

PAINTER'S HAND and DIFFERENTIAL LEARNING

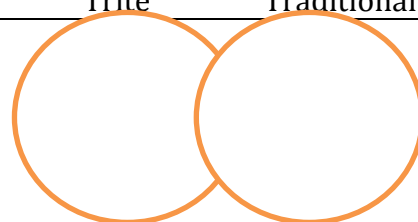
Michele Kirnon


Each painter has a "Painter's Hand" which is unique, similar to a person's signature. Two people can paint the exact object; however, the outcomes of their paintings will differ.

Similarly, my students vary in culture, socioeconomic status, language, gender, motivation, ability/disability, personal interests and more, and I am aware of these varieties when planning my lessons. By considering varied learning needs, I developed personalized instruction so that all children in the classroom can learn effectively.¹

http://en.wikipedia.org/wiki/Differentiated_instruction aTi has provided me with the tools to make these accommodations. In addition, gaining this knowledge helps create a forum of support for teachers in various disciplines. For example, the art/music teacher can creatively incorporate language arts and/or math into their lessons. Basically, this serves to consistently reinforce skills to students who are struggling in those areas. Below are a few of many samples in which concepts used in oil painting can support math, art, etc. skills.

| aTi - Oil Painting | MATH SKILLS ADDRESSED | SAMPLE | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---------------|----------|---|---------------|---------------|-----------|--|---|-------|-------|---|-------|--------------|-----------|--|-----------|--|--|--|-------|-------|--|--|--|
| Sizing picture to canvas and vis versa | Scaling and Proportions Geometry | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">ORIGINAL</th> <th style="width: 5%; text-align: center;">=</th> <th style="width: 30%; text-align: center;">TARGET/CANVAS</th> </tr> </thead> <tbody> <tr> <td>LENGTH</td> <td style="text-align: center;">12 inches</td> <td></td> <td style="text-align: center;">N</td> </tr> <tr> <td>_____</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">=</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>WIDTH</td> <td style="text-align: center;">20 inches</td> <td></td> <td style="text-align: center;">30 inches</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">_____</td> </tr> <tr> <td colspan="4">N =18</td> </tr> </tbody> </table> | | ORIGINAL | = | TARGET/CANVAS | LENGTH | 12 inches | | N | _____ | _____ | = | _____ | WIDTH | 20 inches | | 30 inches | | | | _____ | N =18 | | | |
| | ORIGINAL | = | TARGET/CANVAS | | | | | | | | | | | | | | | | | | | | | | | |
| LENGTH | 12 inches | | N | | | | | | | | | | | | | | | | | | | | | | | |
| _____ | _____ | = | _____ | | | | | | | | | | | | | | | | | | | | | | | |
| WIDTH | 20 inches | | 30 inches | | | | | | | | | | | | | | | | | | | | | | | |
| | | | _____ | | | | | | | | | | | | | | | | | | | | | | | |
| N =18 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Blending | Proportions Use of critical thinking/Problem Solving | IF red is applied, THEN outcome is equal to..... IF I apply dark color first, THEN the effect is.... | | | | | | | | | | | | | | | | | | | | | | | | |
| Trite vs. Traditional | Sets Theory | Similarities of Trite and Traditional <div style="display: flex; justify-content: space-around; width: 100%;"> Trite Traditional </div> | | | | | | | | | | | | | | | | | | | | | | | | |



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| | <i>NOTE: Can be used in language arts.</i> | |
| Color Value | Number Sense | See page 7 |
| aTi - Oil Painting | MATH SKILLS ADDRESSED | SAMPLE |
| Shadow Tools and decision making processes for a specific outcome. | Use of critical thinking/Problem Solving | See above |