



The TAB Art Room

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Based on Lisa Van Plew-Cid

Please join our Google classroom with the class code: **xvz79e**

What is TAB?

3 sentence curriculum: *What do artists do?*
The child is the artist. The art room is their studio.

- Mission: The Teaching for Artistic Behavior organization is committed to supporting and mentoring educators who would like to provide **authentic art making opportunities** for students in schools and other programs through the implementation of **choice-based art education** and utilizing a **studio/centers approach**.



Four Practices of TAB

Personal Context

Choice-based art education regards students as artists and offers students real choices for responding to their own ideas and interests through art making.

Pedagogical Context

Choice-based art education supports multiple modes of learning and teaching.

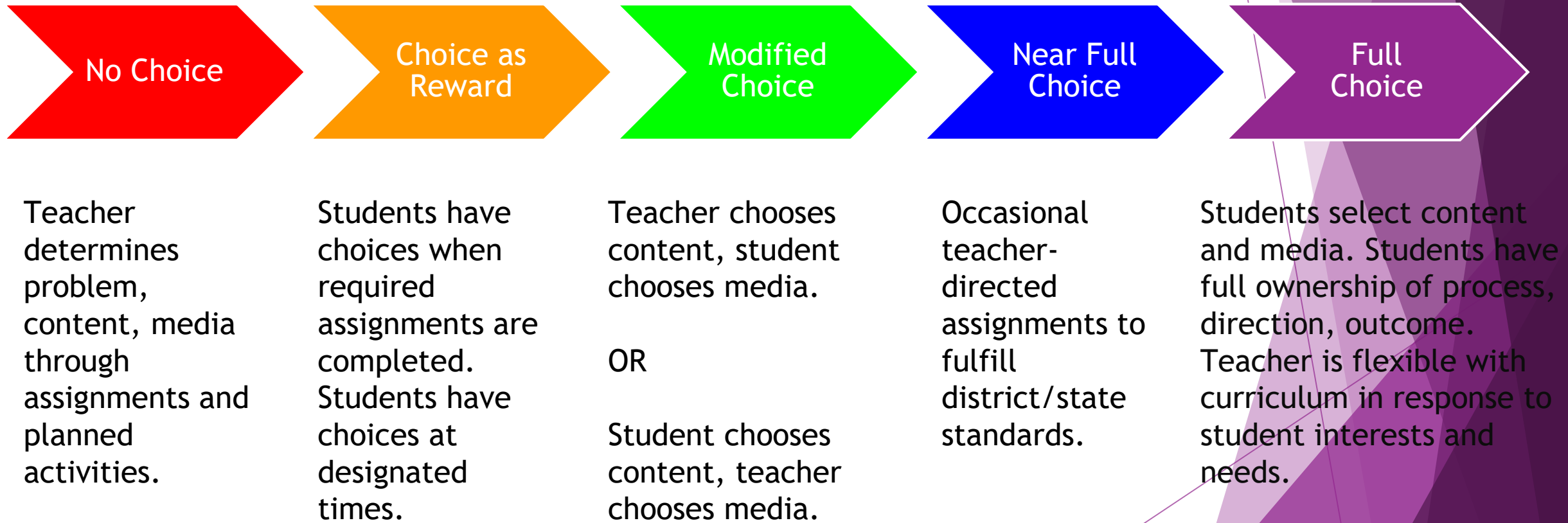
Classroom Context

Choice-based art education provides resources and opportunities to construct knowledge and meaning in the process of making art.

Assessment

Choice-based art education utilizes multiple forms of assessment to support student and teacher growth.

Choice Continuum



Benefits of Choice vs. Challenges of Choice

CHOICE BASED Benefits

- Increased engagement
- Behavior issues are diminished
- Creativity, critical thinking and problem solving skills improve
- Easy to implement standards
- Assessment can be simplified
- Students learn responsibility
- Learning is self directed.
- Students build confidence
- Students will teach each other
- Smaller amounts of supplies to prepare

CHOICE BASED Challenges

- Must have efficient classroom management
- Organization and procedures. Label, label, label.
- Advocacy
- School administration may not see the value of this type of instructional philosophy.
- Assessment planning
- Wide variety of art materials available
- Individualized instruction

There are many ways to create a TAB art room.

Space:

- ▶ How many centers can your room accommodate?
- ▶ Can you make a gathering/demonstration area?
- ▶ Are there areas for anchor charts, directions, and resources in each center?
- ▶ What storage will you have for unfinished artwork?
- ▶ Where is your sink/water source?
- ▶ Consider traffic flow



Materials and Tools

Organized for easy access and return

- ▶ Highly organized containers and/or shelves
- ▶ Labeled and/or color coded
- ▶ Organized in studio centers
- ▶ Permanent or temporary
- ▶ Ability level appropriate



Centers

- ▶ Large or small, permanent or temporary
- ▶ Un/limited number of students at each center
- ▶ Center stations with unassigned seats
- ▶ Cafeteria-style centers with assigned seats/tables
- ▶ Choose appropriate centers for your space and materials
- ▶ Teacher names centers: Collage vs. Mixed Media, Fiber Arts vs. Sewing
- ▶ Open one at a time based on students' ability to maintain center
- ▶ Anchor charts (menus) with set up, directions, clean up, tools and materials. "Boot camps" to practice basic skills as centers are opened can be helpful
- ▶ Resources: artworks, books, charts, techniques, digital resources, Google Classroom or other education platforms



Students select a color-coded clothespin for the table that matches their center selection.



Drawing Center & Collage Center

- ▶ Drawing around the room is helpful to open the center and allows students to experiment and practice various techniques, as well as clean up and storage of supplies.
- ▶ Identify basic skills desired for each grade level and target these in demonstrations.
- ▶ Opening these centers is also a great time to discuss composition and other components of quality work (WOW), such as planning an idea, craftsmanship, reflection and revision.



Painting Center & Printmaking Center

- ▶ Be sure to demonstrate all procedures for safe and effective use of supplies. Think about your clean up procedure and be sure to model it for students.
- ▶ Mini lessons on color theory and color mixing challenges can stretch skills at the painting center.



3-D Centers

Sculpture

- ▶ Begin with basic supplies, such as paper, cardboard and found objects.
- ▶ Demonstrate attachment techniques and selection of adhesive (Sticky-Meter).
- ▶ Think about size limitations and storage of in progress work (size box).
- ▶ Introduce other sculpture materials gradually. Working in a collaborative group with materials, such as plaster or papier mache can help student develop skills before using these media independently.

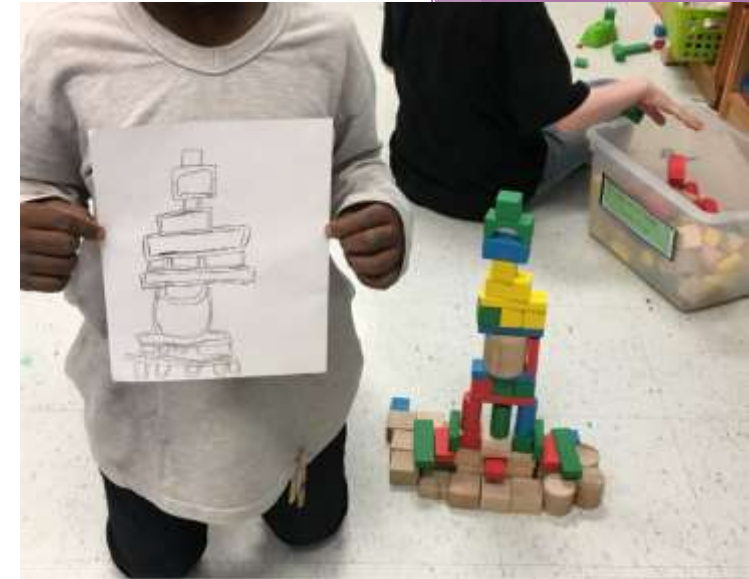
Clay

- ▶ A whole class skill builder lesson using basic building techniques is useful for opening a clay center.
- ▶ Think about storage of in progress work and completed work.



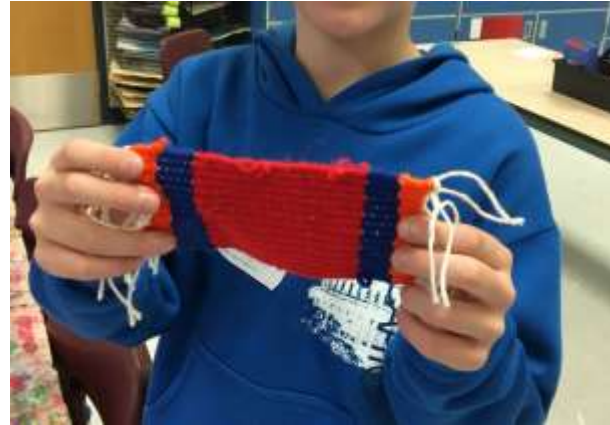
Architecture Center

- Types of materials: wooden blocks, foam blocks, LEGO, Keva planks, Magna-Tiles, Lincoln Logs, magnetic Wonder Boards
- Include books and visuals about architecture.
- Challenges, such as, “build the tallest tower” or “create an arch” can stretch skills in this center.
- Having students draw what they created or plan the design before construction also adds a deeper level of understanding.
- A table or a class meeting space can be used for this center.



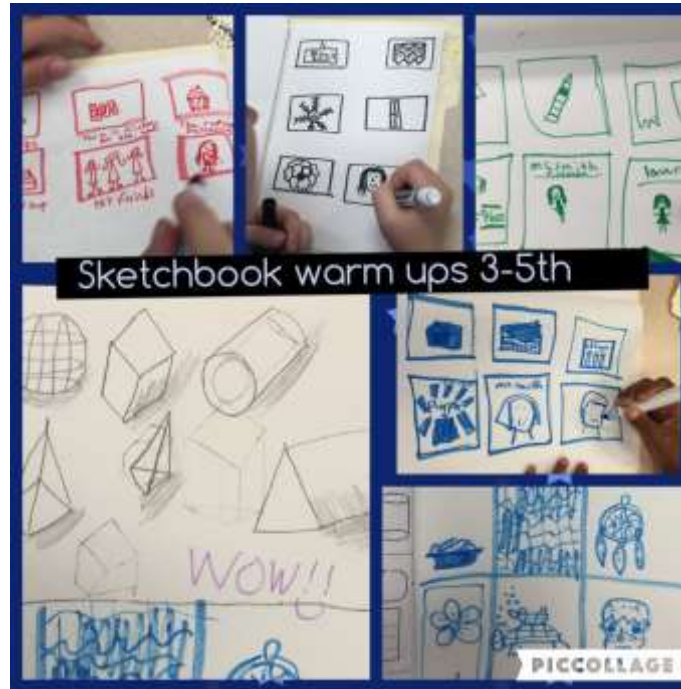
Fiber Arts

- ▶ It is helpful to assess basic skills for before granting access to this center. For example, tying knots, threading a needle, simple A/B weaving and simple stitching techniques need to be acquired before the student can independently utilize all the possibilities of this center.
- ▶ Group techniques by levels of difficulty. For example, young students might explore paper weaving before moving on to loom weaving. Students could start with embroidery before moving on to sewing pillows, clothing or stuffed animals.



Inspiration Center

- ▶ Students use center to generate ideas
- ▶ Art books
- ▶ Reading books
- ▶ Art cards
- ▶ Postcards
- ▶ Sketching prompts
- ▶ Technology

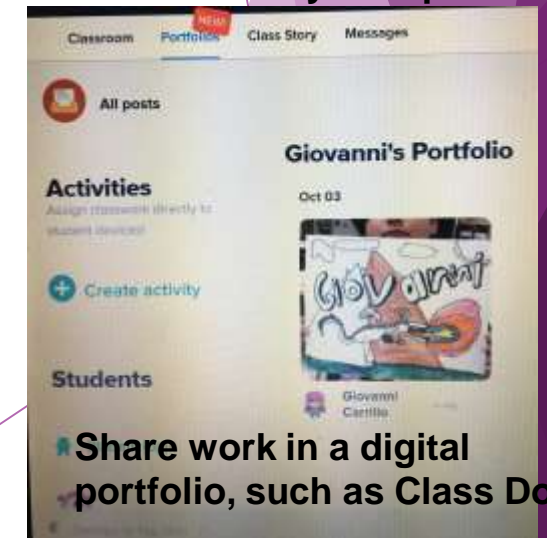


TAB agendas

Demonstration or Mini Lesson	5 mins.
Studio Time	(whatever your schedule allows)
Clean -up	3-7 mins.
Reflection and Sharing	5 mins.



Kindergarten students sharing work using Kagan structure PAIR SHARE with my face partner.



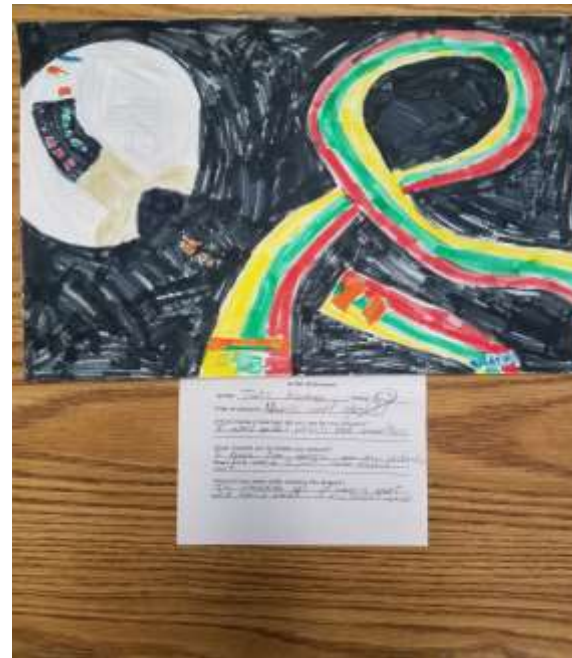
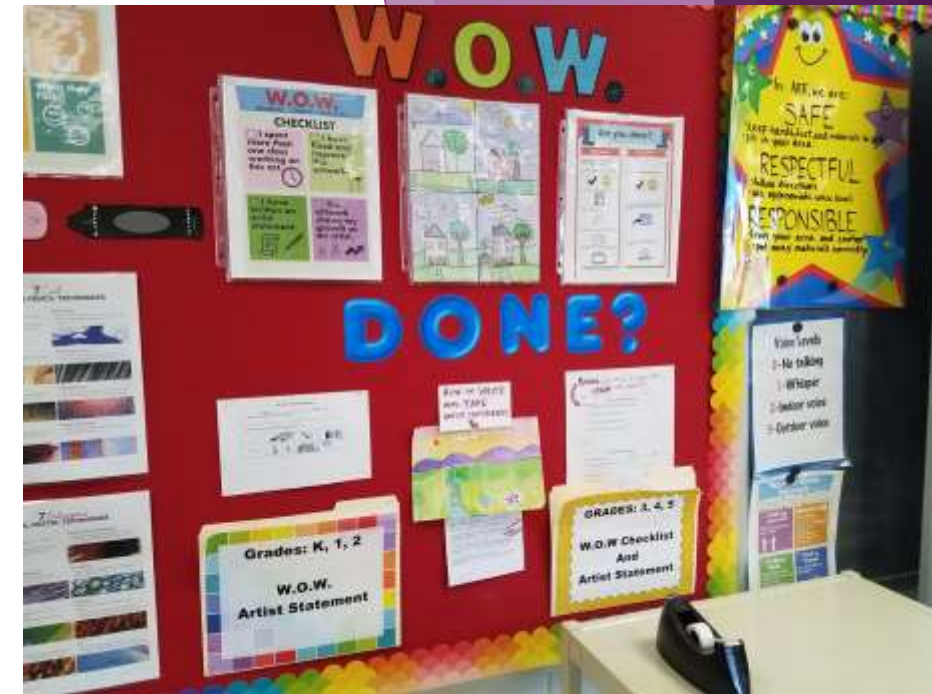
Student Process

- ▶ Students can plan art on paper (formally or informally) or in their heads
- ▶ Students or teacher can track centers
- ▶ Students can track goals or projects (choice board)
- ▶ Students make art independently or collaboratively
- ▶ Reflect on art while working, formal or informal
- ▶ Share independently, Kagan, whole group structures, digital portfolio



Art for All Purposes

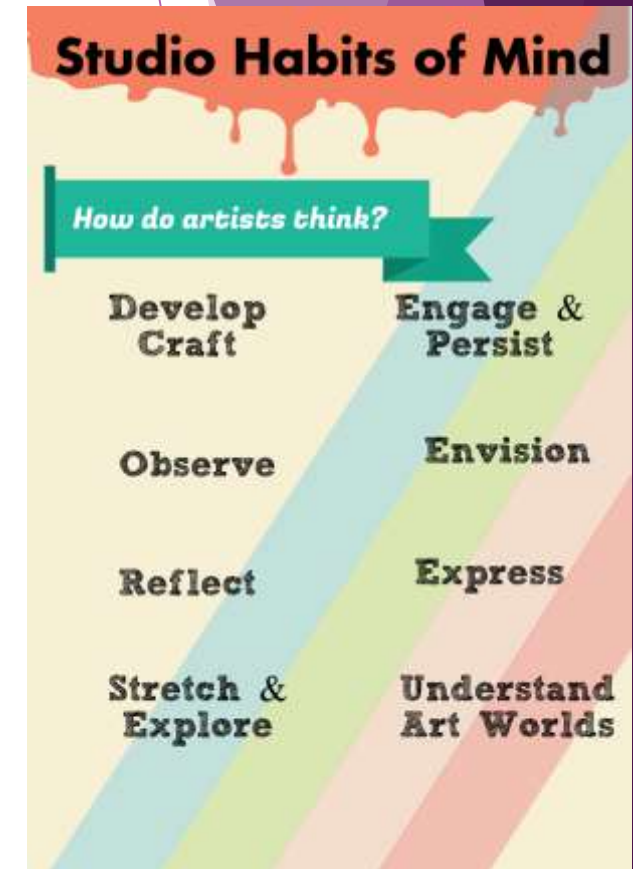
- ▶ Students can make art for a variety of purposes:
- ▶ Exploration and practice
- ▶ Skill builder
- ▶ Take home
- ▶ WOW- can be required quarterly



Studio Habits of Mind (SHOM) and “I can” statements

Based on the work of the Harvard Project Zero.

- ▶ “The framework shines a light on those broad thinking dispositions, or habits of mind, that visual arts teachers teach in their classes.”-
<http://www.studiothinking.org/the-framework.html>
- ▶ I can statements based on National Core Art Standards merged with the SHOM at Art of Ed.
- ▶ Add I can statements to all slides in presentations.



Instruction

Whole group

Small group

Individual

Peer to Peer

Teacher Roles

- Teaching in many forms: direct instruction, indirect through visual, whole group demonstrations and discussion, small group instruction, one-on-one
- Student independence is encouraged.
- Teacher's roles include: demonstrating, modeling, facilitating, coaching, providing content, responsive teaching according to students' ability levels and interests.

Student Roles

- Students provide much of the instruction.
- Student "experts" who work in one medium may develop into peer tutors.
- Student discoveries are shared with classmates and teachers.
- Students form cooperative groups in an organic manner.
- Students transfer knowledge to each other.

Mini Lesson

- ▶ What's the least amount of information students need to get started?
- ▶ Whole group

Types

- ▶ New center, material, technique
- ▶ Art history
- ▶ Required content to meet district/state standards
- ▶ Content presented in collaboration with other teachers.



Video of 3rd grade choice stations following a mini lesson on the concept of using symmetry.

Assessment

- ▶ Choice-based education uses multiple forms of assessment to support student and teacher growth.
- ▶ Artistic behaviors are included in daily, formative assessments and summative assessments
- ▶ Rubrics are broad to include diverse learning styles
- ▶ Reflections focus on the learning process
- ▶ Content mastery data can be collected through various assessments, such as exit slips, quizzes, surveys and writing samples.



W.O.W. Artist Statement

Name: _____ Class: _____

1) What is the name of your artwork?

2) What did you use to make your artwork?

			
			OTHER: 

Artistic Behaviors that choice teachers value

Formative and Summative

Risk-taking

Experimentation

Following a theme over time

Making personal art with life connections

Depth of knowledge with a medium

Ability to communicate ideas

Advocacy

- ▶ Share, share, share
- ▶ Art Shows/exhibits
- ▶ Community
- ▶ Presentations
- ▶ Blog/website
- ▶ Dojo
- ▶ Newsletters
- ▶ E-updates
- ▶ Social media



Interactive Creation Stations are a great way to get families involved at your art show. Community partners can also help by hosting a station or informational booth during the show.



So, now what?

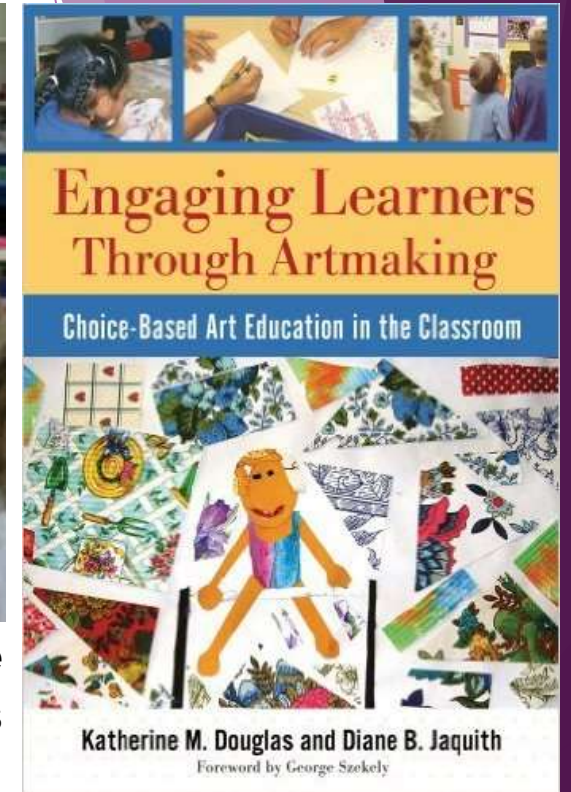
- ▶ Read everything you can on TAB practices and student-center learning/teaching.
- ▶ Articles on differentiated learning, constructivism, and choice
- ▶ Join TAB online discussions (Facebook, chat forums)
- ▶ Art of Ed <https://www.theartofed.com/2017/09/27/national-core-arts-standards-meet-studio-habits-mind/>
<https://www.theartofed.com/2015/09/30/2-compelling-reasons-for-using-the-studio-habits-of-mind-in-your-art-room/>
<https://www.theartofed.com/magazine/methods-approaches/studio-habits-of-mind/>

OTHER DIGITAL RESOURCES

- ▶ <http://www.pz.harvard.edu/projects/the-studio-thinking-project>
- ▶ <http://www.artcorelearning.org/studio-habits-of-mind/>
- ▶ <http://www.studiothinking.org/>
- ▶ <https://teachingforartisticbehavior.org/>



These books are excellent resources for choice based curriculum.



Contact Us



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