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YIA Classroom Management Guidelines Management of Students

At YIA, while we encourage individuality in teaching style, we also believe in a standard classroom management technique, which represents our program. These guidelines are designed to aid YIA Mentor Artists as well as provide a basic structure that will help students and teachers transition between different artists in our program.

General Classroom Management Guidelines

1. Begin each class in the same manner

Having a structure to your class is important. The students should know exactly what is expected of them when a YIA Mentor Artist walks in.

2. Outline your expectations, prior to giving your directive

For example, "I'll take a silent hand to answer the following question." In addition, when describing a task (theatre exercise, dance step, game etc.) provide the students with a clear example to illustrate how it is done.

3. School-wide or Classroom Reward System

During your initial meeting with teachers and/or administrators, ask about existing rewards systems, and implementation techniques (ex. Tigerific coupons at Lynwood School: given out freely to any child behaving above expectations. Coupons are saved up and used to "buy" items in the Tiger Store).

4. Class "rules" or "Student Affirmation"

At the beginning of the session you may want to create a list of classroom rules for when you are in the classroom. Bring a long strip of paper and one small strip of paper for each student. Ask them to brainstorm rules. Write the rules up and post them on the strip. Keep this list in your classroom kit and hang up whenever you are in the class. (See attached example)

5. Ask students if they have wordless signals to communicate

If they do not, create some. How would they communicate that they are in agreement or disagreement? What is the signal for "speak up" or "turn up the volume"? At the end of a presentation, ask students to support each other with a silent applause. Reinforce these signals regularly.

6. Keep all students actively involved

For example, while a student does a presentation, involve the other students in evaluating it.

7. Positively reinforce your students consistently

For example, the best-behaved students can get to choose supplies first. Acknowledge positive behavior more often than condemning negative behavior.

8. Discipline individual students quietly and privately

Never engage in a disciplinary conversation across the room. Ask the classroom teacher to take the student aside if their behavior is disruptive. If you choose to deal with the situation, engage the class in a group activity and ask the teacher to oversee,

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while you take aside the student who needs extra time.

9. Be flexible and “read your class”

Be aware of your students’ level of engagement and adapt your instruction accordingly. If you are facilitating a complex project, break it up into parts, delivering instructions before each section rather than for a long period of time at the beginning.

10. Have a system for passing out and collecting student work

Consistency will help both you and the students to keep track of materials and student work. You can ask the teacher to assign students to assist in this process.

11. Provide models and examples of work

Student love to see artists engaged in the creative process! Model activities for the students and bring in examples of your own work as well as other artwork.

12. Define “effort” versus “perfection”

Students should understand that we expect them to put forth a good effort, which differs from artistic perfection. Have students compile a list of what “effort” looks like and doesn’t look like in terms of classroom activity. This can be an amusing and ice breaking exercise as well.

13. Engaging the “hyper one”

Try your best to engage the especially active kid into a leadership role, i.e. playing the lead rhythm, being a clap-o-meter, passing out paints, anything to engage him/her in the activity. Giving super active kids jobs (a sense of importance) can be a great way to diffuse tension, and get a kid back on track.

14. Respect

Discuss the importance of mutual respect amongst the students, between students and teachers and respecting the equipment (cameras, instruments, paint brushes etc.). This is especially important when assessing work as a group.

15. Getting their attention

Many teachers use the peace sign held up with a straight arm as a signal for quiet. A more exciting and artistic version of this is using a “call and response”. You should try to be consistent regardless of what the classroom teacher uses. (See Call and Response below)

What to do when things go bad...

Ask the classroom teacher for assistance. If you find that the teacher cannot improve the situation, or that some external force has launched a situation that is beyond your control (such as a fight during lunch or a valentines day party), then try some of the following strategies:

1. Drop your plans from the curriculum and do “fun activities” such as theater games, a quick draw contest, or any other exciting activity that would be relevant to your curriculum.
2. Take the students outside. If you are teaching a performing arts class, they can act, sing or dance using the playground to “run off” some of their energy. For Visual Arts, they can go out to do some observational drawings or pick up natural objects for a nature collage.

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3. Sit quietly and wait. Students usually react to this because they realize that you are disappointed at their behavior. Once you have their attention, explain that it is a privilege to have an art class and that they are not respecting you or themselves by behaving this way. They will, in most cases, understand that misbehaving, as a group will not be tolerated.

Possible Strategies for YIA Mentor Artists

Call and Response

We have found that “call and response” techniques have been quite successful at getting the students’ attention, and quieting them down. You should come up with your own variation of this technique. Some teachers use rhythmic pattern, others use their voice. Here are a few examples:

<u>Call</u>	<u>Response</u>
Teacher sings phrase	Students sing response phrase
Teacher claps hands in rhythm	Students clap the same rhythm
Teacher shouts “Hello Young Artists!”	Students respond “Hello (teacher’s name)!”
Teacher shouts “Hello third grade!”	Students respond “Hello (teacher’s name)!”

Other Call & Response techniques:

You may find that the typical quiet sign or counting down has been overused and the students do not respond to them anymore. If it is something new for them, they are more likely to respond well. Remember, it takes a few classes for them to get it down.

Student Work

YIA Mentor Artists may want to choose one of the following ways to keep track of student work:

- Ask the teacher to store student work in the classroom (or art room).
- Have students create Portfolios so that their work can be collected and reviewed at the end of the course.

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Positive Reinforcement - Talking to Children

Children, like adults, respond best to courtesy, tact, and diplomacy. Phrasing a sentence in the positive instead of the negative produces MUCH better results: “Please close the door” instead of “Don’t leave the door open.”

Try Saying

Instead of

It’s time to clean up now. Please help me.	You’re not supposed to be painting now.
Paper is for coloring on. Please use the paper.	Don’t color on the table/your hands/the wall.
I bet you had fun making that picture. Can you think of anything else you can add?	You should put windows on your house.
Would you like to tell me about your picture?	What is it?
Paint brushes are for painting your picture.	Don’t paint your desk/Jenna with the brush.
The clay needs to be kept on the table.	Don’t put clay in your hair.
I need a helper to hand out brushes.	Sit still and wait for the next directions.
Can you put the playdough away by yourself, or do you need my help?	You have to do it now.

C ooperation

R espect

E ffort

A rtistry

T echnique

E xpression

S trength