



Re-Imagining the Studio Art Classroom: From Tired to Inspired

Angela Allmond, Ed.D Candidate
Teachers College, Columbia University





The Problem



200

IMPORTANT

RESPECT FOR PRIVACY

THIS INFORMATION IS THE PROPERTY OF THE UNIVERSITY OF CALIFORNIA. IT IS TO BE KEPT CONFIDENTIAL AND NOT TO BE DISCLOSED TO ANY OTHER PERSON OR ENTITY WITHOUT THE WRITTEN PERMISSION OF THE UNIVERSITY OF CALIFORNIA. ANY VIOLATION OF THIS POLICY WILL BE SUBJECT TO DISCIPLINARY ACTION.

EVERLAST

MODEL NO. 4118

WEIGHT 1 KG. 2.2 LB.

QTY 2 Pcs

FOR 142412

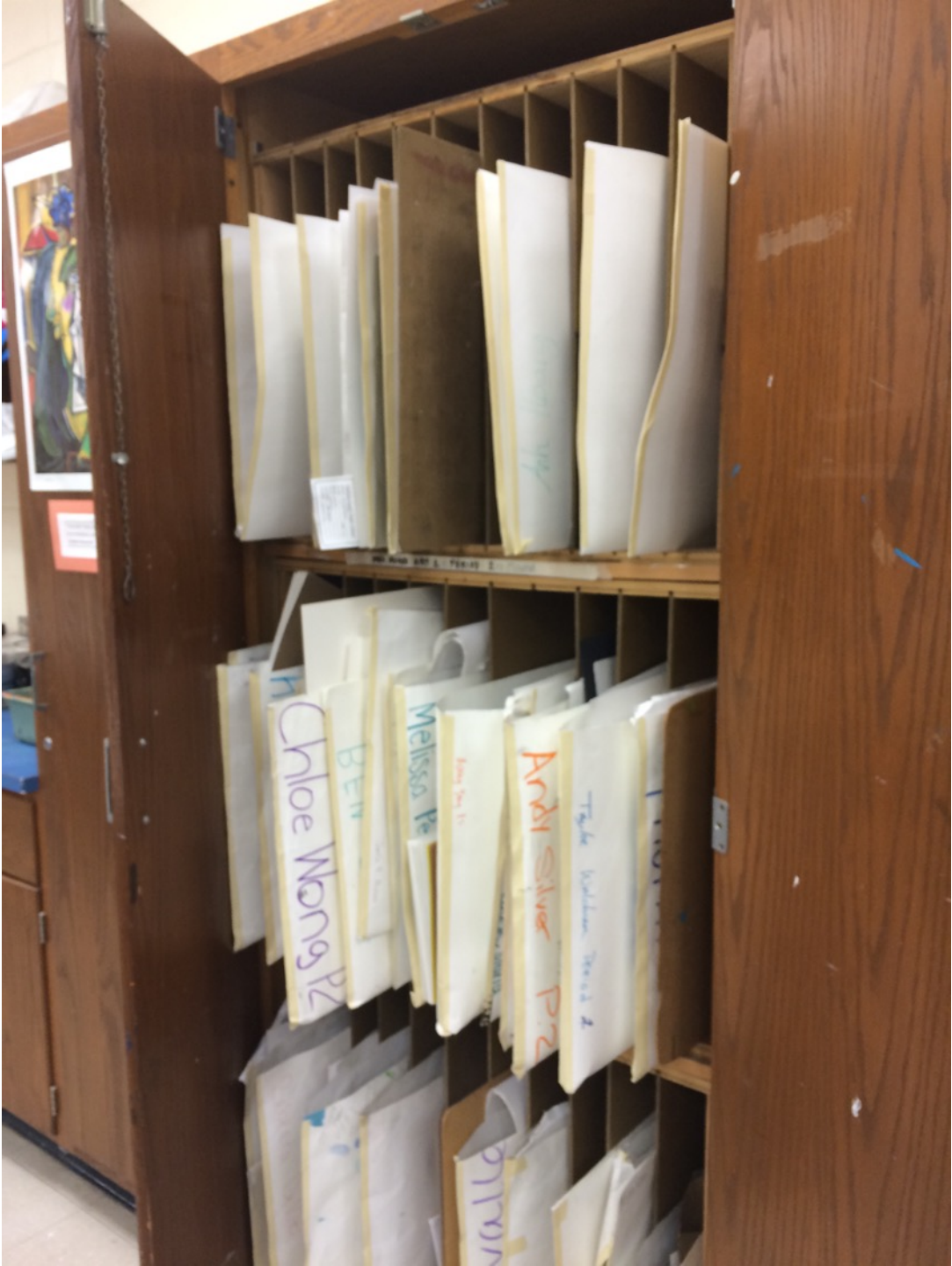
401

NEWSSTAND

PRINTING

33250

33250









FABRIC
DYE

FABRIC DYE

SILK
PAINTS

FABRIC
DYES
(POWDER)

COLD DYE
FIXER
+
PIGMENT

COLD DYE PIGMENT
FLUORO
PAINT-FABRIC





An Epiphany Moment

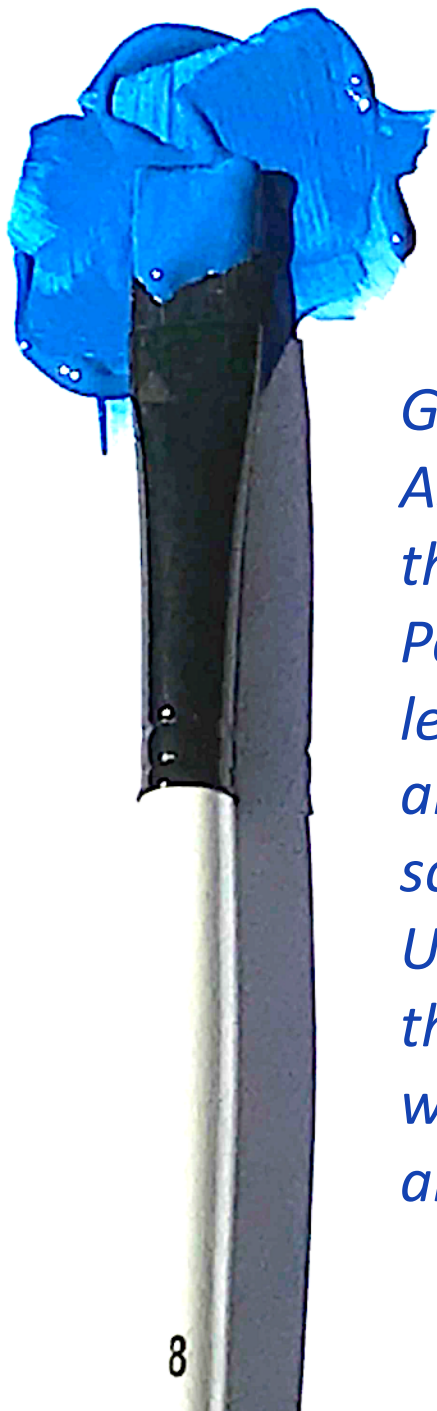






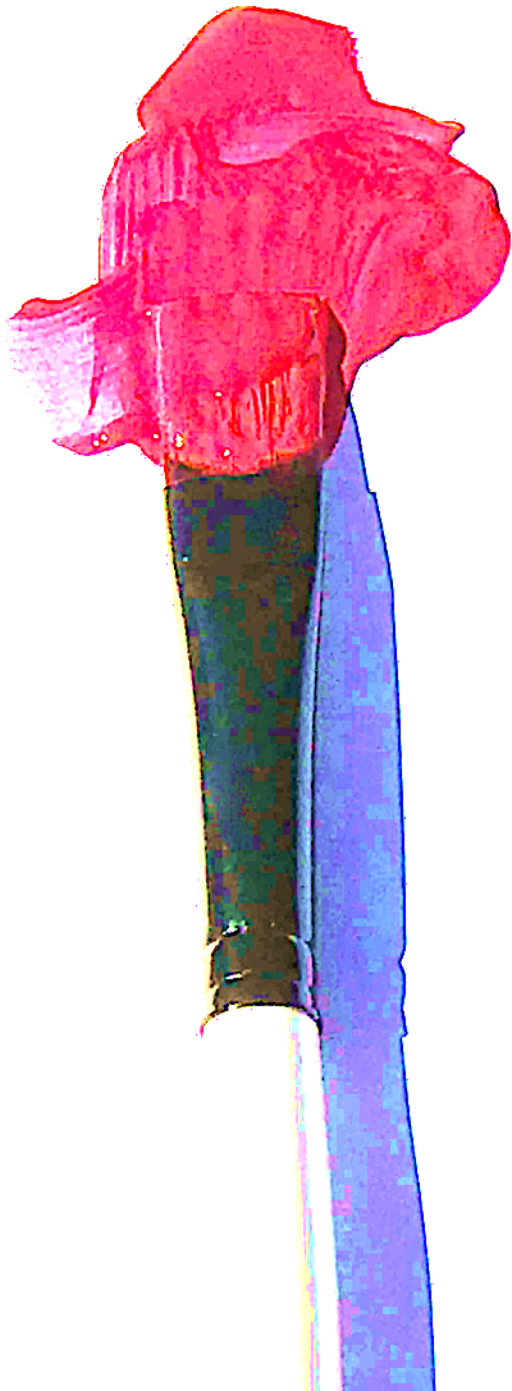
Dissertation Research Topic:

‘Making Do’ or Making Progress?
A Study of the Design and Arrangement of
Eighteen K-12 Multi-Purpose Studio Art
Classrooms



The Research Question:

Given the existence of the National Art Education Association's professional recommendations for the design of art studios in schools, and Parker Palmer's and other scholars' notions of successful learning environments and human flourishing, how are both interpreted in selected public and private schools in three different geographic areas of the United States of America, and to what extent do the studio art classrooms in this study facilitate the wellbeing and flourishing of individual art teachers and their students?



Participant Schools

- 18 K12 Schools
- 3 Geographic Regions across the U.S.
- 6 Schools in Each Region
- Elementary, Middle, and High School Levels
- Public and Private
- High, Middle, Low Socioeconomic Demographics
- New and Older Buildings
- High, Middle, and Low Commitment to the Arts

Note:

The impetus for this selection breadth was to test or double down on known assumptions about what dynamics create the current design and arrangement issues or problems found in studio art classrooms

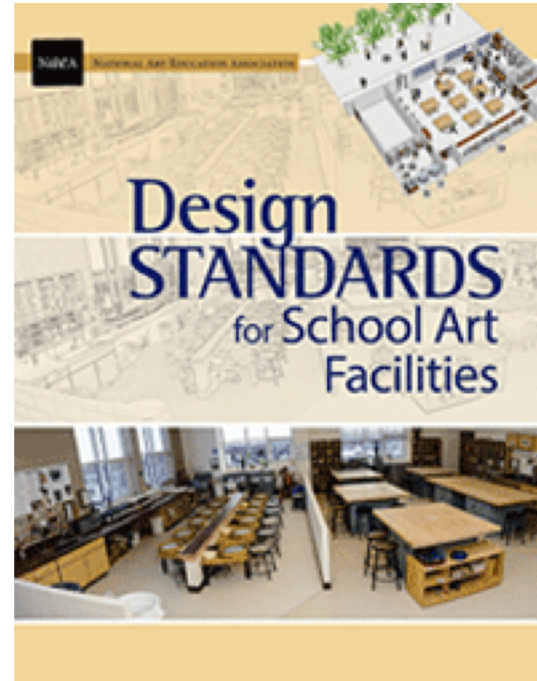
Data Collection:

Site Visits

- *1 Full School Day Per Site*
- *'A Day in the Life' of the Multi-Purpose Studio Art Classroom*

- ✓ **NAEA Design Standards Checklist**
- ✓ Detail Photographs (200+ per site)
- ✓ Teacher Interviews
- ✓ Class Observations—at least 3 class sessions observed on the day of
- ✓ Field Notes
- ✓ Floor Plans





\$26

**A Word of Caution about the
NAEA Design Standards*

	1	2	3	4	5	6
	P/U	N	Y/we	N/P	N/P	Y
	P/U	N.Ob	Y	N/P	Y/we	Y
	P/U	Y/P	Y/we	U	Y/we	Y/we
	Y	N	Y/we	Y/P	N	P
	P	Y/P	P	P	N/we	N
	1	2	3	4	5	6
	594/660	421/825	1095/770	712/2255	767/1100	1140/1650
	1:12	1:15	1:14	1:29-1:41	1:15	1:25-30
n connected to the classroom	100	~300	400	300		~205
students	Y/we	N/we	Y/we	P/N	N	Y
S						6
room door	P	N	N	N	N	N
ply and equipment delivery and	N	N	N	N	Y	Y
	N/we	N	N/we	N/we	N	N/we
ntains, esp for elementary students	Y	Y	P	Y	P	Y
nd other fine arts spaces is	Y/we	N	N	N	N	Y
	Y	Y/P	Y	P	P	Y/we
cular collaboration	N/we	N	N	P	N	Y
ACES	1	2	3	4	5	6
	N	N	P	N/we	N	N/we
	N	N	N	N	N	N

17 NAEA Categories

134 Specific Checkpoints

4 Emergent Categories



NAEA Categories

- Universal Design/Access
- Space Allotments
- Location of Art Rooms
- Patio and Outdoor Spaces
- Art Educator's Office
- Basic Furnishings
- Walls and Floors
- Storage (Construction)
- Storage (Types)
- Presentation Space
- Lighting
- Acoustics
- Sinks
- Technology
- Security
- Safety
- Ventilation



Emergent Categories

- Unintended Consequences/Design Gone Wrong
- Management Practices
- Limitations of Materials due to Space Limitations
- Instances of 'Making Do'



Data Analysis

- Cross Case Analysis
- Qualitative Study using both Quantitative and Qualitative Data
- Quantitative Data Creates Qualitative Themes
- Design Thinking Phase 1 and 2 (Empathizing with Art Teachers and Their Students, Defining The Problems Across Cases)
- Goldsworthy As Methodology

**Viewing All of the Above through the Lens of Human Flourishing*



Indicators of Flourishing

- Personal Freedom
- Personal Responsibility/Meaningful Work
- Rooted in Community
- Learning through Play
- Joy, Delight, Surprise, Excitement
- Comfort/Security
- Success is Achievable

Sources:

Rights of the Child, UNESCO

What Children Need, Greenman

Parker Palmer, Nel Noddings, Maxine Greene, Yi-Fu Tuan, etc.



‘Making Do’

A Hard Habit to Break















⑥ Score sides of clay
⑦ Wrap rectangle around the circle to form a cylinder.
⑧ Smooth plus where



My glue storage, not refined but it works!

The best thing is it works so naturally for the kids (4-14)

The 1/2 toilet paper rolls are glued together. And the spaces are small enough that the bottles easily slide right into place.

Don't know if this is on Pinterest or not. My apologies if this is old news!





“Students can discuss mathematics while seated in a room under a gymnasium but should they? Teachers can handle storage problems by walking back and forth to utility rooms down the hall, but is that the best use of their time and energy?”

Snow, 2002



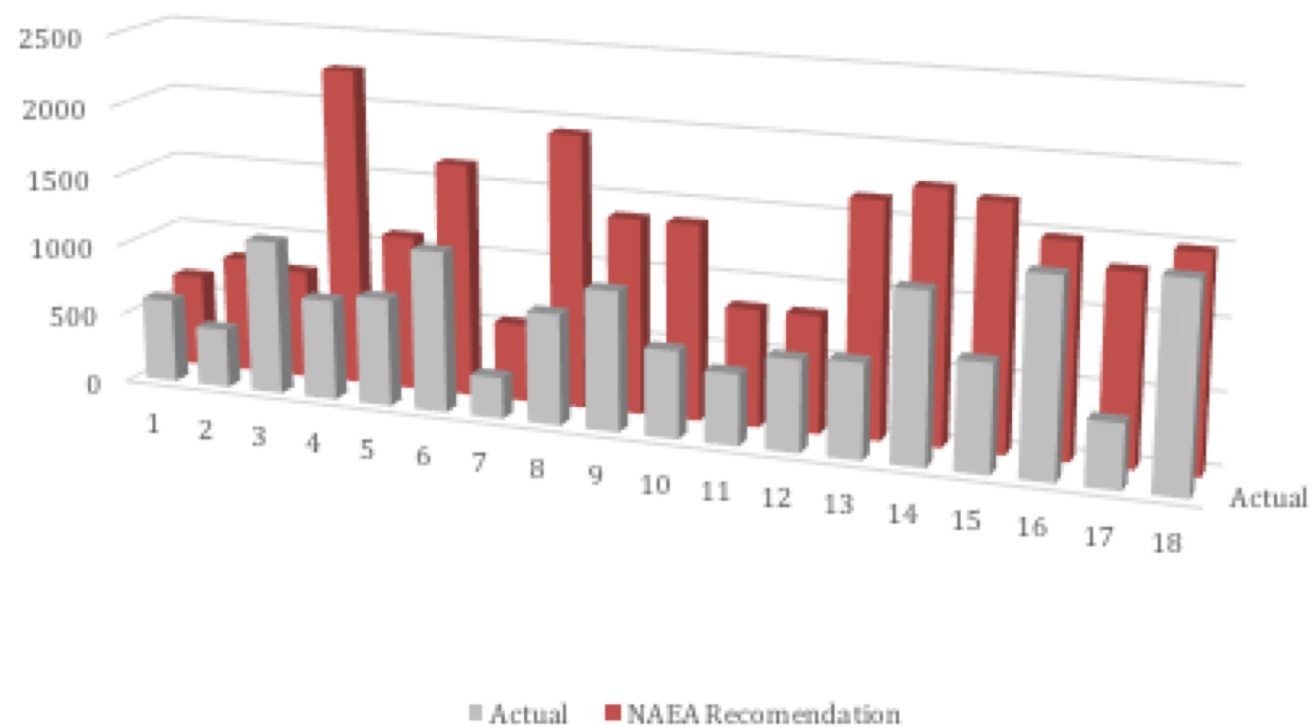
"...we should be prompted to provide better conditions by a collective uneasy conscience. Our happiness should be threatened by the misery of others, and children (*and, I would argue, their teachers too*) should not have to earn decent living and learning conditions,"

Nel Noddings



Space Allotment

Space Allotment By Classroom: Actual vs. Recommended





1/3 Recommended Sq ft. This classroom houses up to 40 bodies 5th and 6th



1/3 Recommended Sq ft. This classroom houses 25 bodies K through 8



ADA and Accessibility Issues



ADA Sink?



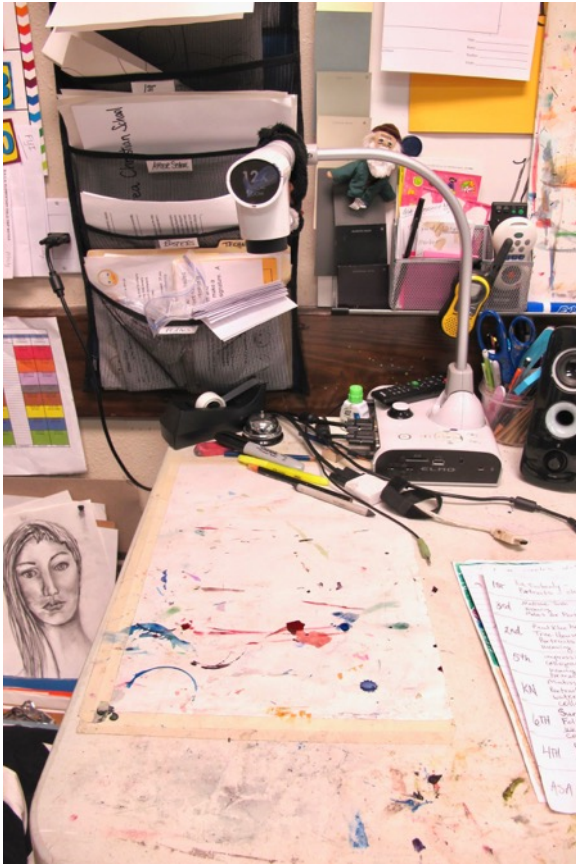
ADA sink in 'Inaccessible' Space



ADA Sink Blocked



Demonstration Tools



Document Camera



Demo Mirror



Document Camera



Instructional Technology



Promethean Board



Promethean Panel



Accidental Installment of LCD Projector



Technology for Students



Computer Stations in Middle and High School Art Rooms





Digital Media Labs Housed within or
Specifically Attended by Art Classes
and through Art Faculty





Exceptional Find:

Small Urban Public School
for Special Needs Students

Digital Media is regularly
integrated with traditional
materials to assist students
in meaningful 'making'
experiences



Furnishings


















Storage



Mobile Cabinets

Virco offers a variety of 36", 66" & 72" high cabinets with thermofused melamine panel surfaces and a range of shelf configurations for storing textbooks, notebooks and related educational materials. Two models are available with either 15 or 30 tote trays; another double-faced mobile cabinet features 12 spacious cubicles per side. For teachers and students who need a place to keep oversized projects and art assignments, three Virco mobile cabinets include full-width paper drawer storage.

 See page 133 for more information on mobile cabinet features.



2509-24DF

Double-faced cabinet with twelve 14½"W x 11½"D x 12¾"H cubicles and two hinged doors on each side. Cabinet is 48"W x 28"D x 66"H.



2513

Two adjustable steel shelves. Two 13¾"W x 19¾"D x 11½"H file drawers. Two 44"W x 24½"D x 3½"H paper drawers. One 12" coat rod. One 8"W x 11"H vanity mirror. Two hinged doors. Cabinet is 48"W x 28"D x 66"H.



2501

Four adjustable steel shelves. Two hinged doors. Cabinet is 48"W x 28"D x 66"H.



2601

Five adjustable steel shelves. Two hinged doors. Cabinet is 48"W x 28"D x 72"H.



2502

Eight 24"W adjustable steel shelves. Two hinged doors. Cabinet is 48"W x 28"D x 66"H.



2501-30TT

One fixed/nine adjustable steel shelves with 30 tote trays. Two hinged doors. Cabinet is 48"W x 28"D x 66"H.



2301DFND

Double-faced cabinet with one adjustable steel shelf on each side. Cabinet is 48"W x 28"D x 36"H.



2301-15TT

One fixed/four adjustable steel shelves with 15 tote trays. Two hinged doors. Cabinet is 48"W x 28"D x 36"H.



2321

One paper drawer and one adjustable shelf. Two hinged doors. Cabinet is 48"W x 28"D x 36"H.



2325

Five 44"W x 24½"D x 3½"H paper drawers. No hinged doors. Cabinet is 48"W x 28"D x 36"H.

Mobile Cabinet Accessories



253424

34"W x 24"D steel shelf for mobile cabinets.



254824

48"W x 24"D steel shelf for mobile cabinets.



TT1412

14½"W x 11½"D x 3"H tote tray with card holder.



TT0919

9"W x 19"D x 4¾"H tote tray with card holder.



TT1419

13¾"W x 19"D x 4¾"H tote tray with card holder.























Patio and Outdoor Spaces













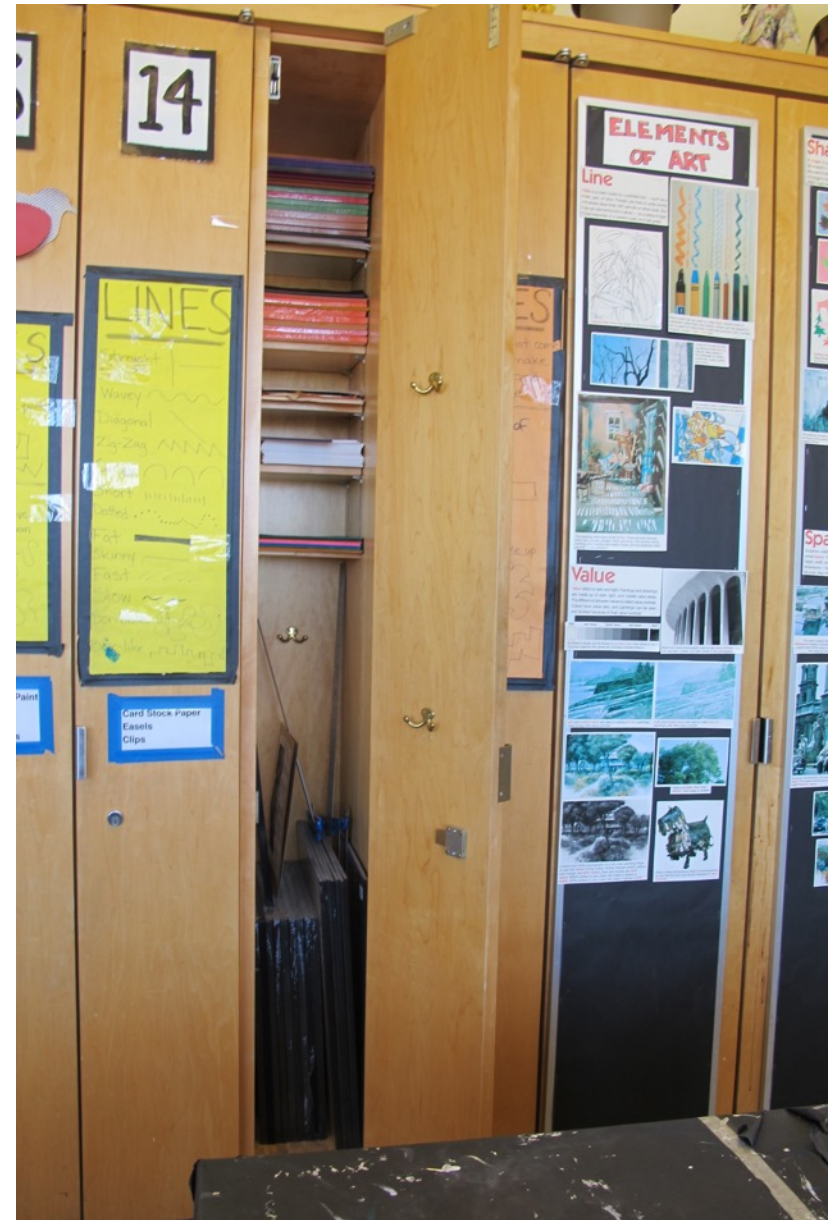




Unintended Consequences

















Even in Art classrooms this sentiment is more true than not:

“We’re educating kids out of their creative capacities” –Sir Ken Robinson



Trends in Art Education Pedagogy

Choice-Based Art Education (Child-Choice-Based Curriculum, 'Center'-Arranged Art Materials)

Teaching for Artistic Behavior (Studio Habits of Mind as Central to Curricular Goals—Assumes Student as Artist, in the traditions of artistic practice—aka how adult artists work)

TAB Facebook Page—Teachers Idea Share:

If you could design your ideal high school TAB classroom, how would you build for centers/areas around the classroom?

I am currently designing a new art room for our new high school. I currently teach modified choice & hope to transition to TAB in the near future.

I need storage help. I have this fantastic room, but it is a multipurpose room, and my principal says it needs to look less like an art room when I'm not here and they use the space for meetings. Currently I move supplies over to condense space and cover them with plastic tablecloths when I'm not here otherwise people help themselves to supplies. I cannot put all supplies away in cupboards because I have a 30 minute morning and afternoon duty each day I'm here. He suggested I look at other furniture options, but I don't even know where to start. Because of two sets of double wide swinging doors and an unused, mounted smart board, the wall space is lacking. Any suggestions??



I ❤️ this shelving unit but it's really a section of old countertop and my administrator wants to replace it with a "real" piece of furniture. I can't find anything that is open, no cubbies, flat, real wood and about counter height. Thoughts?



Like

Comment

Share

👍 1



“Children deserve spaces that are interesting, that provoke their thinking, that are organized in ways so that they can organize their thinking...by making it interesting, by presenting invitations on problems in the environment that they are called upon or challenged to work on, to support their own ideas and questions. The space is part of that learning. It’s where they are learning. It’s what they are learning about. They are learning about their physical environment and their emotional development.”

Ellen Hall

Executive Director, Boulder Journey School



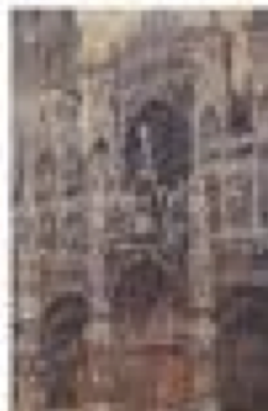
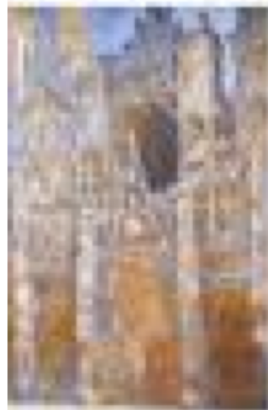
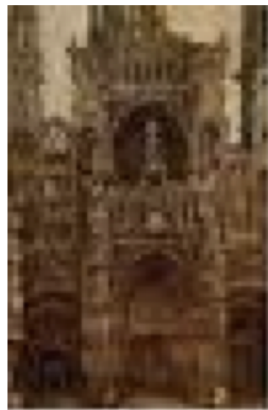
Where Does the Paradigm Shift
Need to Occur?



Understanding How Art
Learning has been
Contributing to '21st Century
Learning' for Centuries





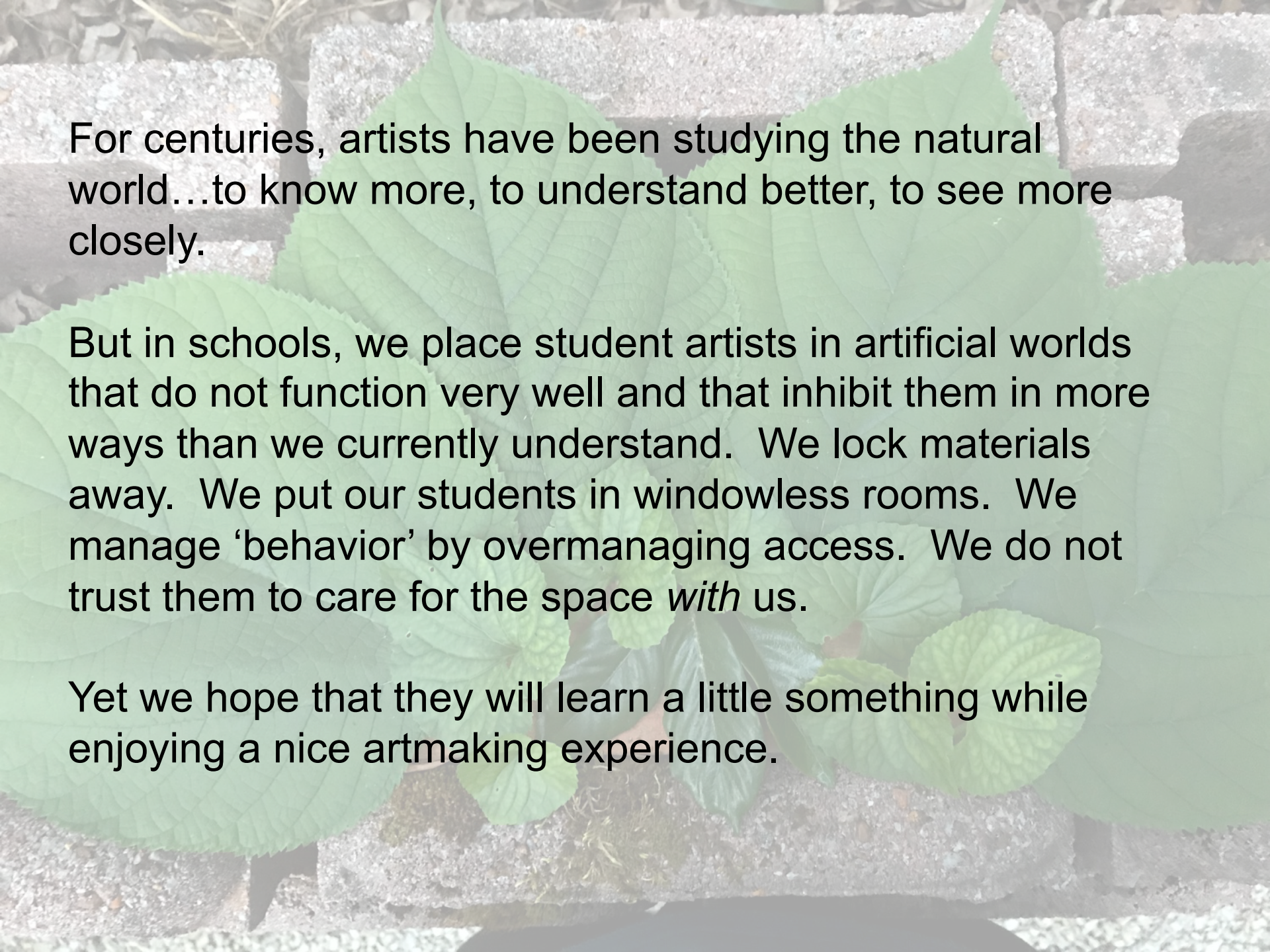






“I am an artist when I look at a bird until I feel feathery too...and at an orange until I know what it is to be perfectly round.”

Pat Lowry Collins, *I Am an Artist*, 1992

The background of the slide features a close-up, slightly blurred photograph of a stone path. Large, vibrant green leaves with prominent veins are scattered across the path, some resting on the grey, textured stones. The lighting is soft, creating a natural and serene atmosphere.

For centuries, artists have been studying the natural world...to know more, to understand better, to see more closely.

But in schools, we place student artists in artificial worlds that do not function very well and that inhibit them in more ways than we currently understand. We lock materials away. We put our students in windowless rooms. We manage 'behavior' by overmanaging access. We do not trust them to care for the space *with* us.

Yet we hope that they will learn a little something while enjoying a nice artmaking experience.



What Can You Do?

- Architects
- Facilities Planners
- Administrators



Three Words to Design By

Aim to build studio art classrooms that will:

INVITE *students into a hospitable, responsive space where 'good things happen'*

DELIGHT *the senses*

INSPIRE *creative activity*

Designing for Intuitive Use:



It's an iterative process—it's never going to be perfect the first time



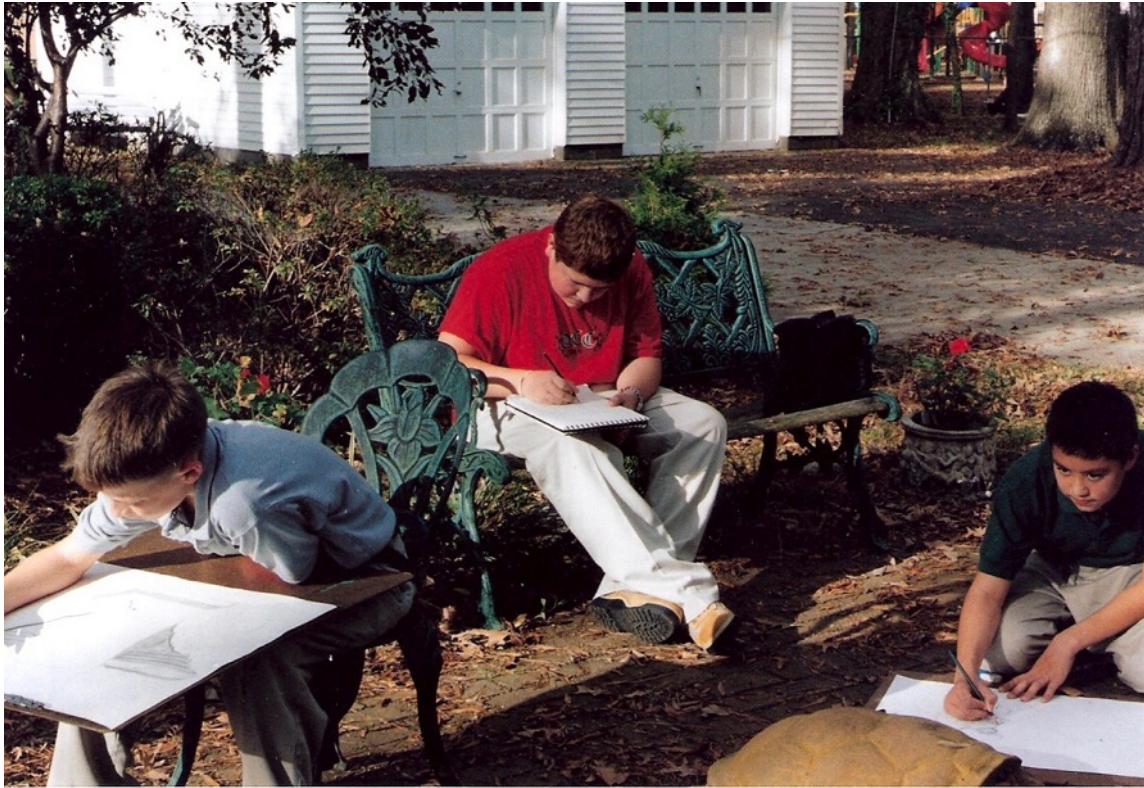


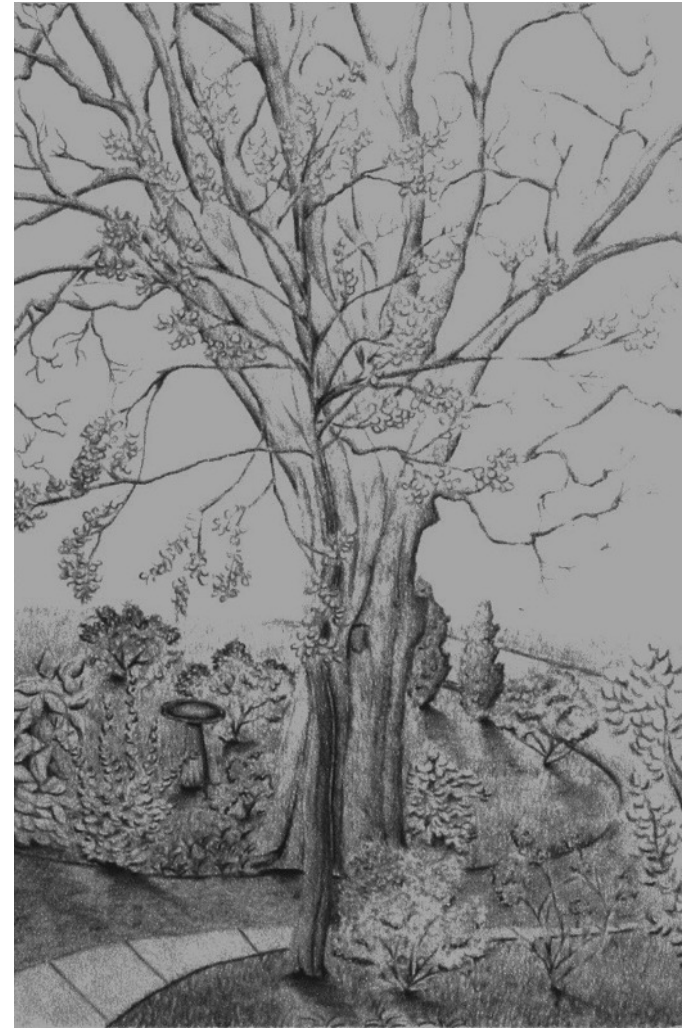
2001-2002

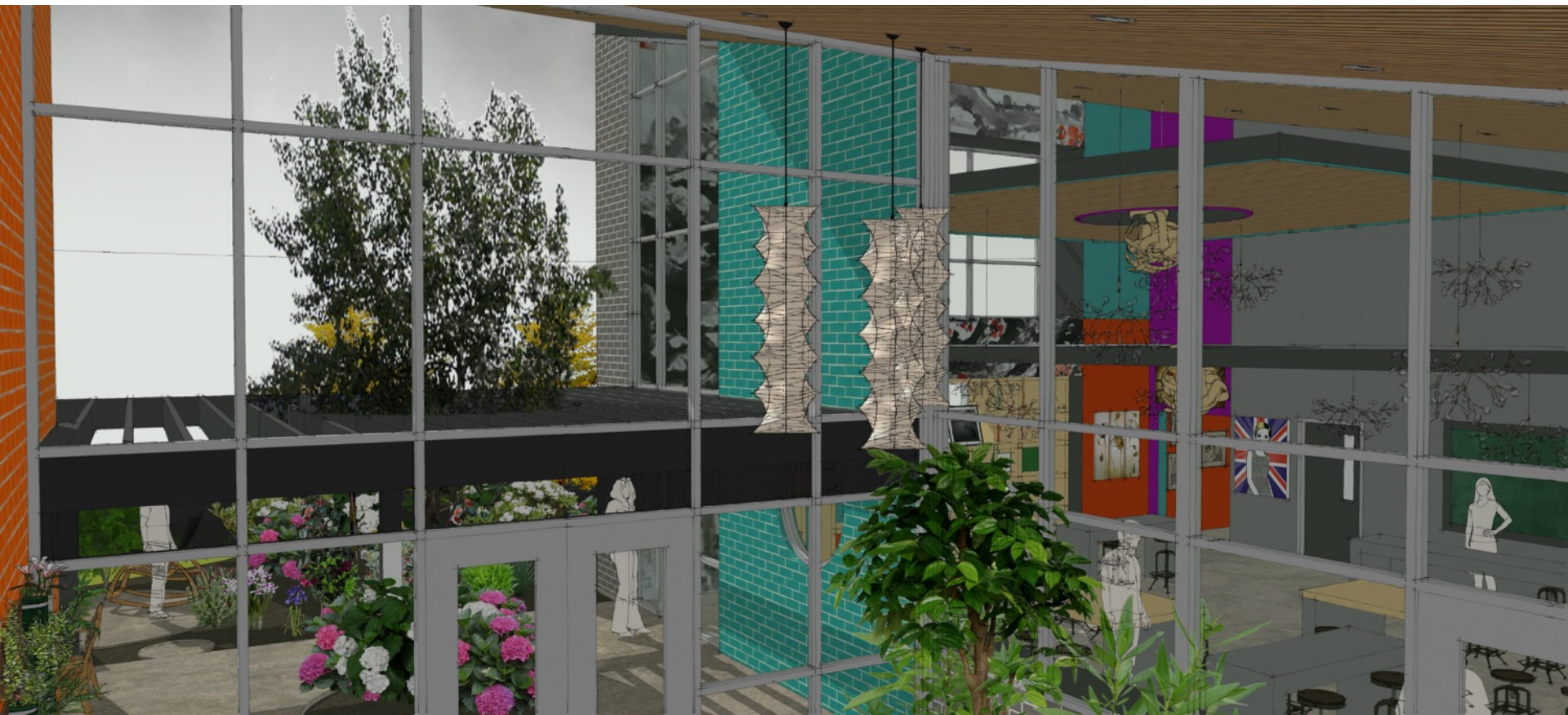
2014-2015







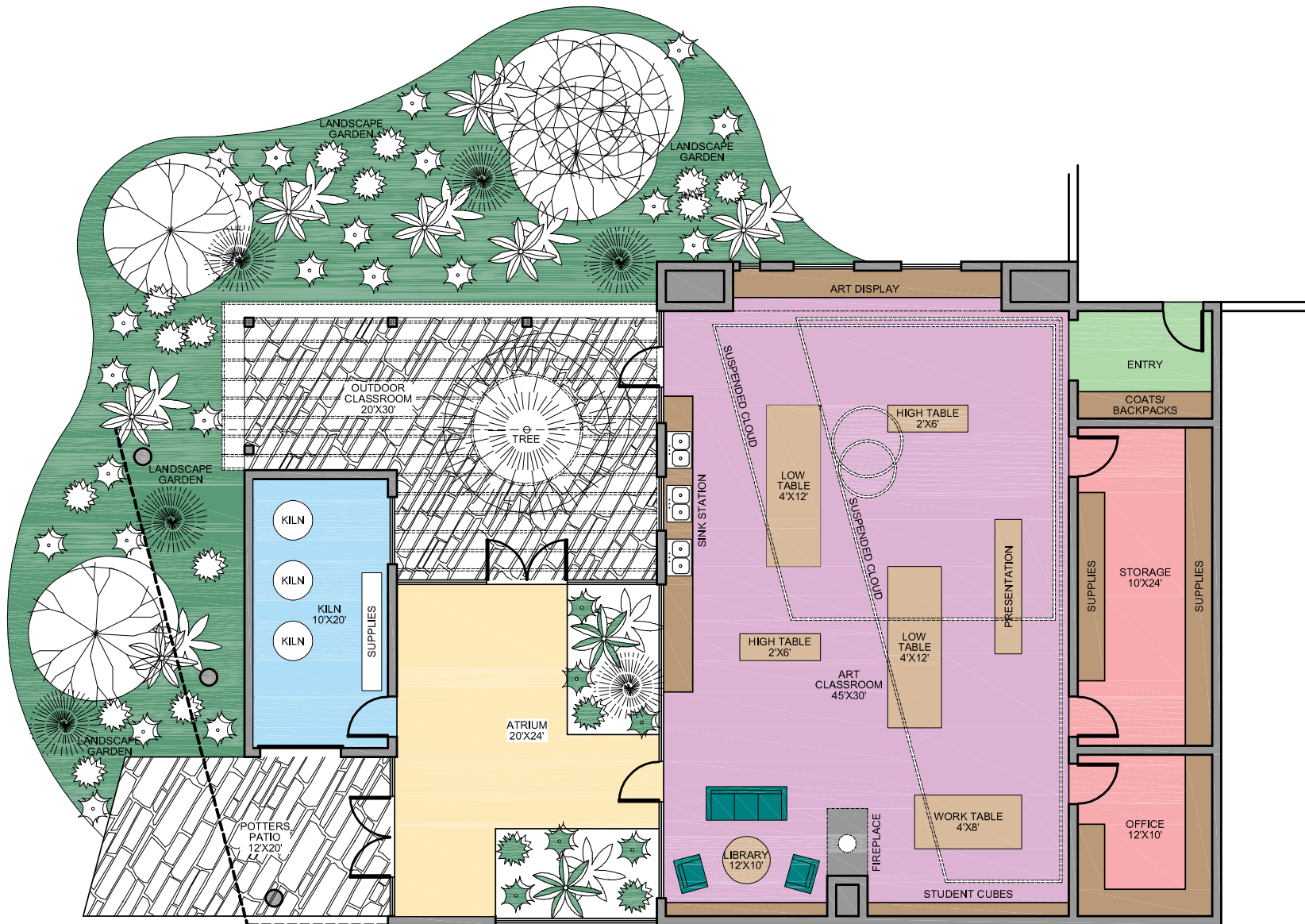














Invite

DELIGHT

Inspire