

Art Room News

From the desk of Miss Gould

May 2016

The Importance of Creativity

Creativity can begin in the art room, yet it also leads students to success in all subjects. It leads students to become successful citizens even after they leave school.

Art leads students to find their own creative voice through imaginative ideas, self-expression, and autonomy.

As their art teacher, I realized when I gave them a teacher-designed art problem, they were creating using my ideas and my creativity, instead of their own. I knew this needed to change in order to foster creativity in my classroom. This led me to discover Teaching for Artistic Behavior (TAB).

The majority of artwork made in a TAB classroom is not necessarily meant for exhibition. Play and experimentation are essential to creative development and confidence in risk-taking. Process is valued over product to cultivate an environment that supports creativity.

Flip over to learn how you can support your child's creativity! 



Artwork by Logan R. K-Si

Teaching for Artistic Behavior

This 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, 2009). As their TAB educator, I act as a guide and mentor to students as they problem-solve and explore. I challenge students to add more meaning to their work, and incorporate personal experiences. I also serve as their resident artist and specialist by determining the appropriate standards and content to introduce next. This helps students determine the most effective materials or methods to make their ideas come to life. The typical outline for a TAB class period looks like what is below, yet it also varies depending on the grade level and time we have in class:

- 1. Beginning:** 5-10 minute teacher demonstration. Can cover: art history connections, new materials/techniques, studio habits, etc. This builds on what the students experienced last class and is informed by what I observe students need.
- 2. Studio time:** The majority of class is work time for the students to develop personal interests and ideas into art form. I challenge them to think like artists through mini-conferences and one-on-one lessons during this time.
- 3. Closing Reflection:** The last 5 minutes of class. Students share and discuss their work and what they have learned as a whole group, in small groups, or individually.

How does TAB support your child?

- ◆ The stages of artistic development follow the same sequence for every student, yet they do not happen at the same age for everyone. The stages for elementary students are as follows: Scribble Stage, Pre-schematic Stage, Schematic Stage, The Gang Stage/Dawning Realism, and the Pseudo-Naturalistic Stage. For more information please visit: <http://www.learningdesign.com/Portfolio/DrawDev/kiddrawing.html>.
- ◆ **TAB naturally differentiates learning because students can learn and explore at their own pace.** They don't have to worry about how their ideas compare to their peers. The curriculum responds to student needs and connects with their motivations.

How can you support your child's creativity?

- ◆ TAB at every level guides children to think like artists. They are becoming critical thinkers by implementing and working through their own ideas. When you look at their artwork with them, help them think about their process and reflect on the meaning behind their work. Ask them to explain how their artwork connects to them, their interests, an experience, or an idea they wanted to express. You may ask:
 - ⇒ What was your idea? or What did you envision?
 - ⇒ What did you want your artwork to show or express?
 - ⇒ What was hard about this for you?
 - ⇒ What did you like best about this process?
- ◆ The artwork coming home is going to look different. For the younger students, it may be scribbles for a while! The depth of the work will increase over time. As they experiment and discover new techniques, students will no longer be afraid to take risks. Student creativity will evolve as they go through the learning process.

Students in grades K-2 & 4 have already begun learning through TAB, and grades 3,5 & 6 are beginning it now!



Artwork by Erin S. 5-A

Studio Habits of Mind

TAB uses the following studio habits as guidelines for artistic discovery and growth.

- ⇒ Develop Craft
- ⇒ Engage and Persist
- ⇒ Envision
- ⇒ Express
- ⇒ Observe
- ⇒ Reflect
- ⇒ Stretch and Explore
- ⇒ Understand the Art World (Make Connections)

We discuss these and use them to reflect individually and as a class on what we have learned. Success with these habits can lead to confidence in diverse subjects.

Check out teachingforartisticbehavior.org or contact Miss Gould (ext. 108 or lgould@westcanada.org) for more info or with any questions!

References

- Donley, S. K. (1987). *Drawing development in children*. Retrieved from <http://www.learningdesign.com/Portfolio/DrawDev/kiddrawing.html>
- Douglas, K. M. & Jaquith, D. B. (2009). *Engaging learners through artmaking: Choice-based art education in the classroom*. New York, NY: Teachers College Press.
- Hetland, L, Winner, E., Veenema, S. & Sheridan, K. (2007). *Studio thinking: the real benefits of visual arts education*. New York: Teachers College Press.
- Teaching for Artistic Behavior. (2016). *Home*. Retrieved from <http://teachingforartisticbehavior.org/>

See you at the art shows May 4th & May 17th!