

# **“Am I Done? Do You Like It?”**

Challenging Conceptions of Quality  
in Children’s Artwork

2019 NAEA Boston

Diane Jaquith

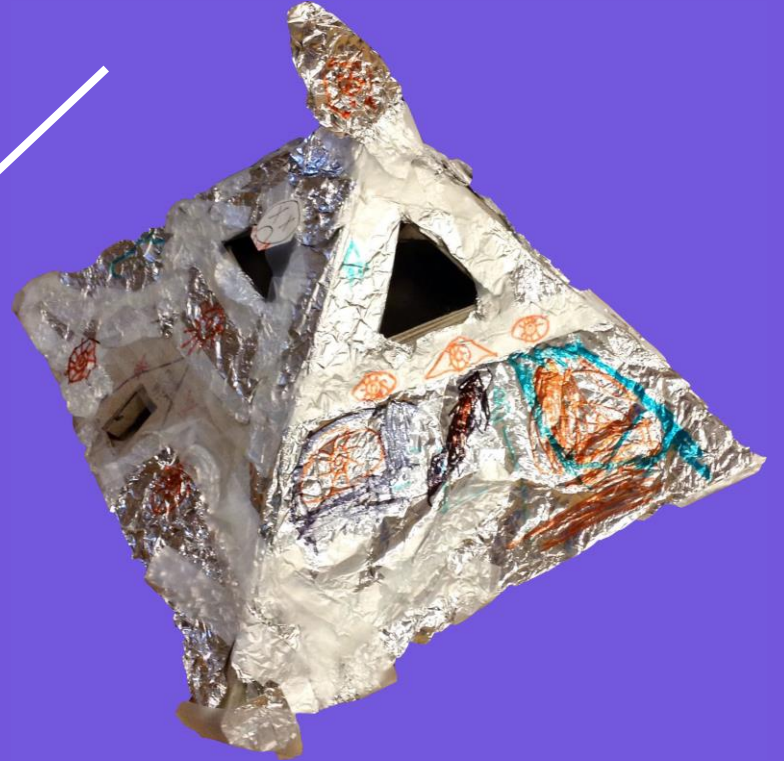






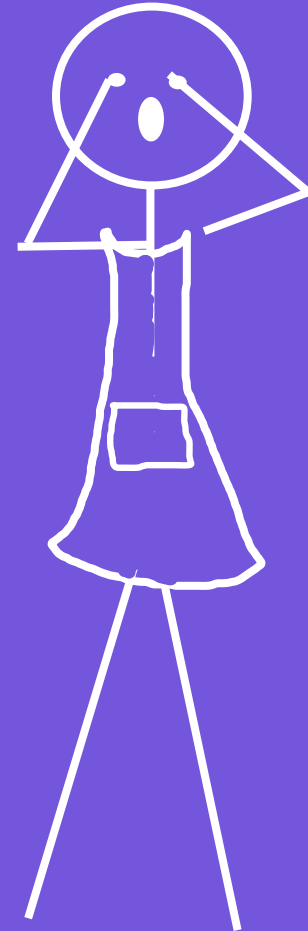




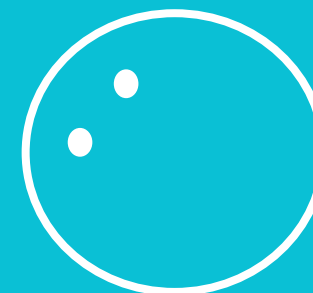




But I like  
it this way!







What is QUALITY student work?

What is QUALITY student work?



“The function of the overwhelming majority of your artwork is simply to teach you how to make the small fraction of your artwork that soars.”

Bayles & Orland, *Art & Fear*

What is QUALITY student work?

What are the QUALITIES of student work?



What does Art Education say about the  
qualities of student work?



“The goal of art education ‘is not the art itself, or the aesthetic experience, but rather the child who grows up more creatively and sensitively and applies his experience in the arts to whatever life situations may be applicable.’”

Viktor Lowenfeld, 1958, quoted in Efland,  
*A History of Art Education*



Imagination

Investigation

Construction

Reflection

*ENGAGEMENT*

Curiosity

Creativity and  
Innovation

Critical thinking and  
Problem Solving

Communication

Collaboration

“Success and Achievement in the Arts”

National Arts Standards <https://www.nationalartsstandards.org/content/national-core-arts-standards>





Imagination  
Investigation  
Construction  
Reflection

## TEACHER EXPECTATIONS

### Based on

PERSONAL ART EXPERIENCE  
TEACHING EXPERIENCE  
EDUCATIONAL TRAINING  
JOB SECURITY

## STUDENT EXPECTATIONS

### Based on

SENSE OF ACCOMPLISHMENT  
PURPOSEFUL, MEANINGFUL WORK  
VALIDATION

CONCEPTS OF

# QUALITY WORK

IN ART CLASS

## SCHOOL COMMUNITY

### EXPECTATIONS Based on

LEARNING EXPECTATIONS  
PAST PRACTICE  
PERSONAL ART EXPERIENCE

## COMMUNITY EXPECTATIONS

HIGHER EDUCATION  
ARTS INSTITUTIONS  
ARTISTS  
THE PUBLIC



TEACHER EXPECTATIONS

STUDENT EXPECTATIONS

Bas  
PER  
TEA  
ED  
JOE

DRK

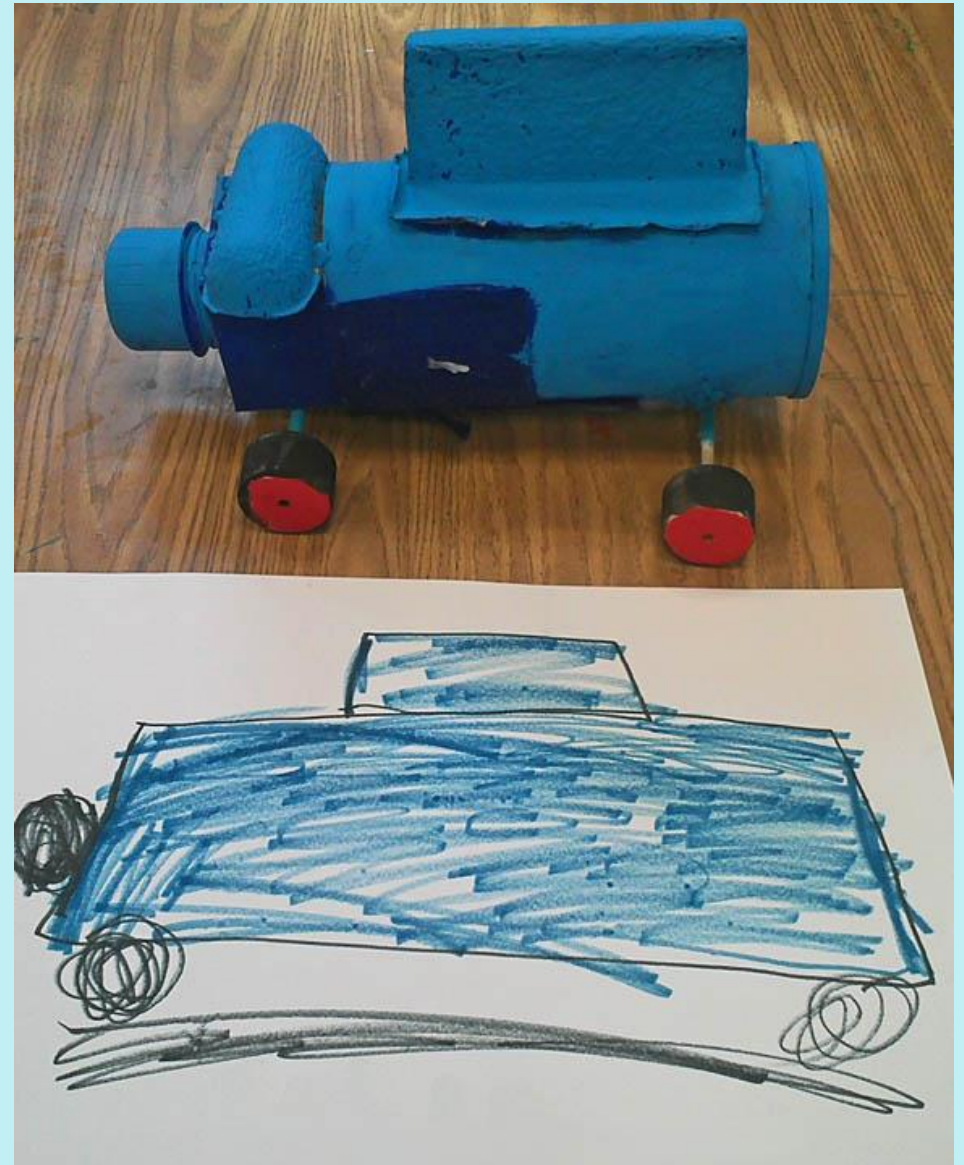
SC  
EX  
LEA  
PAS  
PERSONAL ART EXPERIENCE

IS



# Indicators of Imagination, Investigation, Construction, Reflection

- Envisioning
- Observing
- Exploring
- Practicing
- Engaging and Persisting
- Expressing
- Questioning
- Reflecting
- Connecting





Indicators of:

- Curiosity
- Creativity and Innovation
- Critical thinking
- Problem Solving
- Communication
- Collaboration





Indicators of:

- Curiosity
- Creativity and Innovation
- Critical thinking
- Problem Solving
- Communication
- Collaboration

**PROVE IT!!!**



Art Rubric - Shading Name: <i>Chris</i>	Excellent!	Pretty Good!	Getting there!	Not yet
Planning Preparation				
Composition Arranging on the page				
Shading technique Consistent lighting source				
Artist Statement Reflect on your work				

“If we use VISUALIZATION as the root metaphor for the activity of assessment, assessment is then not about scaling, weighing, ranking, or rating, but about perceiving each student’s unique experiencing, making and interpreting capacities.”

Olivia Gude, Skeptical Assessment Society, 2014

# Studio Thinking and the Studio Habits of Mind

Lois Hetland, Ellen Winner, Shirley Veenema, Kim Sheridan

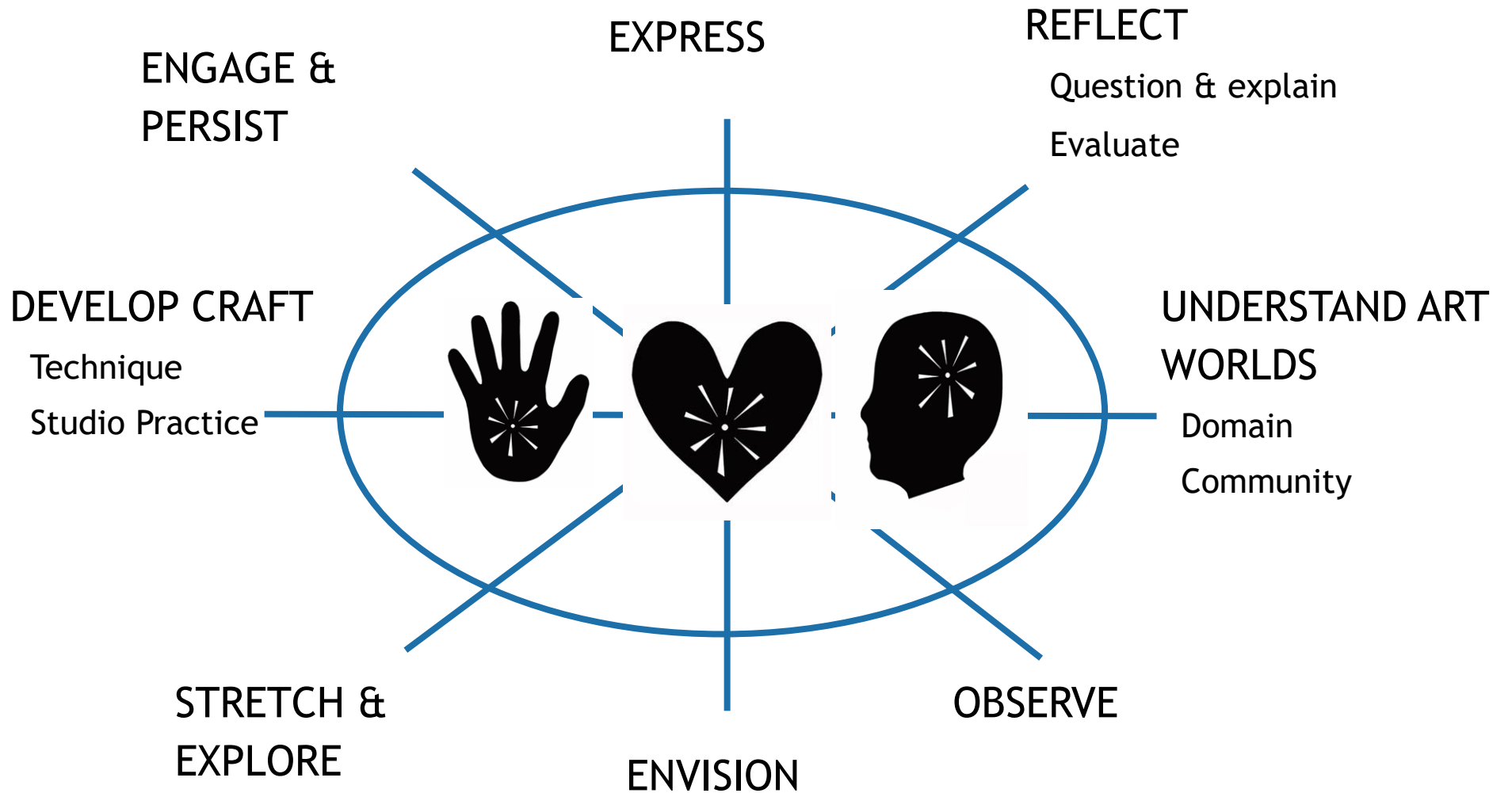
# What does *Studio Thinking* offer to educators?

Studio Thinking offers a lens to observe and assess thinking, decision-making, and understandings.

The Studio Habits of Mind give teachers a framework to identify strengths and growth areas, leading to strategies that can deepen learner motivation.

Studio Thinking provides teachers and students with common language to talk about artistic thinking and growth with the Studio Habits of Mind.

# The Studio Habits of Mind



# Envision: Imagining and Planning

*Visualize multiple possibilities for new work and next steps as the work progresses.*

I CAN picture ideas in my mind for my artwork.

I CAN prepare for my artwork with sketches and plans.

I CAN decide on next steps by asking, “What if... ?”

I CAN let my ideas change as I work.





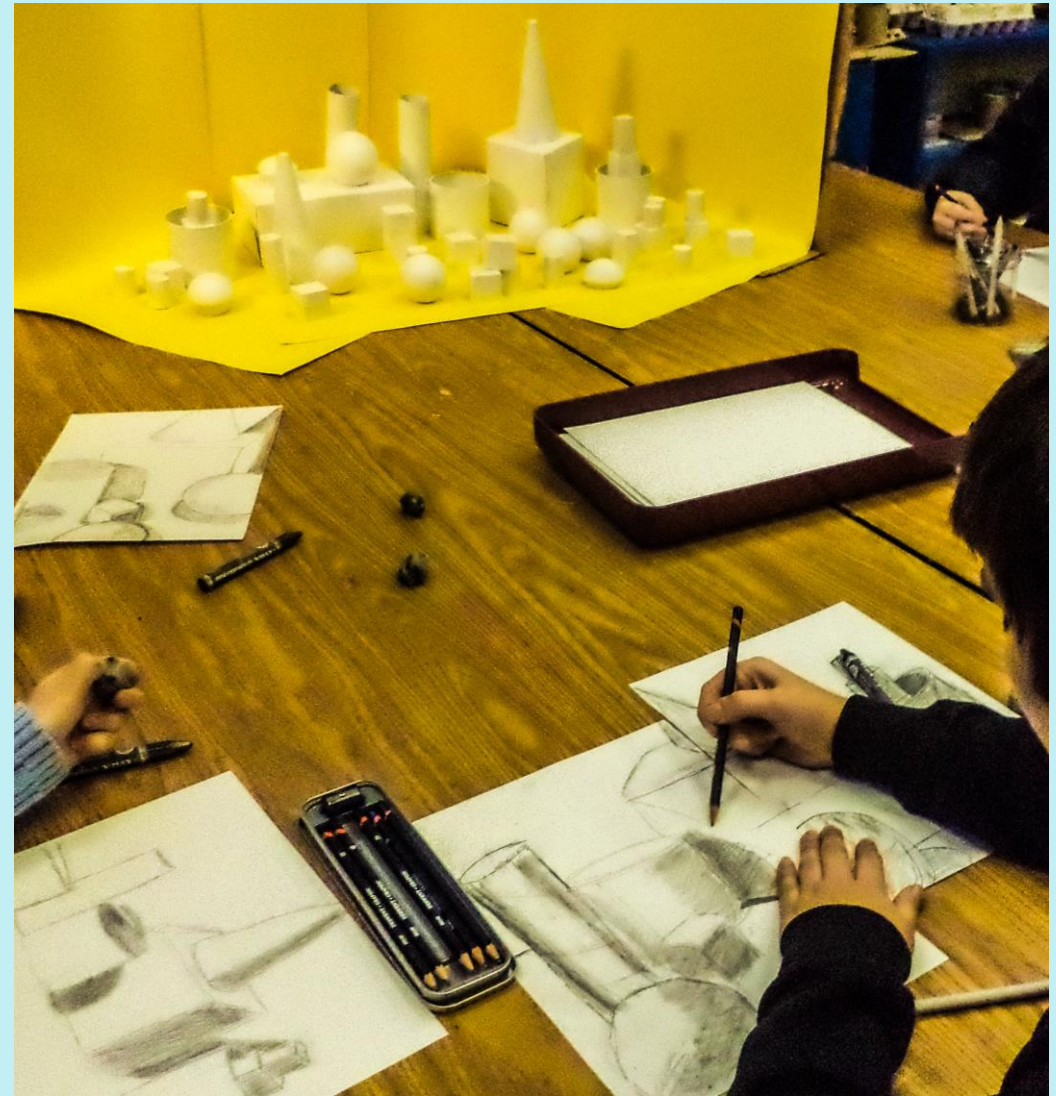
# Observe: Looking Closely

*Take time to see with care.*

I CAN notice details in the world around me.

I CAN closely view my own work to find areas to keep and to improve.

I CAN examine other artists' artworks to get ideas.





# Stretch & Explore: Play to Discover

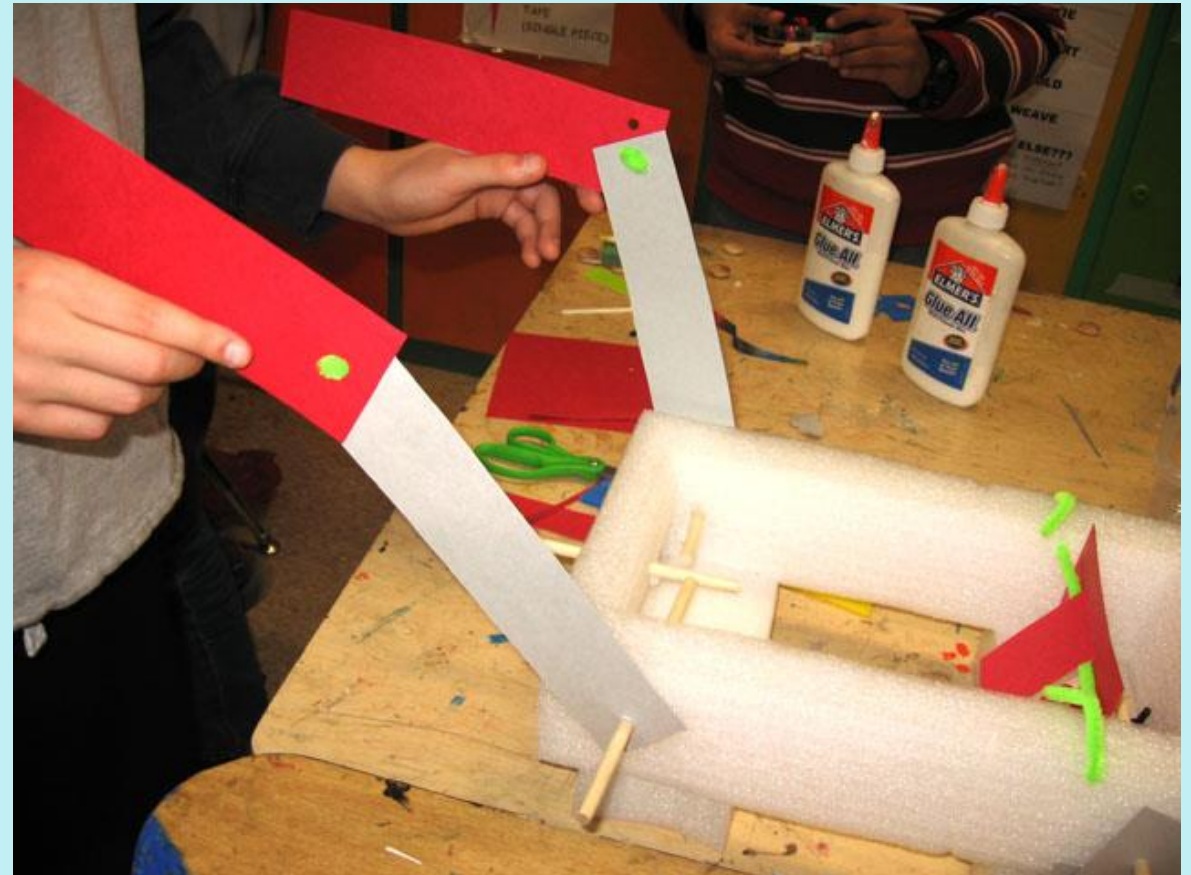
*What if you try something different today?*

I CAN take risks to try things I have never done before.

I CAN play with materials and techniques to discover new ways of working.

I CAN explore concepts to find new ways to express my ideas.

I CAN use my mistakes to find new ideas and to figure out where I could change how I work.



# Develop Craft: Technique

I CAN use art tools and materials to practice techniques.

I CAN use my art-making skills to improve my artwork.

I CAN choose specific techniques to express my ideas.

# Develop Craft: Studio Practice

I CAN take good care of art tools and materials.

I CAN organize my workspace.

I CAN put everything away in the right places.

I CAN put my work away carefully and safely.

# Express: Find Meaning

*Show others what you think and feel through your artwork.*

I CAN put meaning into my artwork by including things that are important to me.

I CAN communicate my ideas through my artwork.

I CAN discover the meaning as I make my work.

I CAN interpret meaning in other artists' artwork.



I learned that  
when you paint  
you have to do  
it swiftly so  
that you feel  
the peace.  
OCT 19 2011



# Engage & Persist: Make a commitment

*When you are inspired, you will stick with your work!*

I CAN connect with and commit to my work.

I CAN use my skills to go deeper with my art.

I CAN stick with my art and problem-solve when challenges come up.

I can manage my time to finish my artwork.



# Reflect: Question and Explain

I CAN ask questions about my artwork in-progress.

I CAN reflect on how I've created my work and envision the next steps I want to take.

I CAN explain my decisions to others and describe what I did.

# Reflect: Evaluate

I CAN reflect on what satisfies me and why.

I CAN reflect on what bothers me and why.

I CAN reflect about how to change or improve my work.

I CAN offer helpful comments to my classmates about how they could change or improve their work.

# Understand Art Worlds: Domain

I CAN connect with other artists through their processes, techniques, stories, and ideas.

I CAN use others' art as a resource for my own work.

I CAN discover artists' work in my classroom, studios, art galleries, museums, and online.

# Understand Art Worlds: Communities

I CAN collaborate with classmates to share skills and ideas.

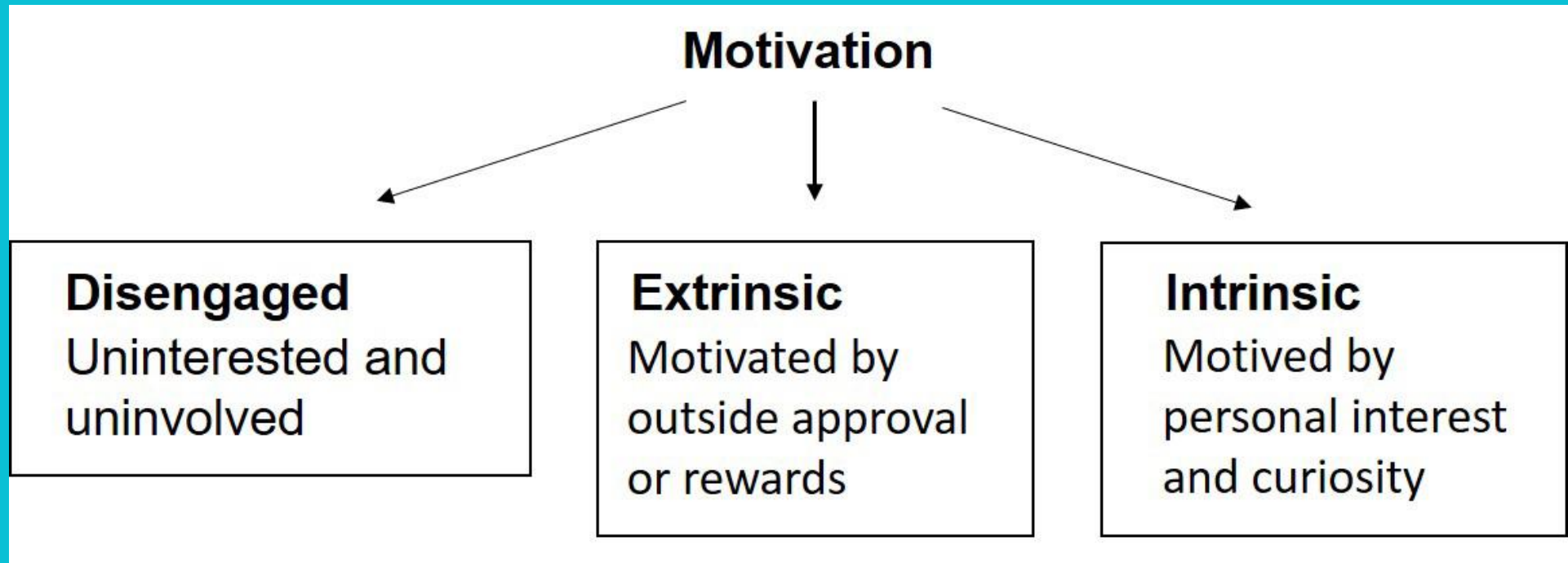
I CAN be heard by, learn from, and compromise with my classmates on works we make together.

I AM a member of my classroom artistic community.

I AM a member of the global artistic community of all artists.

# Motivation

Motivation is the engine of all genuine learning. Without it, nothing important happens. Nothing “sticks.”



Hogan, Hetland, Jaquith & Winner. *Studio Thinking from the Start*



Working from one's strengths feels safe and motivates disengaged students to initiate new work, take risks, and explore new ideas.





# STUDENT MOTIVATION



```
graph TD; A[STUDENT MOTIVATION] --> B[EXTRINSIC]; A --> C[INTRINSIC]
```

## EXTRINSIC

- Please a teacher or other adult
- Meet a deadline
- Earn a reward or grade
- Exhibition
- Develop a portfolio
- Make a gift for someone else

## INTRINSIC

- Play with materials
- Practice to improve a skill
- Work with a friend
- Desire for an object, toy or game
- Communicate an idea or share knowledge and interests
- Challenge self
- Curiosity!

Caring → Motivation

Motivation → Engagement

Engagement → Persistence

Persistence → Artistic Thinking

Artistic Thinking → Quality



# Student Purposes

Kids learn to chase  
the quality of their work.

Lois Hetland

# Students learn to identify the purposes of their work

Play and explore

Make a functional object

Practice to improve

Make a gift

Self-Challenge

Communicate

Revisit outside interests and past art experiences

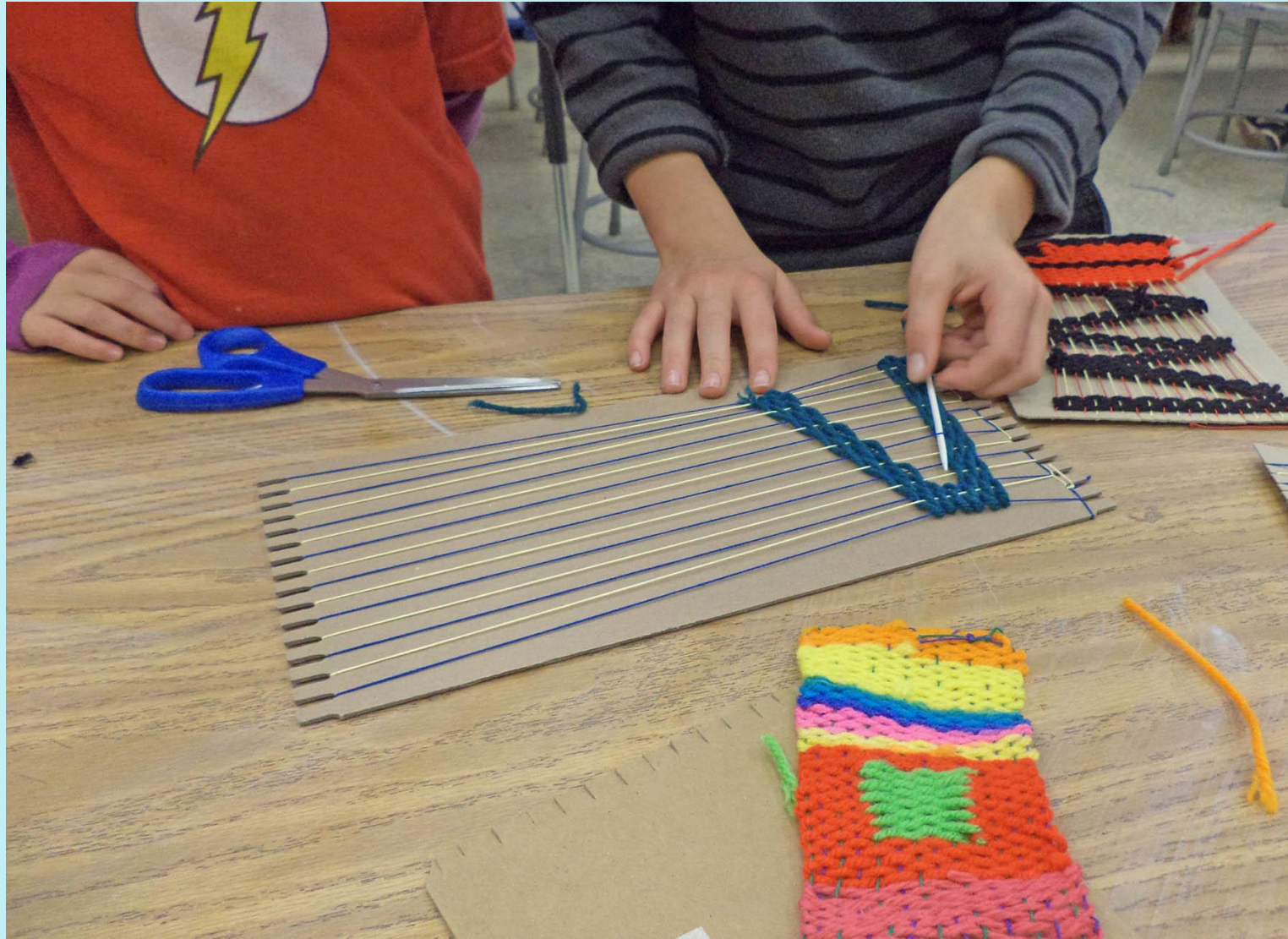




Play with new techniques to see what happens



# Learn new skills from a friend / Teach a friend





# Practice to improve technical skills



Communicate  
a personal  
value





Make a functional object: vessel, toy or game



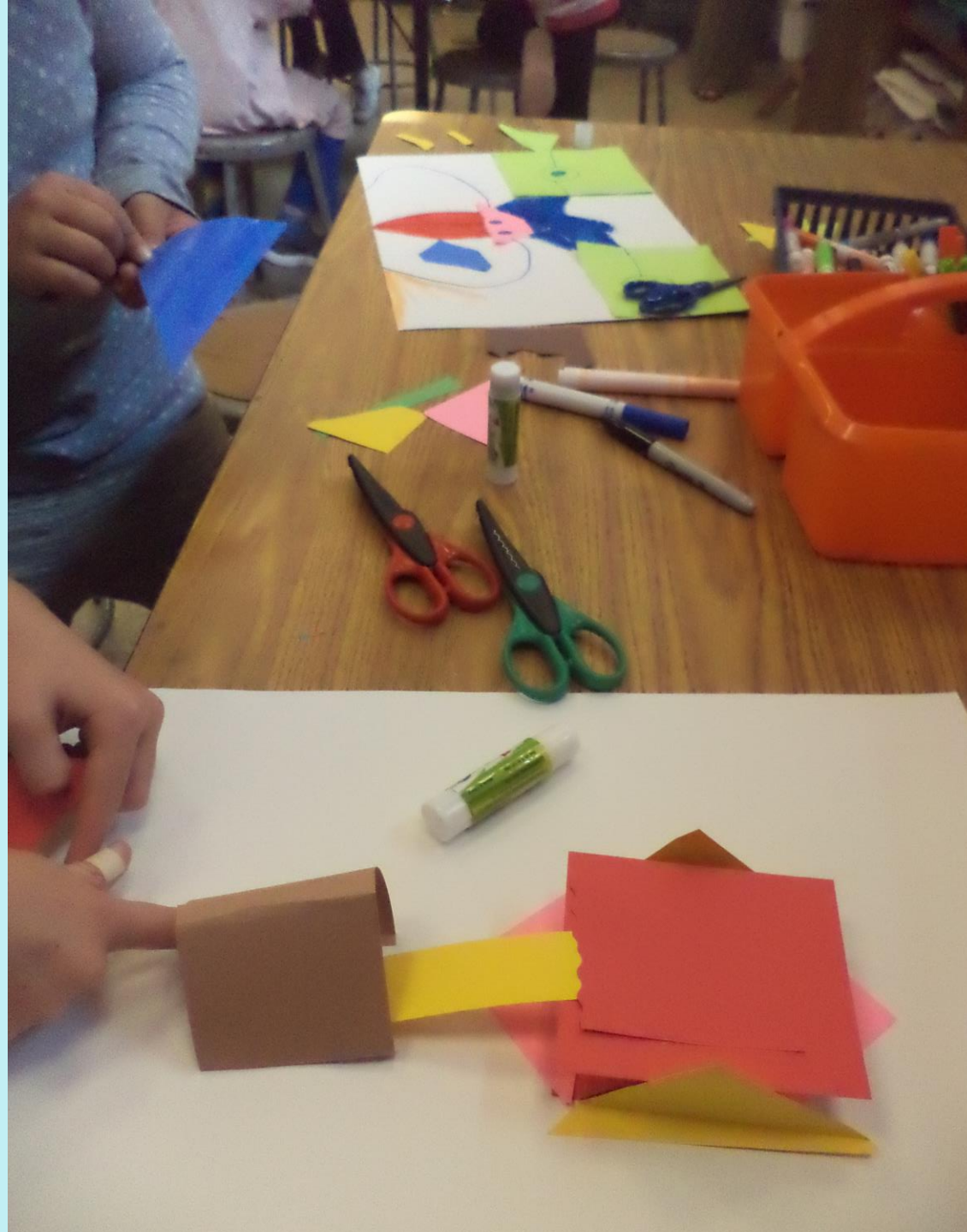




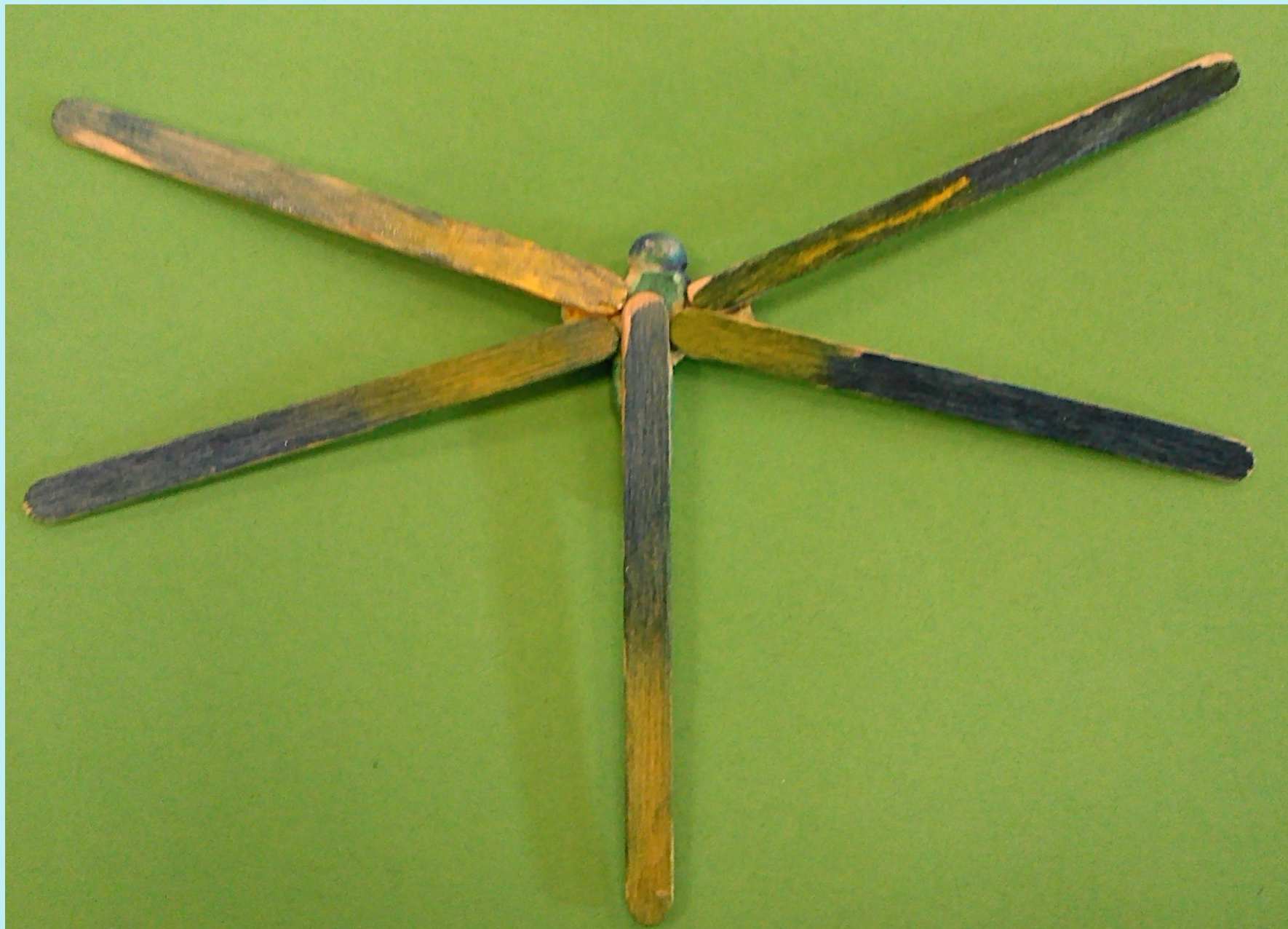
# Revisit past ideas







Self-challenge in  
kindergarten



Self-  
challenge  
in 3<sup>rd</sup> grade

# Studio Thinking in the Classroom



# Introduce Studio Habits explicitly

Dear Artists,

As artists work, they ENVISION what to make and how to make it.

As you picture your work in your mind, you are ENVISIONING what you will make and how you will make it.

Happy Envisioning!  
~Ms. Jaquith

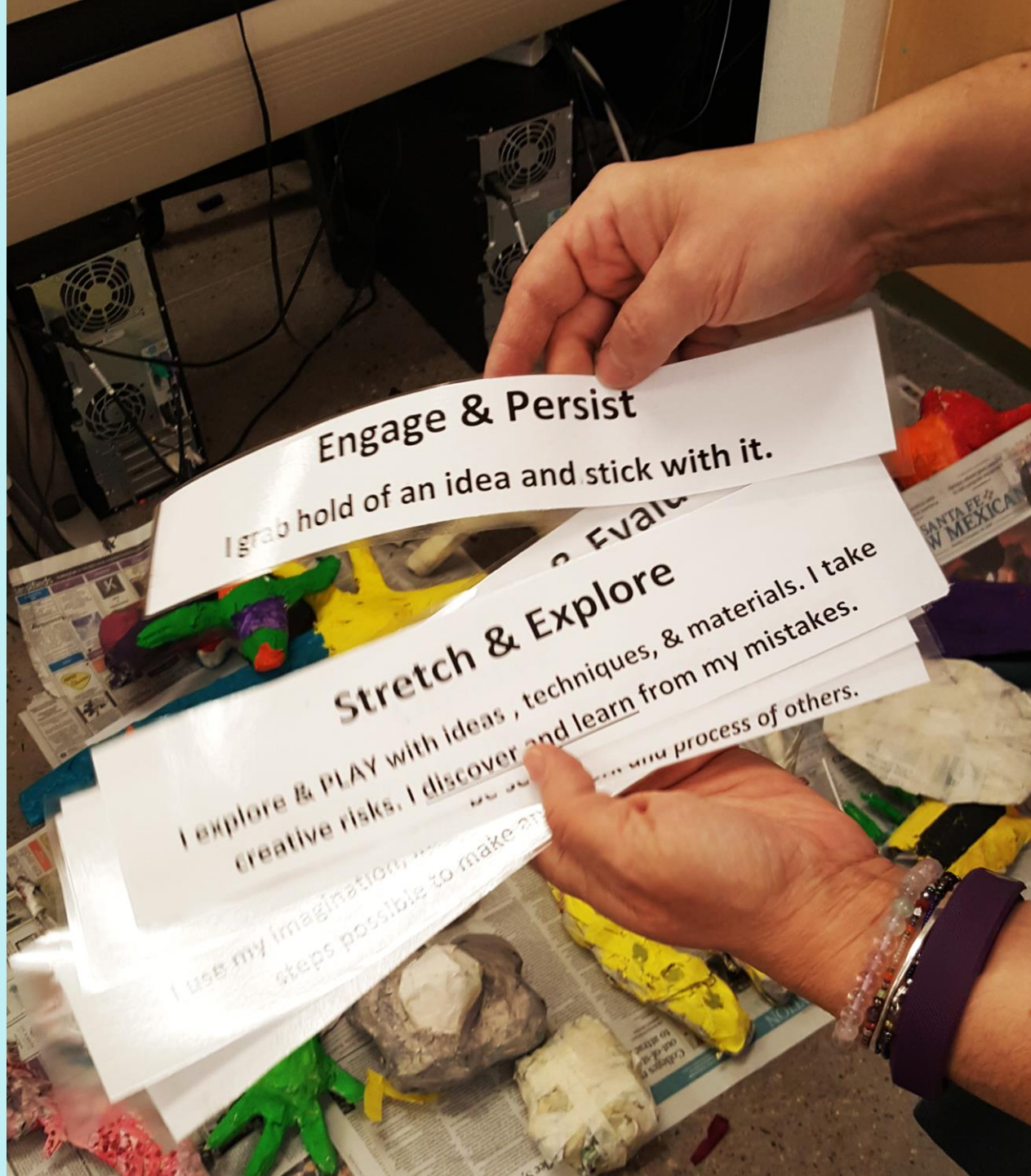
Dear Artists,

As artists work, they ENVISION their next steps as they picture their artwork in their minds.

Today we will stop mid-class to ENVISION by asking some "What If..." questions.

~ Ms. Jaquith





Remind students  
when they are  
using a Studio  
Habit of Mind.

SHoM Table Reminders by  
Roni Rohr, teacher

WHAT IF I ... draw

black over black?  
what if I... mixed colors like I paint cars?  
what if I mix different colors and art materials?

put water over marker

Mix green with green?

I put water then put pastels.

what if I change waves

changed

Make

Make pastels drippy

what if I think of afternoon differently?

what if I just drew colors over colors?

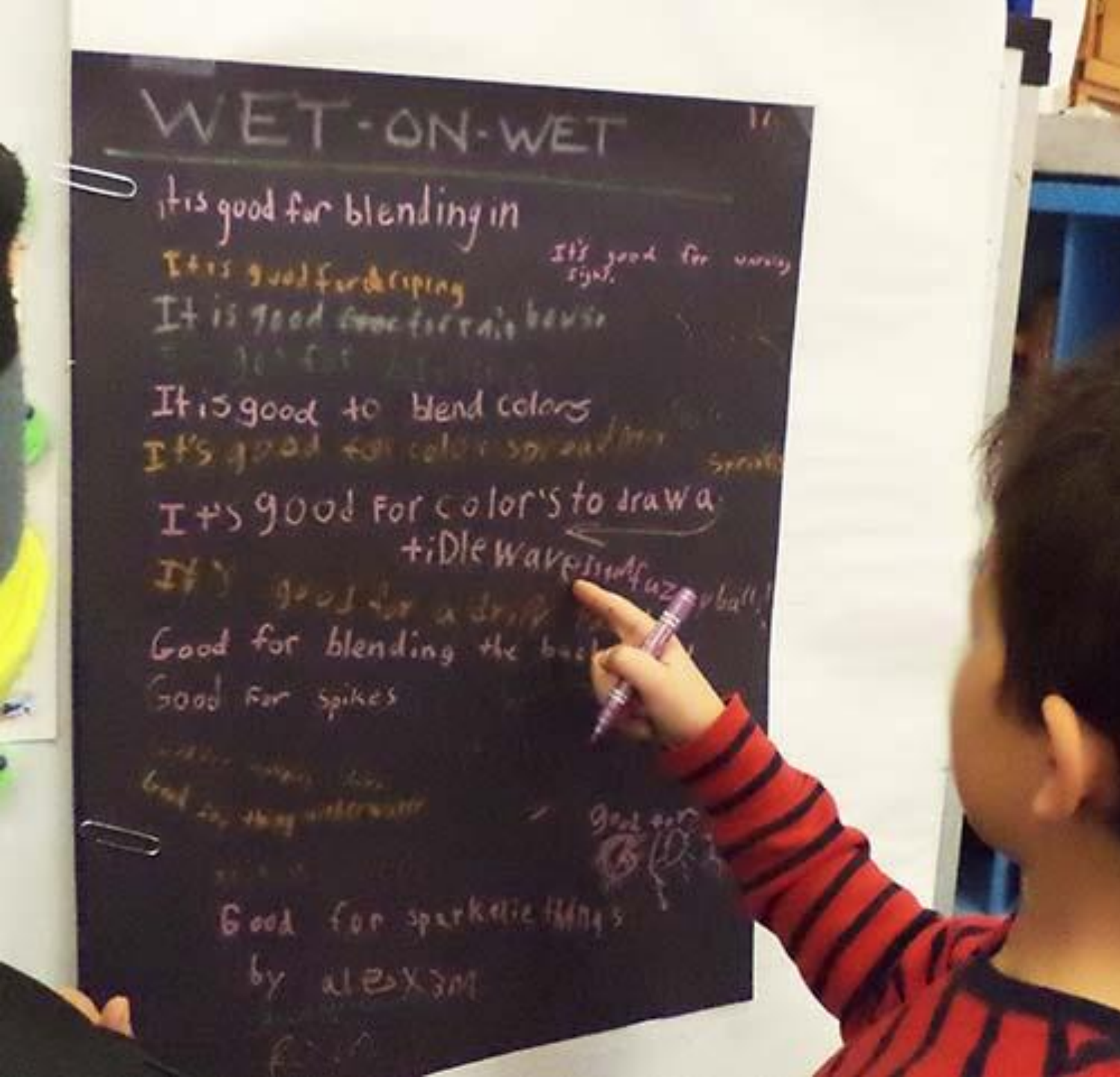
Envision  
Stretch &  
Explore

Students write  
what they  
envision for  
their work  
using "What  
If" questions.





Evaluate  
art  
media



## Develop Craft Express

Students analyze techniques by describing how they might use the technique in their own work.



# Talk About the Work

Frequent conversations about the work support students as they internalize and achieve quality in their work.

- Pair-shares
- Gallery Walks and Critiques
- Artist Statements
- Student-teacher interviews
- Visits to in-school exhibits



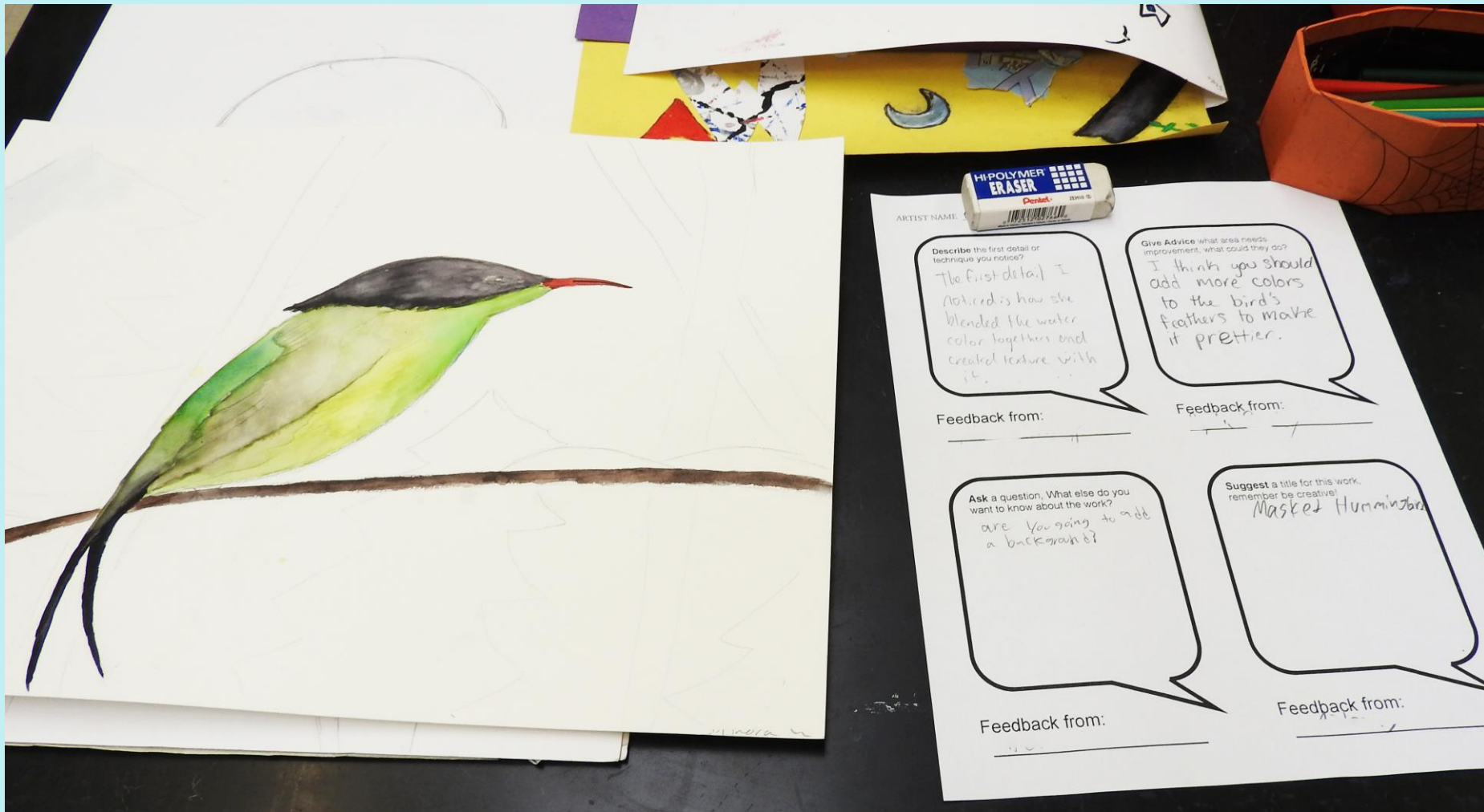
Pair Share

Talking  
about an  
artwork  
with a  
classmate





Finished  
Artwork  
Gallery Walks



## In-Process Gallery Walks

Describe   Give Advice   Ask a Question   Suggest a Title

Agusta Agustsson, Teacher





# Class Share or Critique



“This is a painting about skiing and walking home and having snowball fights and walking in the dark. All those fun things to do—it’s fun but you have to stay close to home. If you are ski jumping be sure to not go on the high jump until you are older. I am going to ski when I turn 6.”

## Artist Statements







# Visiting Exhibits as a Class



# Develop Assessment-Capable Learners

## Ron Gresham

Part I: Consistent time to talk with peers about work

Part II: Student-teacher interviews

- How is art class going for you?
- What is your favorite artwork?
- Where do you feel you have improved?
- What is challenging for you?
- How do you deal with these challenges?
- What's next?



Ron Gresham, Art Teacher See: [Art with Ron](#)



Seeing two or more similar works from the same student helps me empathize when searching for what the student is learning, discovering, and/or could be learning and discovering.

Marvin Bartel

“The Art of Motivation and Critique,” in  
*The Learner Directed Classroom*

# Indicators of Learning and Understanding




REFLECT	
ALEX	AMIR
BELLA	CHRIS
DAVID	ELLI
GRACE	HARI
SASH	LUKE
	MICAH



Develop Craft  
Reflect

Guided prompts  
for exit ticket  
reflections  
inform the  
teacher about  
students'  
learning during  
studio time.



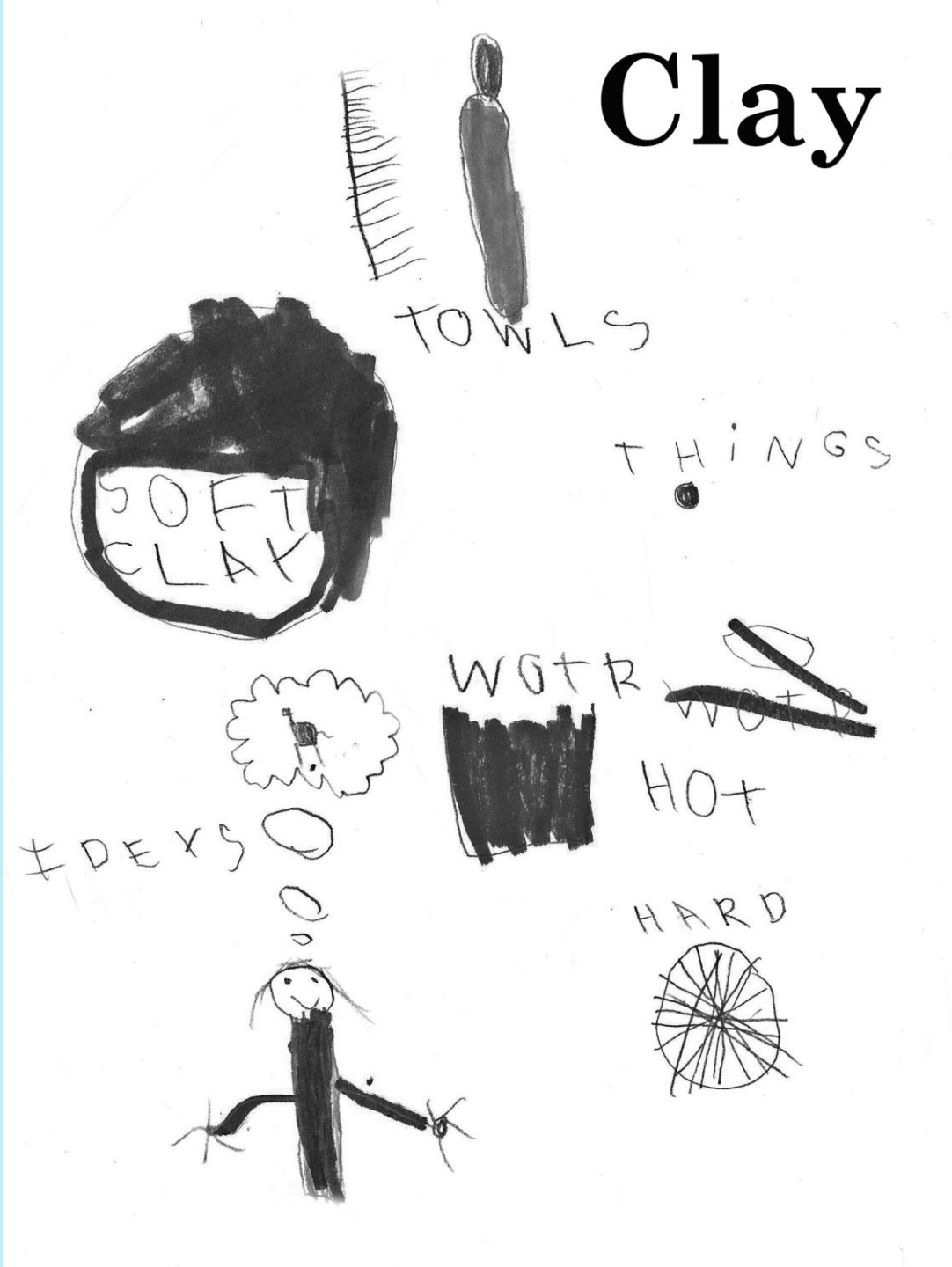
An abstract painting featuring a vibrant, multi-colored composition. The left side is dominated by warm, golden-yellow and orange tones, which transition into a broad, diagonal band of deep purple and magenta. This band is textured with visible, expressive brushstrokes. To the right of this band, the colors shift to a bright, almost neon green and cyan, with some darker, more saturated green areas at the bottom right. The overall effect is one of dynamic energy and emotional intensity, achieved through the layering and blending of various pigments.

## Exit Ticket Reflection

I learned that  
When you paint  
you have to do  
it swiftly so  
that you feel  
the peace.  
OCT 9 2012

## Develop Craft

Kindergartners tell all they know about an art process in words or drawings.





# HOW TO DO PRINT MAKING by ~~XXXXXXXXXX~~

1. Pickshir



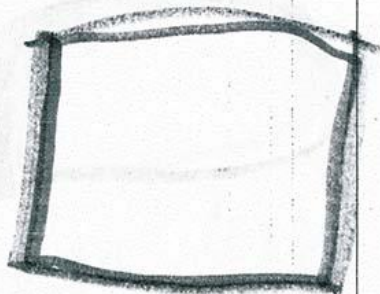
2. Retras it



3. ink



4. Put on Paper



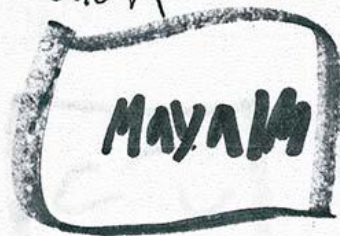
5. Rub it



6. Take off  
oppar



7. Wife Namkon  
backx



8. Do it Over



9.

10.

## Develop Craft

First and second graders map out an artistic process in words or drawings.



# EXPRESS

Studio Thinking Habit:

"Express is about connecting your art to your life, the world and your place in the world."

1. What is your basic art idea?

It's a volcano that's erupting

2. Why did you pick this idea?

Because I writing about  
Costa Rica, and I read about Volcanoes.

3. What might people learn about you as a person from looking at your art?  
Choose one of the following and give 2 good reasons to support your answer.

• How I, as the artist, feel about the subject of my art

OR

• What kind of person I am

OR

• What I think is important in life

As the artist, I feel that my erupting  
Volcano causes me to feel excitement.  
The first reason is that the  
Colors are bright and festive. The  
second is that it makes you feel  
like you're there.



Express: As the artist, I feel that my erupting volcano causes me to feel excitement. The first reason is that the colors are bright and festive. The second is that it makes you feel like you are there.

STUDIO HABITS of MIND RUBRIC		
Student:		
Areas of Strength	Studio Habits	Areas of Growth
	<b>ENVISION</b> <ul style="list-style-type: none"> <li>•Imagines multiple ideas for work</li> <li>•Considers next steps for WIP</li> </ul>	
	<b>STRETCH &amp; EXPLORE</b> <ul style="list-style-type: none"> <li>•Plays with materials, techniques, concepts for <u>new ways</u> of working</li> <li>•Demonstrates flexible thinking</li> </ul>	
	<b>OBSERVE</b> Observations of models, processes, the environment, other's artwork, and life experiences are evident in artwork and conversations	
	<b>DEVELOP CRAFT: Technique</b> Use of media and techniques express ideas and perspectives <b>DEVELOP CRAFT: Studio Practice</b> Takes responsibility for the studio, materials, tools, and artwork	
	<b>EXPRESS</b> <ul style="list-style-type: none"> <li>•Personal meaning is communicated through artwork</li> <li>•Awareness of audience</li> <li>•Interprets the work of others</li> </ul>	
	<b>ENGAGE &amp; PERSIST</b> <ul style="list-style-type: none"> <li>•Consistent focus on work</li> <li>•Demonstrates <u>positive growth</u> mindset by working through challenges</li> </ul>	
	<b>REFLECT: Question and Explain</b> <ul style="list-style-type: none"> <li>•Questions artistic decisions</li> <li>•Seeks and gives feedback</li> </ul>	

## One-Point Rubric/ Habit Profile

Students fill this out to identify their strengths and growth areas and the teacher can fill this out for individual students about whom they wish to know more.



# Habit Profile

STUDIO HABITS of MIND RUBRIC		
Student:		
Areas of Strength	Studio Habits	Areas of Growth
G always has ideas for new characters.	<b>ENVISION</b> <ul style="list-style-type: none"> <li>Imagines multiple ideas for work</li> <li>Considers next steps for WIP</li> </ul>	Would G consider other media or ideas for art?
Yes! G likes to explore materials to see what she can use in her art.	<b>STRETCH &amp; EXPLORE</b> <ul style="list-style-type: none"> <li>Plays with materials, techniques, concepts for <u>new ways</u> of working</li> <li>Demonstrates flexible thinking</li> </ul>	
	<b>OBSERVE</b> Observations of models, processes, the environment, other's artwork, and life experiences are evident in artwork and conversations	Is G alert to influences outside of school, such as cartoons and comics?
Yes! G has strong skills with fibers, uses technique for her expressive characters.	<b>DEVELOP CRAFT: Technique</b> Use of media and techniques express ideas and perspectives <b>DEVELOP CRAFT: Studio Practice</b> Takes responsibility for the studio, materials, tools, and artwork	
G enjoys introducing her characters and telling stories about them.	<b>EXPRESS</b> <ul style="list-style-type: none"> <li>Personal meaning is communicated through artwork</li> <li>Awareness of audience</li> <li>Interprets the work of others</li> </ul>	G is not yet inclined to express her perspectives through her characters?
Yes! Always!	<b>ENGAGE &amp; PERSIST</b> <ul style="list-style-type: none"> <li>Consistent focus on work</li> </ul>	



## STUDIO HABITS of MIND RUBRIC

Student:

Areas of Strength	Studio Habits	Areas of Growth
<i>G always has ideas for new characters.</i>	<b>ENVISION</b> <ul style="list-style-type: none"> <li>•Imagines multiple ideas for work</li> <li>•Considers next steps for WIP</li> </ul>	<i>Would G consider other media or ideas for art?</i>
<i>Yes! G likes to explore materials to see what she can use in her art.</i>	<b>STRETCH &amp; EXPLORE</b> <ul style="list-style-type: none"> <li>•Plays with materials, techniques, concepts for <u>new ways</u> of working</li> <li>•Demonstrates flexible thinking</li> </ul>	
	<b>OBSERVE</b> Observations of models, processes, the environment, other's artwork, and life experiences are evident in artwork and conversations	<i>Is G alert to influences outside of school, such as cartoons and comics?</i>
<i>Yes! G has strong skills with fibers, uses technique for her expressive characters.</i>	<b>DEVELOP CRAFT: Technique</b> Use of media and techniques express ideas and perspectives <b>DEVELOP CRAFT: Studio Practice</b> Takes responsibility for the studio, materials, tools, and artwork	
<i>G enjoys introducing her characters and telling stories about them.</i>	<b>EXPRESS</b> <ul style="list-style-type: none"> <li>•Personal meaning is communicated through artwork</li> <li>•Awareness of audience</li> <li>•Interprets the work of others</li> </ul>	<i>G is not yet inclined to express her perspectives through her characters?</i>
<i>Yes! Always!</i>	<b>ENGAGE &amp; PERSIST</b> <ul style="list-style-type: none"> <li>•Consistent focus on work</li> </ul>	

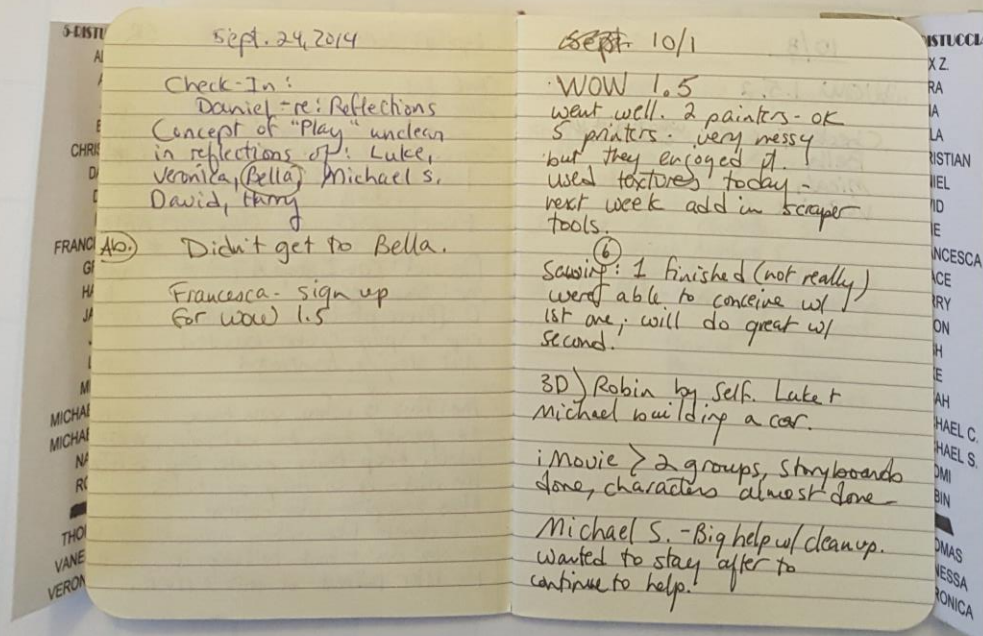
# Habit Profile



# Keeping Track of It All



Teachers document information from each class to plan curriculum, interventions, and to track student progress.





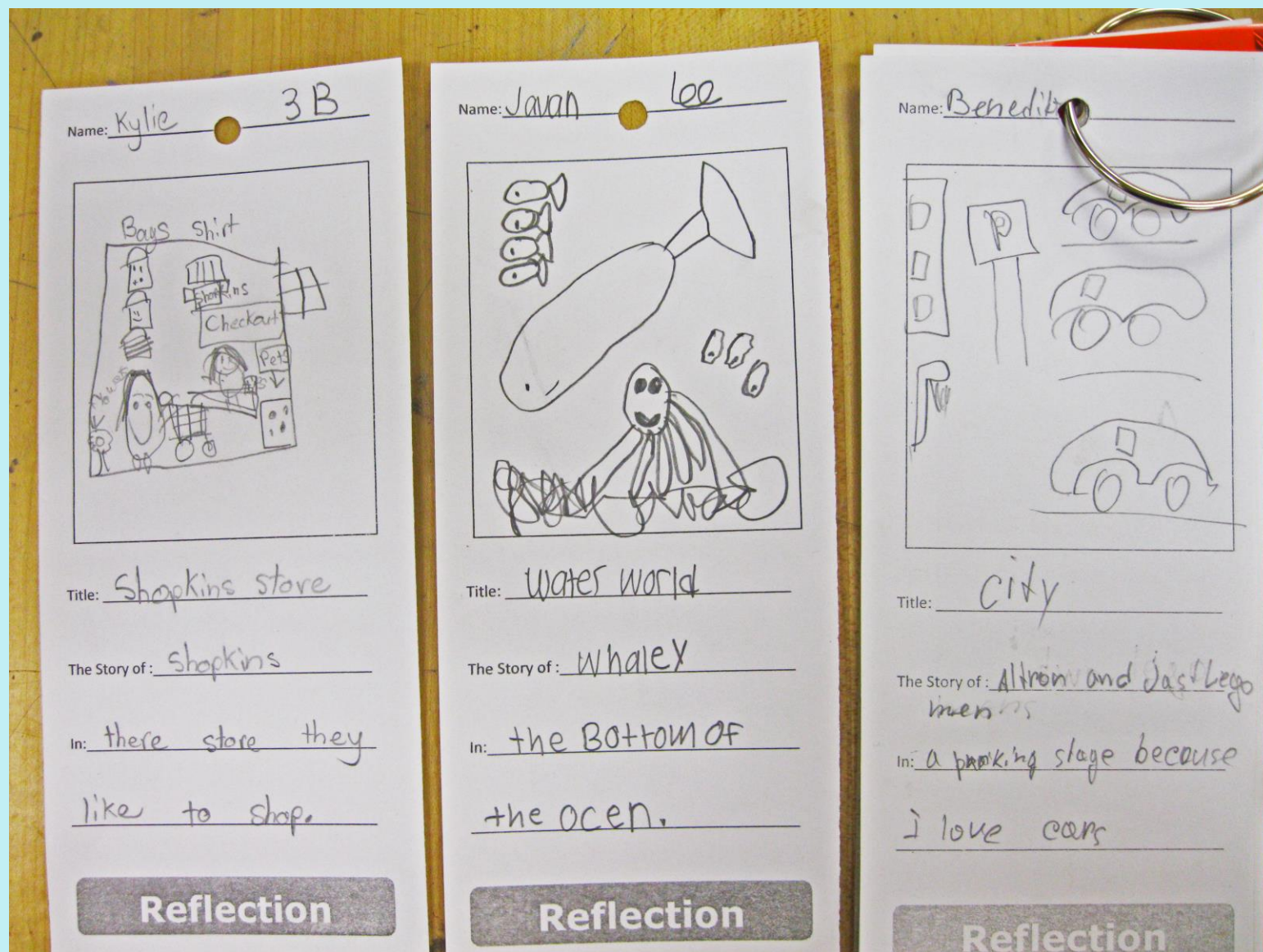




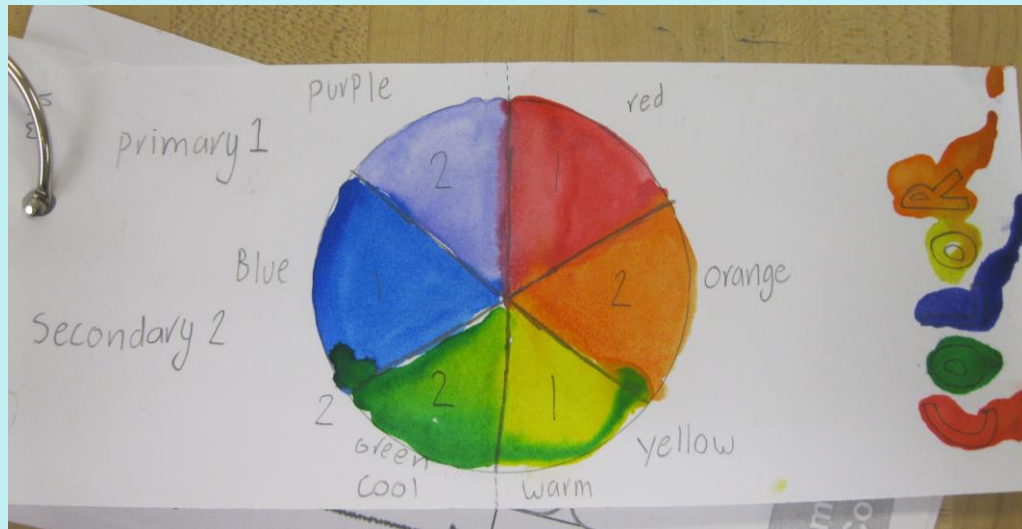
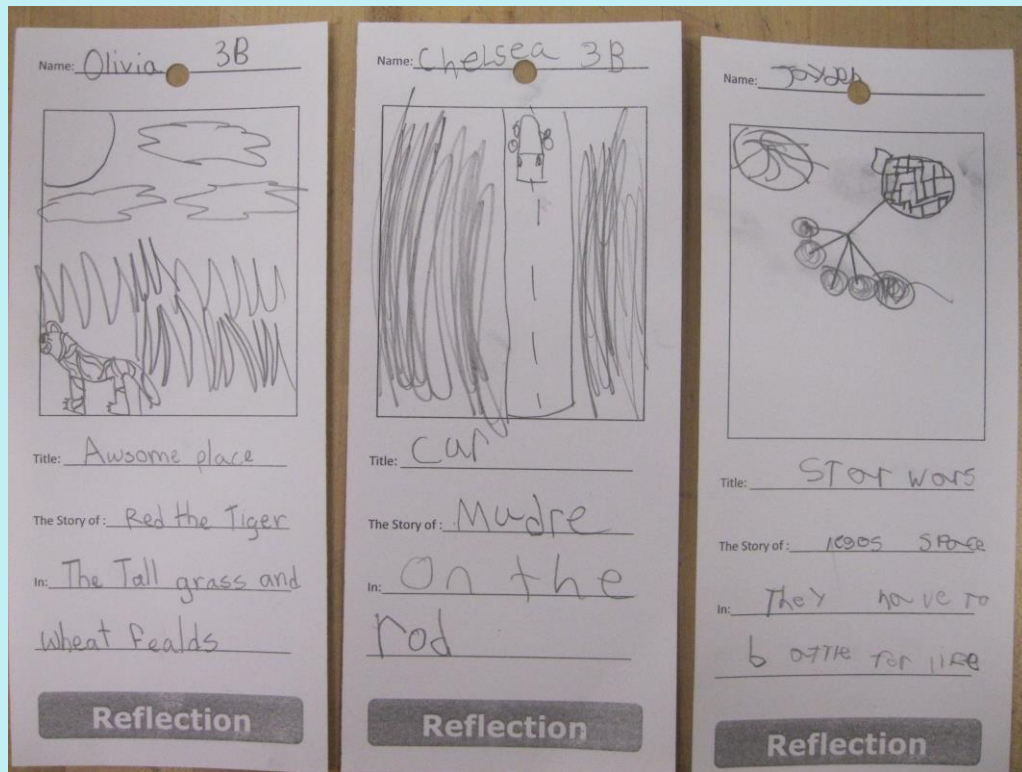
# Tool Books

Single-ring “books” hold Studio Habits reference cards, vocabulary, plans, thinking maps, techniques.

Dale Zalmstra  
and Kat Potter  
Art Teachers







# Collections: Tool Books

Dale Zalmstra & Kat Potter

The Tool Book “organizes and tracks work. Key goal, how to have students manage their own recordkeeping, documentation, [and] assessment [of] learning. This is best summed up as: How can students imbed their own learning and carry their learning forward so it is something that they can access in the future; how to create a touchstone to trigger memory.”

# Class Check Lists

Areas of Strength	Studio Habits	Areas of Growth
<i>Celeste, Odell, Ryan, Cam, Khalil</i>	<b>ENVISION</b> <ul style="list-style-type: none"> <li>•Imagines multiple ideas for work</li> <li>•Considers next steps for WIP</li> </ul>	<i>Cam Celeste, Caylee</i>
<i>Caylee, Devon, Owen, Stephanie</i>	<b>STRETCH &amp; EXPLORE</b> <ul style="list-style-type: none"> <li>•Plays with materials, techniques, concepts for <u>new ways</u> of working</li> <li>•Demonstrates flexible thinking</li> </ul>	<i>Odell, Ryan, Evan, Daisy, Cam,</i>
<i>Khalil, Jennipher, Odell, Celeste</i>	<b>OBSERVE</b> Observations of models, processes, the environment, other's artwork, and life experiences are evident in artwork and conversations	<i>Anna, Devon, Sara, J'ai, Topher</i>
<i>Evan, Daisy, Cam, Anna, Khalil, Devon, Chris, Sara, J'ai, Topher, Lia</i>	<b>DEVELOP CRAFT: Technique</b> Use of media and techniques express ideas and perspectives <b>DEVELOP CRAFT: Studio Practice</b> Takes responsibility for the studio, materials, tools, and artwork	<i>Peter, Stephanie</i>
<i>Tavaun, Marika</i>	<b>EXPRESS</b> <ul style="list-style-type: none"> <li>•Personal meaning is communicated</li> </ul>	

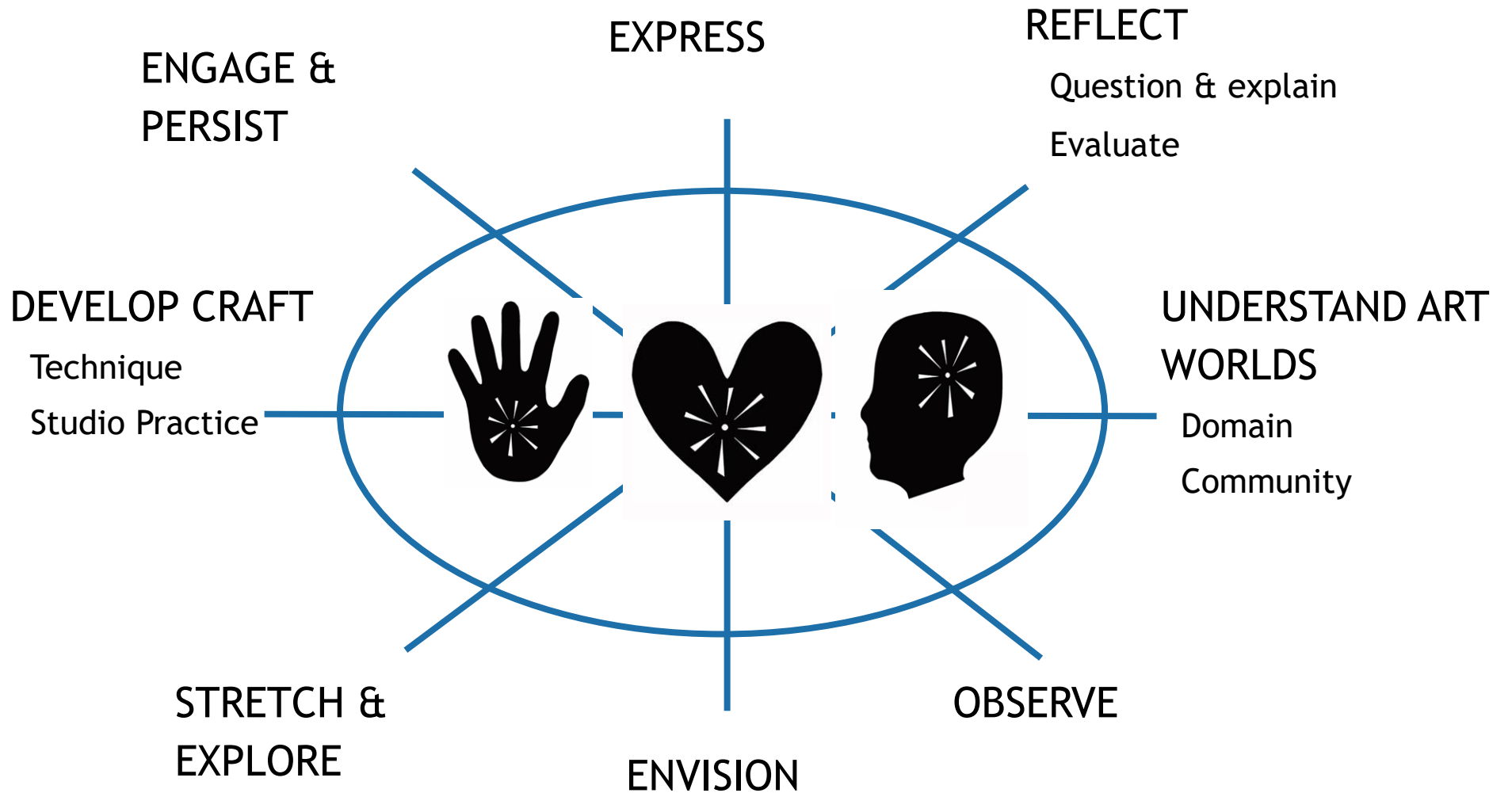
# Make Studio Thinking Visible through Exhibition and Portfolios

Speaking the language of Studio Habits, and making it ever-visible, helps advocate for arts education and provides a bridge for this kind of thinking across subject areas.

*Studio Thinking from the Start* (Hogan, et.al.)



# The Studio Habits of Mind



Something happened but you can not talk about it  
but there's nothing more you want than to talk about  
it. In multiple instances you almost bring it up but





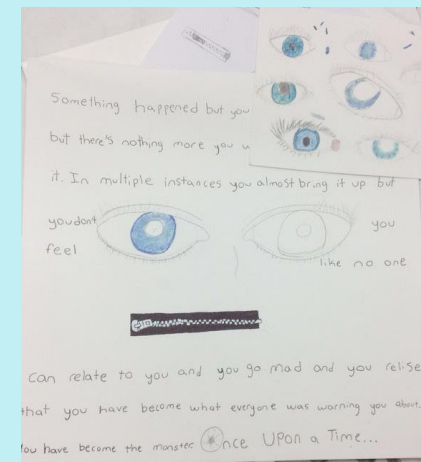
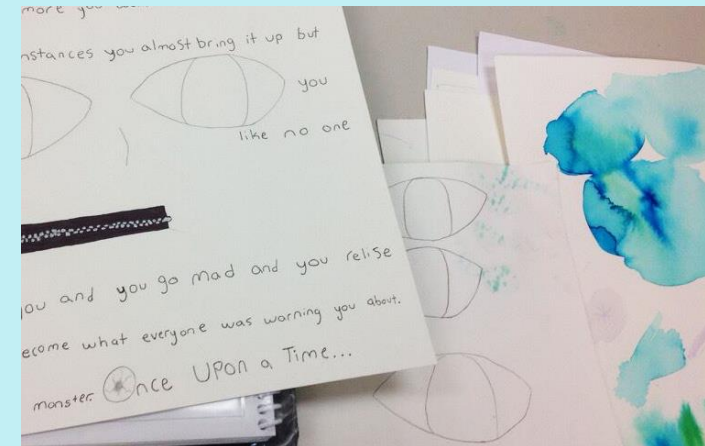
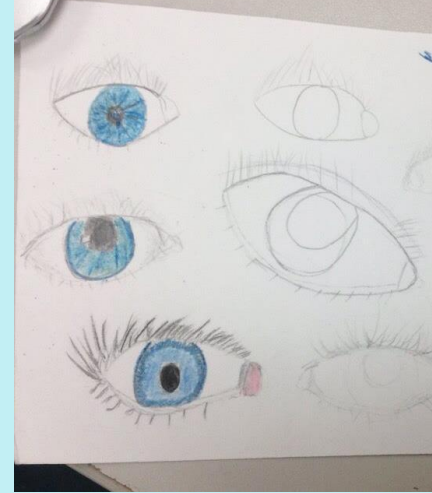
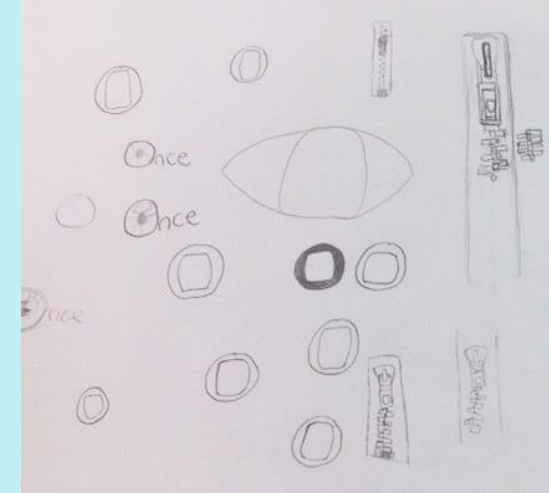
can relate to you and you go mad and you realize  
that you have become what everyone was warning you about.  
You have become the monster. nce UPON a Time...

Image courtesy  
of Stacey  
Parrish

Something happened but you can not talk about it  
but there's nothing more you want than to talk about  
it. In multiple instances you almost bring it up but



can relate to you and you go mad and you realize  
that you have become what everyone was warning you about.  
You have become the monster.  Once UPON a Time...



## Process Display

Images courtesy of  
Stacey Parrish





art id: 46379820  
uploaded: April 26, 2016  
published: April 26, 2016  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 45807658  
uploaded: April 6, 2016  
published: April 6, 2016  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 43771086  
uploaded: January 24, 2016  
published: January 24, 2016  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 43607352  
uploaded: January 18, 2016  
published: January 18, 2016  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 43104258  
uploaded: December 17, 2015  
published: December 17, 2015  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 43104205  
uploaded: December 17, 2015  
published: December 17, 2015  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 42755578  
uploaded: December 10, 2015  
published: December 10, 2015  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 41034103  
uploaded: October 23, 2015  
published: October 23, 2015  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 40243374  
uploaded: September 30, 2015  
published: September 30, 2015  
grade: 3rd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 39428626  
uploaded: June 10, 2015  
published: June 10, 2015  
grade: 2nd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 38782001  
uploaded: May 14, 2015  
published: May 14, 2015  
grade: 2nd  
art status: completed  
art title: —  
statement: completed  
feedback: —  
visibility: public (parent granted permission)



art id: 38518947  
uploaded: May 6, 2015  
published: May 6, 2015  
grade: 2nd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 37969058  
uploaded: April 15, 2015  
published: April 15, 2015  
grade: 2nd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 37214288  
uploaded: March 11, 2015  
published: March 11, 2015  
grade: 2nd  
art status: completed  
art title: completed  
statement: completed  
feedback: —  
visibility: public (parent granted permission)

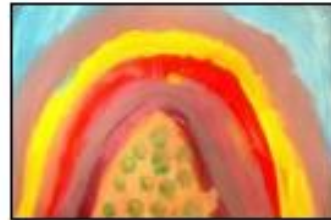
# Artsonia: Online Portfolios including work in-progress



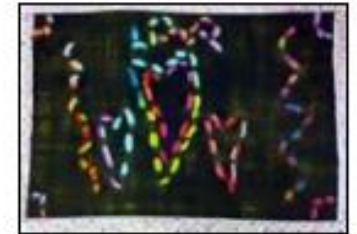
art id: 36207764  
uploaded: January 29, 2015  
published: January 29, 2015  
grade: 2nd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 35  
uploaded: Jan  
published: Jan  
grade: 2nd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 34993211  
uploaded: December 5, 2014  
published: December 5, 2014  
grade: 2nd  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



art id: 29  
uploaded: Feb  
published: Feb  
grade: 1st  
art status: completed  
art title: —  
statement: —  
feedback: —  
visibility: public (parent granted permission)



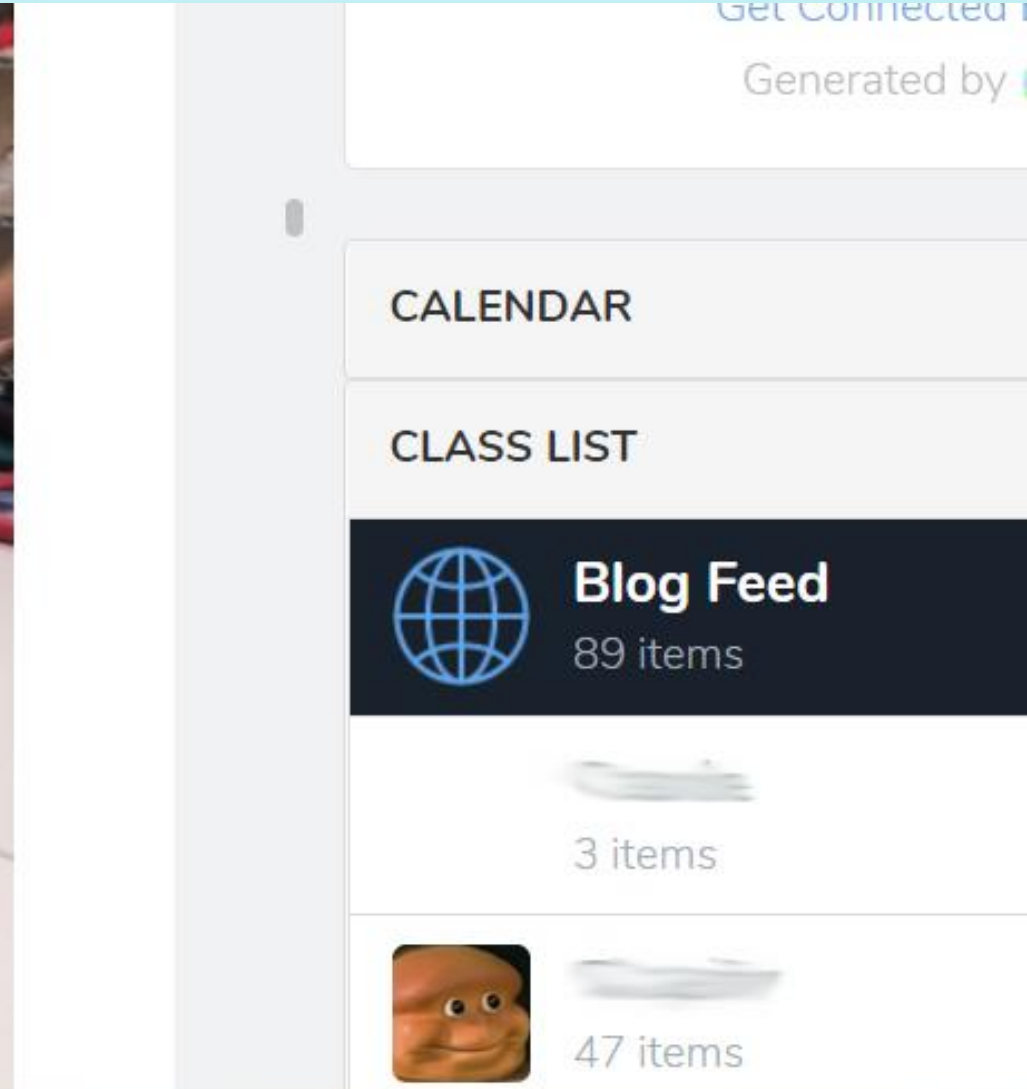
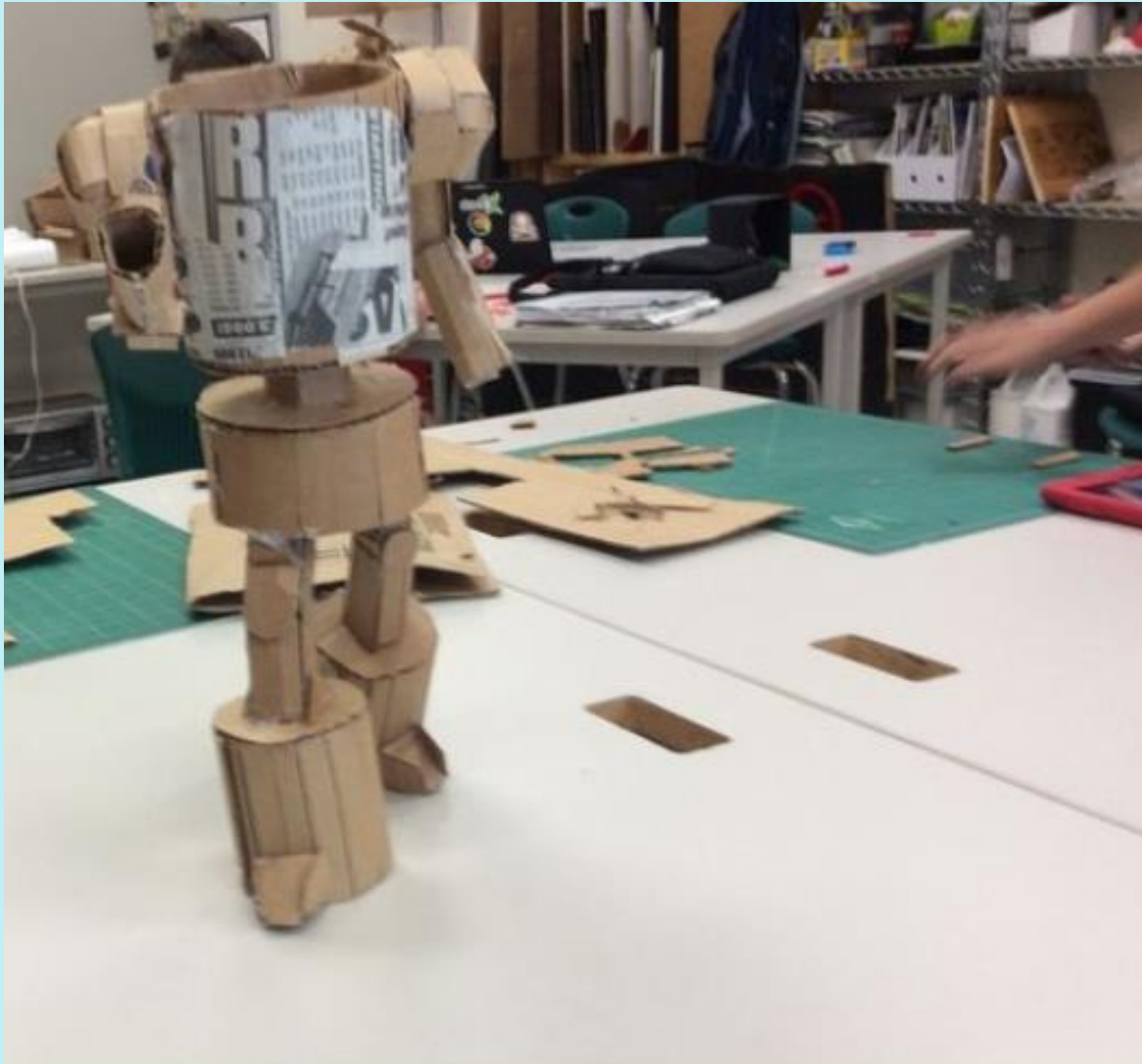
art id: 29279805  
uploaded: February 15, 2014  
published: February 15, 2014  
grade: 1st  
art status: completed  
art title: —



art id: 29  
uploaded: Feb  
published: Feb  
grade: 1st  
art status: completed  
art title: —

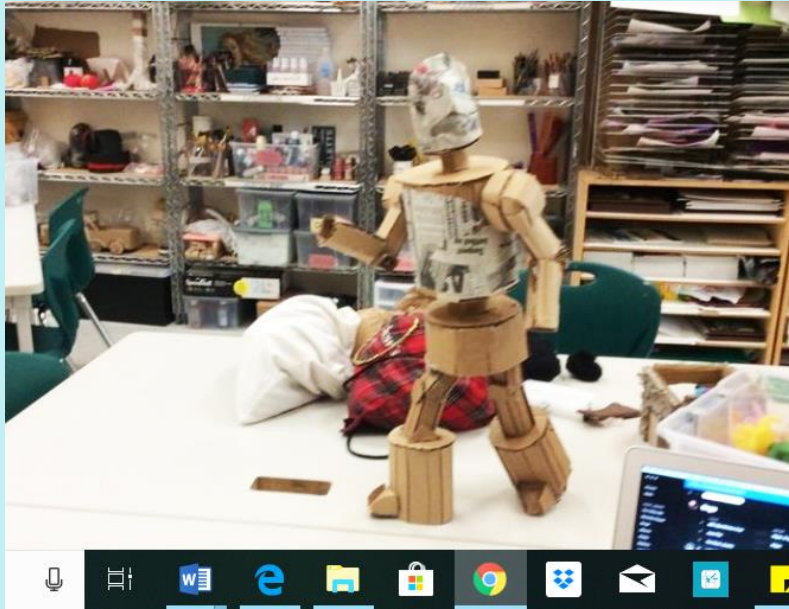
# SeeSaw: Online Portfolios

(courtesy of Stacey Parrish)





# SeeSaw: Online Portfolios of Student Work



Images courtesy of  
Stacey Parrish



2-Minute Video Walk Around the Room to be shared with administration, highlighting studio thinking in action.



# Educate your School Community about the Goals of a Visual Art Education

Imagination

Investigation

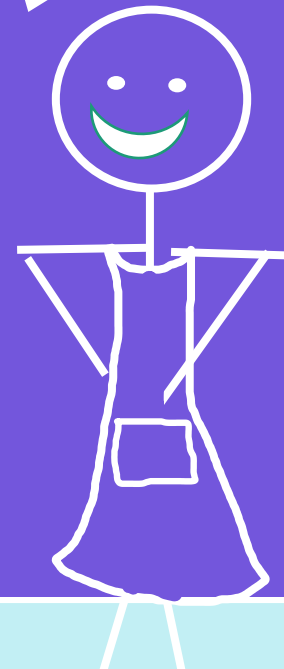
Construction

Reflection



But I like  
it this way!

Please tell me  
all about your  
artwork! I want  
to know more!





Related Sessions today at NAEA:

**12-1:20: Assessment: A Therapeutic Conversation and Group Reflection** with Olivia Gude and Katherine Douglas  
Center/Ballroom A/Level 3

**2-2:50: Studio Thinking in Action in the Elementary Art Room**  
Ellen Winner, Jillian Hogan, Catherine "Kitty" Conde, Julie Toole,  
Celia Knight Center/Meeting Room 104/Level 1

**3-3:50: Using Studio Habits of Mind for Formative Assessment**  
Jillian Hogan, Nicole Gsell, Celia Knight, Emily Stewart, Ceara Yahn  
Center/Meeting Room 306/Level 3

Diane Jaquith

[dbjaquith@gmail.com](mailto:dbjaquith@gmail.com)

Studio Thinking

<http://www.studiothinking.org/>

Teaching for Artistic Behavior, Inc.

[teachingforartisticbehavior.org](http://teachingforartisticbehavior.org)

TAB Summer Teacher Institute

<https://massart.edu/teaching-artistic-behavior-tab>

Teaching for Artistic Behavior (TAB) Art Educators

[TAB Facebook Group](#)

