



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Visual & Performing Arts
School of Art & Design

ART 513-955 Professional Renewal:
Colorado Teaching for Artistic Behavior (TAB) Annual Conference
Spring 2021

Instructor of record:

Connie Stewart, Ph.D.

970 351-2426

connie.stewart@unco.edu

UNC--Guggenheim Hall, Box 30, Greeley, CO 80639

Synchronous dates: January 16-17, 2021

Course Credit: 1 UNC Semester Graduate Credit
(15 hours contact; 23 hours reading, reflection and application)

Other Contacts:

Dale Zalmstra, Conference coordinator

Jessi Ruby Conference coordinator

Kelly Beach Conference coordinator

Registration will be through the student portal URSA. To register, you will need to have a UNC student account. If you've previously attended UNC, in any capacity, you will have an existing student account. If you have never attended UNC, you'll need to create a student account. All of the directions for reactivating or creating a student account, and registering for a course can be found on the online course listing here:

<https://extended.unco.edu/courses/courses-workshops/>. The process of creating or reactivating an account takes approximately 72 hours, you must have completed this process to enroll, and you must be enrolled on or before the course add deadline. This date will be noted on the online course listing.

***NO** money is collected at the time of registration. The university will bill you after processing your registration. CHECK YOUR URSA ACCOUNT FOR A BILL **DO NOT send a check** to Connie Stewart for the course.

Course Description:

ART 513 is provided by the University of Northern Colorado to "Update skills and knowledge of professionals in the discipline. Goals and objectives will be specifically directed at individual professional enhancement rather than the acquisition of general discipline knowledge or methodologies. This course will require

participants to explore the themes presented at the 2021 Teaching for Artistic Behavior Conference with further readings, research, practical implementation of ideas, and reflexive writings.

In this two-day workshop, participants will be introduced to Teaching for Artistic Behavior (TAB), also known as Choice-Based Art Education, which is a style of teaching that emphasizes individual strengths and fosters creativity in carefully constructed environments designed for student-directed learning.

The 2021 conference will cover 1) Best practices for teaching in COVID times; remote, hybrid, and in person, 2) Culturally responsive teaching 3) 4) Using contemporary art in the TAB classroom

Keynote presentation: “Radical Imagination,” by Cindy Foley, Executive Deputy Director for Learning and Experience at the Columbus Museum of Art.

Also: Clyde Gaw and Clark Fralick, TAB Board of Directors, “Block Paper Scissors” podcast hosts.

“Queer Visibility in the Elementary and Middle School Art Class”, by Sydney Snyder, an “Adding Voices” contributor, TAB teacher in LA.

Art 21 Panel of Art 21 educators and Art 21 TAB teachers. Moderated by Erica Richards, Denver Art Museum

Concepts will include advocacy for TAB methods of teaching, practical ideas for implementation of learning based on student choice, use of contemporary art in a TAB classroom, creating inclusive learning environments in person or online, and the role of play and innovation in at home learning. The conference will include break-out sessions for newcomers, experienced TAB teachers, and different grade levels.

Objectives:

Participants will demonstrate an evolving understanding of TAB, and the choice model classroom and formulate strategies for its implementation.

Participants will apply Teaching for Artistic Behavior principles to different learning environments-in person, online, and hybrid.

Participants will evaluate classrooms for inclusive practices reflecting on societal biases.

Participants will demonstrate personal explorations of “Inquiry –based” teaching and its role in supporting student voice.

Participants will effectively align Academic Arts Standards for the Visual Arts to their instruction.

Participants will reflect on an expanded concept of the artists’ studio, where artists utilize resources outside the classroom

Participants will utilize opportunities for sharing information, ideas, and resources among teachers interested student-directed learning

Participants will consider how contemporary artists respond to global concerns, crises and the need for equity.

Course Requirements:

1. Attend both days of the Teaching for Artistic Behavior conference. Include a log of sessions attended.
2. Write a one-page reflection on the conference, identifying either conceptual understandings of “artistic behavior” or new classroom practices that will support arts learning

3. Document the implementation in the classroom of one new idea from the conference or from the readings. This may be implemented in person or by digital teaching methods. You may show your implementation of the idea by a digital presentation with a brief explanation or a three-page reflection on the ideas.

DUE MARCH 26, 2021

Email the assignments: 1) a reflection on the conference and 2) the documentation of a classroom implementation to: Dale Zalmstra, dzalmstra@cherrycreekschools.org or Connie Stewart, connie.stewart@unco.edu.

- Reference in your writing one of the following books, or articles. Please choose a reference that you have not yet reviewed or one that you have read but want to implement more thoroughly:

Douglas, K. & Jaquith, D. (2009) Engaging Learners Through Artmaking. Teachers College Press

Jaquith, D. & Hathaway, N (2012) The Learner Directed Classroom, Teachers College Press

Jaquith, D. (2011). When is Creativity? Intrinsic Motivation and Autonomy in Children's Artmaking. *Art Education*, 64(1), 14-19

Hathaway, N. (2013) Smoke and Mirrors-Art Teacher as Magician. *Art Education* 66 (3), 9-15

Hogland, H., Hetland, L., Jaquith, D. Winner, E. (2018) Studio Thinking from the start: The K-8 art educators handbook. Teacher's College Press

Purtee, M., Sands, I. (2020) Making Artists (grades 6-12). Davis Publishing

Purtee, M., Sands, I. The Open Art Room (grades 6-12). Davis Publishing

Stewart, C. (2019) The Dangerous Power of Art Education, *Art Education*, 72;6, 25-29
<https://www.tandfonline.com/eprint/T9MKJAPV6ZEZUJRMXNH9/full?target=10.1080/00043125.2019.1648144>

Ritch, R., Church, M. Morrison, K. (2011) Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners. Jossey-Bass

Szekely, G. (1991) From Play to Art. Heinemann

Szekley, G. (2015) Play and Creativity in Art Teaching. Routledge

Thulson, A. (2013). Contemporary practice in the elementary classroom- A study of change. *Art Education*, 66(1), 16-23

Zalmstra, D. (2015) Assessing in a choice-based classroom. *Arts and Activities*,
www.artsandactivities.com

- You may also want to reference the following TAB teacher Blogs teachingforartisticbehavior.org

<http://teachingforartisticbehavior.org/blog.html>

<https://podcasts.apple.com/us/podcast/blocks-paper-scissors/id1302971793>

<https://www.columbusmuseum.org/resources/teaching-art-or-teaching-to-think-like-an-artist/>

<https://www.patreon.com/home>

Course will be graded S/U upon completion of requirements

UNC Policies

Student Handbook: UNC's policies and recommendations for academic misconduct will be followed. Consult your student handbook for university policies on student conduct in the classroom, online, cheating, plagiarism, and other academic expectations. (<https://www.unco.edu/dean-of-students/>).

Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Special Term/Short Course:

Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course. To drop or withdraw, you must contact the Registrar's Office at 970-351-2231.

Requesting Transcripts:

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to <http://www.unco.edu/registrar/etranscripts.aspx>.

Billing:

The UNC Bursar's office will email a billing notification, and information on how to pay, to your student BearMail. Accounts not paid in full by the due date will be assessed a monthly finance charge.