Using Studio Habits of Mind for Formative Assessment

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Studio Habits of Mind (SHoM)

Develop Craft
Engage & Persist
Envision
Express

Observe
Reflect
Stretch and Explore
Understand Art Worlds

Principles from Chapter 5
Studio Thinking from the Start

Motivation
Studio Habit Profiles
Making Studio Habits Visible

Motivation

Disengaged
Uninterested and uninvolved

Extrinsic
Motivated by outside approval or rewards

Intrinsic
Motivated by personal interest and curiosity

Catherine Karp, Nicole Gsell, Samantha Kasle

Studio Habit Profiles

Celia Knight
Lauren Gould
Making Studio Habits Visible

Ceara Yahn

Motivation

Catherine Karp
Nicole Gsell
Samantha Kasle

Research Questions

How can I make SHoM more visible and relevant in my classroom?
How can SHoM help students to set goals and challenge themselves?

Studio Habits Focus

Develop Craft
Stretch and Explore
Engage and Persist

Classroom Diagram:

- **Motivation**
  - Disengaged: Uninterested and uninvolved
  - Extrinsic: Motivated by outside approval or rewards
  - Intrinsic: Motivated by personal interest and curiosity

- **Studio Habits Focus**
  - Develop Craft
  - Stretch and Explore
  - Engage and Persist
The Circle
Making Connections

The Beautiful World

The Guitar

Takeaways
- Make SHoM more visible - Entrance and exit tickets
- Kids fill out Habit Profiles, focusing on just one or two and review each month. Use this to reflect and help set goals.
- Show LOTS of video clips of artists working and talking about their work - looking for inspiration, their process, how they deal with risks, failures, and the importance of original ideas.
- Using SHoM as a framework, YOU can learn new things about how students are motivated. Don’t make assumptions!
Nicole Gsell
Henderson K-12 Inclusion School
Boston Public Schools
Grades 2-6
Research Questions

What, if any, are shared traits that motivate my students to engage with and create meaningful artwork?

How do I know my students are alert to their needs to do their best work in my classroom?

Why do my students make the decisions they do?
Choices allow for student agency: student voice and student choice
Agency results in motivation
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Material</th>
<th>Pacing</th>
<th>Social</th>
<th>Conceptual</th>
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<tbody>
<tr>
<td>3rd Grade</td>
<td>Preferred choice of art making style and/or material</td>
<td>Experimenting by making lots of pieces, or developing one work deeply</td>
<td>Sitting with and talking to friends, collaborating with peers</td>
<td>Developing a personally driven idea in an artwork</td>
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<tr>
<td>4th Grade</td>
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Snowglobe lesson (3rd Grade):
This lesson uses polymer clay and found materials. The use of clay, and the potential to use hot glue, are very enticing to 3rd graders.

Frankie (3rd Grade):
Frankie’s favorite material is modeling clay. He’s excited to create many characters and play with them together each art class.
Ma’Ryah (3rd Grade):
“Eating in the art room is so fun. I wish I could always eat up here. I like being able to do whatever I want when I come up here.”
Sashona (4th Grade):
“I get to use so many materials I never got to use in my old school. I love painting… I really like helping my friends with their projects.”

Ian (4th Grade):
“It was helpful to talk to my friends about my work. I got drawing advice and new ideas from them.”
William (4th Grade):

“[I love] drawing because it expresses my own mind...it’s when I express myself without words. I get to work at any pace I want, my slow or fast pace.

Art has no limits. Let your ideas go beyond your mind! You have to break the rules sometimes.”
Nayeli (4th Grade):

“I need a lot of time to finish what I want, so Art Club is really exciting. When you give us an assignment I get an idea and it has a lot of details.”

Eliel (4th Grade)

After painting this picture, he explained that the stripes are his favorite colors, and describe happy emotions. He can create up to 4 paintings in one 50 minute class.
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**Secondary Motivator(s)**

**Primary Motivator**

- Preferred choice of art making style and/or material
- Experimenting by making lots of pieces, or developing one work deeply
- Sitting with and talking to friends, collaborating with peers
- Developing a personally driven idea in an artwork
Takeaways

● Students are motivated by: **Material, Social, Conceptual** and **Pacing** choices.

● Students are able to articulate what they need to keep them engaged when given support and guidance.

● Tailoring motivating incentives on a one-to-one basis with students strengthens their individual sense of agency and ability.

● Anticipate a shift in what will motivate students, and be flexible with a different approach.
Research Questions

- What can I learn from my students based on their reflections?
- What type of art project motivates students to create art?
- Does personalization of art projects effect student engagement?

Experiment:

- Have 4th grade classes at both of my schools take part in two projects.
  
  - Artist Book project that required students to illustrate their Goals/Dreams inside the book. (Envision, Express)
  
  - Positive and Negative Space Design project. (Develop Craft)

- Then, use a Self-Assessment worksheet to allow students to reflect on their artistic process throughout both assignments.

- Through this worksheet, I would collect data and observe if one project motivated and kept students engaged more than the other.

Inspiration for Experiment:

Goals and Dreams Artist Books
Examples:

Positive and Negative Space Designs

Examples:
Student Self-Evaluation:

• No differences in student motivation between two projects (forms and observations)
• Sparked teacher motivation
• Envision, Express, and Stretch and Explore... motivate and excite me more to teach than any other kind of lesson.
• Voice and choice allows for student-teacher connections, student confidence and comfort in art class.

Takeaway

Studio Habit Profiles

Celia Knight
Lauren Gould
Research Questions

- How do artists come up with ideas?
  - Many students using observe
  - My desire to see more material exploration
- Do artists find it beneficial to explore different ways to generate ideas?
- What kind of framework would successfully guide students to reflect on how they generate ideas?

4th Grade Introduction

Example I shared...

<table>
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<tr>
<th>Idea Strategy</th>
<th>4th Grade</th>
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<tr>
<td>Goal:</td>
<td>Stretch &amp; Explore</td>
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<tr>
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<td>I will do this by experimenting with materials I rarely use.</td>
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Term 2 Goal: I will try to Understand the Art World to get ideas for my artwork. I will do this by looking at artwork I find interesting in books and online to inspire my next artwork.
Understand the Art World: I can use the inspiration from my research to generate my own new ideas.

Students remind themselves what their goals are and see what others are working on.

Partner Talk with Idea Strategy Cohort

Pre-Goal Drawing
Post-Goal Painting

Idea Strategy Goal: I will stretch & explore to get ideas for my artwork. I will do this by experimenting with materials I rarely use.

Artsonia Reflection/Artist Statement

1) What is your artwork about?
2) What idea strategy did you use to get the idea for your artwork?
Choose: Stretch & Explore, Envision, Observe, Express, or Understand the Art World

1) How did you use the idea strategy to help you get an idea?
2) What did you discover by trying a new idea strategy?
Artist Statement: Student Example

1) My artwork is about mountains.
2) The idea strategy that I used was stretch and explore (to use materials that I rarely used)
3) I used this idea strategy by exploring with different materials [like paint].
4) By using this strategy I discovered that using different materials can create a totally different effect.

Takeaways

• Exploring new ways of idea generation can be valuable to artists of all ages.
• Students can use SHoM to explore various methods of generating ideas for their art.
• Many students need a framework to successfully set a goal and work towards meeting it.

Research Questions

• How can I hold students accountable for their learning in an authentic way?
• How can I help students recognize and strengthen the Studio Habits in their own artistic process?
• How can I use SHoM reflection to facilitate goal setting in 5th grade?

Lauren Gould
Keller, Jefferson, & Kennedy Schools
Franklin, MA
Grades K-5

Daily Goals

Today I will:
- Fill out a Studio Habit Profile Self-Reflection

So that I can:
- Think about whether or not I have been practicing different Studio Habits

I know I've got it when:
- I decide which habits are my strengths, and which habits are areas for growth (or habits I need to work more on).
- I decide which habit will be my goal for this year.
November 2018: Students complete SHoM Profiles

Profile Example

Choosing the Goal Habit

5th Grade Goal Habits Chart Example

5th Grade Goal Habits
January 2019 Check-In Entrance Ticket

“We were doing emotions. This one is about being behind being happy and on the inside you’re sad. And this one is like feeling sad, and then it gets darker and lighter.”

“I want to show calm...I could do a wave.”

“I’m making it because last year I tried to make it and it wasn’t really successful or great....”

“Takeaways

• Habit Profiles allow me to understand what my students need from me, and how they view their own art process.
• The reflections allow students to connect Studio Habits with their own artistic processes.
• I see a higher level of engagement with the 5th graders in a choice-based studio.
• The studio habits provide a framework for accountable talk.

Making Studio Habits Visible

Ceara Yahn
Research Questions

Can I use Reflection to build Intrinsic Motivation in my students?

How can I incorporate developmentally appropriate and engaging Reflective Techniques into my art teaching practice?

How can I use Reflection to connect with students in my new school community?

Value of Student Reflection in Art

- Builds Intrinsic Motivation
- Shows areas for improvement
- Helps students identify more deeply with their artwork
- Grows student-teacher relationships

Finding the Most Effective Strategies for Reflection

- Verbal Reflection
- Recorded Reflection
- Reflecting with Manipulatives
- Informal, Ongoing, Self-Generated Reflection

Verbal Reflection

Recorded Reflection:
writing, drawings, audio recordings, video recordings
Recorded Reflections: Sensory Reflections

Reflecting with Manipulatives

"It helped me to read what people wrote, but it actually helped me more to be the writer because then I thought about what people were looking for when they looked at my cartoon."

Grace, 4th grade

Grace’s character, Sally, a sad whale dentist.

Informal, Ongoing, Self-generated Reflection

"I just thought the atmosphere was good. Everybody was happy. It didn’t really get too loud. Everybody was painting."

-Rosie

"Another thing is that the painting, you didn’t have to be perfect with it. You just had to do it."

-Niko

An abstract art/painted paper day was proposed.

"How many thumbs up in a row would it take for us to earn a painted paper day?"

"Five."

"Three. Because it’s in a row."

"I would still say four or five because three is too little because we can easily get that."

"I agree. I think we should have five because, if three, then we would just mainly be getting them nearly every single three classes, so we wouldn’t get to do as much work, so five is more reasonable."
Takeaways

- All learners can engage in Reflection when given the appropriate strategies.
- Making Reflection familiar and accessible makes students’ thinking more visible.
- Positive Reflection on one’s artwork makes students more Intrinsically Motivated (reflection doesn’t have to be about mistakes).
- Engaging in Reflection helped to connect my students and me, and to connect my students with their artwork.

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