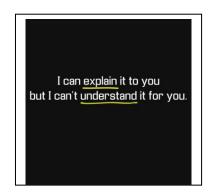
Teaching for Voice...

Passionate

Personal

Pertinent



Originator

Decisions specific to maker

Use materials for personal meaning

Planning Questions:

- Are students passionate about the art work they create?
- Does the art work students create have personal meaning?
- Do students understand how their art work is pertinent and has a place in this world?

Where does or can this happen in my curriculum?
Long-term projects:
Creating Meaning:
Finding Relevance:
Connecting:
Exercising Choice:
Problem Finding:

What do students want to say? How will they use their voices?
Significant events Significant accomplishments Celebrations Fears / Nightmares Aspirations / Dreams Mundane New insights into seeing On my mind
What "stories" do you hear from your students?
What are the big ideas you teach in your curriculum?

- 1. Did the idea originate with the student or with the teacher?
- 2. If the source was the student, did the idea evolve from his/her life experiences or previous artwork?
- 3. Who made most of the decisions about the work? The person making the choices is the person learning.
- 4. Did the process supply most of the form or did the student?
- 5. Was the uniqueness of each student's art expression encouraged?
- 6. Has novelty of materials become a defense from meaningful expression?