



# Get Your Paint On!

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Shannon Johnson, ODE Arts Education Specialist  
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# Guiding Questions:



- How can process-based and inquiry-based arts learning improve our students' mental health and well-being?
- What strategies can help create positive experiences for students when they face productive struggle with arts activities?
- How can arts engagement help students develop essential skills and nurture their creativity?

# What is WRAP?



Oregon Department of Education

- 5 year federal grant
- \$9.8 million
- **Courses in STEAM and the Arts**
- Goal = Increase Access to Underserved Focal Student Groups:
  - Race/Ethnicity
  - Gender and Identity
  - Socioeconomic Status
  - Students with Disabilities
  - Emergent Bilingual
  - By Locale



Turn & Talk:  
Share about an arts  
experience you had  
in school. Was it  
positive, negative,  
neutral - and why?



Oregon Department of Education



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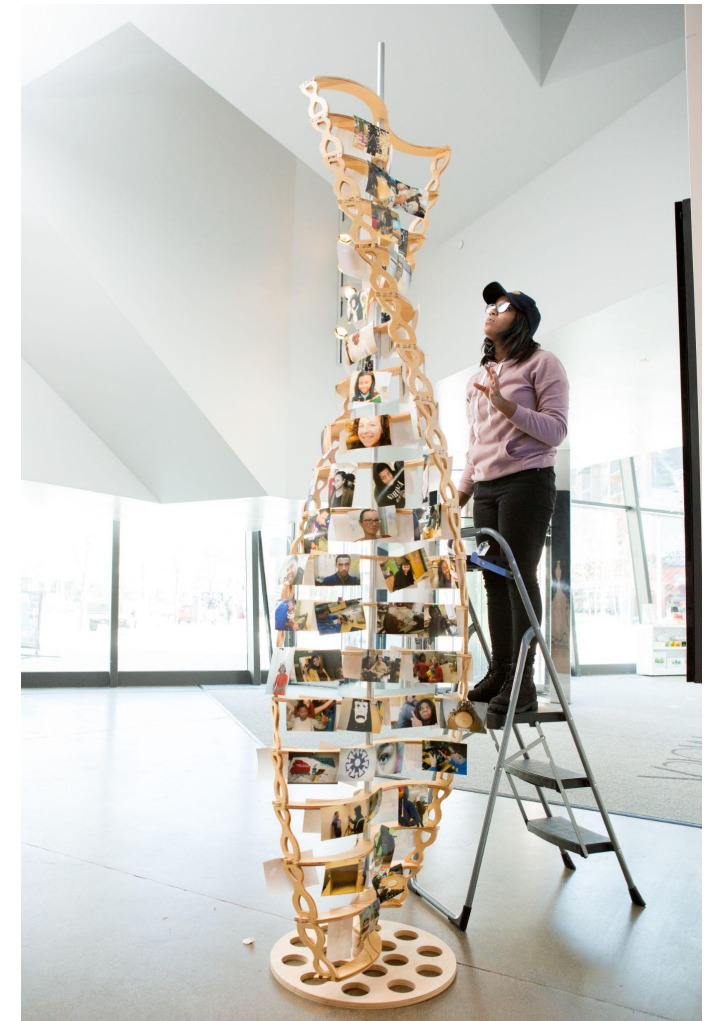


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How can process-based and inquiry-based arts learning improve our students' mental health and well-being?

# Arts Learning Benefits for Student Well-Being



Oregon Department of Education

- Promoting stress relief and resilience
- Providing opportunities for relationship building and collaboration that lead to positive mental health outcomes
- Emphasizing the **natural interconnectedness of learning** in all subjects through project-based learning, artistic research, and the design process
- Providing **hands-on experiences** that open multiple entry points to classroom content for diverse learners
- Opening potential **connections for students to learn and share about their identity and culture**, as well as windows, mirrors, and sliding glass doors into other cultures and various ways of knowing and being



# Arts Learning Benefits for Student Well-Being



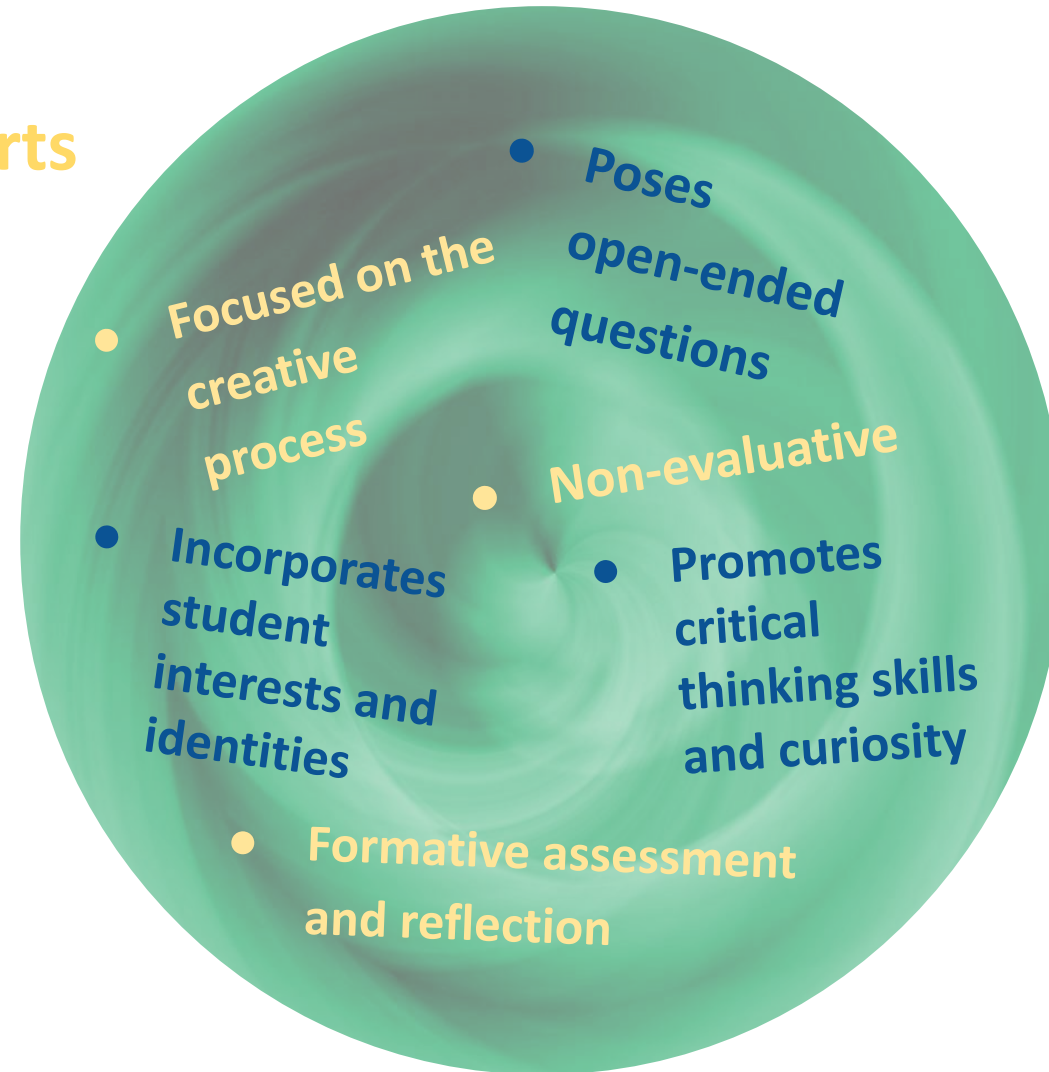
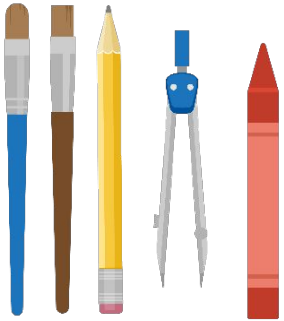
- Promoting positive [behavior](#) and belonging in the classroom
- Providing **opportunities for [Social Emotional Learning](#)** and developing understanding and empathy toward others
- Encouraging deep observation and **engaging students' voices and sense of curiosity**: students learn about themselves, each other, and our humanity in unique ways through the arts
- Giving schools and their communities **opportunities to gather and celebrate learning** around all academic subjects, including the arts
- Cultivating [inclusive, dynamic literacies](#) by creating multiple access points for learners to share their stories and perspectives



# What *is* process-based and inquiry-based arts learning?



## Process-Based Arts Learning



## Inquiry-Based Arts Learning

# Let's Try It!



## Warm Up Activity: Line and Shape Challenge

**Target:** I can create unique lines and shapes with watercolor.

- \*Unpack target - what does it mean to be unique?
- \*Emphasize *practice* and *process*

Create as many different lines and shapes with your watercolor as you can!

### \*Partner Reflection

\*Customize for older students by focusing on more complex elements (space, texture, color design) and/or principles (balance, emphasis, movement, proportion, rhythm, unity, and variety)

# Partner Reflection

<b>2 min: Inquiry-Based Reflection</b>	If it feels okay, share your work with a partner. What similarities and differences do you notice? What does that make you think about?	If you'd like to reflect on your own - What do you notice about the marks you created? What does that make you think about?
<b>3 min Process-Based Reflection</b>	Discuss with a partner: In what ways did this activity encourage you to focus on the qualities and experience of painting rather than the final result?  How did the Inquiry-Based and Process-Based elements of this activity enhance each other?	



What strategies can help create positive experiences for students when they face productive struggle with arts activities?



# Set the Stage for Fun, Creativity and Connection

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Ensure a Responsive Environment

Have Backup Options

Encourage a Growth Mindset

Include Choice, Voice, and Connection

Honor and Recognize Student's Experiences and Funds of Knowledge

# “There Are No Mistakes in Art”, or “Beautiful Oops”



Start drawing or painting an object, but do not finish it.

Then, “pretend” that you have made a “mistake” by intentionally drawing or painting something wildly different from what you anticipated.

Take a minute to look at your painting. How can you solve this visual puzzle?

\*Share strategies

Paint or draw your way through!

# How can arts engagement help students develop life skills and nurture their creativity?

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2 min - Quick turn and talk with your partner:

**How have the previous activities related to the development of life skills and creativity?**

Share out with the group.

# Texture Reflection

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**How creative can you get with the element of texture?**

Find a spot that helps you focus.

Take a few minutes to breathe and reflect during this [guided body scan](#). Be curious and observe your sensations and thoughts.

Choose a paper - blank or with a colored wash. Use your watercolor texture techniques to recreate what you experienced during your reflection. What textures represent those experiences? What colors?



Reflection: Add  
post its to the  
chart paper with  
your reflections  
from today!



**What are your  
takeaways about arts  
learning and your  
students' well-being?**



**How do you see the  
inclusion of arts  
learning benefiting your  
school community?**



**What is one small  
step you will take to  
apply your learning  
from today?**



# Additional Resources

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## Oregon Department of Education Resources

ODE Integrated Model of Mental Health

- ODE's [Classroom WISE](#)
- ODE's [Care & Connection Guidance](#)

Sign up for our [WRAP](#) and [Arts](#) Newsletters to get updates on our Arts Program Resource Guides and Arts, Care & Connection Lessons Project!



## External Resources

[Arts and SEL Theory of Action](#) from Ingenuity

Arts/Mental Health Lessons

- [Arts Impact Lessons](#)
- [OK You Arts Lessons](#)

# Thank you from Team WRAP

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Please provide your feedback!



Shannon Johnson (she/they)  
Arts Education Specialist  
[shannon.johnson@ode.oregon.gov](mailto:shannon.johnson@ode.oregon.gov)  
503-863-6237



[WRAP  
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