

Tour Bridget's **TAB** Studio (aka classroom)



Creekside Elementary
Sun Prairie, WI

WELCOME TO MY CLASSROOM!

I call this classroom studio space the Art LAB, which stands for Learning Artistic Behaviors.

The classroom name describes what students do in this space. We learn to work like artists in a studio!





A few notes before we dig deeper:

- This presentation is for asynchronous learning. Listen to the screencastify and go back to look at slides in more detail.
- The majority of photos in this presentation will be of my TAB classroom at Creekside, which is my primary site.
- I'll show a few images of my classroom at Meadow View for comparison.



- The design and function of a TAB classroom is an essential component of the pedagogy.
- The physical space is carefully planned to support student autonomy and creativity.
- There are many ways to customize a TAB set-up for your specific space!
 - In what ways do my decisions support student autonomy and creativity?
 - Consider how your space can be configured to support student autonomy and creativity.



Front: Class begins on the carpet with a few minutes of whole-group instruction.



Center: This view shows most of the studio work space. Students will sit in the studio they chose for the day.

Here are 2 more views of the Art LAB. It is quite large. Tables are grouped by studios. Materials and resource visual aides (TAB Menus) are placed around the perimeter nearest the appropriate studio. Students have permission to access any supplies on counters, tables, and carts. Students are responsible for setting up, cleaning up, and caring for materials.



View from entrance: The art room is set to “neutral” after each instructor at this shared site.



Center: Studio materials are stored away in trays and set on tables before class.

I have a second classroom. Like many art educators, I travel. My second home is Meadow View Elementary. I share this space with 3 other art teachers! We use different pedagogy which means we each use the space and manage supplies very differently. We make it work with good communication, strong relationships, and a willingness to be flexible. My TAB set-up in this space is designed to be packed up and put away at the end of the day.



Painting Studio



Painting Materials and TAB Menus



Paint Studio Tables and Drying Racks

**Items on table were part of my classroom pack-up due to COVID school closures.

This is one of the most popular art studios so it occupies about 30% of my available classroom space! Materials are spread out on the counter so that students can easily see choices for brushes and types of paint. Students work at the tables with drying racks located close by. The studio is busy but arranged for an efficient workflow.

Types of Paint

Pan Watercolors



- Add water to "wake up" paint
- Transparent (pencil marks and mistakes are visible)
- Use with Level 2 or 3 paper



Liquid Watercolors



- Dip in and paint
- Transparent (pencil marks and mistakes are visible)
- Use with Level 3 watercolor paper



Tempera Cakes



- More opaque (can cover very light pencil marks)
- Add water to "wake up" paints
- Best on Level 2 or 3 paper



Liquid Tempera



- Opaque (can cover up pencil lines and mistakes)
- Use on thick paper (Level 2 or 3)
- More color options



Acrylic Paint



- PERMANENT! (does not wash out)
- Opaque (can cover up pencil lines and mistakes)
- Will work on Level 3 paper, cardboard, plastic, and canvas



Examples of TAB Menus: Students can reference these posters to independently answer questions. The teacher can refer students to these posters to review content or stretch their skills.



Drawing Studio

An ideal studio has a variety of materials available for students to use. Materials are clearly labeled so that students can locate supplies and clean-up efficiently. Studio procedures and routines are taught when the studio “opens”.

Also, wet and dry media studios are kept separate to avoid accidental spills and smudges.



Drawing

Some artists draw what they see.



Some artists draw what they feel.



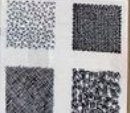
Some artists draw what they remember.



Some artists draw what they imagine.

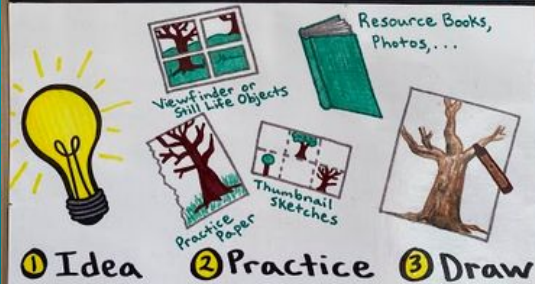


Some artists experiment with different marks.



DRAWING: PLAN and PREP

- What are you curious about?
What do you see?
What do you imagine?
What do you remember?
- 1. IDEA:** Sketchbook / Scrap Paper
 - 2. SURFACE:** PAPER - Newsprint / Drawing Paper
CARDBOARD OTHER - Wood / Fabric / Plastic
 - 3. MEDIUM:** CRAYONS - whole / Peeled, Broken
PENCILS - Lead / Colored / Sharpeners, Erasers
MARKERS - Washable / Permanent / Thick or Thin OTHER - Chalk / Charcoal / Oil Pastel



DRAWING TOOLS



These menus address different concepts: generating ideas, planning an artwork, and the mark-making qualities of the materials.

Tabletop Studios at Meadow View

At Meadow View, materials are organized in cardboard trays. At the end of class, these trays are stored away in cupboards. Notice that materials are still clearly sorted and labeled.

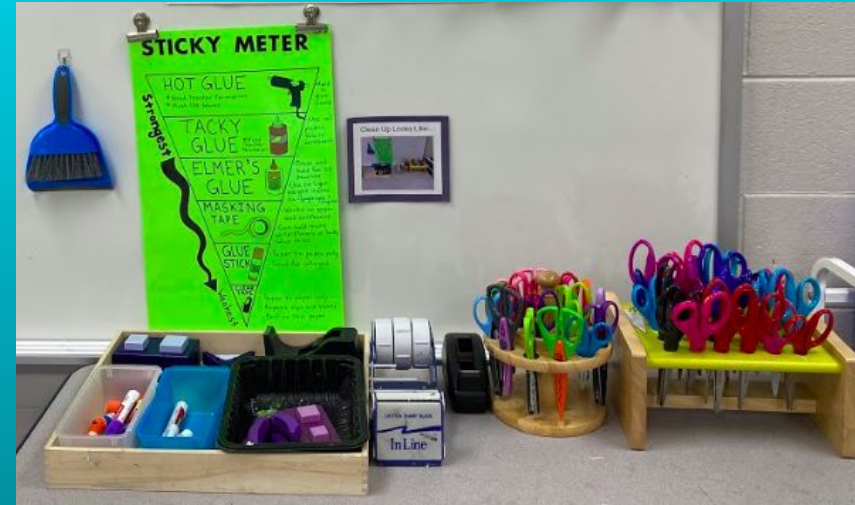
This is an alternative set-up approach to the buffet-style I use at Creekside. It works well for shared classrooms, small art rooms, and for art educators that offer TAB to only some of their classes.



Tip: When selecting materials for a studio, consider what is essential. More materials does not equate to higher quality art.



Collage
Studio

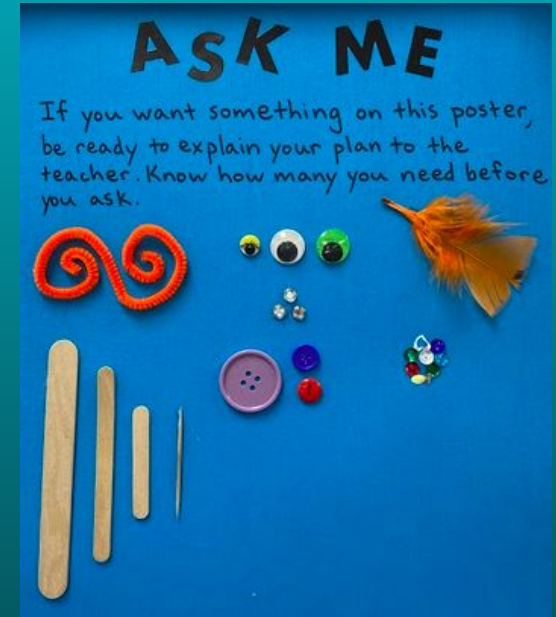
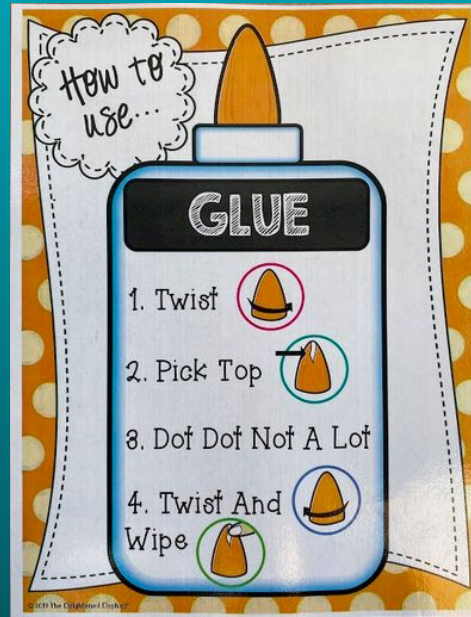


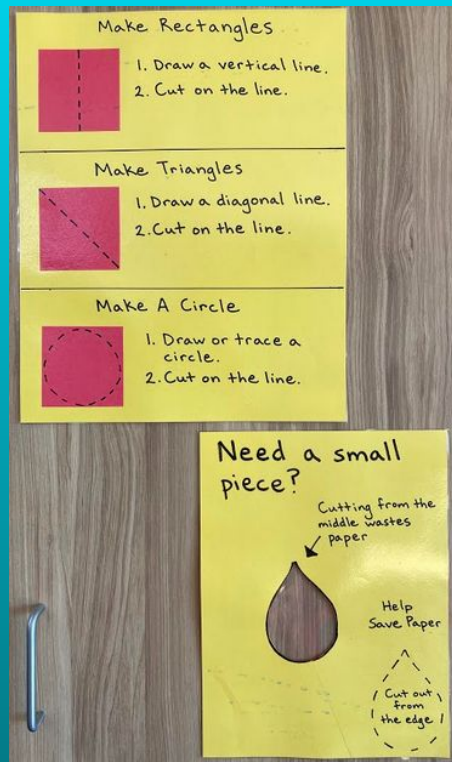
The Attachment Table

The Collage Studio and Recycled Art Studio both require scissors and adhesive options. Therefore the attachment table is strategically located between them. Creating a separate table for these items makes them accessible to all. The paper bins are filled with scraps from lost and abandoned artwork as well as the construction paper trimmings used to mat completed artwork.



These menus support students with collage techniques and use of materials. Materials on the "Ask Me" poster are tucked away and available by request to limit waste and encourage intentional use of these specialty items.





These menus show beginning and advanced collage techniques. Students select just-right challenges for themselves. The rubric on the right is used as a self-assessment guide for craftsmanship. It is not used by the teacher to grade artwork.



Recycled Art Studio

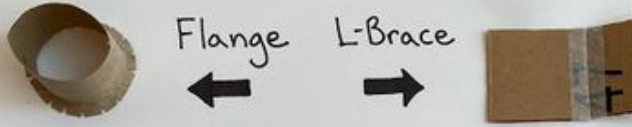
This is my favorite studio because the materials are FREE!! Cardboard and empty tubes are donated to the classroom along with miscellaneous donations of corks, bottle caps, and other bits and bobs that can be included in the bins while supplies last.



The Recycled Art Studio is located on the other side of the Attachment Table (see slide 11). A small amount of materials goes a long way. Empty cupboards and a countertop nearby are used for storage. It is okay to put in place size restrictions or alternate which grade levels work in this studio to accommodate classroom storage.

CARDBOARD

Attachments



Brass Fasteners

Tabs



These menus support students with construction techniques. Learning how and when to use attachments will support students in building sturdy sculptures that can survive a bus ride home! Students love building miniature houses and habitats for toys and pets. Sculptures can be embellished in the Drawing and Painting Studios.





Construction Studio

This studio is the 2nd most popular studio! At both schools, the work area is defined as the rug nearby.

In this studio, students build ephemeral sculptures. Students typically create collaborative artworks with peers and combine materials in unexpected ways.

Since these sculptures do not go home, we document them at school with photographs.



The Construction Studio can include: wood blocks, Legos, K'Nex, Kid K'Nex, Lincoln Logs, pattern tiles, Magna tiles, and more. Most of these materials I bought at yard sales or I requested donations.

Advocacy:

This sign is strategically displayed for adult visitors. Many of the materials in the Construction Studio are toys. The poster articulates what students are learning while they play.

When I play with blocks, I am learning:

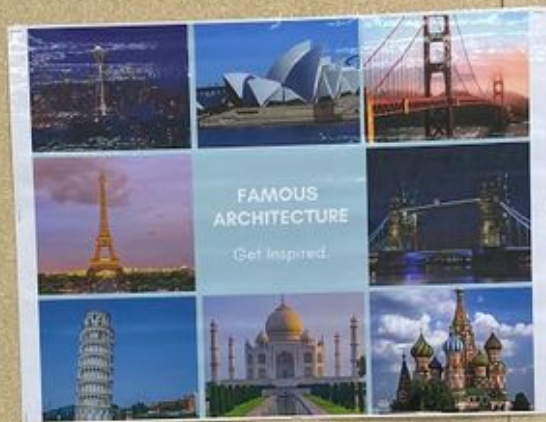
Studio Habits of Mind
engage and persist, express, observe, envision, stretch and explore

Principles of Design
balance, pattern, repetition, rhythm, scale, variety

Life Skills
autonomy, initiative, leadership, story-telling, cooperation, negotiation, teamwork, collaboration, conflict resolution, fine motor-skills, coordination, focus, imagination

Math & Science
weight, height, size numbers, spatial awareness, simple machines, estimations, fractions, mapping classifications, prediction, measuring, area, length, sequencing cause and effect, directionality, logical reasoning

21st Century Skills
collaboration, problem solving, creative thinking



WHAT WILL YOU CREATE?
CONSTRUCTION STUDIO



YOU COULD:

- Stack Blocks and Build Towers
- Design Cities and Roads
- Re-Construct Objects
- Construct Buildings
- Engineer Bridges, Ramps, and Obstacle Courses



The remaining signage supports connections to architecture, idea generation, and learning through play in the form of design challenges.



Loose Parts Studio

Materials are organized in clear buckets at Meadow View. The workspace is a table and the surrounding floor area.

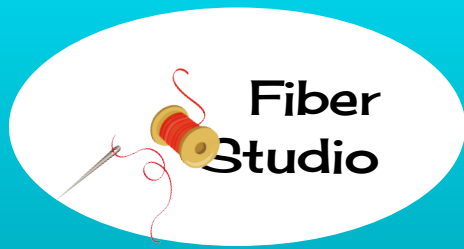
This studio is for more ephemeral sculptures! Students design with found and recycled objects. Students can stack, tie, balance, and arrange patterns. The only rule is no glue or permanent attachments.

Students love the tactile quality of the materials! They are challenged to envision objects in new ways.

Artworks are documented through photography.



At Creekside, materials are sorted into a metal utility box with drawers. The work space is the small rug nearby.



The Fiber Studio is stored on this old book cart. One side is for sewing and the other side is for weaving. Access to this studio is scaffolded over the years.

Typically, Kindergarten-2nd grade can access the weaving side. 1st and 2nd graders receive small group demonstrations on how to sew. Grades 3-5 can choose between weaving or sewing.



Like the menus in other studios, these posters support studio skills.

They also:

- 1) Serve as a visual reminder.
- 2) Act as a substitute when the instructor is busy with other students.

Weaving: Loom Set-Up

1. Wrap your warp string a few times around the first notch.

2. Continue to wrap the warp strings vertically on the loom.

3. When you get to the end, wrap the string around the last notch a few times.

Weaving!

1. Cut off a piece of string as long as both of your arms.

2. Pull this string through the warp strings on the loom...
under, over, under, over...

3. Now go back across the other way. This time switch the pattern... over, under, over, under...

4. Keep weaving, back and forth. Remember to keep switching your pattern each time you go across!

Weaving Vocabulary

Loom: The wooden frame you weave on. Looms come in all sizes. This one is large, with space for more than one person to weave.

Warp: The yarn that you string vertically (from top to bottom). These strings are the base of your weaving designs.

Weft: The yarn woven horizontally (from right to left). The weft threads are what you will use in the final projects as they pass over and under the warp to create the weave.

How To Thread A Needle

1. Make a small loop at the start of your string. Pull that loop through the needle.

2. Line up the ends of the string.

3. Tie a knot at the ends of the string. (Away from the needle!)

Sewing Practice

Types of Stitches

Running Stitch

Whip Stitch

Blanket Stitch

French Knot

Back Stitch



Printmaking Studio

In my classroom, this studio is in progress. In the photo you will see baskets sorted by materials. However, I'm wanting to switch the baskets to "kits" of printmaking supplies with enough materials for 4 kids. Example--one basket each for monoprinting, collograph printing, stamping, and styrofoam printing. I have all the signage made but didn't actually make the baskets due to COVID-19 school closures.



The studio is closed when a sheet is placed over it.



Like the Fiber Studio, this studio is scaffolded in my classroom. Kindergarten-1st graders receive instruction on stamping and monoprinting. Older grade-levels are taught additional printmaking strategies. Students access the materials they know how to use. Due to the number of tables available in my classroom, I often alternate between using the Fiber and Printmaking materials so that just one of these is open at a time.

Studio Binders

Each studio has a binder with more resources for students.

What's inside:

- Some of my old direct-instruction lesson examples
- Lesson plans from NASCO and School Speciality
- Reference handouts and worksheets
- Games and design challenges
- Step-by-step directions with photos for various artistic processes



*These binders were photographed at Meadow View while I was packing up at the end of the 2019 school year. This school is newer so I am still developing the content at this site.



Key Takeaways:

1

Within TAB pedagogy, the classroom environment is the third teacher.

2

The physical layout of the room and organization of art materials supports student autonomy and creativity. There is no one right way to set up a TAB Studio. More materials does not equate to better art.

3

TAB Menus (visual aides) go beyond looking pretty. Menus serve a variety of functions: advocacy, review/reminders, generate & plan ideas, art & design challenges, and act as a substitute for the teacher.

4

Students are responsible for setting up, cleaning up, and caring for materials. The instructor is responsible for teaching and re-teaching these routines.

Do you have any questions?

You can email me at: bhkudrl@sunprairieschools.org
or join the Facebook Group: [Wisconsin TAB-Choice Art](#)



Reflection Questions For You:

1. Why is the art room referred to as a studio instead of the classroom?
2. A TAB Studio takes a long time to set up and lots of trial & error to find efficient and effective routines. What studios make the most sense to you to offer students in the beginning?
3. What else do you want to know about TAB? What research will you do to seek answers?