

# Using the TASC Wheel in one-day-a-week class for gifted students: Project Art

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## Abstract

We work as teachers in one-day-a-week classes for gifted elementary school students in the Netherlands. The classes are centred on themes that last about 8 weeks. Twice a year, the students work on a project using the TASC Wheel to systematically gain more knowledge on the subject as well as to practise their executive skills. As an example of good practice, we here describe the Art project that we have recently worked on with one of our groups containing 13 gifted students aged 10–12 years who attend one full day class a week.

## Keywords

One-day-a-week classes, primary school, TASC Wheel

## Introduction

We work as teachers in one-day-a-week classes for gifted elementary school students in the Netherlands. The classes are centred on themes that last about 8 weeks. Twice a year, the students work on a project using the TASC Wheel to systematically gain more knowledge on the subject as well as to practise their executive skills. We have developed a fan deck with instruction blades for each step of the TASC Wheel, as a tool to clarify the requirements and goals of each step (Figure 1). We have experienced that the use of

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|--|---|
| <p>1</p> <p>What do I know about it?</p> | <ul style="list-style-type: none"> <li>• Make a mindmap</li> <li>• A minimum of 6 branches in different colours</li> <li>• Each branche has small branches</li> <li>• Use words and drawings</li> </ul>   |
| <p>2</p> <p>Questions</p>                | <p>What do you already know?</p> <ul style="list-style-type: none"> <li>• Use your mindmap to come up with 6 questions (which you already know)</li> <li>• Write the questions neatly on a paper</li> </ul> <p>What would you like to know?</p> <ul style="list-style-type: none"> <li>• Write down 6 questions(you don't know the answer)</li> <li>• Write the question neatly on a paper</li> <li>• Discuss it with your teacher</li> </ul> |
| <p>3</p> <p>Search for information</p>   | <p>How can you find the answers?</p> <ul style="list-style-type: none"> <li>• Write down 4 possibilies</li> <li>• Where do you leave your information?</li> <li>• Discuss it with your teacher</li> </ul>   |
| <p>4</p> <p>Do it!</p>                   | <ul style="list-style-type: none"> <li>• Go ahead</li> <li>• Write down your information and use your own words</li> <li>• Use 5-10 lines a question</li> <li>• Read the information, don't copy paste</li> <li>• Use the green strip</li> <li>• Collect all your things/documents in a folder</li> </ul>   |
| <p>5</p> <p>How did it go?</p>           | <ul style="list-style-type: none"> <li>• Talk to your teacher about what you did</li> <li>• Do I have any questions?</li> <li>• Do I have enough information tomake my presentation?</li> <li>• Check the blue strip</li> </ul>   |
| <p>6</p> <p>Presentation</p>             | <ul style="list-style-type: none"> <li>• How will I process my information?</li> <li>• Write down your ideas and discuss your ideas with the teacher</li> <li>• Go ahead!</li> <li>• What kind of presentation are you going to use?</li> </ul>   |
| <p>7</p> <p>What did I learn?</p>        | <p>Content</p> <ul style="list-style-type: none"> <li>• Did you find the answers on your questions?</li> <li>• Did you learn something new?</li> </ul> <p>Presentation</p> <ul style="list-style-type: none"> <li>• Does my presentation look nice?</li> <li>• Did I use correct sentences?</li> <li>• Did I use the right grammar?</li> </ul>  |

Figure 1. Instruction blades for each step of the TASC Wheel.

these fan decks aids gifted students to follow the steps of the TASC Wheel in a structured and guided way, with fixed goals and requirements.

During the projects, the students not only work on learning questioning skills but we also offer extra activities and other ways to increase their knowledge. We start with an activity to trigger their curiosity and throughout the weeks include, for example, informative movie clips for children, activities to stimulate creative thinking and digital activities such as online escape rooms and the creation of a stop motion movie.

As an example of good practice, we here describe the Art project that we have recently worked on with one of our groups containing 13 gifted students aged 10–12 years who attend one full day class a week.

## **Start of the project**

To trigger the curiosity of the students, we did not tell them beforehand what subject we would be working on. We decorated the classroom with pieces of art, paintings, small statues of various materials and reproductions and let them guess the new subject. The first activity was a ‘speed-dating’ activity using the pieces of art in the classroom. The students talked in pairs about one piece of art using given questions, for about 5 minutes. Next, they moved to another child and another piece of art to talk about. At the end, they had seen and talked about eight pieces of art each. The instructions included the following: Observe the piece of art. Tell each other what you have observed. How was this piece of art made? What do you think were the artists’ objectives? What kind of feeling does the piece of art give you? Would you like to hang it on your bedroom wall?

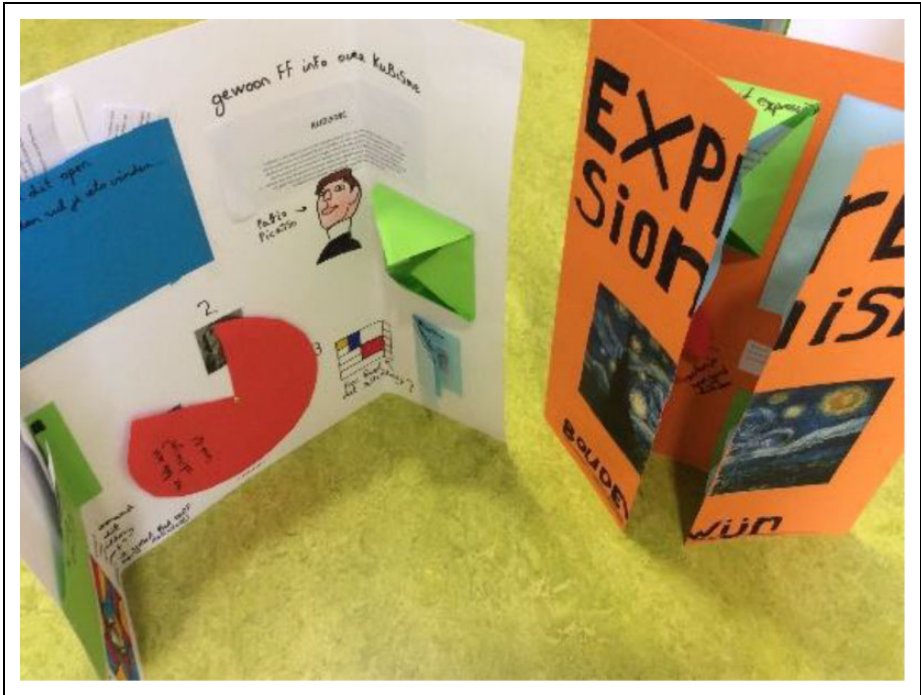
## **Step 1: What do I know about it?**

To activate and evaluate the pre-existing knowledge of the students, they made a mind map consisting of at least six large branches with a minimum of four small branches each. We provided the large branches, namely art movements, artists, pieces of art, techniques, materials and museums. As described in the instruction blade of step 1 (Figure 1), the requirements for the mind map included using different colours for each branch and using both words and illustrations. In Figure 2, several examples of mind maps are shown. In this project, the students worked on paper; digital mind maps were also an option.

## **Step 2: Questions**

The students had to compose and answer several learning questions on an art movement. They could choose from the following art movements: cubism, expressionism, impressionism, abstract art, realism, street art and comic art. They worked either alone or in pairs. First, we asked them to compose learning questions by themselves. Some questions were good learning questions and other questions had to be adjusted. Moreover, we added questions set up using the taxonomy of Bloom. We also preselected useful movie clips for the students. Some examples of questions are:





**Figure 3.** Examples of lapbooks.

### **Step 5: How did it go?**

In a group discussion, we asked the students about the process, that is, how they had worked, what they had found difficult, how the collaboration went, if they had difficulties writing the information in their own words and if they thought they had found sufficient information.

### **Step 6: Presentation**

We used a lapbook as a way to present the obtained information. A lapbook is a kind of paper folder that contains all the information that the students have found. The information is in envelopes, booklets and behind flaps, using words, images and colour, presented in an attractive way to promote reading and discovery of the information (Figure 3).

Also, we organized an exhibition for parents and others who were interested. The classroom was decorated with the lapbooks and all the results of the extra activities (see below).

### **Step 7: What did I learn?**

We asked the students what they had learned both on content and on skills. They each gave themselves a compliment and an improvement.



**Figure 4.** Hundertwasser houses.

### **Extra activities during the project Art**

During the project, we included several activities on art, some of which are described below. Other activities included a digital escape room on art, a visit to a museum and a workshop on portraits by an artist.

#### *Design a Hundertwasser house*

The students were shown a movie clip on houses designed by the artist and architect Hundertwasser. Next, they divided a large piece of white paper into three parts. In the first, they drew their own house. In the next part, they changed one part of their own house according to the style of Hundertwasser. In the last part, they changed even more according to Hundertwasser. After this ‘warming-up’ activity, the students designed a



**Figure 5.** Pointillism in black.

new Hundertwasser house, using wax crayons in bright colours. Some examples are shown in Figure 4.

### *Pointillism in black*

The students were shown examples of pointillism. To create their own piece of pointillism-art, they coloured a small piece of white paper with wax crayons randomly and used black paint to cover all. Next, they scratched off small dots or stripes of the black paint to reveal the colours below, creating an image in the style of pointillism (Figure 5).

### *My own Picasso*

We showed the students portraits by the artist Picasso. Using a black and white picture of themselves cut into pieces, they designed a portrait in the style of Picasso. For drawing, charcoal was used. Examples of the results are shown in Figure 6.



**Figure 6.** My own Picasso.

### *Hieronymus Bosch stop motion movie*

The students used figurines of the Dutch painter Hieronymus Bosch and a background based on his paintings to create a story for a stop motion movie. Using a digital program, they captured one frame at a time, moving the figurines between frames, creating the illusion of movement. They added sounds or speech bubbles to support their story.

### **Conclusion**

We have described the Art project as an example of good practice of how we use the TASC Wheel to work with students with high abilities. Also for these students, the TASC Wheel provides structure and support and a way to address goals and requirements. Adding additional activities enlivens the lessons, creates and maintains curiosity and allows strengthening of other skills such as creative thinking and executive skills.

### **Authors' note**

All three authors work as teachers in one-day-a-week classes for gifted elementary school students of different ages, ranging from 4 to 12 years. For 5 days a week, 20–25 children attend a full day class grouped by age.




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### **Author biographies**

**Marij Persons** has been trained as a teacher and is an ECHA-Specialist in gifted education since 2004. In 2016, she finished her education as specialist of Twice Exceptional children. She has over 16 years of experience in teaching gifted children. After attending a workshop of Belle Wallace in 2002, she was one of the first in the Netherlands to use the TASC Wheel in her one-day-a-week classes.

**Yvonne de Groot** has wide experience as a teacher, with both regular and gifted students. She finished her masters in Special Educational Needs, with a specialization on giftedness, and is currently enrolled in postgraduate education on Twice Exceptional children.

**Anneke Stoffels-Engering** has a PhD in biology and has recently finished her education as an ECHA-Specialist in gifted education.