

## Students Will:

- Express & Explore their own original thoughts and ideas
- Value & Respect the thoughts and ideas of their peers
- Collaborate with peers
- Work independently
- Learn Responsibility & Time Management
- Solve Problems & Ask Questions
- Learn to Research, Plan, Execute, & Modify their art and ideas
- Experiment, Invent, Create, & Learn through the use of Art & Art Materials
- Learn from Mistakes rather than fear them
- Overcome challenges
- Reflect on their Work & Learning Process
- Grow as Learners & Thinkers
- Make Choices about their Artwork
- Think Creatively
- Contribute to their School Community
- Nurture their Identity & Voice
- Create and Invent with a Purpose
- Be Acknowledged as Artists
- Earn badges for completed grade level skills
- and MORE...

## Students Will Not:

- Create *meaningless* reproductions or copies of famous artworks
- Create things that have little or no meaning/purpose to them as artists & individuals
- Create nearly identical artworks as their peers
- Doubt their creative abilities
- Grow up to hate art
- Have a “free for all” or “just do whatever they want”

# Ms. LaRussa's Choice-Based Art Studio

Flint Hill Elementary



Hello,

My name is Mrs. LaRussa, and I am the Art Teacher at Flint Hill Elementary. You may be wondering...“what is my child bringing home from the art room?” No longer do we have (2<sup>nd</sup>-5<sup>th</sup>) art that is the “cookie cutter” designed by teacher project. The information in this brochure was compiled from another choice-based art teacher and I have added some information from my past three years of researching TAB and communicating with other TAB teachers and writers. As educators, we are always learning more about our Craft of teaching. I found myself wanting to give my students a more *authentic* and *meaningful* art experience, that would not only build their creativity and confidence, but would also help them build *thinking* skills that could be used in their future, regardless of if they go into an art career or not. This transition from teacher led to student led art making is new to all of us. The students and I are both in this transition. It may take some time for us to adjust, but we are doing so much reflecting, exploring, and collaborating. Motivation and student engagement has increased! Feel free to stop by any time, and see what we are doing in the Art Studio or email me with any questions. You can also check out the art website to see artwork, badges, and students working on art. ~Kelly LaRussa ☺

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<https://sites.google.com/fz.k12.mo.us/flint-hill-art-studio/home>

## What Can YOU Do?

Check out your student's digital art portfolio using the free app SeeSaw!

- Be open to student art that looks different than what you are used to
- Ask the artist (student) questions like:
  1. What is this artwork about?
  2. Where did you get this idea?
  3. What inspired you?
  4. How did you make this?
  5. Why is this important to you?
  6. What was your favorite part of making this?
- Learn more about Teaching for Artistic Behavior or “TAB”, at [teachingforartisticbehavior.org](http://teachingforartisticbehavior.org)
- Understand that Art is *much* more than “making pretty things”. It plays a *major* role in preparing our students to succeed in the real world.

## Teaching for Artistic Behavior (TAB)

Teaching for Artistic Behavior (TAB) is a style of choice-based art education that focuses on the students, their interests, and their ideas. Students are viewed as authentic artists, and groups of materials are made available and introduced to the students one by one (Douglas & Jaquith, “Engaging Learners Through Artmaking”, 2009)

As the art teacher, I will guide students as they explore and grow in their artistic thoughts and abilities. They will work and grow at their own pace. I will introduce the students to art materials and techniques, as well as other artists in history. I will encourage them to look inward to give their artwork personal meaning and purpose. I will also encourage them to challenge themselves by trying new things, and facing “mistakes” as learning opportunities. I will help them develop skills and abilities for the future.

## The Eight “Studio Habits of Mind”

Over a decade ago, researchers with Harvard’s “Project Zero”, an organization focused on studying and improving arts education, identified The Studio Habits of Mind. When you introduce the Habits in your art room, students become more mindful about their practice.

### 1. Develop Craft

“I can learn to use tools & materials and the practices of an art form.”

### 2. Engage & Persist

“I can learn to embrace problems of importance & develop focus within my work.”

### 3. Envision

“I can learn to mentally picture the next steps in my work.”

### 4. Express

“I can learn to create works that convey an idea, a feeling, or a meaning.”

### 5. Observe

“I can learn to look more closely & see things that may otherwise not be seen.”

### 6. Reflect

“I can learn to talk about the processes of working and honestly assess my work/process.”

### 7. Stretch & Explore

“I can learn to reach beyond my capacity and embrace the opportunity to learn from my mistakes.”

### 8. Understand Art Worlds

“I can learn about art history and learn to interact as an artist with other artists.”

## What Will We Learn in the Art Studio?

Here is a brief explanation of what students will experience in each grade.

### Art Centers

Each class will be introduced to several Art Centers (materials) throughout the year. They will be introduced one at a time, and different uses for each center will be modeled by the teacher. Here are the main centers they will learn:

1. Drawing
2. Painting
3. Collage
4. Sculpture
5. Printing
6. Fiber Arts (Sewing and Weaving)
7. Clay

### Primary Grades

The primary grades will get a basic introduction to each center one-by-one. First grade is my introduction to TAB group. They have a more structured routine, exploring and choosing supplies, but many times theme is chosen as a group goal.

#### Grades 1<sup>st</sup> - 2<sup>nd</sup>

Grades 1 – 2 will focus on the following skills:

1. Thinking like an Artist
2. Safe Use and Cleanup of Materials
3. Exploring and Experimenting with Art Materials
4. Sharing Art Materials
5. Choosing Art Materials
6. Sharing Artwork with Others

### Upper Grades

The upper elementary and middle school grades will first get a basic introduction to each center one-by-one. They will then revisit each center, and receive more detailed demonstrations of *new* and *different* ways to use the materials available.

#### Grades 3 – 5

Grades 3 – 5 will focus on the following skills, in addition to the skills from 1 – 2:

1. Reasons for Creating Art
2. Introduction to Artist Statements and a Digital Portfolio
3. Introduction to the Studio Habits of Mind
4. Responding to Artwork of Others
5. Collaborating with Peers

## Food for Thought

“Creative people invent, imagine, problem-solve, create, and communicate in fresh, new ways. Every business requires creative thinkers in the form of scientists, engineers, medical researchers, technology innovators, business entrepreneurs, artists, performers, writers and illustrators, designers, inventors, educators and parents. Those with the ability to “think outside of the box” will lead the future and make special things happen.” (Crayola 2017)

“But what do fine artists do? They create something new, unexpected, and delightful that changes the world.” (Daniel H. Pink, 2015)

“Arts and music education programs are mandatory in countries that rank consistently among the highest for math and science test scores, like Japan, Hungary, and the Netherlands.” (“Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education”, OECD Publishing, 2011.)

“Here’s to the [creative] ones who see things differently. They push the human race forward, and while some may see them as the crazy ones, we see genius, because the ones who are crazy enough to think that they can change the world, are the ones who do.” (Steve Jobs)

“Imagination is more important than knowledge.” (Albert Einstein)

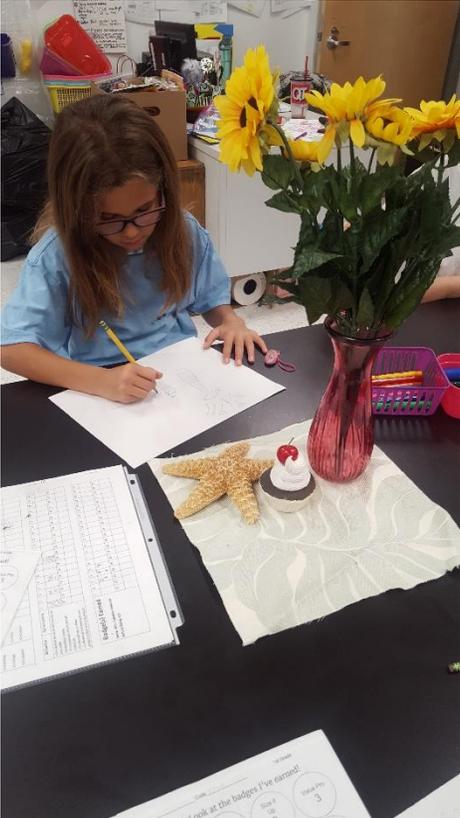
### Sources

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2. “Choice Without Chaos” by Anne Bedrick
3. “The Learner-Directed Classroom: Developing Creative Thinking Skills Through Art” by Diane B. Jaquith and Nan E. Hathaway, 2012
4. “Engaging Learners Through Artmaking: Choice-Based Art Education in the Classroom” by Katherine M. Douglas and Diane B. Jacquith, 2009
5. Official TAB website, 2017  
[www.teachingforartisticbehavior.org](http://www.teachingforartisticbehavior.org)
6. Midwest TAB-Choice Art Teachers (facebook group)
7. Official “Project Zero” website, 2016  
[www.pz.harvard.edu/](http://www.pz.harvard.edu/)
8. Studio Habits of Mind “I Can Statements” by Tracy Hare, 2015 [www.theartofed.com](http://www.theartofed.com)

**Developing Craft**

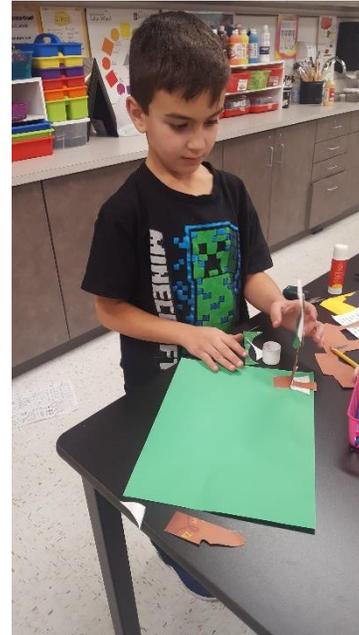


**Observing**



# Art Studio Gallery

**Expressing** **Envision**



**Developing craft**



**Reflecting**



**Collaborating**



