Empowering and Engaging Students in the Classroom
A Typical Art Class

- Lecture
- Pass-out Materials
- Help students with problems
- Clean-up and collect art
Pivotal Moment

- What do I really want my students to learn about art?
- What do my students want to learn about in Art?

Teacher's Needs

Students' Needs
## Continuum of Choice-Based Learning and Teaching

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### No Choice
- Teacher determines problem, content and media through assignments and planned activities

### Modified Choice
- Teacher chooses content, student chooses media
  - **OR**
  - Student chooses content, teacher chooses media

### Full Choice
- Students are problem finders and problem solvers
- Students select content and media all of the time
- Students have full ownership of process, direction, outcomes
- Teacher is flexible with curriculum in response to student interests and needs

### Choice as Reward
- Students have choices when required assignments are completed
- Students have choices at designated times
  - One day per week/month
  - At end of unit of study

### Near-Full Choice
- Occasional teacher-directed assignments to meet state and district requirements

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Choice-Based Art Education treats the student as an artist and the classroom as their studio.
Reaching all Learners
Reaching all Learners

Special Needs
Gifted
Deficits in Fine / Gross Motor-skills
ADD / ADHD

Multiple Intelligences
A Field Guide, by Marek Bennett

Linguistic
Logical-Mathematical
Visual-Spatial
Bodily-Kinesthetic
Musical
Interpersonal
Intrapersonal
Naturalist

After Thomas Armstrong, Multiple Intelligences in the Classroom
Artist Habits of Mind

- **Develop Craft**: Learning to use tools and materials. Learning the practices of an art form.
- **Engage & Persist**: Learning to take up subjects of personal interest and importance within the art world. Learning to develop focus and other ways of thinking helpful to working and persevering at art tasks.
- **Envision**: Learning to picture mentally what cannot be directly observed, heard or written and to imagine possible next steps in making a piece.
- **Express**: Learning to create works that convey an idea, feeling or personal meaning.
- **Observe**: Learning to attend to visual, audible and written contexts more closely than ordinary “looking” requires; learning to notice things that otherwise might not be noticed.
- **Reflect**: Learning to think and talk with others about one’s work and the process of making it. Learning to judge one’s own and others’ work and processes in relation to the standards of the field.
- **Stretch & Explore**: Learning to reach beyond one’s supposed limitations, to explore playfully without a preconceived plan and to embrace the opportunity to learn from mistakes and accidents.
- **Understand Art World**: Learning about the history and practice of the art form. Interacting with other artists and the broader arts community.
Partnership for 21st Century Skills

The New York Times and BusinessWeek Bestseller

A WHOLE NEW MIND

Why Right-Brainers Will Rule the Future

Daniel H. Pink

The Differentiated Classroom

Responding to the Needs of All Learners

Making Connections
Benefits of a Choice-Based Program

- Students will be motivated to create by the ability to express their own ideas.
- Students can set their own work pace.
- Students work independently.
- The teacher demonstrates a variety of techniques and leads discussions on various artists and art topics.
- Students can describe and evaluate their own artwork.
Here is how I did it
Do your research.

- Learning should never end.
Know your curriculum.

- School District's Requirements
- State Requirements
- National Standards
New National Standards

**Discipline:** Visual Art  
**Artistic Process:** Creating  
**Process Component:** Experiment/Imagine/Identify  

**Anchor Standard:** Students will initiate making works of art and design by experimenting, imagining and identifying content.  
**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.  
**Essential Question(s):** Can all people be artists? What conditions, attitudes and behaviors support creativity and innovative thinking? Does collaboration expand the creative process?

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<th>Pre K</th>
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<td></td>
<td>Elaborate on an imaginative work.</td>
<td>Brainstorm multiple approaches to a problem for artmaking.</td>
<td>Combine ideas to generate an innovative idea for artmaking.</td>
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<td>Collaboratively combine ideas to generate innovative idea for creating art.</td>
<td>Identify and utilize methods to overcome creative block.</td>
<td>Document early stages of the creative process visually and/or verbally in traditional or new media.</td>
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Daily Schedule

- Welcome and Brief Demo or Discussion (5-10 Minutes)
- Students are dismissed to begin on their personal artwork. (25 Minutes)
- Clean-Up (5 Minutes)
- Reflection and Discussion (10 Minutes)

*This is a typical schedule for a 50 Minute class that meets once a week.*
Routines and Procedures

Think of these brushes as people:
- shampoo
- spike their hair up
- rinse and
- We're happy to be clean!
- I'm sad. I'm not taken care of.
Bracelets

Centers
- Drawing
- Painting
- Collage
- Sculpture
- Fibers
- Clay
- Architecture
- Puppets
- Masks
Weaving!

1. Cut off a piece of string as long as both of your arms.

2. Pull this string through the warp strings on the loom... under, over, under, over, ...

3. Now go back across the other way. This time switch the pattern... over, under, over, under...

4. Keep weaving, back and forth. Remember to keep switching your pattern each time you go across!
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Clear Expectations for your Students.
Assessment

Getting Started

Needs Improvement

Standard Work

Best Effort
Progress Report for Amber Dierling

Grade 2 (Paulsen)

Created by Laura Holzer on September 25, 2013

Overall Comments

None provided.

Untitled Artwork
published September 7, 2013 in Grade 2 for the "Painting" exhibit

Untitled Artwork
published August 27, 2013 in Grade 2 for the "Drawing" exhibit

Untitled Artwork
published May 15, 2013 in Grade 1 for the "Clay" exhibit

Untitled Artwork
published February 6, 2013 in Grade 1 for the "Painting" exhibit

Untitled Artwork
published February 6, 2013 in Grade 1 for the "Drawings" exhibit

"Me and Daddy Hunting"
published November 14, 2012 in Grade 1 for the "Painting" exhibit
Inform
Student Response
CONTINUUM OF CHOICE-BASED LEARNING AND TEACHING

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http://www.teachingforartisticbehavior.org
Laura Halter
Kirksville Primary School
Lhalter@kirksville.k12.mo.us
Lindbergh Elementary
K-6 Grades

Saint Joseph School District
Drawing & Collage
Paint Center
Clay

• K - 2 = play-doh.

• 3rd - 6th = modeling clay.
Sculpture

I started this with 5th grade because I had 2 classes. Storage is an issue for me so I didn't open this area for all students.
Fibers

This is in a smaller 12 x 12 x 6 basket. I consider it a “special project” center. I let 6th grade make paper beads first and then they could add plastic pony beads to the necklace or bracelet if they wanted. It is not an open free for all center like my others. Supplies are too limited for that.
MY ARTWORK is W.O.W. (wonderful original work)
Because it:
1. HAS A SUBJECT or MAIN IDEA
2. HAS A BACKGROUND or SETTING
3. HAS DETAILS to make your EYES move around
4. HAS YOUR NAME and CLASS I.D.
5. IS SOMETHING I could WRITE ABOUT and DESCRIBE

Best!
- Lots of details
- Very Neat
- Took your time
- Layered Colors
- Creative

Better
- Some details
- Neat
- Good use of time
- Colored well

Needs Improvement
- Very few details
- A small number of colors
- Somewhat colored in
- Took little time on it

Poor
- No details
- Shaggy coloring
- Very few colors
- Looks unfinished
Mistakes? Can you...

- Erase It?
- Flip Your Paper Over?
- Glue on Paper to Cover It?
- Color or Paint Over It?
Circle the media you used on your artwork:

- Paper
- Marker
- Chalk
- Pencil
- Colored Pencil
- Crayon
- Paper Crimper
- Glue
- Paint
- Clay
- Oil Pastel
- Fabric
- Yarn/Thread

Artist Name: ____________________________  Class I.D. ____________________

Title: _________________________________

Write 3 sentences about your artwork: _______________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Circle the kind of artwork you created.
Drawing  Painting  Collage

Circle the element or principle you used and then write about it in your statement below.
Shape  Value  Variety/Unity
Line  Form  Contrast
Space  Rhythm/Movement  Artist studied: ______________
Color  Balance  Culture studied: ______________
Texture  Emphasis

Title of Artwork: ______________________________________
Artist’s First and Last Name: ____________________________
Class I.D. ________
What media did you use? __________________________________

Artist Statement

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

3-6th grade/2nd Quarter
Questions?
Discussion Time?