

Randy Granger

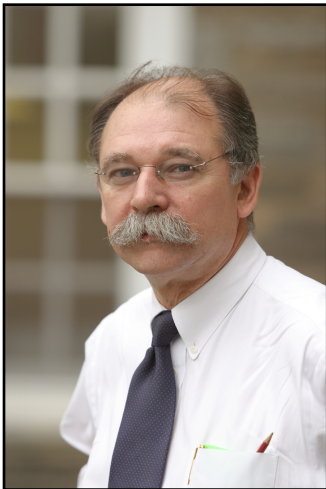
William Penn Charter School, Philadelphia, PA

Arts Education

High School Arts



2005 Honorees



“Nothing can make a more lasting impression on any person than to see children helping other children improve the quality of their lives. The impact of observing children’s passion for helping others and their unique ability to do so using their imaginations has been an ongoing defining event for me over the last decade. I have integrated assistive technology projects as a central focus of

my design curriculum. Here, art students are asked to collaborate with and learn from their age-peers who face various major physical challenges. In a collaborative process using design as a bridge to art and science, students understand and make meaning from their valuable service to others. One of the most powerful events that left an enduring impression on me was when we built pool walkers for children with cerebral palsy... My teaching was empowered and transformed when I observed my students in the pool helping those children gain enough mobility to traverse the pool by themselves using the appliances my art students had designed and built in their Design Science class. To see my students in the water helping others and feeling successful was a very powerful moment for me. That view forcefully made me aware of the fact that my students could effectively and creatively bring their own invention through the portal of art and design to make other people’s lives better.” – *Randy Granger*

“The beauty of Grange’s classroom is that he makes the Arts accessible to everyone, not just those who are innately talented. Mr. Granger is able to do this by putting a strong emphasis on the mechanical aspect of art and allowing precision in his students’ mechanics to lead to the freedom and inspiration of ideas. He shows us that drawing and painting are skills that can be learned and cultivated much in the same way a foreign language or calculus can. A large part of his strength in doing this comes from his own perfection of process. Down to the smallest detail, Grange would always serve to model what he was trying to teach us, whether it was how to properly clean a brush or create a test strip... When I was in high school I used to tease Mr. Granger that he was not only my Art teacher but also my life teacher. For so many students he offered an example to follow because he viewed every endeavor as an extension of himself therefore putting forth the best he could possibly offer.”

– *Former student*

Other Highlights:

Teaches in the Graduate Art Education Department of the University of the Arts in Philadelphia

Pennsylvania’s first-ever National Board Certified Teacher of Art (2000)

Inducted into the National Teachers Hall of Fame (2005)

Pennsylvania Art Educator of the Year, National Art Education Association (2005)

Pennsylvania Outstanding Secondary Art Educator of the Year (1998)

President of the Pennsylvania Art Education Association (PAEA)

Recipient of the endowed Randy W. Granger Chair in Visual Arts (1994)

Years Teaching: 36

Average Class Size: 18

Classes Taught Per Day: 3

School’s Percent of ESL Students: 0

School Type: Private, Large City

Type of Class: Self-contained