

**ASSESSMENTS TO THRIVE! CHAPTER 1**

**TEACHING AND LEARNING IN ART EDUCATION: AN OVERVIEW**

**My Name** ✅**:**

1. **CHAPTER SUMMARY**

**Overview**: I can summarize what I learned from this chapter of *Teaching and Learning in Art Education (TLAE)*. I can identify which learning contexts, theories, and practices have the greatest meaning to me as an educator and use key terminology throughout my response. I will include evidence that I have read and applied content from the textbook and include at least one quote, example, or page citation to support my understanding. My response will address all of these components in a structured, coherent paragraph format.

**A. My Chapter Summary (200 – 250+ words)**

I can summarize the main ideas and insights I learned from this chapter, using key terms throughout my response to demonstrate my understanding of essential concepts. My response will describe my plans to apply chapter insights.

**Key chapter content includes:**

Cultivating Students’ and Teachers’ Full Potential Through Teaching and Learning in Art Education; *TLAE’s* Transformative Art Education Framework; Multimodal Art Inquiry and Creation; Artistic Behaviors; *Artists’ Lessons to Thrive!* Instructional Resources; ***Spotlight on Student Art;* and *Teaching Tips to Thrive!***

**My response ✅:**

**B. Personal Meaning and Relevance (150 – 200+ words)**

I can identify the concepts from this chapter that resonate most with me and reflect on how they shape my beliefs and goals in teaching art education. Drawing on these insights, I can explain how my plans embody TLAE’s Transformative Art Education (TAE) framework by using the visual arts to express knowledge, strengthen teacher and student agency, and foster growth, empathy, and understanding through critical reflection and heightened awareness.

**My response ✅:**

1. **EXPANDING *ARTISTS’ LESSONS TO THRIVE!* 1.1 on NICK CAVE**

**Overview**: I can build upon ***Artists’ Lesson to Thrive!* 1.1** on **Nick Cave** to explore how its teachings can inspire transformative actions in my own curriculum, teaching practices, and student learning. Building on concepts from **Model 1.4: Weaving Big Ideas into the Transformative Art Curriculum**, I can identify ways to extend this lesson to teach (a) life skills through art, (b) specific artistic concepts, media, and techniques, and (c) holistic arts and STEAM integration. My response will demonstrate how I can meaningfully adapt and expand this *existing Artists’ Lessons to Thrive!* to deepen students’ learning through multimodal art inquiry and creation tasks. My response will address all of these components in a structured, coherent paragraph format.

**Part A: Lesson Expansion and Transformation (150–200+ words)**

* I can identify how I am building upon this *Artists’ Lesson to Thrive!* instructional resource with the aim of igniting transformative actions that can positively impact my curriculum, teaching practices, and/or student learning.
* I can describe how I would utilize or extend this lesson to teach:
  + **(a) life skills through art**
  + **(b) artistic concepts, media, and techniques**
  + **(c) holistic arts and STEAM integration**

**My response ✅:**

**Part B: Integrating the Artistic Behaviors (75+ words)**

* I can explain how my lesson will support one or more of the **artistic behaviors**.

**My response ✅:**

1. **EXPANDING *ARTISTS’ LESSONS TO THRIVE!* 1.2 on ARTISTS ONCE KNOWN AND PABLO CANO**

**Overview**: I can build upon ***Artists’ Lesson to Thrive!* 1.2** on **Artists Once Known and Pablo Cano** to explore how its teachings can inspire transformative actions in my own curriculum, teaching practices, and student learning. Building on concepts from **Model 1.4: Weaving Big Ideas into the Transformative Art Curriculum**, I can identify ways to extend this lesson to teach (a) life skills through art, (b) specific artistic concepts, media, and techniques, and (c) holistic arts and STEAM integration. My response will demonstrate how I can meaningfully adapt and expand this *existing Artists’ Lessons to Thrive!* to deepen students’ learning through multimodal art inquiry and creation tasks. My response will address all of these components in a structured, coherent paragraph format.

**Part A: Lesson Expansion and Transformation (150–200+ words)**

* I can identify how I am building upon this *Artists’ Lesson to Thrive!* instructional resource with the aim of igniting transformative actions that can positively impact my curriculum, teaching practices, and/or student learning.
* I can describe how I would utilize or extend this lesson to teach:
  + **(a) life skills through art**
  + **(b) artistic concepts, media, and techniques**
  + **(c) holistic arts and STEAM integration**

**My response ✅:**

**Part B: Integrating the Artistic Behaviors (75+ words)**

* I can explain how my lesson will support one or more of the **artistic behaviors**.

**My response ✅:**

1. **EXPANDING *ARTISTS’ LESSONS TO THRIVE!* 1.3 on SALLY BLAKEMORE**

**Overview**: I can build upon ***Artists’ Lesson to Thrive!* 1.3** on **Sally Blakemore** to explore how its teachings can inspire transformative actions in my own curriculum, teaching practices, and student learning. Building on concepts from **Model 1.4: Weaving Big Ideas into the Transformative Art Curriculum**, I can identify ways to extend this lesson to teach (a) life skills through art, (b) specific artistic concepts, media, and techniques, and (c) holistic arts and STEAM integration. My response will demonstrate how I can meaningfully adapt and expand this *existing Artists’ Lessons to Thrive!* to deepen students’ learning through multimodal art inquiry and creation tasks. My response will address all of these components in a structured, coherent paragraph format.

**Part A: Lesson Expansion and Transformation (150–200+ words)**

* I can identify how I am building upon this *Artists’ Lesson to Thrive!* instructional resource with the aim of igniting transformative actions that can positively impact my curriculum, teaching practices, and/or student learning.
* I can describe how I would utilize or extend this lesson to teach:
  + **(a) life skills through art**
  + **(b) artistic concepts, media, and techniques**
  + **(c) holistic arts and STEAM integration**

**My response ✅:**

**Part B: Integrating the Artistic Behaviors (75+ words)**

* I can explain how my lesson will support one or more of the **artistic behaviors**.

**My response ✅:**

1. **ANALYZING THE TEACHER AND STUDENT TRANSFORMATIVE GROWTH** **CHARTS**

**Overview**: I can analyze this chapter’s **Teacher and Student Transformative Growth Charts** and identify how I plan to use, adapt, and build on them to reinforce my understanding and application of *TLAE’s* **Transformative Art Education (TAE)** framework. My response will show how I can use these charts to guide both **teacher and student agency**, connect with **chapter teachings**, and strengthen the implementation of transformative practices in art education. My response will address all of these components in a structured, coherent paragraph format.

**Part A: My Understanding and Applications of Transformative Growth Charts** (100–150+ words)

* I can explain how I plan to **use this chapter’s existing Transformative Teacher and Student Growth Charts** and/or **adapt and expand them** to support my teaching practice and student learning.
* I can describe how these charts will help me put **Transformative Art Education (TAE)** and this **chapter’s teachings** into practice in ways that are personal to me and the students I teach.

**My response ✅:**

**Part B: My Reflections on Implementation** (100–150+ words)

* I can discuss which **existing or adapted growth chart performances and mindsets** seem **easiest** for me to implement and which seem **most difficult** and explain why. I can reinforce my answers by using **specific examples** or phrases from the chapter’s charts or the additional ones I created or adapted.
* I can reflect on how **time**, **mindfulness**, **scale**, **attainability**, and **social or systemic barriers** (such as stereotypes, biases, or constraints) might influence implementation.

**My response ✅:**

**Part C: Building Trust and Commitment to Transformative Growth** (100–150+ words)

* I can explain how I will apply **teachings from this chapter,** along with my own **knowledge and experiences**, to build **trust, authenticity, and investment** in the transformative process for myself and my students.
* I can describe specific **steps or strategies** I will take to foster an environment where transformative art education becomes a sustained, normative practice.

**My response ✅:**