

Rethinking the role of materials in studio practice Hafeli ch.1 01/20/26

material dialogue

"Thinking like an artist" →

This is described as not a specific talent but as a dynamic way of engaging with the world and materials.

- flexible purposing
- moving from material to medium
- non-artist vs. artist mindset

trusting the process
expressive thinking

→ a material becomes a medium when an artist uses its sensory qualities

sensory logic

Thinking in action

classroom snapshot:

Mr. Cooley's lesson involves a more conceptual and social approach. He has his students create a portrait of how they perceive themselves and then how they believe others perceive them. This lesson encourages social reflection. The focus is the message or concept rather than the art materials rather than the dots project which was focused on painting with dots which had more limitations so had no personal expression.

scumbling (painting technique)

my interpretation

non-linear process

external view (how people see me)

how I see me

making as thinking

emergent ideas

vantage points

how should independent thinking be encouraged?
- by allowing students to experiment and take risks to form their own meanings rather than a step by step.

What is the teachers role? their role is to provide a "real world studio" that will translate into a complex artistic thinking into classroom experience

what do artists actually do when they work w/ materials

personal labor = more value!

Look of labor activity



1 how did it feel to make smth ordinary to smth precious?
I was rly cool because jewelry is often not made from paper so we had to get creative to make smth beautiful

2 If I were to put a price i'd price it at \$20

3 Does your art feel more valuable now that you put labor into it? yes because that is the value or labor

I used 2 materials: paper, fun scissors, and colored pencils.



The point of this exercise is to remind ourselves that each individual expresses emotion differently through art, and that some things hold varying symbolism of a person's life so each line I drew represents an emotion.

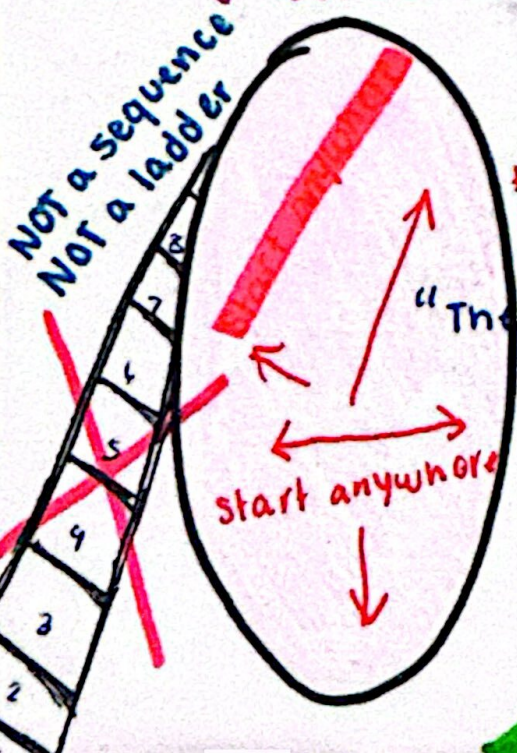
- | | | |
|-----------|----------------|----------------|
| ① stress | ⑤ overthinking | ⑨ confused |
| ② calm | ⑥ boredom | ⑩ happy/energy |
| ③ anger | ⑦ relaxed | |
| ④ nervous | ⑧ frustration | |

STUDIO OF MIND habits

01/20/26

"IF you have a clear idea of what the painting is going to look like... you are just making a copy of an idea" my craft just right. I envision a tiny cottage tucked in the hills I stretch and explore and it came out unexpectedly but still worked. I engage and persist when I do not like my hills because they aren't realistic so I add shadows and highlights. I express by using bright colors to create the feeling of a warm happy day. I understand art worlds by researching famous landscape art and artists for inspo I reflect by showing my artwork to my teacher and explaining my mistake of using the sponge actually worked in my favor to my surprise.

my example of using the 8 habits is being inspired by hills I observe the colors of hills changing in the distance. I develop my dry paint brush to get the grass by trying scumbling using a sponge to make clouds. I engage and persist when I do not like my hills because they aren't realistic so I add shadows and highlights. I express by using bright colors to create the feeling of a warm happy day. I understand art worlds by researching famous landscape art and artists for inspo I reflect by showing my artwork to my teacher and explaining my mistake of using the sponge actually worked in my favor to my surprise.



The habit map is a journey not a checklist.

In summary the habit map of the rolling hills proves art isn't about following a recipe but it's about using the habits to turn a physical medium into smth meaningful.

"The habits do not operate in a set sequence."

one habit may animate the next



BRYNN

FRESHMAN

ADAPTABLE

VISUAL IDENTITY

HOME

LOVE

FAMILY

EDUCATION

FRIENDS



MARKER, PENS,
PAPER, CRAYONS



pastels / paint



water color /
colored pencils

NEAT!



I hope for every one of my students to feel welcome and safe



A worry I have is not being able to connect with each child

INCLUSION!

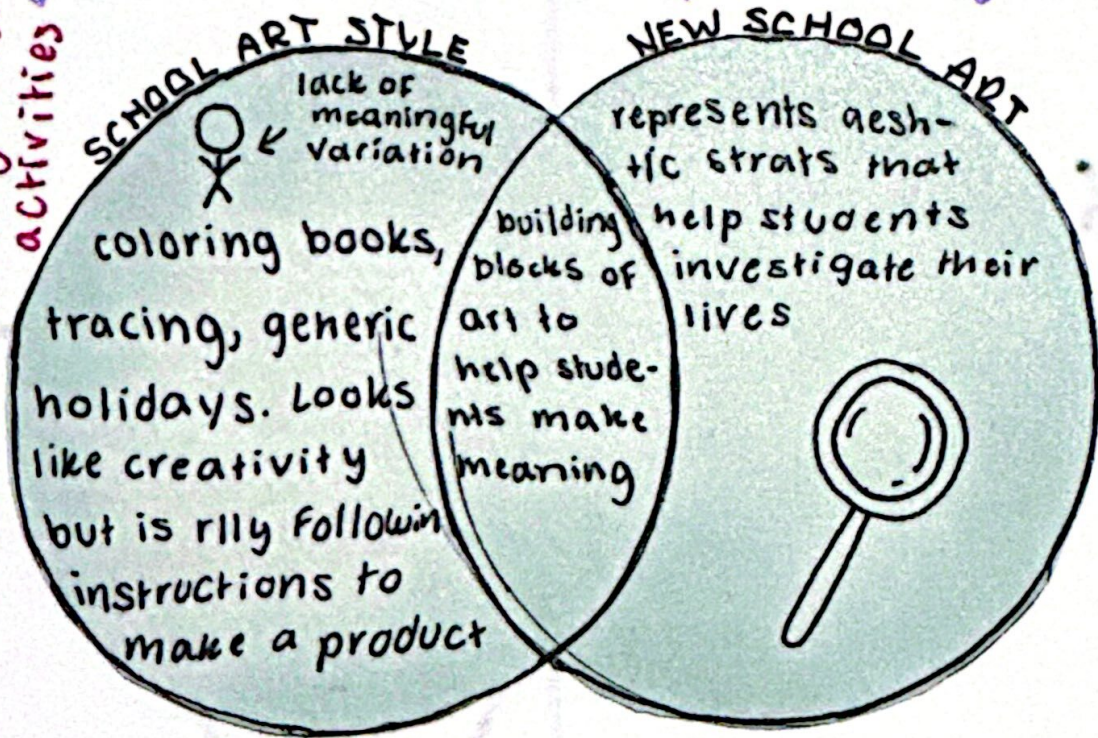
NEW SCHOOL ART SUPPLY

School art style: Art made in schools that serves a symbolic purpose rather than true expression.

Facsimiles: "look-alike" projects that copy a culture or style without deep understanding

post-studio practices: contemporary methods focusing on methods and repurposing material

I want to move away from rituals that misrepresent creativity. I will focus on building block activities

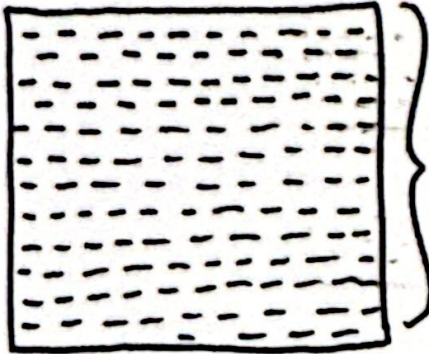


Why this matters: students deserve meaningful, relevant art experiences to connect to their lives.

give students space while they are working on a art project. provide them with the space and materials. Always ask them the why behind to see their connection.

traditional school art has more limitations and is more the idea of what you are doing and not why you are making.

CONTEMPORARY CRAFT: The look of labor



The action

Pencil exploration: Accumulation of dots representing to look of labor

the idea that art should show the time and physical effort put into it

The purpose: this isn't a drawing of an object; it is a record of my physical labor which Poser argue that it gives more value.

material	vs.	meaning
<ul style="list-style-type: none"> - physical - handmade, textured, "cray" technique - repetitive / time consuming work - physical objects (cloth, paper, clay) 		<ul style="list-style-type: none"> - conceptual - a critique of consumer culture and mass product. - showing human effort and value of time - investigating social themes and personal history.

materiality

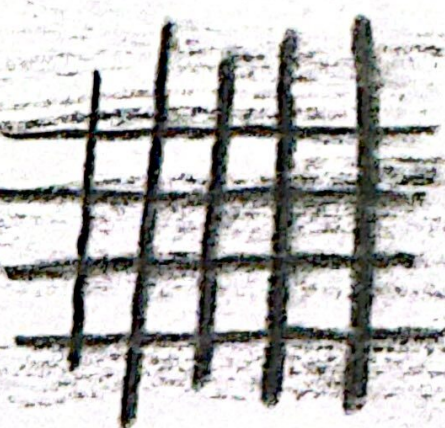
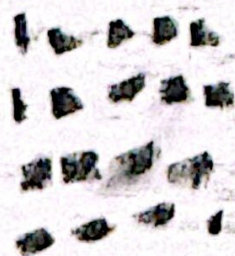
consumer culture

conceptual dimension

Poser explains that contemporary craft uses labor as a strategy to resist our fast paced world. I will use this in my class by encouraging

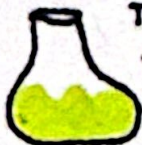
my kids to slow down and find meaning in the process of making, rather than rushing to a product.

CHARCOL



working mostly Dry. 1127126

main idea material exploration is purposeful play and should be open ended yet systematic like pushing a material to its full potential and see how many different looks it can create you develop the idea of "thinking like a material"

 The scientist approach the article encourages learners to act like an experimenting scientist to discover the expressive potential of limited colors and materials

X The power of limitations: working with limited tools develops flexible thinking and more intimate knowledge of the medium than having to many options at once.

The role of support: this is the drawing surface (paper, wood, ect...) is itself an expressive medium that contributes to texture color and size.

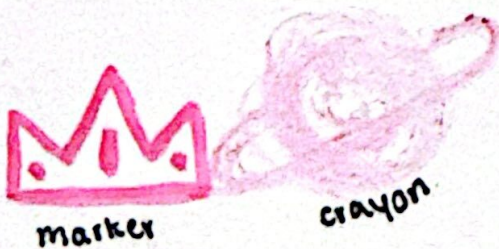
Teacher idea: it provides framework for teachers to introduce materials gradually so students can build expertise through repeated encounters rather than switching to what ever is new or convenient
experimenting on pushing my materials limits:



← This experiment I tested the pressure I used on my pencil and its outcome.



→ in this experiment I used the tip then the side of my marker to show my options of what my marker can do.



crayon



drawing w/ diff materials ↗

Assessing Student Learning & Achievement:

The main idea with this text is that assessment in art education should be a purposeful, integrated process that follows and serves the curriculum to enhance student learning. It emphasizes that art teachers are more responsible for developing expertise in assessment that is commensurate with their instructional skills, moving beyond traditional testing.

- assessment should be on going and instructional
 - curriculum, instruction and assessment must be aligned
- assessment vs. evaluation

↓
during learning

↳ after learning (grade w/ rubric)

3 types of assessment in art:

- Formative - feedback during learning
- Summative
- Alternative

assessment in art should guide, encourage, and reflect learning not science creativity.

example of this process



① create

② assessment (during) Q's:

"I noticed you use multiple colors what effect does that give?"

"I noticed you made the flowers different colors and what effect did it give?"

③ evaluation (After)

look at finished art
what worked well? what could improve?

FIND YOUR MARIGOLDS ♡

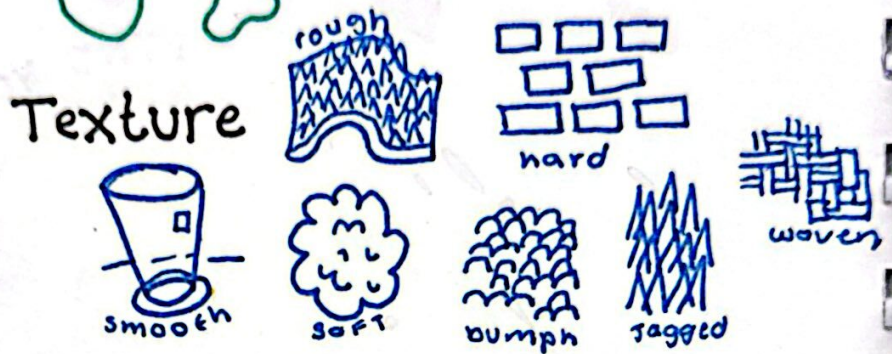
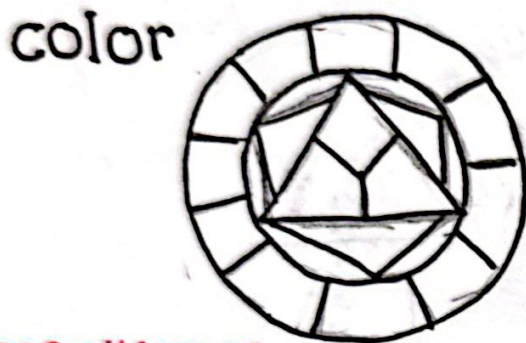


OIL PASTELS 01/27/26

ABC ...

OF ART

01129126



Definition of ART elements: they are the "building blocks" of understanding and creating art, much like letters in an alphabet.

- line
- shape
- form
- color
- texture
- space
- value

Line details: show movement and mood

Shape vs. Form: shapes are flat (2D), while forms have depth (3D)

color schemes: plans for using color, such as primary, secondary, warm, cool, complementary

space: techniques to show space include overlapping shapes and making objects smaller in the distance to create perspective

value: this refers to the range from light to dark, and contrast is created by placing light values against dark values

WORKING WET

01/29/26

The primary focus of the document is that the elements and principles of design are the building blocks of art.

Fundamental language: just as letters are necessary to understand a language, these, elements are fundamental to understanding the language of art.

Core elements: these include line, shape, form, color, texture, space, and value.

Purpose: learning these basics allows artists to create work that "expresses" and "moves us" and helps them grow in their craft.

process of art "Working wet"

Direct experience: Art making relies on independent decisions and judgements and insights gained from working directly with materials like acrylics, watercolor

Thinking in paint: brushes, mixing

Watercolor techniques:

Basic wash: wet paper w/ water then add color

Graded wash: light to dark

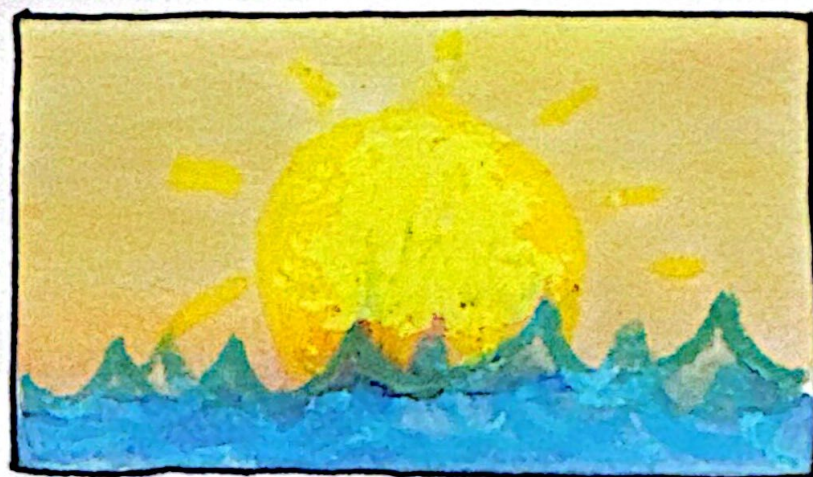
mark making grid: diff brushes for diff strokes

Scumbling: grouping long and short marks w/ round brush
dry brush: using very little paint to create scratch text.

chunky marks: flat brush painting

Texture experiments: add salt, sponge, plastic wrap

example: drew 1st with oil pastels then went w/ watercolor over to show how the wax repels the water color.



The water-color kind of overpowerd the oil pastels.



POSTMODERN PRINCIPLES: IN SEARCH OF A 21ST CENTURARY ART EDUCATION

7+7

The seven elements like line and color and the 7 principles like balance and rhythm as listless and un-interesting.

Good arguments that the traditional "elements or principals of design" often referred as 7+7 have become outdated and disconnected from how contemporary art actually creates

traditional art education often focusses on pure form while ignoring the context of the work or the cultural codes

There's limitations with cultural ideas collage vocabulary:

appropriation: using existing images (like from catalog or media) to create new often startling meanings

layering: building up multiple layers of images and information to reflect the complexity of life

juxtaposition: placing unrelated images or objects

interaction of text and images: using words alongside visuals to change or deepen the viewers understanding



Metaphors & Meanings



main ideas:

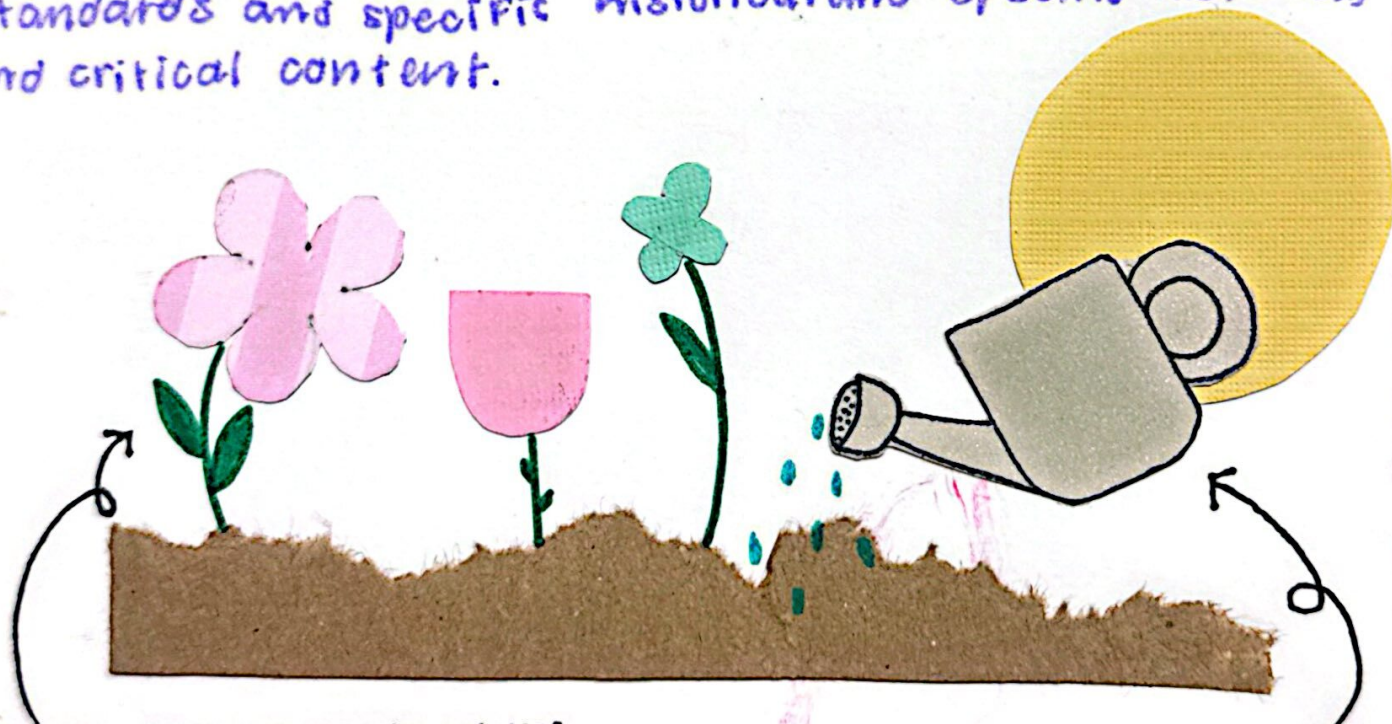
comparison of 2 models: the article contrasts the lowenfeld model of child centered, creative self expression.

The teachers role: in the childs-centered approach the teacher acts as a "Facilitator" or "catalyst" where in DBAE, the teacher is an instructor

purpose of art education: art making, art history, art criticism, and aesthetic.

educational metaphors: child is a plant
teacher is a gardener, student as patient
teacher as the therapist.

child centered education focuses on the natural, internal development of the childs creativity through a stimulating environment, DBAE emphasizes art as a structured subject of study with external standards and specific historical and specific historical and critical content.



The flowers made w/ diff materials are the children & show the diff stages of trying new things and developing

This represents the teacher they should not be molding but encouraging, enhancing and giving materials needed thrive.

Structure vs. Freedom in art making:

Freedom: free draw



can use creative freedom and use all the colors I wanted.

similarities: I used the same materials for both being crayons and pens

I personally like structured art making because I'm better at following instructions rather than being fully creative.

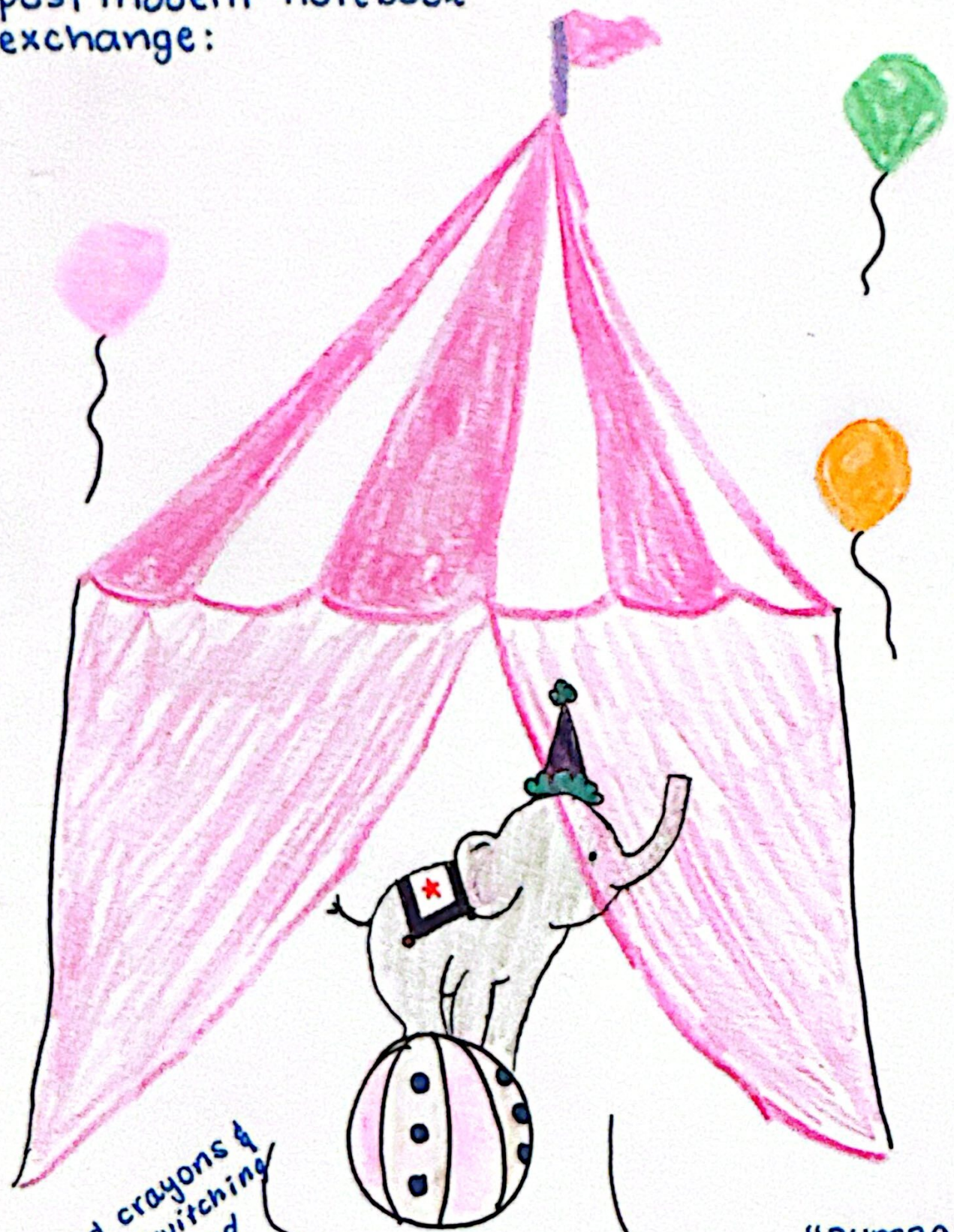
Structured: given instructions

For the structured art making I used complimentary colors purple and yellow to make my art and follow directions.



I think both methods are beneficial because they both teach creativity but in different ways.

post modern notebook
exchange:



We used crayons & pen while switching our notebooks and adding. Together we created a circus drawing with an elephant that was sort of dumbo inspired since he is alone

"DUMBO THE LONELY CIRCUS ANIMAL"



COLLAGE

↑ + communication is key!

collecting, altering, layering, and attaching 02/04/26 ♡

The word collage: comes from the French word *coller* meaning to stick or to glue, at its most basic level, it involves attaching various materials to a surface.

Historical context: 12th century Japanese calligraphers who used bits of papers and fabric, and 13th century medieval artists who attached gemstones to religious images.

Artistic revolution: in the early 20th cent artists like Pablo Picasso and Georges Braque revolutionized modern art by gluing everyday materials like news-paper onto paintings, challenging the traditional idea that art must create an illusion of reality.

Texture: smooth, rough, Furry, bumpy

transparency: clear plastics, foils

Natural elements:

sticks, bark, leaves

Element of time:

using ephemeral materials (fade yellow, or disenagrate) can represent themes of time.



love you I love you
love you I love you I
love you I love you I love
you I love you I love you
I love you

Turn-taking
understanding the
roles in tasks





EXPLORE

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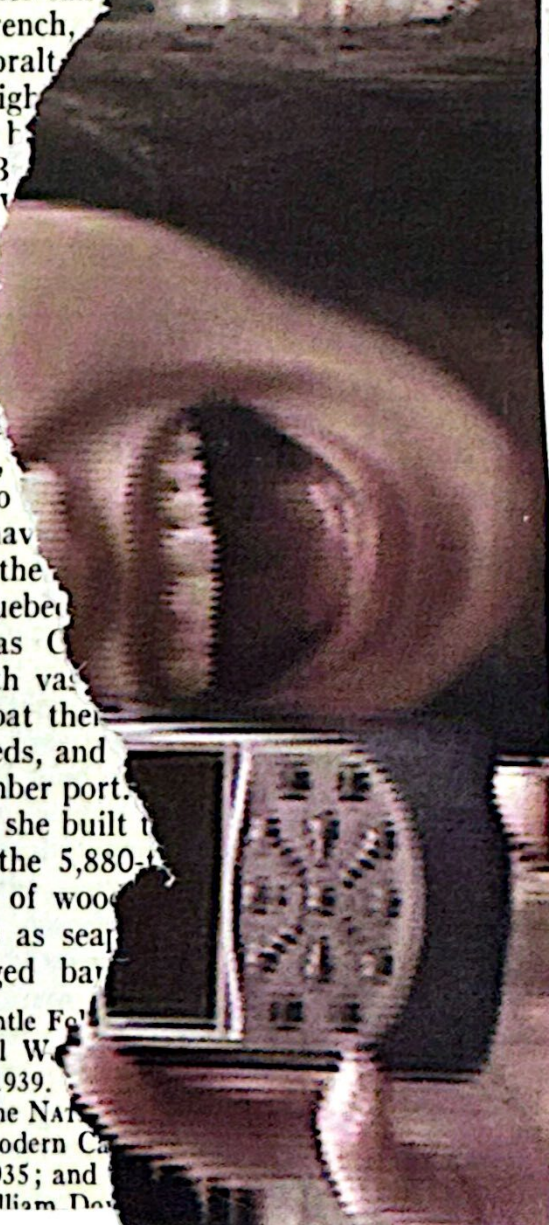
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* See "Gentle Fe...
rison Howell W...
ZINE, May, 1939.

† See, in the NA...
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February, 1935; and...
"..." by William De...

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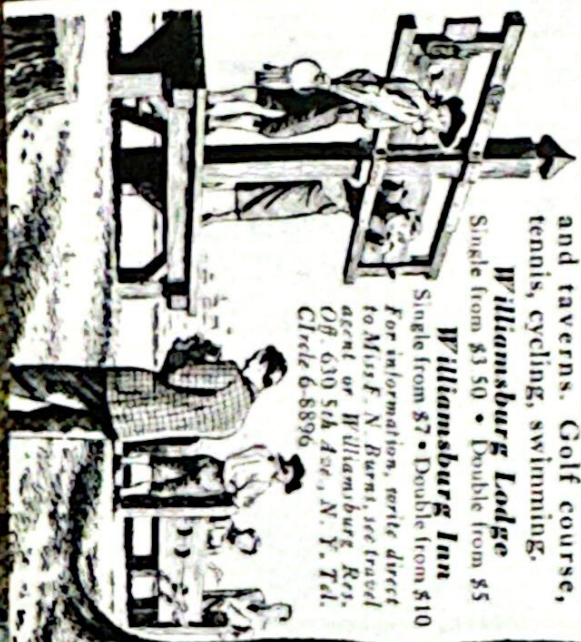
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Mapping the Unknown Universe

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7 principles for visual culture education

The author argues that traditional art education principles (like line, color, and shape) were designed for modernist, abstract painting and are no longer sufficient to understand today's visually complex world, instead Duncum proposes 7 new principles to help students critically examine everything from fine art to popular culture and advertising.

1. POWER - how images assert ideas to serve specific interests and how viewers interpret or resist

2. IDEALOGY - The shared beliefs and values used to make sense of the world.

3. REPRESENTATION - how images visually present ideas through framing, camera angles, and what they choose to show/hide.

4. SEDUCTION - The use of beauty and sensory pleasure to make an images message more clear

5. GAZE - The power dynamic established of whom is looking at whom and from what perspective

6. INTERTEXTUALITY - The way images create meaning by referencing or borrowing from other cultural texts and media

7. MULTIMODALITY - how images combine w/ text sound and layout to communicate a single total message.

Denotation vs. connotation

↳ what you literally see



the meanings, feelings, or ideas suggested

Visual culture in art education

Visual culture: broadly defined as everything humanly formed and sensed through vision.

Digital immersion: students live in a "torrent" of imagery from phones, games, and social media

Agendas: Nearly all visual media has a hidden purpose to entertain or influence the viewer

Analysis tools: Art education should give students the tools to decode the motives behind commercial images.

Art in Daily life - this concept isn't new; it has roots in 1920's art education focussing on how people dress and decorate.

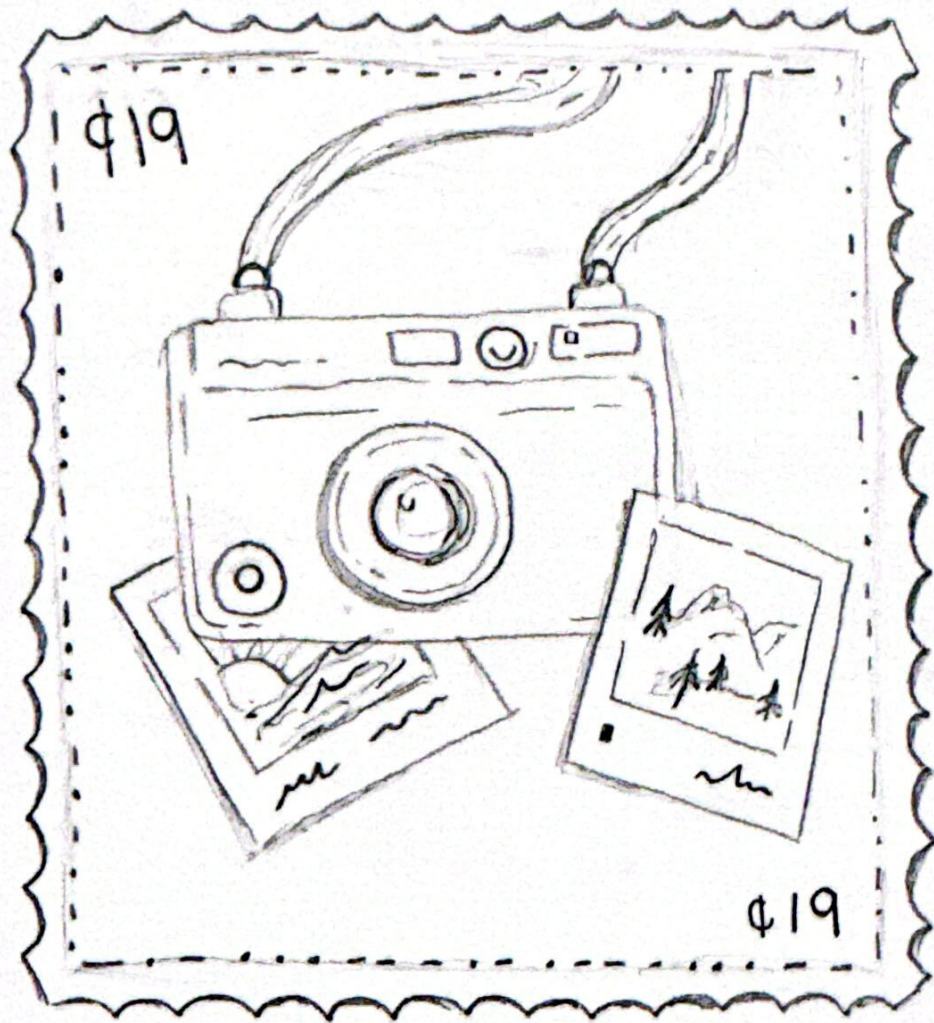
Denotation vs. connotation activity w/ lucky charms

Denotation - what i see is bright colors, a lepercaun, the cereal itself, all the marshmallow charms on a rainbow.

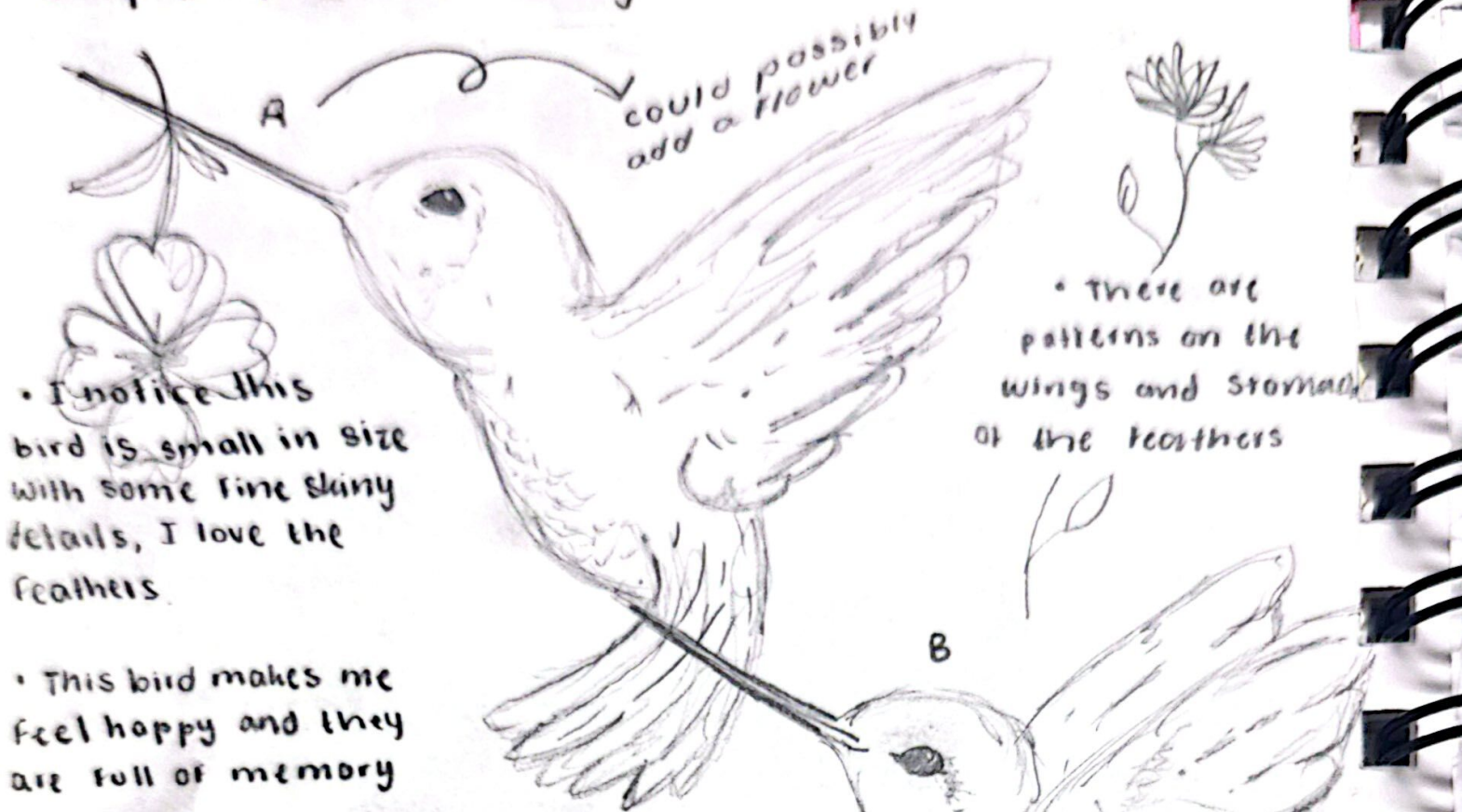
Connotation. I think its supposed to make you feel excited to try the cereal and find all the charms

Print making:

Print making is centered on repetition, patience, and experimentation. It is about the process not the speed. creating multiple images from one object. material choices can impact the message of the print like ink thickness, smooth, or textured paper



Step 1: print making bird project



Step 2: visual language

lines: I will use short curved lines and also sharp long lines.

Shape: I will have a simple small bird design

texture: I will use dots and lines for shading to represent the feathers on my bird.

Value: the main of my bird will be black w/ white highlights

Humming bird B is my main design I plan on using for the final print making project. I will use white and black to give my birds feathers texture.

title??

* add to final paper *

I chose to do a hummingbird because they are very important to my family because they are the base of us. My grandparents met at a highschool art gallery where my gma was admiring a hummingbird painting that was acc drawn by my gpa and she asked who the artist was and thats how they met.



Reimagining Art education moving toward culturality sustaining pedagogies in the arts: (coalition)

↳ this the approach views learning as "additive rather than subtractive" and aims to sustain diverse cultural practices in schools rather than replacing them with a single standard.

Funds of knowledge: These are the assets, skills, and cultural capital students bring from their homes and communities. Using them makes art personally meaningful and allow students to critique art from their own cultural perspectives.

lived experiences: no "singular story"

The "practice of freedom": Inspired by bell hooks and Maxine Greene, this idea suggests using imagination and intellect to "forge new and liberatory ways of knowing" and to ask critical questions like, "whose stories are being told"

Find the pickle ornament

how I see myself
- The part of my identity that gives me privilege is that I am white and born in the US

1. doing an activity on my culture and who I am can help students feel more connected because representation is important and inspiring.

I'm having trouble thinking of things that define my culture but my grandpa was born in Germany so we implement those traditions on Christmas.

Shoe for gifts

Chinese paper cutting - LUNAR NEW YEAR!!

