



# DEANNA TROY HENRY



## TEACHER - ARTIST





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TEACHER - ARTIST  
PORTFOLIO



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DEANNA TROY HENRY



VISUAL ARTS TEACHER

220F Hamilton Street, Cambridge, MA 02139 — 860-890-7287 — deanna.troy.henry@gmail.com — deannatroyhenry.weebly.com

TEACHER  SUMMARY

Deanna is a K-12 visual arts teacher known for being patient, enthusiastic and detail-oriented. Her personal experience with special education students of all levels has fostered Deanna's belief that, with the right guidance, all students can achieve. She has mastered many different teaching techniques and a wide variety of artistic content to bring the highest quality education to her students.

EDUCATION  CERTIFICATION

**Massachusetts College of Art and Design** (Boston, MA) September 2009 - May 2013  
Bachelor of Fine Arts degree in Art Education, with Departmental Honors

**Commonwealth of Massachusetts Licensure**  
Visual Art PreK-8 (Licensure Number: 468473) June 26th, 2013  
Visual Art 5-12 (Licensure Number: 468473) October 19th, 2013

RELATED  EXPERIENCE

**Boston Public Schools District** (Boston, MA) January 2014 - Present  
Per Diem District Substitute  

- Employ creative teaching solutions and effective classroom management techniques throughout the Boston Public Schools
- Adapt to a wide variety of subjects, curriculums and schools of different levels

**Orchard Gardens K-8 School** (Boston, MA) June 2014 - August 2014  
BELL Summer School Enrichment Teacher  

- Manage and build a five-week multimedia art curriculum for four classes of Second-Sixth graders
- Teach Boston Public Schools OELL selected English Language Learners who are not reaching academic benchmarks
- Partner with Boston Public Schools Academic Teachers to set and meet goals for student achievement

**Joseph P. Tynan Elementary School** (Boston, MA) March - June 2014  
Long Term Art Substitute  

- Developed and taught art curriculum for Kindergarten-Fifth graders, including seven autistic classes
- Coordinated materials, lesson plans and classroom management in different rooms throughout the school

**Build-It-Yourself** (Cambridge, MA) January - June 2014  
Art Workshop Teacher  

- Taught children ages 8-13 courses that incorporate art, technology, engineering and 21st century skills to solve real-world problems
- Scheduled and instructed after-school, summer and online webcast programs

**The Chestnut Hill School** (Chestnut Hill, MA) June - August 2013  
Creative Arts and Sports Program Art Teacher  

- Designed and taught four two-week painting, digital photography and set design courses to First-Third graders
- Supervised and delegated tasks to assistant teachers
- Teamed with program's theater department to instruct First-Third graders how to design and create sets for the program's two drama productions

**Mather Elementary School** (Dorchester, MA) January - May 2013  
Art Student Teacher  

- Collaborated with head art teacher on classroom management and lesson design to teach art to Kindergarten-Fifth graders
- Constructed and taught four lesson plans under observation and review
- Curated exhibitions of student work

**Roxbury Tenants of Harvard After School Program** (Roxbury Crossing, MA) September 2012 - May 2013  
Visual Art Teacher  

- Integrated themes of leadership and community involvement into art lesson plans for Kindergarten-Seventh graders

**Massachusetts College of Art and Design** (Boston, MA) September - December 2012  
Saturday Studio Program Art Teacher  

- Co-produced and taught an eight-week art curriculum for Fourth and Fifth graders called Art Explorations
- Assessed student achievement by analyzing demonstrated understandings of set objectives

SKILLS  INTERESTS

**Technology:** Adobe (Photoshop, Illustrator, InDesign), Final Cut Pro, iMovie, Microsoft Office (Word, Excel, PowerPoint)

**Fine Arts:** pastels, painting, photography, video, performance, installation, sculpture, collage/assemblage, weaving, clay

# TEACHING PHILOSOPHY

## **I believe everyone is creative and therefore I believe art is inclusive.**

I believe art is passion. I believe art is the way you love and think about what you do. I believe the mathematician is an artist with numbers, the athlete an artist with their sport and the chef an artist with their recipes. Therefore I believe, the old, the young, the artists, the “non - artists”, everyone is involved in the arts and the artistic conversation that goes on forever. I believe art classrooms should be about inclusiveness, not exclusivity. I believe art education is an essential part of the study of humanities.



Engaging community visitors with an art activity during Bakalar and Paine Galleries' "Family Day" event (2012).



Assisting a student with an installation piece in Massachusetts College of Art and Design's Saturday Studios Program (2012).

## **I believe in upholding high expectations for all children.**

Too often I see children not being respected, and/or being taken seriously. I believe children should be treated like contributing members of society. I believe children have important thoughts, ideas and passions. I believe their natural ability for learning, creativity and enthusiasm gives them a great advantage in the arts. Therefore, I believe in treating children as legitimate artists.

## **I believe in a conversational teaching model.**

Since art's primary function is to initiate dialogue, I believe students should be taught to do so. The art teacher should start the conversation about the never ending history and future of art with their students. Students should be encouraged to debate, question, experiment and produce. The art teacher should not hierarchically demand right and/or wrong answers about art from students, because there are none. Therefore, I believe the classroom should be based on an ongoing dialogue in which both the teacher and the student teach each other by critically wrestling with problems and solutions.



Drawing with a student in Massachusetts College of Art and Design's Saturday Studios Program (2012).

# STUDENT TEACHING

## DESCRIPTION OF SCHOOL

The Mather Elementary School is the oldest free public elementary school in North America. The Mather School currently serves 610 students in grades K - 5 and is located in Dorchester, MA. The school reflects the diverse community of Dorchester with its population of 40% Cape Verdean, Caribbean and African American students, 37% Vietnamese students, 15% Latino students and 2.5% white students. Its mission is to “educate and empower all children to reach their potential through academic and socially enriching experiences”.

The Mather School has an excellent art program. The visual arts are taught solely by Martha Kempe. Mrs. Kempe is a both a talented teacher and fine artist who brings her love of art and culture into her classroom. Students attend art classes for an hour, once a week, for one semester of the year. Mrs. Kempe simultaneously teaches three lessons during a span of a few weeks, one for K - 1st graders, one for 2nd - 3rd graders and one for 4th - 5th graders. In the art room Mrs. Kempe engages students in projects that focus on a variety of concepts and materials, including painting, puppetry, collage, and more. At Mather, student art is not confined to the art room. Students’ artwork is always on display at Mather’s multicultural programs. Teachers donate found materials to the art room and students provide Mrs. Kempe with extra help on assorted tasks during their free time. Overall, the Mather School is an exceptional elementary school with a great art program that promotes a diverse, hardworking and helpful atmosphere.



Mather Elementary School (2013).



# Paint Spot News

from Mrs. Kempe  
Art Teacher at the Mather School

Dear Parents,

I am delighted to have your child in art class this semester. It is my goal to provide all students with a variety of educationally challenging, and fun, art experiences in my classroom and beyond. Developmentally appropriate creative experiences in drawing, painting, printmaking, sculpture and crafts can be expected. Opportunities for students to read, write, and talk about art will be woven into the art curriculum to help in the development of all students' language skills. There will be opportunities for students to exhibit their work at outside venues including, the Fields Corner Library, Boston's City Hall and the New Dorchester Art Center. My collaboration with art education faculty and students at the Massachusetts College of Art and Design continues. Art education students will be assisting with selected classes and I have invited Deanna Henry to observe and conduct her student teaching this semester. I asked Deanna to introduce herself and to provide some information about an upcoming unit of study. Please read her comments on the back.

Parents make a powerful difference in what children learn and how they think—so spark your kids' creativity by encouraging their curiosity, using common everyday experiences to inspire new ideas, building their confidence and using their art to spark conversations. I am looking forward to working with you and your child to promote a successful semester. If you would like to come in and share your artistic work or hobby with a class please let me know, I'd love to have you join us. Parents are also welcome on all of my field trips. Fifth grade students will be visiting the Museum of Fine Arts. Thank you for supporting your child's artistic development. I consider it a great privilege and responsibility to be your child's art teacher, and look forward to an exciting and successful semester.

Sincerely,  
Martha Kempe  
[MKempe@boston.k12.ma.us](mailto:MKempe@boston.k12.ma.us)

Parent Newsletter written by Mrs. Kempe and I (Front) (2013).

Hello Mather Parents,

My name is Deanna Troy Henry and I am Mrs. Kempe's student teacher for the semester. I am a senior Art Education major at Massachusetts College of Art and Design. I will be working with Mrs. Kempe and your children in the art room from now until the middle of May. In a couple weeks, I will be taking the reign of some of Mrs. Kempe's classes and teaching a unit on storytelling through art.

This storytelling unit is designed to work on both literacy skills and art making. Throughout the course we will take a look at different ways of telling stories through art, using a variety of artistic materials. In this unit your children will be painting, performing, stitching fabric and much more!

We would love you to be involved in this storytelling and art unit! Ita Ross's mother Anna Ross is a poet, and she will be coming in to introduce the students to Ekphrastic poetry, poetry that is written in response to a piece of art. If you would be interested in showing your art and/or sharing your form of storytelling with the class feel free to arrange a time to come in by contacting me at [deanna.troy.henry@gmail.com](mailto:deanna.troy.henry@gmail.com).

I am very excited and honored to be able to work with your students this semester. From the time I've spent here so far, I have really grown to love the Mather community and your children.

Thank You,

Deanna Troy Henry

Parent Newsletter written by Mrs. Kempe and I (Back) (2013).

## LESSON OVERVIEW:

After a brief lecture from professional poet/parent guest about Ekphrastic poetry (poetry inspired by art) and after a painting demonstration done by the teacher, students do the opposite of Ekphrastic poetry by interpreting a poem through painting. Students listen to the poem *The Tiger* by William Blake and then create a painting of their interpretation of the poem inspired by the imagery and themes in it.

LESSON  
VOCABULARY:

Tempera Paint,  
Poetry,  
Ekphrastic poetry,  
Composition,  
Interpretation

MEDIA:  
Tempera Paint  
Cakes



Teaching about Ekphrastic poetry with parent guest Anna Ross (2013).

MASSACHUSETTS VISUAL ARTS  
FRAMEWORKS:

PreK-12 Standard 2: Elements and Principles of Design; 2.1, 2.2, 2.4, 2.6

PreK-12 Standard 3: Observation, Abstraction, Invention and Expression; 3.2, 3.3

PreK-12 Standard 7: Roles of Artists in Communities; 7.1

PreK-12 Standard 10: Interdisciplinary Connections; 10.1

## FORMATIVE ASSESSMENT:

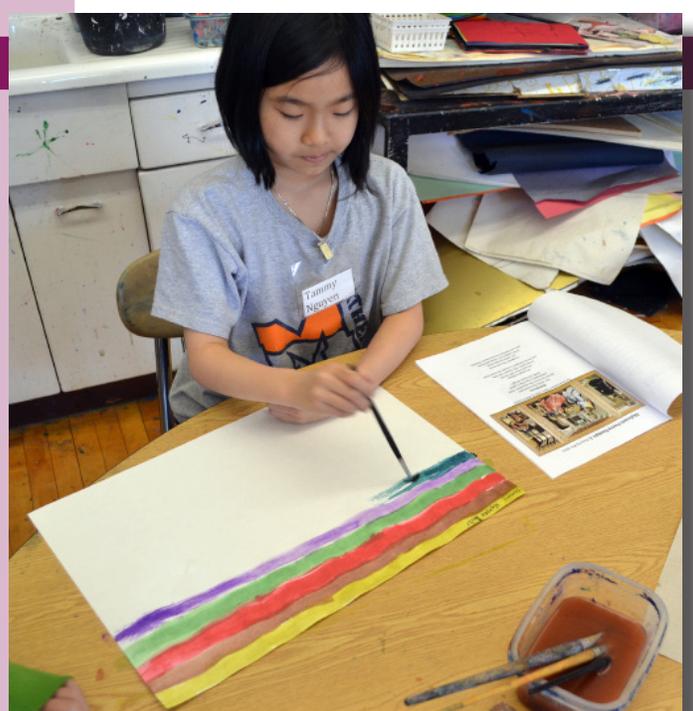
Teacher asks class questions to probe their prior knowledge about poetry and painting so that instruction can be adjusted based on students' needs.



Demonstrating how to make different sized lines with a paintbrush (2013).



Student employing a unique process by using the actual tempera paint cake block to paint instead of a brush (2013).



Student incorporating the color palette of an artwork from lesson handout (see in addendum) into her painting (2013).

### ESSENTIAL QUESTIONS:

How can I interpret various themes and imagery with paint?

How are different types of art connected?

### RELATIONSHIP TO STUDENT LIFE:

Parent community involvement, and school emphasis on National Poetry Month.

### ARTISTS FEATURED IN LESSON:

**Poets:** William Blake, Anna Ross (parent guest), Donna Fleischer

**Fine Artists:** Robert Campin, Deanna Troy Henry

### GOALS OF SCHOOL/PROGRAM REFLECTED IN LESSON:

Literacy and Parent Involvement.



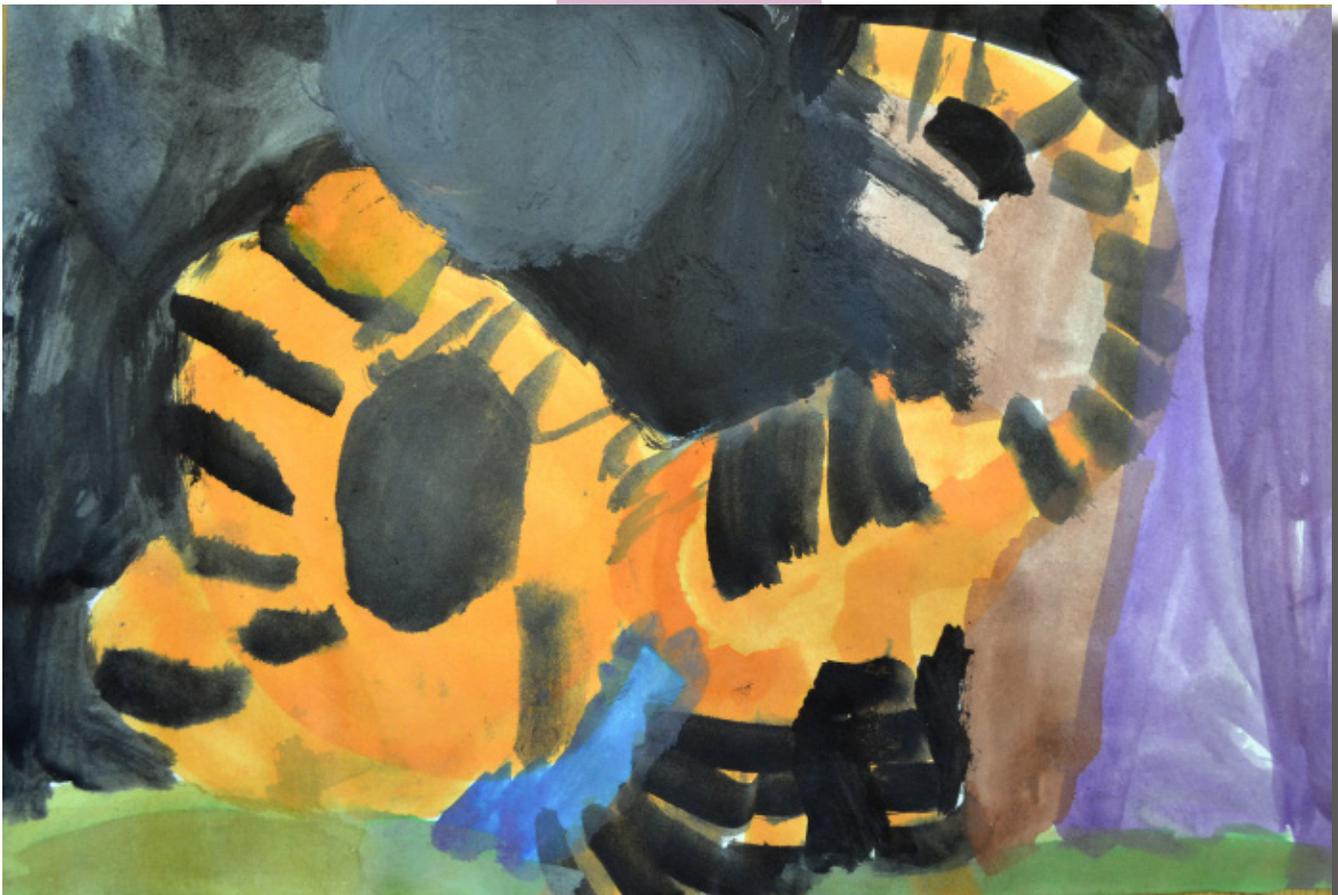
Two students experimenting with line and color (2013).

# ASSESSMENT

**SUMMATIVE ASSESSMENT:** Students will create a painting based on their interpretation of a poem.



A Mather kindergartner's painting of a forest scene, inspired by William Blake's poem *The Tiger* (2013).



A Mather kindergartner's painting of a tiger in the night, inspired by William Blake's poem *The Tiger* (2013).



Ita's (kindergartner) painting of a tiger's footprints, inspired by William Blake's poem *The Tiger* (See rubric below) (2013).

## RUBRIC

**Lesson Title:** Interpreting with Painting

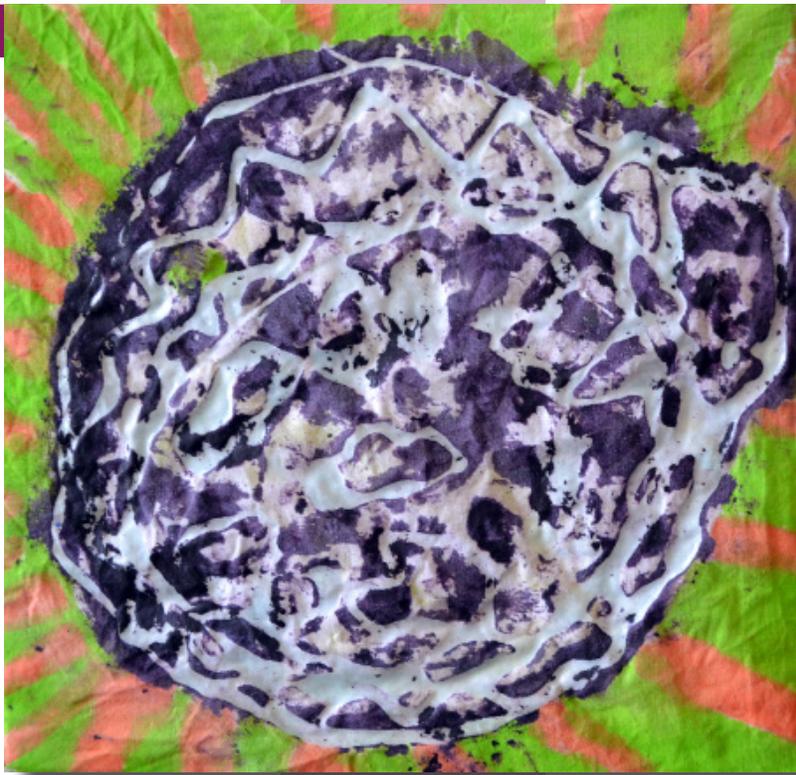
**Grading of Criteria Based on:** Paintings, Participation

**Student Name:** Ita

**Criteria:** (From a scale of 1 as low and 5 as high)

	1	2	3	4	5
<p><b>Student utilizes material and content tips given by the teacher to begin their painting.</b> Ita incorporated different types of lines with various sizes, styles and colors. Ita mixed colors to create orange, gold and mauve hues. Ita thought about composition in her piece. Her lines and shapes are arranged in her painting to carry weight in the middle and bottom and to lead your eye around the painting.</p>					5
<p><b>Student can explain how they interpreted the poem through their painting.</b> Ita explained that the orange circular shapes in two rows represent the tiger's footprints. The blue lines above these rows represent a stream and the other items contribute to a muddled forest ground.</p>					5
<p><b>Student's painting is unique from their peers.</b> Ita's concept for her painting was unique. No other student in the four classes I taught this lesson to thought of painting the tiger's footprints.</p>					5
<p><b>Student can apply vocabulary terms and lesson objectives.</b> Ita interpreted the poem through her painting, which was the lesson objective. Ita participated in the formative assessment discussion by explaining the definition of poetry.</p>					5





A Mather third grader was frustrated with his Senufo cloth painting, because he felt you couldn't "tell it was a turtle". However, I was stunned by the style, texture and color of this piece (2013).

### SENUFO CLOTH PAINTINGS WITH RESIST DYE TECHNIQUES

Third through fifth grade students created their own original stylized drawings of animals. The Senufo people of the Ivory Coast in western Africa originated this style of cloth painting. First, using a resist dye technique like that of the Yoruba women of South Western Nigeria, students drew animals with dye - resisting glue on canvas cloth. When the glue had dried, students painted the cloth. Once the paint had dried, students washed and scraped off the glue, revealing white geometric lines and symbols of their stylized animals.



A Mather fourth grader rendered a scene of a wolf in a landscape in his Senufo cloth painting (2013).

# BEHAVIOR DEVELOPMENT

STUDENT: JAZIYAH  
GRADE: K2

## BEHAVIOR PROFILE

**Strengths:** Curiosity, desire to please, enthusiasm.

**Weaknesses:** Difficulty paying attention, impulsiveness, poor social skills, constant reinforcement needed.

## BEHAVIOR DEVELOPMENT PLAN

Play to her strengths, positive reinforcement, extra attention when explaining criteria and material usage.

## APPLICATION OF PLAN SHOWN THROUGH STUDENT WORK



*Jaziyah's Seahorse, made with crayon, acrylic paint, pre - cut paper seaweed, shells and gems (2013).*

This was a multi step project. Extra attention was given to Jaziyah to further review the steps for this project with her. After additional review, I had Jaziyah verbally repeat the steps with me. Then I had her tell me what they were on her own before I let her begin the assignment. Jaziyah was able to successfully follow the steps in order.

When Jaziyah was cutting out her seahorse drawing she had difficulty holding her attention on cutting carefully. The result was Jaziyah accidentally cutting off her seahorse's nose and tail. I showed Jaziyah how she could glue these items back on her seahorse. Afterwards, I emphasized the importance of taking time to carry out each step slowly and carefully.



*Friends*, a painting Jaziyah created with tempera paint cakes (2013).

Jaziyah's homeroom teacher recommended giving Jaziyah opportunities for exploration, to play upon Jaziyah's curious nature. In *Interpreting With Painting*, students were allowed to have full freedom with the paint as long as their paintings showed their interpretations of the poem *The Tiger* by William Blake. Jaziyah enjoyed this freedom and took time experimenting with the materials. Jaziyah explained that her painting portrayed herself and the tiger from the poem as friends. Jaziyah controlled her impulsive urges by asking me how to spell the word "friends" before incorporating it into her painting.

When students were finished with their lion portraits, they were allowed to pick two colored gems for their lion's eyes. Jaziyah fought with Ita about the last purple gems. Jaziyah impulsively pinched Ita during this fight and Ita exclaimed that Jaziyah and her "weren't friends anymore". Jaziyah was very upset by this comment. After class, we held Jaziyah back for a discussion about the episode.

First, Mrs. Kempe and I told Jaziyah that we were going to tell her teacher to discipline her accordingly for the incident, because any kind of violence in the classroom is not tolerated. Next, we reviewed what happened socially between Jaziyah and Ita. "Why do you think Ita said that?" Then, we explained to Jaziyah that people wouldn't want her friendship if they didn't feel safe around her. We advised Jaziyah that she could try to gain Ita's trust by treating Ita the way she herself would want to be treated.

After the discussion Jaziyah felt much better about the situation, was determined to try our suggestions and reassured us that she understood that safety is the most important rule in the art room.



*Jaziyah's Lion Portrait*, made with acrylic paint, oil pastels, yarn and gems (2013).

### SATURDAY STUDIOS PROGRAM OVERVIEW:

The Saturday Studios program at Massachusetts College of Art and Design is designed and taught by Art Education majors and supervised by the Art Education faculty. The program provides elementary and high school students with different choices of eight - week art courses that are taught on Saturdays from 9:30 am - Noon. The course I taught, Art Explorations I, is a class for fourth and fifth graders that teaches students about and gives students opportunities to explore a variety of art - making processes. My specific curriculum, *Make, Play; Art!*, had a focus on play and taught students about drawing, sculpture, printmaking, painting, installation and animation.

### LESSON OVERVIEW:

After viewing examples of contemporary performance artists, student groups create five minute long performance pieces. The acting out of three assigned adjectives, and other criteria, that include abstraction of body movement and sound, guide their performances. Students then perform their pieces for the class as teachers capture them on film.



Students engaging in performance art warm up activity (2012).

### LESSON VOCABULARY:

Performance Art, Movement, Adjective, Collaboration.

### MEDIA:

Performance, Video

### ARTISTS FEATURED IN LESSON:

Jerome Bel, Bruce Nauman, Marina Abramovic

### MASSACHUSETTS VISUAL ARTS FRAMEWORKS:

PreK-12 STANDARD 1: Methods, Materials, and Techniques; 1.1, 1.3

PreK-12 STANDARD 5: Critical Response; 5.3, 5.4

PreK-12 STANDARD 6: Purposes and Meanings in the Arts; 6.1

PreK-12 STANDARD 10: Interdisciplinary Connections; 10.1



Student using sketches to choreograph the movement for her groups' performance piece (2012).



Students practicing their performance piece (2012).

### FORMATIVE ASSESSMENT:

Teacher begins class with a warm up activity in which students respond with their bodies to numerous prompts. In evaluating students' performances, teacher will be able to adjust instruction according to students' needs.

### ESSENTIAL QUESTIONS:

How can I use my body as an art making tool or component of my work?

How can I respond to a prompt artfully?

How can I create art with a group?

### RELATIONSHIP TO STUDENT LIFE:

This lesson allows for an exploration of a medium that is not usually taught in the school art classroom. Based on their enrollment in the Art Explorations I course, one can tell that this is an experience these students desire.

### GOALS OF SCHOOL/PROGRAM REFLECTED IN LESSON:

"Allow students to explore and strengthen their creativity and creative problem solving."



Helping students brainstorm ideas for their performance piece (2012).

# ASSESSMENT

**SUMMATIVE ASSESSMENT:** Students will work with group members to create and perform a five-minute performance based on three adjectives.



Class watching a group's performance piece and myself filming it (2012).



Students performing the adjective "annoyed" by pretending to fight over an annoying sound (made by scratching a pole) (2012).

## RUBRIC

**Lesson Title:** Playful Performance

**Grading of Criteria Based on:** Live Performance, Video Footage of Performance, Participation

**Student Name:** Alejandro

**Criteria:** (From a scale of 1 as low and 5 as high)

	1	2	3	4	5
<p><b>Student collaborates well with group.</b>                      Alejandro offered many ideas during his group's planning period; Alejandro thought of using a blanket as a prop and Alejandro investigated the room for an "annoying sound" to incorporate in his group's performance. Also Alejandro's group lost a member because a student had to leave class early; he and his group member impressively reworked their performance to fit the new number of performers.</p>					5
<p><b>Student performs with group.</b>                      Alejandro played a pivotal role in the group's performance as the antagonist.                      Alejandro performed a convincing role for the full five minutes of the performance.</p>					5
<p><b>Student's performance conveys their three assigned adjectives.</b>                      Alejandro and Aoife (other group member) explained that they conveyed "Fluffy" by creating a cat character and by using a fluffy blanket to emphasize the texture. They conveyed "annoying" and "Sad" through their underlying script. In this script Alejandro played a cat who made a "scratching noise" on a pole; Aoife's character was annoyed at this action and tried to stop the cat without success. However Aoife acted more frustrated than sad, better group planning could have made the sad emotion more prevalent.</p>				4	
<p><b>Student does a performance piece based on the description of performance art discussed in class. (With body movement, no "lines/script", etc.)</b>                      Alejandro and Aoife utilized their body language, facial expressions and vocal sounds to show their adjectives. However this group made an underlying script. There were lines said including "stop it" and "meow" to emphasize the storyline. These elements caused their performance to be more like a theater play instead of a performance. However what brought this back into the realm of performance art was their use of time. There was artistry in the way they chose to repeat actions and sounds to emphasize their work.</p>				4	
<p><b>Student can apply vocabulary terms and lesson objectives.</b>                      Alejandro performed in a group to convey three adjectives which was the objective. Alejandro explained in the formative assessment discussion that collaboration meant working together. He even expressed insight into this process; "If you work with two people, you can mix ideas and make something new!"</p>					5

**ROXBURY TENANTS OF HARVARD AFTER SCHOOL PROGRAM OVERVIEW:**

This program provides thirty-seven students between the ages of five through twelve homework assistance, computer classes, arts enrichment, sports recreation and cooking education. The program runs Monday through Friday from 2pm - 6pm. The mission of RTH's After School Program is to strengthen the academic achievement, social skills, and leadership development among school - age children.

**LESSON OVERVIEW:**

The lesson begins with students, staff members, and teacher creating a collaborative non - representational/ abstract group drawing for fifteen minutes. Then students use a piece of the collaborative drawing to make their own individual drawing, which incorporates differentiating methods, materials and processes.



Students, staff and myself creating a group abstract/non-representational drawing together (2012).

**LESSON VOCABULARY:**  
Drawing, Abstract, Non-Representational, Collaboration.

**MEDIA:**  
Markers, Crayons, Colored Pencils, Pencils, Chalk, Tracing Paper.

**ARTIST FEATURED IN LESSON:**  
Laylah Ali

**FORMATIVE ASSESSMENT:**

Teacher asks students questions to probe their prior knowledge about abstract and non - representational drawing so that instruction can be adjusted based on students' needs.



Student showing her selected portion of the collaborative drawing that she is going to include into her individual drawing (2012).

**MASSACHUSETTS VISUAL ARTS FRAMEWORKS:**

PreK-12 Standard 1: Methods, Materials, and Techniques;  
1.1, 1.2, 1.3, 1.4

PreK-12 Standard 2: Elements and Principles of Design;  
2.1, 2.2, 2.6

PreK-12 Standard 3: Observation, Abstraction, Invention and Expression; 3.2



Student utilizing tracing paper so that he and a friend can both use the same portion from the collaborative drawing in their individual drawings (2012).

### ESSENTIAL QUESTIONS:

How is drawing abstractly/non - representationally different from drawing realistically?

How does collaboration affect my own art?

### RELATIONSHIP TO STUDENT LIFE:

Students at RTH desire social interaction and approachable art activities. This lesson encompasses both of these desires.

Students using different drawing techniques, such as lying down, found paper for collage and combining markers (2012).



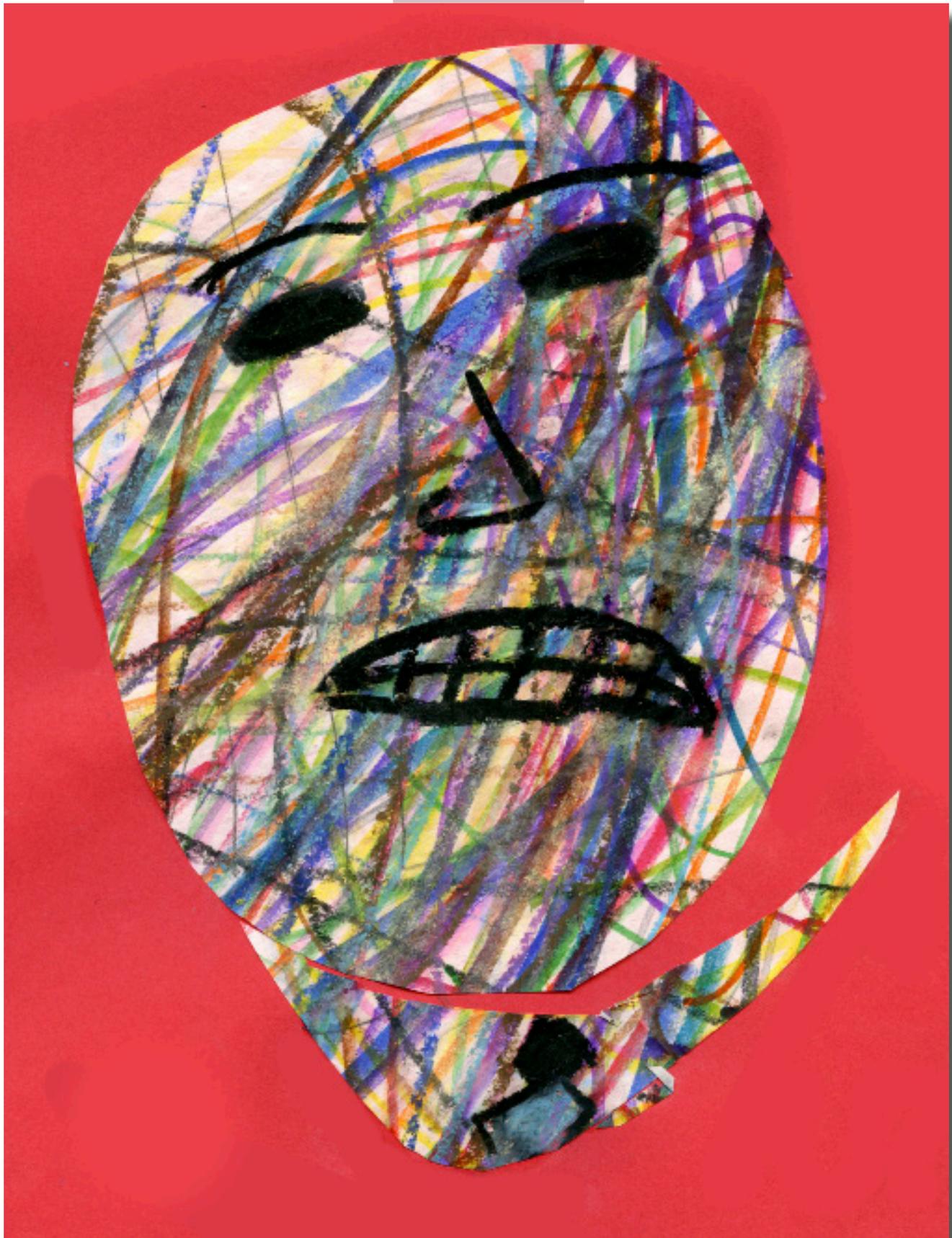
Student and I discussing her choice to use repetition in her individual drawing (2012).

### GOALS OF SCHOOL/PROGRAM REFLECTED IN LESSON:

"Leadership development, teamwork and a sense of community are valued."

# ASSESSMENT

**SUMMATIVE ASSESSMENT:** Students will create an individual drawing with a piece of a collaborative drawing.



*Angry Man*, a drawing made by RTH student Tamyjah with crayon, paper and glue (2012).

## RUBRIC

**Lesson Title:** Daring Drawing

**Grading of Criteria Based on:** Group Drawing, Individual Drawing, Participation

**Student Name:** Tamyjah

**Criteria:** (From a scale of 1 as low and 5 as high)

	1	2	3	4	5
<p><b>Student collaborates well with group.</b> While drawing with the group, Tamyjah offered ideas to the student next to her about different ways he could use a marker. Tamyjah also moved her positioning so that someone else could reach an area of the page they desired to draw on.</p>					5
<p><b>Student contributes abstract and non-representational drawings to group drawing.</b> Tamyjah contributed pink, red and orange shapes to the group drawing.</p>					5
<p><b>Student incorporates a piece of the collaborative drawing into their individual drawing.</b> Tamyjah cut out a piece of the group drawing that had overlapping lines of various colors and incorporated it smoothly into her individual drawing.</p>					5
<p><b>Student can explain their process and intent of their individual drawing.</b> Tamyjah explained that she purposefully cut out an oval shape from the group drawing because she was thinking of making a face. Tamyjah said that she wanted the neckline with the bowtie to have the same background as the face so she trimmed an area off of the head to make the neckline with. Tamyjah said that her drawing was of an "angryman!"</p>					5
<p><b>Individual drawing utilizes various drawing methods and materials.</b> Tamyjah used cutting to draw out the shape of the head and neckline. Tamyjah used collaging to mat her work. Tamyjah used a black crayon to draw a face and bowtie. However some of her peers used different materials to create texture and multiple utensils for varied line effects. Tamyjah did not push the creativity of material useage as much as she could of.</p>				4	5
<p><b>Student can apply vocabulary terms and lesson objectives.</b> Tamyjah used a piece of the group drawing to create an individual drawing, which was the lesson objective. Tamyjah explained that her drawing was abstracted versus non-representational because "you can tell its a face."</p>					5







*Lost in Translation*, 9 x 12, Acrylic (2011).



*New York Hots, 24 x 18, Pastel (2009).*

# CURRICULUM VITAE

## EDUCATION

**May 2013** B.F.A., Art Education, with Departmental Honors  
Massachusetts College of Art and Design

## HONORS AND AWARDS

- 2013** Best in Show Award, *Contemplating the City Life*, 22nd Annual National Arts Program Contest, Hartford, CT  
My classroom lessons and Power Points were displayed at a K - 12 Curriculum Workshop in Arlington, MA
- 2012** Second Place, Figure Drawing, *Miss Washington Diner*, Newington Art League Annual Show, Newington, CT  
First Place, Figure Drawing, *Contemplating the City Life*, Berlin Fair, Berlin CT  
First Place, Landscape, *New York Hots*, Berlin Fair, Berlin CT  
First Place, Portrait, *Trust*, Berlin Fair, Berlin CT
- 2011** Hospital for Special Care Award, *Contemplating the City Life*, Awarded by the Joy of Art exhibition's Ninth Annual Juried Art Show at the New Britain Hospital for Special Care, New Britain, CT  
First Place, Figure Drawing, *Miss Washington Diner*, Berlin Fair, Berlin, CT  
First Place, Landscape Drawing, *Virgin New Yorker*, Berlin Fair, Berlin, CT  
First Place, Pen and Ink, *Manatee*, Berlin Fair, Berlin CT  
First Place, Photograph, *Door Into Summer*, Market Square Studio Art Show, Newington, CT  
Second Place, Pastel, *Contemplating the City Life*, Market Square Studio Art Show, Newington, CT
- 2010** Art Education Major Representative, Massachusetts College of Art and Design Major's Fair, Boston, MA  
Awarded with HONORS for courses: Intro to Clay Studio, Seminar Traditional Media I, Seminar New Media II and Brain Mind and Creativity, Massachusetts College of Art and Design, Boston, MA
- 2009** *Val Denapoli Outstanding Artist of the Year Award*, Newington High School, Newington, CT  
First Place, Pastel, *Contemplating the City Life*, General Federation of Women Clubs of Connecticut Art Show, CT  
First Place, Pen and Ink, *Manatee*, General Federation of Women Clubs of Connecticut Art Show, CT  
Third Place, Pen and Ink, *Manatee*, Newington Art League Annual Show, Newington, CT

## PUBLICATIONS

- 2011** My painting, *Trust* was published on the cover of the *iTowns* section of the *Hartford Courant*.
- 2010** My pastel, *Contemplating the City Life* was published in College Board's *Voices in the Arts Magazine*.
- 2009** My pastel, *Contemplating the City Life* was chosen to be one of the 15 (out of 180,000) pieces on the AP Studio Art College Board Educational Poster for the year of 2009-2010.

Appointed to design the cover of the Newington High School Program Guide.

## GROUP EXHIBITIONS

- 2013** ENGAGED PRACTICE, Massachusetts College of Art and Design, Boston, MA  
22nd Annual Ceremony and Reception for CRT's National Arts Program, Hartford, CT
- 2012** Vernon Community Arts Center First Annual Juried Show, Vernon, CT  
FACES Exhibition at Rockville General Hospital, Rockville, CT  
Newington Art League Annual Show
- 2011** Joy of Art exhibition's ninth Annual Juried Art Show at the New Britain Hospital for Special Care, New Britain, CT  
Market Square Studio Art Show, Newington, CT
- 2010** Connecticut Pastel Society Member Show, CT
- 2009** Renaissance in Pastel 2009 Connecticut Pastel Society Show, Mattatuck Museum, Waterbury, CT  
Connecticut Pastel Society Member Show, CT  
Newington Art League Show, Newington, CT  
General Federation of Women Clubs of Connecticut Art Show, CT



*Trust*, Acrylic, 12 x 16 (2011).



# ADDENDUM

This section contains the full versions of the lesson plans (including additional instructional materials) featured in the portfolio.

