

# 5 ways to use the Artists' Advocate: 8 Comebacks Poster in your teaching/classroom/advocacy efforts



Understanding Art Worlds



Observe



Reflect



Envision



Express



Engage and Persist



Stretch & Explore



Develop Craft

- 1. Reflect upon your own experiences as an artist:** what comments have you heard the most? Were you able to respond confidently in the past? What limiting beliefs do those comments reveal about others? Which ones trigger you the most, and thus what stereotypes and limiting beliefs might you have accidentally absorbed yourself? How do these thoughts and ideas prevent you from being confident in your own practice?
- 2. Discussion practice with students:** Ask students which **comments** do they hear the most? Which ones upset them and get them tongue tied the most? Practice speaking thoughtful, non-aggressive responses that inform and educate. (Remember, speaking articulately as an artist helps students build confidence as a working professional and reinforces the Studio Habits of Mind: Observe, Reflect, and Understanding Art Worlds).
- 3. Assess students' ability to talk about the Studio Habits of Mind:** Have students identify which SHoM they feel most confident talking about, have them research/think/discuss the ones they are least comfortable talking about and practice those. What is the SHoM? How does the SHoM show up in their work?
- 4. Develop an assignment or prompt to support Anchor Standard 7: Perceive and Analyze Artistic Work. Enduring Understanding 7.1: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world and Anchor Standard 8: Interpret Meaning in Artistic Work: Enduring Understanding 8.1: People gain insight into meanings of artwork by engaging in a process of art criticism:** There are a variety of assignments you might develop to help students engage with the ideas on this poster: Work with students make their own advocacy posters that bust common myths on this poster, publish zines about why art is important, or why art costs money, have students make bumper stickers or t-shirts for your art show that advertise the importance of the arts, get students more involved in their own conversations about the value of art. Connect with issues of art criticism, definitions of art, art forgery, and art theft. Help them think through where the limiting beliefs driving uniformed comments come from.
- 5. Advocacy Research in your own School or District:** listen more closely, or document the comments said to you most frequently. Which SHoM does your particular school/community misunderstand the most? How can you better target your local advocacy efforts by combatting the misinformation circulating the most?