



# Get Your Paint On!

---

Shannon Johnson, ODE Arts Education Specialist  
October 23rd 2022

# 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



Photos by Allison Shelley for EDUimages

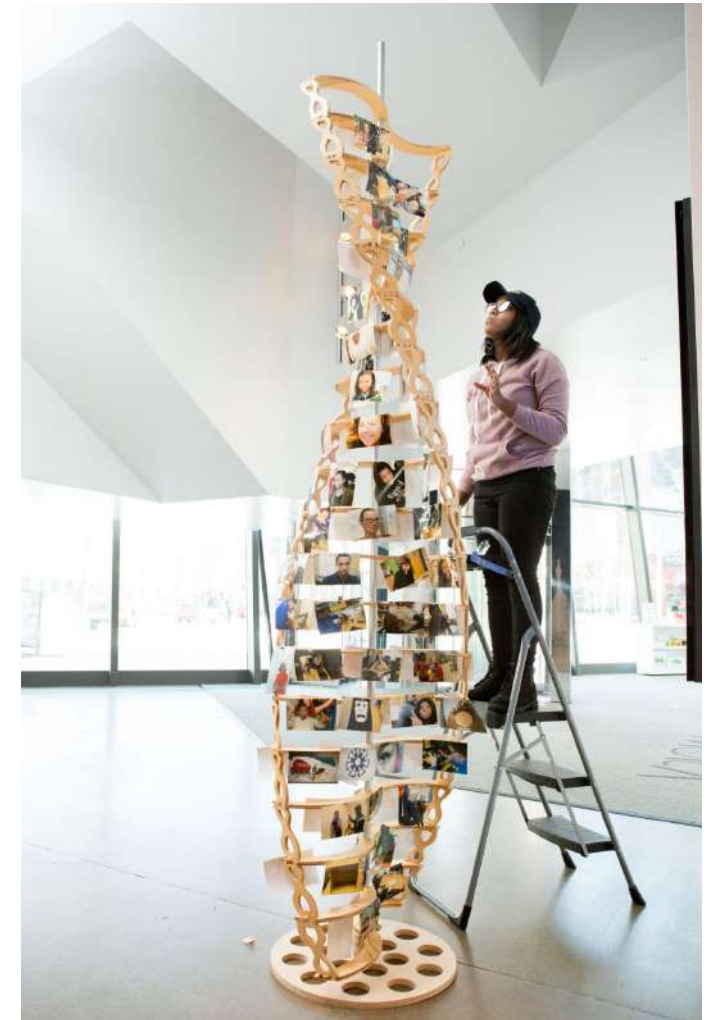


Photo by Allison Shelley/The Verbatim Agency for EDUimages





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



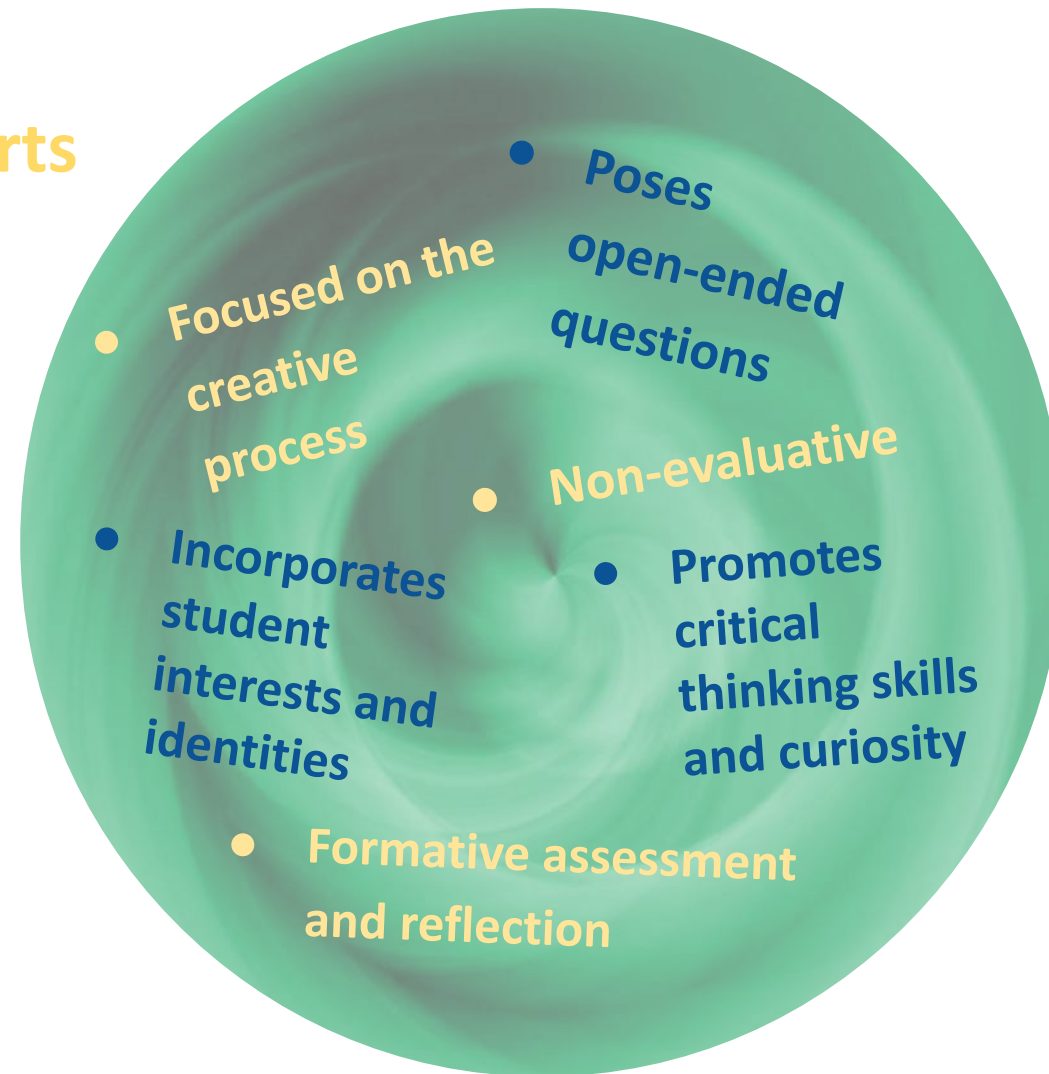
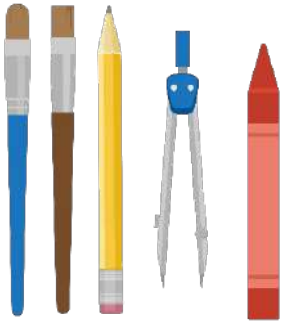
- Promoting positive [behavior](#) and belonging in the classroom
- Providing **opportunities for [Social Emotional Learning](#)** and developing understanding and empathy toward others
- Encouraging deep observation and **engaging students' voices and sense of curiosity**: students learn about themselves, 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

---

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?

---

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

---

**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

---

## 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

---

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  
Newsletter](#)



[Arts  
Newsletter](#)



[WRAP Website](#)

# References

---

Bolwerk, A., Mack-Andrick, J., Lang, F. R., Dörfler, A., & Maihöfner, C. (2014). How art changes your brain: differential effects of visual art production and cognitive art evaluation on functional brain connectivity. *PloS one*, 9(7), e101035. <https://doi.org/10.1371/journal.pone.0101035>

Bowen, D., Kisida, B., & Roeder. (2019). Investigating Causal Effects of Arts Education Experiences: Experimental Evidence from Houston's Arts Access Initiative. <https://files.eric.ed.gov/fulltext/ED598203.pdf>

Deasy, R.J. (Ed.) (2002). [Critical links: Learning in the arts and student academic and social development.](#) Washington, DC: Arts Education Partnership.

Harris, V. J. (2007). *In Praise of a Scholarly Force: Rudine Sims Bishop*. NCTE. Retrieved October 20, 2022, from <https://library.ncte.org/journals/LA/issues/v85-2/6175>

Quillen, C., Dell'Erba, M., & Keily, T. (Eds.). (2022). *The Arts and Literacies - Arts Education Partnership*. The Arts and Literacies. Retrieved October 20, 2022, from <https://www.aep-arts.org/the-arts-and-literacies/>

Saeri AK, Cruwys T, Barlow FK, Stronge S, Sibley CG. Social connectedness improves public mental health: Investigating bidirectional relationships in the New Zealand attitudes and values survey. *Australian & New Zealand Journal of Psychiatry*. 2018;52(4):365-374. [doi:10.1177/0004867417723990](https://doi.org/10.1177/0004867417723990)