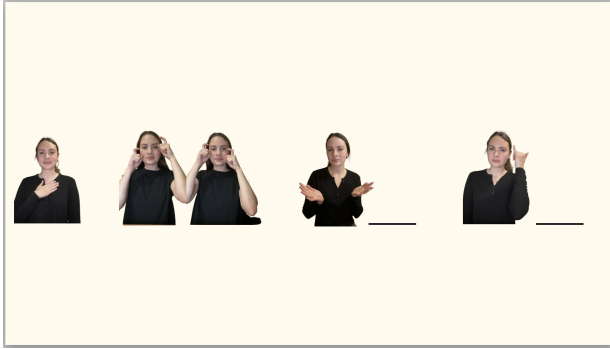
Theater ASL Video Presentation:

| | Theater ASL Presentation Rubric Template (Assess by watching students' final video presentations) | | | |
|---|---|---|---|---|
| | Title | Plot | Lines | Facial Expression |
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does NOT include why |
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

Theater ASL Sentence Stems Film Handout:

1. 

_____

2. 

_____

3.

_____

___           _____

**Conclusion to Visual and Performing Arts**

Lesson Plan:

<table>
<tr><td colspan="1"><strong>Conclusion to Visual and Performing Arts Curriculum</strong></td></tr>
</table>

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** Conclusion<br>**Lesson:** Conclusion to Visual and Performing Arts Curriculum<br>**Description:** This lesson allows students to reflect on what they have learned from the last three units. |
| **Goal/Standard**<br>California Visual and Performing Arts Common Core Standards:<br>4.VA:Re7.2: *Analyze components in visual imagery that convey messages.*<br><br>California Social-Emotional Competencies:<br>Self-Awareness: *1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.* |
| **Content Objective**<br>Students will reflect on what they have learned from the past three units. They will reflect on the following five questions on SeeSaw:<br><br>● What is visual arts?<br>● What is media arts?<br>● What is theater?<br>● What is your favorite piece of art that you created?<br>● Who is your favorite artist/actor you learned about? |
| **Assessment**<br>SeeSaw video responses |
| **Materials/preparation**<br>● PowerPoint<br>● SeeSaw App (free) |

**The Lesson**

Launch/Intro

1. Explain that students will be reflecting on all they have learned the past three week.
2. Explain that students will be responding to questions on the SeeSaw app.

Explore/Procedure

1. Review the questions on the PowerPoint. Translate the English questions into ASL.
2. For the question "What is your favorite piece of art that you created?", remind students that they created a painting, stop-motion animation, and a class movie
3. For the question "Who is your favorite artist/actor you learned about?" show students a slide of the eight different artist/actors they learned about.
   a. Include their name and artwork as some might need a refresher.
4. While students are answering questions, leave the slide with the artist/actors names so students can remember how to spell the names.
5. Have students get their iPads to film.
   a. Videos can be informally filmed since it is just a reflection and not a presentation.
6. If students need support, show them the introduction slide of the discipline they are struggling with. This will help spark their memory.

Summary/Closure

1. When students are done filming, have a whole class discussion.
2. Have one student share what visual arts means, one student share what media arts means, and one students share what theater means.
3. Have all of the students share their favorite piece of art and their favorite person.

**Modifications/ Accommodations**

1. English questions are translated into ASL.
2. Visual support is provided via PowerPoint
3. Questions will be rephrased as needed .

Lesson Material:

PowerPoint:

*Note: The slides at the end showing examples of the different disciplines are only to be shown

if students need support with their reflection*

# Visual and Performing Art

What is Visual Arts?

What is Media Arts?

What is Theater?

## What is your favorite art piece you made? And WHY?

Painting
Stop-Motion
Class Movie

Mia La Bella

Jon Savage

Nancy Rourke

Brittany Castel

Paul Scearce

Shaylee Mansfield

Keivonn Woodard

Justin Perez

## Who was your favorite artist/actor you learned about?

Mia La Bella

Jon Savage

Nancy Rourke

Paul Scearce

Brittany Castel

Shaylee Mansfield

Keivonn Woodard

Justin Perez
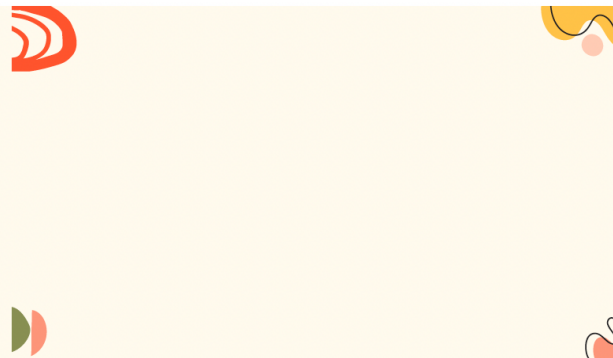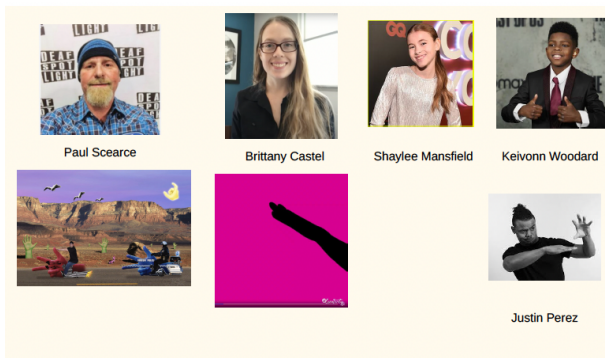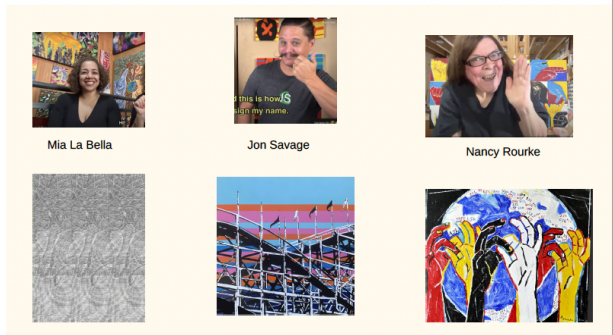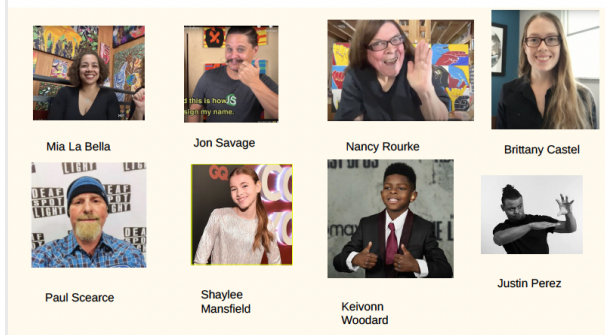
## Media Art

**Stop-Motion**



**Film**



**Graphic Design**



**Photography**



## Theater

**Movie**



**T.V. Shows**



**Deaf Theater**



## Theater

**School Plays**



## Theater

**ASL Storytelling**



**Visual Vernacular- V V**

Art Gallery Lesson Plan:

**Art Gallery**

| |
|---|
| **Course:** Visual and Performing Arts<br>**Description of Group:** Deaf and Hard-of-Hearing, Bilingual: ASL and English<br>**Grade Level:** 4th Grade<br>**Unit:** Conclusion<br>**Lesson:** Gallery Walk<br>**Description:** In this lesson, the classroom will be set up like an art gallery with students' work on display. The class will do a gallery walk to look at all the artwork, writing, and videos. |
| **Goal/Standard**<br>California Social-Emotional Competencies:<br>Self-Awareness: *1.C.2. Students articulate their beliefs about topics that are important to them, their family, and their learning community.* |
| **Content Objective**<br>Students will take pride in their artwork and show their work to those who come. They will lead their families or teachers through the art gallery and show them their work. |
| **Materials/preparation**<br>● Student artwork from visual arts, media arts, and theater<br>● Student writing from visual arts, and media arts<br>● Students' ASL video explanation from visual arts and media arts |
| **Art Gallery**<br><br>1. Set up the Gallery in the classroom.<br>2. Have iPads ready for people to use to scan the QR codes.<br>3. As people arrive, students will lead their families and teachers through the Art Gallery and show them their work.<br>4. Students will answer any questions that people have about their work. |
| **Modifications/ Accommodations**<br>● If student's family members cannot come, they can lead teachers and staff members through the gallery.<br>● Remind students that their art portfolios with all of their work will be taken home for families to see. |

Material:

Letter to families inviting them to the Art Gallery.

**Introduction to Visual and Performing Arts**

Art or Not Art Activity

Morning Class:

Afternoon Class
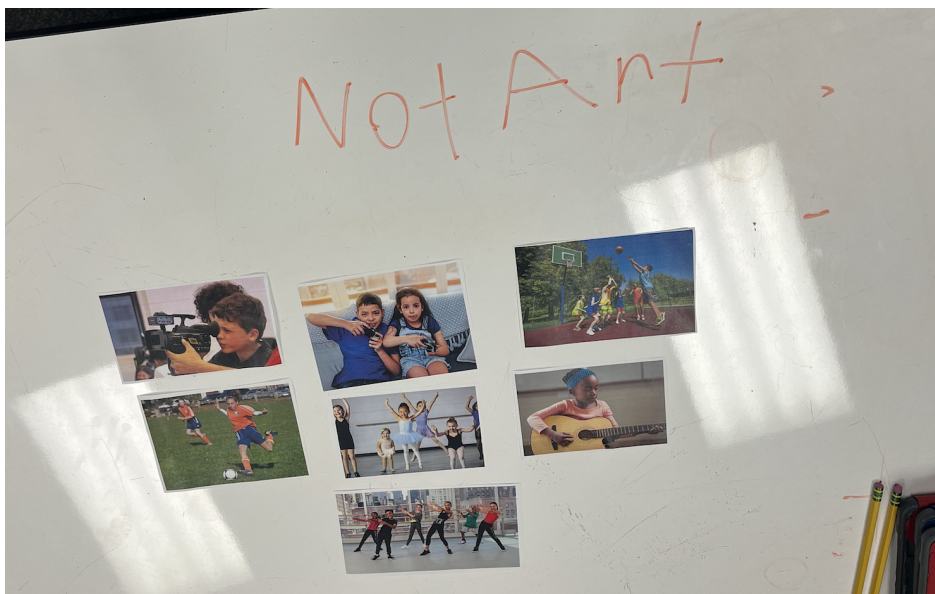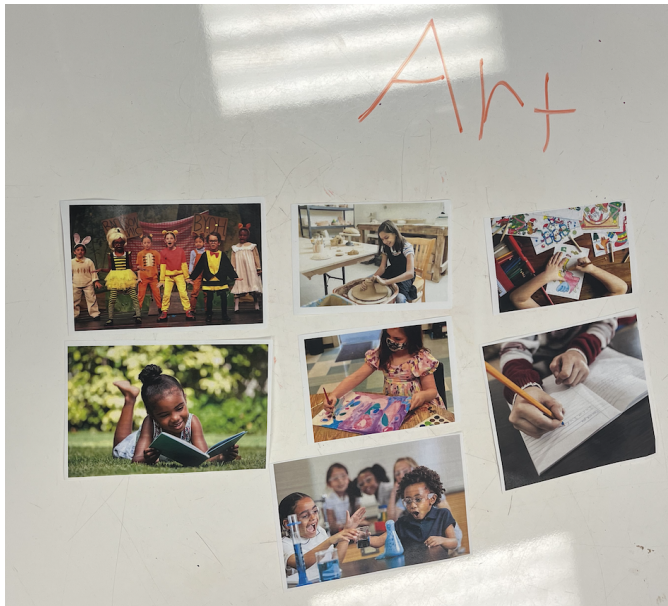
**Visual Arts**

Visual Arts Class Discussion Individual Evaluations:

KA

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

BT

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

CG

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

LD

| | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|

| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
|---|---|---|
| √ | **Colors** | Student described the colors in a piece of art |
| | **Personal Connection** | Student made a personal connection to a piece of art |

LT

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

JP

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

JH

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

Visual Arts Class Discussion Summary Evaluations:

| Visual Arts Discussion Evaluation Summary | | | | |
|---|---|---|---|---|
| | Topic | ASL Handshape | Colors | Personal Connection |
| Student KA | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ |
| Student LD | | √ | √ | |
| Student LT | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ |

Visual Arts Student Paintings and Evaluations:

KA

Student KA's topic was "Family and School". She picked the ASL signs FAMILY, RANGERS (the school mascot), and I-LOVE-YOU (show with two ILY handshapes). She picked the color pink to represent "love", the color green because it is her family's favorite color, and blue because those are the school's colors.

| √ | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
|---|---|---|
| √ | **Color** | Student picked three colors that have meaning and relate to the topic |
| √ | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |

Student BT's topic was "Family". She picked the ASL signs FAMILY, I-LOVE-YOU (show with one ILY handshapes), and SUPPORT. She picked the color green because it reminds her of her family, pink to represent love, and purple to represent support.

| √ | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
|---|---|---|
| √ | **Color** | Student picked three colors that have meaning and relate to the topic |
| √ | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |

Student CG picked the topic "Fox" because that is his favorite animal. He picked the ASL signs FOX, SMART, and CUTE. The colors he picked were pink, blue, and yellow. He picked hot pink to represent cute, yellow to show the sun, and blue to represent smart.

| | | |
|---|---|---|
| √ | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
| √ | **Color** | Student picked three colors that have meaning and relate to the topic |
| √ | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |

LD



Student LD picked the topic "Banban" because that is his favorite video game and favorite character. He picked the ASL signs SCARY, EXCITED, and FUNNY. The colors he picked were red, blue, and yellow. Red represented scary and Banban, blue represented funny, and yellow represented excited.

| √ | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
|---|---|---|
| √ | **Color** | Student picked three colors that have meaning and relate to the topic |

| √ | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |
|---|---|---|

LT



Student LT picked the topic "Family". She picked the ASL signs I-LOVE-YOU (shown as ILY),

CHERISH, SURPRISE, and PLAY. The colors she picked were blue, yellow, and green. Yellow

represented her sisters and brothers because when they play together it makes her happy. Blue

represents family surprises. Green represents cherish and love for her family.

| √ | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
| √ | **Color** | Student picked three colors that have meaning and relate to the topic |
| √ | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |

Student JP picked the topic "Friends". She picked the signs PLAY, SOCIALIZE, and LOVE. The colors she picked were purple, pink, and blue. Purple represented playing with her friends, pink represented love, and blue represented socializing with her friends and not being alone.

| | | |
|---|---|---|
| √ | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
| √ | **Color** | Student picked three colors that have meaning and relate to the topic |
| √ | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |

JH



Student JH picked the topic "travel". He picked the signs TRAVEL, FUN, and ENJOY. The

colors he picked were red, blue, and green. He also added a painting of the world in the middle.

Red represented enjoy, blue represented traveling, and green represented fun.

| √ | **Identity** | Student picked a topic of something that is personal to the identity they picked (can be from the "Who am I" Bubble Chart) |
| --- | --- | --- |
| √ | **Color** | Student picked three colors that have meaning and relate to the topic |
| √ | **ASL Handshape** | Student picked ASL handshapes that are related to the topic |

Visual Arts Painting Student Summary Evaluations:

| | Topic | ASL Handshape | Colors |
|---|---|---|---|
| | | Visual Arts Create Painting Evaluation Summary | |
| Student KA | Family and School | FAMILY, RANGERS, I-LOVE-YOU (ILY) | She picked the color pink to represent "love", the color green because it is her family's favorite color, and blue because those are the school's colors. |
| Student BT | Family | FAMILY, I-LOVE-YOU (ILY), SUPPORT | She picked the color green because it reminds her of her family, pink because it represents love, and purple to represent support. |
| Student CG | Fox | FOX, SMART, CUTE | He picked hot pink to represent cute, yellow to show the sun, and blue to represent smart. |
| Student LD | Banban | SCARY, EXCITED, FUNNY | He picked red to represent scary and Banban, blue to represent funny, and yellow to represent excitement. |
| Student LT | Family | I-LOVE-YOU (ILY), CHERISH, SURPRISE, PLAY | She picked yellow to represent her sisters and brothers because they play together and it makes her happy. Blue represents family surprises. Green represents cherish and love for her family. |
| Student JP | Friends | PLAY, SOCIALIZE, LOVE | She picked purple to represent playing with her friends, pink to represent love, and blue to represent socializing with her friends and never being alone. |
| Student JH | Travel | TRAVEL, FUN, | He picked red to represent |

| | | ENJOY | enjoy, blue to represent traveling, and green to represent fun. |
|---|---|---|---|

<u>Visual Art Student Writing and Evaluations:</u>

*Student names have been cut out of the picture.*
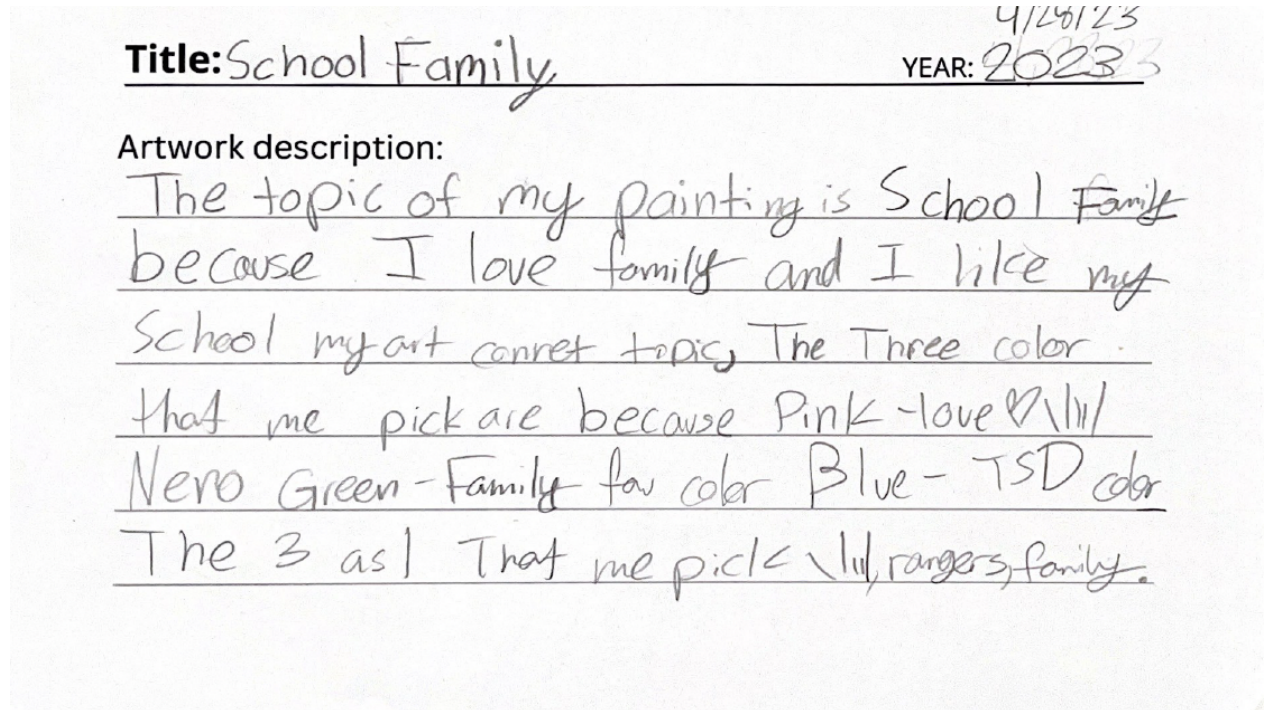
KA:

**Title:** School Family        4/28/23  YEAR: 2023

Artwork description:

The topic of my painting is School ~~Family~~ because I love family and I like my school my art connet topic, The Three color. that me pick are because Pink - love ♥\|||/ Nero Green - Family fav color Blue - TSD color The 3 as I That me pick \|||/, rangers, family.

| √ | **Name** | Student includes their name. |
|---|---|---|
| √ | **Title** | Student writes their unique title. |
| √ | **Year** | Student writes the year. |

| | | |
|---|---|---|
| √ | **Topic** | Student includes the topic of their painting and why. |
| √ | **Colors** | Student includes the colors they have picked and why. |
| √ | **ASL Handshapes** | Student includes the handshapes they picked. |

Student BT: ABSENT

CG:

Title: Foxesness                          YEAR: 2023

Artwork description:
The topic of painting is Fox.
The three color I picked Bright Blue,
hot pink and bright yellow. The ASL
Signs I picked are Fox, smart
and cute

| √ | **Name** | Student includes their name. |
|---|---|---|
| √ | **Title** | Student writes their unique title. |
| √ | **Year** | Student writes the year. |
| √ | **Topic** | Student includes the topic of their painting and why |
| √ | **Colors** | Student includes the colors they have picked. |
| √ | **ASL Handshapes** | Student includes the handshapes they picked. |

LD:

Title: BAN BAN     YEAR: 2023

Artwork description:
- The topic of my painting is BANBAn
- the three colors I picked Are Ret Blue Yellow
- The ASL sign I picked Are funny scary excited

| √ | **Name** | Student includes their name. |
|---|---|---|
| √ | **Title** | Student writes their unique title. |
| √ | **Year** | Student writes the year. |
| √ | **Topic** | Student includes the topic of their painting/ identity they chose. |
| √ | **Colors** | Student includes the colors they have picked. |
| √ | **ASL Handshapes** | Student includes the handshapes they picked. |

LT:

**Title:** Famliy   YEAR: 2023

**Artwork description:**
the topic my painting is famliy.
the three colors I picked are yellow and Blue
and green. the ASL signs I picked are play
and Love and suprise.

| √ | **Name** | Student includes their name. |
|---|---|---|
| √ | **Title** | Student writes their unique title. |
| √ | **Year** | Student writes the year. |
| √ | **Topic** | Student includes the topic of their painting/ identity they chose. |
| √ | **Colors** | Student includes the colors they have picked. |
| √ | **ASL Handshapes** | Student includes the handshapes they picked. |

JP:

**Title:** best friend      YEAR: 2023

Artwork description:

this topic of Mny Painting is best friend from sschool. the three colors I Picked are Purple, Pink, blue. the ASL Signs I Picked are love, Play, socialize.

| √ | **Name** | Student includes their name. |
|---|---|---|
| √ | **Title** | Student writes their unique title. |
| √ | **Year** | Student writes the year |
| √ | **Topic** | Student includes the topic of their painting/ identity they chose. |
| √ | **Colors** | Student includes the colors they have picked. |
| √ | **ASL Handshapes** | Student includes the handshapes they picked. |

JH:

Title: world   YEAR: 2023

Artwork description:
The topic of my painting is world.

| √ | **Name** | Student includes their name. |
|---|---|---|
| √ | **Title** | Student writes their unique title. |
| √ | **Year** | Student writes the year |
| √ | **Topic** | Student includes the topic of their painting/ identity they chose. |

Visual Arts Writing Summary Evaluations:

| | Name | Title | Year | Topic | Colors | ASL Handshapes |
|---|---|---|---|---|---|---|
| **Visual Arts Written Evaluation Summary** | | | | | | |
| Student KA | √ | √ | √ | √<br><br>Student included why she picked the topic. This was part of the criteria for this student. | √<br><br>Student included why she picked the colors. This was part of the criteria for this student. | √ |
| Student BT | ABSENT | ABSENT | ABSENT | ABSENT | ABSENT | ABSENT |
| Student CG | √ | √ | √ | √<br><br>Student included why he picked the topic. This was part of the criteria for this student. | √ | √ |
| Student LD | √ | √ | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ | This student was not required to | This student was not required to |

| | | | | complete this criteria based on his writing level and needs. | complete this criteria based on his writing level and needs. |
|---|---|---|---|---|---|
| | | | | | |

Visual Arts ASL Video Presentation Individual Evaluations:

KA

| | Topic/ Identity | Color | ASL Handshapes |
|---|---|---|---|
| Student has met the goal | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes the topic they chose for the artwork (identity) but does NOT include why | Student includes the three colors they picked but does NOT include why | Student includes the ASL handshapes they picked but does NOT include why |
| Student needs support with the full goal | Student does not include the topic | Student does not include the three colors they picked | Student does not include the ASL handshapes they picked |

BT- ABSENT

CG

| | Topic/ Identity | Color | ASL Handshapes |
|---|---|---|---|
| Student has met the goal | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes the topic they chose for the artwork (identity) | Student includes the three colors they picked but does NOT | Student includes the ASL handshapes they picked but does NOT |

| | | | |
|---|---|---|---|
| | but does NOT include why | include why | include why |
| Student needs support with the full goal | Student does not include the topic | Student does not include the three colors they picked | Student does not include the ASL handshapes they picked |

LD

| | Topic/ Identity | Color | ASL Handshapes |
|---|---|---|---|
| Student has met the goal | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes the topic they chose for the artwork (identity) but does NOT include why | Student includes the three colors they picked but does NOT include why | Student includes the ASL handshapes they picked but does NOT include why |
| Student needs support with the full goal | Student does not include the topic | Student does not include the three colors they picked | Student does not include the ASL handshapes they picked |

LT

| | Topic/ Identity | Color | ASL Handshapes |
|---|---|---|---|
| Student has met the goal | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes the topic they chose for the artwork (identity) but does NOT include why | Student includes the three colors they picked but does NOT include why | Student includes the ASL handshapes they picked but does NOT include why |
| Student needs support with the full goal | Student does not include the topic | Student does not include the three | Student does not include the ASL |

| | | colors they picked | handshapes they picked |
| --- | --- | --- | --- |

JP

| | Topic/ Identity | Color | ASL Handshapes |
| --- | --- | --- | --- |
| Student has met the goal | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes the topic they chose for the artwork (identity) but does NOT include why | Student includes the three colors they picked but does NOT include why | Student includes the ASL handshapes they picked but does NOT include why |
| Student needs support with the full goal | Student does not include the topic | Student does not include the three colors they picked | Student does not include the ASL handshapes they picked |

JH

| | Topic/ Identity | Color | ASL Handshapes |
| --- | --- | --- | --- |
| Student has met the goal | Student includes the topic they chose for the artwork (identity) and why | Student includes the three colors they picked and why | Student includes the ASL handshapes they picked and why |
| Student needs support with some of the goal | Student includes the topic they chose for the artwork (identity) but does NOT include why | Student includes the three colors they picked but does NOT include why | Student includes the ASL handshapes they picked but does NOT include why |
| Student needs support with the full goal | Student does not include the topic | Student does not include the three colors they picked | Student does not include the ASL handshapes they picked |

Visual Arts ASL Video Presentation Summary Evaluations:

| Visual Arts ASL Presentation Evaluation Summary | | | |
|---|---|---|---|
| | Topic/Identity | Colors | ASL Handshapes |
| Student KA | Met the goal. | Met the goal. | Met the goal. |
| Student BT | ABSENT | ABSENT | ABSENT |
| Student CG | Met the goal. | Met the goal. | Met part of the goal.<br><br>He did not explain why he picked his ASL signs. |
| Student LD | Met the goal. | Met the goal. | Met part of the goal.<br><br>He did not explain why he picked his ASL signs. |
| Student LT | Met the goal. | Met the goal. | Met the goal. |
| Student JP | Met the goal. | Met the goal. | Met the goal. |
| Student JH | Met the goal. | Met the goal. | Met the goal. |

**Media Arts**

Media Arts Class Discussion Individual Evaluations:

KA

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal** | Student made a personal connection to a piece of art |

| | Connection | |
|---|---|---|

BT

| | | |
|---|---|---|
| √ | **Topic** | Student discussed the topic of a piece of art |
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

CG

| | | |
|---|---|---|
| √ | **Topic** | Student discussed the topic of a piece of art |
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

LD

| | | |
|---|---|---|
| √ | **Topic** | Student discussed the topic of a piece of art |
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

LT

| | | |
|---|---|---|
| √ | **Topic** | Student discussed the topic of a piece of art |
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |

| √ | **Colors** | Student described the colors in a piece of art |
|---|---|---|
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

JP

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| | **Personal Connection** | Student made a personal connection to a piece of art |

JH

| √ | **Topic** | Student discussed the topic of a piece of art |
|---|---|---|
| √ | **ASL Handshapes** | Student described the ASL handshapes or signs in a piece of art |
| √ | **Colors** | Student described the colors in a piece of art |
| √ | **Personal Connection** | Student made a personal connection to a piece of art |

Media Arts Class Discussion Summary Evaluations:

| Media Arts Discussion Evaluation Summary | | | | |
|---|---|---|---|---|
| | Topic | ASL Handshape | Colors | Personal Connection |
| Student KA | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ |
| Student LD | √ | √ | | √ |
| Student LT | √ | √ | √ | √ |
| Student JP | √ | √ | √ | |
| Student JH | √ | √ | √ | √ |

Student Stop-Motion Animation and Characters/ Evaluation:

KA:



| √ | **Character** | Student draws themselves as a character. |
|---|---|---|
| √ | **Backdrop** | Student picks a location that was significant to them or tells a story. |
| √ | **ASL** | The animation includes ASL. |
| √ | **iPad** | Student keeps the iPad still and takes pictures of each frame. |
| √ | **Movement** | The character and props move naturally and slowly |

BT:



| √ | **Character** | Student draws themselves as a character. |
|---|---|---|
| √ | **Backdrop** | Student picks a location that was significant to them or tells a story. |
| √ | **ASL** | The animation includes ASL. |
| | **iPad** | Student keeps the iPad still and takes pictures of each frame. |
| | **Movement** | The character and props move naturally and slowly |

| √ | **Character** | Student draws themselves as a character. |
|---|---|---|
| √ | **Backdrop** | Student picks a location that was significant to them or tells a story. |
| √ | **ASL** | The animation includes ASL. |
| √ | **iPad** | Student keeps the iPad still and takes pictures of each frame. |
| √ | **Movement** | The character and props move naturally and slowly |

LD:



| √ | **Character** | Student draws themselves as a character. |
|---|---|---|
| √ | **Backdrop** | Student picks a location that was significant to them or tells a story. |
| √ | **ASL** | The animation includes ASL. |
| √ | **iPad** | Student keeps the iPad still and takes pictures of each frame. |
| √ | **Movement** | The character and props move naturally and slowly |

| √ | **Character** | Student draws themselves as a character. |
|---|---|---|
| √ | **Backdrop** | Student picks a location that was significant to them or tells a story. |
| √ | **ASL** | The animation includes ASL. |
| √ | **iPad** | Student keeps the iPad still and takes pictures of each frame. |
| √ | **Movement** | The character and props move naturally and slowly |

JP:



| √ | **Character** | Student draws themselves as a character. |
|---|---|---|
| √ | **Backdrop** | Student picks a location that was significant to them or tells a story. |
| √ | **ASL** | The animation includes ASL. |
| √ | **iPad** | Student keeps the iPad still and takes pictures of each frame. |
| √ | **Movement** | The character and props move naturally and slowly |

| √ | **Character** | Student draws themselves as a character. |
|---|---|---|
| √ | **Backdrop** | Student picks a location that was significant to them or tells a story. |
| √ | **ASL** | The animation includes ASL. |
| √ | **iPad** | Student keeps the iPad still and takes pictures of each frame. |
|   | **Movement** | The character and props move naturally and slowly |

| Media Arts Create Stop-Motion Animation Evaluation Summary | | | | | |
|---|---|---|---|---|---|
| | Character | Backdrop | ASL | iPad | Movement |
| Student KA | √ | √ | √ | √ | √ |
| Student BT | √ | √ | √ | | |
| Student CG | √ | √ | √ | √ | √ |
| Student LD | √ | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ | |

Media Arts Student Writing:

Student names have been cut out of the picture.

KA:

**Title:** Shop Complain        YEAR: 2023

Artwork description:

The topic of my stop-motion animantion is slop because my fav shop. My Movie includes (moon) (Shop bag) because I see night and I at Shop. My Chater Sign : Where rest aurm me thurg restaurm closed "Wait 4 hours late then". I back Bye The end

| √ | **Year** | Student includes the year. |
|---|---|---|
| √ | **Name** | Student includes their name. |
| √ | **Title** | Student writes their unique title. |
| √ | **Topic** | Student explains the topic and why they picked that topic. |
| √ | **Props** | Student includes the props they used and why. |
| √ | **ASL** | Students include the ASL their character signed. |

BT:

Title: nyc Deaf          YEAR: 2023

Artwork description:

the topic of my stop motion
animation is Nyc Deaf

| √ | **Year** | Student includes the year. |
|---|---|---|
| √ | **Name** | Student includes their name. |
| √ | **Title** | Student writes their unique title. |
| √ | **Topic** | Student explains the topic they picked. |

CG:
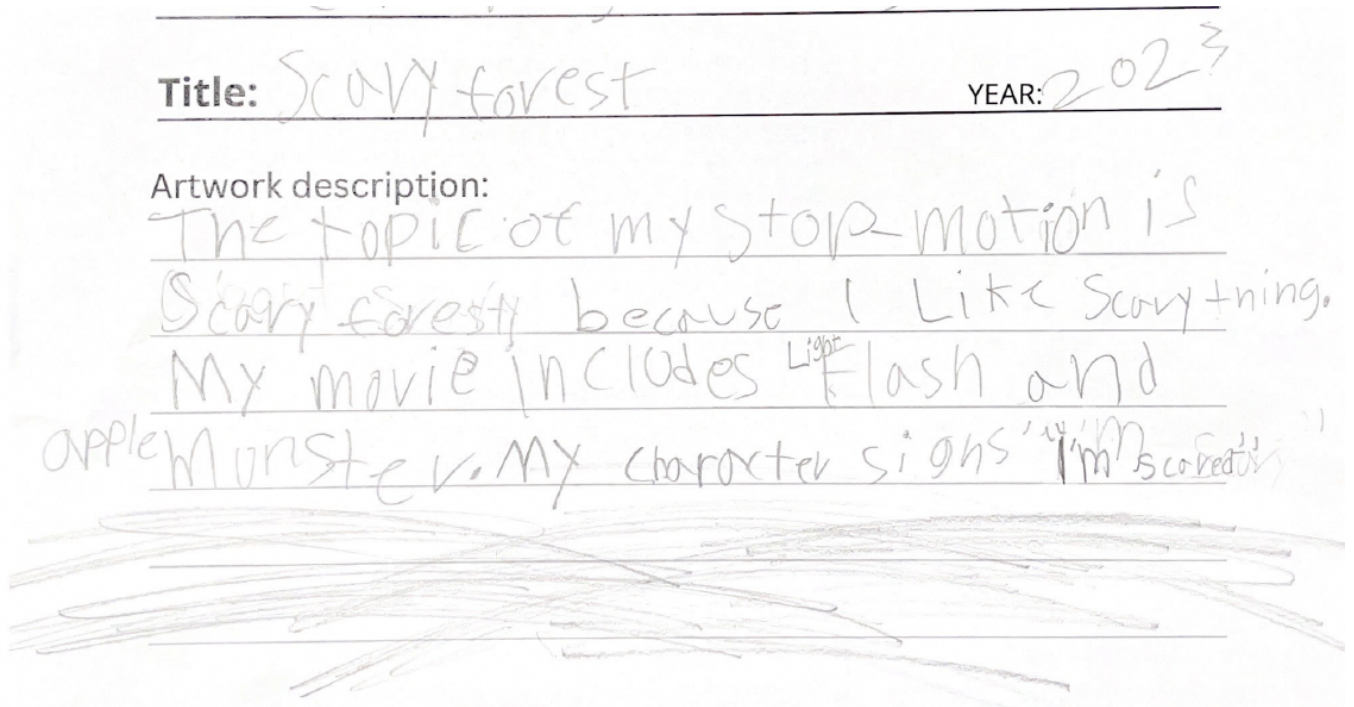
Title: Scary forest          YEAR: 2023

Artwork description:
The topic of my stop motion is
Scary foresty because I like scary thing.
My movie includes Light Flash and
apple Munster. My character signs "I'm scared."

| √ | **Year** | Student includes the year. |
|---|---|---|
| √ | **Name** | Student includes their name. |
| √ | **Title** | Student writes their unique title. |
| √ | **Topic** | Student explains the topic and why they picked that topic. |
| √ | **Props** | Student includes the props they used. |
| √ | **ASL** | Students include the ASL their character signed. |

Student LD: ABSENT

**Title:** Disenyland                                              YEAR: 5/5/23

Artwork description:

The topic MY Stop-motion animation is Disenyland
MY animation includes Hat
MY character signs I go Disenyland

| √ | **Year** | Student includes the year. |
|---|---|---|
| √ | **Name** | Student includes their name. |
| √ | **Title** | Student writes their unique title. |
| √ | **Topic** | Student explains the topic they picked. |
| √ | **Props** | Student includes the props they used. |
| √ | **ASL** | Students include the ASL their character signed. |

JP:

Title: Family ♥   YEAR: 2023

Artwork description:

the topic of my stop-motion animation is
Family - Race car. My animation includes
Dream. My character Jaklia signs. My
love family.

| √ | **Year** | Student includes the year. |
|---|---|---|
| √ | **Name** | Student includes their name. |
| √ | **Title** | Student writes their unique title. |
| √ | **Topic** | Student explains the topic they picked. |
| √ | **Props** | Student includes the props they used |
| √ | **ASL** | Students include the ASL their character signed. |

JH:

Title: REDWOODS                                    YEAR: 2023

Artwork description:
The topic of my stop-motion animation is
redwood trees

| √ | **Year** | Student includes the year. |
|---|---|---|
| √ | **Name** | Student includes their name. |
| √ | **Title** | Student writes their unique title. |
| √ | **Topic** | Student explains the topic they picked. |

Media Arts Stop-Motion Animation Summary Evaluations:

| | Character | Backdrop | ASL | iPad | Movement |
|---|---|---|---|---|---|
| Media Arts Create Stop-Motion Animation Evaluation Summary | | | | | |
| Student KA | √ | √ | √ | √ | √ |
| Student BT | √ | √ | √ | | |
| Student CG | √ | √ | √ | √ | √ |
| Student LD | √ | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ | |

Media Arts ASL Video Presentation Individual Evaluations:

KA

| | Topic | Props | ASL | Story |
|---|---|---|---|---|
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

BT

| | Topic | Props | ASL | Story |
|---|---|---|---|---|

253

| | | | | |
|---|---|---|---|---|
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

CG

| | Topic | Props | ASL | Story |
|---|---|---|---|---|
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

LD

| | Topic | Props | ASL | Story |
|---|---|---|---|---|
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does | Student includes the props but does NOT | Student include only part of what their character | Student explains part of the story |

| | NOT explain why | explain why | signed | |
|---|---|---|---|---|
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

LT

| | Topic | Props | ASL | Story |
|---|---|---|---|---|
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

JP

| | Topic | Props | ASL | Story |
|---|---|---|---|---|
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

JH

|  | Topic | Props | ASL | Story |
|---|---|---|---|---|
| Student has met the goal | Student includes the topic they chose and why | Student includes the props they used and why | Student includes what their character signed | Student includes an explanation of their story |
| Student needs support with some of the goal | Student includes the topic they chose but does NOT explain why | Student includes the props but does NOT explain why | Student include only part of what their character signed | Student explains part of the story |
| Student needs support with the full goal | Student does not include the topic | Student does not explain the props they used | Student does not include what their character signs | Student does not include an explanation of the story |

Media Arts ASL Video Presentation Summary Evaluations:

| Media Arts ASL Presentation Evaluation Summary | | | | |
|---|---|---|---|---|
|  | Topic | Props | ASL | Story |
| Student KA | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student BT | Met the goal. | Did not meet the goal.<br><br>She did not explain the props she used. | Met the goal. | Did not meet the goal.<br><br>She did not include an explanation of her story. |
| Student CG | Met the goal. | Met the goal. | Met the goal. | Met part of the goal.<br><br>He explained part of the story. |
| Student LD | Met the goal. | Met the goal. | Met the goal. | Did not meet the |

| | | | | goal.<br><br>He did not include an explanation of his story. |
|---|---|---|---|---|
| Student LT | Met the goal | Met the goal. | Met the goal. | Met part of the goal.<br><br>She explained part of this story. |
| Student JP | Met the goal | Met the goal. | Met the goal. | Met the goal. |
| Student JH | Met the goal | Met the goal. | Met the goal. | Met the goal |

**Theater**

Theater Class Discussion Individual Evaluations:

KA

| √ | **Facial Expressions** | Student described the facial expression the actor/actress/storyteller made |
|---|---|---|
| √ | **Signing Style** | Student described the signing style the actor/actress/storyteller made |
| √ | **Body Language** | Student described the body language the actor/actress/storyteller made |
| √ | **Costume** | Student described the costume the actor/actress/storyteller wore |

BT

| √ | **Facial Expressions** | Student described the facial expression the actor/actress/storyteller made |
|---|---|---|

| √ | Signing Style | Student described the signing style the actor/actress/storyteller made |
|---|---|---|
| √ | Body Language | Student described the body language the actor/actress/storyteller made |
| √ | Costume | Student described the costume the actor/actress/storyteller wore |

CG

| √ | Facial Expressions | Student described the facial expression the actor/actress/storyteller made |
|---|---|---|
| √ | Signing Style | Student described the signing style the actor/actress/storyteller made |
| √ | Body Language | Student described the body language the actor/actress/storyteller made |
| √ | Costume | Student described the costume the actor/actress/storyteller wore |

LD

| √ | Facial Expressions | Student described the facial expression the actor/actress/storyteller made |
|---|---|---|
| √ | Signing Style | Student described the signing style the actor/actress/storyteller made |
| √ | Body Language | Student described the body language the actor/actress/storyteller made |
| √ | Costume | Student described the costume the actor/actress/storyteller wore |

LT

| √ | Facial Expressions | Student described the facial expression the actor/actress/storyteller made |
|---|---|---|

| | | |
|---|---|---|
| √ | **Signing Style** | Student described the signing style the actor/actress/storyteller made |
| √ | **Body Language** | Student described the body language the actor/actress/storyteller made |
| √ | **Costume** | Student described the costume the actor/actress/storyteller wore |

JP

| | | |
|---|---|---|
| √ | **Facial Expressions** | Student described the facial expression the actor/actress/storyteller made |
| √ | **Signing Style** | Student described the signing style the actor/actress/storyteller made |
| √ | **Body Language** | Student described the body language the actor/actress/storyteller made |
| √ | **Costume** | Student described the costume the actor/actress/storyteller wore |

JH

| | | |
|---|---|---|
| √ | **Facial Expressions** | Student described the facial expression the actor/actress/storyteller made |
| √ | **Signing Style** | Student described the signing style the actor/actress/storyteller made |
| √ | **Body Language** | Student described the body language the actor/actress/storyteller made |
| √ | **Costume** | Student described the costume the actor/actress/storyteller wore |

Theater Class Discussion Summary Evaluations:

| Theater Discussion Evaluation Summary | | | | |
|---|---|---|---|---|
| | Facial Expressions | Signing Style | Body Language | Costume |
| Student KA | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ |
| Student LD | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ |

Class Movie- Morning Class:

https://drive.google.com/file/d/1Yoao3bEPkfxUxlC-v2uJ9NRwRfl3L8xt/view?usp=sharing

Class Movie- Afternoon Class:

https://drive.google.com/file/d/1dCFV0ewes2Hb79jyu2WrGmNXxjko-NXE/view?usp=drive_link

Theater Class Movie Individual Evaluation:

KA

| √ | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
|---|---|---|
| √ | **Location** | Student works with classmates to pick a location to film |
| √ | **Prop** | Student works with classmates to pick a prop |

| √ | **Character** | Student works with classmates to create characters |
|---|---|---|
| √ | **Facial expressions** | Student uses facial expression that match the plot |
| √ | **Singing Style** | Students signs their line in a way that matches the plot |

BT

| √ | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
|---|---|---|
| √ | **Location** | Student works with classmates to pick a location to film |
| √ | **Prop** | Student works with classmates to pick a prop |
| √ | **Character** | Student works with classmates tocreate characters |
| √ | **Facial expressions** | Student uses facial expression that match the plot |
| √ | **Singing Style** | Students signs their line in a way that matches the plot |

CG

| √ | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
|---|---|---|
| √ | **Location** | Student works with classmates to pick a location to film |
| √ | **Prop** | Student works with classmates to pick a prop |
| √ | **Character** | Student works with classmates to create characters |
| √ | **Facial expressions** | Student uses facial expression that match the plot |
| √ | **Singing Style** | Students signs their line in a way that matches the plot |

LD

| √ | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
|---|---|---|
| √ | **Location** | Student works with classmates to pick a location to film |
| √ | **Prop** | Student works with classmates to pick a prop |

| | | |
|---|---|---|
| √ | **Character** | Student works with classmates to create characters |
| √ | **Facial expressions** | Student uses facial expression that match the plot |
| √ | **Singing Style** | Students signs their line in a way that matches the plot |

LT

| | | |
|---|---|---|
| √ | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
| √ | **Location** | Student works with classmates to pick a location to film |
| √ | **Prop** | Student works with classmates topick a prop |
| √ | **Character** | Student works with classmates to create characters |
| √ | **Facial expressions** | Student uses facial expression that match the plot |
| √ | **Singing Style** | Students signs their line in a way that matches the plot |

JP

| | | |
|---|---|---|
| √ | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
| √ | **Location** | Student works with classmates to pick a location to film |
| √ | **Prop** | Student works with classmates to pick a prop |
| √ | **Character** | Student works with classmates to create characters |
| √ | **Facial expressions** | Student uses facial expression that match the plot |
| √ | **Singing Style** | Students signs their line in a way that matches the plot |

JH

| | | |
|---|---|---|
| √ | **Class Movie Plot** | Student works with classmates to create a plot inspired by the ASL story "The Candy Bar" |
| √ | **Location** | Student works with classmates to pick a location to film |
| √ | **Prop** | Student works with classmates to pick a prop |

| | | |
|---|---|---|
| √ | **Character** | Student works with classmates to create characters |
| √ | **Facial expressions** | Student uses facial expression that match the plot |
| √ | **Singing Style** | Students signs their line in a way that matches the plot |

Theater Class Movie Summary Evaluation:

| Theater Discussion Evaluation Summary | | | | |
|---|---|---|---|---|
| | Facial Expressions | Signing Style | Body Language | Costume |
| Student KA | √ | √ | √ | √ |
| Student BT | √ | √ | √ | √ |
| Student CG | √ | √ | √ | √ |
| Student LD | √ | √ | √ | √ |
| Student LT | √ | √ | √ | √ |
| Student JP | √ | √ | √ | √ |
| Student JH | √ | √ | √ | √ |

Theater ASL Video Presentation Individual Evaluations:

KA

| | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does |

|  |  |  |  | NOT include why |
|---|---|---|---|---|
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

BT

|  | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does NOT include why |
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

CG

|  | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |
| Student needs support with | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial |

| | | | | expressions they made but does NOT include why |
|---|---|---|---|---|
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

LD

| | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does NOT include why |
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

LT

| | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |

| | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does NOT include why |
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

JP

| | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they made and why |
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does NOT include why |
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

JH

| | Title | Plot | Lines | Facial Expression |
|---|---|---|---|---|
| Student has met the goal | Student includes the title of the movie | Student includes a brief summary of the plot | Student explains the lines they signed | Student explained the facial expressions they |

| | | | | made and why |
|---|---|---|---|---|
| Student needs support with some of the goal | N/A | Student includes part of the plot | Student explain part of their line | Student explains the facial expressions they made but does NOT include why |
| Student needs support with the full goal | Student does not include the title of the movie | Student does NOT include any summary of the plot | Student does NOT include the lines they signed | Student does NOT include the facial expressions they made |

Theater ASL Video Presentation Individual Evaluations:

| Theater ASL Presentation Evaluation Summary | | | | |
|---|---|---|---|---|
| | Title | Plot | Lines | Facial Expressions |
| Student KA | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student BT | Met the goal. | Met part of the goal.<br><br>She included part of the plot. | Met the goal. | Met the goal. |
| Student CG | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student LD | Met the goal. | Met the goal. | Met the goal. | Met the goal. |
| Student LT | Met the goal | Met the goal. | Met the goal. | Met the goal. |
| Student JP | Met the goal | Met the goal. | Met the goal. | Met the goal. |
| Student JH | Met the goal | Met the goal. | Met the goal. | Met the goal |

References

California Department of Education. (2019). *California arts standards for public schools, prekindergarten through grade twelve*. https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2022). *Fundamentals of SEL*. CASEL. Retrieved from https://casel.org/fundamentals-of-sel/

Farrington, C. A., Maurer, J., Aska McBride M. R., Nagaoka, J., Puller, J. S., Shewfelt, S., Weiss, E. M., & Wright, L. (2019). *Arts education and social-emotional learning outcomes among k-12 student: Developing a theory of action.* UChicago Consortium on School Research. https://consortium.uchicago.edu/sites/default/files/2019-05/Arts%20Education%20and%20Social-Emotional-June2019-Consortium%20and%20Ingenuity.pdf

Fleischer, F., Garrow, W., Friedman, R. N. (2015). Developing Deaf education. In W. W. Murawski & K. L. Scott (Eds.) *What really works in secondary education* (pp. 289-305). Corwin. https://dx.doi.org/10.4135/9781071800782

Gárate, M. (2012). ASL/English bilingual education. *Visual Language and Visual Learning Science of Learning Center* (Research Brief No. 8). Gallaudet University.

García Ofelia. (2009). Benefits of bilingualism. *Bilingual education in the 21st century: A global perspective*. Malden, MA and Oxford Wiley-Blackwell.

Gay, G. **(**2000). Culturally responsive teaching: Theory, research, and practice. New York: Teachers College Press.

Gay, G. **(**2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, *53*(2), 106–116.

Grosjean, F. (2001). The right of the Deaf child to grow up bilingual. *Sign language studies, 1*(2), 110–114. Gallaudet University Press. https://doi.org/10.1353/sls.2001.0003

Humphries, T. (2013). Schooling in American Sign Language: A paradigm shift from a deficit model to a bilingual model in deaf education. Berkeley Review of Education, 4. https://doi.org/10.5070/B84110031

Humphries, T.**,** & MacDougall, F. (1999). "Chaining" and other links: Making connections between American Sign Language and English in two types of school settings. *Visual Anthropology Review, 15*(2), 84–94.

Leigh, I. W., Andrews, J. F., Harris, R. L. (2018). Arts, literature, and media. *Deaf culture: Exploring Deaf communities in the United States* (pp. 237-271). Plural Publishing, Inc.

Moll, L. C**,** Amanti, C., Neff, D., Gonzalez, N.. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. Theory into Practice, XXXI (2), Retrieved from https://education.ucsc.edu/ellisa/pdfs/Moll_Amanti_1992_Funds_of_Knowledge.pdf

Museum of Deaf History, Art, and Culture. (n.d.). *DE'VIA*. mdhac. Retrieved from https://www.museumofdeaf.org/de-via

National Institute of Deafness and Other Communication Disorders. (2021). American Sign Language. U.S. Department of Health and Human Services: National Insitute of Health. https://www.nidcd.nih.gov/health/american-sign-language

National Technical Institute for the Deaf. (n.d.). ASLCORE. Retrieved from https://www.aslcore.org/

O'Donnel, A. M., & Hmelo-Silver, C. E.. (2013). Introduction what is collaborative learning?: An overview. In *The International Handbook of Collaborative Learning* (pp. 13–28). Routledge. https://doi.org/10.4324/9780203837290-6

Padden, C. & Ramsey, C. (1998). Reading ability in signing deaf children. *Topics in language disorders, 18*(4), 30-46.

Rose, K. (2014). *Deaf students discover multiculturalism through the arts* (thesis). ProQuest, Ann Arbor.

Ruppert, S. S. (2006). Critical evidence: How the ARTS benefit student achievement. Washington, DC: National Assembly of State Arts Agencies. https://files.eric.ed.gov/fulltext/ED529766.pdf

Smith, D. H., & Ramsey, C. L. (Claire L. (2004). Classroom discourse practices of a Deaf teacher using American Sign Language. Sign Language Studies, 5(1), 39–62. https://doi.org/10.1353/sls.2004.0026

Strong, M. & Prinz, P. (1997). A study of the relationship between American Sign Language and English literacy. *Journal of Deaf Studies and Deaf Education*, *2,* 37-46. 10.1093/oxfordjournals.deafed.a014308

University of Alberta. (2022). *Joanne Weber, Phd: Directory*. Retrieved from https://apps.ualberta.ca/directory/person/jweber1#Overview

Washington Office of Superintendent of Public Instruction. (2020) Funds of knowledge toolkit.

Weber, J. (**2**017). *The deaf way out of no way: Culturally relevant arts education*. Academia.edu. Retrieved from https://www.academia.edu/38419079/The_deaf_way_out_of_no_way_Culturally_Relevant_Arts_Education?email_work_card=view-paper

Weinstock, J. M. (2016). *De'Via: Utilizing the Deaf experience in the arts curriculum* (thesis). ProQuest, Ann Arbor.

Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Woodworth, K., Benge, C., Fields, X., Zamora, M. C., Levin-Güracar, E., & Boyce, J. (2022). Creativity challenge: The state of arts education in California. *SRI Education*. SRI International. https://www.sri.com/publication/education-learning-pubs/creativity-challenge-the-state-of -arts-education-in-california-full-report/