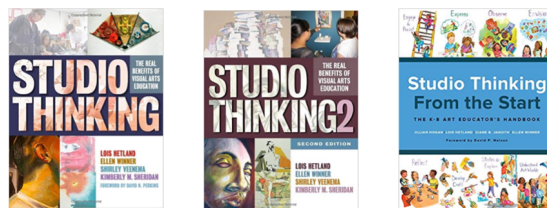


Using Studio Habits of Mind for Formative Assessment

Jill Hogan, Diane Jaquith, Nicole Gsell, Lauren Gould,
Catherine Karp, Samantha Kasle, Celia Knight, Ceara Yahn

www.studiothinking.org

Studio Thinking

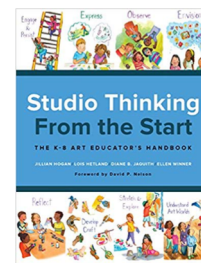


Studio Habits of Mind (SHoM)

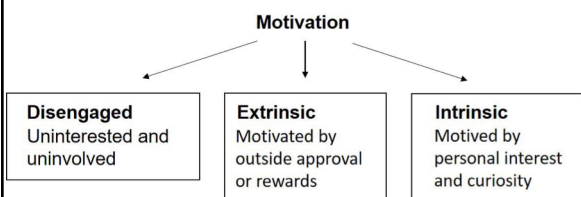
Develop Craft	Observe
Engage & Persist	Reflect
Envision	Stretch and Explore
Express	Understand Art Worlds

Principles from Chapter 5 Studio Thinking from the Start

Motivation
Studio Habit Profiles
Making Studio Habits Visible



Motivation



Catherine Karp, Nicole Gsell, Samantha Kasle

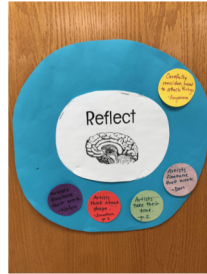
Studio Habit Profiles

Studio Habits	Rating (Strength or Area for Growth)	Evidence
Developing Craft: Technique	Strength	Greta developed strong skills with media, primarily fibers.
Developing Craft: Studio Practice	Strength	Greta always accesses and returns materials to the right places.
Engage & Persist	Strength	Greta is intrinsically motivated to create characters using a wide variety of materials and makes many of them.
Envision	Strength	Greta enjoys imagining new characters, their personalities, and their families.
Express	Area for growth	Greta's characters are expressive. She could begin to express her own perspectives and ideas deliberately through the characters.
Observe	Area for growth	What, if anything, is Greta looking at outside of school to influence her ideas? She could build awareness to become alert to these influences.
Reflect: Evaluate	Area for growth	Greta seems satisfied with her work and rarely examines it with a critical eye for improvement.
Reflect: Question & Explain	Area for growth	Greta is eager to discuss her characters with everyone, but not analytically.
Stretch & Explore	Strength	Greta is very playful and successful with materials.
Understand Art Worlds: Communities	Area for growth	Greta has become self-sufficient in her artmaking. She would benefit by connecting more often with her classmates, perhaps in a small college group.
Understand Art Worlds: Domain	Area for growth	Greta would benefit by looking at the work of artists who develop characters, such as Takashi Murakami.

Celia Knight
Lauren Gould

Making Studio Habits Visible

Ceara Yahn



Motivation

Catherine Karp
Nicole Gsell
Samantha Kasle




Catherine Karp
Oak Meadow School
Littleton, MA
Kindergarten-
8th grade



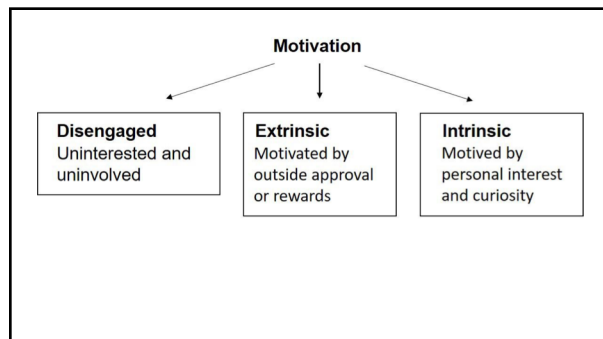
Research Questions

How can I make SHoM more visible and relevant in my classroom?

How can SHoM help students to set goals and challenge themselves?

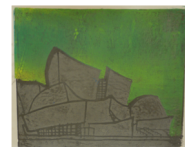


2nd graders working on their Yayoi Kusama infinity room.

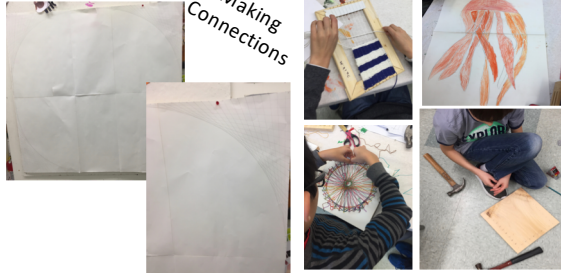


Studio Habits Focus

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 that Motivate Students:

Conceptual

Social

Material

Pacing

Choices allow for *student agency: student voice* and *student choice*
Agency results in motivation

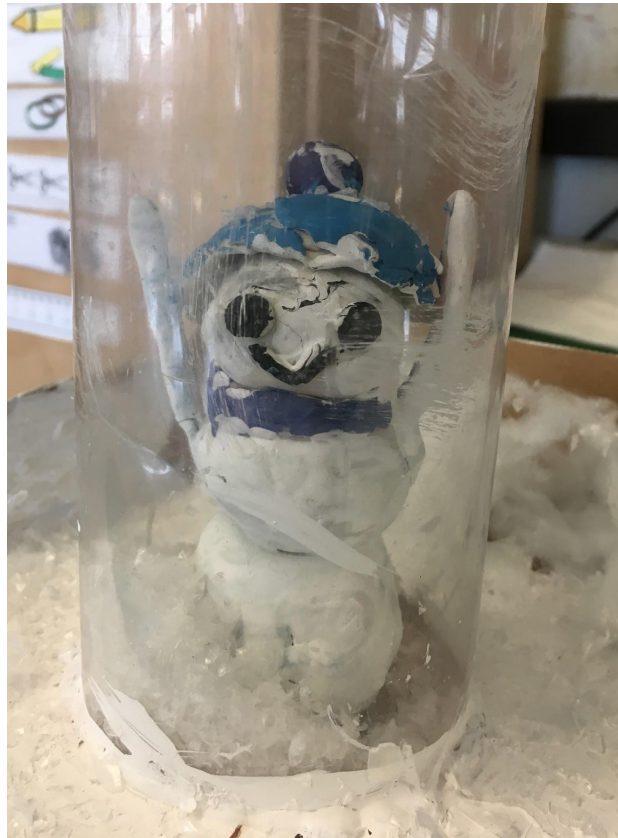
Grade Level	Material Preferred choice of art making style and/or material	Pacing Experimenting by making lots of pieces, or developing one work deeply	Social Sitting with and talking to friends, collaborating with peers	Conceptual Developing a personally driven idea in an artwork
3rd Grade				
4th Grade				



Secondary
Motivator(s)



Primary
Motivator



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.

Material

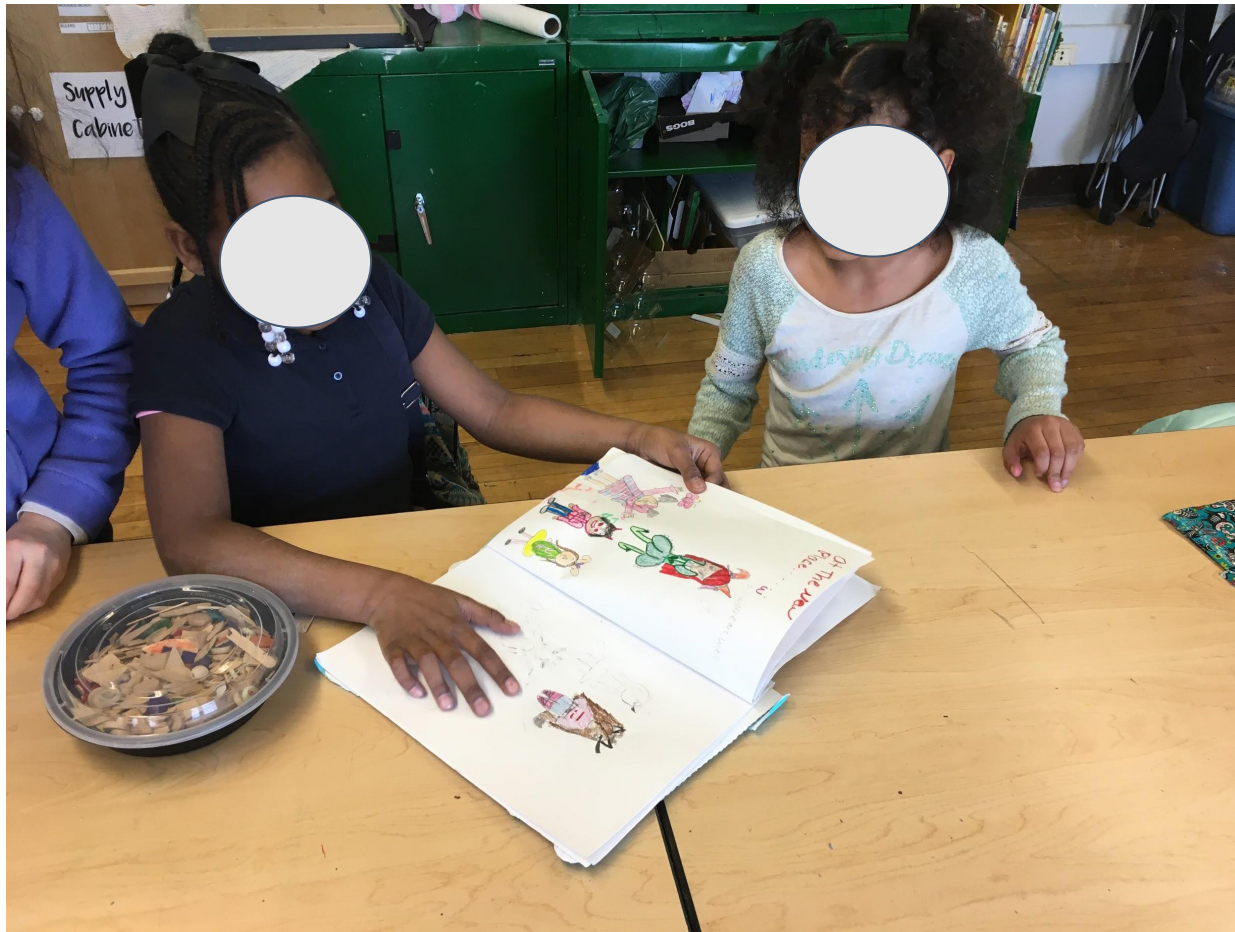
Conceptual

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.



Material

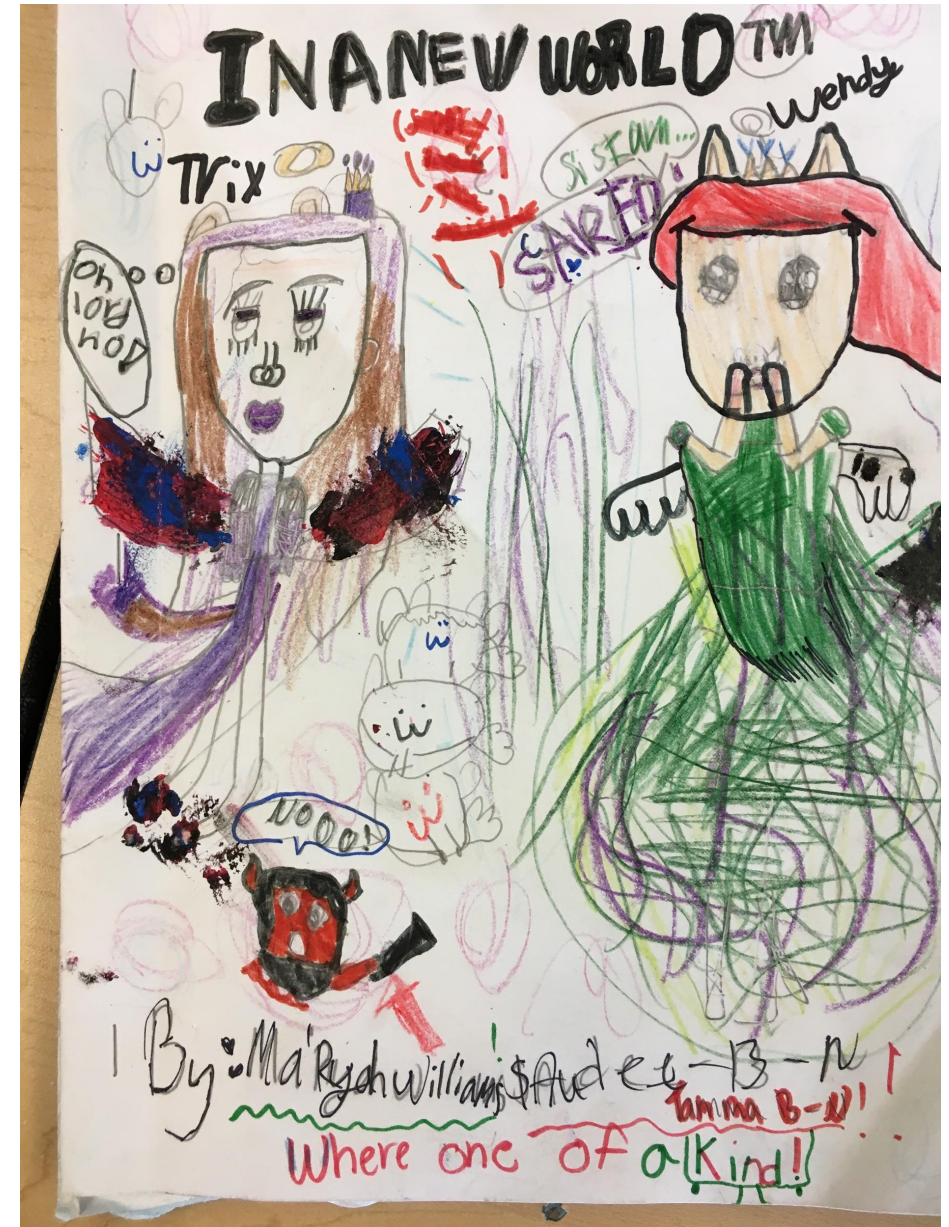


Ma'Ryah (3rd Grade):

"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."

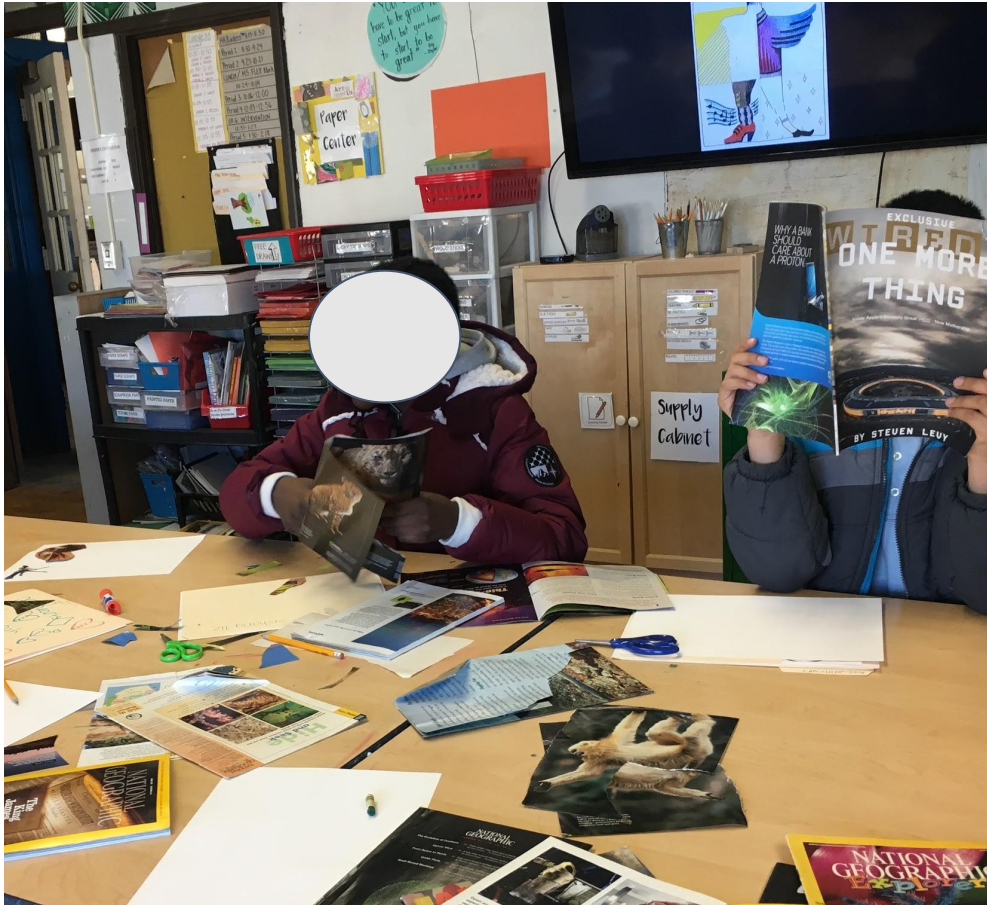
Social

Conceptual



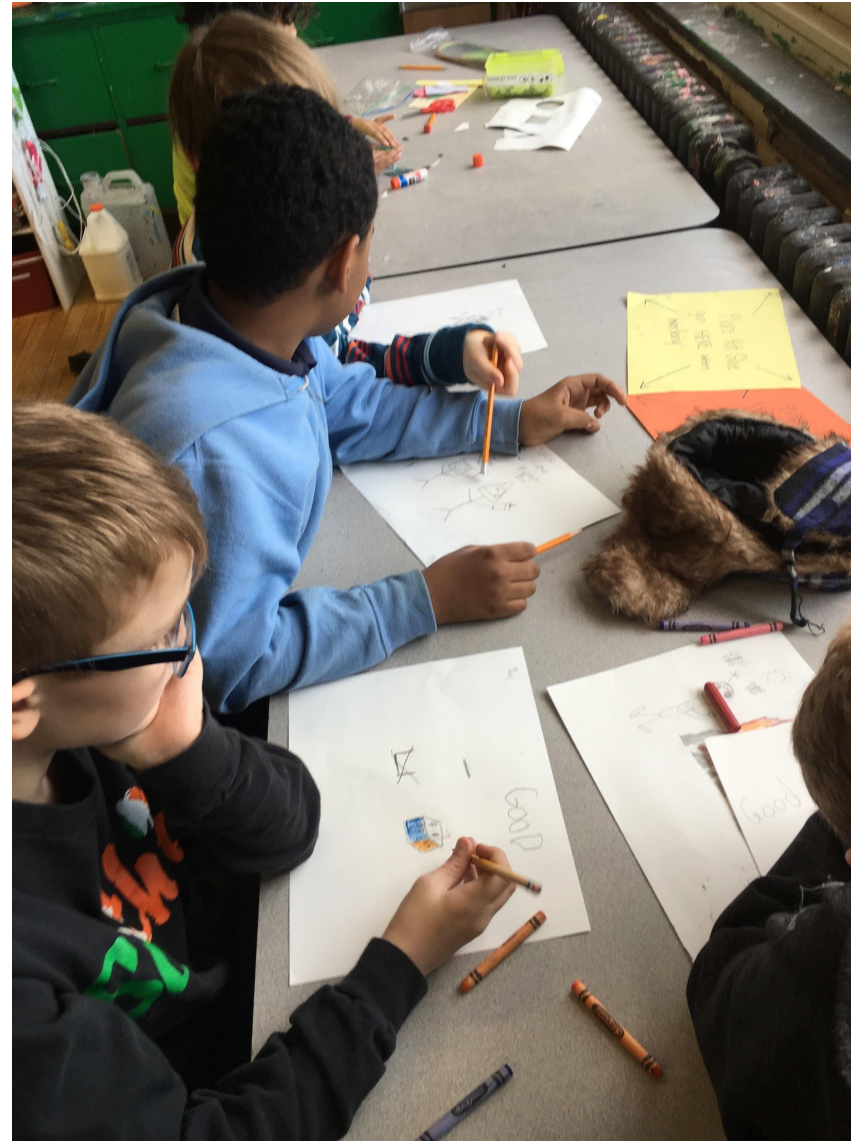
Sashona (4th Grade):

“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.”



Material

Social



Social

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.”



Pacing

Conceptual

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.”

Pacing (slow)



Eliel (4th Grade)

Pacing (fast)

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.

Application across multiple grades:

Grade Level	Material Preferred choice of art making style and/or material	Pacing Experimenting by making lots of pieces, or developing one work deeply	Social Sitting with and talking to friends, collaborating with peers	Conceptual Developing a personally driven idea in an artwork
2nd				
3rd				
4th				
5th				
6th				



Secondary
Motivator(s)



Primary
Motivator

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.



Samantha Kasle
Peirce and Bishop Schools
Arlington, MA
K-5
Instagram: @kasle_artroom







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 illustration 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.

Project: Self-Assessment

Process:
Circle one.

I thought about this project outside of the art class.	Yes (5)	Sort of (3)	A Little (1)	No (0)
I tried my best.	Yes (5)	Sort of (3)	A Little (1)	No (0)
I feel good about this artwork.	Yes (5)	Sort of (3)	A Little (1)	No (0)
I used my class time wisely.	Yes (5)	Sort of (3)	A Little (1)	No (0)

Observe:
Did you notice anything about your classmates artwork? Answer in one sentence. (1)


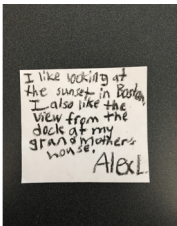
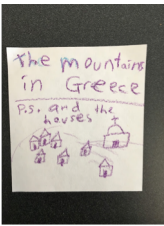
Express:
Choose ONE of your illustrations. Why is that Goal/Dream important to you? Answer in one sentence. (1)


Reflect:
If you were to do this project again, would you do anything differently? Answer in one sentence. (1)

Count up the numbers you circled and write them here: _____ /10 Points

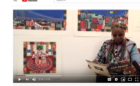
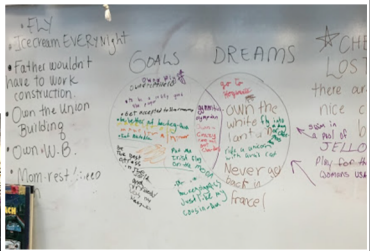
Reviser Question: What was one thing you noticed about the Reach by 2 girls. Discuss!!

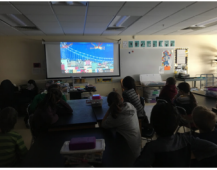
Inspiration for Experiment:

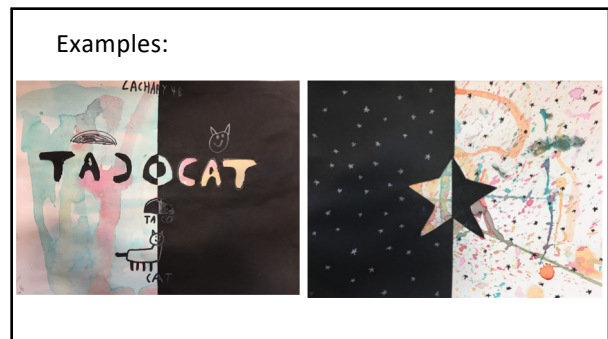
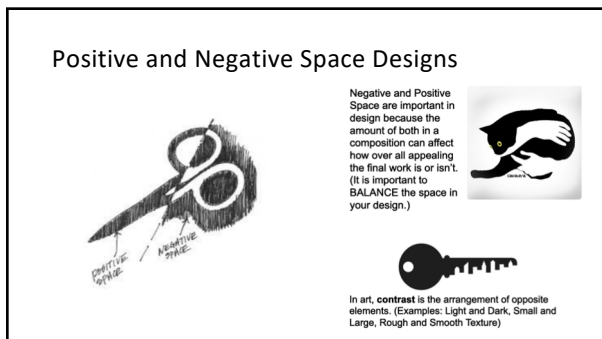
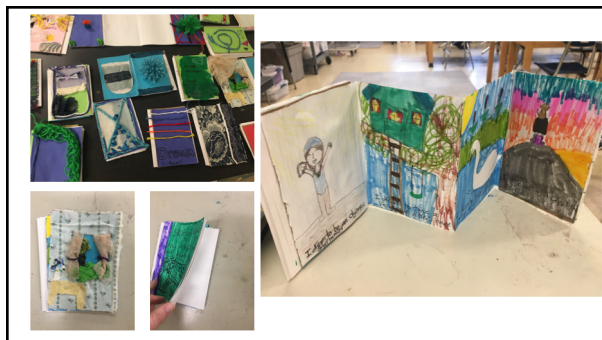
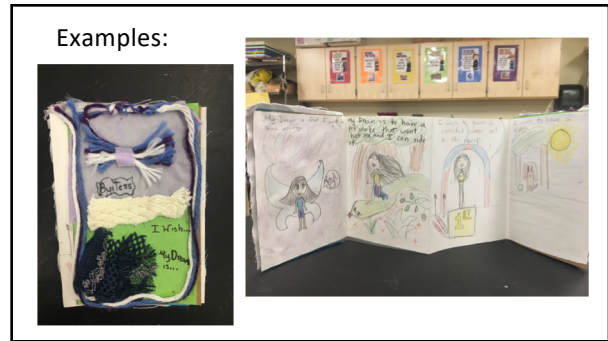
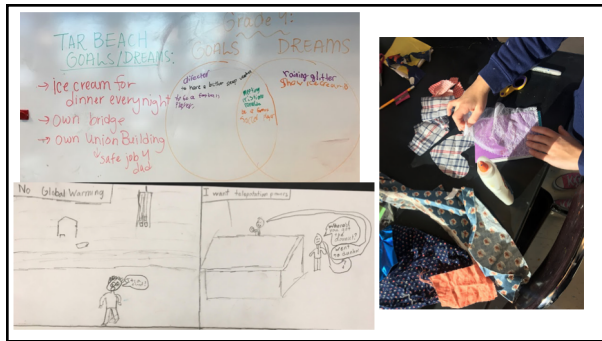




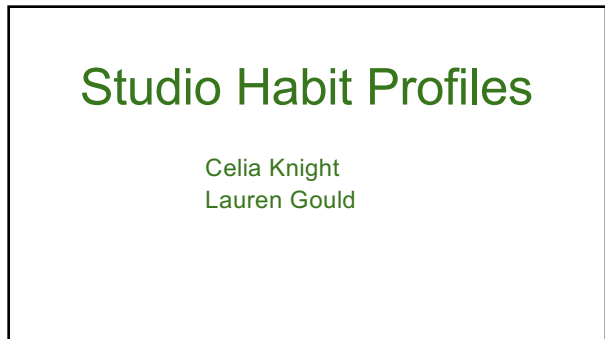
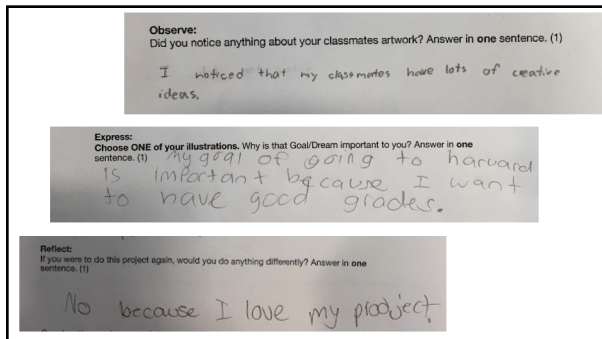
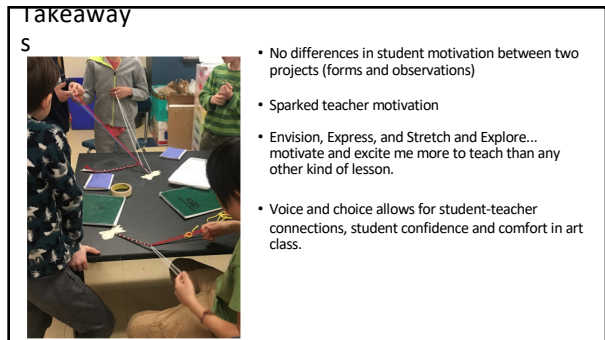
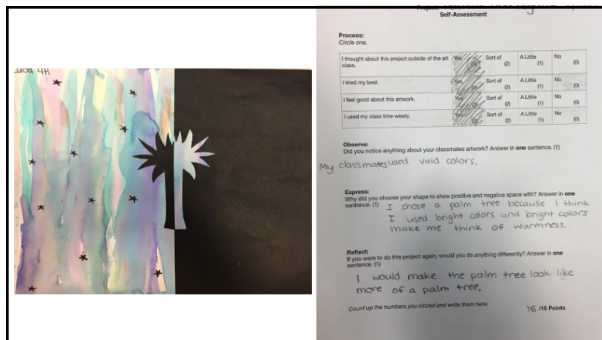
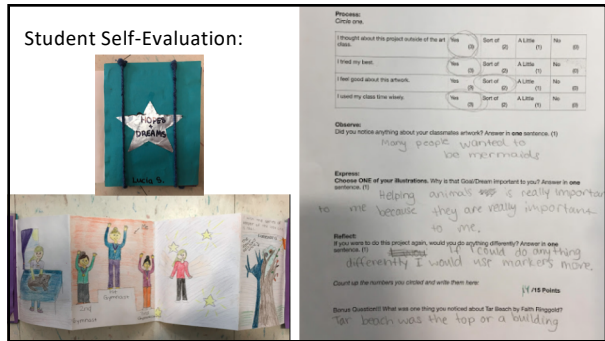


Goals and Dreams Artist Books







Celia Knight
Gates Elementary School
Acton, MA
Kindergarten - 6th Grade

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


How An Artist Works
Come up with an IDEA

 **Stretch & explore with art materials & tools.**






 **Envision ideas in your mind or sketchbook.**

 **Use your observations to inspire you.**

 **Express your feelings, ideas, or interests.**

 **Understand the art world to get inspiration from others.**

Example I shared... 4th Grade

Idea Strategy	Usually	Sometimes	Hardly Ever
 Stretch & Explore to explore art materials and create new ideas.	X		
 Envision ideas in your mind or sketchbook.		X	
 Use your observations to inspire you.		X	
 Express your feelings, ideas, or interests.	X		
 Understand the art world to get inspired by others.			X

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.

Idea Strategy Goal: Stretch & Explore

I will do this by experimenting with materials I rarely use.

Name: _____ Grade/Class Code: _____

How do you get ideas for your artwork?

Idea Strategy	Usually	Sometimes	Hardly Ever
Stretch & explore with art materials & tools to create new ideas.			X
Envision ideas in your mind or sketchbook.		X	
Use your observations to inspire you.		X	
Express your feelings, ideas, or interests.	X		
Use the art world to get inspired by others.		X	

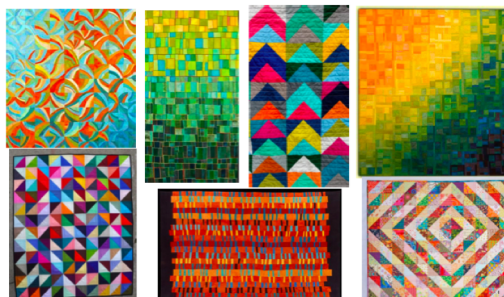
Term 1 Goal: I will try to... (circle one: Stretch & Explore Envision Observe Express Use the Art World) to get ideas for my artwork. I will do this by _____

Term 2 Goal: I will try to... (circle one: Stretch & Explore Envision Observe Express Use the Art World) to get ideas for my artwork. I will do this by experimenting with materials I rarely use

Term 3 Goal: I will try to... (circle one: Stretch & Explore Envision Observe Express Use the Art World) to get ideas for my artwork. I will do this by _____

Reflect: My favorite WOW piece from trying a new strategy was _____ because _____

I will use Understand Art World to get inspired by other artists.



Understand the Art World:

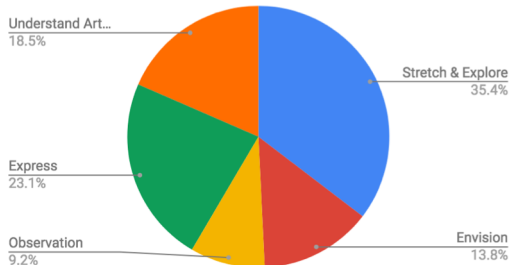
I can use the inspiration from my research to generate my own new ideas.



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

Stretch & Explore	Envision	Observe	Express	Understand Art Words
Shreya Kishan Julia Olivia Sagan Sophia Aarya! Nehem!	Griffith Kundan Siddh Sanjay	Kavin Sara Sara Sara	Stella Gihan Tyia Adhwaith	Tessa

4th Grade Idea Strategy Goals As a Whole



Partner Talk with Idea Strategy Cohort

Artist Partner Talk

- 1) Share your **idea strategy goal** and how you have been working on it...
- 2) **I notice...** (observation of artwork)
- 3) **I wonder...** (question for artist)
- 4) **What if...** (suggestion to help)
- 5) **Reflect:** How will you use your talk to **improve** your artwork?

Pre and Post Goal Student Artwork Example



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.

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

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?

**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

Studio Habit	Rating (1-5)	Evidence (1-5)
Stretch & Explore: Play to Discover		
Develop Craft: Technique		
Engage & Persist: Making a Commitment		
Observe: Looking closely		
Express: Finding Meaning		
Reflect: Question & Explain		
Reflect: Evaluate		
Understand Art Worlds: Community		
Understand Art Worlds: Domain		

Studio Habit	Rating (Strength or Growth Area)	Evidence (Strength or Growth Area)
Stretch & Explore: Play to Discover		
Develop Craft: Technique		

Profile Example

Stretch & Explore: Play to Discover	Growth	Usually I stick to the materials that I know I can use and make most good, and most of the time I do or create the same thing.
Develop Craft: Technique	Strength	I can use technique to help express my ideas. I can blend acrylic paints to help express my ideas like blues or yellows. I can use the techniques that I have learned when acrylic paints to make my art with other materials to improve it.

Choosing the Goal Habit



Which Studio Habit are your strongest? Circle them!

Stretch & Explore, Develop Craft, Engage & Persist, Observe, Express, Reflect: Question & Explain, Reflect: Evaluate, Understand Art Worlds: Community, Understand Art Worlds: Domain

Stretch & Explore, Develop Craft, Engage & Persist, Observe, Express, Reflect: Question & Explain, Reflect: Evaluate, Understand Art Worlds: Community, Understand Art Worlds: Domain

Goal: To make one of your "stretch" goals a "strength" by the end of the year!
Choose one of your goals for growth that you would like to work on the most.

My goal habit is: **Stretch & Explore**

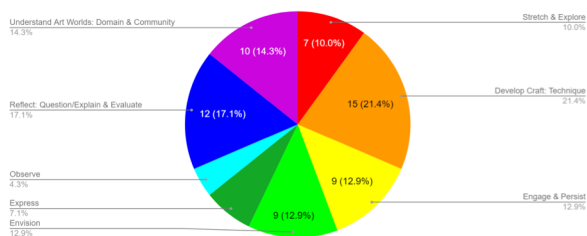
I want to use at least 3 different materials, paint, to stretch and explore.

By the end of the year, I will turn this habit into one of my strengths!

5th Grade Goal Habit Chart Example

5G SHoM Goals		
Stretch & Explore: Play to Discover	Timmy, Chris	
Develop Craft: Technique	Braeden, Emily, Maddie, David S., Trevor, Thomas Q.	
Develop Craft: Studio Practice	Liam S.	
Engage & Persist: Making a Commitment	Thomas M., Sara	
Envision: Imagining & Planning	Niko, Kevin, James	
Express: Finding Meaning	Izzy	
Observe: Looking closely		
Reflect: Question & Explain	Avery	
Reflect: Evaluate	Owen, Evan	
Understand Art Worlds: Community	Davis, Aerial	
Understand Art Worlds: Domain	Ella, Stephen, Peyton	

5th Grade Goal Habits



January 2019 Check-In Entrance Ticket

Envision a plan for turning your "good habit" into a strength!

My good habit is to stretch and explore

1. Do you feel like you have started to work toward this goal? (Circle)
YES! or **NOT YET!**

2. Why or why not? Give two pieces of evidence!
 Use one of the sentence starters below. Finish sentences in the evidence boxes.

YES! I have been stretching because...
 OR I plan to stretch because...

Evidence #1: Being different means...
 I will try to use different materials and make different things with my art.

Evidence #2: I will try to use different materials and make different things with my art.

3. What do you plan to work on next that will help you practice (or continue to practice) your chosen studio habit?

I want to make a happy face and use some of a material.
good plan!

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

Express

"I want to show calm...I could do a wave."

Express

"I'm making it because last year I tried to make it and it wasn't really successful or great..."

"There wasn't really a lot to it (last year)... this time I'm trying to add a deck, fireplace and a backyard. And also I'm gonna try to put multiple levels in the house. I might have to take the roof off to do that too."

Develop Craft!

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

Ceara Yahn
Wildwood Elementary School
Amherst, MA
Grades K-6 Art

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

I am very good
at snow painting
I love to free
draw
and I hope
to learn
from you to
teach me
about how to
write/draw
good

Finding the Most Effective Strategies for Reflection

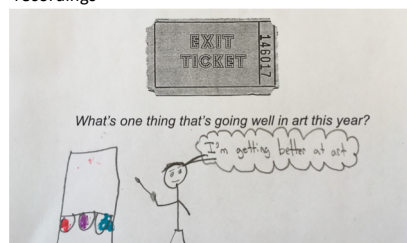
- Verbal Reflection
- Recorded Reflection
- Reflecting with Manipulatives
- Informal, Ongoing, Self-Generated Reflection

Verbal Reflection

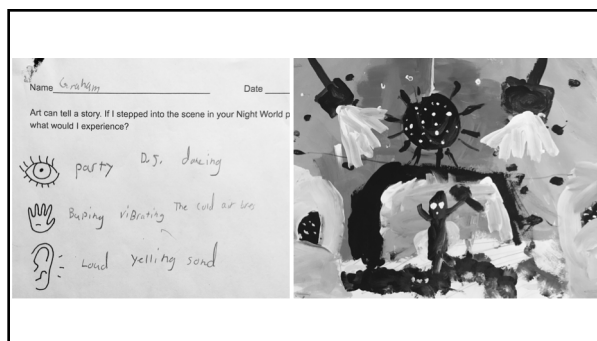
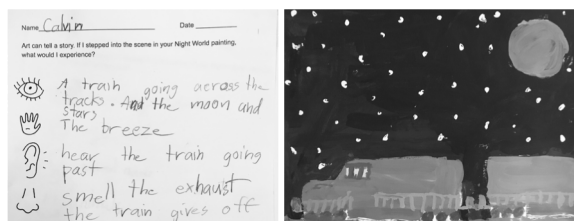


Recorded Reflection:

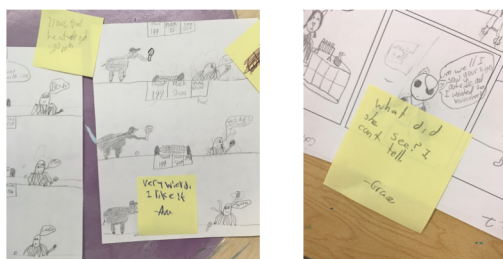
writing, drawings, audio recordings, video recordings



Recorded Reflections: Sensory Reflections

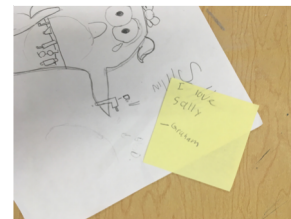


Reflecting with Manipulatives



"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



- Free-flowing conversations about "strategies"
- Sharing of materials and ideas
- Giving and getting feedback in real time

"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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