

Create a Classroom that Works!
Practical Management Strategies for Elementary Art
Prevention and Attention



Organization: (teacher before class and during)

Create class lists with areas to write in special medical accommodations or learning accommodations.

Create a planner with date of class and teacher name with enough area to write notes about students, future planning, assemblies, or no school. (See handout.)

Anticipate problems and downfalls. Plan for solution prior to class. Teach students “wrong way” and “right way.”

Keep students busy. Plan for next step before children are ready.

Remember YOU are the boss, not the children. If things feel chaotic or you are losing control, stop yourself (don't keep doing what your doing), take a deep breath, and implement a strategy to get control

Organization: (for student routines)

Establish class rules and expectations. Create assigned seating (change when necessary).

Establish a routine. When students are finished, they sit at table and clean and wait or only children who are sitting will be handed a sponge, etc. Create a “turn-in bin” and “no name bin.”

Assign a number to each seat. Use these numbers to call up small groups of children to line up, gather supplies and hand out work.

Assign a color to each table. Call up small groups by table color. Reinforce color concepts Ex: "The secondary colors my line up."

Assign a table leader for each new class period. If you have assigned numbers at each table, just rotate the number. Give this person special responsibilities and privileges. Post table leader number for students to see.

Create a container for pencils to be sharpened. (Avoids having kids distracted by pencil sharpening.) Have any student that needs to serve recess with you sharpen pencils.

Preventative Actions:

Use kinesthetic (movement) learning – show/have students practice directions in addition to verbal. Have children move often, avoid long periods of sitting.

To keep young students in one spot (Ex: lining up), have them sit in desired location instead of standing.

Sing with students – keep their mouths busy! (Content related.)

Create a "secret" drawing word related to the content your teaching. Tell the students that they can't mark their paper until they here the "secret" word. Demonstrate a technique and then say the "secret word" and let students follow your lead. This helps with students who like to skip ahead or who often miss a step.

Only allow access to materials that the students must use at that very moment. Ex: Leave paint ready to hand out at another table.

Getting Student Attention:

Be energetic and animated. Students are often more interested in a teacher moving like a child than their peers. Disclaimer: Do not overdo it - you will be counter-productive.

Turn off lights (if still talking, say "lights OFF, voices OFF")

"Everyone wiggle fingers . . ." (some wiggle) Everyone fold your arms . . . (more join in) Everyone put your hands in the air (all should be ready and looking at you)

"I need your Attention in 3 . . .2 . . .1"
Clap once if you hear me (clap); clap twice if you hear me (clap, clap) continue if necessary.
Teacher: "1,2,3 Eyes on Me" Students: "1, 2 Eyes on You"
"Give me 5, 4, 3, 2, 1 (use illustration to explain what they should be doing at each number)
Bump, ba, da bump bump (teacher) Bump Bump! (Students)
"Do your part!" (Teacher) "I love art!" (Students)
Do not begin giving directions until ALL children are looking at you.