

Using Big Ideas

Big idea is the core of students interests and curiosity. The big idea can be explored through specific themes and sub-themes it can be revealed by the artist's chosen expressive viewpoint or perspective that reflects his or her culture and era (Sandell, 2006).

Importance of Meaning Making in Art

Knowing the purpose of creation engage students into activities and allows them to become self-directed learners. Self-directed learners are in control of the meaning-making process, motivated to solve problems.

March 28th Art Lovers Conference

Are you curious how educator can help students find meaning in their art? Come join us!

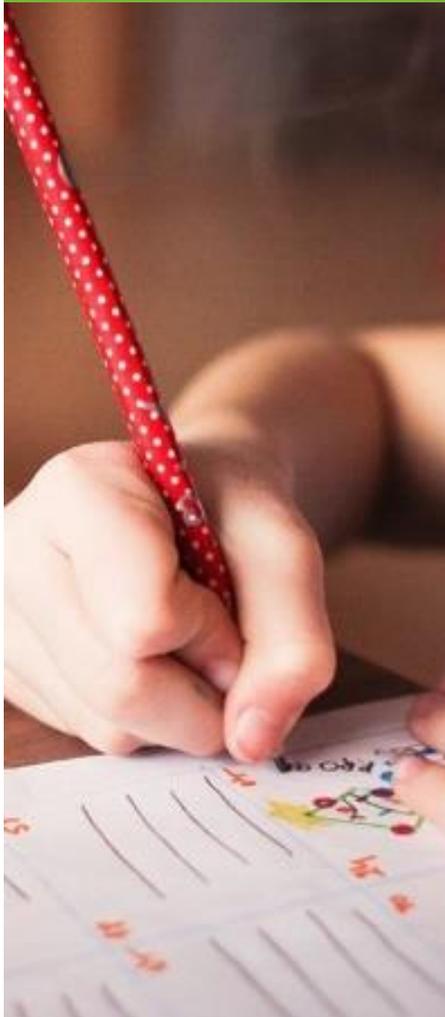
MEANING-MAKING IN ART CLASSROOM

Big Ideas



Meaning-Making in Classroom

Backward Design. Find clear goal before creating lessons. “by beginning with the intention rather than the activity, the curriculum goes to the heart of the big idea that the classroom community is exploring. It assists teachers in avoiding activity-focused teaching” (Messy, K).



Yuno Bounds

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Place: Zoom

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Date: March 28th

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Contact: Hotmail.com

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<http://yuzu.site/>

Meaning-Making in Younger Children

Become a researcher studying your children.

“When you find the core of an interest, a big idea, you can use the curriculum to challenge children’s intellectual development and support their curiosity” (Massey, 2017).

Child-centered curriculum.

Children's interests and needs determine the content and structure of a child-centered curriculum. The teacher is facilitator of children's needs for expression. In art curricula, emphasis is on helping each child express his or her personal needs and develop capacities and abilities in art.

Meaning-Making in Younger Children

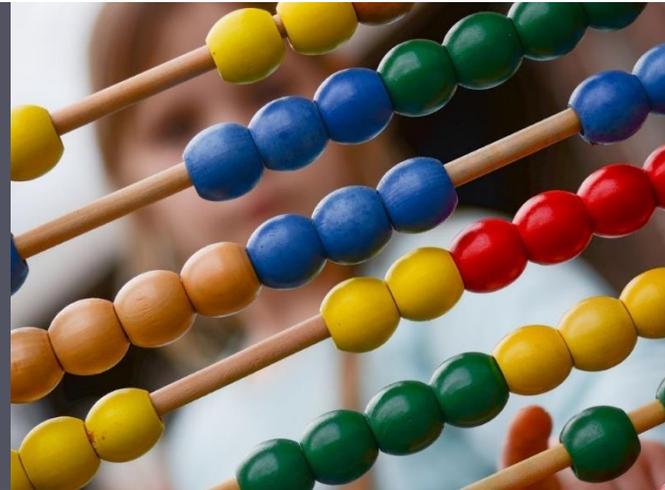
Let their curiosity flow.

“Children's natural art abilities unfold if adults provide equipment and encouragement” (Zimmerman). Create free space for their creation and provide equipment based on their interest and curiosity.



Find Children’s Interest and Curiosity

Spend time with children, pay attention to their daily ques such as story of their drama play, topic of conversation, how they react to specific matter or subjects within their daily life. What are children interested in this world?



“When making meaning takes its place at the center of art education, early childhood classrooms and studios become places of wonder, curiosity, and joy.” (Massey, K, 2017)



What Educators Should NOT do

There should not be direct intervention from adults. if young children are offered materials, they will engage in art activities and any adult intervention hampers the unfolding of their innate creative abilities. Assist children by providing open-ended, appropriate materials!

