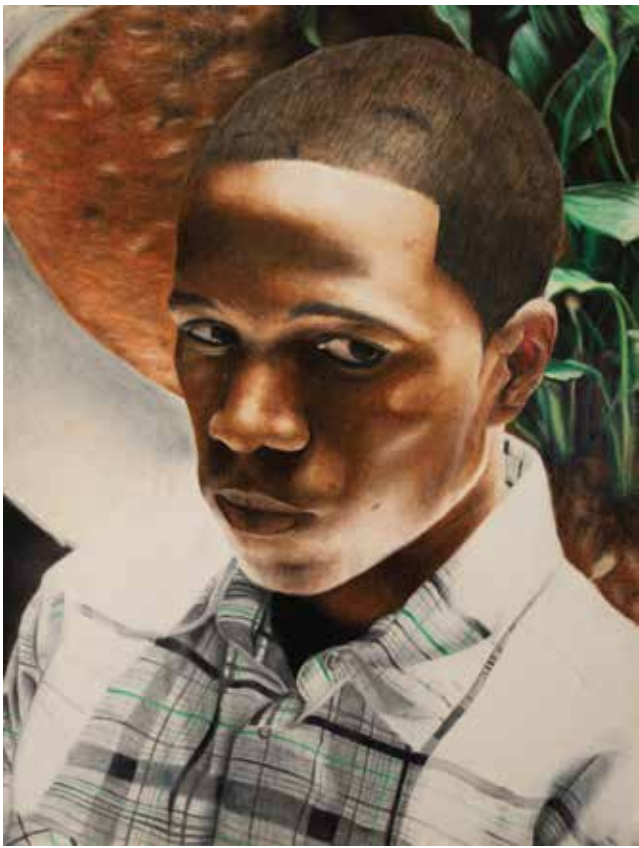


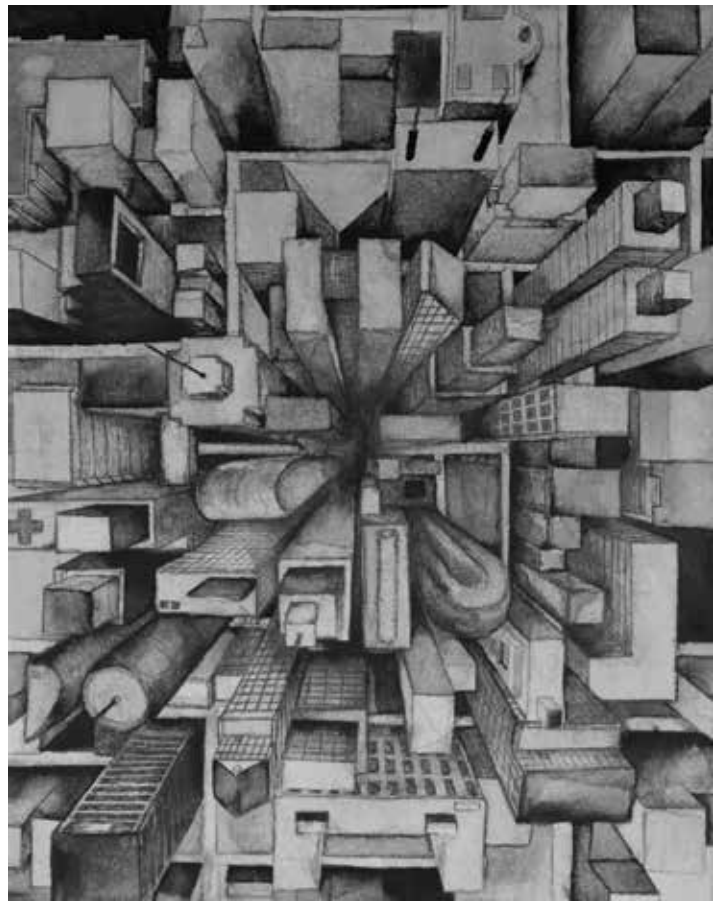
SHAWN.MICHAEL

VISUAL ARTIST . DESIGNER . EDUCATOR

SHAWN MICHAEL GLOVER
TEACHING PORTFOLIO



COLOR PENCIL | 2010



PEN & INK | 2016



CONTÉ | 2010



SOFT PASTELS & CHARCOAL | 2016



CHALK PASTEL | 2018

PERSONAL WORK



CHARCOAL | 2016



OIL ON WOOD | 2013



PAPER | 2017



MIXED MEDIA | 2016



SOFT PASTELS & CHARCOAL | 2018

SHAWN.MICHAEL

VISUAL ARTIST . DESIGNER . EDUCATOR

My name is Shawn Michael Glover and I am a Visual Artist, Designer, and Educator. In the summer of 2018 I decided that I need to make a major shift in my carrier and look into pursuing a job in art education. I strongly believe that the arts are a universal language, and they have the power to unite the world. In December of 2014, I received my Bachelors of Fine Arts from The University of South Carolina. I majored in Studio Art with an emphasis in Graphic Design and Print media. I moved to Charlotte in 2016 after accepting a position as a graphic designer for Lionel Trains. I left that position after three years to continue my education at UNCC and this is now my final semester. In 2017, I began working as a visual arts advisor for the non-profit Playing for Others, where I work with children grades 8th-12th and that sparked my intrest in education.

I have a strong background in the fine arts and graphic design due to my prior experience and education. I am always looking for ways to incorporate the lessons I have learned over the years, while also pouring myself into my work. Over the last few years I have continued to increase this knowledge and skill through personal projects and education/training. It is my plan to share my passion and skills with the next generation. My personal work pulls most of its inspiration from the world that surrounds us all as well as the conversations waiting to be had. Its my goal through my work to start conversations and bring awareness to topics that people often do not speak about, but require our attention.

My philosophy of education is centered around the idea that each child walking into my classroom is unique and deserving of an education. I believe in teaching the whole child, this includes incorporating themes that allow students to self-reflect and curiously explore visual art as a form of creative expression. Students have the right to receive a stimulating education, in an environment where they can grow physically, mentally, and emotionally. It is my desire to create an atmosphere where students can meet their full potential. I want to provide a safe environment where students are invited to share their ideas and take risks.

I believe that there are three essential elements that are conducive to learning. These beliefs can be linked to constructivist theories (1) The teacher's first role is a facilitator of student learning. Educators should guide their students through their accumulation of knowledge. (2) Students learning should be guided by both State standards for there particular level and also students curiosity and interest. The instructional methods chosen by educators should be informed by the events of today and easily relatable for students. (3) Through their assignments, Students should be provided opportunities to practice technical and life skills in an instructional environment.

It is my goal that the work created in my classroom have an influence on the lives of young individuals. Here in Charlotte and across the United States, there is much work to be done in our public schools. The need for self-expression and creativity of all kinds is at an all time high. I intend to follow in the footsteps of role models in my life and combine that with the knowledge and experiences I have acquired, to impact the lives of my students. Becoming an educator is a truly unique opportunity and privilege.

STATEMENT OF PURPOSE

Figurative Art Research Poster
EdTPA Lesson
Mr. Glover
Intermediate Art

Project Duration:

5 Days

Objective:

In this lesson you will be researching a contemporary artists and creating a 12 by 18 collage poster answering the question:

Basic Facts(Name, Dates, Location)

Why do they make art, what influences their work, what is their back story?

What materials/mediums do they use?

Give some extra interesting facts about them as a person.

Standards:

I.V.1.1 Use art vocabulary to critique art

I.V.1.2 Understand how design influences artistic expression.

I.CX.2.2 Apply skills & knowledge learned in various disciplines to visual arts.

I.CR.1.2 Critique personal art using personal or teacher-generated criteria

Deliverables:

Day 1: Exit Ticket (At least 2 sentences)

Day 2: Fact Worksheet (Front and back completed)

Day 3: Warm Up (Drawing)

Day 4: *Studio Day*

Day 5: Self Critique (Full credit given if completed)

Formal Assessment Criteria

(Poster will be graded on the following criteria)

30pts. Process/Research - Student included all required information and followed the correct process.

25pts. Final Product/Composition - Final product has all required information and shows an understanding of layout and hierarchy-

25pts. Craftsmanship - Student presented the artist style and information clearly and effectively.

20pts. Time Management - Student used class time effectively and turned in all assignments(includes exit ticket and self critique).



CHARLES WHITE



APRIL 2, 1918
- OCTOBER 3, 1979

CHICAGO, IL
- LOS ANGELES, CA

Charles preferred medium is
both paint and graphite



- Known for African American related work.
- Known for painting lithographs and murals
- Best known works "The Contribution of the Negro to American Democracy"
- First major exhibition of his work was organized in 2014

**Figurative Art Tryptic
EdTPA Lesson
Mr. Glover
Intermediate Art**

Project Duration: 5 DAYS

Objective:

In this lesson students will first produce 30+ sketched of a posed figure, using direct observation. A wooden manikin will serve as the models for the initial sketching exercise. Students will then create a figurative triptych showing their growth as they develop their skills in figure drawing and direct observation.

Standards:

I.V.2.2 Use experiences and observations to create content for art.

I.V.3.3 Analyze the relationship between process and product.

I.CR.1.2 Critique personal art using personal or teacher-generated criteria.

Deliverables:

Day 1: 30+ direct observation stretches, Drawing One (Line Drawing)

Day 2: Creation of a variety of blending tools

Day 3: Two Skill Sheets, Drawing Two (Value Drawing)

Day 4: Participation in a studio lead time drawings

Day 5: Drawing Three (Value/color Drawing), Completed Tryptic

Formal Assessment Criteria

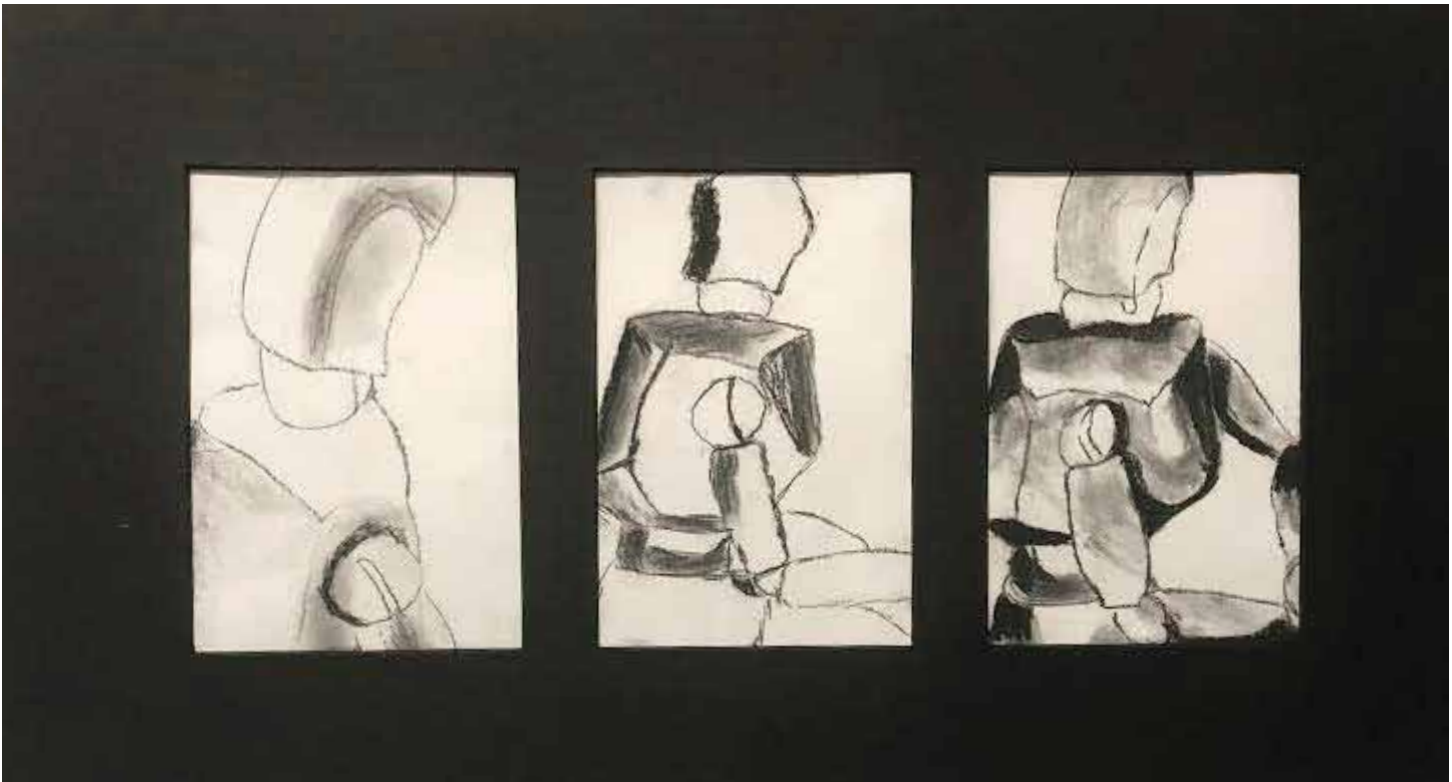
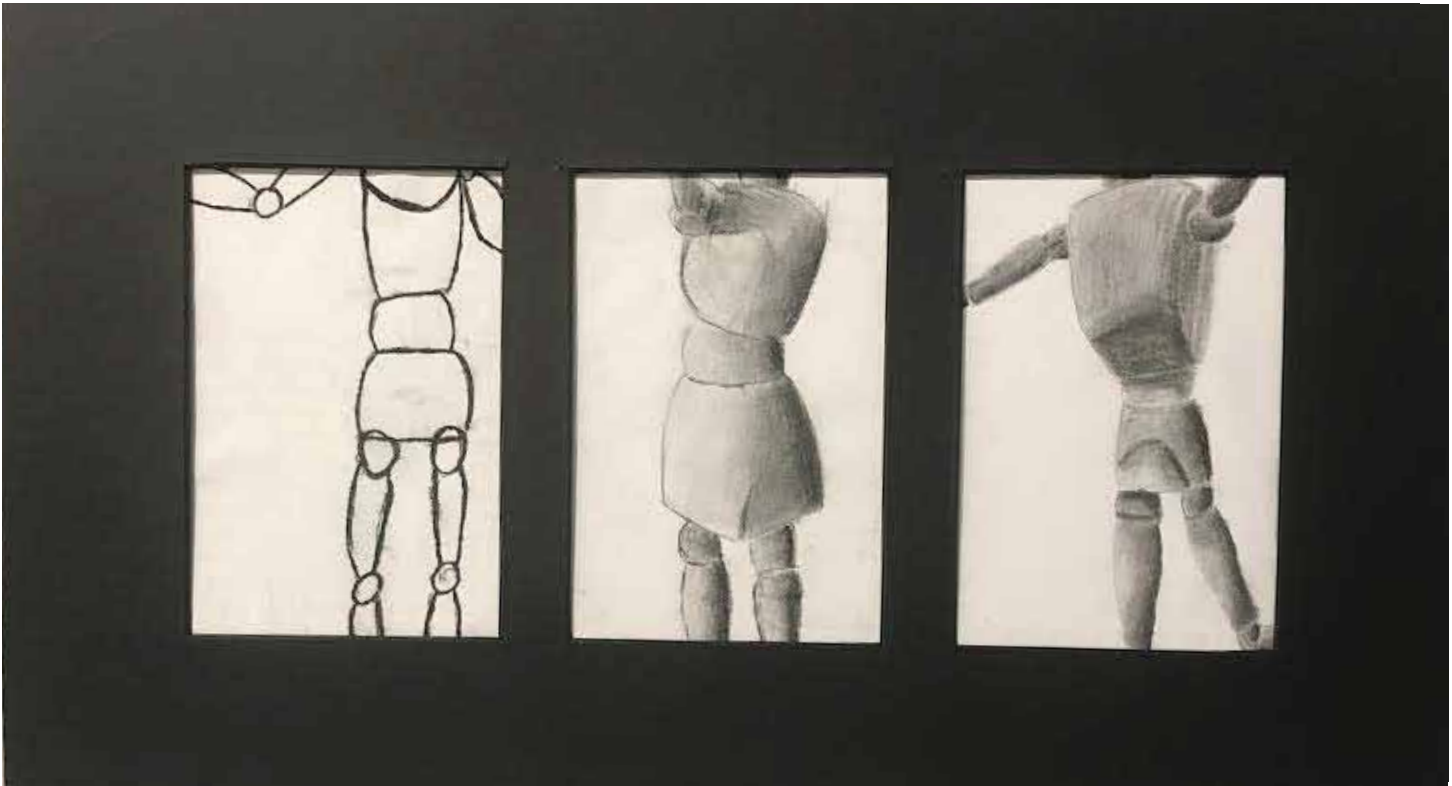
(Triptych will be graded on the following criteria)

30pts. Concepts - Student successfully grasps all drawing concepts.

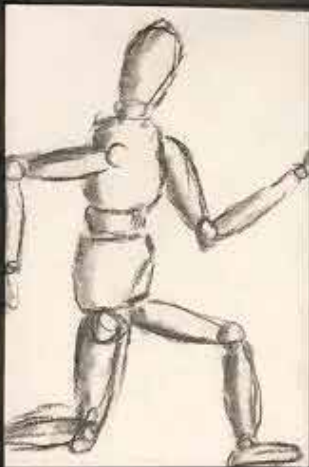
25pts. Technique - Students showed substantial growth and understanding of techniques, throughout the progression of their triptych drawings.

25pts. Craftsmanship - Student presented the artist style and information clearly and effectively.

20pts. Time Management - Student used class time effectively and turned in all assignments (includes exit ticket and graphic organizer).



STUDENT WORK SAMPLES



Figurative Sculpture
EdTPA Lesson
Mr. Glover
Intermediate Art

Project Duration: 4 DAYS

Objective:

In this lesson you will construct a 3D mixed media sculpture using wire, aluminium foil and masking tape. You will be asked to select an image of a figure performing an action, dancing or in a dynamic pose to use as a reference.

Standards:

I.V.1.4 Analyze images through the process of deconstruction (the components of the image and its meaning).

I.V.2.1 Generate innovative solutions to artistic problems.

I.CR.1.1 Critique art based on personal and formal criteria.

Deliverables:

Day 1: Continuous line Drawing, Figure Handout, Sketchbook Notes, "See, Think, Wonder" Activity

Day 2: Warm up, Sketchbook Notes/Sketches

Day 3: Exit Ticket

Day 4: Sculpture Completion, Group Critique

Grading:

Informal: Figure Handout, Sketchbook Check, Exit Ticket

Formal: Sculpture Completion

(Sculpture will be graded on the following criteria)

30pts. Technical Application - Student was able to show proficiency in deconstructing their image and then transforming it into a sculpture.

25pts. Composition - Work was well planned and constructed.

25pts. Craftsmanship - Student presented the artist style and information clearly and effectively.

20pts. Production - Student used class time effectively and turned in all assignments (includes exit ticket and graphic organizer).



STUDENT WORK SAMPLES



STUDENT WORK SAMPLES





STUDENT WORK SAMPLES

Perspective and Printmaking

Mr. Glover

Intermediate Art

Perspective Duration: 7 DAYS.

Printmaking Duration: 7 DAYS

Objective:

In this lesson you will be experimenting with perspective creating a cityscape of your own. This cityscape must include 6-10 total structures, 1 park or green space, streets, and sidewalks. Sixty percent of buildings must include some form of detail (windows, doors, etc) Your initial drawing will include all details. Next you will simplify your drawing to shapes. This design will be transferred to foam, printed and fine details will be added on top with ink pen/ sharpie.

Standards:

I.V.2.1 Generate innovative solutions to artistic problems.

I.V.3.1 Understand the function of tools in creating art.

I.CR.1.1 Critique art based on personal and formal criteria.

Day by Day:

Day 1: Perspective Intro

Day 2-3: Perspective skill sheets (shapes/city)

Day 4-7: Creation of Perspective drawing and transfer

Day 8-12: Printing

Day 13-14: Adding Detail to prints

Deliverables:

Day 1: Perspective Intro / Activity Sheet

Day 2-3: Activity Sheets

Day 4-7: Completed detailed drawing and foam transfer

Day 8: Intro to Printmaking / Demo

Day 9-11: Demo / Print 7 Editions of your print

Day 12: *QUIZ ON PRINTMAKING*

Day 14: Submit 2 completed prints with detail added

Grading:

Informal: Skill Activity #1 and #2, Quiz

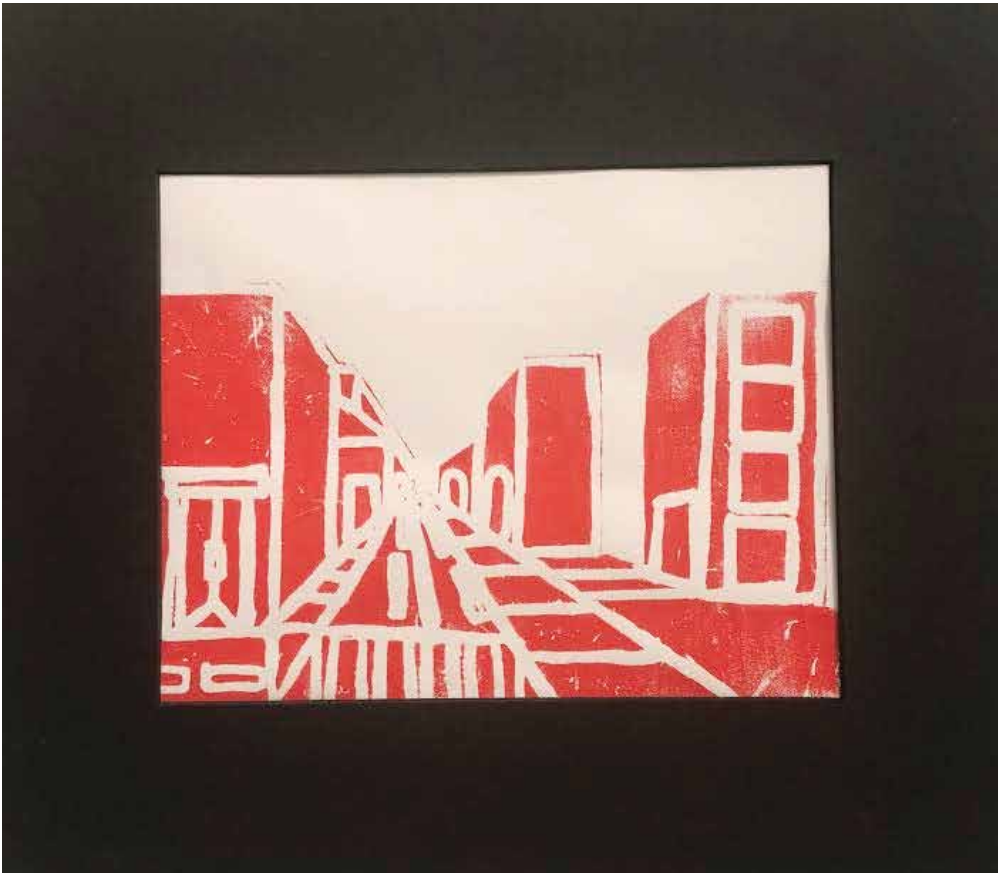
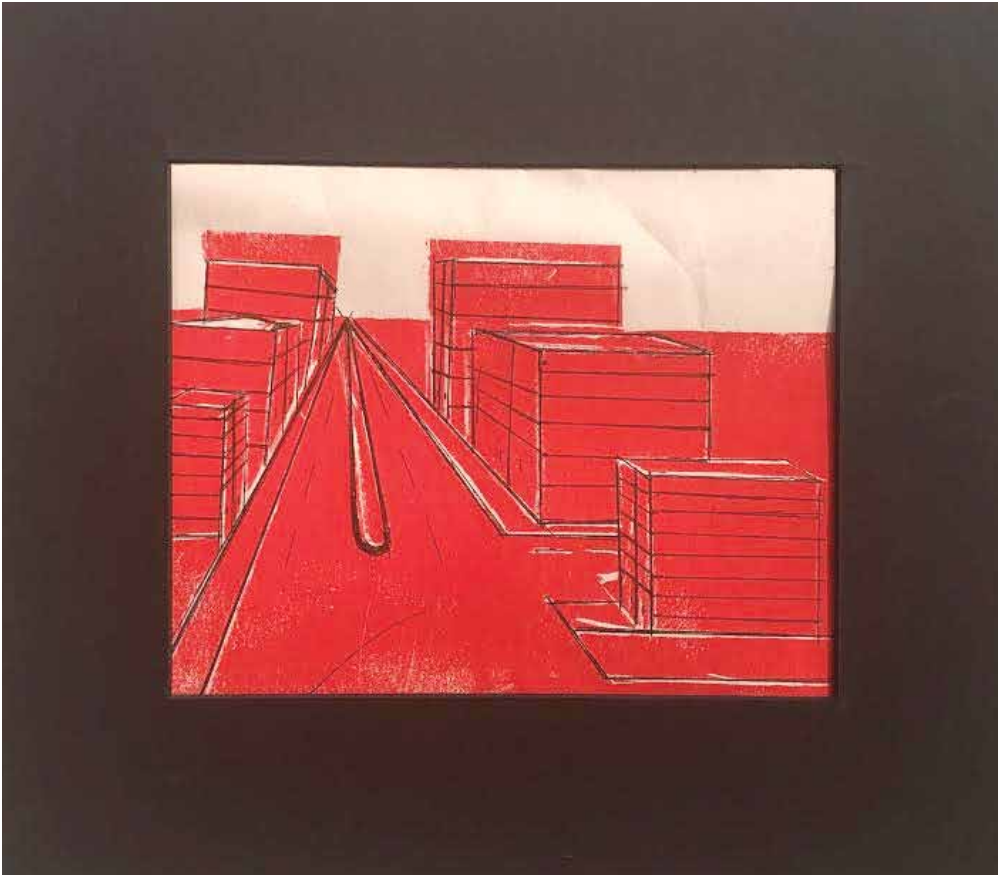
Formal: Detailed Perspective Drawing, Two Completed Prints w/ details

(Project will be graded on the following criteria)

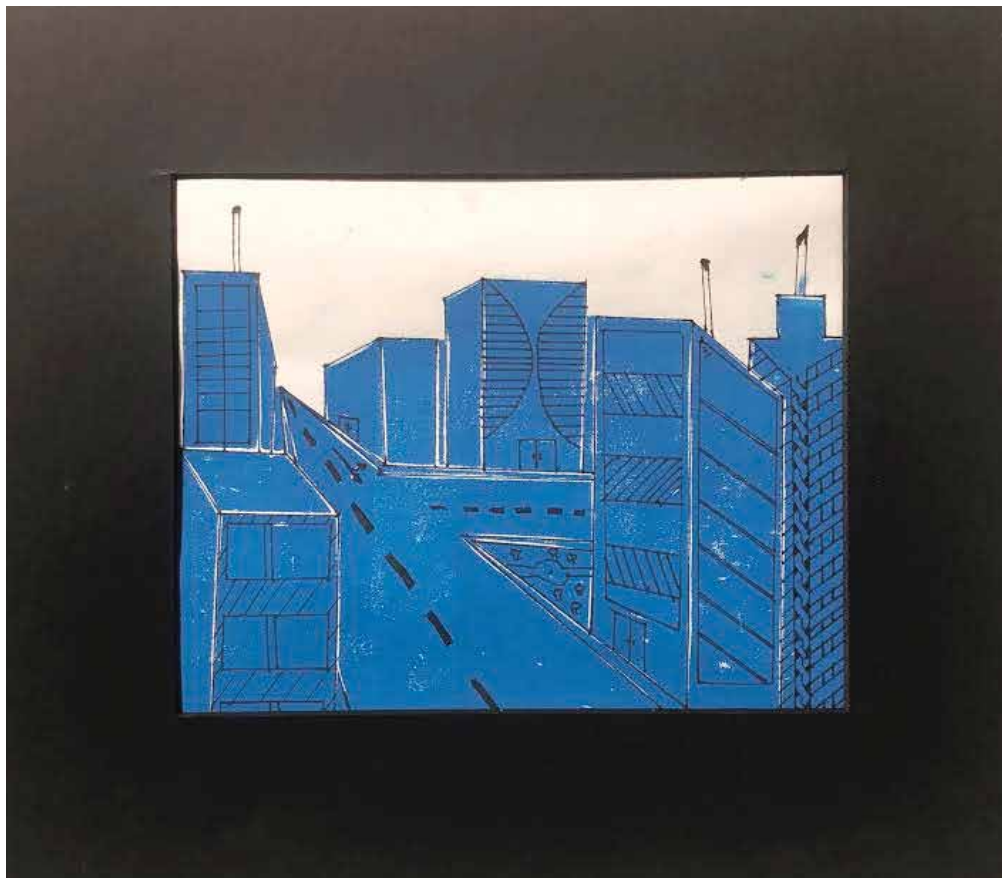
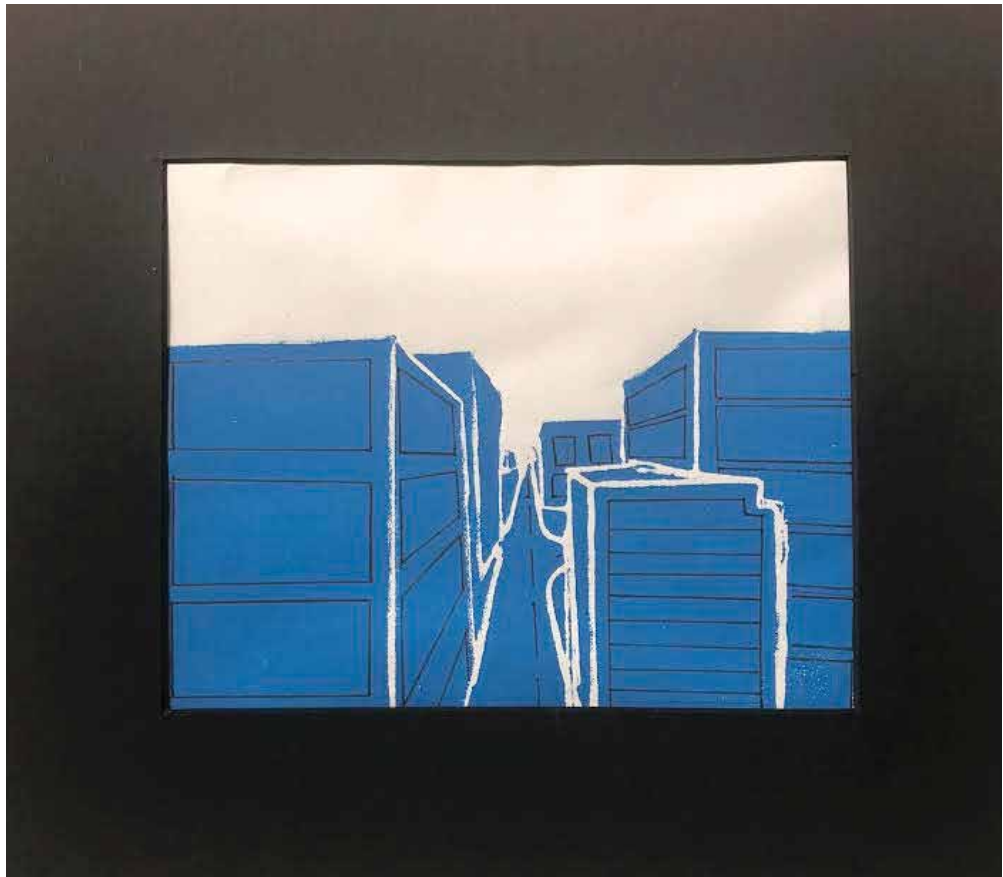
Content - Student included all requirements, and followed the perspective rules throughout the drawing.

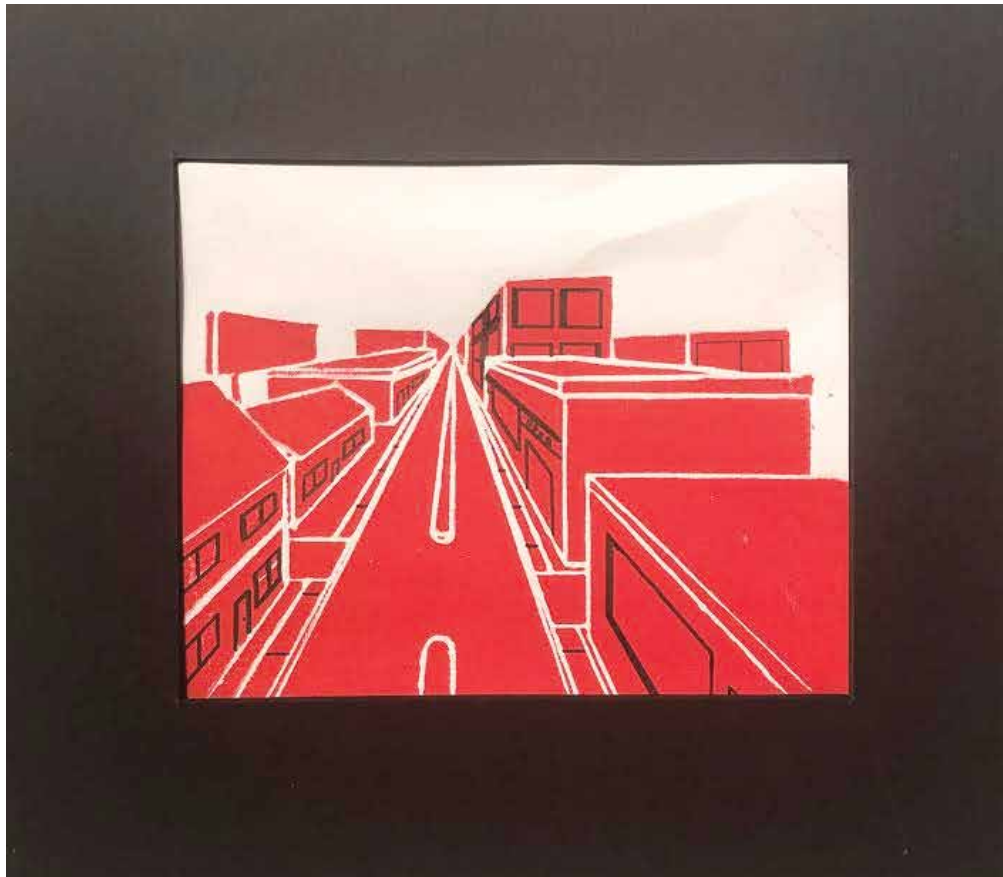
Craftsmanship - Student presented the artist style and information clearly and effectively.

Time Management - Student used class time effectively and turned in all assignments (includes exit ticket and graphic organizer).



STUDENT WORK SAMPLES





STUDENT WORK SAMPLES

Color Ribbon
Mr. Glover
Beginner Art

Project Duration: 5 DAYS

Objective:

In this lesson you will be exploring color and value through the creation of a dynamic oil pastel ribbon. You will complete two skillsheets using oil pastels Then, you will compose a final ribbon drawing using all the colors of the color wheel on a 12x12 sheet. The background will be colored with a neutral color(gray).

Standards:

B.V.1.2 Apply the Elements of Art and Principles of Design to create art

B.V.2.1 Understand the role of planning in solving artistic problems.

B.CR.1.2 Use teacher-generated criteria to evaluate personal art.

Day by Day:

Day 1: Students will view a Presentation on color and follow a demo

Day 2: Students will work on Ribbon Worksheet/Ribbon Sketches

Day 3: Students will practice their composition in their Sketchbook and transfer it on to their final 12x12 paper after approval.

Day 4: Full Studio Day

Day 5: Studio Day/ Project Due

Deliverables:

Day 1: Sketchbook Notes

Day 2: Color Worksheets

Day 3: Sketchbook Drawings

Day 4: Exit Ticket

Day 5: Final Ribbon

Grading:

Informal: Color Worksheets, Sketchbook Notes

Formal: Finished Ribbon

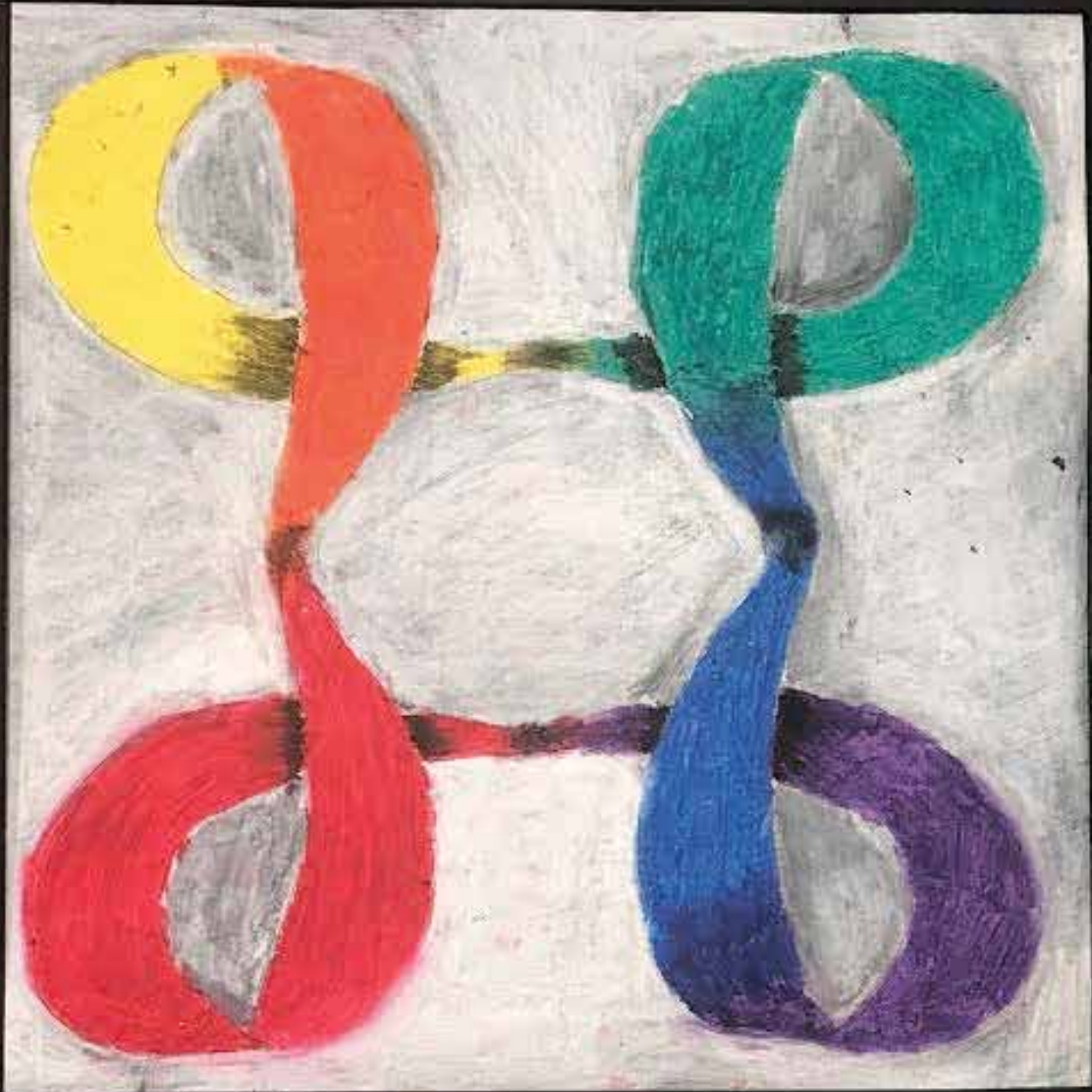
(Ribbon will be graded on the following criteria)

Color Application - Student was able to show proficiency in blending colors and showing overlap.

Composition - Work was well planned and meets criteria.

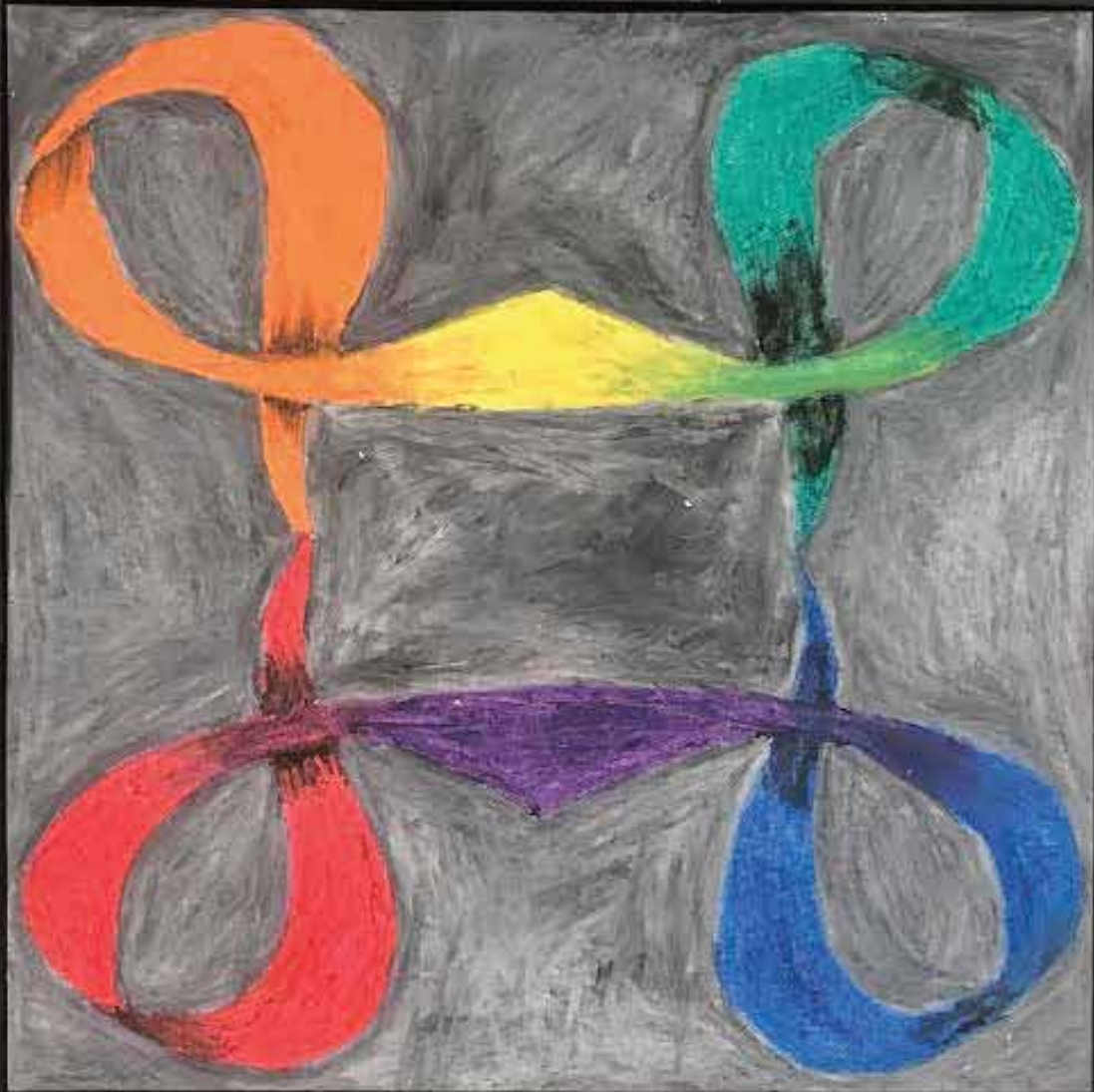
Craftsmanship - Student presented the artist style and information clearly and effectively.

Time Management - Student used class time effectively and turned in all assignments(includes exit ticket and graphic organizer).



STUDENT WORK SAMPLES





Still life
Mr. Glover
Beginner Art

Project Duration: 5 DAYS

Objective:

In this lesson you will be exploring value through the creation of a still life. You will complete two skillsheets using graphite and colored pencil, followed by the creation of studies of your still life. Finally, you will develop a value drawing of your still life.

Standards:

B.V.1.2 Apply the Elements of Art and Principles of Design to create art

B.V.2.1 Understand the role of planning in solving artistic problems.

B.CR.1.2 Use teacher-generated criteria to evaluate personal art.

Day by Day:

Day 1: Students will view a Presentation on still life and work on skill sheets

Day 2: Students will complete skill sheets and work on Sketches

Day 3: Students will start on their final composition

Day 4: Full Studio Day

Day 5: Studio Day/ Project Due

Deliverables:

Day 1: Sketchbook Notes

Day 2: Skill Sheets

Day 5: Final Drawing

Grading:

Informal: Value/Form Skillsheets, Sketchbook Notes

Formal: Final Drawing

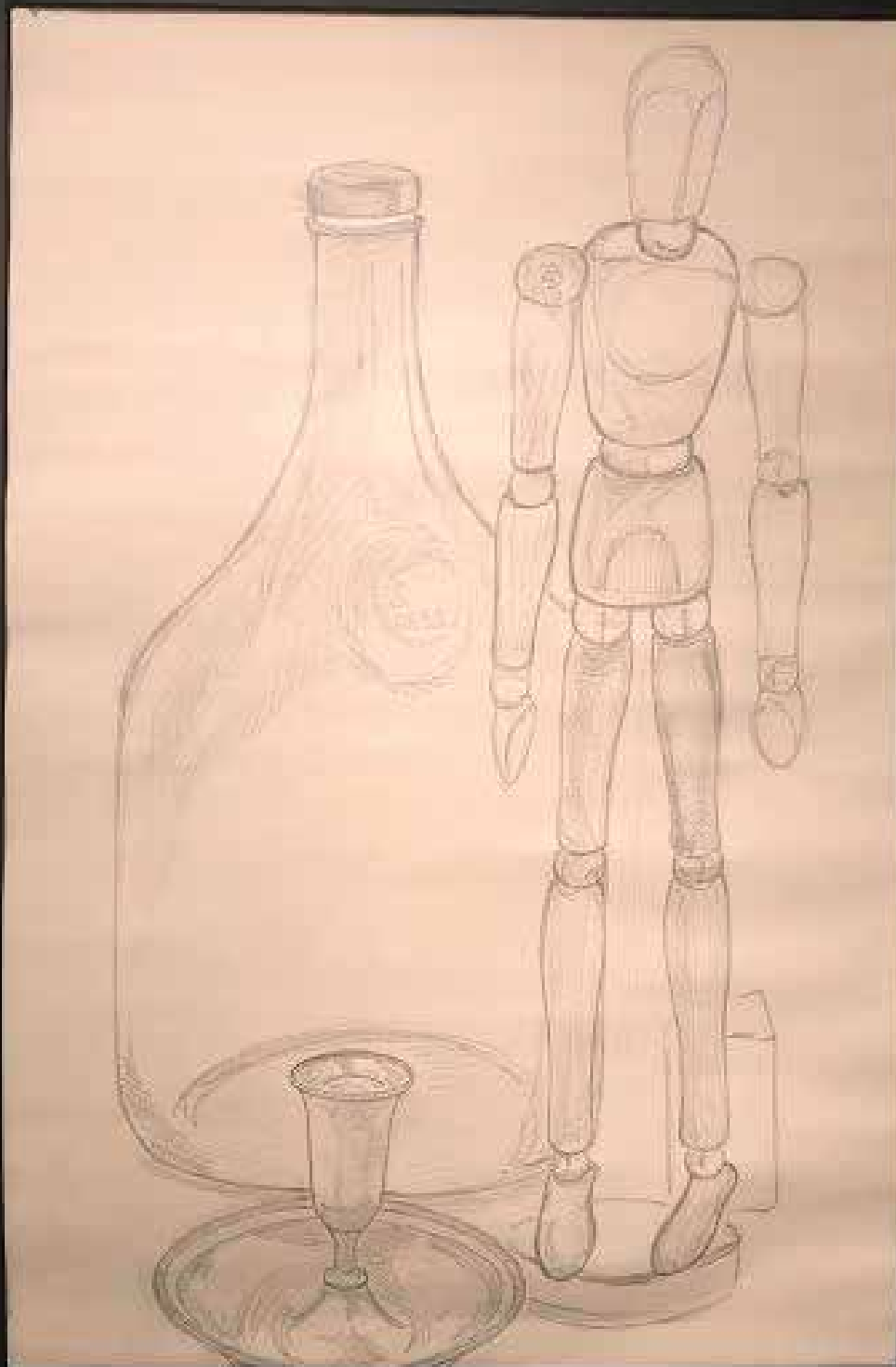
(Drawing will be graded on the following criteria)

Value/Color Application - Student was able to show proficiency in defining value throughout their drawing.

Composition - Work was well planned and meets criteria.

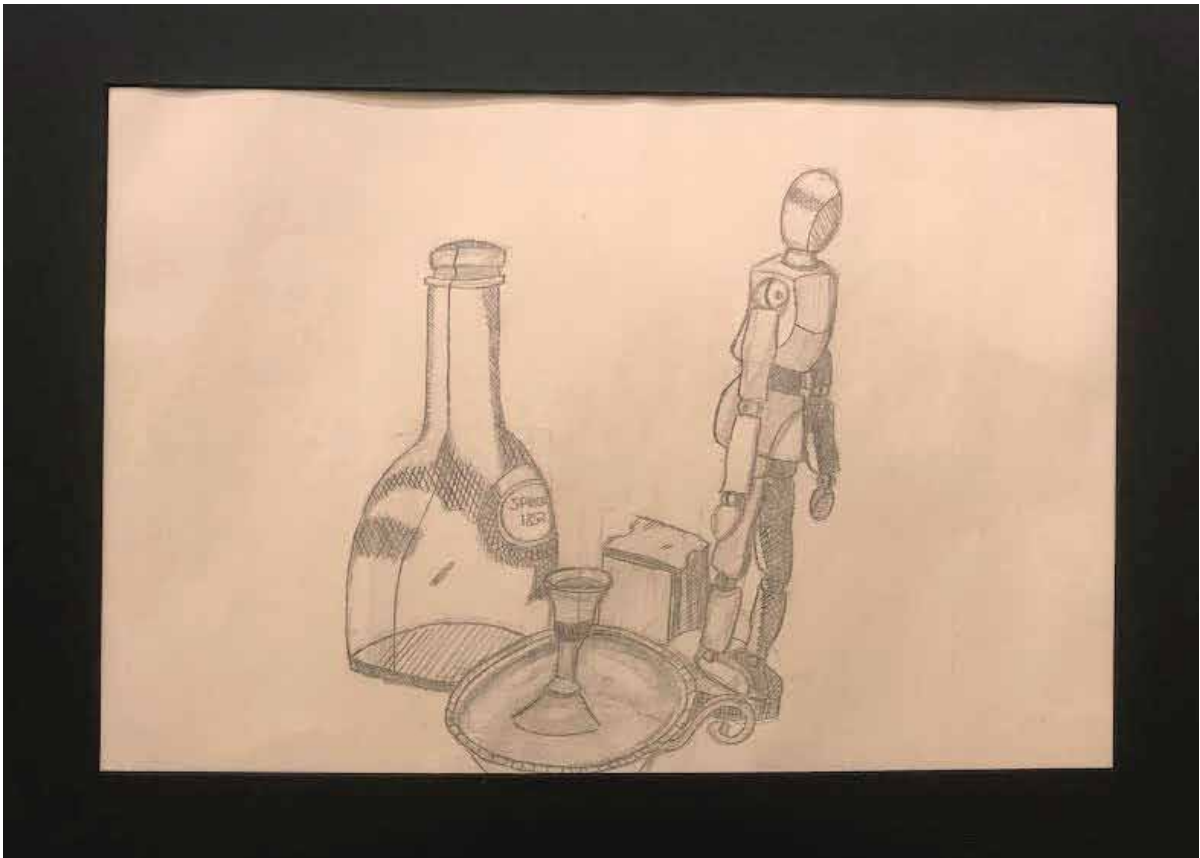
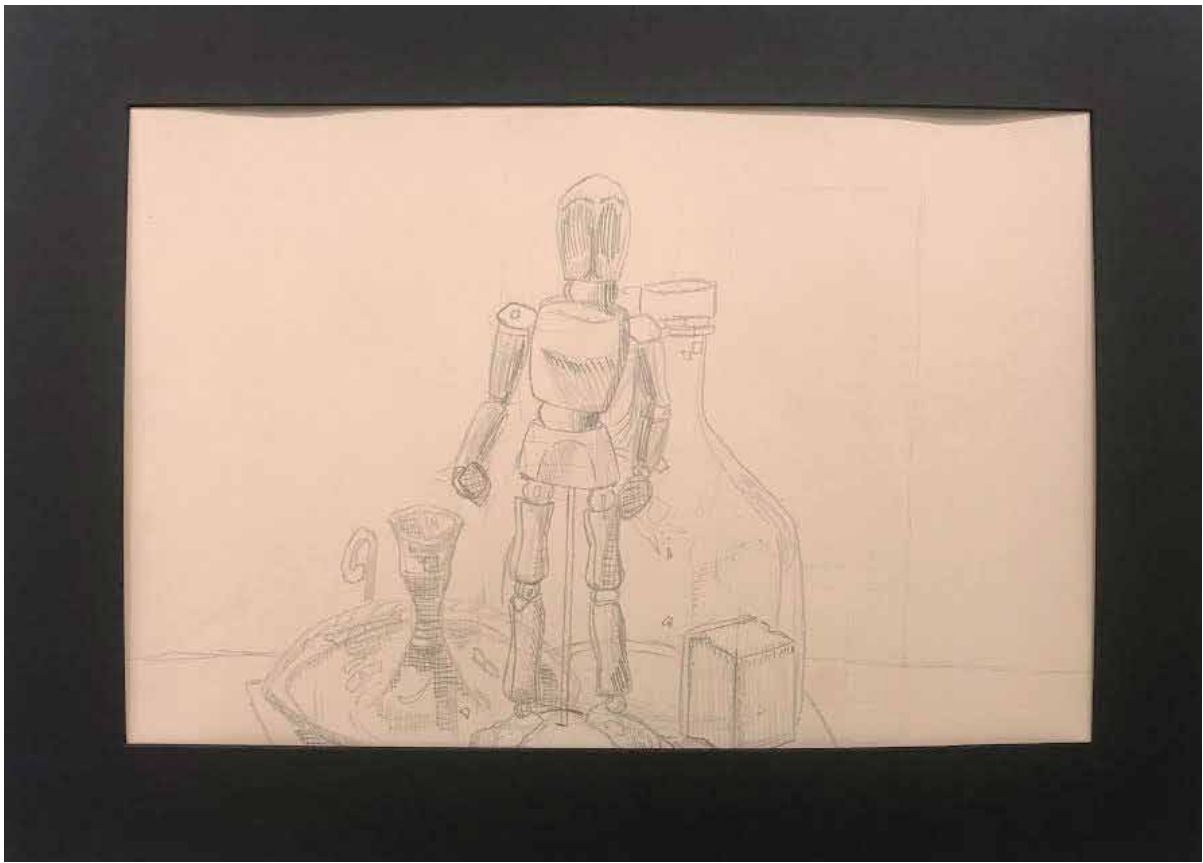
Craftsmanship - Student presented the artist style and information clearly and effectively.

Time Management - Student used class time effectively and turned in all assignments(includes exit ticket and graphic organizer).



STUDENT WORK SAMPLES





SHAWN.MICHAEL

VISUAL ARTIST . DESIGNER . EDUCATOR

SHAWN MICHAEL GLOVER
REFLECTIVE PAPER

Professional Development Reflection

As with many aspects of education, it is always important to take the required moment to step back and assess how things are going, while also reflecting on how they may be improved in the future. Throughout these last three semesters, pursuing my Graduate Certificate at the University of North Carolina - Charlotte, I have continuously acquired new tools for both my creative and educational tool belts. Through the mix of theoretical teaching and practical application in the university classroom as well during clinicals and student teaching, I believe that I have gained much in the field of personal development.

As the final assignment as the Arts Education class of 2019, the seven candidates hosted our own art exhibition on the campus of UNCC. This student teaching exhibition, "HeARTS Emerging", was hosted in the Rowe Art galleries and feature the work students grades K-12 as well as the profession work of art educators. The exhibition in its totality was able to accomplish multiple tasks for both educators and students. For our students, this exhibition was an opportunity for them to have their work displayed alongside peers from seven different schools in the state of North Carolina. I believe and teach that there is so much importance in the process by which we make art and also how the steps you take can guide you to your product. Just as important is the opportunity to share your work with your peers and the world. Showcasing what you have created and being able to have it viewed, interpreted, and critiqued by someone else is a big step in the world of art.

For the educator this exhibition could be described as a lot of things, one that we can all agree on is draining. It takes a lot to plan and host an event like this and for it to be successful. Personally I was one of the candidates who looked forward to the exhibition and its planning. In the past I have hosted two personal exhibitions and also assisted in the planning of events and retreats for small and large groups. I also have design experience, and I wanted the opportunity

to use some of these skills. Collaboration and communication were two of the first factors that I believe helped our group in having a pretty smooth process. We all stayed in constant contact about things pertaining to the event as well as checking on each other with other school related matters (ie. edTPA, Praxis, art assessments, making rubrics, sharing project concepts). This connection between the seven of us made all the planning run smooth but also brought us together as a group motivated to reach our goals. The majority of our decisions were handled using a democratic process which was never questioned and we each took on roles to assist the whole. Collaboration is a priceless tool in the field of education. Weather you are working with other teachers to brainstorm ideas or having students work in groups to solve an issue.

Aside from the actual planning of the show each educator was required to select an average of thirty five pieces of artwork to display for the show. This was the portion of the exhibition where I believe I developed the most. I decided to select work from six different projects completed in my beginner and intermediate classes. Initially in my selection of student work I wanted to only select work that was visually appealing and complete. This left me with at most ten solid pieces. After speaking with my Clinical education I shift gears and selected the work that most met the requirements of the assignment as they were listed on the rubric. This allowed for me to have a reason based in the assignment criteria for selection a students work over another. I also made sure to add pieces that showed growth in skill and knowledge. Students that put their all into the work and whose product displayed that work should also be presented even if they may have fallen short on the assessment portion. I concluded my selection of work with about 42 total pieces. This was done intentionally so when it was time to install I could map out my wall space and fit things accordingly. It was one thing to have the required number but I wanted to also make sure the wall space appeared visually pleasing and professional.

Minor task like matting and hanging of the work came pretty easy for me personally. These tasks took up large portions of time, but with prior planning were not an issue. Over all I am proud of all the work I was able to get out of my students, those that made it into the show and those that did not. It is a learning experience with each child in each class, and variables are constantly changing with each assignment. The biggest personal development asset I believe every educator needs in their toolbelt is a sense of order and organization. For me, this was carried over from my previous job as a graphic designer. Staying on top of all your task and thing you need accomplished. Setting deadlines and checking to make sure you fulfill all requirements and that you are in compliance with any regulations. I credit my organization skills for getting me through this process and allowing me to see it to its completion.

SHAWN MICHAEL GLOVER

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