



### **Self-Portrait by a Kindergartner.**

Tempera paint.

Student inquired about how to mix flesh tones. Other students in the painting center were inspired by her. At the end of class 3 other children made self-portraits and learned how to mix flesh tones from each other.



### **Landscape Painting by a Kindergartner.**

Tempera paint.

Student practiced craftsmanship and paint control with imagery of their choice.



### **Painting**

Tempera paint.

This is called the scribble stage. The student is actively exploring mark-making and color-mixing within the painting. Though this is called the scribble stage, the choices are very deliberate and an important developmental step in artistic growth.



### **Drawing by a Kindergartner.**

#### **Twilight Zone! Madison! Wisconsin!**

Crayons on manilla paper.

Student drew a narrative from their imagination in vivid detail. This student noticed I had a coloring quality rubric on display in my classroom and attempted to make their coloring look like a Level 3 (proficient).



### **Drawing by a Kindergartner.**

Markers and Sharpie pen on paper.

Artists stretch & explore by playing games. This student went to a center called "Build A Monster." It is a dice-rolling game. Students are given a chart and what they draw is based on the number they roll.



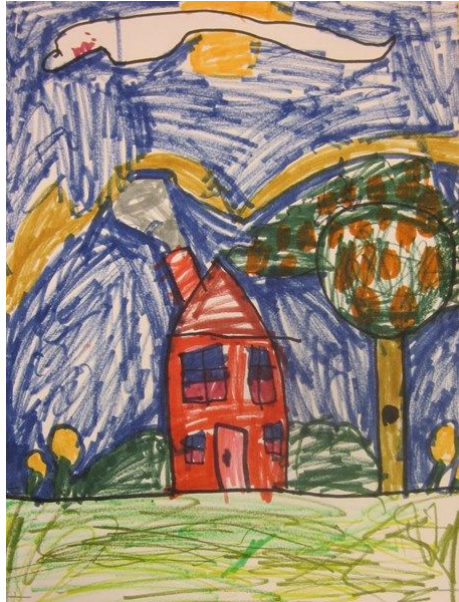
### **Bookmaking by a Kindergartner.**

Markers and paper.

When artists make multiple images it is called a series. This Kindergartner decided to turn her group of cat drawings into a book; there were 6 pages in all. This student demonstrated an emerging understanding of themes and repetition in art.







### **Drawing by a 1st Grader.**

Marker on paper.

This student borrowed imagery from a poster in the classroom. Students learn that artists get ideas from other artists. The student made some changes to the original picture, thus making it more about their own ideas and personal aesthetics.



### **Drawing by a 1st Grader.**

Marker on paper.

Artists draw from observation. This student chose to draw a stuffed animal and paid careful attention to the shape of this animal. This student was persistent, one of the 8 Studio Habits of the Mind. They erased and made improvements often.



### **Painting by a 1st Grader.**

Tempera on paper.

Student drew from their imagination. Notice the expressive faces of each character and symbolic color choices. Can you imagine anger any other way?! This student has special needs. The TAB pedagogy naturally fits with all students because it meets kids where they are at developmentally.



### **Painting by a 1st Grader.**

Watercolor on paper towel.

Artists work with non-traditional materials and see beauty everywhere. This student was using the paper towel to wipe down their brush each time they switched colors. At cleanup time, the child decided the paper towel had become an artwork.



### **Drawing by a 1st Grader.**

Oil pastel on paper.

Exploring new media can be fun! Students were introduced to oil pastels and tested their ability to mix new colors. Oil pastels look like a crayon but blend like a paint. This student explored color-mixing on the beak and wings. They discovered how to make some of the secondary colors on their own.

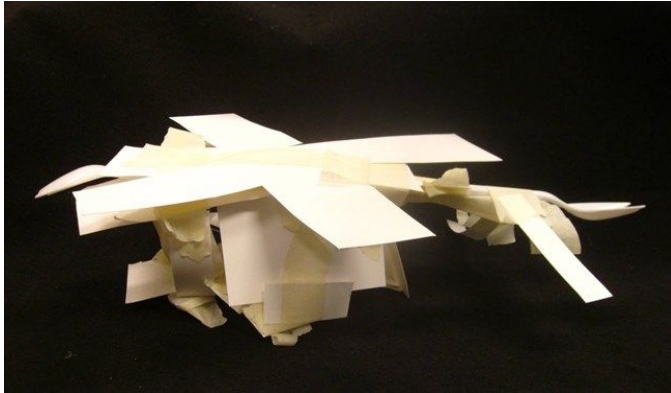


### **Drawing by a 1st Grader.**

Oil pastel on paper.

This student is making some big developmental leaps. The corner sun is a standard early schema (symbol system) for young children, so is a blue line for the sky. This student has organized the artwork into layers instead of drawing floating objects. Notice the sky, grass, and underground areas have thickness. The figures may still be stick people but notice the child's emerging interest in elaborate organic shapes like the clouds and tree trunk.





### **Helicopter Sculpture by a 2nd Grader.**

White paper, masking tape, sporks.

Student explored 3-D media and attachment techniques. This was made by a student with an emotional/behavior disorder. The arts are highly motivating and therapeutic for this student.



### **Pirate Ship Drawing by a 2nd Grader.**

Markers and white paper.

Student meticulously developed the shape and details on this ship. There are early attempts at making 3-D cylinders. Students are free to choose imagery that is meaningful to them in the Art LAB.



### **Abstract Painting by a 2nd Grader.**

Tempera paint on paper.

This was made by another student with special needs. This child is often angry and explosive during class. This painting is the culmination of 45 minutes of color-mixing and paint exploration. The child thrives on the individualized nature of the Art LAB and has no behavior problems on these days.



### **Drawing by a 2nd Grader.**

#### **Starry Night.**

Crayons on paper.

Several weeks before the arrival of a traveling exhibit on Vincent Van Gogh, I front-loaded classes with videos about and paintings by this famous artist. After looking at the Starry Night, this student spontaneously decided to create their own version. Learning from other artists is a strategy that helps kids develop stronger creativity skills.

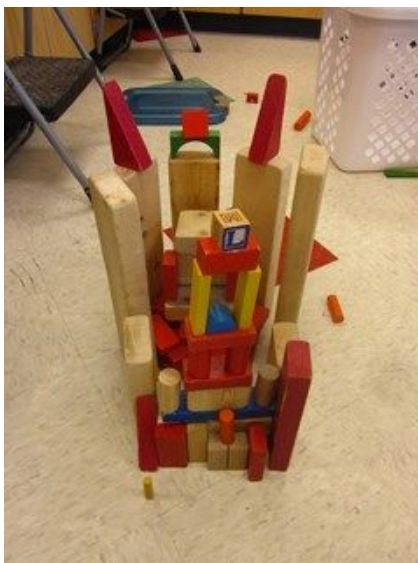


### **Sculptures by a 2nd Grader.**

#### **A Dog, Alien, and a Witch.**

Play-Doh.

Play-Doh is an inexpensive alternative to clay and perfect for sculpture exploration. Students also learn that some art is temporary because it has to be destroyed and stored in containers at the end class. Some artists actually make art using time as an element and the work is designed with the idea that it will deteriorate, crumble, fade away, etc.



### **A Collaborative Sculpture by 2nd Graders.**

Wooden blocks.

The construction center is one of the most popular, especially with boys. Students work in small groups and build elaborate structures. They simultaneously learn about balance, gravity, the basics of engineering, and social skills. These are temporary sculptures but that gives students the freedom to make multiple sculptures in a class period.



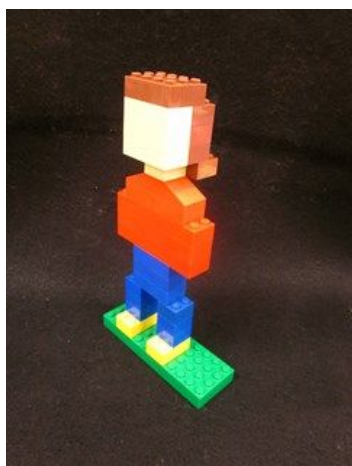


### **Painting by a 3rd Grader.**

#### **Peacock Feather.**

Tempera paint on paper.

This student did 3 different practice paintings before completing the final work shown here. They exemplified the artistic process. The original painting was done with black, the 2nd one with green. On closer examination of the peacock feather, the student realized they needed some green hues and finally determined that the painting's original landscape orientation should be changed so that she could emphasize the length of the feather. Lastly, there was a pink paint drip that the student turned into a Beautiful Oops! That is a concept from a popular children's book by the same name about turning accidents and mistakes into art.



### **Sculpture by 3rd Grader.**

Legos.

Legos are part of the construction center area and are very popular with students. Students choose to work individually or in small groups. The center contains only the basic bricks, no mini-figures, so that the learning is focused on construction. Typically students make buildings, cars, and things that fly. This student created a 3-D figure!



### **Paintings by a 3rd Grader.**

**Top Right: The Eye of China.**

**Bottom Right: The Art of Heaven.**

Tempera paint on paper.

These 2 paintings were done in the same class period by a student with autism. They are wonderful examples of self-expression through line quality and mark-making. The child revealed to me an unexpected interest in Asian Art. In just 2 paintings I, as the teacher, learned more about this child than I had in teaching them with traditional methods over the last 2 years.

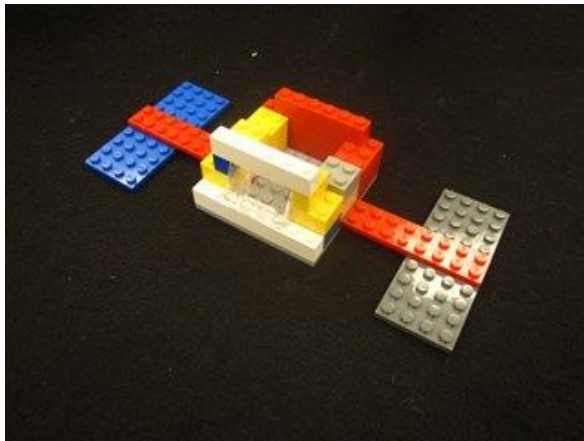




### **Drawing by a 3rd Grader.**

Oil pastel on manilla paper.

This is an example of the scribble stage with an older student. When they are given a new media, it is natural to spend time exploring and seeing what the new material is capable of doing. Notice how this exploration looks more organized than the Kindergarten example show earlier.



### **Sculpture by a 3rd Grader.**

Legos.

A sculpture example from the beginning of the 3rd grade year. During the year, students will be given some Lego challenges to help push them out of their comfort zone and build more complex ideas. This student was inspired by the release of the new Star Wars movie. Many artists used pop-culture in their work.

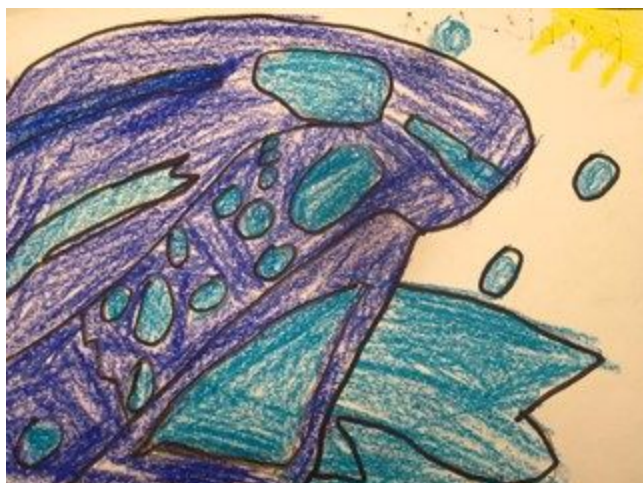


### **Painting by a 3rd Grader.**

Tempera paint on white paper.

This is a classic example of the schematic stage in a child's artistic development. There is a clear sense of space and a ground line. Students tend to use a symbol system to represent objects in real life. The works often include small details and feel a little stiff. Additionally, this child was able to demonstrate paint control with this familiar imagery.





### **Drawing by a 4th Grader.**

Crayon on paper.

This student was inspired by Hokusai's famous print called The Great Wave. They attempted to simplify and abstract the original image. The student began class not knowing what to draw but was quickly able to utilize a poster in the art room for inspiration without making the dreaded "I don't know what to draw" comment.



### **Painting by a 4th Grader.**

Tempera paint on paper.

All students love splatter painting and seem to stumble on the technique without any guidance from the instructor. This student quickly saw the potential of splatter paint as a textural element in their work and was able to create a sky full of stars.



### **Painting by a 4th Grader.**

#### **Diwali Lights.**

Watercolor on paper.

Inspired by the Diwali Holiday, this student incorporated things they learned about in a mini-lesson into their work.

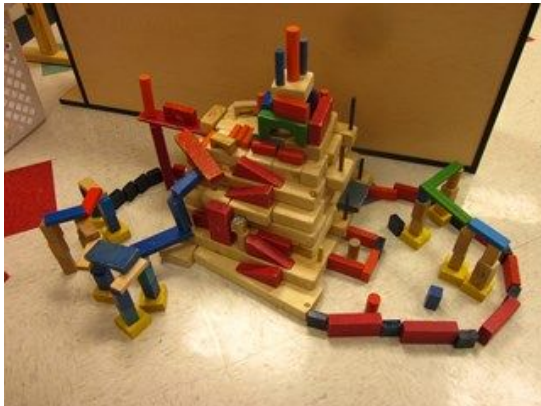


### **Painting by a 4th Grader.**

#### **Dress.**

Tempera paint on paper.

A sophisticated use of color-blending and form. This was produced in one 45-minute work session.



### **Sculpture by 4th Graders.**

Wooden Blocks.

A collaborative sculpture with moveable parts. Students experimented with rolling the cylindrical blocks from the top and creating a chain-reaction of pieces falling. They had to use problem-solving skills to get it to work properly.



### **Drawing by a 4th Grader.**

#### **Portrait of Cassie.**

Pencil on paper.

This student is moving into the pseudo-realistic stage of artistic development. This is also a time when students begin to recognize their inability to draw things as they are seen. There is a desire to create realistic images so students will often copy and learn best from their peers. Students can become very self-critical and adhere to aesthetics that value a work based on how realistically it captures an image. The instructor plays a big role here in fostering artistic growth, teaching new skills, and teaching different ways of valuing an artwork.



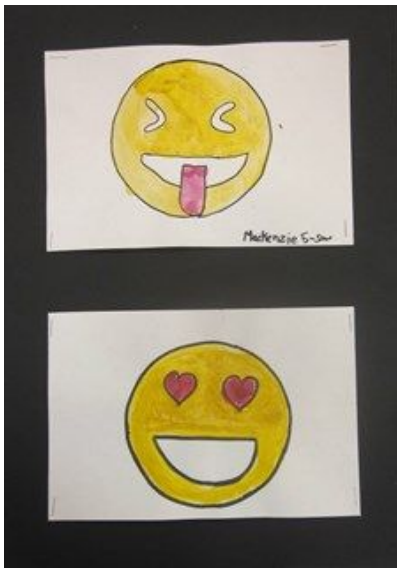


### **Sculpture by a 5th Grader.**

#### **Eiffel Tower.**

Wooden Blocks.

Realism begins to appear in sculptural works. Previously, many students were working from their imagination. This student chose to build The Eiffel Tower.



### **Painting by a 5th Grader.**

Tempera paint on paper.

By 5th grade, many students are frustrated by their desire to make an artwork look realistic. Sometimes they revert to previously stored schema (images) as a safety net like these emoticons here. It is important to let students temporarily “hide out” in this zone to build confidence and then gently encourage them to tackle more challenging works. A good connection here would be to look at graphic design and Pop Art to build more conceptual depth into the artwork.



### **Drawing by a 5th Grader.**

Chalk Pastel on paper.

This student is attempting a greater level of realism by incorporating tints & shades into their drawing to create a sense of light/shadow and 3-D forms.



### **Drawings by 5th Graders.**

Pencil and marker on paper.

Cartooning is typically not taught in a traditional art room using traditional curriculum. With TAB (Teaching Artistic Behaviors), I was able to identify some hidden talent in several students. I learned that they are highly motivated by anime and are capable drawers in a cartoon-style. These same students had been reluctant participants in my traditional art class where I was the one selecting the project, images, and even media. Giving students more creative control allows them to become better artists.



### **Painting by a 5th Grader.**

Tempera paint on paper.

This student was painting from observation. They set up a simple still life using props in the Art L.A.B. and set to work. The student was successful in making a realistic image and they carefully considered the background making this artwork look more developed and complete.