

# High School TAB

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# About Us

# About Anne

- Teaching for 9 years in small rural schools
- Currently teaching 7-12 in Lisbon, IA
- Choice-Based / TAB for 6 years and counting



# About Morgan

- Teaching for 5 years
- Teaches 7-12 at Clarke CCD in Osceola
- TAB for 4 years and counting





# What is the difference between TAB and Choice-Based?

## Teaching for Artistic Behavior

Co-Founded by Katherine Douglas and Diane Jaquith

### Teaching Philosophy

- What do artists do?
- The child is the artist
- The art room is their studio

All decisions go back to those questions

## Choice-Based Art Education

### Teaching Method

There is spectrum for how much choice a teacher offers - [article on AOE](#)

TAB Studios include choice but Choice-Based studios are not necessarily TAB

# Routines

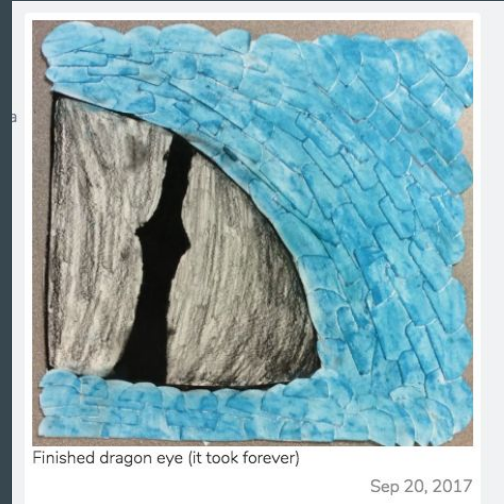
# Routines: Anne



Start with Art: 2D (and sometimes 3D) classes start with 3-5 minutes of silence and independent drawing. Students are asked to “be with themselves” and make whatever marks on paper they wish.

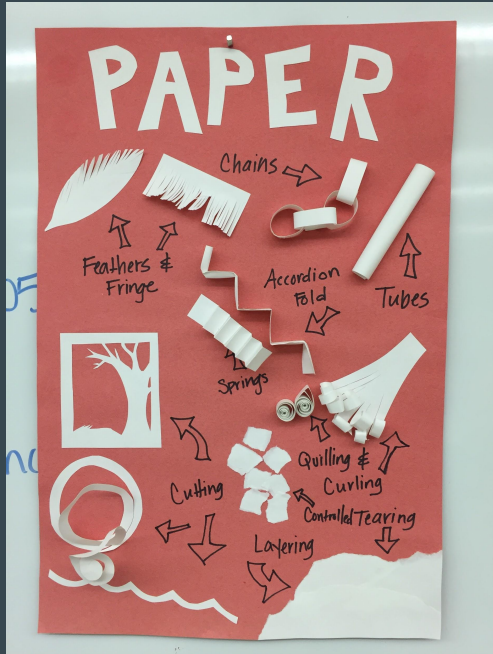


Middle school students end their class period by updating their Seesaw portfolio.



# Mini Lessons & Challenges

I use mini lessons and challenges to introduce new concepts, ideas, and materials.



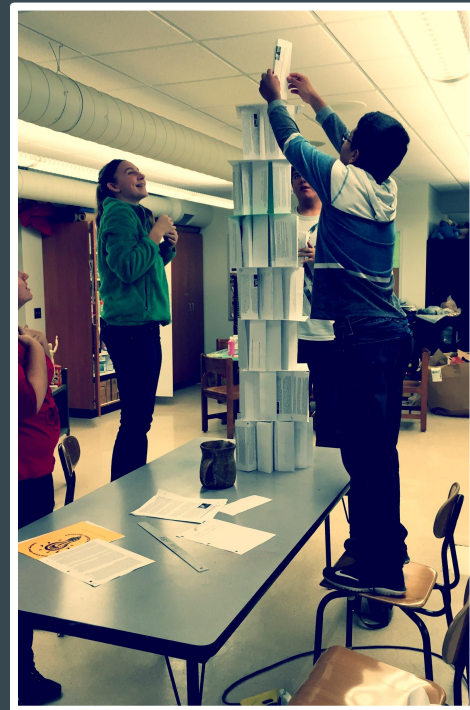
## 1 Day Challenge:

Make a non-representational sculpture out of only paper and white glue that uses 3 of the techniques from the poster.



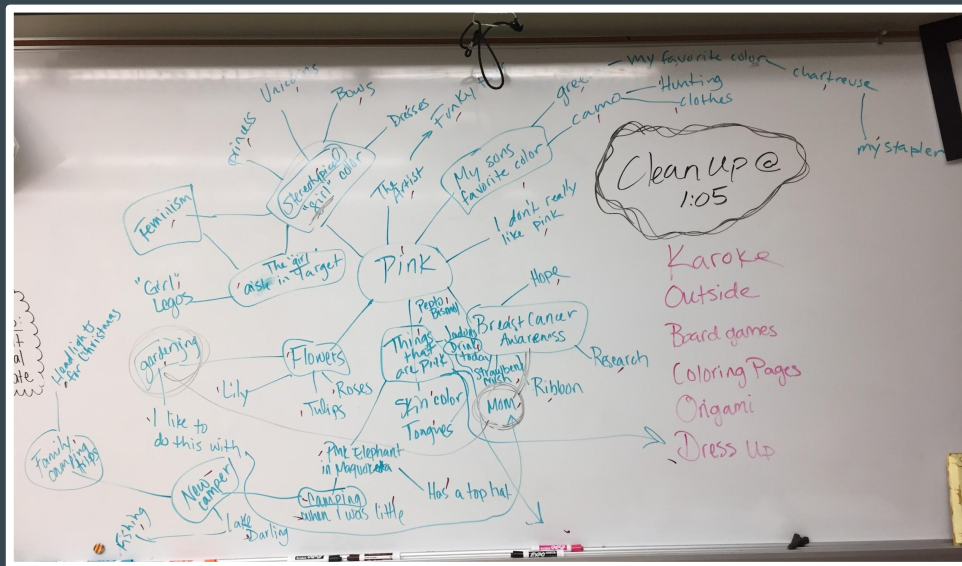
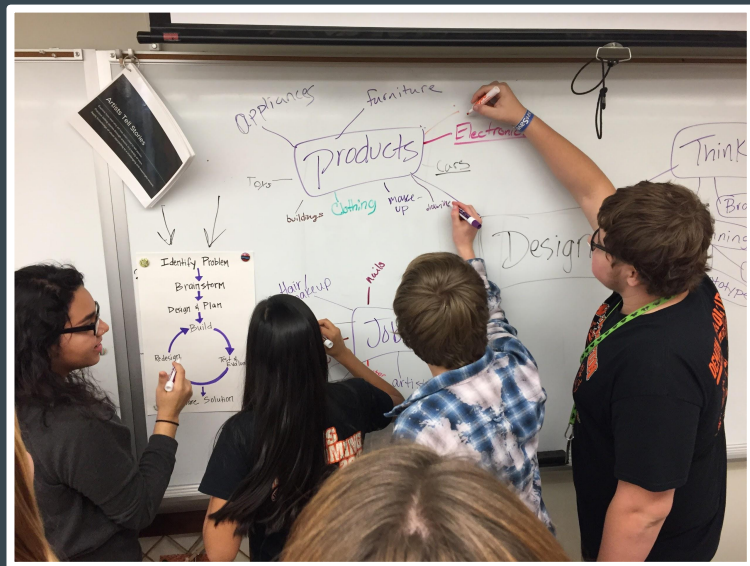
## First Day Challenges:

- Make your team into a band.
- Make an archway that will be an entrance to the art room.
- Create an outfit for someone in your group to model.
- Create a family of creatures that will camouflage into the art room.



**Team Challenges:** Make the tallest tower you can using spaghetti noodles and 1 foot of masking tape. Make the tallest tower you can with only paper.





I use mind maps as short mini lesson activities for students to explore new ideas and as a method for brainstorming.



## Routines: Morgan

Middle School students start the period with Reading Routine and sometimes a demo.

Studio Time is centers based where students have a menu of skills to choose from with flipped tutorials.



## Routines: Morgan

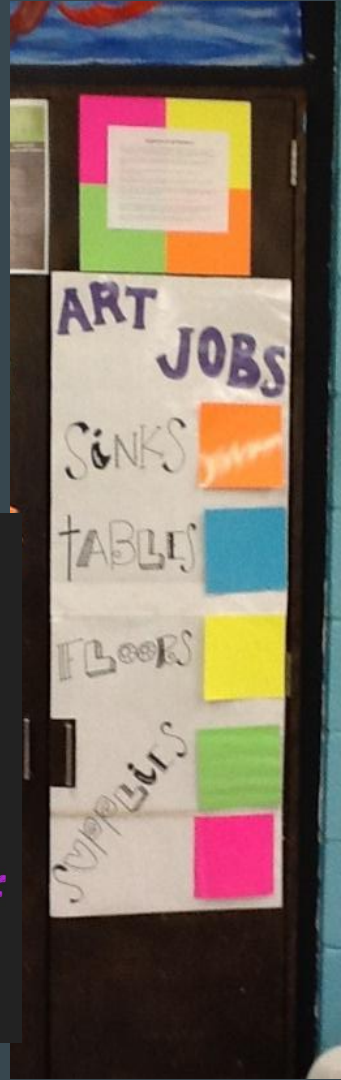
At the end of class, MS students record on their SeeSaw and work with their team to complete their clean up jobs

Students are dismissed to line up when their team is done.



### THE ONE RULE OF THE ART ROOM:

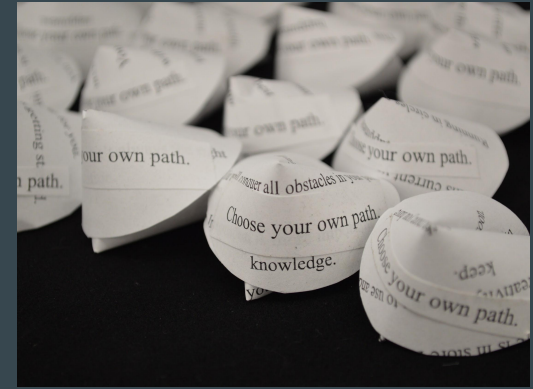
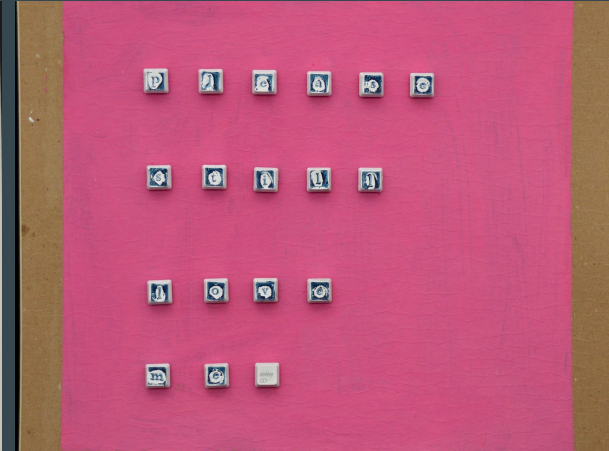
Feel free to do anything that doesn't cause a problem for me or someone else.



# Routines: Morgan

Our units follow the flow of Practice/Investigate, Plan, Create, Present.

Students conference with me before starting a project



# Course Structure

# Course Structure: Anne

## Art Studio 1

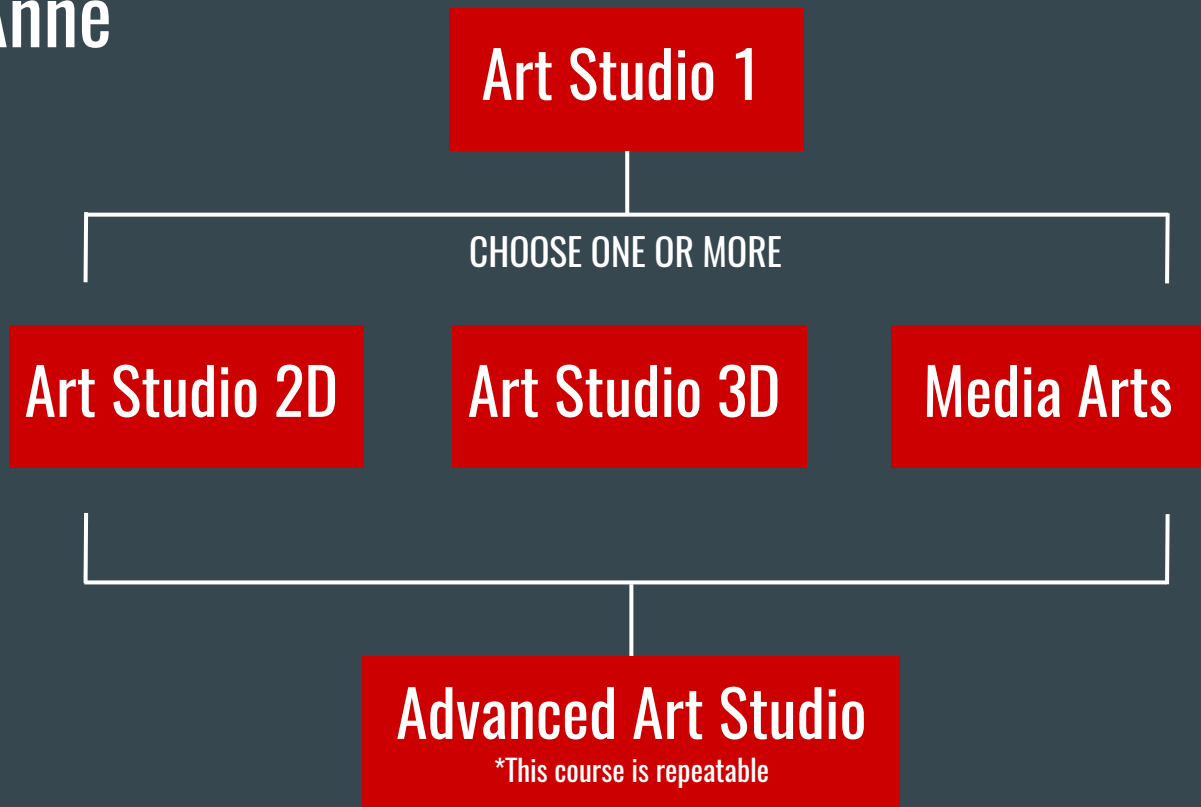
- **Artistic Behavior Units**

## Art Studio 2, 3, & Media Arts

- Skills Classes with Bootcamps based on media and techniques

## Advanced Art Studio

- Full Choice Studio based on student goals



# Course Structure: Morgan

## Art Foundations

Units focused on why artists make art

## Intermediate

Classes based on media and focused on voice development

## Advanced Visual Studies

Morph of AP/IB. Students create a concentration and build their portfolio.

Art Foundations



Drawing

Graphic Design

2D Mixed Media

Painting

3D Mixed Media

Digital Art



Advanced Visual Studies

# Curriculum and Assignments

# Curriculum and Assignments: Anne

## Artistic Behavior Units

Artists Observe

Artists Develop Skills

Artists Steal

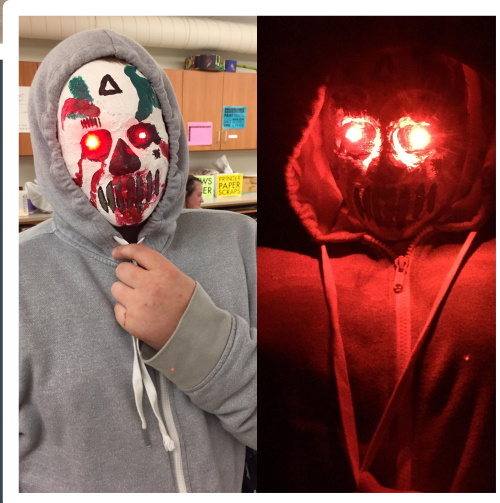
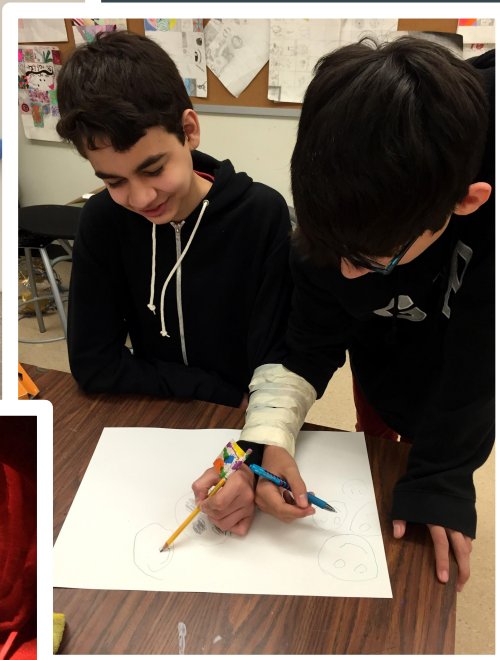
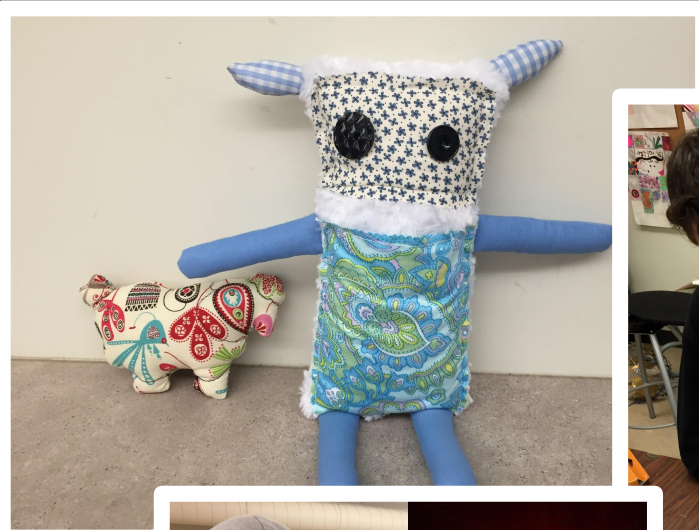
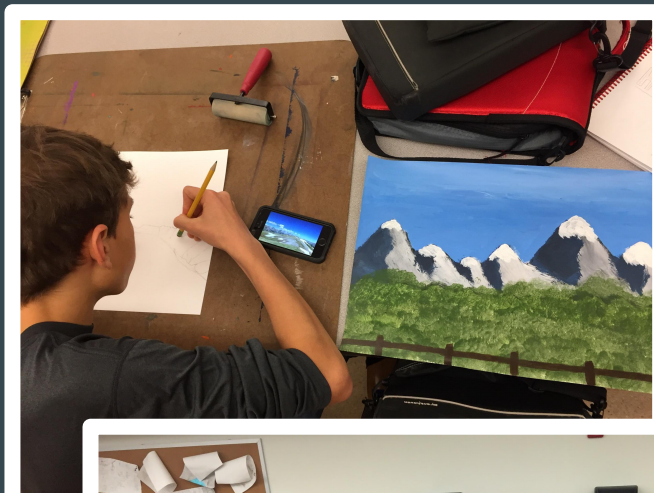
Artists Solve Problems

## Bootcamps

Start the term or unit with skill builder labs. These are short activities meant to build technical skills.

When appropriate, students apply their new skills with independent projects.



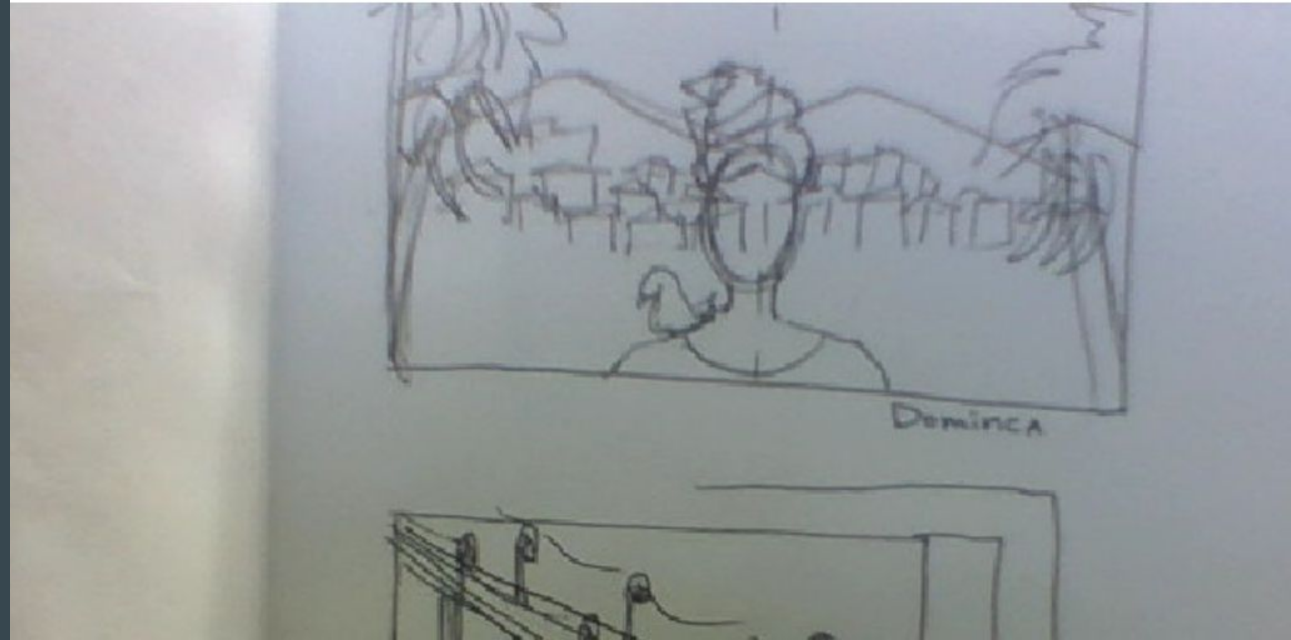


## Curriculum and Assignments: Morgan

Students in Foundations and Intermediate complete 4 units a semester.

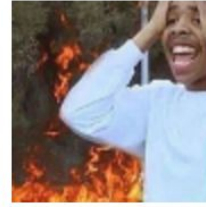
Students turn in a weekly process journal that reflects on their progress and artistic behaviors.

For advanced visual studies, I finished both of my projects way before expected. Both *La Tienda de la esquina* and *Sombra* because of the event that Mrs. Single M. I feel like that event really changed me as an artist in the way that I found my art also kind of guided me toward things I need to work on for example lighting and composition. So for my next project I will try to work on both of those things. I have many ideas, the ones below, I'm trying to see which one would be better to show my talent. I want to use lighting in a way I have never used it, to portray a message. I will be using a color scheme I have never worked with before.



# Curriculum and Assignments: Morgan

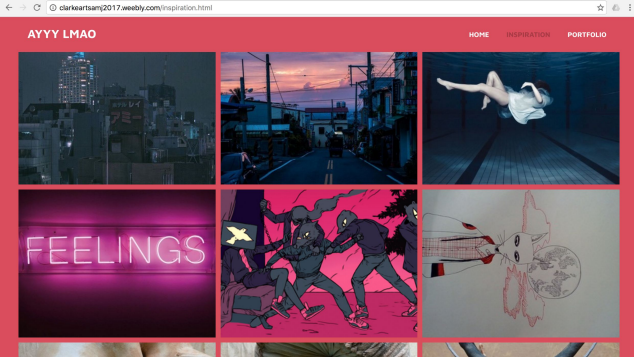
Students collect all of their completed work in their art website. In Intermediate, they begin to curate their top artwork pages.

[HOME](#)[ABOUT](#)[CONTACT](#)[PORTFOLIO](#)[BLOG](#)[FAVORITE ART WORK](#)[PAINTING](#)[FOUNDATIONS](#)[GRAPHIC DESIGN](#)[DIGITAL ART](#)

## Jessica's Art

藝術

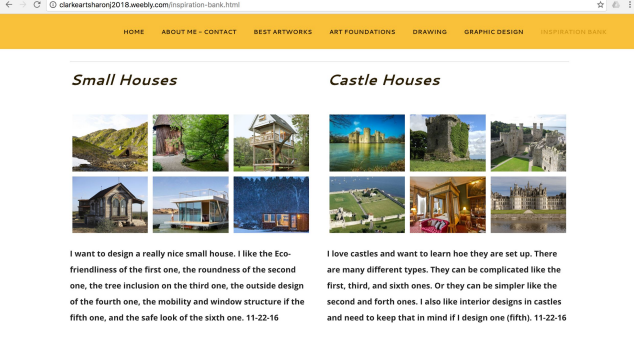
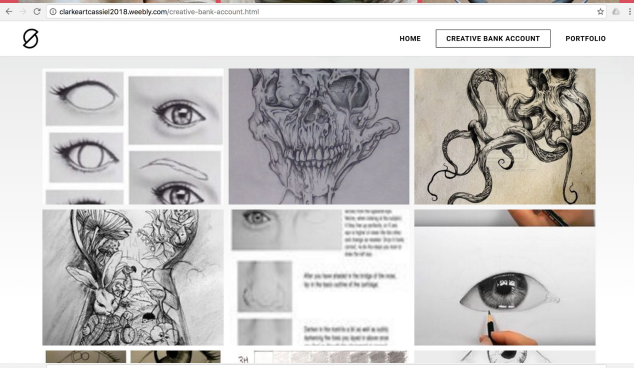




# Curriculum and Assignments: Morgan

Starting in Intermediate, students maintain an inspiration file/creative bank account on their art website.

As their final exam, students present and reflect on their finished art websites to their classmates. Students give the presenting student feedback and discuss their work.



# Assessment

# Assessment: Anne

Keep it simple!

Everything on a 4 point scale:

4 points / 100% = Accomplished

3.5 points / 85% = Proficient

3 points / 75% = Progressing

2 points / 50% = Attempted

0 points / 0 = Missing

## My Philosophy

- Long Answer
- Grade in a way where students are motivated by their work, not their grade.
- Grade as little as possible.
- Give as much formative feedback as possible. Walk around daily, track progress through student portfolios and Evernote.
- I am very lenient on deadlines and never give zeroes or penalties for late work.

# Assessment: Morgan

Students should be able to be successful regardless of their natural talent or abilities: My volleyball experience.

Focus on creativity and thinking in the process, not the product.

Students won't remember the grade they got, but they will remember the feedback you give them.

**THIS CERTIFIES**  
that the Bearer  
has  
**PERMISSION**  
to make as much  
really terrible  
**BAD ART**  
as they need to make  
and it'll be  
**OKAY**

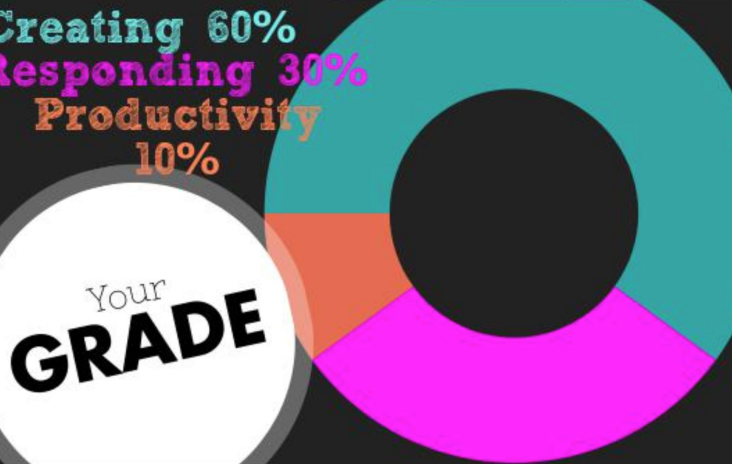
SUPER  
OFFICIAL SEAL OF  
OFFICIALNESS



I HAVE  
A HUGO AWARD  
AND MAKE A LIVING  
DRAWING STUFF,  
AND I SAY IT'S  
COOL!







# PROJECT GRADES



- You earn a grade of 1-4 for each Behavior based on your mastery
- I average them to get your final project grade
- You can find the rubrics and how I calculate the final

## Assessment: Morgan

I grade everything using a grading scale of

IV= 100%

III= 88%

II = 75%

I = 50%

# PROJECT POLICIES



## Project Plan

Before starting a project, you must complete a project plan and conference with me. Late Project Plans are half off.



## Resubmission

You can resubmit any project for **GRADE IMPROVEMENT** up until the quarter deadline.



## Deadlines

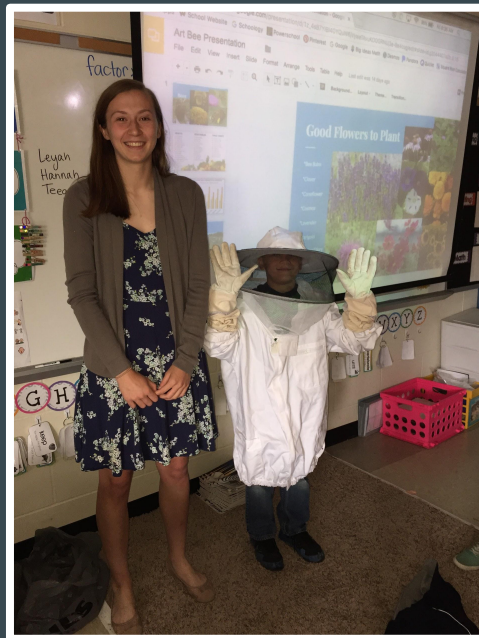
You will get a deadline for the last day we will work on a project in class

Projects can be turned in for full credit until the end of the quarter deadline.

Be Careful! After that they are a 0

**YOU MUST COMPLETE ALL PROJECTS TO PASS**  
**INCOMPLETE WORK IS NOT GRADED**

# Letting Go → Putting Students in Charge of Their Learning







# TAB is About the Mindset

Don't worry if your classroom looks different than what is trendy. As long as you are making decisions based on your students being artists, you are TAB.

# Q&A

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New website coming soon!