

Classroom Management Plan for Mrs. Lopez's Art Room

1. Classroom Rules

Classroom rules and expected behaviors are posted in the classroom and reviewed at the beginning of the year.

- **Respect:** Respect yourself, your classmates, the teacher, and the materials.
- **Listen and Follow Directions:** Pay attention to instructions the first time.
- **Stay on Task:** Use time wisely and focus on your art projects.
- **Take Care of Materials:** Treat all supplies and equipment responsibly.
- **Clean Up:** Return tools and materials to their proper places and clean your work area before leaving.
- **Raise Your Hand:** Wait for permission before speaking or leaving your seat unless instructed to do otherwise.

2. Procedures and Routines

Classroom procedures and routines are established at the beginning of the quarter.

Students are expected to follow routines daily.

- **Entering the Classroom:** Students should enter calmly, grab their sketchbooks, and begin the "bell ringer" activity, such as drawing prompts or reflection questions.
- **Teacher Instruction:** Teacher will guide/give instructions on day's lesson, or recap of lesson before students begin independent work time.
- **Project Work Time:** Clear time limits for specific tasks will be addressed such as sketching, painting, or sculpting. If time permits, a mid-project reflection where students assess their progress will be given.
- **Material Distribution:** Students will be assigned specific roles (e.g., supply manager, organizer, sweeper, kiln room helpers) to hand out materials. This keeps transitions organized and reduces chaos.
- **Cleanup Procedure:** 5-10 minutes is reserved at the end of each class for cleanup depending on materials. Assign students to specific tasks (sweeping, wiping tables, organizing materials).
- **Exiting the Classroom:** Students should stay seated until dismissed by the teacher/bell, ensuring all tools are returned and the room is tidy. Chairs are put up on the tables by the last class of the day.

3. Rewards and Consequences

Positive reinforcements are handed out weekly on thank you notes to students who showed improvement on their work or were helping others and being on task from the previous week. When appropriate, consequences (email or phone calls home) help motivate students to follow classroom rules.

Rewards:

- Verbal praise (specific to their efforts or creativity)
- Displaying student artwork in a "Student Gallery" hallway above lockers
- Special art-related privileges (e.g., choosing music for the day, using special art supplies, moving seats if approved by teacher)

- Positive calls or notes home

Consequences (consistent and progressive):

1. **Warning:** Quiet, non-disruptive verbal or non-verbal reminder.
2. **Seat Change:** If the behavior continues, move the student to a different seat or part of the room, even outside on the single working desk.
3. **Parent Contact:** If the behavior persists, parents are notified by phone call or email about the issue.
4. **Administrative Referral:** For severe or repeated disruptions, students are referred to the school administration.

4. Student Engagement

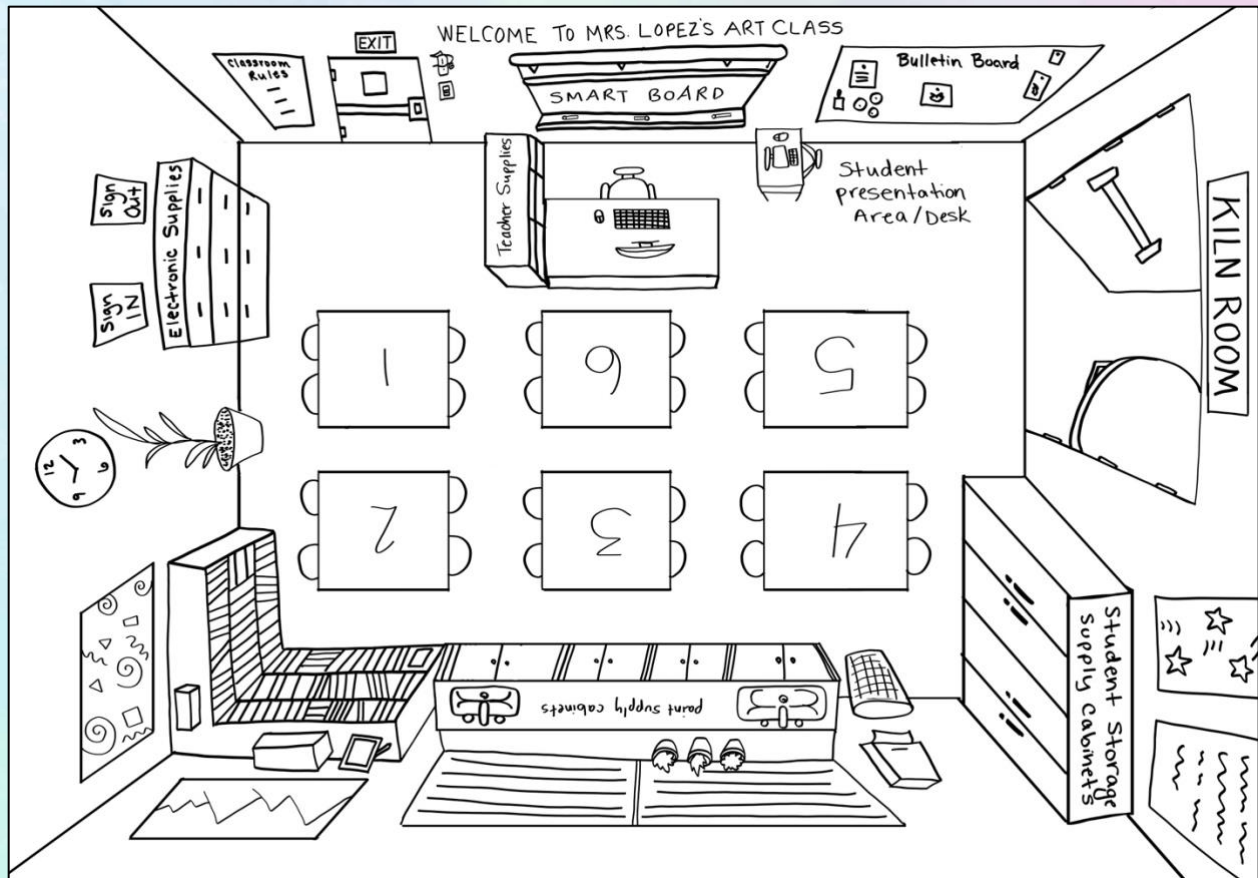
Keeping students engaged is critical in an art class. It is imperative to incorporate strategies that foster creativity while maintaining focus.

- **Choice-Based Art Projects:** Students are allowed to choose from different themes or mediums for certain assignments to inspire their creativity.
- **Art Critiques:** Students participate in constructive peer critiques to build a sense of community and self-assessment after each project.
- **Group Work:** Minimal collaborative projects are targeted throughout the year where students must work together on small scale or introductory lessons for group work.
- **Incorporate Technology:** The use of digital tools like Chromebooks or tablets or art apps for students interested in digital art, keeping tech-savvy students engaged are used often for generating ideas for upcoming projects, and can be used to download reference photos for current projects.
- **Art History Integration:** Students are introduced to diverse art styles, movements, and cultures to broaden their artistic perspectives.

5. Classroom Environment

The art classroom is well-organized and a visually stimulating environment supporting creative learning.

- **Art Stations:** Distinct stations (painting, sculpture, digital art) are given to students for a variety of creative outlets depending on the project for that week.
- **Visual Inspiration:** Famous artworks, student work, and encouraging quotes are displayed around the room.
- **Supply Organization:** All materials are clearly labeled and kept easily accessible to foster independence. Each student has their own cubby and tray to keep their artwork in and a drawer for each classes compiled sketchbooks.
- **Calming Clay:** Students can request to use PlayDoh materials if they are finished with their project or have indicated to the teacher that they need to calm down in a stress-free environment.



6. Communication with Parents

I keep parents informed and involved on a weekly basis with emails home for positive and negative behaviors:

- **Weekly Emails:** I like to share updates on class projects, upcoming art events, or ways parents can support art at home and in our classroom.
- **Class Website or App:** Canva is used as an online platform for our assignments, artwork, and reminders.
- **Parent-Teacher Conferences:** If needed, parents may request a meeting with admin and/or specific teachers to discuss both the student's artistic development and behavior.

7. Behavior Monitoring and Reflection

I track and address student behavior and progress daily using Infinite Campus (IC) citizenship grades:

- **Behavior Log:** In IC there is a daily log of behavior issues and point loss that I note if needed and I try to notice patterns of concerning behaviors and address them early.
- **Student Reflection Journals:** Students reflect on their work habits, effort, and behavior in their journals after every project completion.

8. Flexibility and Adaptation

Middle school students are diverse in their needs, so I remain flexible and ready to adapt:

- **Adjust Expectations:** I consistently modify plans or expectations for students who may struggle with certain tasks, such as focusing for extended periods.
- **Provide Breaks:** I allow short, structured breaks for students who need them, especially during longer work periods or those struggling with peers inside or outside of the art classroom.
- **Student Feedback:** I regularly solicit student feedback on class projects and rules to make adjustments that enhance their learning environment.