

TEACHING FOR ARTISTIC BEHAVIOR

Tab Philosophy

Teaching for Artistic Behavior (TAB) is a philosophical approach to art education that places children at the center of artmaking choices. The foundation for this education model builds on three principles, known as the Three-Sentence TAB Curriculum:

1. *What do artists do?*
2. *The child is the artist.*
3. *The classroom is the child's studio.*

The Three-Sentence TAB Curriculum guides every decision that TAB teachers make as they design learning environments, plan curricula, write individual lesson plans, consider students' needs, and order supplies. Students in Teaching for Artistic Behavior programs experience artistic thinking and making through self-direction and teachers respond to their progress with a flexible curriculum that adapts to their emergent ideas. TAB teachers believe in the child as the artist and embrace the thinking and artwork that emerges both in and out of art class.

TAB Structures

TAB art programs embed high expectations with simple routines and instructional sequences that guide students to achieve success in the learner-directed environment. Whenever new media is introduced or new students arrive, the purposes, expectations, and routines are clearly introduced with visual reminders. These structures help to keep students accountable through shared responsibility for their artwork, studios, and the learning community.

Choice-Based Art Education

TAB is the philosophy that grounds this learner-directed model and **choice-based art education** is the methodology that drives the practice through the use of studio centers. Commonly seen in primary classrooms, centers offer students a focused learning experience. Most choice-based art programs offer separate studio centers by media, such as painting, clay, and printmaking. Centers function as mini-art studios, complete with instructional information, menus, resources, materials, and tools. Students move independently among centers, utilizing materials, tools, and resources as needed for their artmaking.

“Choice-based” is an umbrella concept for educational programs that offer students some degree of choice. Choice-based art educators may or may not follow TAB philosophy but all TAB teachers are also choice-based teachers.

<https://teachingforartisticbehavior.org>

ARTISTIC BEHAVIOR

Four core practices are the foundation of Teaching for Artistic Behavior:
Personal Context, Pedagogical Context, Classroom Context and Assessment.

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.

Essential Elements

- The student is the artist
- Students control subject matter, materials, approach
- Student beliefs drive work
- Students are self-motivated
- Experimentation and mistakes are honored

Results: personal work and deep learning

PEDAGOGICAL CONTEXT

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

Modes of Instruction

Teacher

- Direct
- Indirect
- Whole group demonstrations
- Small group instruction
- One-on-one

Student

- Peer coaches
- Self initiated groups
- Sharing work with the group or class

Resources

- Reproductions
- Books
- Internet/multimedia
- Student work

CLASSROOM CONTEXT

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

Structuring Time

- Brief, whole group demonstrations
- Students plan outside of class
- Students work at personal pace

Arranging Space

- Environment attractive, inspiring
- Environment organized for group and individual work

Managing Materials

- Highly organized for ease of use
- Students take responsibility for care of room/materials
- Students help to collect materials, beginning art process
- Choosing materials important part of the process

Providing Instruction

- Centers provide ongoing instruction and inspiration
- Centers allow for independent work while allowing teacher to instruct in multiple ways

ASSESSMENT

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

- Artistic behaviors are honored and noted in the ongoing assessment process
- Teacher-created documentation captures observations of students' artistic behaviors, needs and accomplishments
- Rubrics are negotiated between students and teachers and are broad enough to affirm student differences
- Self-assessment occurs on a regular basis, both informally and with self-reflection writing
- Collaborative assessment includes peer coaching, group sharing, curating exhibitions and conferencing with the teacher

▼ PROJECT PROCESS

- 1 ☐ **Think:** Brainstorm and come up with a new idea for your project.
- 2 ☐ **Plan:** Use your sketchbook to plan how you will make your project.
- 3 ☐ **Experiment:** Practice using new and different materials.
- 4 ☐ **Create:** Collect your materials and use your plans to make the project.
- 5 ☐ **Review:** Have someone else look at your project and give you ideas.
- 6 ☐ **Fix:** Think about your project. What can you do to add to it or make it better?
- 7 ☐ **Share:** How can you share your artwork with someone else?



Sign when you finish your project: _____

DESIGN PROCESS THINKING

Inspiration

Themes • Media • Process
Experience • Guiding Questions

Design

Plan • Research • Sketch • List
Experiment • Find Resource Images
Visual Journal • Mind Map
Model • Brainstorm

Creation

Produce Work, Reflect, Revise

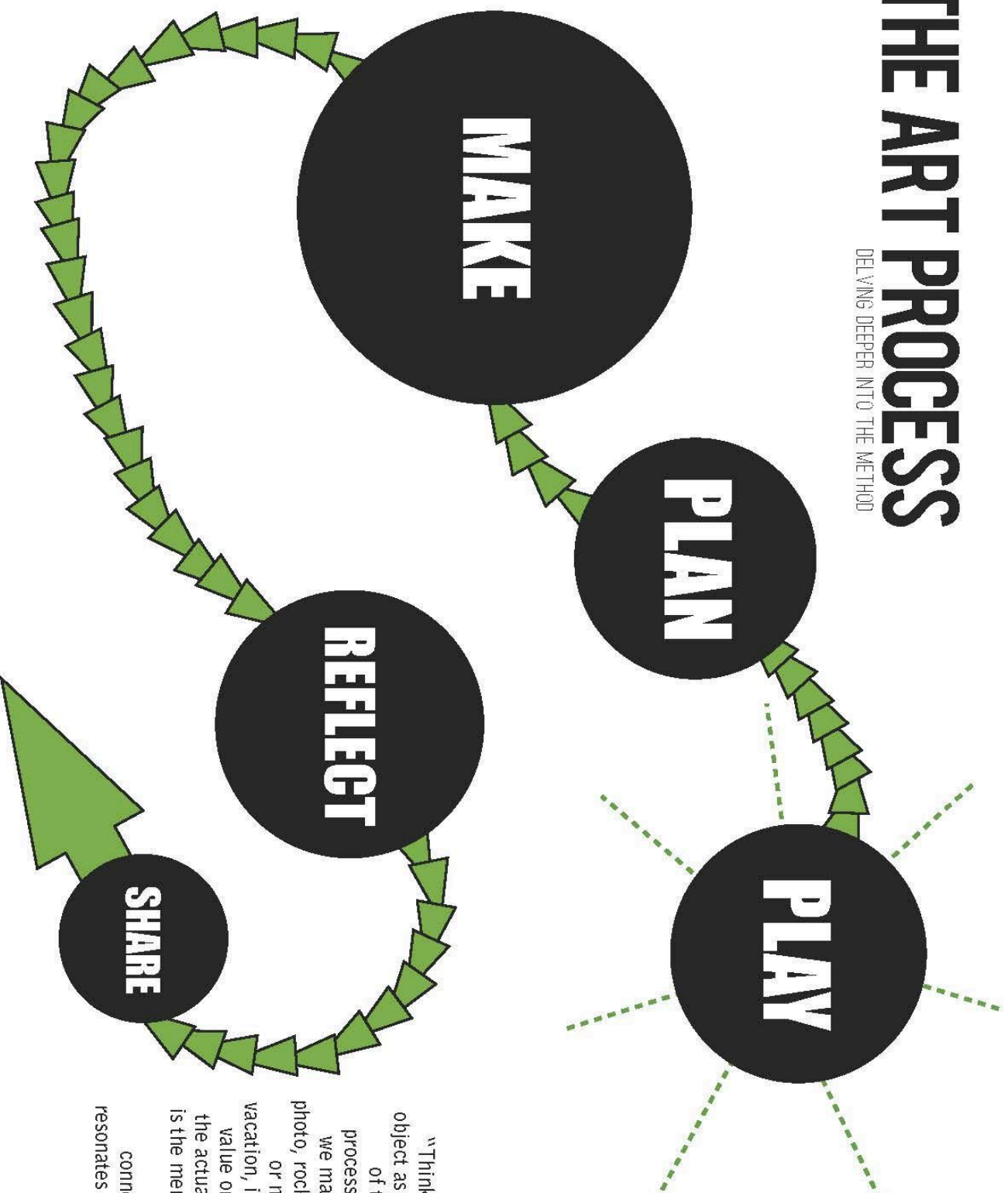
Reflection & Presentation

Blog • Critique • Discuss
Revise • Present • Respond

<https://www.theartofed.com/2017/01/25/tips-transition-tab/>

THE ART PROCESS

DELVING DEEPER INTO THE METHOD



"Think of the art object as a souvenir of the artistic process. Just like we may look at a photo, rock, sea shell or map from a vacation, it is not the value or beauty of the actual object, it is the memories and emotional connection that resonates and brings us joy."

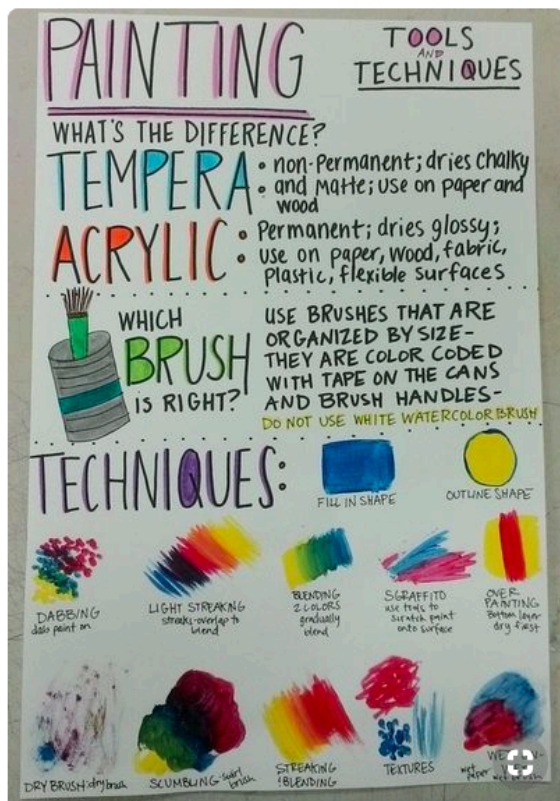
from WWW.THEBESKNEESCOUNCIL.COM





label supplies with an example photo

<https://www.theartofed.com/2011/08/17/picture-this-labeling-supplies/>



Resources

Websites

<https://teachingforartisticbehavior.org/>

Official TAB website with lots of information.

<https://www.theartofed.com/products/course/choice-based-art-education/>

Online course about choice-based arts education. Many free resources available as well.

<https://www.smartistblog.com/single-post/2017/11/07/Engaging-the-Unengaged>

Blog post about “Engaging the Unengaged” students in a TAB environment.

Books

Douglas, K. M., Jaquith, D. B., & Thompson, C. M. (2018). *Engaging learners through artmaking: Choice-based art education in the classroom (TAB)*. New York: Teachers College Press.

Jaquith, D. B., & Fahey, P. (2012). *The learner-directed classroom: Developing creative thinking skills through art*. New York, NY: Teachers College Press.