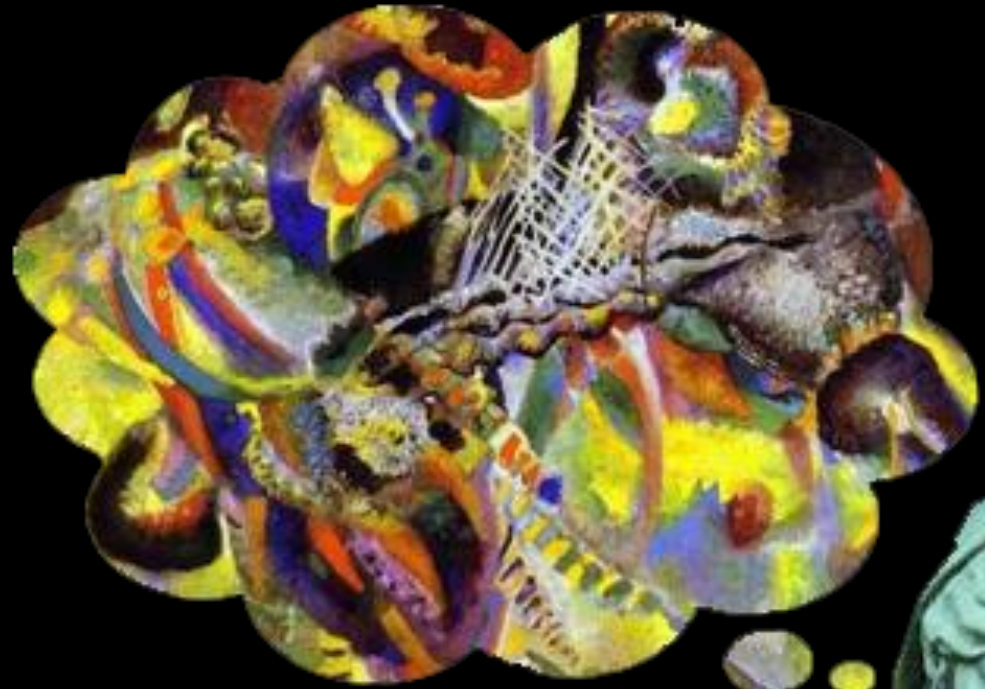


I think I can,  
I think I can...  
Create a Choice  
Based Design  
Thinking Studio

Pam Ehrenreich  
pehrenreich@bcps.org  
@MrsE\_Studio48  
mrsestudio48.weebly.com



## About Me:

Have always taught in high needs environments  
I taught Middle School for 18 yrs.

HS for the past 5 yrs.

Practicing some form of choice for 15yrs

Teaching for Artistic Behavior 8yrs

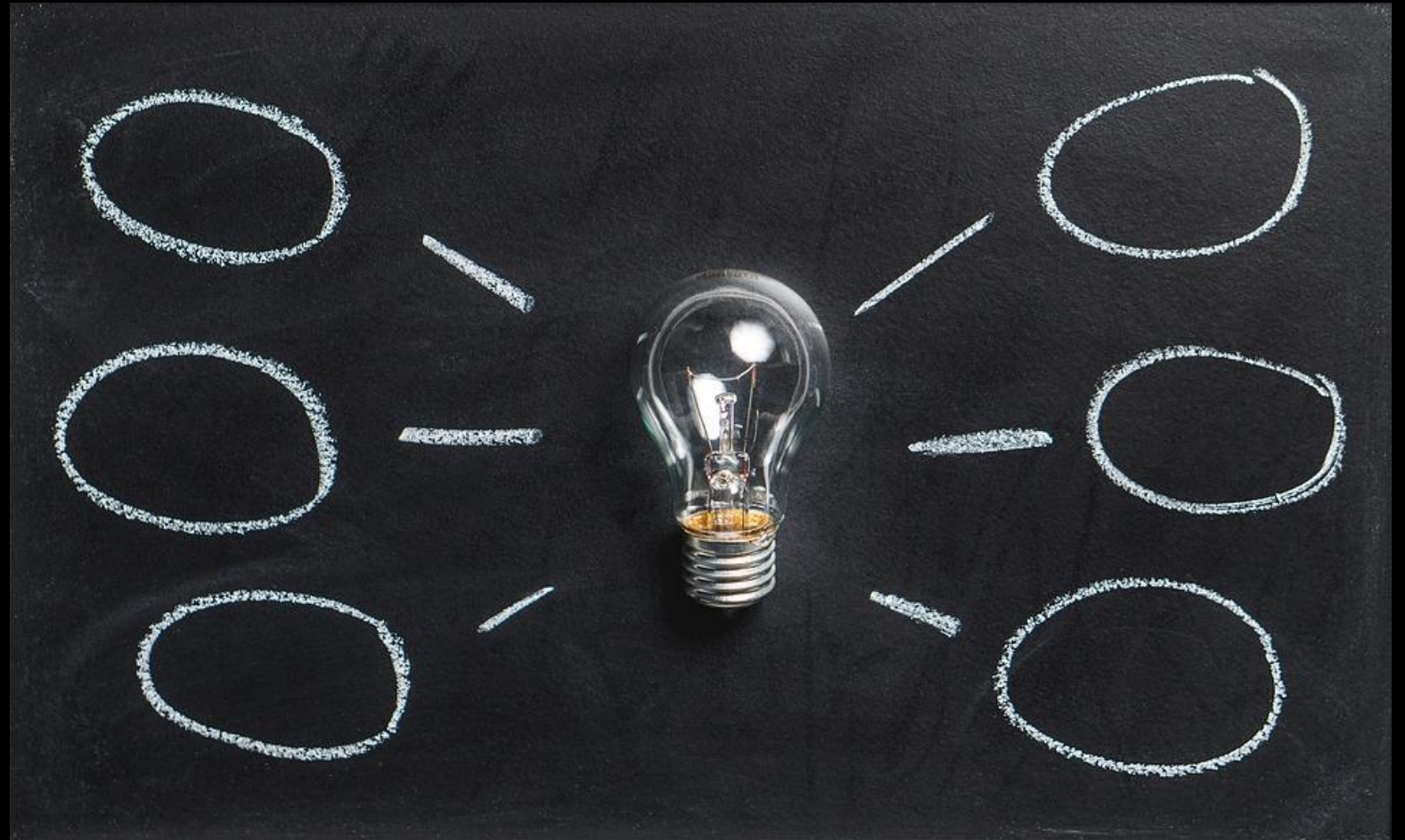


The Journey



# Credits...

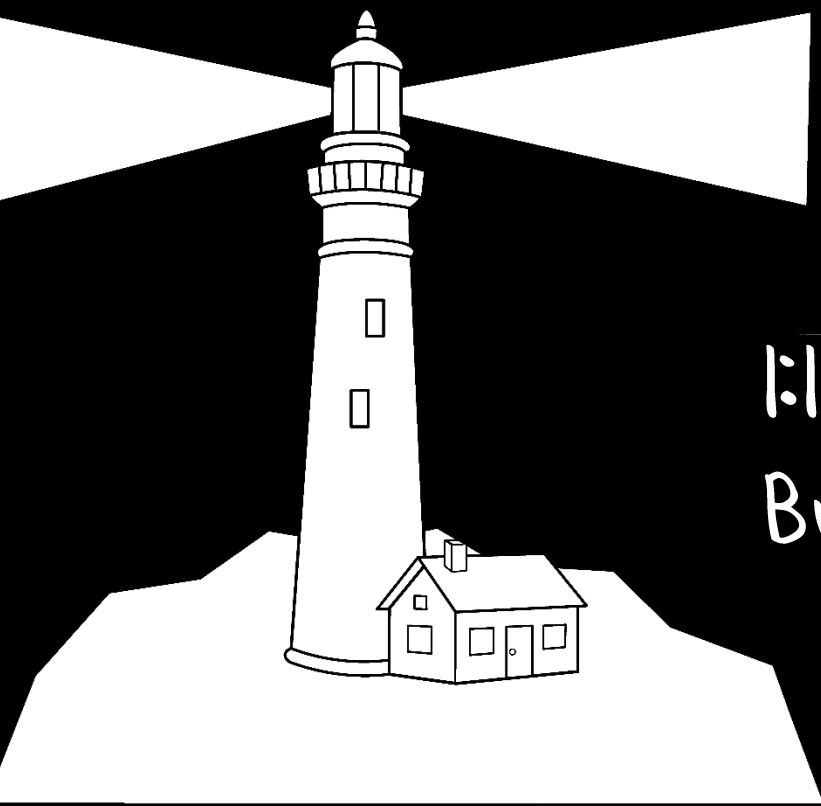
Kathy Douglas  
Diane Jaquith  
Clyde Gaw  
Nan E. Hathaway  
Marvin Bartel  
Anne Bedrick  
Ian Sands  
Melissa Purtee



TAB website, TAB Institute, TABSTOCK, TAB FB forums...

Where:

Chesapeake High School  
Baltimore County Public Schools  
Essex, Maryland



∴

Built in 70's as an open space school

Who: 971

- 680 Free & Reduced Lunch
  - Food Pantry & Supper Club
- 60 Homeless
- 150 Receive Special Education Services
- 519 Black
- 279 White
- 88 Hispanic
- 66 More than 2 Races
- 12 Asian
- 7 American Indian or Pacific Islander



What: A Student Centered Studio Environment rooted in Choice with a TAB pedagogy.

- Clay I & II
- Advanced Clay Mixed Media (Sculpture)
- Studio Practice (All media 2D / 3D)
- AP Studio (3 portfolios)

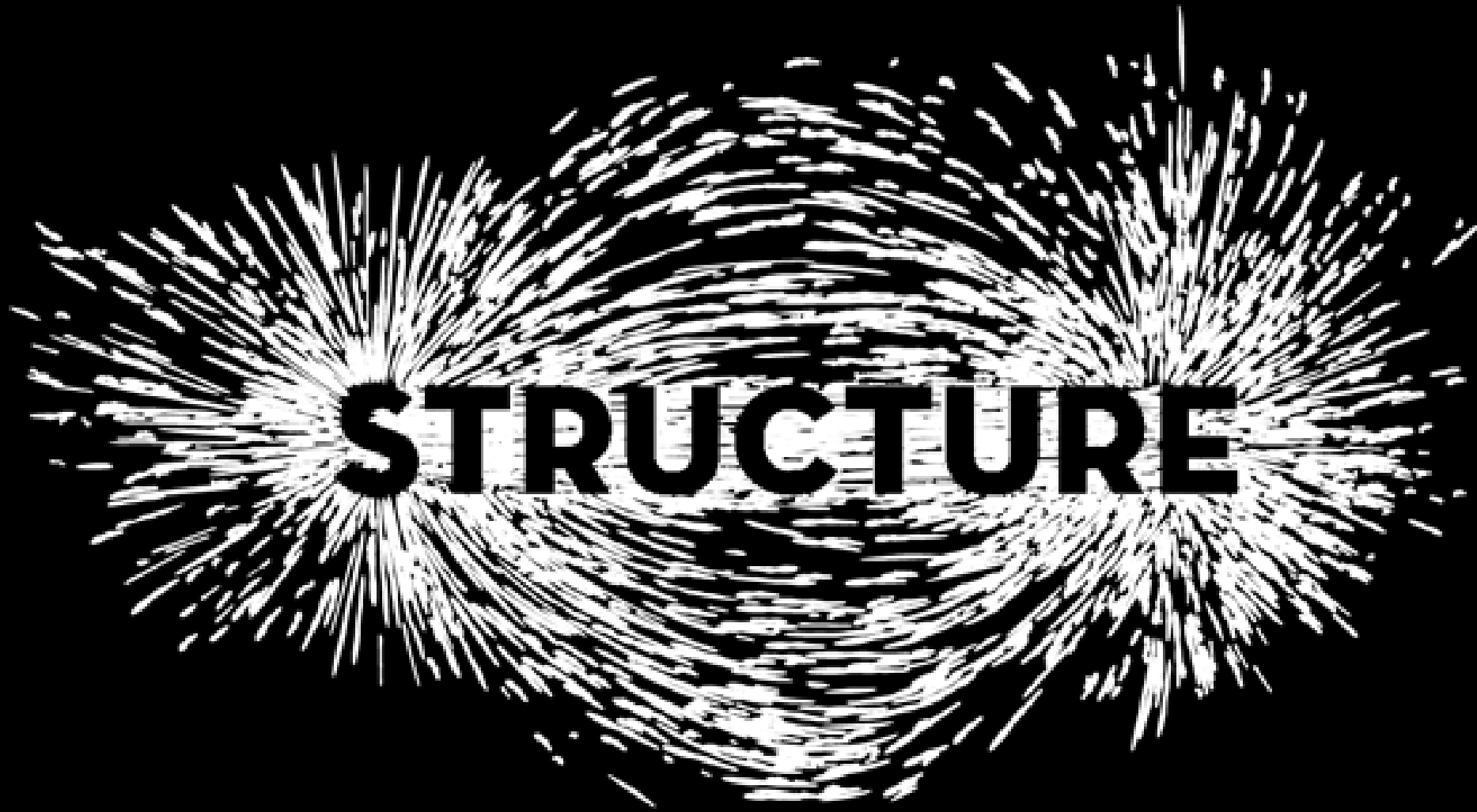
Our studio is designed to facilitate their ideas

# The Room...



How?





Questions I needed to answer

# Each Quarter – The Set Up

Discovery of Overarching Theme (Artists ...)

Skill Builder Challenges

Exploration of personal theme through  
quarterly lens

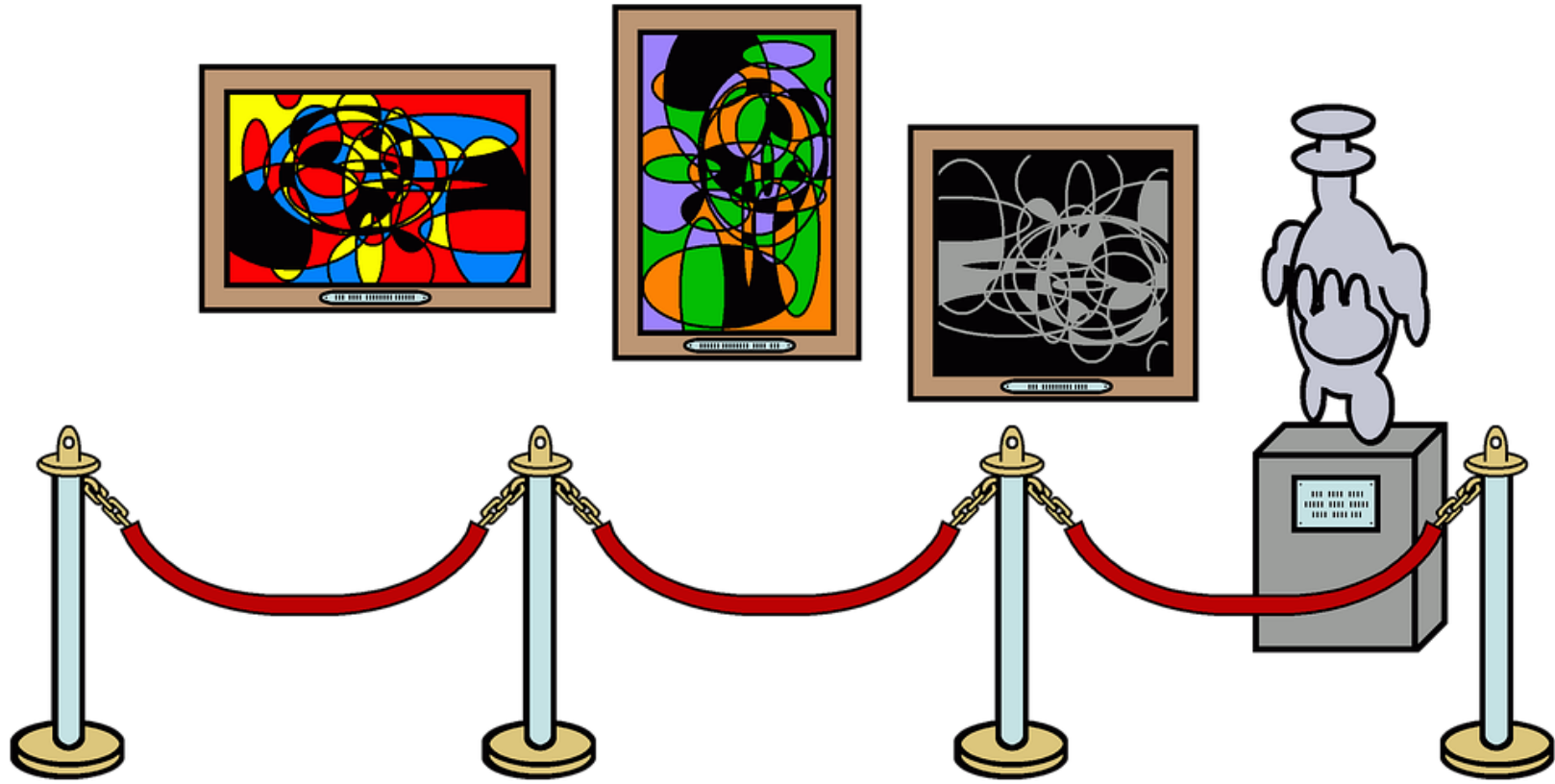
"Minimum" of 2 finished pieces per quarter

What Does this really look like?

# DISCOVERY OF THE OVERARCHING THEME

Student inquiry strategies

# Visual Walk About



Use of T chart to identify connections & questions.  
Students discover commonalities to identify theme and  
questions to guide research.

# Create a Consensus




Better together!

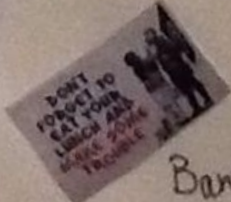
Students respond to teacher created questions about works of art.


1. Brainstorm an answer with your partner and write it on **ONE** note card paper clipped to the envelope. Place it inside the envelope.
  - **No peeking at the others!**
2. When directed, pass your envelope to the left to the next pair.
  - **About 3 - 4 minutes**
3. Repeat until you receive your original envelope back. Retrieve all note cards and complete a final note card synthesizing the best answers to create a consensus!

# EXPLORING THE OVERARCHING THEME

EXPRESS  
THOUGHTS  
&  
FEELINGS

  
STOP  
Violence

  
DON'T  
FORGET TO  
EAT YOUR  
LUNCH  
MAKE SOME  
TROUBLE

  
Banksy


I love the sarcasm type feel  
with his social issues it really  
creates mood.


Kimberly Dawn Creates  
Painting about  
the ideas of  
inequality in  
humans rather  
in Race or Sex

Things I love...  
- Sarcasm of Banksy  
- Ideas and concept  
of Kuczyński  
- Sculpture

MENTOR ARTIST  
→ Paweł  
Kuczyński

I Love the idea about  
social media and how it affects  
people.





# SKILL BUILDERS

What, When, Who?

Materials:  
Cardboard  
Scissors

## Skill Builder – Cardboard to Slab Challenge

Essential Question: Why do artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches?

### Procedures:

Translate your cardboard maquette into a clay slab sculpture.

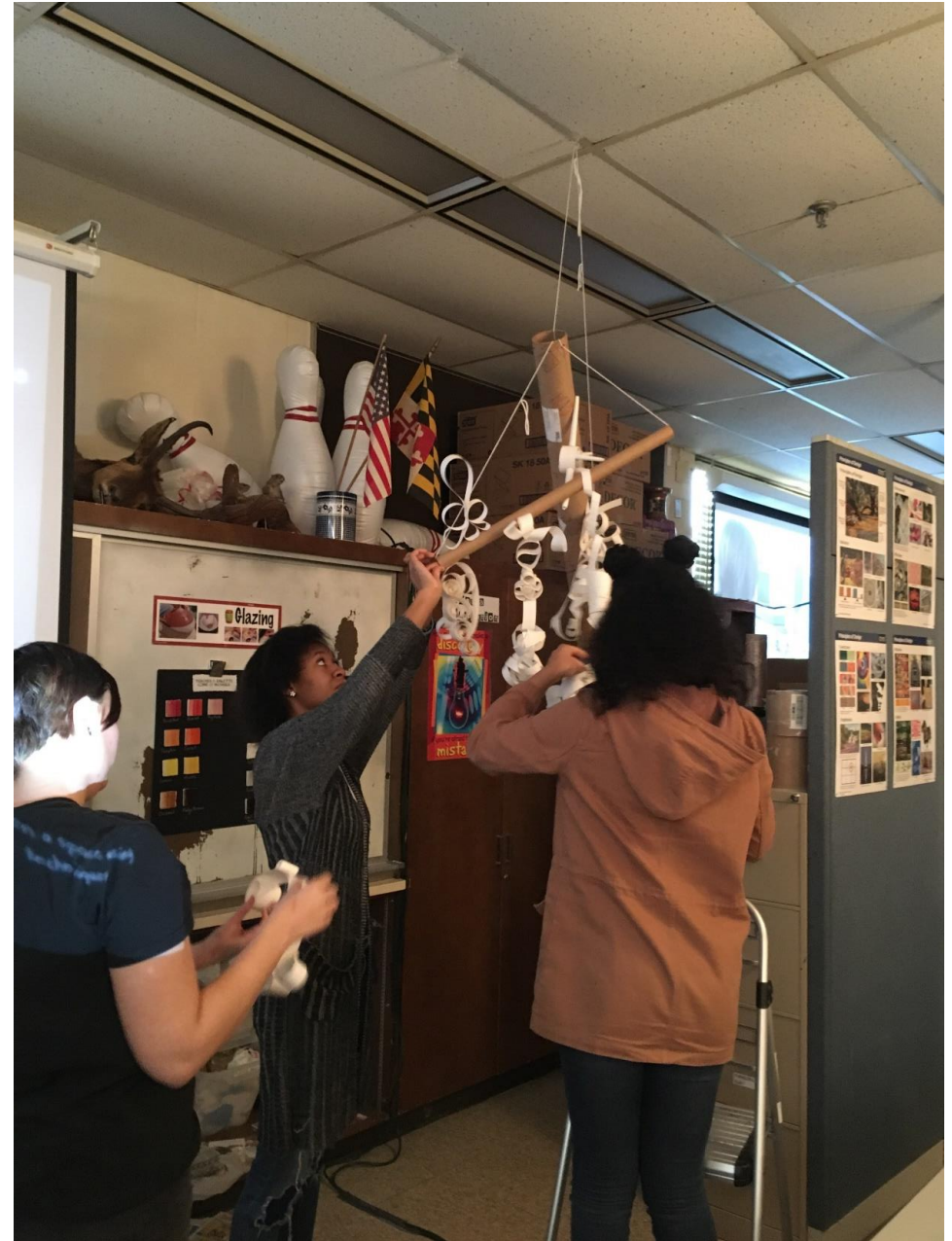
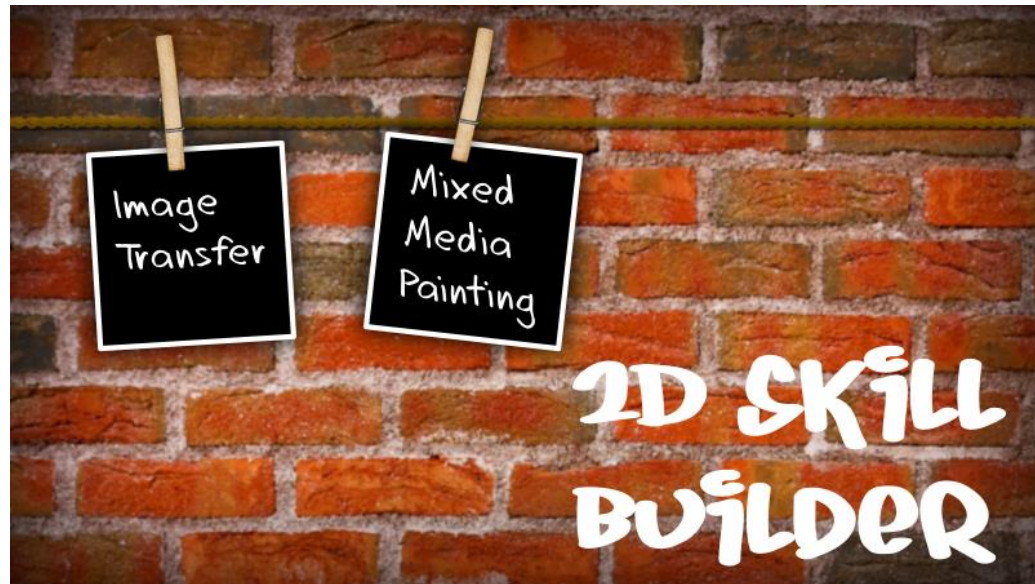


Tip: Cut all of your slabs then assemble

### Criteria:

I can use slab building techniques to create a non-objective sculpture in the round

You have 2 days!





# Explore: Media Mania

## 2 day exploration



- Everyone is responsible for set up & clean up (basic info demo)
- You select what techniques to explore
- You select the style of your work
- You work at your pace
- You decide if you need more information



Use all the same object  
Style and technique is  
up to you

Must complete at least  
3 explorations

Students have an overarching theme and some skills, now what?

Artist Studio Process!

# Artist Studio Process

## EXPLORE

I am exploring what will inspire my artwork.

- Theme / Idea
- Media Exploration
- Image Sources

Evidence of my learning can be found in my sketchbook

## DESIGN

I am designing / planning what I will create.

- Thumbnail sketches
- Models / Maquettes (3D)
- Developed Idea using media of choice (2D)

Evidence of my learning can be found in my sketchbook

## SKILL BUILDER

I am learning how to use a media, tool, or technique.

- Teacher Demo
- Peer Demo
- How to's (print, video...)

My attempts and practice are evidence of my learning.

## CREATE

I am creating my planned artwork.

- Studio Time

Evidence of my learning can be found in the piece I am creating.

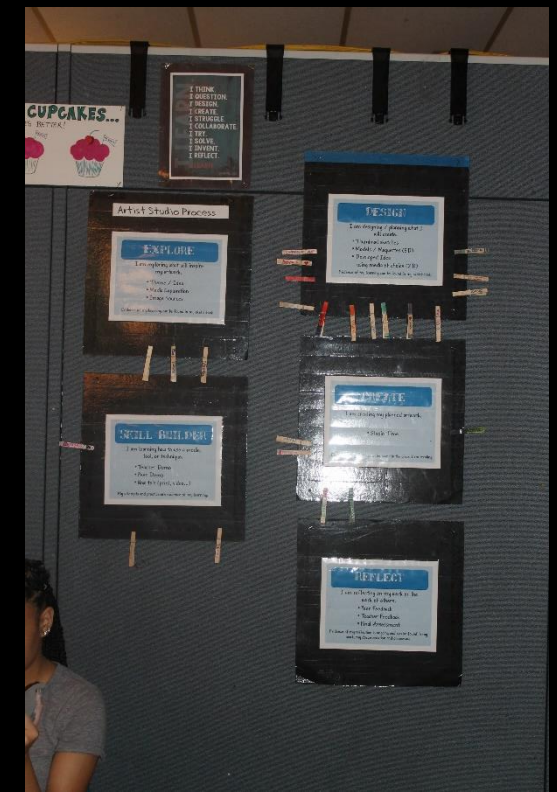
## REFLECT

I am reflecting on my work or the work of others.

- Peer Feedback
- Teacher Feedback
- Final Assessment

Evidence of my reflection is ongoing and can be found in my work, my documentation and on seesaw.

# When we enter...



**EXPLORE** – The use  
of visual notes to  
research a personal  
theme.

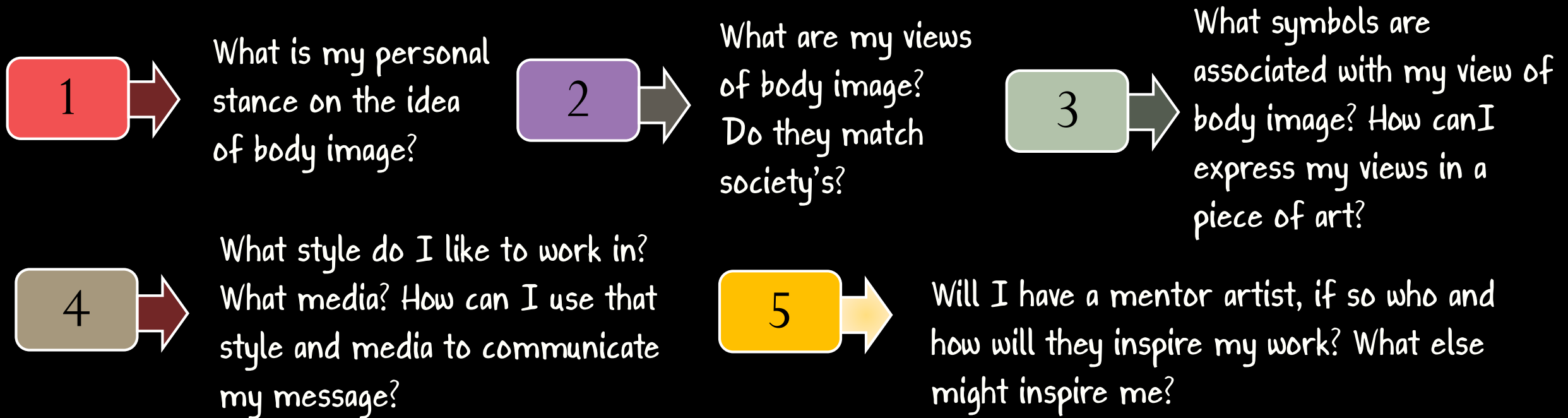
# Overarching big idea – Artists Develop Their Personal Voice



THINK ABOUT... Select a theme, create guiding questions to explore the essential question as it relate to our big idea.

## Essential Question – Theme: Body Image

How can artists use symbolism and conceptual ideas to develop their personal voice concerning body image?



Develop guiding questions that explore your EQ.

# EXPLORE

## — visual notes

**PERSONAL VOICE**

EQ: How can artist depict their commentary on Society's norms?

Why?  
I DISAGREE!

**LET ME EAT!**

Who am I on the inside?  
WHAT MATTERS MORE?

How can I depict POSITIVE BODY IMAGE?

**EMOTIONAL**

THE TIES THAT BIND...

How CAN I USE THE CORSET idea in a sculpture?

**CORSET SYMBOLISM**

EQ: How CAN ARTIST USE SYMBOLISM & CONCEPTUAL IDEAS TO DEVELOP THEIR PERSONAL VOICE?

UNREALISTIC  
WHAT SOME SEE...

**BODY IMAGE**

I AM NOT A NUMBER

**WHAT IS BEAUTY?**

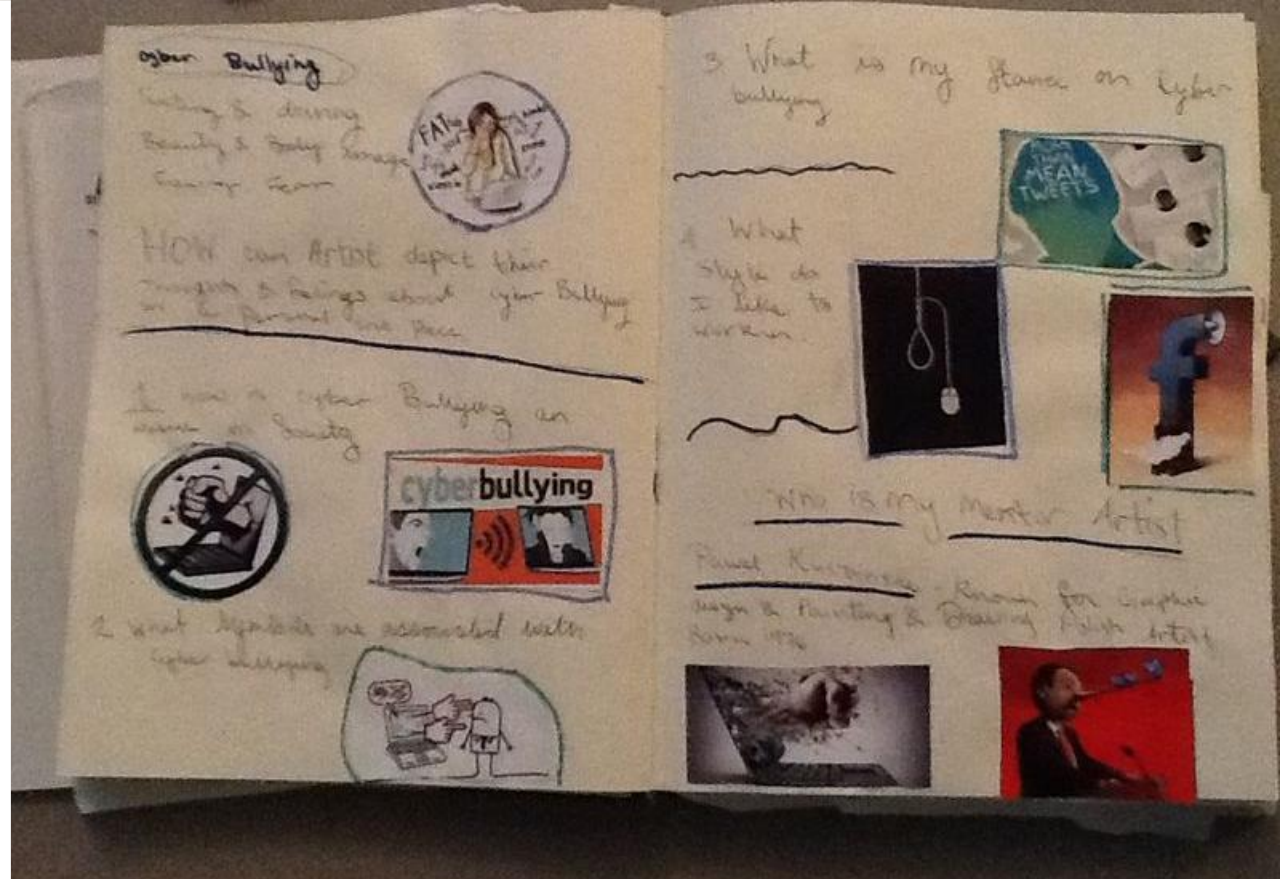
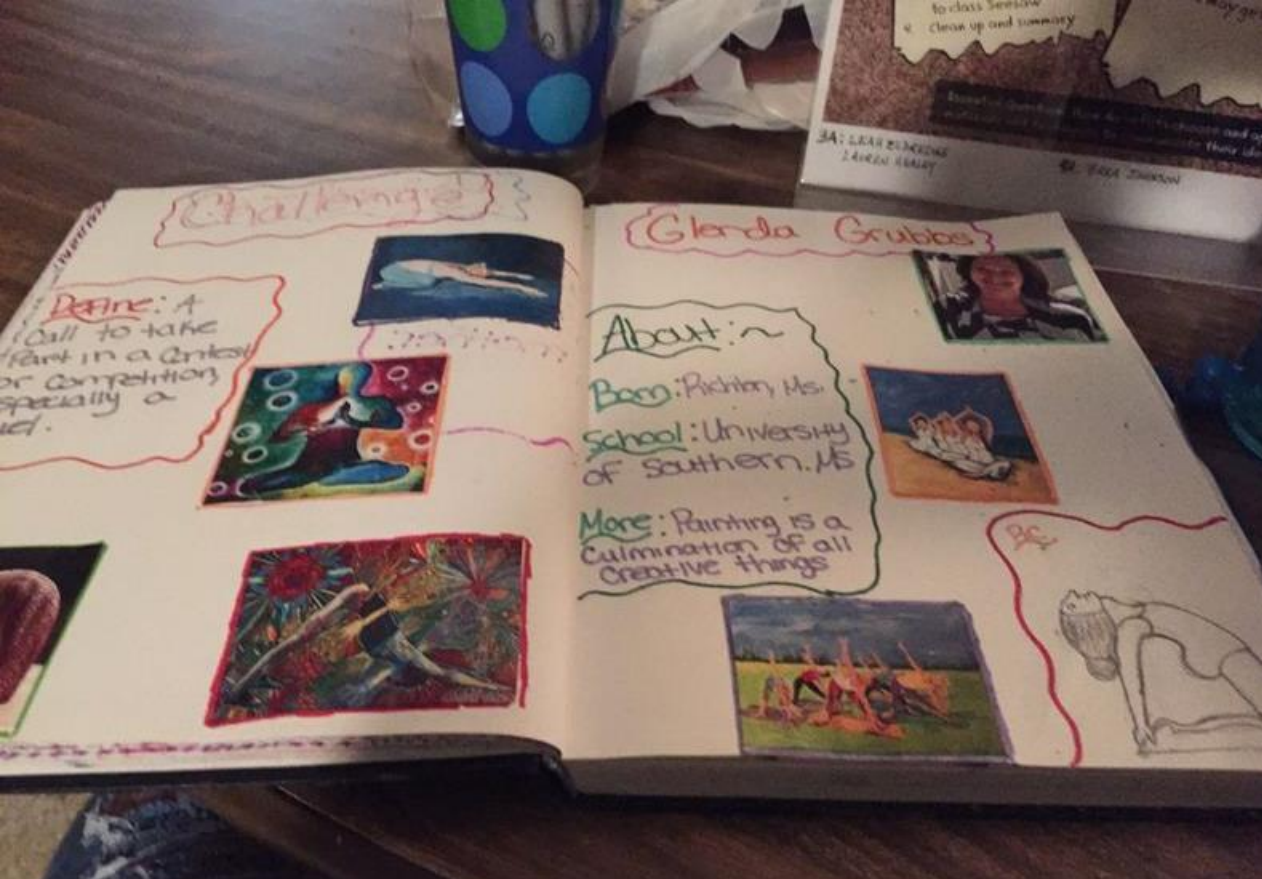
YOU ARE NOT BEAUTIFUL

8

3 9 1 2  
6 5 4 7

SYMBOLISM  
TAPE HEADS

YOU ARE NOT BEAUTIFUL

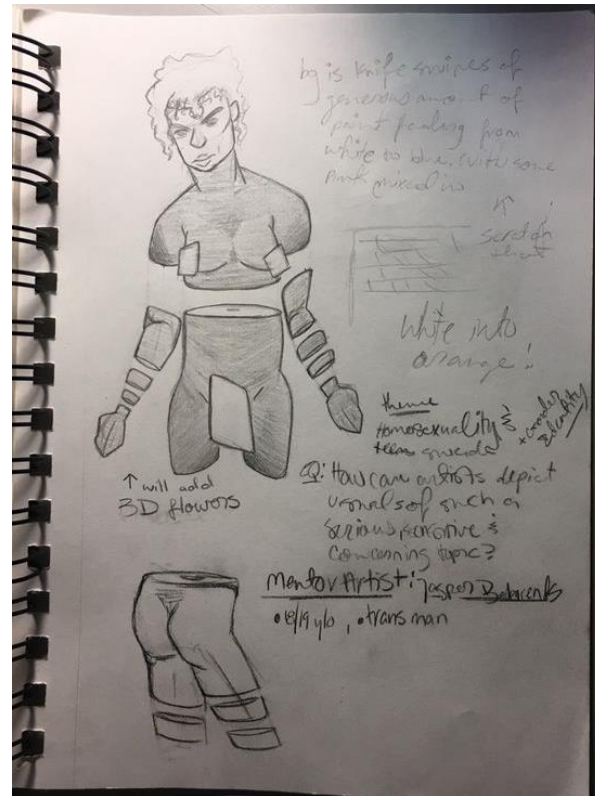
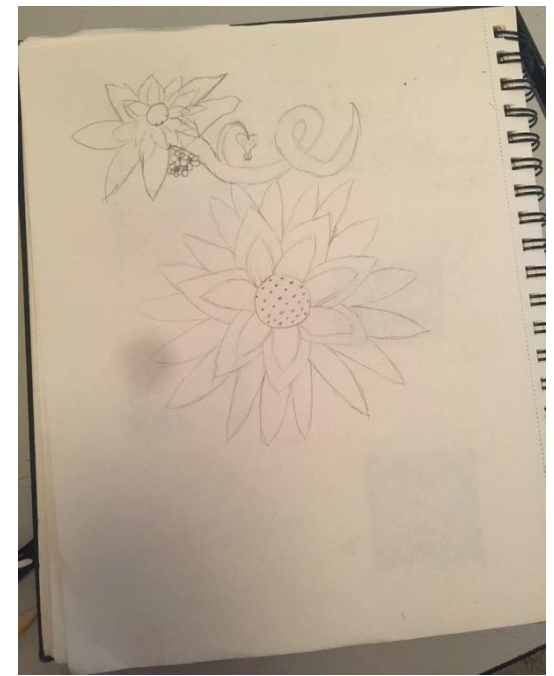
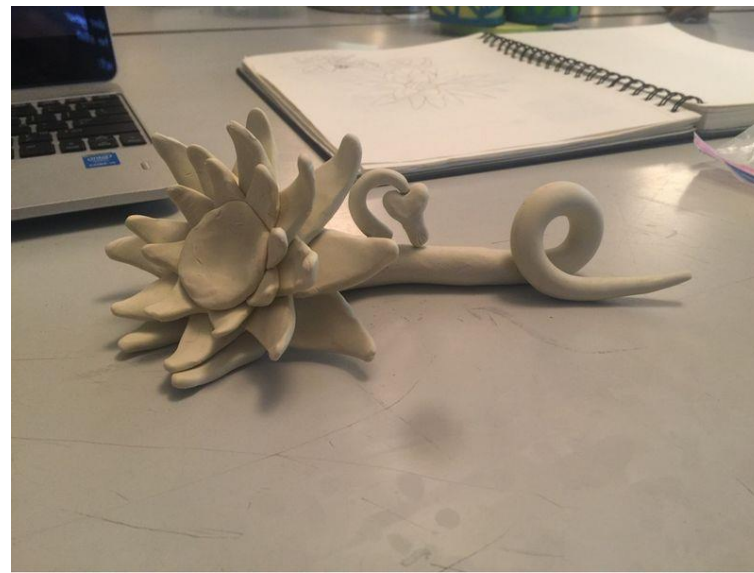


Student ownership over their learning



# DESIGN

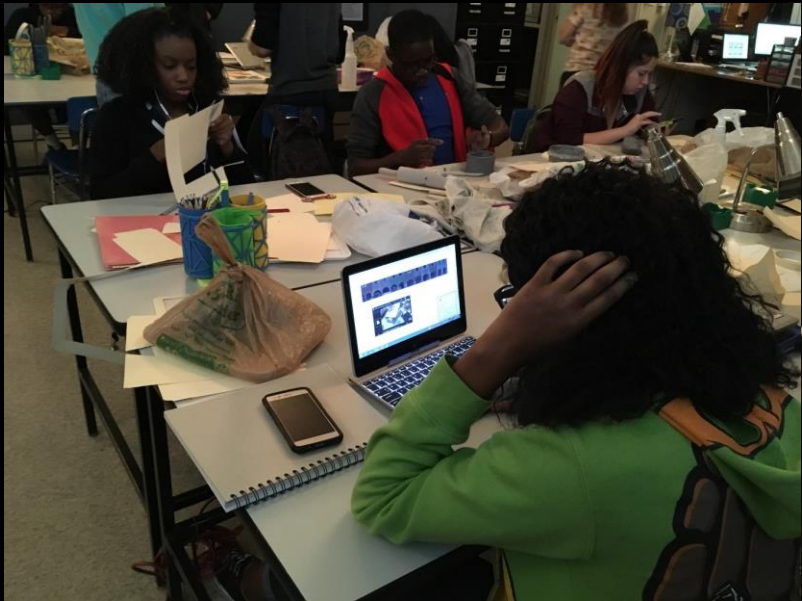
Planning  
what to  
create



# CREATE



Artist Studio Process = self paced  
Recorded daily, responsive instruction



Studio Time

# 7 Day Unit Cycle

Day 1 Explore - Inspiration pages,  
research theme

Day 2 Design - Idea development

Day 3 - 6 Create - Studio Time

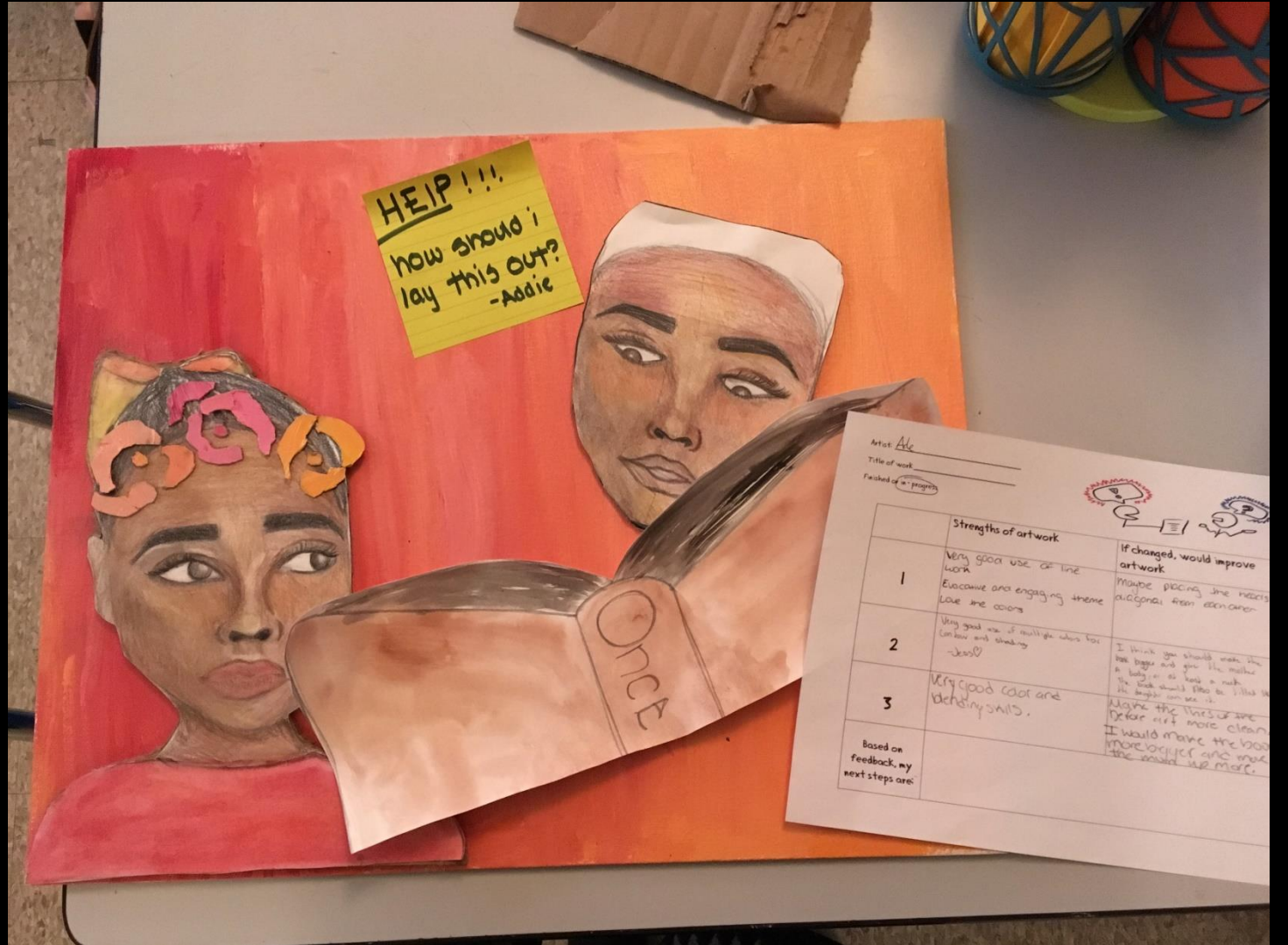
Day 7 Reflect - Critique

Skill builders as needed

Artist  
Studio  
Process



# Day 7 Critique



Essential Question: Why do artists analyze and evaluate their work and the work of others?



## Post your Work

- Please post a picture of the work you want feedback on (a piece in progress, finished piece, design plans for next piece ...)
- Create a caption asking a specific question you need answered

## Possible Questions

- How can I make my design plan reflect my theme of \_\_ more evident?
- What clay techniques would work best to create my idea?
- What could I do to improve my craftsmanship?
- I am stuck with \_\_, how can I \_\_?
- Which surface treatments would you suggest I use and why?
- What could I do for my next piece to demonstrate growth?

Essential Question: Why do artists analyze and evaluate their work and the work of others?



## Critique X2

### Success Criteria:

I can ask for specific feedback to improve my work.

I can give actionable and specific feedback to others.



1. Respond to the question posed giving a specific, actionable suggestion.
2. Ask a question for the artist to consider.
  - a) I wonder if...
  - b) Could you ...
  - c) What would happen if ...
3. Tell the artist something they are doing or have done really well.

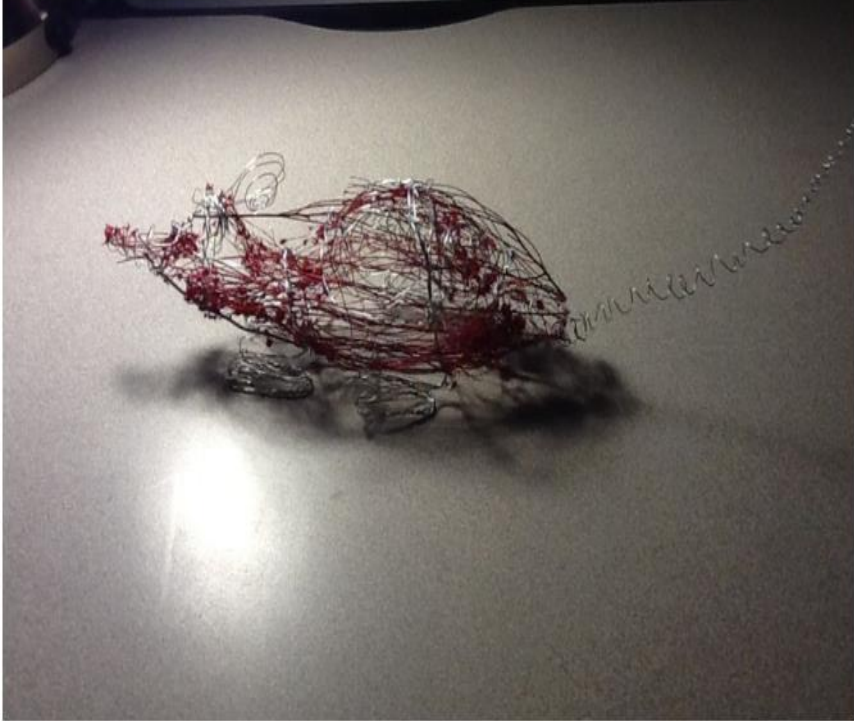
# REFLECT - Daily Seesaw Post = Formative Assessment



Journal

Pam Ehrenreich  
Teacher - 6 Classes

Vanessa H



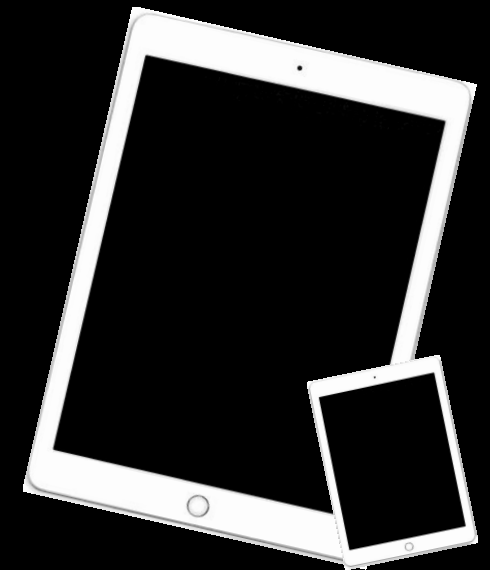
My new skill has given me another option for my next quarter piece. I may consider using wire for my next piece.

Studio 17  
Teacher

- Journal 33 items
- Activities
- Inbox
- Skills
- Blog

TH	Trinity H	52 items
TB	Tzyhane B	36 items
VH	Vanessa H	44 items
ZP	Zionne P	34 items

Student Code    Invite Families





# Daily Success Criteria

## Artist Studio Process Success Criteria

Artist Studio Process	Engaged – Meets Standards Success Criteria
<b>Explore</b> I am exploring what will inspire my artwork	I can seek artists and artworks from a variety of sources. I can maintain evidence of exploration (seesaw posts, visual notes...). I can explore and research new media and techniques.
<b>Design</b> I am designing / planning what I will create	I can generate a series of original ideas that relate to my essential question / theme, developing my own personal style. (visual notes, thumbnail sketches, models / maquettes)
<b>Create</b> I am creating my planned artwork.	I can use visual language to express ideas. I can productively use studio time to make art that reflects my essential question / theme. I can persist and problem solve as I make artwork.
<b>Reflect</b> I am reflecting on my work or the work of others	I can communicate my artmaking progress and process. I can post daily reflections to Seesaw. I can give and receive feedback.
<b>Skill Builder</b> I am learning how to use a media, tool, or technique.	I can research, experiment and practice with a variety of chosen medium or techniques.



Planning is different

Facilitate ideas

Responsive to needs

Flexible

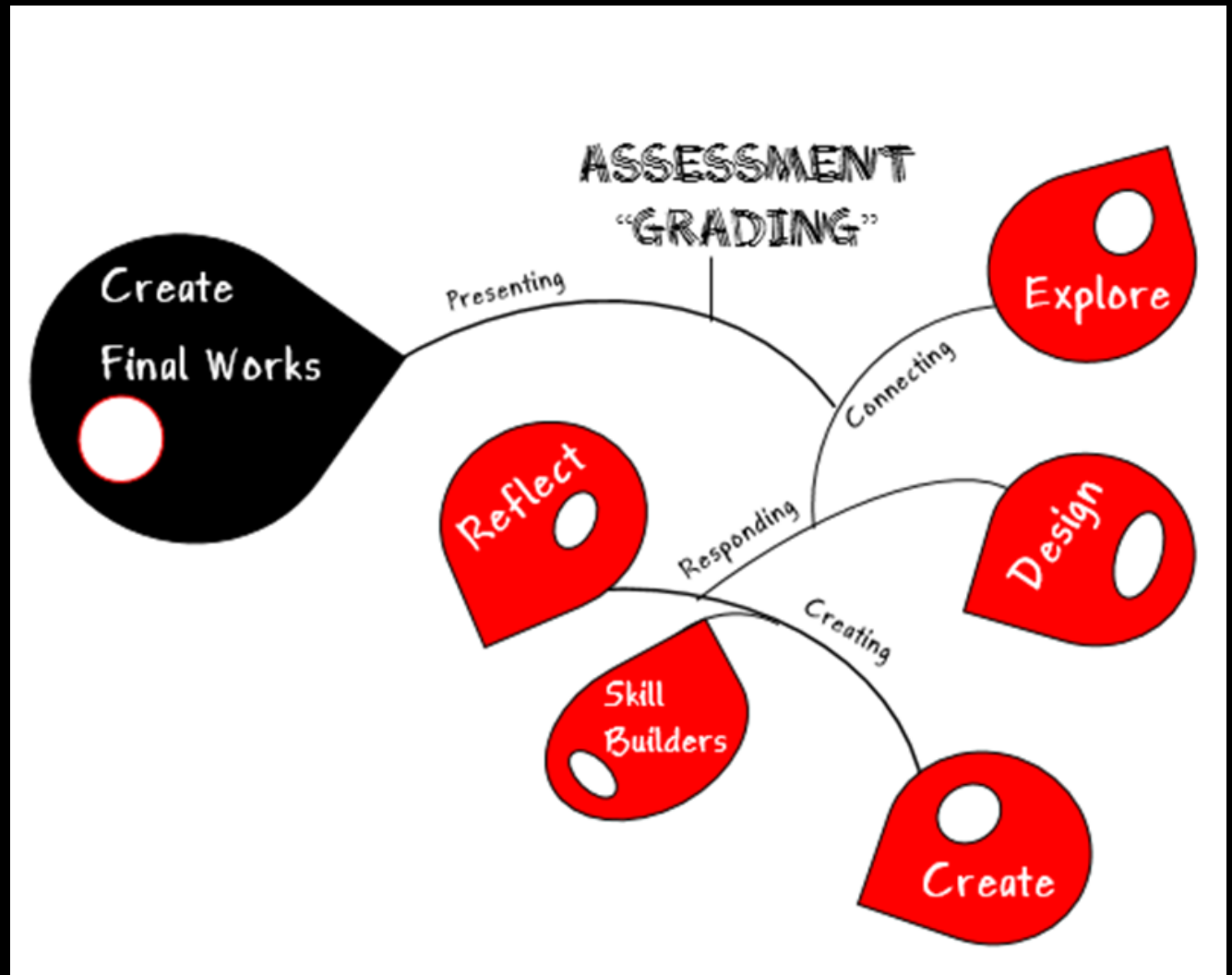
# Targeted Small Group Instruction...



# Assessment

"Grade"  
little, but  
give lots of  
feedback

Non-graded vs Graded



## Create Rubric

Observe, Envision, Engage & Persist, Stretch & Explore, Express

<p><b>Artistic Process - Creating: Conceiving and developing new artistic ideas and work</b>            Anchor Standard – Organize and develop artistic ideas and work.            Anchor Standard – Refine and complete artistic work  <b>Artistic Process – Connecting: Relating artistic ideas and work with personal meaning and external context.</b>            Anchor Standard – Synthesize and relate knowledge and personal experience to make art.            Anchor Standard – Relate artistic ideas and works with societal, cultural and historical context to deepen understanding</p>		
<p><b>Directions: If you met the target criteria (3), highlight and explain how below. If you did not meet the criteria please explain why or what happened in the left column. If you went above and beyond the target criteria please explain how in the right column.</b></p>		
Concerns Areas that need improvement 1,2	Target Criteria for proficient performance 3	Advance Evidence of exceeding standards 4
<a href="#">Click here to enter text.</a>	I can investigate my theme and create visual notes.	<a href="#">Click here to enter text.</a>
<a href="#">Click here to enter text.</a>	I can generate multiple ideas and adjust my plans s needed based on feedback.	<a href="#">Click here to enter text.</a>
<a href="#">Click here to enter text.</a>	I can create imagined or observed forms	<a href="#">Click here to enter text.</a>
<a href="#">Click here to enter text.</a>	I can use new knowledge or skills to create my work.	<a href="#">Click here to enter text.</a>
<a href="#">Click here to enter text.</a>	I can convey personal meaning or the purpose of my work.	<a href="#">Click here to enter text.</a>
<a href="#">Click here to enter text.</a>	I can seek inspiration for my artmaking from a variety of sources and explain how they influence my work.	<a href="#">Click here to enter text.</a>

# Assessment & The Single Target Rubric

# Artist Statements – More choices

## Artist Statement



An artist statement explains the thinking behind your work. It tells viewers what you made, how you made it, and why you made it. By explaining your work, you allow viewers to understand the meaning and purpose behind your work. Answer the questions below in paragraph form.

Image of work

Name: [Click here to enter text.](#)

Course / Mod: [Click here to enter text.](#)

Title of Work: [Click here to enter text.](#)

Media & Size: [Click here to enter text.](#)



Describe your piece. What does it look like? What media did you use to create it?

What or who inspired you to make this piece?

Did you have any difficulties creating this piece? If so, what happened and what d

## Artist Statement



An artist statement explains the thinking behind your work. It tells viewers what you made, how you made it, and why you made it. By explaining your work, you allow viewers to understand the meaning and purpose behind your work. Answer each of the questions below in complete sentences.

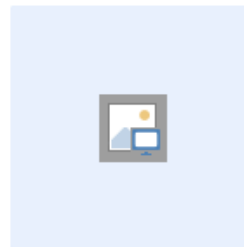
Name: [Click here to enter text.](#)

Course / Mod: [Click here to enter text.](#)

Title of Work: [Click here to enter text.](#)

Media & Size: [Click here to enter text.](#)

Image of work



1. Strengths: What do you feel you did really well? What are you most proud of? Explain.

[Click here to enter text.](#)

## Artist Statement



An artist statement explains the thinking behind your work. It tells viewers what you made, how you made it, and why you made it. By explaining your work, you allow viewers to understand the meaning and purpose behind your work. Answer each question below in paragraph form.

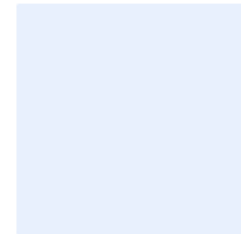
Name: [Click here to enter text.](#)

Image of work

Course / Mod: [Click here to enter text.](#)

Title of Work: [Click here to enter text.](#)

Media & Size: [Click here to enter text.](#)



What did you make?

[Click here to enter text.](#)

# Supports self-paced and learner centered design thinking artist studio

## 7 Day Unit Cycle

Day 1 Explore - Inspiration pages, research theme

Day 2 Design - Idea development

Day 3 - 6 Create - Studio Time

Day 7 Reflect - Critique

Skill builders as needed





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@MrsE\_Studio48  
mrsestudio48.weebly.com





