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Ed 231S

Ideal Classroom

I am a teacher at a school in Nebraska and have been given my own room to teach art in a high school. The 9th grade beginning art class is scheduled along with many other advanced art classes that I will be teaching throughout the day. I am planning to have 21 students in my classroom and will have desks and seats arranged in a manor that allows me to walk and help students on their work. Chairs and desks may be created and painted as a possible project for a class. This will be the most formal set-up to begin the class as I move and learn about how the students like to work. My desk will be placed in the corner as I plan to be up and moving around helping my students. I hope to have a very relaxed classroom that allows students to communicate with those sitting around them as well. I also hope to have extra areas located closer to windows where students can move to in order to work.

As an art teacher the classroom set-up is an important and time-consuming task to think about with all the supplies that come with it. When first entering my classroom you will notice that to the left I have shelves organized with the supplies that we will be using for the course. At the end of the shelves I have 8 throwing wheels for ceramics that will be used later in the course. These items are placed to the side in order to not interfere with class only when we need them. This falls into the area of Task Instrumentality which concerns with how this space supports the tasks that hope to accomplish. (Weinstein p.38) Notice I have also placed the computer, drying racks, and the independent work spaces on the outside edge of the class to not interfere until other wise used. It is important to think about where items should be placed for use at various times.

Around the walls you should notice that I have placed a few projects and art there. This gives the classroom Symbolic Identification as it shows what we do in this space. (Weinstein p.37) This may include some of the rules and guidelines that I have for the class including elements and principles of art. Next is how I have planned on organizing my desks and chairs for the students. I have arranged the desks into two L's with a rectangle in the center. This arrangement allows for a good amount of social contact when needed between the classroom. It also allows for me as the teacher to move around and also have a large amount of social contact with my students. (Weinstein p.30) I think that this set up will work nicely for me because it easily allows students to see the board when I may need to show the class something but also gives a friendly social contact between to discuss about work.

Along with the desks and chairs I hope to have spaces where students can move to when they may be tired of working in the same spot. This is why I have placed an extra working desk by the window. Allowing students to move to a different area to work is apart of pleasure in the classroom. (Weinstein p.40) Giving them more options to work standing, sitting, possibly even outside at times can create for a more pleasurable classroom. I think that this will be a very interesting part to my classroom that I hope to expand on options.

Pleasure is one function that I believe my classroom will serve to accomplish as I begin teaching. By allowing students to use this space freely I hope they will be able to create work that they can feel proud of. Enjoying while they create in an inviting space that allows for a welcoming social contact between students and also with the teacher. Allowing movement and to take advantage of the space that we have is important in an art classroom. Making it a personal space by encouraging students to make a mark of their own by creating and displaying work to show just what we accomplish will be vital. This classroom will be a space that I believe is inviting and motivating for my students.

Bibliography

Weinstein, Carol Simon, and Ingrid Novodvorsky. *Middle and Secondary Classroom Management: Lessons from Research and Practice*. Fifth ed., McGraw-Hill Education, 2015.