

# STRATEGIES AND PEDAGOGIES

## in Art Education



### CHOICE-BASED

#### OVERVIEW

Teachers working from a choice-based pedagogy design learning activities to support students as artists. In a choice classroom, students are provided with authentic choices to respond to their own ideas and interests through art making. A variety of choice-based approaches ([TAB](#), [Montessori](#), [Reggio](#), etc.) exist.

#### RESOURCES

- [The Difference Between TAB and Choice and Why It Matters](#) (Purtee, 2015)
- [The Top 5 Myths About Choice-Based Art Education](#) (Sands, 2013)
- [Where Are You on the Choice Spectrum?](#) (Balsley, 2014)
- [Why I Changed to a Choice-Based Art Curriculum](#) (Reinken, 2013)
- [Yes, You Can Write a TAB Lesson Plan](#) (Sands, 2014)



### COMPREHENSIVE ARTS EDUCATION

#### OVERVIEW

This teaching approach, (also known as discipline-based-arts education) draws content from four foundational art disciplines: art production, art history, art criticism, and aesthetics with a goal of district-wide arts integration. It is a conceptual approach rather than a prescribed curriculum.

#### RESOURCES

- [4 Reasons Why DBAE Isn't Dead](#) (Balsley, 2015)
- ["Kidaesthetics": Embracing Students' Voices and Opinions](#) (Art Ed Radio, Ep. 078)
- [Strengthen Your Students' Critical Thinking Skills by Playing Art Detective](#) (Heyn, 2015)
- [Teaching Skills for the 21st Century: Creativity](#) (Purtee, 2015)
- [The Wonderful World of Watercolor](#) (Art Ed Radio, Ep. 012)



## CONSTRUCTIVISM

### OVERVIEW

A key tenet of constructivism is that learners build their own knowledge through experience and play. In essence, students in a constructivist classroom learn how to learn. These art rooms are often active!

### RESOURCES

- [Essential Steps to Turn Art One Students into Artists](#) (Christensen, 2016)
- [Give Your Students Time to PLAY](#) (Sands, 2014)
- Milbrandt, M. K., Felts, J., & Richards, B. (2004). [Teaching-to-Learn: A Constructivist Approach to Shared Responsibility](#). *Art Education*, 57(5), 19-33.
- [The Surprising Reason Why Play is the Ultimate Teaching Tool](#) (Purtee, 2015)



## DESIGN THINKING

### OVERVIEW

Built on a balance of ingenuity and understanding of what people want, design thinking involves not only creative ideas but the ability to keep the “big picture” in mind as those ideas are developed.

### RESOURCES

- [3 Ways to Get Your Students Thinking Like Designers](#) (McCormick, 2015)
- [A Design Challenge for Environmentally Conscious Art Teachers](#) (Bell, 2017)
- [A Sculptural Project for Design Thinking](#) (Art Ed PRO, 2017)
- [Forget Thinking Like an Artist, Start Thinking like a Designer](#) (Art Ed Radio, Ep. 024)
- [Turn STEM to STEAM with the Design Thinking Process](#) (Hare, 2015)



## HISTORICAL AND CONTEMPORARY CONNECTIONS

### OVERVIEW

Art history can be exciting to teach and an incredibly powerful tool for getting students excited about art.

### RESOURCES

- [144 Artists to Pique Your Students' Interest](#) (Bogatz, 2015)
- [A Choice Board for the Elementary Art Room](#) (Reinken, 2012)
- [A Guide for Bringing the Harlem Renaissance into Your Classroom](#) (Harmon, 2017)
- [Engage Your Students from Day One with an Art History Remix](#) (Purtee, 2017)
- [How to Use Choice Boards to Differentiate Learning](#) (Reinken, 2012)
- [Try Visual Journaling for Teaching Art History](#) (Purtee, 2017)



## SERVICE LEARNING OR COMMUNITY ENGAGEMENT

### OVERVIEW

Teachers who implement service learning pedagogies combine learning goals and community service. This type of learning often results in powerful connections, collaboration, and and purpose driven art.

### RESOURCES

[9 Powerful Service Learning Projects to Inspire Your Students](#) (West, 2017)  
[Help Your Students Make A Difference By Making Art](#) (Carlisle, 2014)  
[How to Change Lives Around the World With the Memory Project](#) (Bogatz, 2015)  
Jacob Berglin (2017) [An interview with Olivia Gude about connecting school and community arts practice](#), Arts Education Policy Review, 118:1, 60-66.



## SKILLS-BASED ART EDUCATION

### OVERVIEW

At times, art teachers choose to focus primarily on skill and technique development.

### RESOURCES

[4 Early Childhood Activities to Build Basic Skills](#) (Heyn, 2017)  
[How to Build Skills without Sacrificing Student Choice](#) (Purtee, 2017)  
[How Do We Prepare Our Art Students for College?](#) (Bogatz, 2014)  
[How To Teach Skills With the Gradual Release Model](#) (Purtee, 2015)  
[Watercolor Pencils: Providing Painting Control in the Art Room](#) (Balsley, 2012)



## SOCIAL ISSUES

### OVERVIEW

According to [NAEA](#), “Artists often engage with the issues of their time, and some treat the creation of art as a social practice. Art can provide a meaningful catalyst to engage individuals and communities to take action around a social issue. The processes by which people create and interact with art can help them understand and challenge inequities through art education and social justice.” (NAEA, February 2016)

### RESOURCES

[Developing Empathy in the Art Room](#) (Crockett, 2013)  
[Do Religion and Politics Belong in the Art Room?](#) (Christensen, 2013)  
[How to Help Students Process, Reflect, and Enact Change](#) (Yang, 2017)  
[Teach Your Students to Use Art as a Tool for Social Advocacy](#) (Hoeve, 2015)  
[The Perfect Project to Teach Your Students About Art and Activism](#) (Christensen, 2017)  
[The Power of Art to Heal Trauma](#) (Christensen, 2017)



## THEME/CONCEPT

### OVERVIEW

Explore ideas, events, and questions through art making. Teachers who plan their curriculum around big ideas, themes, or questions focus on meaningful investigation of ideas.

### RESOURCES

[New Ideas in Art: Destruction](#) (Sans, 2013)

[Develop Theme-Based Lessons for a More Authentic Experience](#) (Sans, 2013)

[Artists and Athletes: Are They Really that Different?](#) (Schukei, 2016)



## VISUAL CULTURE

### OVERVIEW

Curriculum based on visual culture moves the focus away from traditional institutionalized artwork and towards a broader range of visual art and cultural issues. Teachers who use this method, focus on how art shapes our daily lives and the human experience.

### RESOURCES

[3 Ways to Incorporate Pop Culture into the Art Room](#) (Schukei, 2017)

[How to Deal with the Idea of Appropriation in the Art Room](#) (Purtee, 2017)

[Three Times the Art World Broke the Internet](#) (Art Ed Radio, Ep. 004)

[Why Visual Culture Should Impact Our Curriculum](#) (Hoeve, 2017)

[Why You Need to Teach Graffiti in Your Art Room](#) (Christensen, 2015)