

Teaching for Voice...

Passionate

Personal

Pertinent

I can explain it to you
but I can't understand it for you.

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?

Thoughts? Plans?