

The Success of TAB/Choice-Based Art Through Routine, Authentic Choice and Reflection



Agency = guidance over your own behavior

human agency is the capacity for humans to make choices

Why Me?



I have taught from a cart, from the floor, with funds, without funds. We both teach in a district where life is great, why change?

Why Choice?

- I was beginning to judge a little
- Adia found a solution to her wondering
- I began to wonder
- I looked to experts
- Feeling the angst of change



I want my teaching practice to mirror my beliefs...

- students deserve our trust
- students need to feel a belonging in a community
- students need to be supported
- choice speaks to our identity as humans
- students deserve time to develop, make mistakes, fail and learn
- Art education is about guiding kids to discover that they are creative
- *I need to take myself out of the equation, their work does not reflect on me...the experiences I provide them reflects on me*

Looking Inward



Desire for beliefs to parallel my teaching
Myself as an artist....which comes first, spark or skill
Who was I as a teacher...control of product...pride
I could get wonderful artwork by giving teacher directed
projects...but should I
I wanted to teach kids how to be creative

Big Scary Change Was About To Happen

What is Choice Art?



- Teacher teaches skills
- Teacher teaches concepts
- But...
- Children choose ideas for their projects
- Children choose their materials
- Teacher and children work together... artist to artist to problem solve and reflect artistic results

Look into TAB Studio

Video in link: <https://vimeo.com/116985115>
password: choice

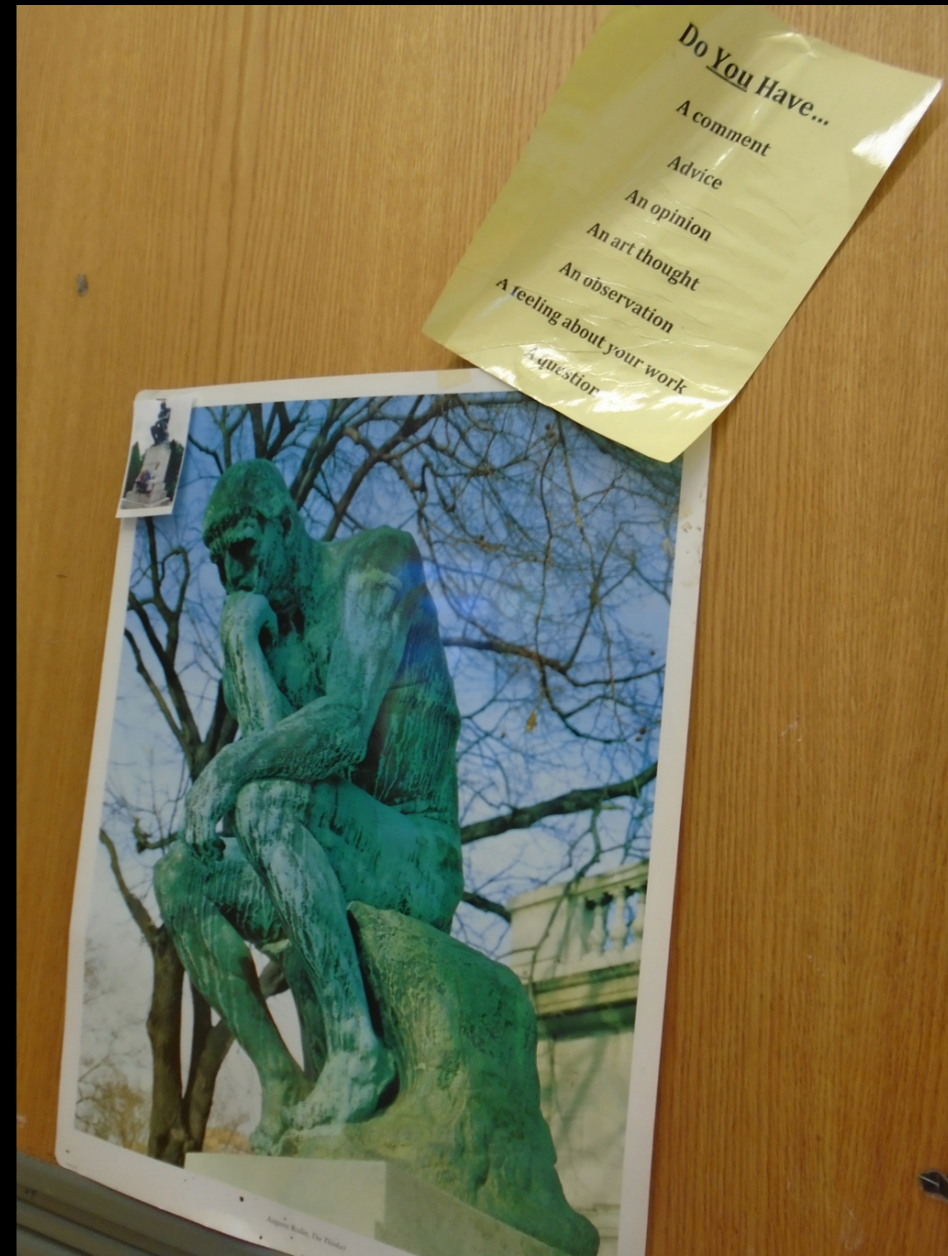
How in the world do
you have 24 students
doing 24 different
projects?

Three Supports for Success



Create Routines That Students Know

we know how to walk into the art studio
we sit down and listen to the lesson by The Thinker
we decide our studio of choice and take our color coded bands
we go to our studio and stay there
we know the materials in our studio and know how to use them
we know to stop for the clean up song and where artwork goes
we know how to use our assessment booklets
we know how to be silent t
we know how to assess ourselves and others



clean area, chair pushed in and hand raised



Painting Studio





Painting Set Up

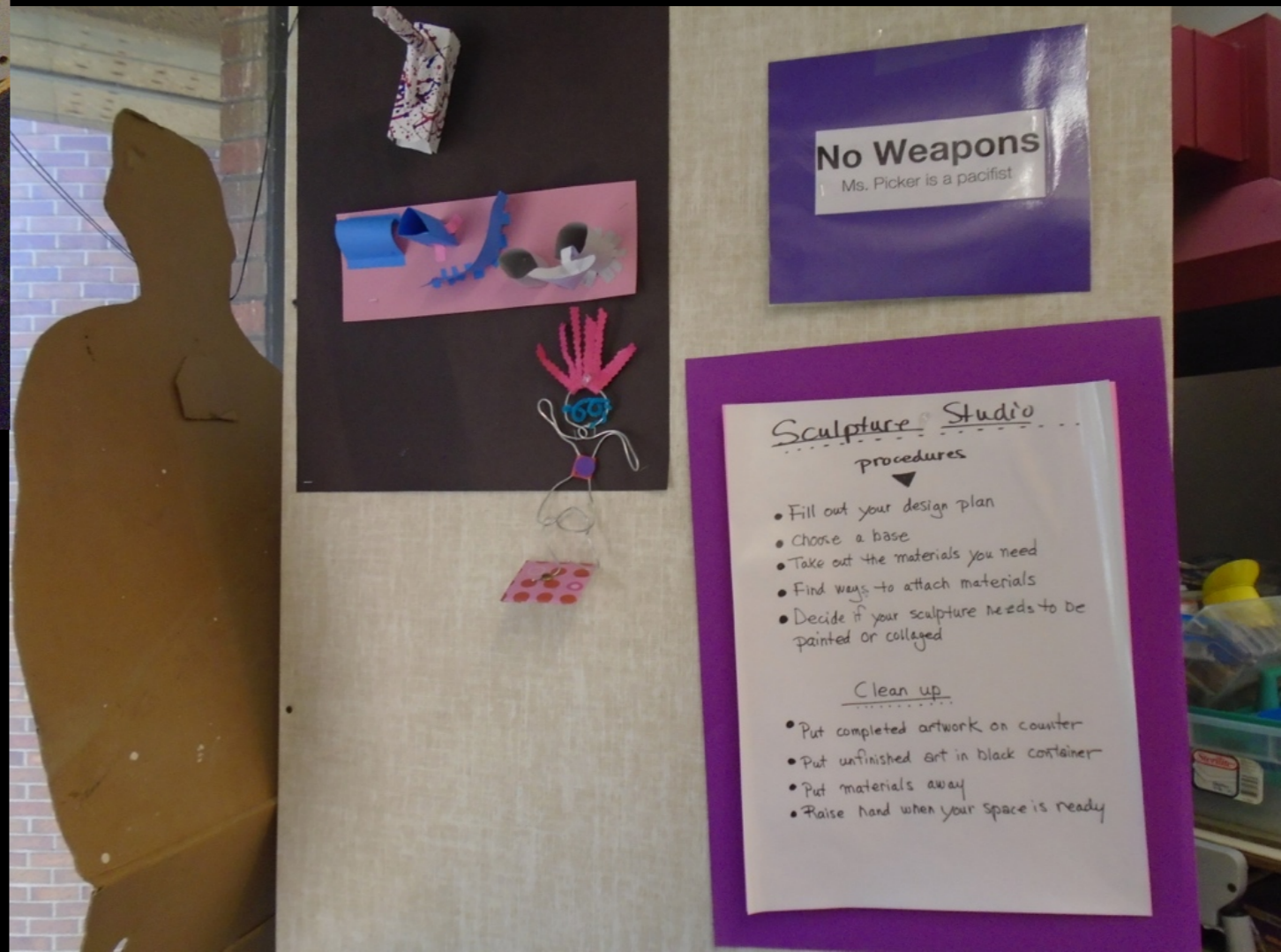
Collage Studio



Sculpture Studio



Each studio has simple directions/examples
All materials and tools are labeled



Fiber Arts Studio



Drawing Studio



Architecture Studio



Printmaking Studio



Research Area



Use Of Outside Space...



Choice Must Be Authentic


students choose their own big ideas

students choose their materials

students choose where they work

students choose who they work with

students choose how long they will work on an idea

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Eight Studio Habits

Develop Craft

Engage & Persist

Envision

Express

Observe

Reflect

Stretch & Explore

Understand the Art World

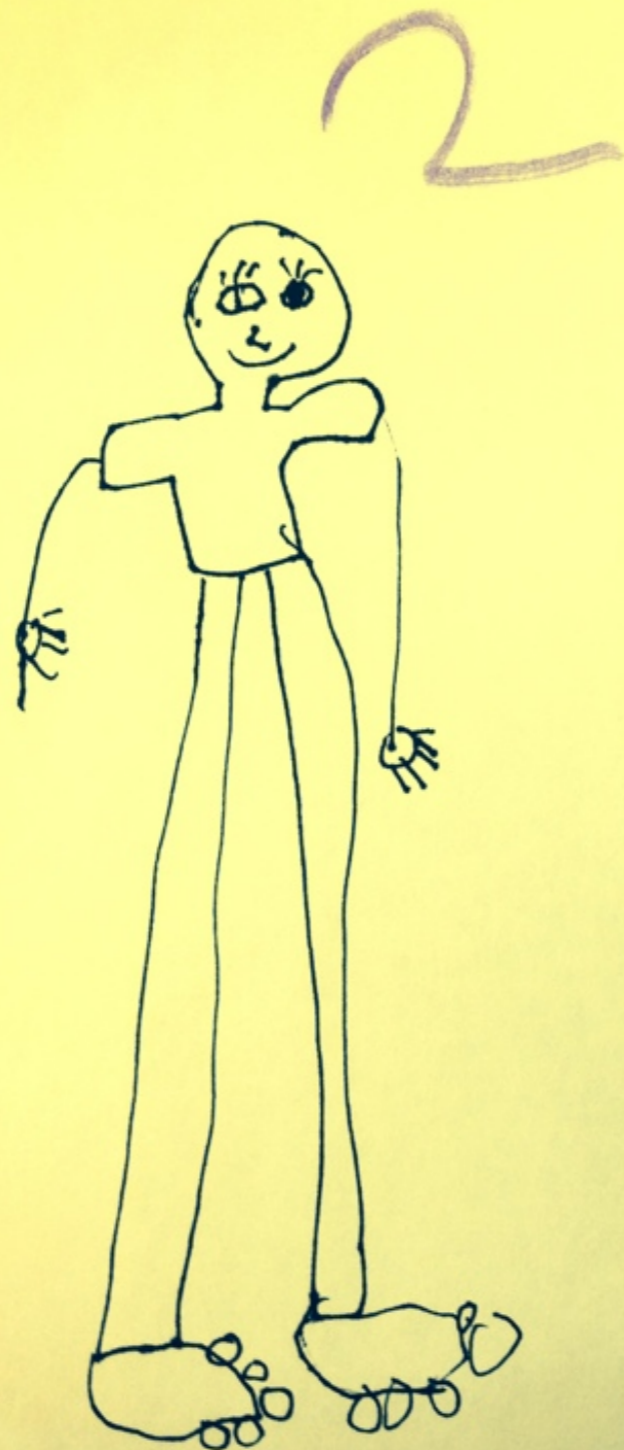


Dreaded Assessment

sure...we can assess hundreds of children

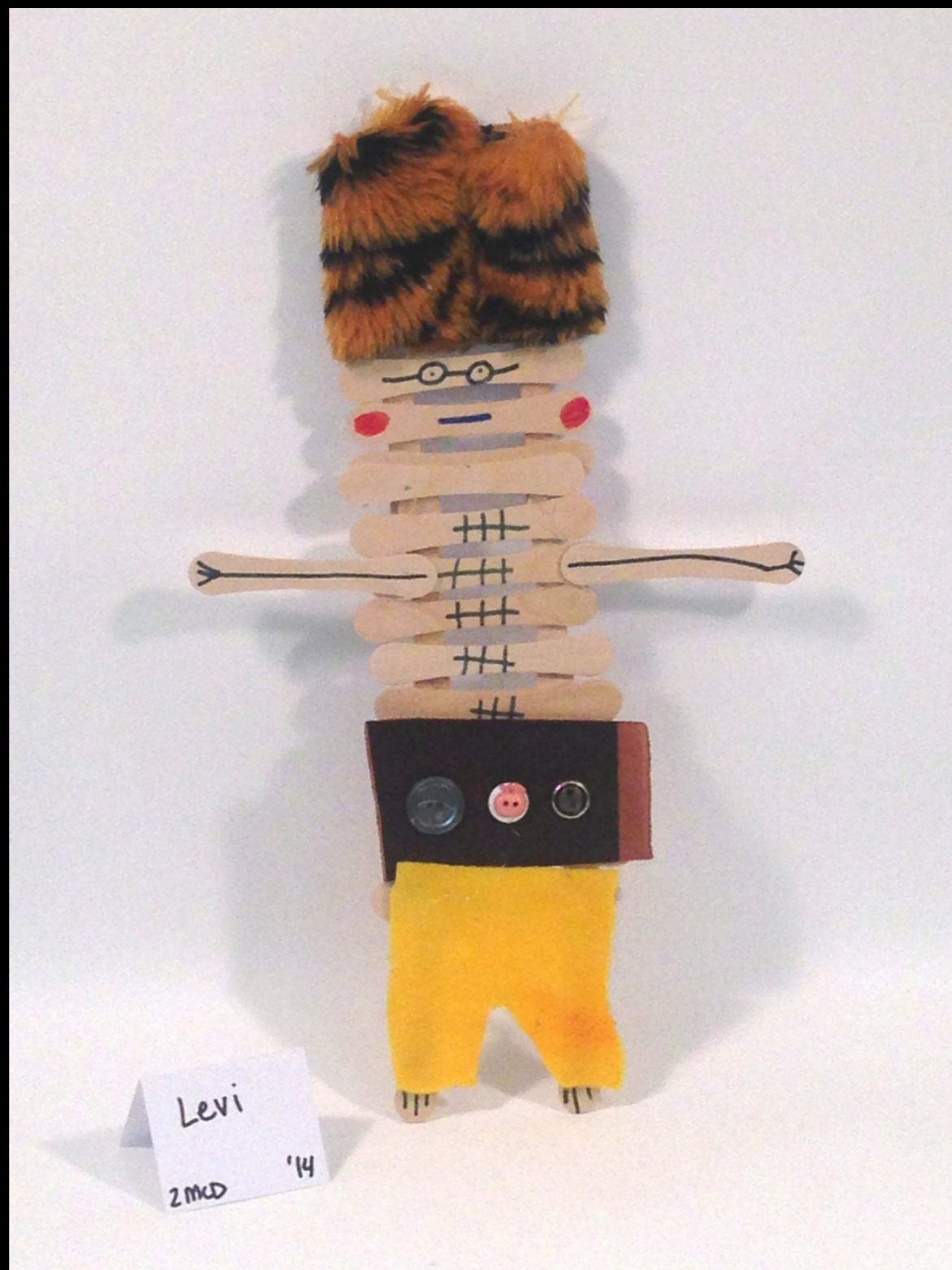
And yet...

how can one not find some way to celebrate this...



Ryan

or this?



or this?



Artifact Booklets

Key Stage 1 & 2

Students do not have grade level expectations



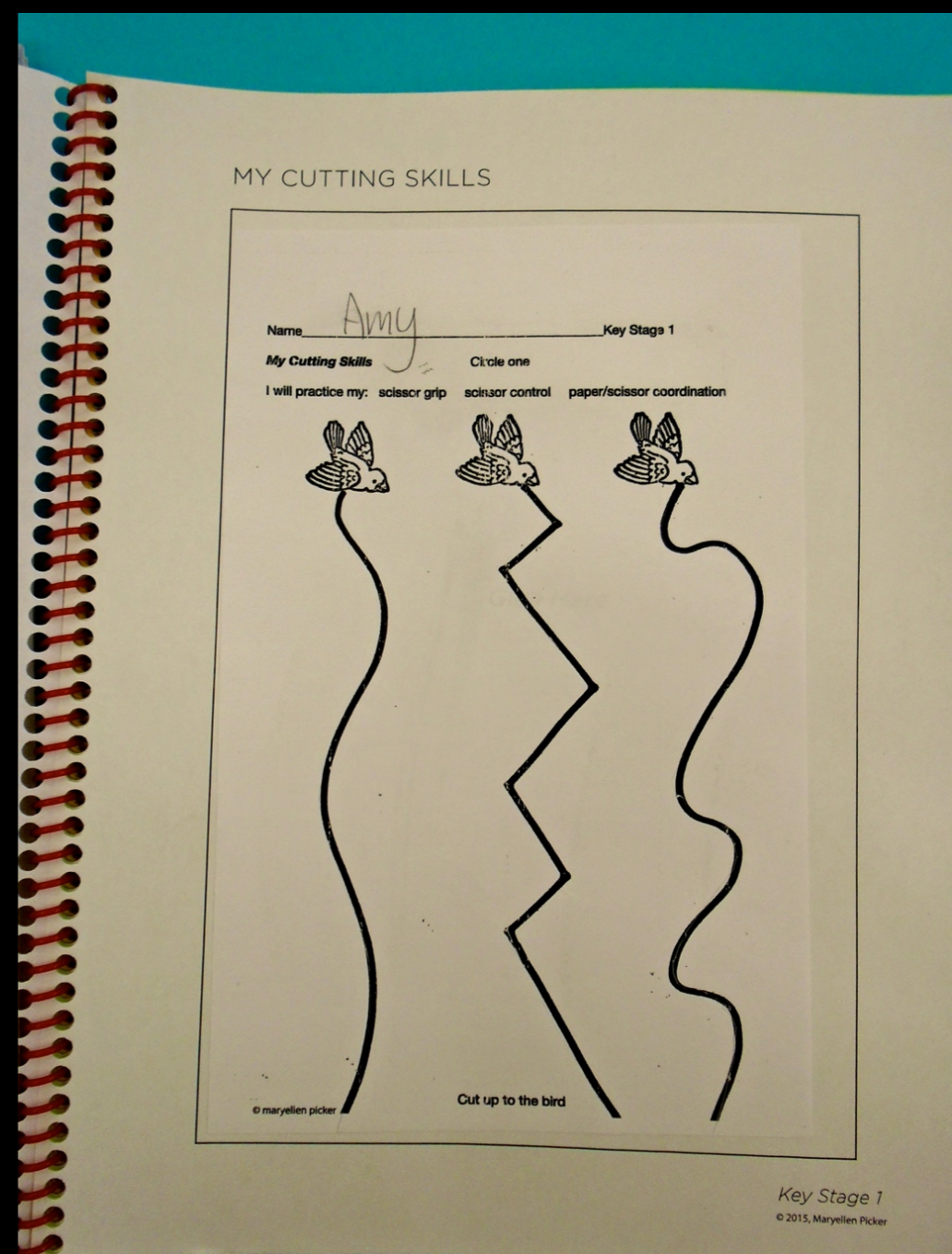
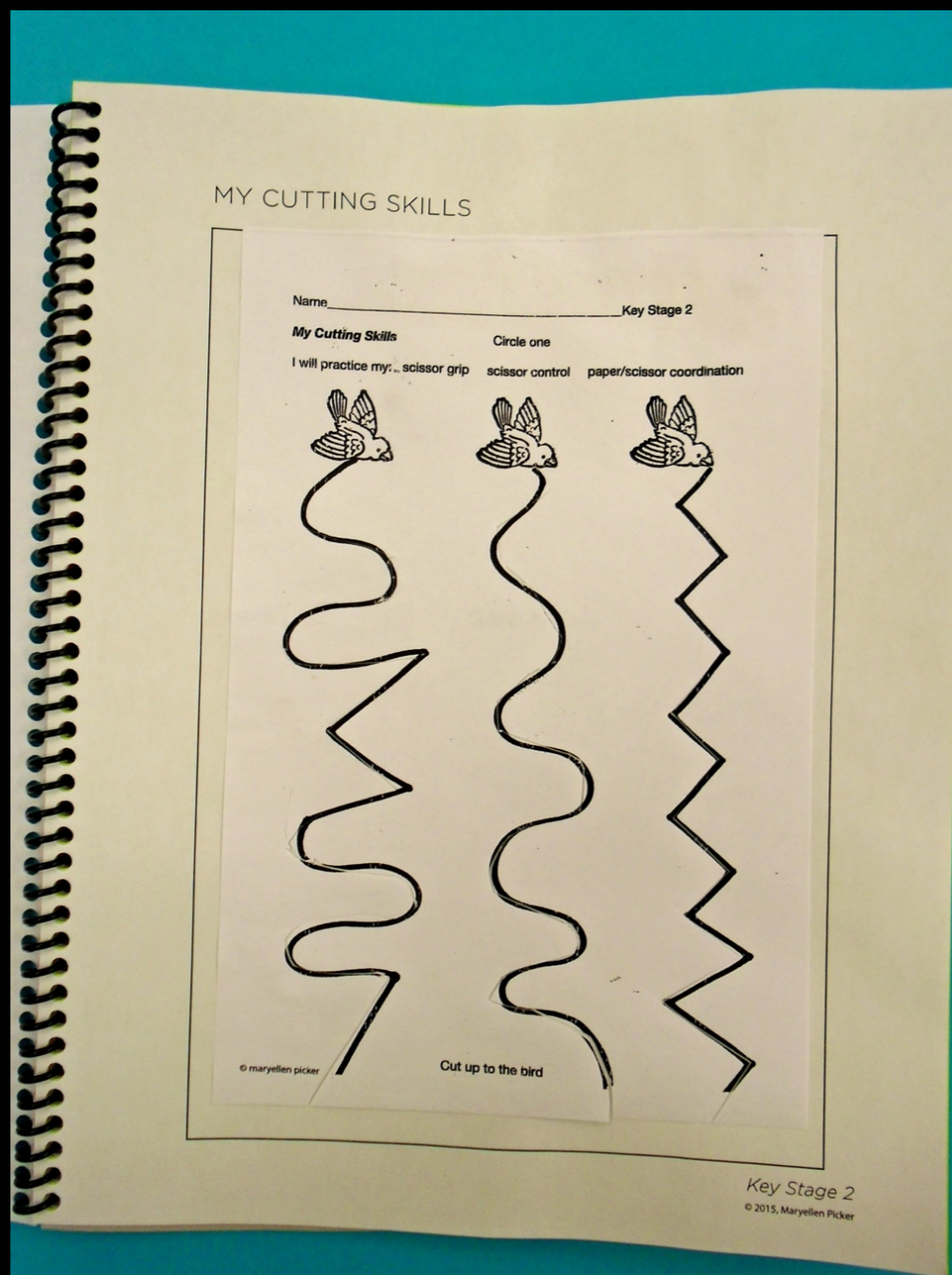
Drawing Assessment

Draw an image of a HUMAN BEING from
head to toe.

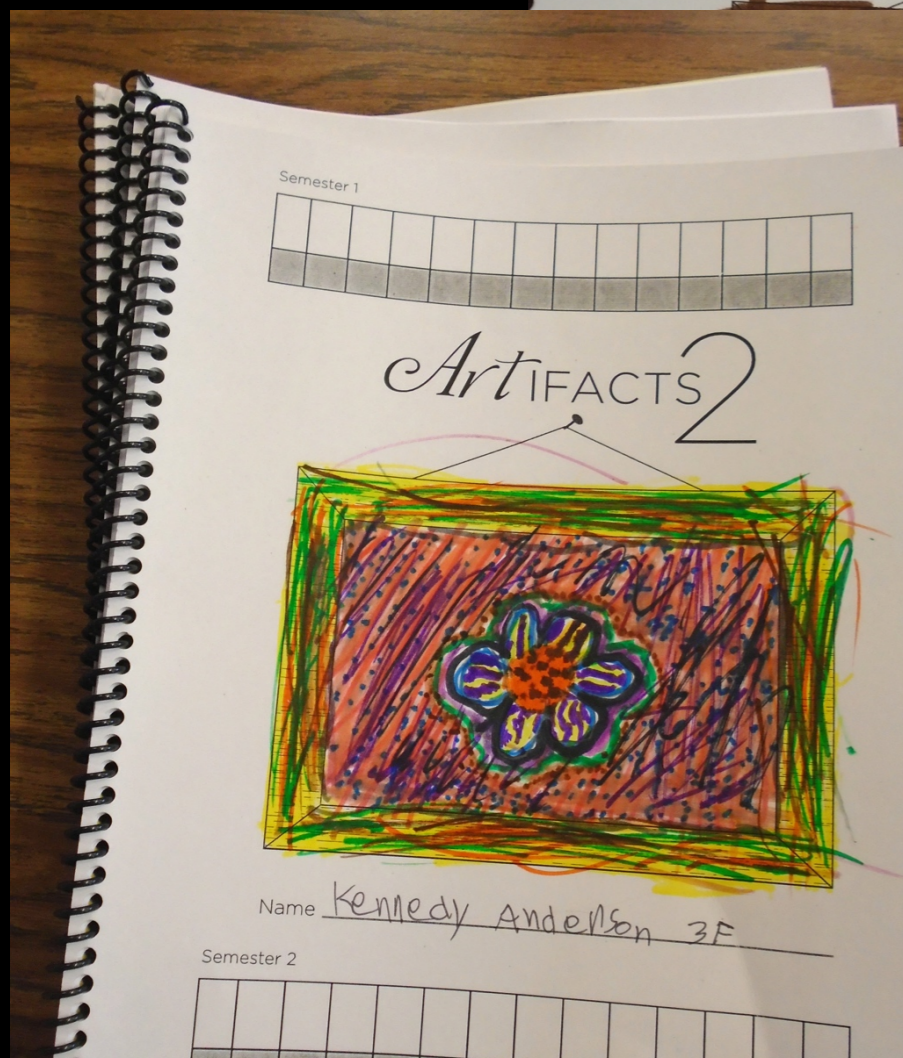
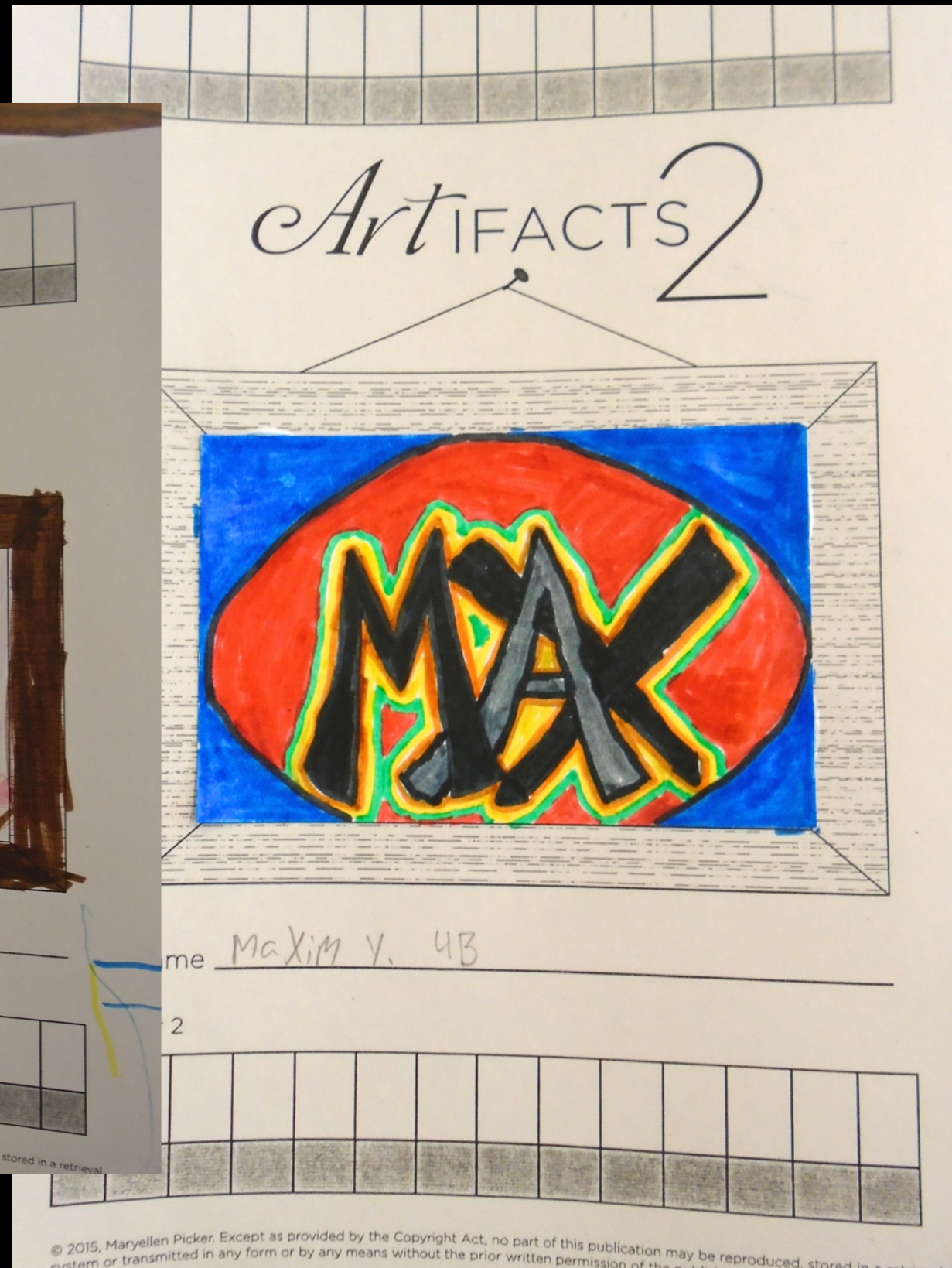
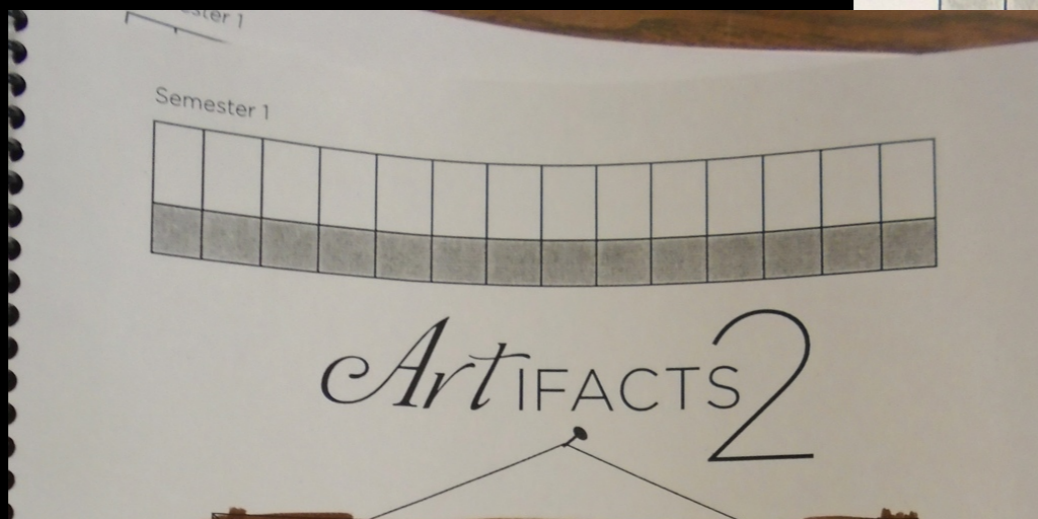


Beginning of year

Cutting Assessment



Personal Logo



Students Demonstrate Painting Skills



Collage Skills



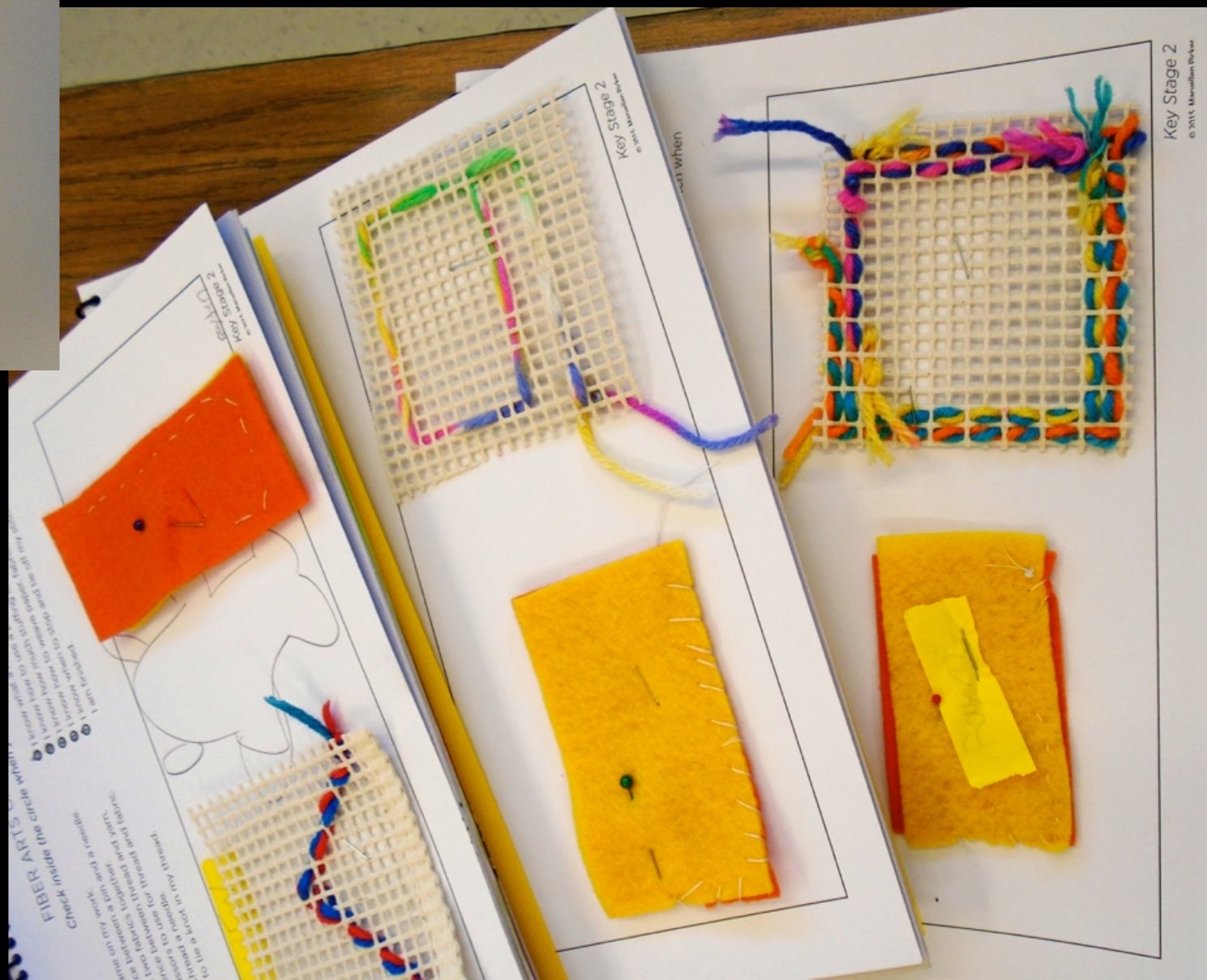
now when to use the different types of glue.
now I can choose different scissors.
now different papers and can overlap them.
now how to use stamps and I can ink the
stamp pads.

water-based markers and how to use one at a t

- ☐ I know how to keep my workspace organized.
- ☐ I know how to put my materials away when I am finished.



Fiber Art skills



Sculpture Skills



Drawing Skills



Students Reflect in Artifact Books



Load off my shoulders...



Plan Page / Reflection

Teacher Check

plan page goes here

Name Kevin Burke Class Code 4H

"When you go for a drive in a car, it is important to know where you are going, but once you are driving, you might find a different or more interesting way to go. This is also true in art—we start with an idea knowing we can change our direction at any time."—Tom Dykas

MY PLAN

1 After answering the questions below, create a simple sketch of what you plan to make. **CIRCLE YOUR ANSWERS.**

I am beginning with research.

YES ☒ NO ☐


My resource is:

A) COMPUTER B) BOOK C) PERSON D) LIFE EXPERIENCE

Is this a collaborative piece?

YES ☐ NO ☒

Marionet



Key Stage 2
© 2015, Maryellen Picker

SELF-CHECK

A chance to talk about your work!

2 WHY did you do this art?

JUDGE YOUR WRITING

Did you write a good answer?

1 POOR 2 OKAY 3 MOSTLY GOOD 4 BEST

3 HOW did you do your art? WHAT materials did you use?

JUDGE YOUR WRITING

Did you write a good answer?

1 POOR 2 OKAY 3 MOSTLY GOOD 4 BEST

4 Did you use your materials and tools in the best way?

1 POOR 2 OKAY 3 MOSTLY GOOD 4 BEST

5 Did you behave and think like an artist?

1 POOR 2 OKAY 3 MOSTLY GOOD 4 BEST

6 Were you respectful to your classmates and teacher?

1 POOR 2 OKAY 3 MOSTLY GOOD 4 BEST

☐ TEACHER CHECK

Key Stage 2
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Name Amy Class Code _____

MY PLAN

1 I plan to make:

House

When you **COMPLETE** your art, answer the questions below.

2 I made this artwork because:

3 Did you use good craftsmanship? Did you take your time and work carefully?

YES MOSTLY NOT REALLY

4 Did you take care of your art space?

YES MOSTLY NOT REALLY

5 Did you behave and work like an artist?

YES MOSTLY NOT REALLY

☐ TEACHER CHECK

Key Stage 1
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Self- Assessment /Sharing & Documentation





Place
Your
Artifact
Book
Here

[illegible]

Find Your Words of Wisdom

At Captain School we...

Do the right thing
even when no one
is watching.



We take our time....
We don't waste our time.

Art talk or no talk...
that is how I get my work done.

I leave my art space
cleaner/straighter than
what it was when I got
here....because that is
the kind of person I am.

Overarching
Messages...that you
repeatedly give to
students



In Choice Art I remind students that I give them time and trust

- *I trust that they can come up with ideas
- *I trust that they can experiment thoughtfully
- *I trust that they know how to use and take care of tools
- *I trust that they can work through problems
- *I trust that they will work peacefully around others
- *I trust that they can work independently and clean up independently

I can trust all of these things because I have taught them

My trust is automatic until they prove me wrong

If I am proven wrong by a student, only that student has consequences

A Story





• A Story



In TAB
Work Is
Developmental
It is appropriate
It looks darn good





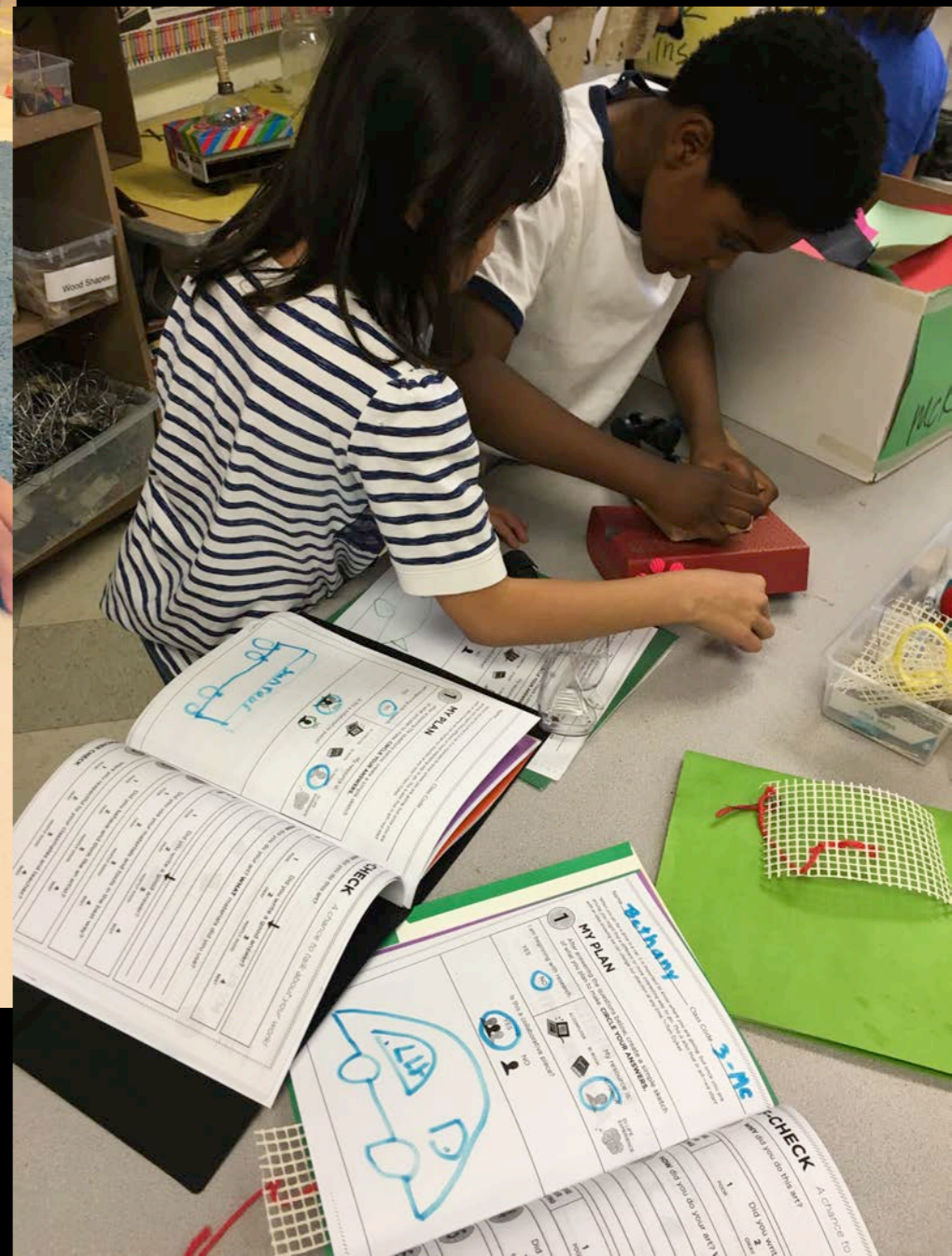
When you do your
work look unexp
is not important

Posted by Maryellen

MO. EL

THURSDAY

Expanding

















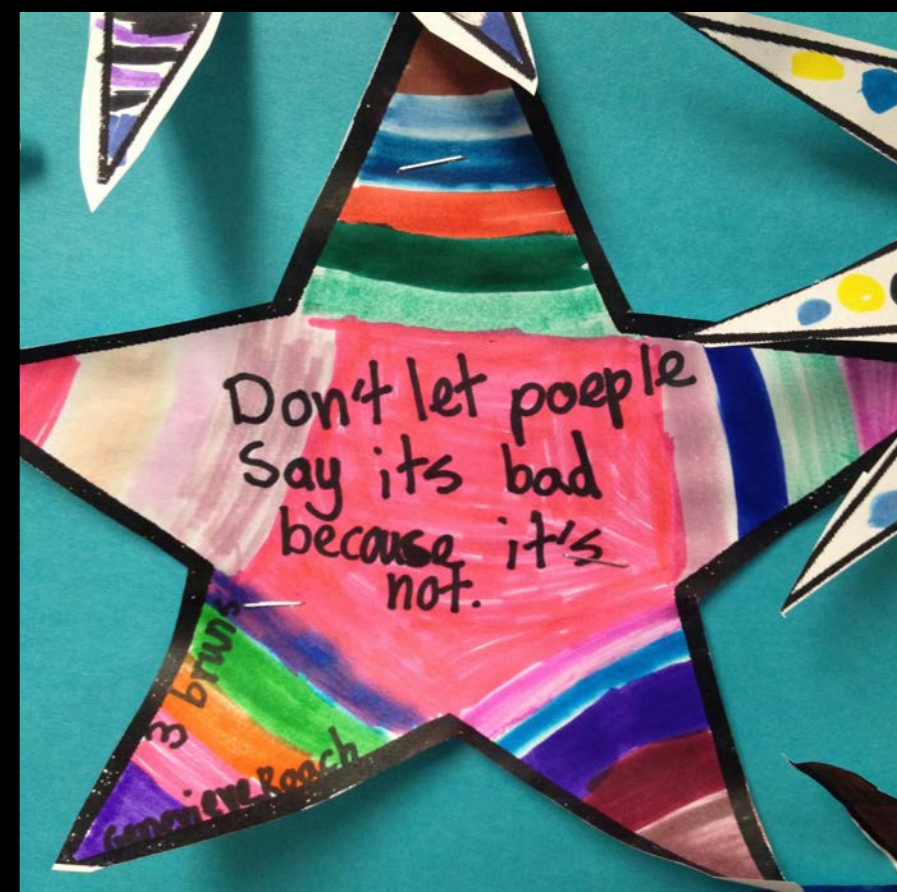




Good Ideas...

Beginning of the year, there is no completed kid art...







#Fun Stuff

Art isamazing

Art is EVERYTHING

#Choice + art = freedom.

Create time for whole school projects...



Clay



Only one large project a year...



Room Divider...back out



A bin for every class to hold artwork from week to week



Color Coded Bracelets...



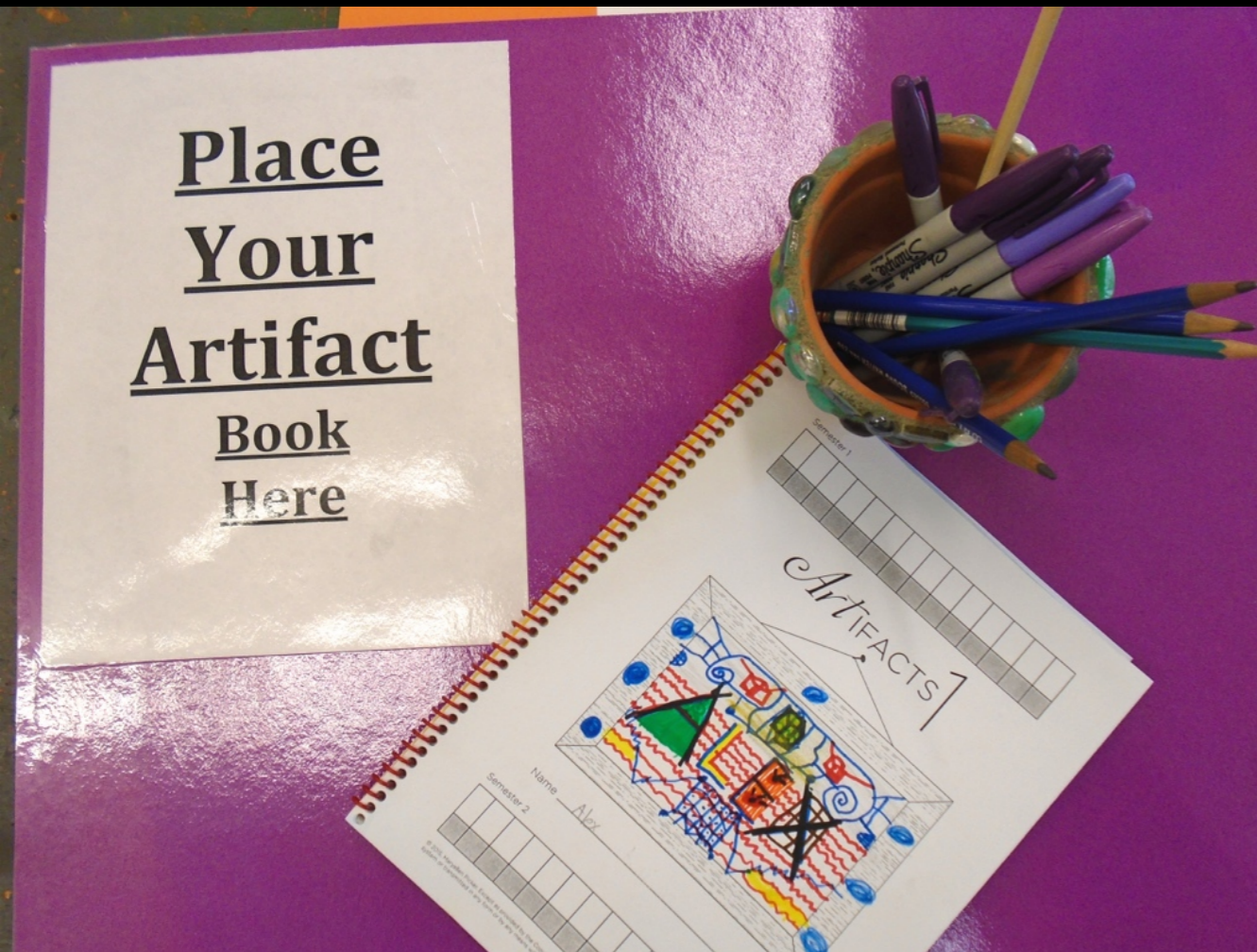
Spatter Paint Box

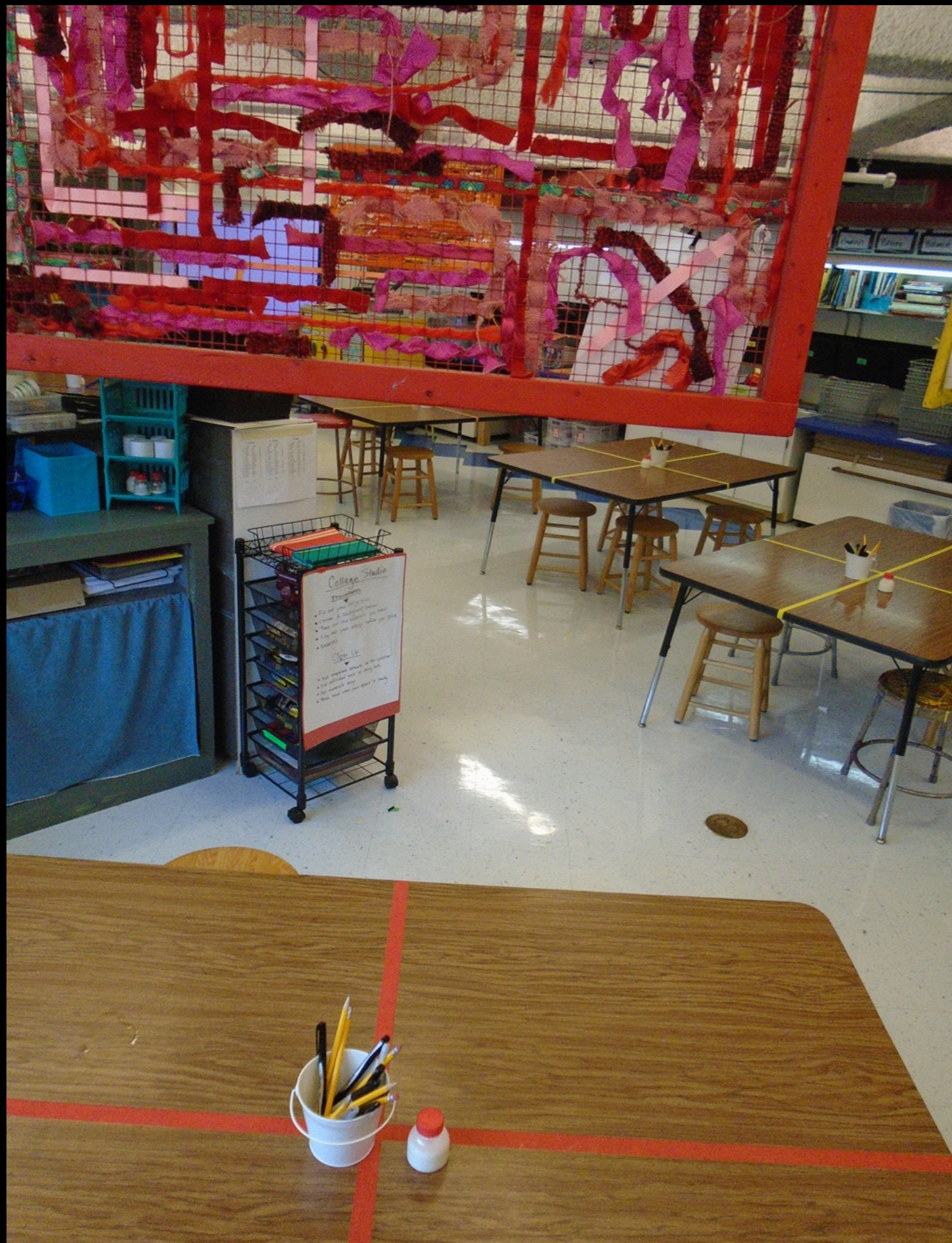


Photography Corner...



Stackable bins for books...





tables
taped...





2011's Top Do-Good Design: Yves Béhar's Glasses For The Poor

The industrial designer is the first to win the INDEX award twice.



- There is value in considering change, I know a boatload of “stuff” that my students do not know, but the beauty of teaching is that my students know stuff that I do not know



If I want to be a joyous teacher I need to be a learner...it is the sexy part of teaching. Being a learner is a scary place to be.