

**Figure 1.2. Eight Studio Habits of Mind**

We present the Habits of Mind in an oval because they are non-hierarchical, so none logically comes first or last. The habits do not operate and should not be taught in a set sequence that privileges one or another over the others. Instead, one can begin with any habit and follow its generative energy through dynamic, interacting habit clusters that animate studio experiences as they unfold.



### Understand Art Worlds

*Domain:* Learning about art history and current practice

*Communities:* Learning to interact as an artist with other artists (i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society



### Stretch and Explore

Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes and accidents



### Reflect

*Question and Explain:* Learning to think and talk with others about an aspect of one's work or working process

*Evaluate:* Learning to judge one's own work and working process, and the work of others in relation to standards of the field



### Develop Craft

*Technique:* Learning to use tools (e.g., viewfinders, brushes), materials (e.g., charcoal, paint); learning artistic conventions (e.g., perspective, color mixing)

*Studio Practice:* Learning to care for tools, materials, and space

### Engage and Persist

Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus and other mental states conducive to working and persevering at art tasks



### Envision

Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece



### Express

Learning to create works that convey an idea, a feeling, or a personal meaning



### Observe

Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen