Habits of Mind

Develop
Craft

Envision

Stretch & Explore

Observe

Reflect

Express

Engage & Persist

Understand the Art World

Engage & Persist

Express

My heart stays focused on & committed to my work and I put forth my best effort.

My heart communicates ideas, feelings, or personal meaning in my artwork.
## Making SHoM Kid Friendly

<table>
<thead>
<tr>
<th>Artist Habits</th>
<th>Defined by students...</th>
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<tr>
<td>Develop Craft</td>
<td>Practicing on art skills</td>
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<tr>
<td>Stretch &amp; Explore</td>
<td>Experiment and be creative</td>
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<tr>
<td>Envision</td>
<td>Planning</td>
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<tr>
<td>Observe</td>
<td>Noticing and thinking about what you see</td>
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<tr>
<td>Engage &amp; Persist</td>
<td>Stay Focused</td>
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<tr>
<td>Express</td>
<td>Make art your own</td>
</tr>
<tr>
<td>Reflect</td>
<td>Talk about your art</td>
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<tr>
<td>Art World</td>
<td>Respectful of artists around you</td>
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</table>

## Student input to develop K-6 friendly SHoM:
I'm an artist
I use my HANDS
Practice and experiment
With materials and tools
Artistic HANDS

I'm an artist
I use my MIND
Observe and imagine
Think of new ideas
Artistic MIND

I'm an artist
I use my HEART
Make artwork I care about
Always try my best
Artistic HEART

I'm an artist
I use my COMMUNITY
Share ideas and artwork
Learn from other artists
Artistic COMMUNITY
Creating Community with Art Message: 2nd Grade

Welcome artists! Today in art we will learn how artists can develop their artwork by asking themselves and others, "What could I add to make this artwork even better?"
Artists use their art community by talking with other artists to gather ideas for their artwork.

Have you ever worked on an artwork again to make it better?

Creating Community with Art Message: 5th Grade

Welcome Artists! Today in art we will learn how artists use Understand the Art World to decide when an artwork is finished. Artists get feedback on their artwork from others to help them rethink and edit their artwork. Before you are finished with a WOW piece, have at least one Artist Partner Talk and reflect on the discussion.

How has an Artist Partner Talk helped you on your artwork?
Creating a Community of Artists in the Studio

How can I develop **artistic behavior** in my students through **Understand Art Worlds/Art Community**?

- How do artists **interact** in the art studio?
- What do artists **talk** about in the art studio?
- What **art talk** have you had in the art studio?
- How can we **help each other** grow as artists through art talk?

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**Artist Partner Talk**

1) I notice... (observation of artwork)
2) I wonder... (question for artist)
3) What if... (suggestion to help)
4) **Reflect**: How will you use your talk to improve your artwork?
Identifying **Art Talk** Categories With Students

**What do artists talk about in the studio?**

- What you're working on
- Give or get suggestions
- How you made something
- Give or get ideas
- Compliments
- Asking questions (about the artwork)
- Helping others

Collecting **Student Data** in the Studio

**What do artists talk about in the studio?**

- What you're working on: 5
- Give or get suggestions: 8
- How you made something: 3
- Give or get ideas: 17
- Compliments: 6
- Asking questions (about the artwork): 20
- Helping others: 2
Goal Setting with Students Based on Area for Growth

**Art Community** Goal for Art Talk

We will help people **fix mistakes** by...

- giving ideas
- trying out the ideas
- not giving up easily
Opportunity to Review and Reinforce Artistic Behavior

Did you make a mistake??

Can you...

- ERASE it?
- COVER it with a piece of paper?
- COLOR over it?
- CUT it off?
- Flip the paper?
- Change it into something else?

Figure it out with a partner talk

Try your best to be positive

IF none of these work...

Donate it to the beautiful OOPs! bin and let someone else's imagination take over...

Gearing Lesson to Self Identified Area for Growth

Art Community Goal for Art Talk

Work on talking about how we make our art with each other.

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Painting</th>
<th>Construction</th>
<th>Fiber</th>
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<tbody>
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Celia Knight
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Gates Elementary School
Acton, MA

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PreK

“Tell me the story of your art”

Artist Statement

Name: ___________________________ PreK am/pm Date: ___________________________

I drew:

- From my Imagination
- From Observation
- From Memory

I made

The materials I used are:

- Marker
- Crayons
- Paper
- Oil Pastels
- Colored Pencils
- Pencil
Portfolio Reflections

1st-2nd grade Group critiques
### Studio Tracker

#### with digital portfolio (SeeSaw) tracker and student Artist’s Portrait

3rd-5th grade

<table>
<thead>
<tr>
<th>Drawing</th>
<th>Collage</th>
<th>Painting</th>
<th>Other Arts</th>
<th>Digital Art</th>
<th>Networking</th>
</tr>
</thead>
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**My Artist Portrait:** Circle all the things that represent you as an artist:

- I have a good time making things happen.
- I always have lots of ideas for my art.
- I like to use many different kinds of materials.
- I like to play with colors and see what happens.
- I like to draw.
- I like to make things out of construction paper.
- I like to draw a lot at home.
- I like to share my art with others.
- I love drawing pictures.
- I enjoy color and patterns.
- I like to build and invent new things.
- I like to work with my friends when making art.
- I like to work alone when I make art.
- I like to make things I can use or play with.
- I love to draw cartoons.
- My favorite cartoon is...

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![Image of student's art project with notes and stickies]
Critique process

ESSENTIAL QUESTIONS

- Where do artists get their ideas?
- Who is an artist?
- What materials can be used to make art?
- What decisions do artists make?
- What skills does an artist need?
- What is the purpose of art?
- Why do people make art?
- What stories does art tell?
- How do you know when a work of art is finished?
- What is art?
- What makes a work of art “great” or “valuable”?
- Is art necessary?

What I am proud of:

What I am struggling with:

Suggestions:

- I am proud of how the three sides blend together.
- I’m having trouble layering my paint.

- I need more details in my self-portrait, and more color.
- The deeper colors should last longer, and the building blocks should be more accurate.

Maisy

Date: 3/14/19
Evolution of an artist statement
Middle School: Artist as Activist
Studio Habits of Mind
At Ravenswood Elementary School

Creating a culture
Understanding standards through the lense of the 8 studio habits

<table>
<thead>
<tr>
<th>Creating – Conceiving and developing new artistic ideas and work.</th>
<th>Performing/Presenting/Producing – Realizing artistic ideas and work through interpretation and presentation</th>
<th>Responding - Understanding and evaluating how the arts convey meaning</th>
<th>Connecting - Relating artistic ideas and work with personal meaning and external context</th>
</tr>
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<tbody>
<tr>
<td>Anchor Standard #2. Organize and develop artistic ideas and work.</td>
<td>Anchor Standard #5. Develop and refine artistic work for presentation.</td>
<td>Anchor Standard #8. Interpret intent and meaning in artistic work.</td>
<td>Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen under-</td>
</tr>
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3/14/19
Arts Integration
Developing essential questions around the 8 Studio Habits of Mind

Essential Questions...

1. Engage Big Ideas
2. Provokes deep thought and sustained inquiry
3. Stimulates rethinking of Big Ideas
4. Builds on prior learning and students’ interests
5. Creates opportunities for knowledge transfer

Engaging and Persisting with...

What do artists do when they get stuck?

Artists

Dancers:
Diving in deep: Stretching and exploring our practice through book study group

Book Study Structure

- Preparation
  - Norms
  - Reading for next time

- Transfer Point
  - Make it doable
  - Anticipate problems
  - Planning: when, where and time
  - Aloud-talk through with the group
  - Ideas of evidence to gather

- Reflection
  - Time to reflect on the transfer points into our own practice

- New Learning
  - Ideas confirmed
  - Questions
  - Disagreements
Meet some of the book club members

Jeff Switzer - Physical education
Vanessa Vergil - Kindergarten/1st grade
Molly Mehl - Kindergarten/1st grade
Yeliz Williams - Pre Kindergarten
Laura Gangichiodo - 4th grade diverse learner
Kitty Conde - Visual/Media Arts
Jeremy Guidry - Drama
Christine Reed - Dance
Nate Manaen - Principal

Book Study Goals

- **Common Academic Language**
  - Incorporate 8 Studio Habits into other classrooms
- **Multi Modalities** for diverse learners
- **Nuance of Growth**
  - Assessments utilizing 8 Studio Habits
- **Resources**
  - Ways for the school and community to support the arts
What do writers and readers do when they get stuck?

Writers and Readers Engage and Persist

“I learned about the language the essentials Arts staff used and started using the word “persevere” a lot with my students. This is a word that we often say in first grade whenever we feel frustrated/confused about a new concept/skill we are learning about.” - Vanessa

Dancers Reflect

“This reflection process has proved to be helpful for students because it encourages them to think about what went well and what can be improved, while thinking about their work individually, their work as part of a group or ensemble, and what they admired in others’ work. This has been successful in having students have open, honest conversations about their dance work and the work of others in an effort to improve their dance learning.” - Christine Reed
Metacognition: Naming Our Thinking

Scientists Observe and Reflect

Actors Understand The Art World through problem solving in collaboration
Pre kindergarten Envisioning in inquiry

What is a building?
Kyla - where you live in.
Kiki - where you eat
Lark - you play in
Oliver - somewhere where you can buy
Atlas - you can go to museum
Lucas - something that you get a toy
Eddie - somewhere where you go in
Bryden - where you do dishes
Rooney - you go to store to buy food
Olivia - where you can play outside
Amelia - where we take naps
Tristan - buy all the stuff you like
Levi - you can buy books
Grace - where you go to bed
Gab - where you play with your toys
Nathan - where you cook
Iris - where you sit and watch
Riley - crawl through the door.

Stretch and explore through
PLAY SUPPORTS INQUIRY
Pre kindergarten **Reflect** and **Express** through choosing the writing and drawing that represent their best thoughts and ability.

Diverse Learners **Engage and Persist** with **POWER CARDS**

"I used "power cards" to encourage students to **engage and persist**. They are all connected to individual **student interests**."
Staff can expand collaborative skills through stretching and exploring

Working on collaborative practice needs more processing/creation time to make it feel more interesting like "play," not just paperwork - Nate

Takeaways

- **Engage and Persist**
  - Takes the teacher out of the equation
  - Creates self awareness

- **Stretch and Explore**
  - Play

- **Envisioning**
  - Appropriate balance of teacher modeling and student-directed creativity
  - Help teachers foster skill of envisioning when thinking through their practice

- **Shared Language**
  - 8 studio habits overlap in classroom practices
  - Language that develops thinking, metacognition

- Students need to **recognize an opportunity** to utilize skills before they are inclined to use them

- **Core benefits**
  - Thinking, imagination, persistence, art knowledge, creatively, accepting giving critique, inquiry skills, social skills, communication
Challenge

“For me the challenge was that the book was written mostly with reference to high schoolers, which was difficult to relate to for early childhood in many ways.” - Molly

Now we have a k-8 book

Slides and additional resources available at

www.studiothinking.org