student voice + choice

teaching technical skills and conceptual understanding through creative expression and risk-taking, contemporary art, social justice, and personal narrative
dana bettinger
visual art + theater

ty talbot
visual art

jess klein
dance + yoga
PLEASE SHARE

what have you done to encourage student voice and choice in your classroom?
WHO ARE WE?
a snapshot of university prep

university prep, 8000 25th avenue northeast, seattle wa, 98115
TOWARDS PERSONAL EXPLORATION
moving beyond “how to” | fine arts at u prep

fine arts mission statement

the university prep fine arts department guides students as they develop lifelong relationships with the arts through skills, process, critical thinking and courageous self-expression.

alfie kohn keynote speech on grading and inherent vs. external motivation
departmental shift away from letter grades and to a standards-based system

moving beyond the traditional focus on "how to" into methods that provide our students with a deeper understanding of personal exploration in the studio
TOWARDS PERSONAL EXPLORATION
shared learning goals | fine arts at u prep

fine arts learning objectives (visual arts version)

consistently and actively engage in the artistic process
demonstrate willingness and ability to revise and edit your work
take creative and personal risks with your work
participate in class with an open, respectful and thoughtful manner
demonstrate mastery of technical skills
demonstrate understanding of art ideas
STUDENT CHOICE + VOICE

taking risks | jess

risk-taking and experimentation

emoji dances
chance dances
encouraging student ideas + interests
transforming original plans
using visual art and poetry to inspire choreography
creating + burning mandala art in yoga classes
collaboration with music students on themed performances
STUDENT CHOICE + VOICE
creative expression + constraints and
contemporary art + identity | ty
STUDENT CHOICE + VOICE
personal preference + personal narrative | dana

engage middle grades students who are often concerned more about getting their work to “look right”

use abstract and symbolic imagery as a way to encourage self-expression, and as a safe way to create art about personal and challenging topics
STUDENT CHOICE + VOICE
social justice | dana

WHERE IS YOUR DIAMOND FROM?

REFUSE CONFLICT
CASE STUDIES

dana bettiger
visual art + theater
CASE STUDIES | dana bettinger

world art: aboriginal dreamtime paintings
CASE STUDIES | dana bettinger

world art: ndebele walls
CASE STUDIES | dana bettinger

world art: ndebele walls
CASE STUDIES | dana bettinger

art and social change: photographing gender
CASE STUDIES | dana bettinger

art and social change: photographing gender
CASE STUDIES | dana bettinger

art and social change: the kruger project
CASE STUDIES | dana bettinger

graphic design: redesigning a book cover
CASE STUDIES | dana bettinger

graphic design: social justice issue posters
CASE STUDIES

jess klein
dance + yoga
dance: name dance

students create a movement signature based on the letters of their name.
students use action words as impetus to create movement phrases
neutral, reach, fling, jump, fall, turn, reach, rise
students capture + translate movement through short, timed sketches.
students create conversational movement duets that explore mistakes as discoveries vs. failures

making mistakes: a transformation

i regret nothing!

mistakes were made
CASE STUDIES
LETTING GO | ty talbot
tyteach.blogspot.com

ty talbot
fine arts department
THEMATIC WORK & IDENTITY | ty talbot

tyteach.blogspot.com
drawing 1 | experimental

FOCUS: Loosening up / resetting follows formal still life drawing

variety of tools and surfaces lightboxes and tracing (limited sources) india ink and soap bubbles make 10 drawings in one week
DRAWING UNDER CONSTRAINTS | ty talbot
tyteach.blogspot.com
painting 1 | quarter-long self-directed work

FOCUS: Identity

follow as a quarter of formal lessons (elements and principles)

create a blog to plan, portfolio, and write (artist statement and image descriptions) completed at least three images based around some aspect of your identity complete a piece that considers process (and not just product)
absurd methods
IDENTITY (product) | ty talbot
tyteach.blogspot.com

interesting results
IDENTITY (portfolio) | ty talbot

tyteach.blogspot.com
drawing + painting 2 | cafe show

FOCUS: Place

follows paintings of the Cascade Mountains (done in teams)

work in groups of three
color & media constraints
curve balls (spice, tea, and coffee)
class-selected theme
filmmaking 1 | visual + voice

FOCUS: Translation and Metaphor

follows intro to shot types

select a poem from a list provided
work with a team to create shot list
film as a team
edit individually
voiceover and soundtrack
QUESTIONS + CONTACT INFO

want to know more? just ask us.

what else can we tell you about our experiences? our approach? life?

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to find links to many of these lessons share your own ideas,
find a link to our dropbox folder on ty’s blog at
tyteach.blogspot.com

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