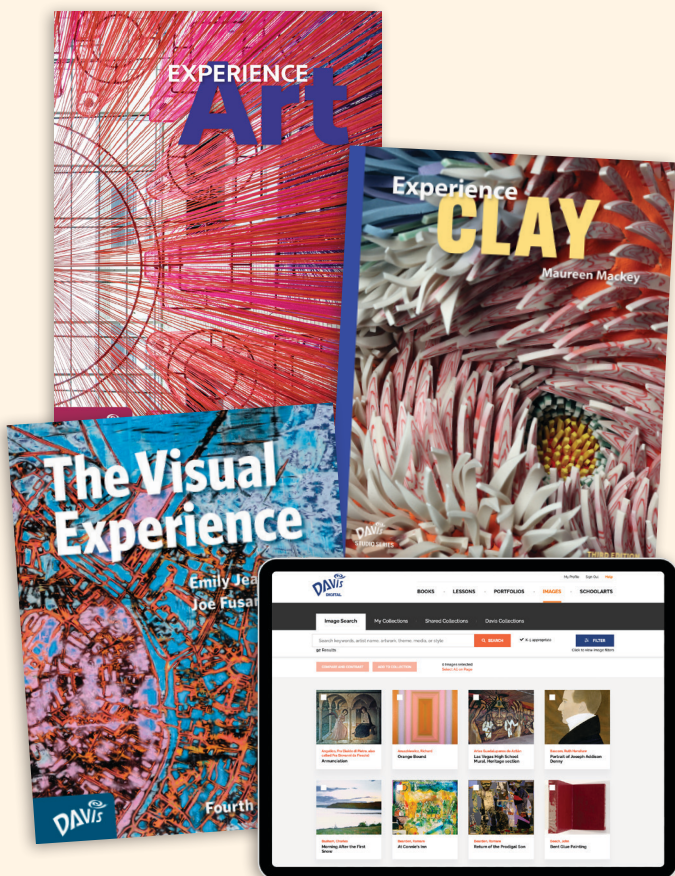


Studio Habits of Mind &



The Studio Habits of Mind framework was developed through the insightful Harvard Project Zero and includes eight studio habits to be incorporated by the student. Through observing what skills and modes of thinking art classes teach, Studio Habits of Mind sets forth best practices of art rooms and explains how these dispositions enhance artistic thinking. The habits of mind are non-hierarchical and equal in value. They are helpful for teachers to plan instruction and experiences that lead to higher levels of thinking and help them assess student learning.

—Nancy Walkup, *SchoolArts* magazine, August 2014



While Davis programs do not specifically mention the Studio Habits of Mind, they serve as a foundation for our materials. As best practice inherently taught in a quality art program, they are incorporated in prompts and questions throughout our programs and within our overall lesson structures.

See the next page for information on the Studio Habits of Mind and learn more about Harvard's Project Zero at [Pz.Harvard.edu](https://pz.harvard.edu).

STUDIO HABITS OF MIND

UNDERSTAND ART WORLDS

Domain: Learning about art history and current practices allows student to use art and artists as models of thoughtful process.

Communities: Learning to interact as an artist with other artists and art professionals (i.e., in classrooms and in local arts organizations) both collaboratively and in discussions.

STRETCH AND EXPLORE

Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents.

REFLECT

Question and Explain: Learning to think and talk with others about an aspect of one's work or process.

Evaluate: Learning to judge one's own work and process, and the work of others in relation to set standards.

OBSERVE

Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.

DEVELOP CRAFT

Technique: Learning to use tools, materials, and artistic conventions in classrooms as well as how to care for the tools, materials, and studio space.

ENGAGE AND PERSIST

Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus.

ENVISION

Learning to picture mentally what cannot be directly observed and to imagine the possible next steps in making a piece of art.

EXPRESS

Learning to create works that convey an idea, a feeling, or a personal meaning.

Supporting Davis Feature

- Contextual content in lessons
- Career Profiles
- Inquiry and Research prompts
- Write about Art
- Art Criticism features
- Responding to Art features
- Art History
- Evolving Ideas & Nontraditional Approaches
- STEAM features
- Studio Explorations/Experiences

- Studio Explorations/Experiences
- Studio Time in Elementary titles
- Try It
- Sketchbook Connections
- Process Journal activities
- Lesson Extensions in Teacher Editions
- Choice Center activities

- Studio Explorations/Experiences
- Reflect & Check It in the studio process
- Art Criticism features
- Chapter/Unit Reviews

- Studio Explorations/Experiences
- Try It
- How to
- Skill Builder
- Art Criticism
- Responding to Art
- Images: fine art, real-world images, process images

- Studio Time in Elementary titles
- Studio Explorations/Experiences
- How To
- Skill Builders
- Try It
- Choice Center activities
- Process Journal activities

- Studio Explorations/Experiences
- Chapter/Unit Reviews
- Choice Center activities
- Process Journal activities

- Studio Explorations/Experiences through use of the studio process

- Studio Explorations/Experiences
- Following the studio process
- Studio Time in Elementary titles
- Sketchbook Connections
- Process Journal activities

STUDIO STRUCTURES

The Project Zero analysis also resulted in four Studio Structures to organize time, space, and interactions in visual arts classrooms.

DEMONSTRATION/LECTURE

- Teachers show processes and products and set assignments.
- Visual examples are shown.
- Interactions occur.
- Information is conveyed quickly and efficiently.

Supporting Davis Feature

Prepare and Teach through Inquiry sidebar content in the Teacher Edition provides supporting information for presenting lessons to students. Details about process, timing, materials, and expectations are listed as well as tips on engaging students and preparing them for what they will create.

REFLECT

- Students make artwork based on the teacher assignment.
- Assignments specify materials, tools, and/or challenges.
- Teachers observe and consult.
- Teachers talk briefly to the whole class.

Supporting Davis Feature

Studio Experiences and Investigations provide students with clear objectives and choices to consider as they solve creative challenges. Teach through Inquiry content in the Teacher Edition provides support to guide students and consult with them through the creative process.

CRITIQUE

- Pausing to observe, converse, and reflect.
- Focus on in-progress or completed student work.
- Central structure for discussion and reflection.
- Informal and temporary display of student work.

Supporting Davis Feature

In the Reflect and Refine step of studios, students are asked to consider choices they made when creating their artwork and revise the work if needed.

EXHIBITION

- Select, organize, and publicly display work.
- Develops in phases of planning.
- Can take many forms from off-site to virtual.
- Can occur outside class time.

Supporting Davis Feature

In the Reflect and Present step of studios, students investigate and consider options for displaying their art.