

# Flinthills Intermediate Art Studio

## Benefits of choice

- Students are taught that artists make art about things that fascinate *them*. When doing the work of the artist students will be expressing their *own* ideas.
- Students can work at their own speed. Some students work on a painting or weaving for four or five weeks while others may use more than one center in a class period. Students have the opportunity to try something over and over again, leading to *mastery*.
- The teacher introduces a new concept every week, even though some art works will take much longer to complete as the students work *independently*.
- Students see an *enormous* variety of ideas and techniques at the end of the class when amazing discoveries are shared.

- Choice teaching encourages *independent thinking, persistence* and *risk-taking*, all qualities valued by practicing artists.
- Most students choose experiences in each of the centers over the time that they are in our schools; however, even if a child *never* makes a tapestry weaving, she has observed the teacher demonstration, seen the vocabulary and background material in the fiber area and perhaps watched her best friend creating a piece of fabric. There is a lot of learning going on there too!
- When students have chosen their work, they can discuss it easily, can *describe* their working process and evaluate the effectiveness of the finished work.
- Time is used *very* efficiently; the initial demonstration and the brief clean up time leaves more time for students to work. Additional detailed instruction is given to small groups or individuals *as they work*.

## Standards

In the choice-based art classroom, students have are exposed to a wider variety of materials, concepts, cultures and artistic styles. The choice-based art studio allows for curriculum to be presented in-depth within the context of work chosen by student artists. Because there is a variety of student led projects being created at a given time, it is easier to incorporate both state and national visual arts standards into the curriculum.

Each year, students will (Kansas Visual Arts Standards):

- Develop and expand their knowledge of visual arts media, techniques, and process in order to express ideas creatively in their artworks.
- Demonstrate knowledge of the elements and principles of design and show an aesthetic awareness of the visual and tactile qualities in the environment that are found in works of art.
- Use a variety of subjects, symbols, and ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.
- Demonstrate knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.
- Use through analysis, interpretation, and judgment to make informed responses to their own artworks and those of others.
- Demonstrate knowledge of the connections among the content of visual arts, other disciplines, and everyday life.

## Assessment

Because the choice-based classroom is structured toward individualized learning, the teacher has the opportunity to more authentically assess students' growth and learning in their daily activities. This is done through observations, checklists, and teacher-student conferences. Students are also given frequent opportunities to self-assess their progress using various tools, including rubrics, journals, written and oral artist statements, and presentations. Information gained in self-assessments builds confidence in students while providing a measure of growth. Assessment is often collaborative, between students and/or with the teacher.

Student artists will be assessed daily on their ability to: plan; focus and persevere; use materials in an innovative way; find inspiration; review and improve their work; employ the elements of art and principles of design; respect materials, tools, and others' artwork; be productive; create finished pieces; and reflect on the creative process.

Finished projects will be graded using rubrics designed by both students and teacher. Students choose which projects they would like to display and write or dictate a statement about the work or the process involved in creating it.

## Studios

A key element in the choice-based art room is the availability of many centers or “studios”. The studios are small learning areas where students go to create. Materials and instructions are carefully arranged so that students have access to an extremely wide variety of media.

Some studios include:

Drawing	Painting
Clay	Collage
Fiber Arts	Weaving
Printmaking	Sculpture
Architecture	Bookmaking
Mask Making	Computer Art

## Kids art is great art

Parents will notice that the artwork their children bring home might look different than in previous years. Since choice-based art education puts the student in charge of choosing media and subject matter, there will be an extremely wide variety of projects coming out of the same classroom. It is important to note that children’s inspiration should come from their personal experiences and perspectives of the world around them. To most children the process of creating something is in itself the work of art. A child’s world is quite different from our own... their art should truly be “childlike”.

*“The essential goal of art teaching is to inspire children to behave like artists...to feel what it is to gather an art idea on one’s own and act on it. The goal is to reveal to children that art comes from within themselves-- not from the teacher.”*

*George Szekely- ENCOURAGING  
CREATIVITY IN ART LESSONS*

## WHAT ARTISTS DO

In the choice-based art studio, students do the work of artists.

Artists:

Remember	Create
Observe	Interpret
Imagine	Distort
Feel	Invent
Experiment	Play
Analyze	Symbolize
Plan	Investigate
Repeat	Transform

*“Where the setting offers mastery with a good deal of freedom of choice, students will... take on surprising risks, and often make good on them.”*

*Leslie Hart*

*HUMAN BRAIN, HUMAN LEARNING*



The logo consists of the letters 'T', 'A', and 'B' in a stylized, colorful font. The 'T' is red, the 'A' is blue, and the 'B' is green. Below the letters, the text 'Teaching for Artistic Behavior' is written in a smaller, black font.

The Teaching for Artistic Behavior Partnership was formed in 2000 with the support of the Massachusetts College of Art, the NAEA and the Education Alliance at Brown University. It includes choice-based art programs from around the United States. The concept emerged over 30 years ago in Massachusetts classrooms through the need for more authentic art making experiences. T.A.B. is committed to supporting and encouraging teachers who would like to provide authentic art making opportunities for students and who believe in the child as artist.

# FLINTHILLS Intermediate School Visual Arts Program

The visual arts program at Flinthills Intermediate School is based on the principles and practices of nationally recognized and research backed “Choice-Based Art Education.” Starting with the premise that the student is the artist, the classroom becomes a working studio where students make authentic choices about their own art making. Choice-based art education offers them real choices for responding to their own ideas and interests through the making of art. This concept supports multiple modes of learning to meet the diverse needs of all students.

The classroom is organized into smaller “studios”, where students find materials, tools and resources. Students are responsible for setting up their workspace, generating and exploring their own ideas based on their experiences, interests and passions. Students work at their own pace independently or with peers. New concepts, content, media and techniques are delivered in short demonstrations or discussions at the start of each class. Art history and contemporary topics in the arts are woven into work sessions as appropriate and relevant to the ongoing work of the students. Small groups or individuals can work directly with the instructor when mastering new techniques or solving difficult problems.

Given broad responsibilities and high standards, children are able to organize their reality into vigorous images. Students free to explore their own ideas find greater meaning and relevance in their work.