APPENDIX C

100 Artistic Behaviors

This list was partially developed by attendees of the 2016 Teaching for Artistic Behavior Institute at Massachusetts College of Art & Design.

Artists . . .

1. Act 22. Diverge
3. Apply 24. Doubt
4. Appreciate 25. Educate
5. Arrange 26. Empathize
6. Assert 27. Engage
7. Assess 28. Enhance
8. Choose 29. Evaluate
9. Clarify 30. Exaggerate
10. Collaborate 31. Exhibit
11. Collect 32. Experiment
12. Communicate 33. Explore
13. Connect 34. Express
14. Construct 35. Fail
15. Critique 36. Globalize
16. Curate 37. Honor
17. Decide 38. Imagine
18. Design 39. Immortalize
19. Differentiate 40. Improvise
20. Discover 41. Infer
21. Distort 42. Initiate
43. Innovate
44. Inquire
45. Interpret
46. Intuit
47. Invent
48. Make
49. Manipulate
50. Measure
51. Narrate
52. Observe
53. Organize
54. Pace
55. Perceive
56. Persevere
57. Personalize
58. Plan
59. Play
60. Ponder
61. Practice
62. Prepare
63. Problem find
64. Problem solve
65. Question
66. Reference
67. Refine
68. Reflect
69. Reinvent
70. Represent
71. Repurpose
72. Repute
73. Research
74. Respond
75. Reveal
76. Revise
77. Rework
78. Risk
79. See
80. Seek
81. Self-challenge
82. Self-promote
83. Share
84. Sketch
85. Simplify
86. Sort
87. Source
88. Steal
89. Stylize
90. Support
91. Synthesize
92. Teach
93. Tell
94. Test
95. Theorize
96. Value
97. View
98. Visualize
99. Voice
100. Wonder
Demonstration Lesson Topics by Grade

Here are examples of TAB demo lessons by grade levels. The demo topics shown below are not intended to be a curriculum, nor are they listed in sequential order. Rather, these lists suggest a balance of learning experiences to support growth in two-dimensional and three-dimensional media, as well as conceptual understandings. Consider these as starting points for your own lists of demo topics to introduce a center, highlight a technique or concept, extend a previous demo lesson, address an emergent topic, or spark conversations about art. Some of these topics are one-time lessons, some are units, and others invite follow-ups with more complex techniques later in the year or in following years.

Kindergarten

1. What do artists do?
2. What is drawing: lines and shapes
3. Color families: primary colors
4. Setting up a painting space
5. Color mixing with a palette
6. Color families: Secondary colors
7. Five-minute museum: painting
8. What is a collage: shapes and overlaps
9. Two-dimensional shapes and three-dimensional forms
10. Structures: constructing with cardboard
11. Building a 3D form: Styrofoam, pipe cleaners, straws, and string
12. What do architects do?
13. Building with blocks
14. Five-minute museum: sculpture
15. What is a print: pattern and repetition
16. Object and sponge printing
17. Clay: playing with clay
18. Clay: scoring attachments
19. Clay: the clay cycle
20. Paper cutting: positive and negative shapes
21. Symmetry and asymmetry
22. Puppets: What is a character?
23. Sharing artwork with a partner
24. Why do artists exhibit their work?
25. How to choose an artwork for exhibition

Grade 1
1. What do artists draw? (studio habit: Envision)
2. Introduction to new drawing media (chalk)
3. Observation drawing (studio habit: Observation)
4. Painting: review of color families; complementary colors
5. Painting: watercolors
6. Collage: review, new materials (tissue paper, magazines)
7. 3D design: building strong with balance and support
8. Five-minute museum: architecture
9. Simple monoprints: Setting up a printing space
10. Paper sculpture: solid geometric forms
11. Simple attachments (tabs, notches)
12. “Beautiful stuff” collections (Topal & Gandini, 1999)
13. Found object sculpture
14. Wire sculpture with pipe cleaners
15. Kinetic art: making things move
16. Styrofoam relief printing, one color
17. Clay: sculptures and pottery
18. Five-minute museum: ceramics
19. Stitching on styrofoam and burlap
20. Stick weaving (symbolism, variation)
21. Simple books: two-hole punch binding
22. Puppets (bag, stick, tube, sock, box)
23. Simple paper masks: transformation, exaggeration
24. Sharing artwork with a partner
25. What are artist statements?

Grade 2
1. Why do artists make things?
2. Draw around the room (studio habit: Stretch & Explore)
3. Five-minute museum: drawings
4. Drawing: showing depth (studio habit: Develop craft)
5. Drawing with water (water-soluble media, pencils, chalk)
6. Drawing: sketch and work through mistakes
7. Color families: tertiary colors, tints, tones, shades
8. Painting out mistakes, layering, sgraffito
9. Sculpture: papier-mâché with found object armature
10. Sculpture: surface decoration
11. Three-dimensional art: purposes
12. Five-minute museum: design
13. Chalk stencils
14. Styrofoam relief printing, two colors
15. Clay containers: pinch, coil, slab
17. Weaving on cardboard looms
18. Sewing: bags and pillows
19. Basic embroidery stitches
20. Introduction to digital art
21. Accordion-fold books
22. Simple origami
23. Sewing: simple puppets and dolls
24. Table share practices (studio habits: Express, Observe, Reflect, Understand art worlds)
25. Why do artists exhibit their work?

**Grade 3**

1. What are artistic behaviors?
2. Drawing games
3. Drawing: simple pen and ink techniques
4. Basic calligraphy
5. Watercolor: wet paper/wet brush; wet/dry, dry/wet, dry/dry
6. Painting: subject matter (studio habit: Express)
7. Painting: working in layers on large paintings (24” X 36”)
8. Liquid watercolor techniques
9. Attachment test: six materials, three attachments
10. Adhesives: Which is best for the job?
11. Five-minute museum: kinetic art
12. Monoprint workshop
13. Silkscreen printing
14. Collagraph prints
15. Clay: advanced coil techniques
16. Box-lid weaving
17. Tapestry weaving
18. Two-sided pocket weaving
19. Kumihimo braiding
20. Five-minute museum: fibers
21. Digital art: basic photography
22. Digital art: editing, saving, uploading to online folders
23. Plaster gauze masks (gallon-size water bottle armature)
24. Sewing: soft sculptures
25. Gallery walk (studio habits: Express, Observe, Reflect, Understand art worlds)

**Grade 4**

1. What do artists collect?
2. Purposes of art: exploration, skill, WOW, take-home
3. What is a WOW artwork?
4. Drawing: alternative drawing surfaces
5. Drawing: cartoons, comic books, and graphic novels
6. Drawing machines
7. Painting: brushstrokes and expression
8. Splatter painting
9. Attachment test: eight materials, four attachments
10. Adhesives: introduction to hot glue
11. Marble mazes
12. Architecture, interior design, and landscape design
13. Sculpture: plaster gauze on foil armatures
14. Sculpture: viewing from all sides
15. Papermaking
16. Clay: unusual vessels
17. Sewing with fabric
18. Fashion and “trashion” design
19. Five-minute museum: fashion
20. Stop-motion animation
21. Five-minute museum: animation

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22. Altered books and blackout poetry
23. Compare/contrast two different artworks
24. How to write an exit ticket: reflection
25. How to curate an exhibit

**Grade 5**

1. What is my artistic process?
2. Properties of art materials: good, bad, and ugly
3. Experimental drawing with long sticks
4. Drawing Boot Camp: contour drawing, one-point perspective, shading
5. Acrylic painting
6. Attachment test: 10 materials, five attachments
7. Sculpture: What is an installation?
8. Five-minute museum: installations
9. Wire sculpture
10. Paper marbling
11. Glue prints using etching press
12. Phases of clay
13. Clay: slab bowl slump mold
14. Surface treatments for clay
15. Clay: wheel demo
16. Sewing: embroidery
17. Sewing: simple clothing construction
18. Animation with drawing
19. Soft sculpture pinch animal challenge
20. Why do artists make dolls?
22. Flip books
23. Modular geometric origami
24. Reflecting and writing a self-assessment
25. Exhibit installation

Grade 6

1. Where do art ideas come from?
2. Visual metaphors
3. What do you notice? What interests you? What are you curious about?
4. Drawing: What is graffiti?
5. Painting: How do you mix brown?
6. Painting: value (white and black)
7. Painting: oil, wax, and tape resists
8. Caveman paint set: grind pigment, handmade stick brushes
9. Collaborative murals
10. Cardboard armor
11. Sculpture: assemblage
12. Printmaking debriefing: criteria for a good print
13. What is a print edition?
14. Clay: techniques tune-up
15. Clay: glaze review
16. Clay: lessons of the kiln
17. Clay: wheel throwing
18. Collaborative weaving on large loom
19. Introduction to the sewing machine
20. Sewing: applique
21. Digital art: claymation
22. Web quests: connecting with other artists
23. Soft sculpture: sock animals
24. Abstract and nonobjective art
25. Critique (studio habits: Express, Observe, Reflect, Understand

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Art Worlds)

**Grade 7**

1. Why make art?
2. Juxtaposition
3. How do *you* develop craft?
4. Creative process and creative challenge
5. Can art make sound?
6. Drawing: pastel and charcoal techniques
7. Linear perspective I
8. Linear perspective II
9. Invented painting tools
10. Watercolor picnic: a buffet of techniques
11. Painting: acrylic texturing processes
12. Painting: how to mix flesh tones
13. Collage: books with textured papers
14. Looking at sculptures in response to student work
15. The wonders of cardboard
16. “Outsider art” toothpick artists
17. Stencils
18. Logo designs
19. Reduction printing: batik
20. Clay: alternative slab work
21. Clay: centering on the wheel
22. Clay: how to trim a pot on the wheel
23. Fibers: yarn bombing
24. Soft sculpture: animal mutations (altered stuffies)
25. Critique (studio habits: Express, Observe, Reflect, Understand
Grade 8

1. How do artists make art with meaning?
2. Appropriation
3. The concept of Wabi Sabi
4. The power of mistakes
5. What is the purpose of art?
6. Sketchbooks and journaling
7. Text as art
8. Drawing: ink cross-hatching and stipple
9. Shading with drawing pencil sets
10. Gesture drawing
11. Contour drawing
12. Techniques to show distance in two-dimensional work
13. Painting: Sumi-e
14. Sculpture: soapstone carving
15. Etching press: collagraphs and glue drawings
16. Clay: how to “foot” a bowl
17. Clay: surface impressions (leaves, flowers)
18. Clay wheel demo: transformation
19. Clay glaze experimentation
20. Mosaic design
21. Fibers: introduction to dye techniques
22. Can light be an art material?
23. Introduction to the book press
24. Street art
25. Critique: self-evaluation

This list was compiled by Katherine Douglas, Diane Jaquith, and Nan Hathaway.
Newsletters

Advocacy is a valuable practice for all art programs, especially when teaching for artistic behavior because learner-directed artwork may look different from adults’ expectations of school art. The following newsletters describe what is happening in various TAB classrooms so families understand that their children are making their own art!

**ART ROOM NEWS, FALL 2016**

*Lauren Gould, Art Teacher*

**The Importance of Creativity**

Creativity can begin in the art room, yet it also leads students to achieve in all subjects to become successful citizens and lifelong learners, even after they leave school. Art leads students to find their own creative voice through imaginative ideas, self-expression, and autonomy. As their art teacher, I now realize that, when I gave children a teacher-designed art problem, students were creating using my ideas instead of their own. I knew this needed to change in order to foster creativity in my classroom. This led me to research Teaching for Artistic Behavior (TAB).

**Teaching for Artistic Behavior**

This is a style of choice-based art education that focuses on the students, *their* interests, and *their* ideas. Students are viewed as authentic artists, and groups of materials are made available and introduced to the students one by one (Douglas & Jaquith, 2009). As their TAB educator, I act as a guide and mentor to students as they problem solve and explore. I challenge students to add more meaning to their work and incorporate personal experiences. I also serve as their resident artist and specialist by determining the appropriate standards and content to introduce next. This helps students determine the most effective materials or methods to make their ideas come to life. The typical outline for a TAB class period looks like this, yet it can vary, depending on the grade level and time we have in class:
1. **Beginning:** The teacher demonstration, 5 to 10 minutes long, can cover art history connections, new materials/techniques, studio habits, and so on. This builds on what the students experienced last class and is informed based upon observation of students’ needs.

2. **Studio time:** The majority of class is work time for the students to develop personal interests and ideas into art form. I challenge them to think like artists through mini-conferences and one-on-one instruction during this time.

3. **Closing reflection:** After cleanup, the last 5 minutes of class are for students to share and discuss their work and what they have learned as a whole group, in small groups, or individually.

The majority of artwork made in a TAB classroom is not necessarily meant for exhibition. Play and experimentation are essential to creative development and confidence in risk taking. Process is valued over product to cultivate an environment that supports creativity.

Learn How You Can Support Your Child’s Creativity!

**How Does TAB Support Your Child?**

- The stages of artistic development follow the same sequence for every student, yet they do not happen at the same age for everyone.
- TAB naturally differentiates learning because students can learn and explore at their own pace. They don’t have to worry about how their ideas compare to their peers’. The curriculum responds to student needs and connects with their motivations.

**How Can You Support Your Child’s Creativity?**

TAB guides children at every level to think like artists. They become critical thinkers by implementing and working through their own ideas. When you look at their artwork with them, help them think about their process and reflect on the meaning behind their work. Ask them to explain how their artwork connects to them, their interests, an experience, or an idea they wanted to express. You may ask:

- What was your idea? What did you envision?
- What did you want your artwork to show or express?
- What was hard about this for you?
- What did you like best about this process?

The artwork coming home is going to look different. For the younger students, it may be scribbles for a while! The depth of the work will
increase over time. As they experiment and discover new techniques, students will no longer be afraid to take risks. Student creativity will evolve as they go through the learning process.

**Studio Habits of Mind (Hetland et al., 2007)**

We use the eight studio habits of mind to reflect on our work, brainstorm, and develop critical thinking skills! The following studio habits as guidelines for artistic discovery and growth. These are the focus of our concepts in art, along with the Massachusetts state standards. We learn to think like artists who:

- Develop Craft
- Engage and Persist
- Envision
- Express
- Observe
- Reflect
- Stretch and Explore
- Understand the Art Worlds (Make Connections)

We discuss these studio habits and use them to reflect individually, and as a class, about what we have learned. Success with these habits can lead to confidence in diverse subjects.

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**NEWS FROM THE ART PROGRAM**

**Christine Phillips, Art Teacher**

Dear Families,

Every September, I am energized by our return to school and to the Cabot art studio. Young artists arrive full of stories about summer vacations and expectations for the new school year. The students and I are inspired to take up new pencils, markers, and crayons and continue our creative work. It is exciting to see stories and plans made visual in student artworks.

This year, young artists walked into the studio and said, “Wow, it looks different.” The space is now organized into a variety of studio centers including drawing, collage, painting, and (soon) three-dimensional art. Students will continue to receive instruction on art materials, techniques, concepts, and art history that meets standards set by the Massachusetts Visual Arts Frameworks. Studio centers will provide a carefully planned and supported learning environment that allows students to access multiple choices in the art classroom. Students will practice generating
their own ideas and choosing materials to best represent those ideas. They may work with an idea and material for one class or spend multiple weeks in deeper exploration.

In the studio, we say, “Art takes time and practice.” You may notice that your child’s initial efforts with an idea or material look more experimental than previous, directed projects. As in subjects such as math and writing, young artists need time for practice work (to practice problems and make “sloppy copies”). You can support your child’s learning by asking him or her about the process of making the work. Questions such as “Where did you get the idea?” and “Why did you choose this material?” may lead to rewarding conversations about your child’s creative process. As time goes on, you will notice refinements and growth in your child’s technical skills and thinking.

Many of you have asked what you can do to support the art studio. Our current wish list of materials includes: toilet/paper towel tubes, small cardboard boxes (Kleenex and cardboard berry boxes are great sizes), cardboard egg cartons, and cardboard coffee trays (such as Dunkin Donuts takeout carriers). Please, no Styrofoam, glass, yarn, magazines, catalogs, or random paper. Students can drop off donations in the art studio before school. I am also seeking a few volunteers to help install artworks in the Cabot hallway exhibits. Displays are changed approximately every 4–6 weeks. The late afternoon (after school) is generally the best time to do this work. Please contact me if you are interested in assisting.

I look forward to a productive and creative year with all of our young artists. Please look for occasional updates about the art program and feel free to contact me at any time with questions about the curriculum or your student’s work.

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**GREETINGS FROM THE MUDDY BROOK ELEMENTARY ART STUDIO!**

**Alexandra Benton, Art Teacher**

Artists at Muddy Brook have art once per week for 45 minutes. Our studio is a student-centered, choice-based learning environment. That means children are treated as artists. Their ideas and questions are respected, supported, nurtured, and celebrated. Learning is the goal of your child’s art experience—the artwork itself is a wonderful by-product and at the same time the driving force of problem solving, perseverance, satisfaction, and joy.
Students enjoy a structured routine with freedom to work with their own ideas. Artists come in to the studio and meet with Ms. Benton as a group to learn about concepts and techniques and experience a short demonstration. Then learners are off to work at various centers around the room. Studio centers act as “three-dimensional lesson plans” (Crowe, 2002a) that the students access for materials, information, and inspiration. One group may work on newly presented material, while others continue with works in progress. Some students work in small groups with Ms. Benton, a volunteer, or a classmate with successes to share. Sometimes the teacher assigns a “have to” project to target specific learning goals. As this work is happening, artists are creating artwork that builds skills, solves problems, and stretches abilities to think, create, reflect, and share. Close to the end of class children clean up and, if time allows, share and celebrate their ideas, frustrations, and discoveries. We often read a book, connect to classroom learning topics, and write artists’ statements and poems, too!

In art class, your child learns:

- Skills and techniques to build their knowledge of art methods and materials;
- Art history, styles, and artists that connect to their classroom studies and personal artwork;
- Artists are encouraged to experiment, problem solve, think, build, reflect, and share;
- Art connects to other learning and informs understanding outside of artmaking;
- There are multiple ways to learn, be successful, and show understanding; and
- Everyone can be an artist. Everyone can learn.

Muddy Brook’s art curriculum supports state and national learning standards and is based on the principles of teaching for artistic behavior, a choice-based art education approach that enables students to experience the work of the artist through authentic learning opportunities and responsive teaching.

Our artists love classroom visitors! You are welcome to visit the art studio any time to make art with your child, share your own artistic passion, and help students talk and write about their art.