



**The TEACHER CENTER of Broome County**  
**Teacher Study Group Grant Award**  
**2003-2004**

**FINAL REPORT**  
**DOCUMENT PROCESSES AND OUTCOMES**

**STUDY GROUP TOPIC: "The Art of Airbrushing"- The research and Learning of a New Dimension in Painting**

**GROUP MEMBERS: Diane Sheehan; Erin Dykeman**

**The final report must be word-processed and submitted both in print and on disk using this form. Include information under each of the following headings.**

**Describe the initial goal of the group noting any adjustments that had to be made as time passed.**

The initial goal of the group was to research the history of airbrushing, including how to use an airbrush along with the equipment, and also introduce lesson plans that would be a new part of the art curriculum at the high school level.

**Describe the ACTION PLAN that the group followed.**

The ACTION PLAN that the group followed was to divide up the components of the three areas of airbrushing- history, technique, and lesson planning. The action plan included working with the airbrush and sampling the airbrush techniques. After each work session, the learned knowledge was then implemented with the written curriculum and procedures.

**Describe how the action plan was implemented.**

Erin Dykeman researched the history of airbrushing from its very origin and I investigated airbrush techniques. When we got together we worked on the actual hands on portion of understanding how an airbrush works and from that point on, I created lesson plans for the

use of the airbrush in the high school art classes, particularly painting.

**How has participating in this study group changed you as a teacher? Have any of your teaching practices changed?**

This study group has changed us as teachers. In order to implement a new painting style in the classroom, a broad base of knowledge on the technical components of the airbrush must be mastered first before even attempting the lesson plans themselves.

The other changes that occurred is the resulting need of teachers to be working amongst each other to understand the power of teaching a subject matter that is “hands on”.

**What evidence is there that student achievement is improving as a result of participating in this study group? What kind of differences are you observing in your students?**

Student achievement is improving as a result of participating in this study group because we created a network between teachers as artists and students as artists. The observation among our students is that students become passionate about teachers learning new techniques. This trend enables students to understand that teaching is not static but constantly changing- for the better.

**What evidence is there that the goals of the study group have/have not been met?**

The goals of the study group have been met as evidenced in that we observed students who are enthusiastic to understand all the facets of airbrush and to be taught the new art techniques and experiences. We as artists learning a new art skill is always a plus and the discovery of what technical component of an art media can render, enhance the goals even further.

**Comment on the value of the study group process? Did it work for you?**

The value of the study group worked well especially in a new and innovative art equipment component. It worked for me in that a successful learning curve on airbrushing gains enthusiasm, an appreciation of the medium and of painting in general.

**How can we make the study group program better?**

I believe the concept and the plan are working well as is. If it is working well, I wouldn't try to correct a good and unique experience in teaching and planning.

Linked Documents:

[History of Air Brushing](#)

[Basic Air Brush Techniques](#)

[Beginning Lesson](#)

[Lesson Procedure](#)

[Sample Pictures](#)