

Instructor Manual for Teaching and Learning in Art Education

2nd Edition

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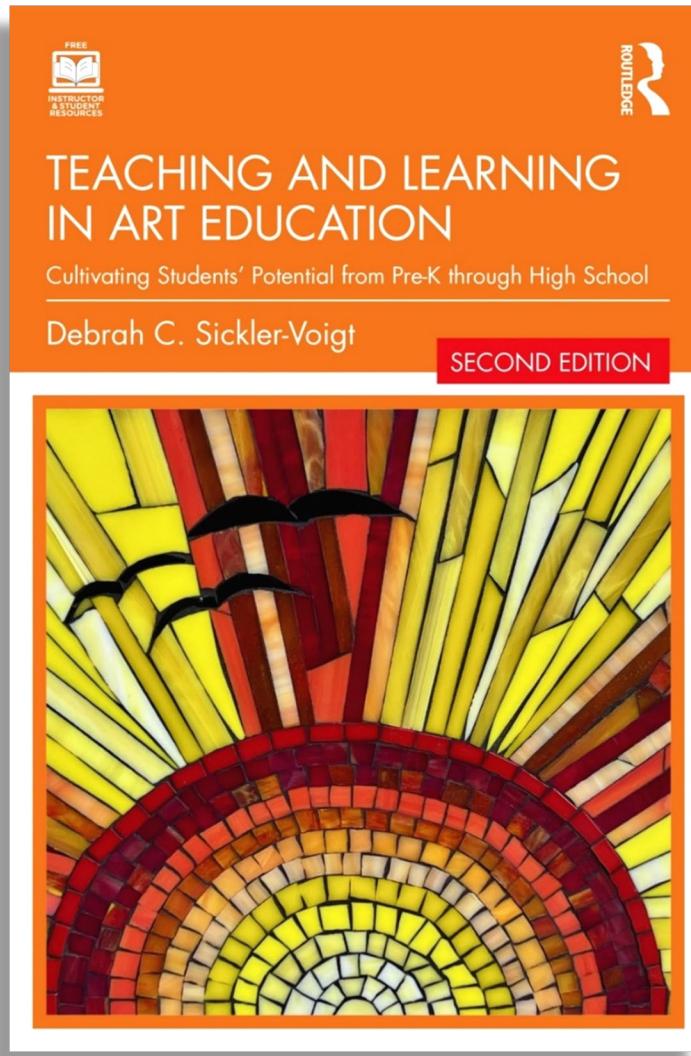
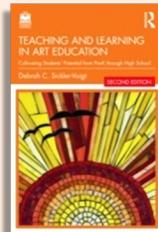


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About Teaching and Learning in Art Education, 2nd Edition

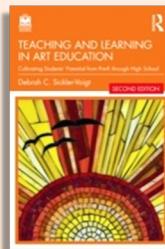


<https://routledgelearning.com/teachlearnarted>

Teaching and Learning in Art Education is a student-centered textbook that provides proven tips and innovative methods for teaching, managing, and assessing all aspects of art instruction and student learning in today's diversified Pre-K-12 educational settings. This second edition introduces an original transformative art education framework to guide teaching and learning through culturally-responsive practices, supported by multimodal art inquiry tasks, artistic behaviors, and engaging instructional resources. Esteeming teacher and student agency, its framework cultivates insightful transformations by harnessing the visual arts' unique strengths to deepen understandings, promote growth, and foster empathy, thereby enhancing personal, group, and community well-being. New to this edition is an increased focus on transdisciplinary teaching and science, technology, engineering, arts, and mathematics (STEAM) integration, how to discuss controversial or divisive topics, and contemporary impacts that affect classroom management for art educators.

Featuring full-color images, chapters include *Teaching Tips to Thrive!* and *Artists' Lessons to Thrive!* vignettes, written by education professionals about their instructional methods, as well as *Spotlights on Student Art* describing exemplary Pre-K-12 artworks. Ideal for preservice art teachers and any educator seeking to holistically integrate visual arts into their curriculum and instruction, this popular text helps challenge and inspire students to think creatively, problem-solve, and develop relevant skills as lifelong learners. To enhance learning, you and your students can access ready-to-use presentations, instructional resources, assessments, and tutorials on the textbook's website.

What's New in **TLAE**'s Second Edition?



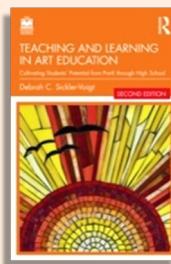
TLAE's second edition has been inspired by changes in education since the first edition's publication and the excellent feedback from readers and reviewers. While this new edition contains substantial updates, it also retains the best practices valued in its first edition. Aimed to broaden your teaching toolkit, **TLAE**, references content from the author's book, *STEAM Teaching and Learning Through the Arts and Design: A Practical Guide for PK-12 Educators* and its website with its rich presentations and instructional resources.

- **TLAE's Transformative Art Education Framework:** Transformative art education embodies the practice of identifying the need for change through heightened cognitive, social, and emotional awareness and providing teachers and students with choices. This approach highlights the profound impact that art education can have on people's lives. It leverages the power of the visual arts to facilitate meaningful personal, group, and community transformations with the aim of fostering growth, empathy, and deeper understandings. Studying artists' works, creating art, and participating in meaningful dialogues guide transformative practices leading to teacher and student agency. **TLAE**'s transformative art education (TAE) framework is supported with multimodal art inquiry and creation learning tasks; artistic behaviors; and the *Artists' Lessons to Thrive!* instructional resources.
- **Updated Chapters:** Each chapter has been revised to include **TLAE**'s TAE framework and additional content to reflect on developments in art, education, and technology. Updated Chapter Questions and Activities encourage students to reflect upon what they have learned, make connections, and identify ways to thrive in their unique teaching and

learning circumstances. Every chapter includes *TLAE*'s Approaches to Transformative Teacher and Student Growth Charts to reinforce how to put TAE into practice.

- ***Artists' Lessons to Thrive!***: These features, a highlight of the first edition, include narrative texts on contemporary artists and the big ideas informing their art. They serve as inspiration for students to develop into lesson plans suiting your unique teaching needs. Artists new to the second edition include book artist-engineer Sally Blakemore, portrait painter Michael Shane Neal, editorial illustrator Tony Rodriguez, printmaker/painter LaToya Hobbs, and AI artist Sicasso.
- ***Teaching Tips to Thrive!*** These new chapter vignettes present educators' descriptions in their own words of the practices they want readers to know. Teaching diverse student populations in various educational settings, readers can adapt their examples to serve Pre-K-12 populations. These vignettes complement the *Spotlight on Student Art* features, presenting close-up looks at student artworks and their meanings.

TLAE's Second Edition's Parts



Part I

Art Education: Thriving in Teaching and Learning begins with an overview of teaching and learning in today's diversified classroom and community spaces. It introduces **TLAE's** TAE framework. Readers will learn how to implement a transformative art curriculum to provide students with ongoing opportunities to make personally-driven curricular decisions, feel connected to learning tasks, and achieve positive results. It also explains how to become assessment-literate teachers who can assess and manage all aspects of teaching and learning.

- Chapter 1 Teaching and Learning in Art Education: An Overview
- Chapter 2 The Transformative Art Curriculum
- Chapter 3 Assessment and Evaluation for the Visual Arts
- Chapter 4 Classroom Management in the Visual Arts

Part II

Student Learners teaches about diversified student learners, including gifted and talented students, students with disabilities, at-promise, English learners, and LGBTQ+ students. It describes children's development from early childhood through adolescence for readers to understand where students have come from and where they are going in their physical, cognitive, social-emotional, and artistic development. Recognizing that students are unique individuals, it focuses on students' abilities and explains how to make modifications and accommodations so that all students can build new skills and succeed.

- Chapter 5 Artistic Development: Early Childhood Through Adolescence
- Chapter 6 Diversified Learners

Part III

Multimodal Art Inquiry and Creation has been significantly revised to emphasize the holistic connections between art inquiry and art-making. It explains the values of using diverse communication modes (i.e. text, images, speech, sound) to understand societal beliefs, cultural traditions, and aesthetic preferences, and how they inform society's knowledge of historic and contemporary visual and popular culture.

- Chapter 7 Multimodal Art Inquiry and Creation: Teaching What Truly Matters
- Chapter 8 Transforming Aesthetic Perspectives
- Chapter 9 Critiquing Global Visual and Popular Culture
- Chapter 10 Transformative Art Histories and Cultural Traditions

Part IV

Multimodal Creative Practices presents an array of fine art and crafts methods to guide students' creation of art using diverse art media. Its chapters are filled with spectacular exemplars to use as curricular inspirations. It emphasizes teaching artistic behaviors so that students learn the reasons why artists create and how their works communicate meanings.

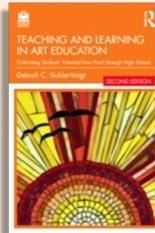
- Chapter 11 Drawing and Illustration
- Chapter 12 Painting
- Chapter 13 Paper Arts, Printmaking, and Book Arts
- Chapter 14 Sculpture
- Chapter 15 Clay and Mosaics
- Chapter 16 Textiles and Puppets
- Chapter 17 Environmental Design
- Chapter 18 Media Arts

Part V

Making the Most of Your Teaching Career concludes *TLAE* with practical guidance for career success, explaining the skills needed to be effective leaders and creators. Its chapters describe how to build community partnerships and gain art program support through advocacy. It also identifies pathways for teachers to grow in the profession through professional development and personal creativity.

- Chapter 19 Arts Advocacy
- Chapter 20 Making the Most of Your Teaching Career

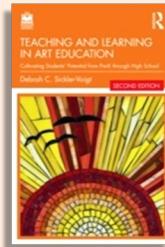
What's New in *TLAE's Second Edition*?



The *TLAE* textbook is designed for Pre-K–12 art educators, higher educators, and those in early childhood, elementary, secondary, special education, ESL/ELL, gifted, and STEM/STEAM, offering a transformative framework that fosters students' creative and cognitive growth through multimodal learning that supports interdisciplinary and transdisciplinary connections. Its instructor manual is intended for:

- **Higher education professionals** seeking practical strategies to integrate *TLAE* and its Transformative Art Education (TAE) framework into course design, including syllabus development, lecture planning, reflective multimodal learning tasks, and hands-on artmaking experiences.
- **Inservice educators** wanting to enhance their professional practice through curricular activities, instructional methods, and reflective practices grounded in *TLAE*'s Transformative Art Education (TAE) framework and STEAM integration.
- **Preservice educators** interested in additional methods for engaging with *TLAE*'s content, developing pedagogical skills, and applying transformative art education strategies in classroom settings.
- **Supervisors** looking for guidance to support and evaluate educators' art teaching practices, with strategies for classroom observation, providing constructive feedback, and fostering professional growth aligned with transformative art education and interdisciplinary/transdisciplinary STEAM integration.

Course Adoption



TLAE can serve as a comprehensive resource for a single course or be integrated across multiple courses throughout a student's program of studies. The following is a sampling of courses where *TLAE*'s instructor manual can support effective implementation.

Foundations, Pedagogy, Curriculum, and Seminars

- Foundations of Art Education • Introduction to Art Education • Art Education: Theory and Practice • (Contemporary) Issues in Art Education • Survey of Art Education • History and Philosophy of Art Education • Critical Foundations of Art Education • Seminar in Art Education • Art Education in (Contemporary) Society • Current Trends in Art Education • Global Perspectives in Art Education • Issues and Policies in Art Education • Pedagogy and Practice in Art Education • Designing Curriculum in Art Education • Assessment and Curriculum Design in Art Education • Approaches to Art Education

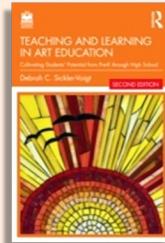
Methods, Field Experiences, Practicum, and Residencies/Student Teaching

- K-12 Art Methods • Early Childhood Art Methods • Elementary Art Methods • Secondary Art Methods • Exploratory Art Methods in Art Education. • Art Education Practicum • Community Art Education • Art Education Residency • Student Teaching • Art K-12 Instructional Methods

Art Education in General, STE(A)M, and Special Education

- Art Education for Teachers • Art in Early Childhood Education • Art in Elementary Education • Art Education in Early Childhood and Elementary • Arts Integration in Early Childhood and Elementary • STEAM Education • STEAM Curriculum Integration • Differentiated Instruction and Curriculum for Special Education

How To Use This Instructor Manual

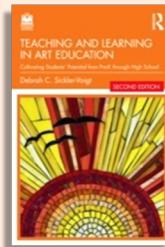


This instructor manual is designed to help you make the most of the second edition of *Teaching and Learning in Art Education (TLAE)*. Inside, you will find practical ways to bring the textbook into practice using its proven strategies that spark curiosity, encourage hands-on exploration, and keep students actively engaged. Grounded in a deep respect for teacher and student agency, it reinforces *TLAE*'s framework with multimodal approaches to cultivate meaningful transformation by harnessing the visual arts' unique strengths to deepen understanding, promote growth, foster empathy, and enrich personal, collective, and community well-being.

The *Chapter Teaching and Learning Resources* (listed below) are designed to engage students through class discussions, creative tasks, and evidence-based investigations. They link learning content to classroom and community contexts. Students can collaborate through small-group analyses, mini presentations, or whole-class discussions, and participate in scavenger hunts and research to examine key information, textbook features, and artworks in depth. Additionally, this manual offers strategies for integrating learning content from *STEAM Teaching and Learning through the Arts and Design (STLAD)* and its website to expand your teaching toolkit as you utilize *TLAE*.

Depending on the scope of your curriculum, you can draw on all of its resources or select the most applicable to your curricular goals. You are encouraged to personalize them by adapting and extending activities to align with your teaching style, creative approaches, student population, and course objectives. Integrating local contexts and current issues can further connect *TLAE*'s resources to students' lives and reinforce timely issues. The resources also create opportunities for students to demonstrate their understanding in multiple ways.

Chapters 1-20: Teaching and Learning Resources



Chapter Abstract, Objectives, and Questions and Activities

TLAE's chapter abstracts, objectives, and questions and activities have conveniently been added to this instructor manual to assist you in planning class activities and assignments.



Online Resources



- **PowerPoints** Image-rich PowerPoints facilitate instruction and student learning. They include notes for added discussion points, activities, references, and image credits. Their combined resources make teaching and learning experiences even more dynamic.
- **Assessments to Thrive:** Each chapter includes assessment questions and tasks that can be used for grading. Depending on how you organize your syllabus and sequence readings, you may combine questions from multiple chapters to form longer assessments. For example, you might require students to complete 3-4 extended assessments over the course of a semester. Therefore, point values are intentionally left out so you can assign weight according to your grading structure. Because the questions are self-contained, you can integrate your own questions to assess

supplemental materials from your curriculum. Most questions are open-ended to encourage students' personalized responses and critical reflection, rather than relying on true/false, multiple choice, or fill-in-the-blank formats.

- **Support Materials:** Access *TLAE*'s collection of downloadable chapter support materials. They are directly aligned with each chapter's content. Materials include *Bonus Artists' Lessons to Thrive!* instructional resources, lesson planning and assessment templates, art making resources, and additional instructional supports.
- **Website Links:** These links invite deeper learning about best practices in education, educational resources, museums, and artists' works. They also offer access to *STEAM Teaching and Learning through the Arts and Design*'s (*STLAD*'s) PowerPoints, support materials, and website links.



Open the Textbook, Deepen Learning

Supporting students in purchasing, reading, and actively engaging with their textbooks is most effective when they recognize the value of these resources as tools for strengthening their studies and enhancing their teaching practices. Effective use of *TLAE* and the supplemental text *STEAM Teaching and Learning through the Arts and Design* (*STLAD*) begins with clear expectations and multimodal teaching strategies. The following adaptable approaches work across in-person, synchronous online, and asynchronous online courses, offering multiple entry points for students to explore, reflect on, and apply course content:

- **Clarify expectations.** Include a syllabus statement that communicates required textbook use, such as: *"I will have my textbooks TLAE and STLAD, supplies, and course materials ready for each class."* This statement is well-placed above the course calendar.
- **Target reading tasks.** Direct students to specific pages for class discussions, journal reflections, or evidence-based investigations.

- **Make reading interactive.** Use scavenger hunts to locate key terms, artworks, or features such as models, *Artists' Lessons to Thrive!*, *Teaching Tips to Thrive!*, and *Spotlight on Student Art*.
- **Foster evidence-based inquiry.** Develop investigations that help students (a) acquire new knowledge, (b) review prior learning, (c) deepen understanding of a topic or skill, and (d) connect personally to course material.
- **Integrate creation tasks.** Guide students in developing multimodal journal pages and visual organizers (i.e. webbings, concept maps, Venn diagrams, etc.) that incorporate visual elements and diverse art media to enrich and extend learning.
- **Promote collaboration.** Incorporate learning tasks including small-group analysis, concept mapping, peer-led mini-lessons, and presentations that connect readings to effective teaching practice.
- **Cultivate learning scaffolds.** Design learning experiences that guide students from foundational concepts to more complex tasks and student-driven projects, fostering transformative teaching and learning.
- **Encourage digital engagement.** Use discussion boards with multimedia responses, breakout rooms, reflection vlogs, interactive annotations, virtual gallery walks, and digital portfolios.
- **Align practice-based experiences.** Connect *TLAE*'s teachings and resources with experiential learning opportunities, including Pre-K–12 school observations, community art projects, education organizations and conferences, and partnerships with museums and cultural organizations. These experiences help students apply *TLAE*'s concepts in real-world contexts, develop professional skills, and deepen their understanding of effective art education practices.
- **Encourage digital engagement.** Use discussion boards with multimedia responses, breakout rooms, reflection vlogs, interactive annotations, virtual gallery walks, and digital portfolios to extend learning, foster collaboration, and support students in reflecting on and applying course concepts in multiple ways.



Explorations for Artists/Teachers/Creative Thinkers

This segment engages students in diverse artmaking experiences, including *Artists' Lessons to Thrive!*, and guides them in creating art journal entries that reinforce chapter content and support experiential learning, such as classroom observations.

Chapter 1: TLAE: An Overview



Abstract

Teaching and Learning in Art Education's (TLAE's) introductory chapter invites readers to explore the purposes and meanings of art education in classrooms and society. It provides an overview of the skills and insights necessary for successful teaching in today's diverse learning environments. Readers will learn effective methods to enhance their knowledge and utilize the textbook's resources to cultivate students' full potential as lifelong learners. This chapter explains how current theories and philosophies shape art education, promoting deeper knowledge acquisition for Pre-K-12 students. It introduces *TLAE*'s transformative art education (TAE) framework, designed to empower teachers and students by leveraging the communicative power of the visual arts. By applying critical reflection, *TLAE*'s TAE framework enhances cognitive, social, and emotional awareness, fostering growth, empathy, and deeper understanding. It is reinforced using multimodal art inquiry and creation tasks, artistic behaviors, and *Artists' Lessons to Thrive!* instructional resources. Featuring an outstanding collection of international artworks, this chapter explores how art contributes to everyday life and humanity's well-being. Using exemplars from contemporary artists like Nick Cave, Pablo Cano, and Sally Blakemore, it models pathways to implement TAE as a daily practice. Its learning tasks teach life skills through art, artistic concepts, media, techniques, and holistic arts and science, technology, engineering, arts, and mathematics (STEAM) integration. The transformative methods presented provide a strong foundation for teachers and students to thrive and succeed in teaching and learning.



Chapter 1's Textbook Objectives

1. Describe *TLAE*'s transformative art education (TAE) framework.
2. Identify how *TLAE*'s TAE framework can cultivate students' and teachers' potential using critical reflections to heighten their cognitive, social, and emotional awareness.
3. Create personally-driven learning extensions for the *Artists' Lessons to Thrive!* instructional resources.



Chapter 1's Textbook Questions and Activities

1. Describe the importance of art education in classrooms and in students' lives. What does it mean to cultivate students' full potential through the arts? What are your plans to cultivate your teaching career?
2. Explain *TLAE*'s framework. How do its components benefit teachers and students?
3. Identify strategies to safely address challenges in teaching sensitive topics within the transformative art curriculum, ensuring students continue to develop their critical and creative thinking skills.
4. Answer *Artists' Lessons to Thrive!* 1.1 – 1.3's essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, context, artists, media, techniques, and/or integration strategies.

5. Using Model 1.4, “Weaving Big Ideas into the Transformative Art Curriculum” as a guide, select an additional *Artists’ Lessons to Thrive!* instructional resource to develop learning extensions.
6. Access this chapter’s resources on *TLAE*’s website at routledgelearning.com/teachlearnarted.



Chapter 1’s Online Resources

1. **PowerPoint:** Present Chapter 1’s PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 1’s assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Elements of Art and Principles of Design
 - Bonus *Artists’ Lessons to Thrive!* Sher Christopher
 - Bridging Cultures through Digital Art Lesson Plan by Ling-Yu Chou
4. **Links:**
 - *STLAD*’s website <https://routledgetextbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>
 - Nick Cave <https://nickcaveart.com/Main/Intro.html>
 - Sally Blakemore’s Arty Projects Studio <https://artyprojects.com>
 - Sher Christopher <http://www.sherchristopher.com/>
 - International Children’s Exhibition of Fine Arts Lidice (ICEFA Lidice)
<http://www.mdvv-lidice.cz/en/>
 - Every Student Succeeds Act (ESSA). <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text?overview=closed>



Chapter 1's Open the Textbook, Deepen Learning

1. Direct students to ***Model 1.1*** and invite them to interpret the meanings and purposes of the components in ***TLAE's Transformative Art Education Framework***.
2. Have students open to ***Model 1.2: Cultivating Artistic Behaviors***. Lead a discussion on its key ideas, then ask students to visualize and share how they might integrate these practices into their own teaching.
3. Ask students to select an artwork of choice from *TLAE* or *STLAD* and identify how the artwork includes the design qualities described in ***Model 1.3: Elements of Art and Principles of Design***.
4. Guide the students to ***Model 1.4: Weaving Big Ideas into the Transformative Art Curriculum***. Ask students to investigate how our lessons can authentically address life skills through art, artistic concepts, media and techniques, and holistic arts and STEAM integration. Then, have students answer the questions in Model 1.4 and reflect on its content, sharing insights and examples from their own experiences.
5. Ask students to examine the ***Teacher and Student Transformative Growth Charts (Model 1.5 and Model 1.6)***. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.
6. Have the class access ***Artists' Lessons to Thrive! 1.1, 1.2, and 1.3***. (A) Ask students to compare how 1.1 emphasizes life skills through art; 1.2 reinforces artistic concepts, media, and techniques; and 1.3 focuses on holistic arts and STEAM integration. (B) After their discussion, have students answer the lesson's essential/guiding questions.
7. Direct the class to ***Teaching Tips to Thrive 1.1*** and explore how Ling-Yu Chou bridges cultures by combining East Asian landscape painting with digital art forms. Introduce the concept of 'Qi' from Taoist philosophy, explaining it as an invisible,

flowing energy that gives life vitality, embodies emotion, and sustains life. Read Chou's statement “‘Qi guides my processes of deconstructing, reconstructing, and integrating new ideas and is also shaped by my educational experiences in the United States.” Then, have students discuss how the idea of ‘Qi’ might influence their own artistic processes or teaching practices, and invite them to share examples.

8. Have students turn to *Spotlight on Student Art #1* to discuss how the feature teaches about **transformation**.



Chapter 1’s Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists’ Lessons to Thrive! 1.1 – 1.3* and prepare the class to successfully complete their daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. Their pages will document a PreK–12 (art) classroom observation, focusing on classroom routines, instructional methods, and student participation. Students will identify and explain which practices they felt most effectively supported PreK–12 students’ (transformative) growth.

Chapter 2: The Transformative Art Curriculum



Abstract

A well-designed art curriculum is professionally rewarding for teachers to teach and invigorating for students to learn. This chapter introduces the transformative art curriculum (TAC), an instructional plan driven by contemporary teaching practices, to develop students' knowledge, performances, and dispositions. Readers will learn how *Teaching and Learning in Art Education's* (TLAE's) transformative art education (TAE) framework combines the visceral sensations and freedom of creating art with the structure of a safe, culturally responsive learning environment, supporting students' cognitive development and artistic expression. TLAE's TAC models how teachers can guide students through multimodal art inquiry and creation tasks to spark students' applications of the artistic behaviors, encourage their exploration, and foster student growth. It emphasizes curricular flexibility and teacher and student autonomy. This chapter explains how to develop a TAC that identifies the performances, skills, and dispositions students can achieve over an academic period, encompassing students' personal development and connections to their communities, the world, and its living beings. It references student artworks and the *Artists' Lessons to Thrive!* instructional resource on folk artist Vannoy Streeter to contextualize teachings. Readers will apply the chapter's information and exemplars to develop an original TAC, lesson plans, and unit plans that build on their personal ideas and professional needs.



Chapter 2's Textbook Objectives

1. Summarize the benefits of teaching a transformative art curriculum (TAC) and honing students' mindful dispositions regarding their personal development, sense of community, and relationships to the world and its living beings.
2. Explain how skills-based lessons can be expanded to lead to transformative outcomes.
3. Develop a TAC with original lesson and unit plans.



Chapter 2's Textbook Questions and Activities

1. What are the benefits of a transformative art curriculum (TAC)? Why is it necessary for students to develop and refine their transformative dispositions as they participate in the TAC?
2. How can skills-based lessons be expanded to lead to transformative outcomes?
3. Use the templates provided on *TLAE*'s website. (A) Write an original *Artists' Lessons to Thrive!* instructional resource. (B) Develop a unit plan outline with three lesson plans inspired by it. (C) Write one lesson plan from your outline, incorporating local standards, cognitive/affective/psychomotor domains, and at least one learning modality (visual, auditory, kinesthetic, tactile).
4. Work individually or in a small group to design a year's curriculum with a logical scope and sequence using the Weekly Art Curriculum Planning Template provided on *TLAE*'s website. Use a new template for each week in the school year.

5. Answer *Artists' Lessons to Thrive! 2.1*'s essential/guiding questions in writing or group discussion. Complete its daily learning targets. Enhance the lesson with additional content, including a set, context, artists, media, techniques, and/or integration strategies.
6. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 2's Online Resources

1. **PowerPoint:** Present Chapter 2's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 2's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - 200 Action Verbs for Writing Behavioral Objectives
 - Deconstructing Objectives and Daily Learning Targets
 - I've Got a Secret Lesson Plan
 - Model Lesson Plan Template
 - Model Lesson Plan
 - Model Unit Plan
 - Model Unit Plan Template
 - Weekly Art Curriculum Planning Template
 - An Indigenous Pedagogy Lesson Plan by Dr. Lori Santos and Dr. Mara Pierce
4. **Links:**
 - Vannoy Streeter <https://tennesseencyclopedia.net/entries/vannoy-streeter/>

- *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
- Big Ideas in Children's Artistic Development
- <https://arted.us/development.html>
- National Core Standards for Visual Arts
<https://www.nationalartsstandards.org/sites/default/files/2021-11/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>
- National Core Standards for Media Arts
<https://www.nationalartsstandards.org/sites/default/files/2021-11/Media%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>
- National Council of Teachers of Mathematics Common Core State Standards for Mathematics <https://www.nctm.org/ccssm/>
- National Core Standards for Mathematics
https://www.nctm.org/uploadedFiles/Standards_and_Positions/Common_Core_State_Standards/Math_Standards.pdf
- National Council of Teachers of English Standards
<https://ncte.org/resources/standards/ncte-ira-standards-for-the-english-language-arts/>
- Standards for English Language Arts
<https://cdn.ncte.org/nctefiles/resources/books/sample/standardsdoc.pdf>
- Next Generation Science Standards
<https://www.nextgenscience.org/standards/standards>
- International Society for Technology in Education (ISTE) National Educational Technology Standards <https://www.iste.org/iste-standards>



Chapter 2's Open the Textbook, Deepen Learning

1. Guide students to *Model 2.1: National Coalition for Core Arts Standards (NCCAS)* and its website to explore the National Visual Arts Standards (NVAS). Ask them to compare the NVAS with the mandated standards in their own community.
2. Prompt students to open to *Model 2.2: Designing Measurable Art Objectives* to review the components of measurable objectives. Then, lead the class in writing original objectives inspired by the *Artists' Lessons to Thrive!* and the Pre-K–12 student artworks of their choosing from *TLAE* and *STLAD*.
3. Encourage the class to open to *Artists' Lessons to Thrive! 2.1* on Vannoy Streeter and respond to its essential and guiding questions.
4. Introduce the class to *Teaching Tips to Thrive 2.1* by Dr. Mara Pierce and Dr. Lori Santos on honoring and engaging indigenous pedagogy in the classroom and *Teaching Tips to Thrive 2.2* by Todd Johnson on providing students with the gift of time through curriculum planning. Ask students to reflect on the educators' key ideas and discuss practical ways their approaches could be applied in their own teaching practice.
5. Invite students to discuss how *Spotlight on Student Art #2* highlights connections between the visual arts and biodiversity. Then, encourage them to use the featured artwork as inspiration for designing a STEAM lesson that deepens Pre-K–12 students' understanding of biodiversity through the visual arts.
6. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 2.3 and Model 2.4)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified and encourage the class to propose additional actions to expand the list.



Chapter 2's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 2.1* and prepare the class to successfully complete its daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. Their pages will describe the PreK–12 (art) lesson observed and analyze how the lesson's goals, objectives, learning targets, and/or standards were communicated to students.

Chapter 3: Assessment and Evaluation for the Visual Arts



Abstract

Educators need to know how to become assessment literate teachers who are well-versed in contemporary assessment and evaluation practices to make informed judgments about the quality and effectiveness of instruction and student learning. Assessment is an ongoing process that informs all aspects of teaching and learning by measuring and appraising anticipated and unanticipated student learning outcomes and dispositions. Evaluation is a summative judgment about student, teacher, and program effectiveness. This chapter teaches how to develop an Art Assessment Action Plan, providing a practical blueprint with quantitative and qualitative assessments for readers to set goals, select the best assessments, manage assessments, and plan performance analyses. It presents clear pathways for using formative assessments to collect data during learning tasks to identify what students understand and what they have yet to learn. Classroom friendly exemplars describe how to grade art and art related tasks; create rubrics, rating scales, and checklists; and assess student art journals and portfolios. Additionally, this chapter offers guidance for earning successful teaching evaluations. It models how to make assessment connections using the *Artists' Lessons to Thrive!* feature on Michael Shane Neal, his *Portrait of Congressman John Lewis*, and the big idea of courage. Readers will learn to apply best practices to become assessment-literate practitioners who can teach Pre-K-12 students to utilize their inner drives to produce transformative outcomes and positive dispositions.



Chapter 3's Textbook Objectives

1. Characterizing how assessment, assessment literacy, and evaluation correlate with learning targets and student dispositions.
2. Explaining the benefits of teachers and students assessing their own performances.
3. Developing original assessments and an art assessment action plan.



Chapter 3's Textbook Questions and Activities

1. Define assessment and evaluation in your own words. How do they relate to learning goals and student dispositions? What is an assessment-literate teacher? What are the benefits of teachers and students assessing their own performances?
2. Develop an art assessment action plan (Model 3.1) using the template from *TLAE*'s website.
3. Select four student artworks in *TLAE* and identify their figure numbers. Use each artwork to create a different assessment instrument: (a) simplified scoring method, (b) a rubric, (c) a rating scale, and (d) a checklist. Use the templates from *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive!* 3.1's essential/guiding questions in writing or group discussion. Complete its daily learning targets. Enhance the lesson with additional content, a set, context, artists, media, techniques, and/or integration strategies.

5. Access this chapter's resources on *TLAE*'s website at
routledgelearning.com/teachlearnarted.



Chapter 3's Online Resources

1. **PowerPoint:** Present Chapter 3's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 3's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Analytic Rubric #1 Template
 - Analytic Rubric #2 Template with Written Self-Assessment
 - Art Assessment Action Plan Template
 - Holistic Rubric Template
 - Model Analytic Rubric #1
 - Model Analytic Rubric #2 with Written Self-Assessment
 - Model Checklist for Responding to Art
 - Model Grading Weight Distributions
 - Model Holistic Rubric
 - Model Target Map
4. **Links:**
 - Michael Shane Neal <https://www.michaelshaneneal.com/>
 - National Core Arts Standards and Model Cornerstone Assessments
<https://www.nationalartsstandards.org/content/visual-arts-model-cornerstone-assessments>

- NAEA Assessment Papers: <https://www.arteducators.org/resources/assessment-papers/>
- Every student succeeds act (ESSA). <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text?overview=closed>
- *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
- National Core Arts Standards <https://www.nationalartsstandards.org>
- National Core Standards for Visual Arts
<https://www.nationalartsstandards.org/sites/default/files/2021-11/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>



Chapter 3's Open the Textbook, Deepen Learning

1. Direct students to ***Model 3.1. Art Assessment Action Plan*** to acquaint them with its components. Ask them to brainstorm the importance of planning their use of assessments alongside their curriculum. After becoming acquainted with different assessment techniques, direct students to complete their own ***Art Assessment Action Plan*** using the template on *TLAE*'s website. It can be used in conjunction with their planning of weekly curricula using the *Weekly Art Curriculum Planning Template*.
2. Have students examine ***Model 3.2. Simplified Numeric Scoring with Full Targets*** and ***Model 3.3. Simplified Numeric Scoring with Abbreviated Targets***. They will use them as a guide to write their own ***Simplified Numeric Scoring with Full and***

Abbreviate Targets using an *Artists' Lessons to Thrive!* artwork of their choosing from *TLAE* or *STLAD*.

3. Explain **Model 3.4. Analytic Rubric Components** and invite students to work collaboratively to create an original rubric in response to the *TLAE* or *STLAD Artists' Lessons to Thrive!* of their choice.
4. Refer to **Model 3.5. Rating Scale** and **Model 3.6. Checklist** to compare their qualities and purposes. Invite students to develop their own for lessons they have already developed or ones inspired by the *TLAE* or *STLAD Artists' Lessons to Thrive!* of their choice.
5. Have the class open to **Artists' Lessons to Thrive! 3.1** on **Michael Shane Neal** and respond to its essential and guiding questions.
6. Direct the class to **Teaching Tips to Thrive 3.1** by **Dr. Cathy Smilan** on assessing expressive and predictive outcomes. Ask students to consider why visual arts assessment should extend beyond artistic proficiency with media and design concepts.
7. Have students turn to **Spotlight on Student Art #3** to discuss how the piece teaches about the big idea of **inner drive**.
8. Ask students to examine the **Teacher and Student Transformative Growth Charts (Model 3.7 and Model 3.8)**. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 3's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 3.1* and prepare the class to successfully complete its daily learning targets.
2. Prompt students to create two multimodal journal pages that combine artmaking and reflective writing. Their pages will describe a Pre-K–12 (art) lesson they observed and analyze the assessments and how they were intended to measure and appraise student learning.

Chapter 4: Classroom Management in the Visual Arts



Abstract

Classroom management in the visual arts involves organizing procedures to help students reach their fullest potential in safe, structured environments. This chapter explores transformative classroom management techniques, emphasizing culturally responsive practices. It highlights the importance of managing art supplies and equipment responsibly, fostering positive behavior, and creating inclusive learning spaces. The chapter also discusses the role of Positive Behavior Interventions and Supports (PBIS) and Transformative Social Emotional Learning (tSEL) in promoting a supportive school culture. By integrating students' diverse cultural identities and addressing systemic inequities, educators can create a fair and effective classroom management plan. Practical strategies for overcoming challenges and ensuring all students can thrive in a well-managed art classroom are provided, along with insights on cultivating classroom management skills, planning effective instruction, and teaching students responsibility for on-task behaviors. Its *Artists' Lessons to Thrive!* instructional resource on Oleana describes the company's fair policies and practices in creating its beautifully knitted goods and makes links to well-managed classrooms. Readers will learn strategies to manage students with confidence, set high expectations, and demonstrate professionalism, ensuring a constructive and engaging art education experience for all students.



Chapter 4's Textbook Objectives

1. Summarize the purposes and benefits of transformative classroom management.
2. Contemplate strategies to overcome classroom management challenges.
3. Design a classroom management plan for teaching art including culturally responsive teaching methods.



Chapter 4's Textbook Questions and Activities

1. What is transformative classroom management? What are its benefits?
2. How do teachers overcome classroom management challenges and become transformative classroom managers?
3. Refer to Model 4.1, “Classroom Management Plan for Teaching Art,” to design a personal classroom management plan including your culturally responsive teaching methods, class mission statement, actions, rewards, and consequences. Present your plan to peers and/or students for feedback.
4. Answer *Artists' Lessons to Thrive! 4.1*'s essential/guiding questions in writing or group discussion. Complete its daily learning targets. Enhance the lesson with additional content, a set, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 4's Online Resources

1. **PowerPoint:** Present Chapter 4's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 4's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Classroom Management Plan for Teaching Art
 - Model Classroom Designs
4. **Links:**
 - Oleana <http://www.oleana.no>
 - Arts and Creative Materials Institute <https://www.acmiart.org/acmi-seals>
 - *STLAD*'s website <https://routledge{textbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>
 - National Core Standards for Visual Arts
<https://www.nationalartsstandards.org/sites/default/files/2021-11/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>



Chapter 4's Open the Textbook, Deepen Learning

1. Present ***Model 4.1. Classroom Management Plan for Teaching Art*** and invite students to collaborate to analyze its components and describe in their own words the benefits of creating a classroom management plan.
2. Refer to ***Model 4.2 My CARE Action Plan***. Ask the students to reflect on classroom scenarios where they anticipate guiding Pre-K-12 learners in demonstration of care, awareness, respect, and embracing responsibility. Have students to complete the ***My CARE Action Plan*** based on one of the scenarios they discussed and write a short narrative explaining why understanding how to manage this scenario is important to their teaching practice.
3. Have the class open to ***Artists' Lessons to Thrive! 4.1*** on Oleana and respond to its essential and guiding questions.
4. Direct the class to ***Teaching Tips to Thrive 4.1*** by Amber Buck and ask them to explain how her classroom management practices enhance her instruction and student learning.
5. Have students examine ***Spotlight on Student Art #4*** to explore how the piece illustrates the concept of practice makes perfect. Next, ask them to brainstorm ways to encourage student practice of artistic skills and techniques within a structured and supportive classroom environment.
6. Ask students to examine the ***Teacher and Student Transformative Growth Charts (Model 4.3 and Model 4.4)***. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 4's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 4.1* and prepare the class to successfully complete its daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. In their pages, ask them to describe a Pre-K–12 (art) classroom observation during which they recorded evidence and analyzed the effectiveness of the teacher's transformative classroom management practices.

Chapter 5: Artistic Development: Early Childhood through Adolescence



Abstract

Children's development theories provide a solid foundation for understanding Pre-K-12 students' normative behaviors as they study art. Artistic development includes students' abilities to manipulate art media and apply reasoning and decision-making skills in the visual arts. Children's development is informed by their cognitive, physical, social-emotional, and artistic development. This chapter provides transformative exemplars and rich visuals to present whole-child development in early childhood, middle childhood, early adolescence, and adolescence using the student actions "I am creating; I am growing; I am thinking; and I am feeling" to explain how development evolves. As facilitators to student development through art, readers will learn how teachers can challenge students to experiment and build upon their existing visual repertoires and skills to advance their personal growth and reach goals. The *Artists' Lessons to Thrive!* instructional resource on artist Julee Latimer provides examples for readers to identify how artistic development in childhood can influence professional artistic development. Additionally, readers will learn the importance of culturally responsive teaching practices and how they can be integrated into the transformative art curriculum (TAC) to support diverse learners.



Chapter 5's Textbook Objectives

1. Explain artistic development and its leading concepts.
2. Summarize characteristics of whole-child development in early childhood, middle childhood, early adolescence, and adolescence.
3. Apply development theories to guide transformative art curriculum design, instruction, and assessments.



Chapter 5's Textbook Questions and Activities

1. Describe how your knowledge of children's artistic development will shape your transformative art curriculum design, instruction, and assessments.
2. Create four journal pages each on children's artistic development in early childhood, middle childhood, early adolescence, and adolescence for a total of 16 pages. Include four separate 250+ word narratives to describe each age group and incorporate artworks in diverse media representative of each age group. See *TLAE*'s website and Sickler-Voigt (2020) for further ideas.
3. Answer *Artists' Lessons to Thrive! 5.1*'s essential/guiding questions in writing or group discussion. Complete its daily learning targets. Enhance the lesson with additional content, a set, context, artists, media, techniques, and/or integration strategies.
4. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 5's Online Resources

1. **PowerPoint:** Present Chapter 5's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 5's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Whole Child Development through Art Infographic
 - Sample Children's Development Journal Pages
4. **Links:**
 - Julee Latimer <http://juleelatimer.com/home.html>
 - Big Ideas in Children's Artistic Development
<http://arted.us/development.html>
 - *STLAD*'s website
<https://routledgebooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>
 - National Core Standards for Visual Arts
<https://www.nationalartsstandards.org/sites/default/files/2021-11/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>



Chapter 5's Open the Textbook, Deepen Learning

1. Guide students to ***Model 5.1. Whole Child Development Through Art***. Ask them to reflect on learners' physical, cognitive, social and emotional, and artistic development in early childhood, middle childhood, early adolescence, and adolescence. For each age group, have students work in small groups to generate examples of how the transformative art curriculum, culturally responsive instruction, and classroom management can support these four areas of development. Instruct them to record their ideas using a visual organizer of their choice, such as a concept map or infographic.
2. Have the class open to ***Artists' Lessons to Thrive! 5.1*** on **Julee Latimer** and respond to its essential and guiding questions. their lives provided them with skills they continue to use in adulthood.
3. Direct the class to ***Teaching Tips to Thrive 5.1*** by Lorinne Lee focusing on teaching for the brighter sides of life. Ask students to reflect on their own education and consider how specific educators equipped them with skills they continue to use in adulthood.
4. Prompt students to turn to ***Spotlight on Student Art #5*** to discuss how the piece teaches about the big idea of **inspirations**. Ask them to consider age-appropriate instructional and curriculum planning methods to inspire learners in early childhood, middle childhood, early adolescence, and adolescence.
5. Ask students to examine the ***Teacher and Student Transformative Growth Charts (Model 5.2 and Model 5.3)***. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 5's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 5.1* and prepare the class to successfully complete its daily learning targets.
2. Inspire students to combine artmaking and written reflections to create a two-page comparative journal spread that synthesizes their knowledge of student development across early childhood, middle childhood, early adolescence, and adolescence. Ask them to highlight key similarities, differences, and developmental progressions, and support their analysis with information from this textbook and sample PreK–12 student artworks.

Chapter 6: Diversified Learners



Abstract

Teaching and Learning in Art Education (TLAE) presents a multidimensional perspective on diversity that focuses on people's abilities and advocates for all humans' equal rights as valuable members of society, recognizing diversity as a universal part of the human experience. Diversified learners include students with high abilities (gifted and talented), students with disabilities, at-promise, English learners, and lesbian, gay, bisexual, transgender, and queer (LGBTQ). Readers will learn to identify the characteristics of diversified learners and accommodate their needs through the transformative art curriculum (TAC), as well as explain how students are protected by laws that ensure that they receive a quality education in the least restrictive learning environment. The chapter content describes the importance of teaching students' self-efficacy skills, which refer to students' beliefs about their capabilities to produce effective results based on their abilities to overcome obstacles, rebound from setbacks, observe people similar to themselves succeed, and hear from someone else that they have the ability to attain new skills. Quality artworks by diversified learners are presented throughout as learning exemplars. Connecting to the chapter's diversified learners' subject matter, the *Artists' Lessons to Thrive!* instructional resource on Helle Storvik addresses the issues of cultural assimilation and rejuvenation.



Chapter 6's Textbook Objectives

1. Define diversified learners and explain how diversity is a universal part of the human experience.
2. Identify the characteristics of diversified learners and learn how to accommodate their needs through the TAC.
3. Contemplate strategies to teach diversified learners about the artistic behaviors and life skills through art, including self-efficacy and resiliency.



Chapter 6's Textbook Questions and Activities

1. Who are diversified learners? Explain how diversity is a normal and universal part of the human experience. What is people-first language? Why is it important?
2. Describe your plans for teaching art to diversified learners. How will you use the transformative art curriculum to teach students artistic behaviors and life skills through art including resiliency and self-efficacy?
3. Answer *Artists' Lessons to Thrive! 6.1*'s essential/guiding questions in writing or group discussion. Complete its daily learning targets. Enhance the lesson with additional content, a set, context, artists, media, techniques, and/or integration strategies.
4. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 6's Online Resources

1. **PowerPoint:** Present Chapter 6's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 6's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Definitions of Disability Terms from the Individuals with Disabilities Educational Improvement Act
 - Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools
 - A Guide to the Individualized Education Program
 - English Learner Toolkit
 - Monica Leister's Bonus *Teaching Tips to Thrive!*
4. **Links:**
 - U. S. Department of Education's Individuals with Disabilities Education Act
<https://sites.ed.gov/idea/>
 - U. S. Department of Education's Section 504 <https://www.ed.gov/laws-and-policy/individuals-disabilities/section-504>
 - *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>
 - National Core Standards for Visual Arts
<https://www.nationalartsstandards.org/sites/default/files/2021-11/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

- Tennessee Department of Education Sample from Easy IEP
https://www.tn.gov/content/dam/tn/education/forms/ed2998_iep_sample.pdf
- Washington Office of Superintendent of Public Instruction (OSPI) Sample IEP B
<https://ospi.k12.wa.us/sites/default/files/2022-12/iep-b.pdf>
- Washington Office of Superintendent of Public Instruction (OSPI) Sample IEP E <https://ospi.k12.wa.us/sites/default/files/2022-12/iep-e.pdf>
- Washington Office of Superintendent of Public Instruction (OSPI) Sample IEP G <https://ospi.k12.wa.us/sites/default/files/2022-12/iep-g.pdf>



Chapter 6's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 6.1* on Helle Storvik and respond to its essential and guiding questions.
2. Direct the class to *Teaching Tips to Thrive 6.1* by Monica Leister that teaches how to advocate for students with visual impairments. Building on her exemplar, consider how you can support, advocate, and make accommodations for students.
3. Have students turn to *Spotlight on Student Art #6* to explore how the mosaic conveys the big idea of equality. Encourage them to reflect on issues important to their community, like the Immokalee students did, and brainstorm community art projects that amplify Pre-K–12 students' voices, foster critical thinking, and inspire meaningful action.

4. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 6.1 and Model 6.2)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 6's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 6.1* and prepare the class to successfully complete its daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. Their pages will describe a Pre-K–12 (art) classroom observation during which they record evidence to analyze how the teacher supports diversified learners by making accommodations, developing meaningful extension activities, using people first language, and more.

Chapter 7: Multimodal Art Inquiry and Creation: Teaching What Truly Matters



Abstract

This chapter explores the transformative potential of multimodal art inquiry and creation and its role within *Teaching and Learning in Art Education's (TLAE) Transformative Art Education (TAE)* framework. Multimodal art inquiry and creation utilize diverse communication modes, including text, images, speech, sound, bodily cues, and cultural semiotics, to enhance students' critical thinking, sensory perceptions, and reflective consciousness. These are necessary as they study global aesthetic perspectives, critique global visual and popular culture, research art histories and cultural traditions, and create art using diverse media and processes. Chapter exemplars, including the *Artists' Lessons to Thrive!* instructional resources on Sisavanh Phouthavong-Houghton and Pablo Cano, demonstrate how artists have communicated important ideas about life using multimodal methods. Readers will learn culturally responsive practices for planning, instructing, assessing, and managing multimodal art tasks. By integrating multimodal, contextually based approaches and techniques in curriculum design and instruction, students become empowered to make meaningful choices in their art making and idea sharing, fostering enhanced awareness of their critical thinking, sensory perceptions, and reflective consciousness.



Chapter 7's Textbook Objectives

1. Explain how multimodalities aid in teaching what truly matters in the visual arts.
2. Identify best practices for planning, instructing, and assessing multimodal art inquiry and creation.
3. Reflect on the examples provided to develop multi-/inter-/transdisciplinary instructional resources to engage students in multimodal art inquiry and creation learning tasks.



Chapter 7's Textbook Questions and Activities

1. What are best practices for planning, instructing, and assessing multimodal art inquiry and creation? How do multimodalities aid in teaching what truly matters in the visual arts?
2. Reflect on this chapter's examples of multimodalities in action to develop multi-/inter-/transdisciplinary instructional resources to engage students in multimodal art inquiry and creation tasks.
3. Answer *Artists' Lessons to Thrive! 7.1 – 7.2*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
4. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 7's Online Resources

1. **PowerPoint:** Present Chapter 7's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 7's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Bonus *Artists' Lessons to Thrive!* on Sisavanh Phouthavong-Houghton
 - Art Inquiry and the Artistic Behaviors Infographic
4. **Links:**
 - Sisavanh Phouthavong-Houghton <https://www.sisavanhphouthavong.com>
 - Pablo Cano NSU Collection
<https://collection.nsuartmuseum.org/mwebcgi/mweb.exe?request=record;id=10;type=701>
 - *STLAD*'s website <https://routledge{textbooks}.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>
 - Meera Ramanathan's Elementary Art Talk Podcast
<https://sites.google.com/sandi.net/msrsartclass/elementary-art-talk-podcast?authuser=0>



Chapter 7's Open the Textbook, Deepen Learning

1. Direct students to ***Model 7.1. Art Inquiry Card*** and ask them to brainstorm multiple ways to incorporate art inquiry cards into their classrooms. Encourage them to consider how inquiry-based art practices can nurture creativity, critical thinking, and student voice across grade levels while identifying diverse strategies for integration into their teaching.
2. Ask students to review ***Model 7.2 Student Artist Statement*** and encourage them to consider how to introduce artist statements across early childhood, middle childhood, early adolescence, and adolescence. For example, you can begin by explaining how early childhood learners could orally share their ideas for the teacher to dictate, later progressing to guided sentence starters, and eventually writing one to three sentences independently.
3. Direct students to ***Model 7.3 Exhibition Catalogue Entry***. Review its qualities and ask students to select an artwork of choice from *TLAE* or *STLAD* to develop an exhibition catalogue entry.
4. Guide students to ***Model 7.4 Block Comparison Paper*** and review its key qualities. Ask them to select two artworks from *TLAE* or *STLAD* and create a block comparison paper that expands on Model 7.4's simplified example by offering an analysis with deeper content and context.
5. Have the class open to ***Artists' Lessons to Thrive! 7.1*** on **Sisavanh Phouthavong-Houghton** and respond to its essential and guiding questions.
6. Have the class open to ***Artists' Lessons to Thrive! 7.2*** on **Pablo Cano** and respond to its essential and guiding questions.

7. Direct the class to ***Teaching Tips to Thrive 7.1*** by **Sasha Burnette** on teaching art inquiry, **7.2** by **Frank Baugh** on helping students perceive the world and new possibilities through art, and **7.3** by **Meera Ramanathan** on developing student-led art podcasts. Ask students to contemplate how these exemplars can inspire ways to integrate art inquiry into their own transformative art curriculum.
8. Have students turn to ***Spotlight on Student Art #7*** to discuss how its collaborative project teaches about the big idea of **allyship**. Ask students to build on its example to teach about allyship to Pre-K-12 students in their community using multimodal art inquiry and creation tasks.
9. Ask students to examine the ***Teacher and Student Transformative Growth Charts (Model 7.5 and Model 7.6)***. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 7's Explorations for Artists/Teachers/Creative Thinkers

1. Review ***Artists' Lessons to Thrive! 7.1*** and **7.2** and prepare the class to successfully complete their daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. Their pages will describe a PreK–12 (art) classroom observation during which they record evidence to analyze how the teacher utilized art inquiry to foster student critical thinking, creativity, and class engagement.
3. Refer to ***Model 7.1. Art Inquiry Card*** and have students begin the process of developing an art inquiry card collection by decorating an index card box using the media of their choice. Then, they will create well-designed index cards filled with art questions, contextual information, and art reproductions for pre-K–12 students. The

students will build a collection of 100 cards addressing transformative aesthetic practices, global art histories and cultural traditions, and critiques of visual and popular culture.

Chapter 8: Transforming Aesthetic Perspectives



Abstract

This chapter explores the transformative power of aesthetics, the sensory and intellectual philosophy that defines art and beauty. It emphasizes the importance of understanding global **aesthetics**, defining the nature of art and beauty, informed by traditions, resources, technologies, and societal values from cultures around our world. Through multimodal inquiry and creation tasks, students will compare and contrast diverse cultural meanings and perspectives on art, discovering the reasons behind artworks' productions and their connections to life. The chapter highlights the significance of teaching diverse aesthetic values and understandings that extend far beyond Western values, reinforcing holistic approaches to art education. It features practical strategies to enhance students' critical thinking skills and vocabulary. The chapter showcases artworks by Kimsooja, Sicasso, and David Y. Chang, demonstrating how their artworks address themes of migration, dreams, and the joy of living. These *Artists' Lessons to Thrive!* features provide models for teaching aesthetic philosophies in context, helping students develop their own aesthetic values and perspectives. By engaging with these concepts, students become competent in sharing their perspectives on art, answering aesthetic questions, and creating artistic works that reflect transformative needs and issues.



Chapter 8's Textbook Objectives

1. Define aesthetics and describe how it can be transformative and shaped by cultural values and beliefs.
2. Compare and contrast diverse approaches to aesthetics.
3. Develop multi-/inter-/transdisciplinary instructional resources to stimulate students' multimodal aesthetic understandings.



Chapter 8's Textbook Questions and Activities

1. What is aesthetics? How is aesthetics shaped by cultural values and beliefs? How can aesthetics be transformative? Compare and contrast the approaches to aesthetic philosophies you learned about in this chapter.
2. Summarize how you plan to teach aesthetics as part of a transformative art curriculum. Develop a multi-/inter-/transdisciplinary lesson/unit integrating the aesthetic inquiry method(s) and artist(s) of your choice. Use the lesson plan template provided on *TLAE*'s website and refer to Chapter 2 for information on lesson plan development.
3. Answer *Artists' Lessons to Thrive! 8.1–8.3*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.

5. Access this chapter's resources on *TLAE*'s website at
routledgelearning.com/teachlearnarted.



Chapter 8's Online Resources

1. **PowerPoint:** Present Chapter 8's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 8's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Bonus *Artists' Lessons to Thrive!* Ga Fantasy Coffins
 - *STLAD*'s Nam June Paik's Electronic Superhighway Aesthetic Questions
4. **Links:**
 - Kimsooja <http://www.kimsooja.com/>
 - David Y. Chang <https://carta.fiu.edu/arts/profile/?smid=13852>
 - Sicasso <https://sicasso.art/>
 - *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>
 - Ad Council Public Service Campaigns <http://www.adcouncil.org/>
 - Smithsonian American Art Museum. (2023). Electronic Superhighway: Continental U.S., Alaska, Hawaii.
<https://americanart.si.edu/artwork/electronic-superhighway-continental-us-alaska-hawaii-71478>



Chapter 8's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 8.1* on **Kimsooja** and respond to its essential and guiding questions.
2. Ask the class to open to *Artists' Lessons to Thrive! 8.2* on **Sicasso** and respond to its essential and guiding questions.
3. Guide the class to *Artists' Lessons to Thrive! 8.3* on **David Y. Chang** and ask them to respond to its essential and guiding questions.
4. Direct the class to *Teaching Tips to Thrive 8.1* by Dr. Ryan Shin focusing on globally engaged teaching. Encourage students to brainstorm how they can engage Pre-K-12 students in critical discussions about global issues and diverse ideologies in art. Ask them to consider how they might cultivate partnerships that deepen understanding of cultural diversity within their communities, and also extend these exchanges internationally through digital platforms like video conferencing.
5. Have students turn to *Spotlight on Student Art #8* to discuss how the piece explores the big idea of **art**. Then, use its examples to brainstorm additional strategies for engaging Pre-K-12 students in multimodal art inquiry and creation activities that prompt them to reflect on the nature of art.
6. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 8.1 and Model 8.2)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 8's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 8.1 – 8.3* and prepare the class to successfully complete their daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. Their pages will illustrate their ideas for teaching transformative aesthetic perspectives to PreK–12 students.

Chapter 9: Critiquing Global Visual and Popular Culture



Abstract

Critical examinations of global visual and popular culture emphasize the importance of understanding and interpreting the vast array of images that influence our daily lives. Their studies call upon students to examine the possible meanings of all types of images within our world and how they convey diverse meanings and emotions, based on their content and context, and how they are perceived. Through critiques, students learn to describe, interpret, and evaluate visual and popular culture, enhancing their aesthetic awareness and understanding of art processes, materials, and vocabularies. This chapter introduces multimodal critique methods, including analytical art criticism and feminist art criticism, to build students' critical agency and promote culturally responsive practices. It features practical strategies for integrating critiques into the transformative art curriculum (TAC), fostering students' abilities to make informed judgments and take action. Artworks by Karen "Bit" Vejle and Robert Lungupi demonstrate how their art addresses the big ideas of wisdom and making a positive difference. These *Artists' Lessons to Thrive!* features provide models for teaching critique methods in context, helping students develop their own critical perspectives and understandings. Additionally, the original *WISER Consumer Model for Critiquing Visual and Popular Culture*, with WISER standing for wise investing, sales, and end results, offers a guide to help students critically examine visual and popular culture, enabling them to cultivate and share informed perspectives on art and life's issues.



Chapter 9's Textbook Objectives

1. Define visual and popular culture and explain their roles in the TAC.
2. Identify-transformative critique methods to build students' critical agency.
3. Develop multi-/inter-/transdisciplinary instructional resources to stimulate students' multimodal critiques of visual and popular culture.



Chapter 9's Textbook Questions and Activities

1. How will you teach and manage visual and popular culture critiques in your transformative art curriculum? What steps will you take to develop students' critical agency?
2. Use *TLAE's* and *STLAD's* models and website resources to develop the following age-appropriate instructional resources:
 - a. Choose an *Artists' Lessons to Thrive!* instructional resource to plan a student critique. Identify the critique method you will use.
 - b. Develop a plan to lead and manage to critique student art with guiding questions and activities.
 - c. Select an image from popular culture and develop a sample critique response using the *WISER Consumer Model for Critiquing Visual and Popular Culture* (Model 9.2) to facilitate your teaching of this inquiry method.

3. Answer *Artists' Lessons to Thrive!* 9.1 and 9.2's essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
4. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 9's Online Resources

1. **PowerPoint:** Present Chapter 9's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 9's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - o *STLAD*'s Under the Wave Off Kanagawa Art Criticism Questions
 - o Targeted WISER Consumer Model Questions for Critiquing Visual and Popular Culture
4. **Links:**
 - o Karen Bit Vejle <http://papercutart.no>
 - o *STLAD*'s website <https://routledgelearning.com/teachlearnarted>
 - o National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 9's Open the Textbook, Deepen Learning

1. Direct students to *Model 9.1 Bit's Paper Dialogues: The Dragon and Our Stories in Context* and have them respond to its questions in written and/or oral form. Afterwards, ask the class to select an artwork of their choice from one of *TLAE*'s or *STLAD*'s *Artists' Lessons to Thrive!* and art inquiry questions about it using Anderson's (1997) art criticism model.
2. Have students review *Model 9.2 WISER Consumer Model Questions for Critiquing Visual and Popular Culture* and analyze its components. Then, ask them to locate an image, product, animation, game, or video from popular culture and apply *Model 9.2* to analyze the work they selected. They will write their responses in paragraph form, selecting at least three questions from each of the model's components, wise investing, sales, and end results.
3. Have the class open to *Artists' Lessons to Thrive! 9.1* on Karen Bit Vejle and respond to its essential and guiding questions.
4. Ask the class to open to *Artists' Lessons to Thrive! 9.2* on Robert Lungupi and respond to its essential and guiding questions.
5. Direct the class to *Teaching Tips to Thrive 9.1* by Todd Johnson, focusing on utilizing critical examinations to build students' artistic confidence. Ask the class to draw from their own experiences to identify strategies for fostering Pre-K-12 students' artistic confidence through critique while avoiding method's that might hinder artistic growth.
6. Have students turn to *Spotlight on Student Art #9* and discuss how the piece illustrates the big idea of **exploration**. Next, guide the class in brainstorming creative ways Pre-K-12 students could integrate inspirations from popular culture into their artworks. Conclude by having students share their best ideas with the class.

7. Ask students to examine the *Teacher and Student Transformative Growth Charts* (*Model 9.3* and *Model 9.4*). Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 9's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 9.1* and *9.2* and prepare the class to successfully complete their daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. Their pages will illustrate their ideas for teaching global visual and popular culture critique methods to students in early childhood, middle childhood, early adolescents, and adolescents.

Chapter 10: Transformative Art Histories and Cultural Traditions



Abstract

This chapter explains transformative art histories and cultural traditions, guiding readers in understanding the diverse visual representations, performances, and creative contributions of humanity from prehistoric to contemporary times. Art history is a discipline based on the search for truth about art and cultural traditions through the use of empirical evidence. Evolving from its practices that began in the Renaissance, contemporary approaches emphasize inclusive and culturally responsiveness by teaching global art histories in context and reinforcing the values of diverse cultural traditions. Its scholarship documents the ways in which artists have communicated stories about the human condition. This chapter highlights the transformative actions of arts professionals and communities to ensure equal and accurate representations of the world's art, focusing on eliminating biases and correcting inaccurate histories. Key lessons include applying historical contexts to study art, learning about geographic influences, and seeing how cultural traditions and aesthetic values shape artmaking practices. The *Artists' Lessons to Thrive!* instructional resources teach about Maya Lin and Kathy Vargas and address issues of remembrance, natural beauty, and representation. Readers will learn how students can become lead investigators, examining art and its context using *Teaching and Learning in Art Education's (TLAE's)* Transformative Art History Inquiry Model, which guides their studies through analysis, informed speculation, and validation. They will also discover multimodal means to implement developmentally appropriate Pre-K-12 tasks for teaching global art histories and cultural traditions.



Chapter 10's Textbook Objectives

1. Define transformative global art histories and cultural traditions and explain their role in the transformative art curriculum (TAC).
2. Identify best practices for teaching students multimodal inquiry for transformative art histories and cultural traditions
3. Develop multi-/inter-/transdisciplinary instructional resources to stimulate students' multimodal understandings of global art histories and cultural traditions.



Chapter 10's Textbook Questions and Activities

1. How will you teach and manage global art histories and cultural traditions in your transformative art curriculum? How will you use culturally responsive practices and accommodate students' ages and abilities?
2. Develop ten original classroom posters with professional and unified designs teaching about global art histories and cultural traditions. Ensure the headings are visible from a distance. Include smaller supplemental text to teach context.
3. Answer *Artists' Lessons to Thrive!* 10.1 – 10.2's essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
4. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 10's Online Resources

1. **PowerPoint:** Present Chapter 10's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 10's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Sisavanh Phouthavong-Houghton's Model Newsletter
 - *TLAE*'s Transformative Art History Inquiry Model with Guiding Targets Infographic
4. **Links:**
 - Kathy Vargas <https://americanart.si.edu/artist/kathy-vargas-7499>
 - Maya Lin <http://www.mayalin.com>
 - *STLAD*'s website <https://routledgebooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 10's Open the Textbook, Deepen Learning

1. Direct students to ***Model 10.1 TLAE's Transformative Art History Inquiry Model with Guiding Targets.***
2. Have the class open to ***Artists' Lessons to Thrive! 10.1*** on **Kathy Vargas** and respond to its essential and guiding questions.
3. Ask the class to open to ***Artists' Lessons to Thrive! 10.2*** on **Maya Lin** and respond to its essential and guiding questions.
4. Direct the class to ***Teaching Tips to Thrive 10.1*** by **Dr. Jaehan Bae** describing how to teach art history and contemporary art in Pre-K -12 classrooms. Use his juxtapositions of historic and contemporary artists to help the class identify how contemporary artists engage with the past to address modern-day issues. Then, ask them to identify additional contemporary artists whose works similarly connect the past to present-day concerns.
5. Have students turn to ***Spotlight on Student Art #10*** to discuss how the mural conveys the big idea of **peace**. Ask them to consider how they can integrate lessons from global art histories and cultural traditions with a guiding big idea to create a community artwork with the intention of fostering a transformative outcome.
6. Ask students to examine the ***Teacher and Student Transformative Growth Charts (Model 10.2 and Model 10.3)***. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 10's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 10.1* and *10.2* and prepare the class to successfully complete their daily learning targets.
2. Have students create two multimodal journal pages that combine artmaking and reflective writing. Their pages will illustrate their ideas for teaching transformative art histories and global traditions to Pre-K–12 students.
3. Develop ten original classroom posters with unified designs teaching about global art histories and cultural traditions. Ensure the headings are visible from a distance and include smaller supplemental text to teach context.

Chapter 11: Drawing and Illustration



Abstract

Drawing is the process of creating pictorial products, including fine artworks, industrial designs, and sketches, through the act of intentionally producing marks on paper and other surfaces with dry, wet, and technological media. Drawing functions as a quick communication tool and can also be developed into time-consuming finished products. Illustrations are artworks that illustrators design with diverse media to accompany mass-produced products, like books and periodicals. This chapter describes transformative practices for teaching drawing and illustration in context, emphasizing the importance of visual literacy and multimodal inquiry. Readers will learn various drawing methods and closely examine drawing and illustration exemplars to learn best practices for teaching Pre-K-12 drawing and illustration using developmentally appropriate materials. Key processes include observational drawing, contour drawing, still lifes, figure drawing, environmental drawing, technical drawing, and abstract designs. Its *Artists' Lessons to Thrive!* instructional resources include Carol Prusa's three-dimensional drawings on acrylic spheres and Tony Rodriguez's editorial illustrations with big ideas centering on mindfulness and work ethic. When learning about drawing in context, students will be guided to develop their skills through scaffolded techniques and encouraged to explore personal and global themes in their art.



Chapter 11's Textbook Objectives

1. Understand how to teach developmentally appropriate, multimodal drawing and illustration lessons in context.
2. Identify transformative practices for teaching drawing and illustration.
3. Develop multi-/inter-/transdisciplinary instructional resources to teach drawing and illustration.



Chapter 11's Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal drawing and illustration lessons within the transformative art curriculum?
2. Practice using this chapter's drawing and illustration media and methods to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary drawing or illustration lesson using the lesson plan template on *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive! 11.1* and *11.2*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 11's Online Resources

1. **PowerPoint:** Present Chapter 11's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 11's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - One-Point Linear Perspectives
 - Portrait Orientations
4. **Links**
 - Carol Prusa <http://www.carolprusa.com>
 - Tony Rodriguez <https://www.tonyrodriguezillustration.com/>
 - Tina Atkinson <https://www.artwithdra.com/>
 - Gerald Obregon <http://www.gerasco.com>
 - *STLAD*'s website <https://routledgebooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 11's Open the Textbook, Deepen Learning

1. Direct students to *Model 11.1 Crayon and Oil Pastel Engravings*. Invite them to practice these techniques and share their results. Then, provide manufactured scratch art paper and have students compare the distinct characteristics of crayon engravings, oil pastel engravings, and scratch art.
2. Have the class open to *Artists' Lessons to Thrive! 11.1*'s on Carol Prusa and respond to its essential and guiding questions.
3. Ask the class to open to *Artists' Lessons to Thrive! 11.2*'s on Tony Rodriguez and respond to its essential and guiding questions.
4. Direct the class to *Teaching Tips to Thrive 11.1* by Dr. Tina Atkinson, which illustrates how she incorporates dance to teach two-point perspective. Ask students to reflect on how the joy of movement can serve as an effective tool for helping Pre-K-12 learners acquire new skills. Then, have them consider additional art methods that could integrate kinesthetic movement to facilitate student learning.
5. Direct the class to *Teaching Tips to Thrive 11.2* by Gerald Obregon, which describes his approach to teaching scaffolded drawing techniques. Ask the class to review additional drawing methods in Chapter 11 and identify other scaffolded strategies they could apply to support students in learning new drawing skills.
6. Have students turn to *Spotlight on Student Art #11* to discuss how the drawing teaches about the big idea of **freedom**. Encourage them to compare representations of freedom across different visual contexts and analyze how artistic intent, media, and style inform interpretation. Conclude by facilitating a large collaborative drawing in which each

student contributes the visual symbols of freedom selected, demonstrating how individual voices unite in collective, transformative expression.

7. Ask students to examine the ***Teacher and Student Transformative Growth Charts (Model 11.2 and Model 11.3)***. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 11's Explorations for Artists/Teachers/Creative Thinkers

1. Review ***Artists' Lessons to Thrive! 11.1*** and ***11.2*** and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least two drawing and/or illustration methods of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 12: Painting



Abstract

The rich pigment of paint compounded in liquid makes it a smooth and distinctive art medium for creative expression. Artists apply layers of pigment to two- and three-dimensional surfaces using mark making tools like brushes, palette knives, fingers, sticks, and sponges. This chapter describes transformative practices for teaching painting, emphasizing visual literacy and multimodal inquiry and creation, bringing awareness to the values of teaching painting's histories and meanings in context. Through multimodal art instruction, students will learn to mix and manipulate paint and identify paintings' qualities alongside the themes, inspirations, and materials artists use. Key painting methods include watercolor painting, tempera painting, finger painting, acrylic and oil painting, encaustics, and mural painting, along with strategies to manage their instruction. Readers will experience an array of painting exemplars and learn best practices for teaching Pre-K-12 painting methods using developmentally-appropriate materials. *Artists' Lessons to Thrive!* instructional resources describe how Jaune Quick-to-See Smith's paintings teach about the enduring implications of colonialism on Native American cultures and the environment, and how Josef Zedník's paintings bring awareness to nature's transformations and the benefits of embracing a slower pace. Quality student painting examples provide ideas to inspire teaching and learning.



Chapter 12's Textbook Objectives

1. Understand how to teach developmentally-appropriate, multimodal painting lessons in context.
2. Identify transformative practices for teaching painting.
3. Create multi-/inter-/transdisciplinary instructional resources for teaching painting.



Chapter 12's Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal drawing lessons within the transformative art curriculum?
2. Practice using this chapter's painting media and methods to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary painting lesson using the lesson plan template on *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive! 12.1* and *12.2*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 12's Online Resources

1. **PowerPoint:** Present Chapter 12's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 12's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Mural Supply List
 - *STLAD*'s Mark-Making Techniques
4. **Links:**
 - Jaune Quick-to-See Smith <https://www.garthgreenan.com/artists/jaune-quick-to-see-smith/undefined?view=slider>
 - Alma Thomas (Smithsonian American Art Museum)
<https://americanart.si.edu/artist/alma-thomas-4778>
 - Alma Thomas Everything Is Beautiful Exhibition (Frist Art Museum)
<https://fristartmuseum.org/exhibition/alma-w-thomas/>
 - Gerald Obregon <http://www.gerasco.com>
 - *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 12's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 12.1* on Jaune Quick-to-See Smith and respond to its essential and guiding questions.
2. Ask the class to open to *Artists' Lessons to Thrive! 12.2* on Josef Zedník and respond to its essential and guiding questions.
3. Direct the class to *Teaching Tips to Thrive 12.1* by Gerald Obregon, which describes his methods for using oil pastels to prepare students for painting. Ask the class to review the painting methods in Chapter 12 and identify scaffolded strategies they could apply to support students in learning new painting skills.
4. Have students turn to *Spotlight on Student Art #12* to discuss how the painting teaches about the big idea of **rejuvenation**. Encourage them to analyze how the young artist's use of paint splatters with the blowing technique reflects this theme. Then, ask students to consider how artists' choices of diverse painting methods add meaning to their work by examining paintings by Vincent van Gogh, Alma Thomas (*STLAD's Artists' Lessons to Thrive!*), Jaune Quick-to-See Smith, and other artists.
5. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 12.1 and Model 12.2)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 12's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 12.1* and *12.2* and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least two painting methods of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 13: Paper Arts, Printmaking, and Book Arts



Abstract

Paper arts, printmaking, and book arts are valued for their artistic and utilitarian purposes. Paper, derived from plant fibers, is strong and flexible, making it an ideal material for artistic techniques, including printmaking and book arts. Printmaking is the artistic process of transferring a pigmented design onto a surface using pressure. Book arts refers to artists' creations or alterations of books as art. This chapter explores the history and contemporary practices of these art forms, emphasizing their functional applications and the reasons artists create them. Through multimodal art instruction, students will develop skills in creating paper, prints, and books, using developmentally appropriate materials and techniques. They will explore personal and global themes, fostering a deeper appreciation for these art forms and their cultural significance. Key methods include papercutting, collage, paper sculpture, printmaking, and book arts techniques, with an emphasis on the significance of these art forms in preserving and conveying information. *Artists' Lessons to Thrive!* features present Diana Beltrán Herrera's immersive practices to create lifelike paper bird sculptures, LaToya Hobbs's woodblock prints about her inner drive as she balances family and professional life, and Lesley Patterson-Marx's mixed media book arts projects, reinforcing the values of spending time in nature and creating.



Chapter 13's Textbook Objectives

1. Understand how to teach multimodal paper arts, printmaking, and book arts lessons in context.
2. Identify transformative practices for teaching paper arts, printmaking, and book arts.
3. Create multi-/inter-/transdisciplinary instructional resources for teaching paper arts, printmaking, and book arts.



Chapter 13's Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal paper arts, printmaking, and book arts lessons within the transformative art curriculum?
2. Practice using this chapter's paper arts, printmaking, and book arts media and methods to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary paper arts, printmaking, and/or book arts lesson using the lesson plan template on *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive! 13.1–13.3*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 13's Online Resources

1. **PowerPoint:** Present Chapter 13's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 13's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Bonus *Artists' Lessons to Thrive!* Sher Christopher
 - Bonus *Artists' Lessons to Thrive!* Meghan O'Connor
 - Sally Blakemore's Paper Techniques Infographic
 - *STLAD*'s Sally Blakemore Platforms
 - *STLAD*'s Sally Blakemore Roundouts
 - *STLAD*'s Sally Blakemore V-Folds
 - How to Create an Accordion Book Infographic by Kiersten Maddox
 - A Guide to Making Tunnel Books Infographic by Kiersten Maddox
 - How to Create a Collage Infographic by Kiersten Maddox
 - Different Techniques for Paper Sculpture Infographic by Kiersten Maddox
4. **Links:**
 - Diana Beltrán Herrera <http://www.dianabeltranherrera.com/index.html>
 - LaToya Hobbs <https://www.latoyahobbs.com/>
 - Lesley Patterson-Marx <https://lesleypattersonmarx.com/home.html>
 - Sally Blakemore's Arty Projects Studio <https://artyprojects.com>
 - Sally Blakemore Paper Play 2016 (Incredible Films)
https://www.youtube.com/watch?v=Ju_1X15igsK
 - Meghan O'Connor <http://www.curlymeg88.com>
 - Sher Christopher <http://www.sherchristopher.com/>

- Under the Wave off Kanagawa also known as The Great Wave (Met Museum)
<https://www.metmuseum.org/art/collection/search/45434>
- *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
- National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 13's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 13.1* on **Diana Beltrán Herrera** and respond to its essential and guiding questions.
2. Ask the class to open to *Artists' Lessons to Thrive! 13.2* on **LaToya Hobbs** and respond to its essential and guiding questions.
3. Guide the class to *Artists' Lessons to Thrive! 13.3* on **Lesley Patterson-Marx** and ask them to respond to its essential and guiding questions.
4. Direct the class to *Teaching Tips to Thrive 13.1* by **Sally Blakemore**, which describes her methods for creating extensions to expand Pre-K-12 learners' use of paper. Encourage students to perceive these extensions as a form of artistic poetry, fostering their processes of artistic discovery, sense of wonder, and emotional engagement. Have them practice the extension techniques Blakemore demonstrates, experimenting with fluidly by tearing, placing, and gluing the tabs they create. Invite them to reflect on how the extensions transform the paper into a dynamic, expressive medium and share their creations with the class.
5. Have students turn to *Spotlight on Student Art #13* to discuss how the book arts project teaches about the big idea of **resiliency**. Using the discussion as a starting point for

identifying additional transformative topics and stories, including fairy tales, folklore, myths, and/or cultural fables. Ask students to reflect on how these stories teach morals and life skills and use their ideas to plan and creative original book art projects for teaching Pre-K-12 learners.

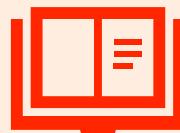
6. Ask students to examine the *Teacher and Student Transformative Growth Charts* (*Model 13.1* and *Model 13.2*). Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 13's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 13.1 – 13.3* and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least one method each from paper arts, printmaking, and book arts of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 14: Sculpture



Abstract

Sculpting satisfies the human sense of touch. It fulfills the innate desire to manipulate objects into special three-dimensional forms, ones that are solid and convey depth, volume, and mass through their height, width, and depth. Sculptors create from materials like stone, wood, plaster, foam, and found objects. This chapter teaches about the cultural and historical context of sculpture, employing multimodal, transformative art instructional methods to foster students' deeper appreciation of sculpture's significance and its role in communicating multifaceted narratives about the human experience. Readers will experience an array of sculpture exemplars and learn best practices for teaching Pre-K-12 sculpting methods using developmentally appropriate materials. Key methods include additive sculpture, papier-mâché, assemblages, subtractive sculpture, carving, mold making, and wire sculpture. The chapter highlights the contributions of artists and communities, emphasizing the importance of understanding sculpture's cultural traditions and presentations of diverse aesthetic values. Its *Artists' Lessons to Thrive!* features teach about Kojo Bambil's carved clan totems, symbolizing strength in numbers, and product designer Christopher Williams, who uses technology to produce three-dimensional models, raising awareness about social issues.



Chapter 14’s Textbook Objectives

1. Understand how to teach developmentally appropriate, multimodal sculpture lessons in context.
2. Identify transformative practices for teaching sculpture.
3. Create multi-/inter-/transdisciplinary instructional resources for teaching sculpture.



Chapter 14’s Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal sculpture lessons within the transformative art curriculum?
2. Practice using this chapter’s sculpture media and methods to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary sculpture lesson using the lesson plan template on *TLAE*’s website.
4. Answer *Artists’ Lessons to Thrive! 14.1* and *14.2*’s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter’s resources on *TLAE*’s website at routledgelearning.com/teachlearnarted.



Chapter 14's Online Resources

1. **PowerPoint:** Present Chapter 14's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 14's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Kojo Bambil Strength in Numbers Art Inquiry Questions
 - Bonus *Artists' Lessons to Thrive!* Ga Fantasy Coffins
4. **Links:**
 - Christopher Williams <http://portfolios.collegeforcreativestudies.edu/Chrisd305>
 - Deborah Butterfield Three Sorrows (L. A. Louver)
https://www.lalouver.com/exhibition.cfm?tExhibition_id=1670
 - *STLAD*'s website <https://routledgebooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 14's Open the Textbook, Deepen Learning

1. Direct students to ***Model 14.1 Creating with Papier-Mâché***. After students familiarize themselves with papier-mâché construction methods, guide them through a demonstration that shows them how to create papier-mâché sculptures and successfully attach different pieces together.
2. Have the class open to ***Artists' Lessons to Thrive! 14.1*** on **Kojo Bambil** and respond to its essential and guiding questions.
3. Have the class open to ***Artists' Lessons to Thrive! 14.2*** on **Christopher Williams** and respond to its essential and guiding questions.
4. Direct the class to ***Teaching Tips to Thrive 14.1*** by **Brianna Shetzler**, which illustrates her methods for teaching character development using papier-mâché clay. Ask students to contemplate how Shetzler's modeling of sculpture processes through her own artistic practice can help her anticipate potential obstacles her students may encounter with sculpture media and enhance their overall learning experience.
5. Direct the class to ***Teaching Tips to Thrive 14.2*** by **Efrain Montesino**, which outlines his methods for teaching students how to sculpt with boxes. Ask the class to follow his instructional methods to create an original sculpture inspired by a theme in transformative education, like sustainability, community, and collaboration, and describe orally or in writing how their design choices conveyed their chosen theme.
6. Have students turn to ***Spotlight on Student Art #14*** to discuss how the sculpture garden teaches about the big idea of **wetland protection**. Using this project as a model, ask students to identify an environmental issue important to their community and plan a sculpture project that communicates and teaches about this issue.

7. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 14.2 and Model 14.3)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 14's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 14.1* and *14.2* and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least two sculpture methods of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 15: Clay and Mosaics



Abstract

Societies have long created artistic and utilitarian products with clay and mosaics. Clay consists of fine soil particles, water, and minerals such as phyllosilicate, quartz, feldspar, and iron oxide. Artists create mosaics by attaching small individual pieces of tile—known as tesserae—to a background surface. The tesserae themselves are often made from clay, glass, and other materials. This chapter explores the histories and purposes of these tactile artistic forms, emphasizing their significance in enhancing the environment and daily life. Through multimodal, transformative art instruction, it identifies ways for Pre-K-12 students to produce a full range of creative clay and mosaic products while fostering a deeper appreciation for their cultural significance. Readers will encounter quality exemplars as they learn best practices for teaching clay and mosaic methods using developmentally appropriate tools and materials. They will learn about handbuilding ceramic techniques like pinch pots, coil forms, and slab designs using natural and synthetic clays. Additionally, this chapter describes how to create mosaics by arranging traditional and nontraditional tesserae pieces into aesthetic designs. *Artists' Lessons to Thrive!* features describe Rose Pecos-Sun Rhodes' ceramic storytelling dolls made with local Pueblo clay and pigments, and artists Carlos Alves and JC Carroll's beautifications of environmental spaces through their community-themed mosaic public art commissions.



Chapter 15's Textbook Objectives

1. Understand how to teach developmentally appropriate, multimodal clay and mosaic lessons in context.
2. Identify transformative practices for teaching clay and mosaics.
3. Create multi-/inter-/transdisciplinary instructional resources for teaching clay and mosaics.



Chapter 15's Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal clay and mosaic lessons within the transformative art curriculum?
2. Practice using this chapter's clay and mosaics media and methods to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary clay and/or mosaics lesson using the lesson plan template on *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive! 15.1* and *15.2*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 15's Online Resources

1. **PowerPoint:** Present Chapter 15's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 15's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Mural Wall Mosaics Directions
 - A Guide to Making Pinch Pots Infographic by Kiersten Maddox
4. **Links:**
 - Carlos Alves and JC Carroll <http://carlosalvesmosaics.com/index.html>
 - Rose Pecos-Sun Rhodes <https://americanindian.si.edu/collections-search/object/ark:/65665/ws647f3246948c545c29fe117557e5825c6>
 - Patti Warashina's Convertible Kiln Car (Archives of American Art, Smithsonian Institution) <https://americanart.si.edu/artwork/convertible-car-kiln-33915>
 - *STLAD*'s website <https://routledgebooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 15's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 15.1* on **Rose Pecos-Sun Rhodes** and respond to its essential and guiding questions.
2. Ask the class to open to *Artists' Lessons to Thrive! 15.2* on **Carlos Alves** and **JC Carroll** and respond to its essential and guiding questions.
3. Direct the class to **Teaching Tips to Thrive 15.1** and **15.2** by **Brianna Shetzler**. Refer to Shetzler's choice-based teaching and cooperative learning methods, which guide her students in exploring clay and mosaics through studies of their local environments and biomes. A **biome** is a large geographic region defined by its climate and the flora and fauna it supports (e.g., forests, grasslands, deserts, and aquatic regions). Compare her approaches with Carlos Alves and JC Carroll's *Save Our Reefs (Artists' Lessons to Thrive! 15.2)*, a community artwork that combines mosaics and ceramics to teach about the Florida Reef Tract marine biome in their South Florida community. Use Shetzler's strategies and Alves and Carroll's example as inspiration for developing transformative ceramic and mosaic lessons grounded in students' own communities.
4. Have students turn to **Spotlight on Student Art #15** to discuss how the gameboard teaches about the big idea of **Olympic values**. Then, have them consider how to design a game board lesson for Pre-K-12 learners that incorporates clay and mosaic components and reinforces a specific life skill.
5. Ask students to examine the **Teacher and Student Transformative Growth Charts (Model 15.1 and Model 15.2)**. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 15's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 15.1* and *15.2* and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least one method each from clay and mosaics of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 16: Textiles and Puppets



Abstract

Textiles and puppetry have deep-rooted historical origins, embedded in the cultural heritage and traditions of diverse global societies. Textiles are created by spinning or felting natural or synthetic fibers into yarn, which is then interlaced through weaving, knitting, sprang, or crocheting to form cloth. This versatility makes textiles ideal for puppet construction. Puppets are typically inanimate objects that puppeteers animate to appear like living beings through movement, convincing characteristics, and expressive traits. Cultures worldwide have produced puppets in various forms, with puppeteers manipulating their parts with their hands, bodies, strings, and/or rods. This chapter explains the origins of textiles as utilitarian products and the historical contexts of puppets, including storytelling, entertainment, religious purposes, and political satire. Through multimodal, transformative art instruction, students will develop skills in creating textile and puppet artworks, fostering a deeper appreciation for these art forms and their cultural significance. Readers will learn multiple ways to produce textile and puppet artworks with Pre-K-12 students. The *Artists' Lessons to Thrive!* instructional resources describe how Edith Meusnier uses an ancient textile technique to create environmental artworks in urban and natural spaces to teach about sustainability, and how Mamari Fane has created Bamanan masquerade puppets to communicate about his culture's traditions.



Chapter 16's Textbook Objectives

1. Understand how to teach developmentally appropriate, multimodal textile and puppet lessons in context.
2. Identify transformative practices for teaching textiles and puppets.
3. Create multi-/inter-/transdisciplinary instructional resources for teaching textiles and puppets.



Chapter 16's Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal textile and puppet lessons within the transformative art curriculum?
2. Practice using this chapter's textile and puppetry media and methods to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary textile and/or puppetry lesson using the lesson plan template on *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive! 16.1* and *16.2*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 16's Online Resources

1. **PowerPoint:** Present Chapter 16's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 16's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Hot Wax Batik Directions
 - Embroidery Stitches Infographic
 - *STLAD*'s Kermit the Frog Art Criticism Questions
 - *STLAD*'s Tony Sarg's Marionette Engineering Illustrations
4. **Links:**
 - Edith Meusnier <http://www.edithmeusnier.fr>
 - Pablo Cano Marvelous Marionette <https://nsuartmuseum.org/class/pablo-cano-marvelous-marionette/>
 - The Jim Henson Company: Our Founders <https://www.henson.com/our-founders/>
 - *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 16's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 16.1* on **Edith Meusnier** and respond to its essential and guiding questions.
2. Ask the class to open to *Artists' Lessons to Thrive! 16.2* on **Mamari Fane** and respond to its essential and guiding questions.
3. Direct the class to **Teaching Tips to Thrive 16.1** by **Janet Malone** that describes her methods for teaching textiles. Consider how to put her tips and tricks into practice. Brainstorm additional ideas to teach and manage textile lessons.
4. Direct the class to **Teaching Tips to Thrive 16.2** by **Sasha Burnette** and her strategies for teaching puppetry. As a whole class, have students create a puppet production with original storylines, puppets, sets, and props. They will rehearse puppet movements, character voices, and sound effects before performing their show. Afterward, they will participate in a class critique to discuss how the project fostered teamwork and effective communication skills.
5. Have students turn to **Spotlight on Student Art #16** to discuss how puppets reinforce the big idea of **storytelling traditions**. Then, ask the class to research puppet traditions from different cultures and life skills they teach. Using culturally responsive practices that avoid appropriation, students will draw inspirations from their research to develop their own lesson plans on puppetry.
6. Ask students to examine the **Teacher and Student Transformative Growth Charts (Model 16.1 and Model 16.2)**. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 16's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 16.1* and *16.2*, and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least one method each from textiles and puppetry of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 17: Environmental Design



Abstract

Innovations in environmental design shape the quality of people's lives and influence their sense of community. The visual appearance and aesthetic appeal of these environments are influenced by location, people's tastes, and economic factors, including the choice of materials. This chapter explores how environmental design consists of constructed and open spaces maintained by humans. Through multimodal, transformative art instruction, students will develop skills in creating and understanding environmental design, fostering a deeper appreciation for its cultural and social significance. Readers will learn how to connect environmental design with multi-/inter-/transdisciplinary STEAM (science, technology, engineering, arts, and mathematics) studies and teach Pre-K-12 students to research and plan for environmental design. The chapter's *Artists' Lessons to Thrive Features!* showcase artists' and designers' responses to environmental design. Architect Karen Braitmayer collaborates with fellow professionals to create accessible spaces for all people. Merete Rein produces functional glass sculptures that make people feel cozy within the spaces they inhabit. Martin Homola's photographs document a reconstructed landscape that had been annihilated by war, teaching about the importance of reconstruction and survivors' forgiveness.



Chapter 17's Textbook Objectives

1. Understand how to teach developmentally appropriate, multimodal environmental design lessons in context.
2. Identify transformative practices for teaching environmental design.
3. Create multi-/inter-/transdisciplinary instructional resources for teaching environmental design.



Chapter 17's Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal environmental design lessons within the transformative art curriculum?
2. Practice using this chapter's environmental design activities to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary built environment STEAM lesson using the lesson plan template on *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive! 17.1–17.3*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 17's Online Resources

1. **PowerPoint:** Present Chapter 17's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 17's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - 100 Architecture Vocabulary Words
 - Model Environment Design Interview Questions
4. **Links:**
 - Karen L. Braitmayer <https://studiopacificaseattle.com/team/>
 - Merete Rein <https://www.facebook.com/profile.php?id=100048919914883>
 - Martin Homola <http://www.abcpphoto.cz>
 - Madalyne Marie Hymas <https://notion-creative.com/>
 - Sagrada Familia <https://sagradafamilia.org/en/>
 - *STLAD*'s website <https://routledgebooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 17's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 17.1* on **Karen L. Braitmayer** and respond to its essential and guiding questions.
2. Ask the class to open to *Artists' Lessons to Thrive! 17.2* on **Merete Rein** and respond to its essential and guiding questions.
3. Guide the class to *Artists' Lessons to Thrive! 17.3* on **Martin Homola** and ask them to respond to its essential and guiding questions.
4. Direct the class to *Teaching Tips to Thrive 17.1* by **Michael McGoffin**, highlighting his passion for teaching architecture and linear perspective. Invite the students to review the different forms of environmental design described in Chapter 17 and identify the ones they are most passionate about. Drawing on their interest, ask them to develop a unit plan to teach their chosen environmental design concepts in depth.
5. Have students turn to *Spotlight on Student Art #17* to discuss how the glass sculpture teaches about the big idea of **shelter**. Then, ask the class to research different types of shelters. Using this research, students can work individually or in small groups to design sculptural artworks inspired by their chosen shelter types, considering factors like their function, materials, accessibility, carbon footprint, and emergency evacuation plans.
6. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 17.1 and Model 17.2)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 17's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 17.1-17.3* and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least two environmental design methods of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 18: Media Arts



Abstract

Media arts encompass artists and designers' creative practices and products using technological innovations. This chapter explores how media arts, including digital art, animation, film, video, virtual design, interactive design, and more, align with teaching the visual arts. Through multimodal, transformative art instruction, readers will learn how to holistically fuse media arts with the visual arts and multi-/inter-/transdisciplinary (science, technology, engineering, arts, and mathematics) STEAM disciplines (science, technology, engineering, arts, and mathematics), gaining insights from its quality visuals and artists' exemplars. Given the ubiquity of screens transmitting multimedia data, student technological awareness is crucial. It equips readers with strategies for teaching Pre-K-12 students how to create and communicate safely using technology. The chapter also delves into the role of artificial intelligence (AI) in education and art. *Artists' Lessons to Thrive!* features describe how artists produce media artworks to communicate ideas and beliefs. Readers will learn how Madalyne Marie Hymas created *Dyslexic Advantage* as an interactive artwork to teach how she overcame obstacles and applied resiliency to pursue a graphic design career. Artists Dan Goods, Nik Hafermaas, and Aaron Koblin collaborated to produce a suspended media arts installation inspired by real-time weather data.



Chapter 18's Textbook Objectives

1. Understand how to teach developmentally appropriate, multimodal media arts lessons in context.
2. Identify transformative practices for teaching media arts.
3. Create multi-/inter-/transdisciplinary instructional resources for teaching media arts.



Chapter 18's Textbook Questions and Activities

1. How will you teach context-rich, developmentally appropriate, multimodal media arts lessons within the transformative art curriculum?
2. Practice using this chapter's media arts activities to compare their qualities. Summarize your findings in a group discussion or writing.
3. Develop a multi-/inter-/transdisciplinary media arts STEAM lesson using the lesson plan template on *TLAE*'s website.
4. Answer *Artists' Lessons to Thrive! 18.1* and *18.2*'s essential/guiding questions in writing or group discussion. Complete their daily learning targets. Enhance these lessons with additional content, sets, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 18's Online Resources

1. **PowerPoint:** Present Chapter 18's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 18's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Rotoscoping Infographic by Amber Buck
 - Bonus *Artists' Lessons to Thrive!* Lawrence Gartel
4. **Links:**
 - Dan Goods, Nik Hafermass, and Aaron Koblin <http://www.directedplay.com>
 - The Nam June Paik Archive (Smithsonian American Art Museum)
<https://americanart.si.edu/research/paik>
 - Scratch <https://scratch.mit.edu/>
 - Code.org <https://code.org>
 - Flower (Smithsonian American Art Museum)
<https://americanart.si.edu/artwork/flower-86512>
 - Janet Echelman <https://www.echelman.com>
 - Litha Soyizwapi, How I taught myself to code (TEDxSoweto)
https://www.youtube.com/watch?v=nmZR_JsLCfg
 - *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>
 - National Core Standards for Media Arts
<https://www.nationalartsstandards.org/sites/default/files/2021-11/Media%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>



Chapter 18's Open the Textbook, Deepen Learning

1. Have the class open to *Artists' Lessons to Thrive! 18.1* on **Madalyne Marie Hymas** and respond to its essential and guiding questions.
2. Ask the class to open to *Artists' Lessons to Thrive! 18.2.* on **Dan Goods, Nik Hafermaas, and Aaron Koblin** and respond to its essential and guiding questions.
3. Guide the class to *Teaching Tips to Thrive 18.1* by **Marilyn Proctor-Givens** and her methods for fusing art, design, and technology to prepare her students for the future. Invite the class to brainstorm methods to utilize design software to facilitate their development of handmade artworks.
4. Have students turn to *Spotlight on Student Art #18* to discuss how the media arts project teaches about the big idea of **imagination and wonderment**. Then, ask the students to contemplate how using technologies like photography, animation, robots, and drones can spark Pre-K-12 learners' creativity, imaginations, and sense of wonderment when creating art.
5. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 18.1 and Model 18.2)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 18's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 18.1* and *18.2*, and prepare the class to successfully complete their daily learning targets.
2. Ask students to experiment with at least two media arts methods of their choice. Have them document their creative processes with photographs or video clips and reflect on what they learned through a written or oral response.

Chapter 19: Arts Advocacy



Abstract

People take notice of high-quality art programs. **Arts advocacy** involves the diverse processes of informing parents, administrators, community members, and other stakeholders about the values of the visual arts by showcasing exemplary teaching and learning experiences. Through communications, exhibitions, special events, and everyday best practices, arts advocacy benefits students and society by fostering creative learning and community engagement. This chapter provides transformative, multimodal approaches to building, maintaining, and funding high-quality art programs through effective arts advocacy campaigns. Readers will gain valuable insights into creating impactful arts programs that resonate with and benefit students, teachers, schools, and broader communities. Furthermore, readers will learn practical methods for teachers to inspire Pre-K-12 students and set high expectations, enabling them to reach their full potential as creative problem solvers. This chapter emphasizes the importance of keeping administrators, policymakers, and the public informed about program achievements to gain community recognition and support. Key concepts covered include effective communications, community art education, teacher research, building arts advocacy campaigns, budget planning, fundraising, and grant writing. Its *Artists' Lessons to Thrive!* feature describes how the Tiny Circus artist collective created a stop-motion animation about the essential role of creativity in everyday life. Its collaborative, intergenerational artworks champion arts advocacy in schools and communities.



Chapter 19's Textbook Objectives

1. Explain the qualities that make teachers effective arts advocates.
2. Plan an arts advocacy campaign.
3. Develop an art budget and write a grant proposal for teaching art.



Chapter 19's Textbook Questions and Activities

1. Describe the qualities that make teachers effective arts advocates. Develop a plan to implement an arts advocacy campaign by listing the steps you (and others you recruit) will take to advocate for the visual arts in schools and the community.
2. Develop \$500 and \$1,000 art budgets (in table format) for 150–500 students, with classes of 30 students each. Include basic materials (paper, scissors, glue, paint, markers, masking tape, etc.) for two-dimensional and three-dimensional projects. Your budget table will have four columns: (a) Material/equipment name; (b) price per unit; (c) quantity; and (d) total price. Reflect on your final budgets and note any materials you couldn't afford at the \$500 and \$1,000 levels.
3. Write a \$1,000 grant proposal to fund a community art education project. You may not exceed this amount, but can include additional in-kind contributions and/or matching funds. Use Model 19.1 as a guide to (a) describe your project and its need in 90–100 words; (b) state its objectives; (c) list its procedures; (d) identify how you will evaluate your project; (e) develop a timeline; and (f) create a detailed budget.

4. Answer *Artists' Lessons to Thrive! 19.1*'s essential/guiding questions in writing or group discussion. Complete its daily learning targets. Enhance the lesson with additional content, a set, context, artists, media, techniques, and/or integration strategies.
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 19's Online Resources

1. **PowerPoint:** Present Chapter 19's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 19's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Model Grant Development Key Words
 - Standard Art Supplies and Equipment
 - Sample Preservice Teacher Grants
4. **Links:**
 - Tiny Circus <http://www.tinycircus.org>
 - National Art Education Association <https://www.arteducators.org>
 - *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
 - National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 19's Open the Textbook, Deepen Learning

1. Direct students to *Model 19.1 Teacher Mini-Grant* and ask them to analyze its key qualities. Then, have them brainstorm mini-grant ideas for the visual arts they would like to implement in their classroom, school, or community. Once their ideas are developed, ask them to justify the need for their grant.
2. Have the class open to *Artists' Lessons to Thrive! 19.1* on Tiny Circus and respond to its essential and guiding questions.
3. Guide students to *Spotlight on Student Art #19* and invite them to discuss how the mural installation teaches about the big idea of **arts advocacy**. Then, direct the class to *Teaching Tips to Thrive 19.1* by **Paula Gale**, describing her methods of arts advocacy through large-scale group mosaics. Using these examples, instruct the students to develop an arts advocacy plan to advocate for Pre-K-12 learners and their visual art programs.
4. Direct the class to *Teaching Tips to Thrive 19.2* by **Dr. Yichien Cooper**, highlighting her leadership in embracing community through arts. Then, have students reflect on ways they can act as teacher leaders within their school, local community, or professional teacher organizations. Have them brainstorm ways to get involved and assume leadership roles at every stage of their careers.
5. Ask students to examine the *Teacher and Student Transformative Growth Charts (Model 19.2 and Model 19.3)*. Facilitate a discussion about the purposes and meanings of the transformative actions identified. Encourage the class to contribute additional actions to expand the list.



Chapter 19's Explorations for Artists/Teachers/Creative Thinkers

1. Review *Artists' Lessons to Thrive! 19.1* and prepare the class to successfully complete its daily learning targets.
2. Have students brainstorm ideas for a grant-funded community-based art project, then produce sketches and a small-scale model to illustrate their vision.

Chapter 20: Making the Most of Your Teaching Career



Abstract

Teaching and Learning in Art Education culminates in providing educators at all levels of their profession with strategies to maintain a healthy, productive, and creative teaching career. Its practices equip readers with the necessary skills to maintain their love for teaching art. It highlights how great teachers express their creativity, mentor others, and maintain personal and professional well-being. Readers will gain practical guidance for career success, learning how positivity and enthusiasm are contagious by analyzing how great teachers continuously strive to improve their teaching practices and advocate for students and the best educational policies. Chapter exemplars instruct readers on how to develop a professional resume, teaching philosophy, and teaching portfolio to bring awareness to teachers' qualifications. Key concepts address teacher creativity, lifelong learning, effective communication, and professional development. Narratives about highly qualified educators who produce art as part of their creative practices, called Artists/Teachers/Critical Thinkers, demonstrate how fellow educators can be inspired by their practices to combine their own artistry, pedagogy, and modes of critical thinking to teach and inspire students and the broader community. Reinforcing these examples, the *Artists' Lessons to Thrive!* instructional resource describes the lifetime achievements of Lorinne Lee, a retired Artist/Teacher/Critical Thinker and lifelong learner, who continues to inspire others through her art and ongoing service to the profession.



Chapter 20's Textbook Objectives

1. Identify how teachers express creativity and explain how lifelong learning results in career enhancement and personal satisfaction.
2. Develop personal resources to prepare for job searches in the teaching profession.
3. Reflect upon *TLAE*'s teachings about best practices in teaching art and identify how to apply them to our personal teaching careers.



Chapter 20's Textbook Questions and Activities

1. Describe your plans to make the most of your teaching career. What roles will teacher creativity, lifelong learning, and applications of best practices and theories in teaching art play in your personal and professional development?
2. Refer to this chapter's resources for developing a teaching philosophy, résumé, and teaching portfolio to showcase your current teaching skills and beliefs (Models 20.1–20.3). Present your work as if you were talking to a hiring committee. Describe your plans for augmenting your résumé and portfolio through additional teaching and learning opportunities.
3. Answer *Artists' Lessons to Thrive! 20.1*'s essential/guiding questions in writing or group discussion. Complete its daily learning targets. Enhance the lesson with additional content, a set, context, artists, media, techniques, and/or integration strategies.

4. Review *TLAE*'s Teaching Tips to Thrive! features and *TLAE*'s Approaches to Transformative Teacher and Student Growth Charts in Chapters 1–20. How do you plan to apply what you have learned to your own professional practices?
5. Access this chapter's resources on *TLAE*'s website at routledgelearning.com/teachlearnarted.



Chapter 20's Online Resources

1. **PowerPoint:** Present Chapter 20's PowerPoint, discuss its artworks, and refer to its notes for added discussion points, activities, references, and image credits.
2. **Assessment:** Use Chapter 20's assessment as written, add supplemental questions, or combine it with questions from other chapters to create a longer assessment.
3. **Support Materials:**
 - Model Cover Letter
 - Sample Preservice Teacher Resumes
 - Sample Preservice Teacher Teaching Philosophies
 - Dr. Paige M. Medlock's Tips for Successful Student Teaching
4. **Links:**
 - Cassie Stephens <https://cassiestephens.blogspot.com>
 - Vsevolod Romankov <http://mislinalestniece.blogspot.com>
 - Melanie Anderson <http://www.melanieanderson.net>
 - Gerald Obregon <http://www.gerasco.com>
 - Nan Liu <http://www.liunanart.com>
 - Jonathan Griffith <http://www.jonathanlgriffith.com>
 - Mr. E, Ted Edinger <http://www.artwithmre.com>

- *STLAD*'s website <https://routledgetextbooks.com/textbooks/9781032025162/>
- National Core Arts Standards <https://www.nationalartsstandards.org>



Chapter 20's Open the Textbook, Deepen Learning

1. Direct students to ***Model 20.1 Guiding Questions for Developing a Teaching Philosophy*** and have them analyze its questions, selecting those they find most beneficial for developing a teaching philosophy aligned with their professional beliefs, interests, and experiences.
2. Guide students to ***Model 20.2 Teaching Philosophy***. Then, have them bullet point their preliminary ideas for developing their teaching philosophy, incorporating the guiding questions they selected from ***Model 20.1***. Ask them to share their ideas with the class for feedback and reflection, using their discussion to prepare them to write a teaching philosophy aligned with their professional beliefs, interests, and experiences.
3. Ask the students to review ***Model 20.3 Teacher Résumé***. Using its example as a guide, have them brainstorm their professional experiences and accomplishments to draft a teacher résumé. Invite them to share their résumés with the class for peer feedback on the résumés' content and visual presentation. To conclude, direct them to revise their résumés based on the feedback they received.
4. Have the class open to ***Artists' Lessons to Thrive! 20.1*** on Lorinne Lee and respond to its essential and guiding questions.
5. Direct the class to ***Teaching Tips to Thrive 20.1*** by Ted Edinger, describing his experiences mentoring preservice and beginning teachers. Ask students to share

experiences in which they have been mentored and times when they have mentored others. Have them explain why they believe mentoring is necessary within the teaching profession.

6. Direct the class to ***Teaching Tips to Thrive 20.2*** by **Dr. Paige M. Medlock**, describing her experiences supervising preservice student teachers. Ask students to discuss the qualities Medlock identified for success and how factors like professional behaviors, holistic well-being, and effective communication can support success in student teaching and lay the foundation for career success.
7. Ask students to examine ***Model 20.4 Transformative Teacher Growth: Making the Most of My Career from Preservice/Beginning to Practicing Educator***. Facilitate a discussion about the purposes and meanings of the transformative actions identified across the different stages of a teaching career. Encourage the class to contribute additional actions to expand the list. Then, have them create a personal growth map that identifies the transformative goals, skills, and professional dispositions they aim to cultivate at each stage of their teaching career.



Chapter 20's Explorations for Artists/Teachers/Creative Thinkers

1. Review ***Artists' Lessons to Thrive! 20.1*** and prepare the class to successfully complete its daily learning targets.
2. Guide students to examine the practices of the artists/teachers/creative thinkers introduced in this chapter. Then, have them visually map out a plan for cultivating their own creative practices.