An Introduction to TAB

(Teaching for Artistic Behaviors)

Hello!

- 20 years of teaching experience
  - 13 years teaching K-5 Art
  - 7 years teaching 9-12 Art
- 5 years as a TAB Educator
- TAB Summer Institute Alumni, 2018
- Cooperating Teacher with UW-Madison, UW-Milwaukee, and Concordia University



Bridget Kudrle

1.
Today's Goals

This is what we'll attempt to tackle in 32 slides.

In this presentation you will learn about:

- ✗ The definition of TAB
- ✗ TAB Resources
- ✗ Preparing the studio environment and flow
- ✗ Educating all stakeholders



TAB=Teaching for Artistic Behaviors



- ✗ TAB is a nationally recognized **choice-based art education approach** to teaching art.
- ✗ TAB is a **pedagogy**, not a curriculum.
- ✗ Students work at their own pace and follow individual lines of inquiry, learning skills as needed.
- ✗ Teacher takes on the role of provocateur, active observer, interventionist, facilitator, and coach.

Tiers of Choice	Media	Process	Interpretation
Limited Choice	Students make choices within a single media, like choosing which colors of paint to use.	Students make choices that apply to one process.	The teacher develops the main concept, and students add personal touches.
Moderate Choice	Students choose from a limited range of options, like choosing between three different drawing materials.	Students choose between a limited amount of processes, like deciding between printmaking or painting.	The teacher gives some parameters, like a theme or essential question, which students must work within.
Full Choice	Students choose from a wide range of options, like media-based centers or an array of supplies.	Students choose between many processes.	Students are expected to generate and develop their own ideas.

TAB is a type of full choice.

https://theartofeducation.edu/2015/11/03/the-difference-between-tab-and-choice-and-why-it-matters/

TAB uses a 3-sentence curriculum.
(or guiding principles)



1. What do artists do?

2. The child is the artist.

3. The classroom is the child's studio.

Teaching For The Creative Spirit
24 minute interview with Katherine Douglas

What artistic behaviors are we teaching for in TAB?

Many teachers use The Studio Habits of Mind from Harvard's Project Zero. (shown at the right)

Locate reference material for quote within notes below.

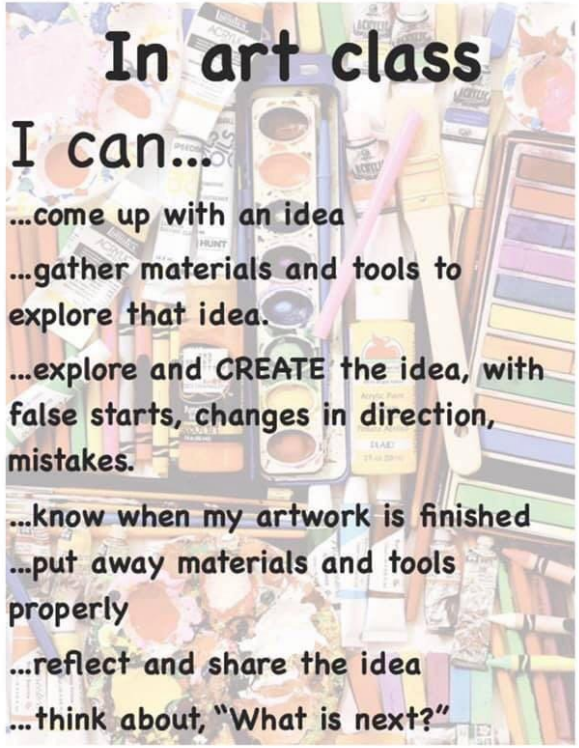


*Image source

What artistic behaviors are we teaching for in TAB?

Other options include:

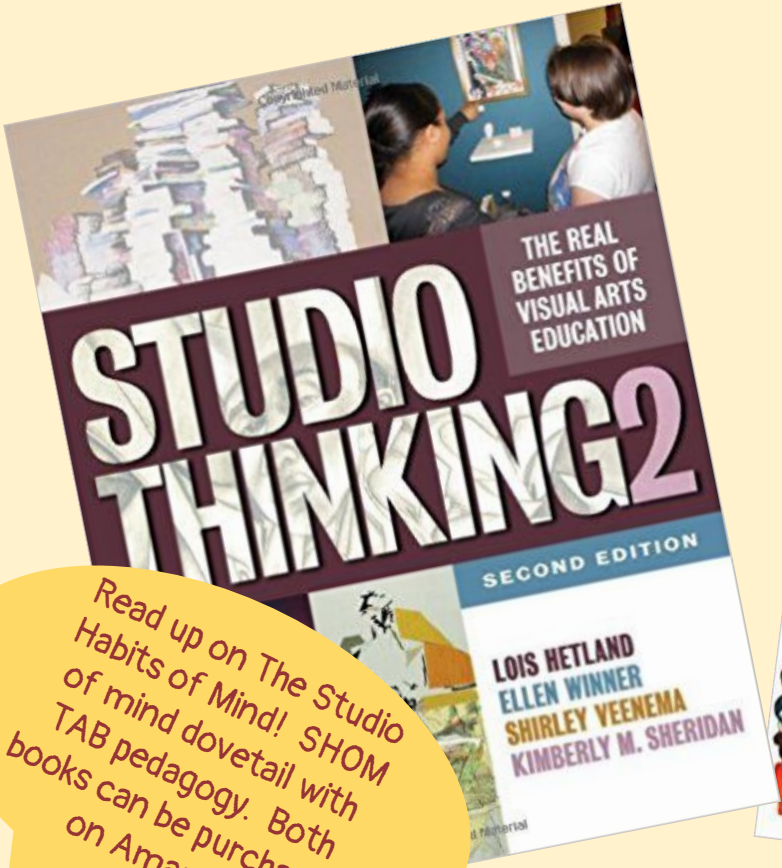
- ✗ 21st Century Learning Skills
- ✗ Artistic Behaviors
  From Engaging Learners Through Artmaking, 2nd Ed. (Appendix C, pages 1-2)
- ✗ Clark Fralick and Katherine Douglas' List of 7 Things

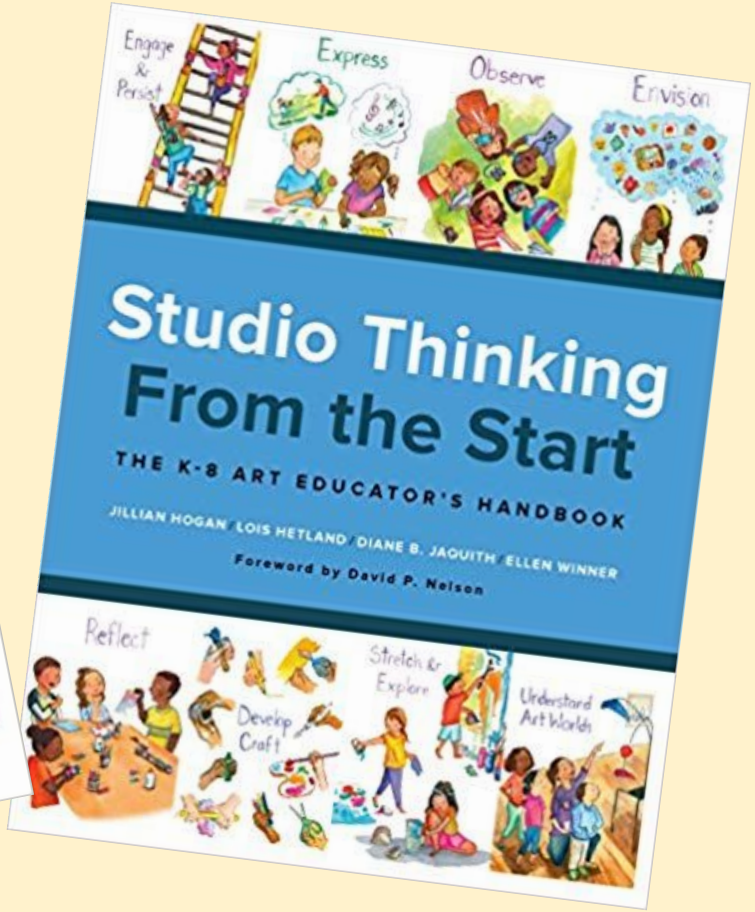


Clark Fralick, Kathy Douglas 2018 www.teachingforartisticbehaviors.org

2.
Resources

TAB Educators are lifelong learners. Get your geek on!

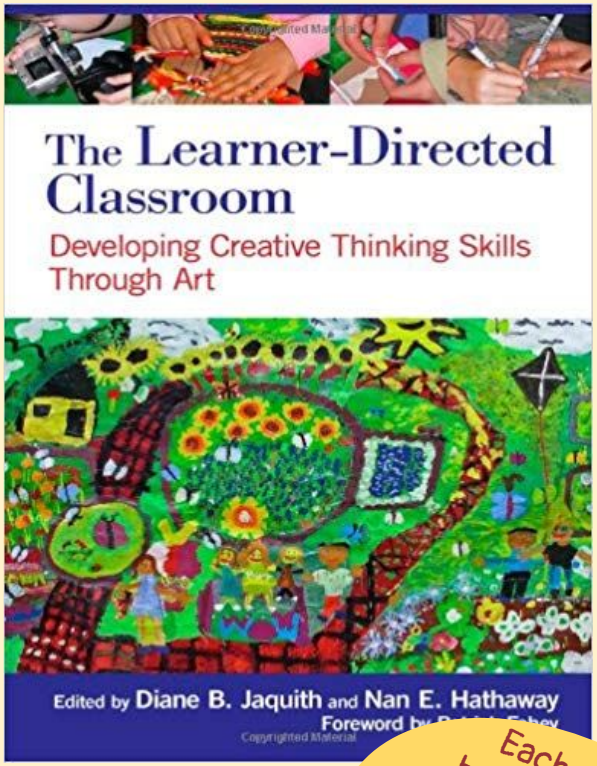


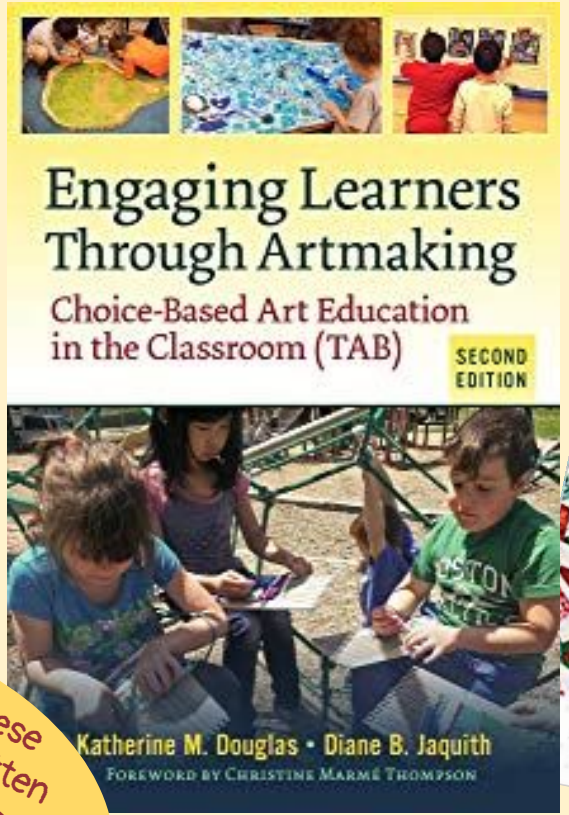


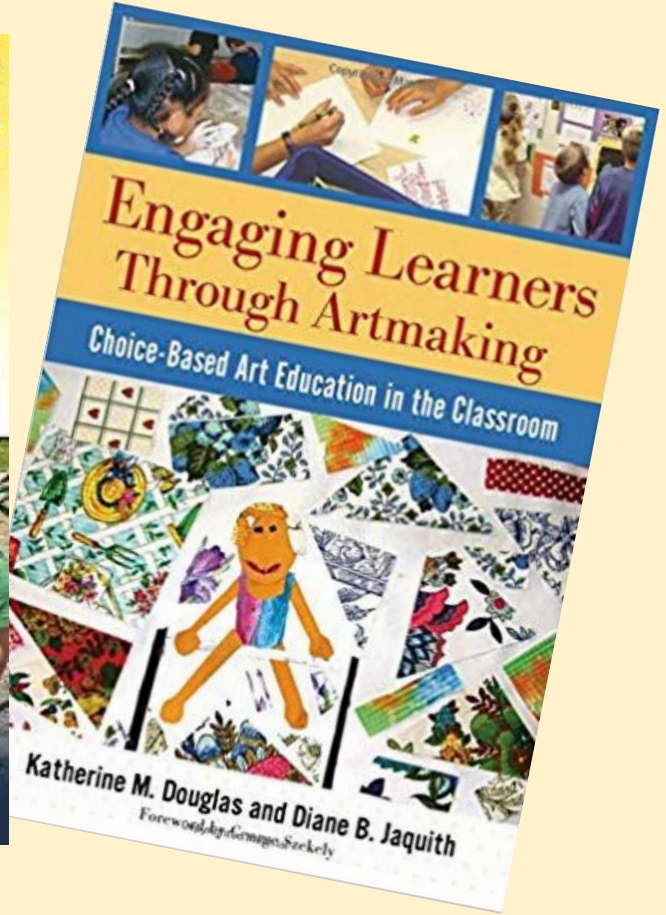
Read up on The Studio Habits of Mind! SHOM of mind dovetail with TAB pedagogy. Both books can be purchased on Amazon.



The Studio Thinking Project from Harvard's Project Zero and The Studio Thinking website

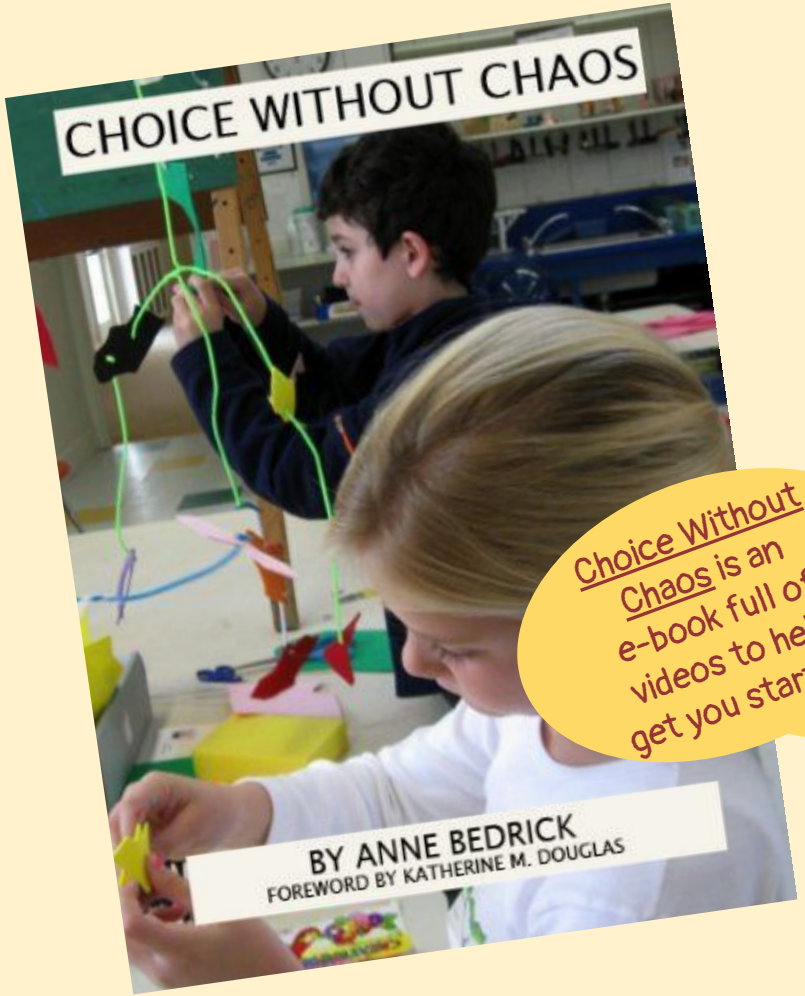






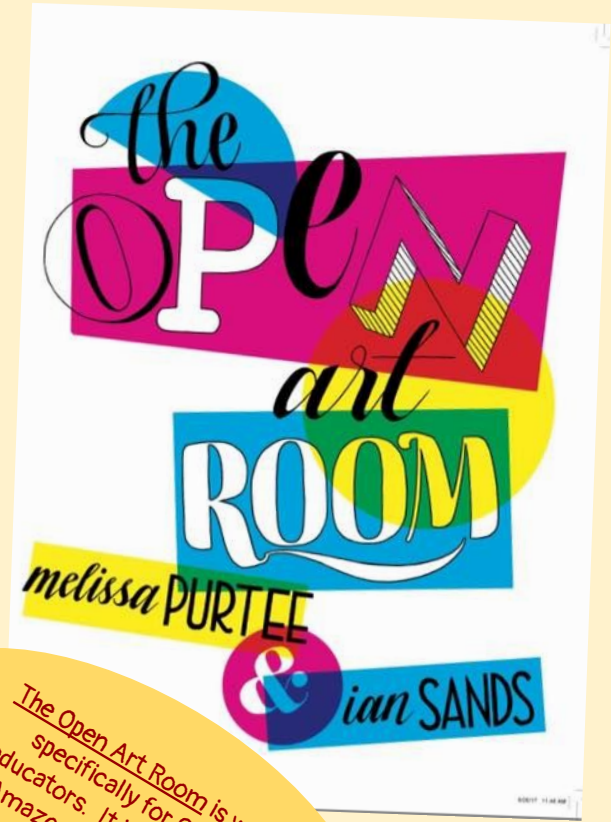


Each of these books are written by the founders of TAB Inc. and can be purchased on Amazon.



Choice Without Chaos is an e-book full of videos to help get you started!





The Open Art Room is written specifically for 6-12 art educators. It is not found on Amazon. You can order it through Davis Publications.

Online Community & Resources:

- ✗ Main TAB website
- ✗ Teaching for Artistic Behavior (TAB) Art Educators on Facebook
- ✗ Wisconsin TAB-Choice Art on Facebook



Resources:



- ✗ Authentic Child Art Presentation

  (by Bridget Kudrle)

- ✗ A Guide for the Development of Theoretical Understanding and Practice of Teaching for Artistic Behavior: A Response for 21st Century Art Education (Lisa Van Plew-Cid's thesis)

- ✗ The Art of Education website under "Methods/Approaches"

- ✗ Block Paper Scissors Podcast

Names to Know: Advocates, Authors, Bloggers, Podcasters, Leaders & Influencers in TAB

John Crowe*

Katherine Douglas*

Diane Jaquith*

Pauline Joseph*

Anne Bedrick

Clark Fralick

Cynthia Gaub

Clyde Gaw

Nan Hathaway

Jill Hogan

Lisa Van Plew-Cid

Candi Poll Price

Melissa Purtee

Jeff Pridie

Ian Sands

Julie Toole

*co-founders of TAB

TAB is trademarked. What does that mean?

- ✗ The TAB community believes in the free sharing of best practices, instructional content, resources, visual aides and more! There is a very active community online (see slide 12) with free files uploaded on the various TAB Facebook groups. All members may contribute to this database and download material from it.
- ✗ TAB content can't be used in any money transactions without the permission of Katherine Douglas and Diane Jaquith. You can contact them through FB Messenger. (i.e. Do not sell TAB content on Teachers-Pay-Teachers).
- ✗ Any resources that come from TAB should have the website cited. Do your best to cite individual teachers if they created content. Good academic manners are valued!

3.
Ready the Studio

The studio is the 3rd teacher.

" You can induce intention by creating an environment that influences the learner to adopt goals that will result in engagement, productivity, and learning."

--Lisa Van Plew-Cid's thesis



Put Students In Control of the Studio



A successful TAB Studio gives students autonomy to choose ideas and materials. Consider ways in which students can access materials with minimal teacher support. A successful TAB Studio appears to run smoothly because there is a lot of teacher prep and planning in advance.

- ✗ Organize materials and studios within the classroom.
- ✗ Teach set-up and clean-up routines along with how to care for materials.
- ✗ Monitor your room for "trouble-spots" and adjust routines or set-up to improve student autonomy. This will require some trial and error.

Class Flow

5 minutes = demonstration/lesson

30 minutes = studio time

5 minutes = clean up

5 minutes = sharing

TODAY IN ART

demonstration

artist inspiration

skill builders

studio day

The 5-minute Demo

What is the least amount you can say that will set students up for independence? Leave room for discovery and mistakes. That is where the authentic learning happens!



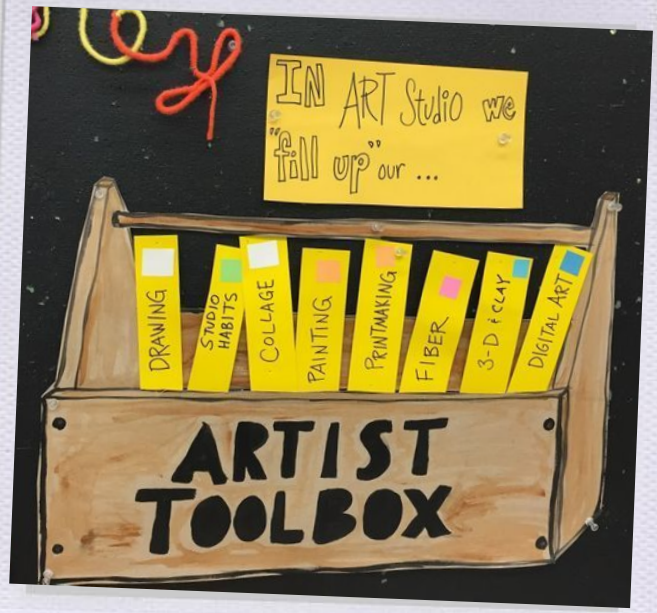
- Anne Bedrick's article
- List from Engaging Learners Through Artmaking, Douglas & Jaquith

4.
Prepare Your Learners, Parents, and Administration

Educate and Advocate!

TAB is a pedagogy, not a curriculum.

- ✗ In most cases you don't need permission, but take the time to inform and educate all parties.
- ✗ You can still meet any district, state, or national standards using TAB.
- ✗ Respond to the needs of your learners and the requirements of your administration how you feel is best.



Authentic art made by children looks different than the adult aesthetics valued in many art classrooms.



Set realistic expectations with students, parents, administrators, and YOURSELF! Get very familiar with:

The 5 stages of artistic development

Advocacy Strategies

Students

- ✗ Let Me Choose What to Make Video
- ✗ Teaching for Artistic Behavior Intro

Parents

- ✗ Newsletter
- ✗ Teaching Art or Teaching to Think Like an Artist?
- ✗ Attend parent meetings

Administrators/ Other Educators

- ✗ Meetings
- ✗ Share links to research and articles
- ✗ Link TAB transition to PPG
- ✗ Discuss commonalities with other school strategies like personalized learning, Makers Spaces, IB, inquiry-based learning, authentic assessment, Teacher's College Writer's Workshop, and more!

Be ready to dispel common misconceptions of TAB!



- ✗ Art LAB looks like play time.
- ✗ My child's artwork appears to have regressed. Last year's artwork looked better.
- ✗ The kids aren't learning as much when they work independently.
- ✗ TAB results in a "free for all" type of environment.

5.
Recap

That was a lot of information!

Putting the Pieces Together
(It's a juggling act.)

Instructional Practice

- ✗ What are you already doing that can be adapted?
- ✗ What gaps need to be addressed?

Demonstrations

- ✗ What essential information do students need to work independently?
- ✗ What is the least amount you can say to leave room for student discovery and error?

Resources

- ✗ Studio space
- ✗ Schedule
- ✗ Materials
- ✗ Visuals
- ✗ Routines & Procedures

Putting the Pieces Together
(It's a juggling act.)

Assessment

- ✗ Storing artwork
- ✗ Tracking studio usage
- ✗ Portfolios
- ✗ Process-folios
- ✗ Rubrics
- ✗ self-evaluation

Research & Support

- ✗ Learn as much as you can
- ✗ Ask questions
- ✗ Take a risk through trial and error
- ✗ Observe and reflect
- ✗ Reach out for support

Advocacy

- ✗ Identify your why
- ✗ Be transparent about your transition, rationale, and goals
- ✗ Include all parties

Thanks!

Any questions?

You can find me at:

- bhkudrl@sunprairieschools.org
- Admin of Wisconsin TAB-Choice Art on Facebook



Special thanks to GeeGee Jannene and Kayla Potts whose past presentations influenced this presentation.

