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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

HOW CAN THE ART MAKING PROCESS
FOSTER A STRONGER SENSE
OF SELF?

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of
Masters of Arts

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College of Performing and Visual Arts
School of Art and Design
Art Education

August 2017

This Thesis by: Claire Christine Kniveton

Entitled: *How Can the Art Making Process Foster a Stronger Sense of Self?*

has been approved as meeting the requirements for the Degree of Master of Arts in
College of Performing and Visual Arts in School of Art and Design, Program of Art
Education

Accepted by the Thesis Committee:

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ABSTRACT

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This thesis considered how the art making process can help foster a stronger sense of self in an individual. This investigation was carried out as an action research study with high school students at a therapeutic boarding school. The purpose of this study was to explore ways to help the troubled teenager, who struggles in finding their identity, to foster a better sense of self. It is through the art making process, with a positive work environment, a medium of exploration, and introspective questions, that a student can begin to have insight on themselves and who/what they identify with in this world. In the future, I plan to carry out these methods of teaching to further help the struggling teen who is having a hard time finding their individuality. Art can be an expression of self and help shape one's character. This study uncovered the sometimes-hidden truth of what is important to an individual, their experiences, fears, hopes, and desires, portrayed through visual and written language.

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CHAPTER I

INTRODUCTION

Rationale

Recalling my high school days, I now realize that I had very little sense of self. I didn't know what I believed in. I was insecure and shy. At the time, my lack of confidence manifested into other areas of my life. I didn't have many close friends and no courage to take risks. I kept myself at a distance from the people that were intended to be the closest to me. I did enjoy art. I found solace with a sketchbook and a pencil. I found creativity in the outdoors and the world around me. The open spaces on the farm I grew up on allowed me to explore and find new outlets for my creativity to cope with my perils and fears of the world. Creating art and exploring the creative process in the space that surrounded my childhood allowed an avenue of self discovery and served as a basis for my core values in life.

Currently, as a high school art teacher at a therapeutic boarding school in remote northwest Montana, I realized several my students struggle with the same things I did in my high school years. However, these students don't have ways to cope like I did. Our students leave their homes and come to the school for many reasons and with many symptom. Some of the few signs of their shutdowns from a cumulative list may include: poor concentration, alcohol or drug addiction, collapsed academic effort, anxiety, self injury, or struggling relationships. All these indicators stem from a root cause of emotional immaturity and a lack of sense of self. Co-CEO and medical director at

Montana Academy, John McKinnon (2008) speaks on the struggles a teenager may be susceptible to in his book, *An Unchanged Mind*. He states:

From a developmental point of view adolescence is but one stage- but a key step- in a sequential progress from birth to death. This portentous stage is an integral part of the larger lifespan, and so what happens in adolescence is firmly connected to what came before and to what will follow. This being so, a disrupted childhood makes adolescence less smooth, less secure, and less likely to accomplish what needs to be accomplished to prepare for adult life. A botched adolescence can permanently wreck the infrastructure of adult character. Between childhood and adulthood, the adolescent 'identity crisis' is a prolonged moment of truth. (p. xiii)

Much of our students were struggling in school, at home, socially, and developmentally. These combinations of struggles can be considered a *global shutdown*. Students at Montana Academy discover this commonality among themselves. They realize their flawed approach at living life is hurting themselves and their family. This understanding not only helps me form better connections and relationships with my students, but it also gives me empathy and compassion towards the student who is struggling. I was once that student.

When I was a freshman in high school, I recall an art club trip I took to Chicago with a handful of other advanced art students. I didn't consider myself to be an *advanced* student. I was a freshman and invited to go on the trip because my art teacher saw my potential. I remember feeling as though I didn't fit in. I wasn't *good* enough; I wasn't enough. We stayed in a fun Victorian style hotel in downtown Chicago and would sit in the lobby and draw in our sketchbooks. We went to the Japanese botanical gardens to sit and draw the Bonsai trees. We went to art museums. We drew. It was through all the sketching and use of my creative outlets that I found commonality with my peers on this trip. I was initially intimidated by them and through the power of my own art and the confidence it gave me, I could reach out and have the courage to connect with others.

One could say I began to *find myself* on that trip. I never thought I could draw well. This experience gave me the understanding that sitting and drawing in one's surroundings is a start to developing skills as an artist. This trip also connected me to fellow artists. I learned that I could build on skills by practicing. I felt better about myself after this trip.

The stronger sense of self that I gained through art making has led to both my career and a more confident adult life. I had a teacher that saw my potential: that taught me how to utilize my talents. I never knew what I wanted to be when I grew up. I didn't think I was capable and believed I lacked skills to be anything in a professional field. Through the years of exploring myself as an artist, my strength and courage have allowed me to become an art teacher who can see their students' potentials and strengths. With this research project, I fostered a stronger creative environment in my classroom through visual journaling, reflective writing, sketching, project planning, narrative usage, and most importantly, art making.

Background/Context

Montana Academy is a private, therapeutic boarding school nestled on a 500-acre ranch in a remote valley in Northwest Montana. Montana Academy thrives as one of the top therapeutic boarding schools in the nation for troubled teenagers. Students are sent to this school for issues involving a poor sense of self, inability to connect with emotions, addictions to drugs or alcohol, or failing to engage in school. This might be called a global shutdown. Global means a multifaceted and large-scale episode. Students thrive in a therapeutic environment where they are removed from material distractions and social media as they dig deep into the core of themselves. They find a greater meaning to their struggles, strengths, and how to discover self through therapeutic assistance. The program

is relationship based, where staff (therapists, teachers, and direct care staff) and students gain a strong understanding of one another, creating an environment that fosters open sharing and group reflection time.

This research inquiry complemented the therapeutic environment at Montana Academy, which is a place for fostering deep introspective work. Teenagers who are struggling emotionally may lack a solid sense of self. This study, the discovery of oneself, guided through the art making process, was an appropriate study for the setting of the school. McKinnon (2008) states:

If maturation correlates with striking changes in academic and interpersonal functioning, we have observed the contrary also is true. When a boy does not grow up, when over time his approach does not shift, then he also does not spontaneously progress to an improved academic and interpersonal functioning. (p. 221)

The aim of this research study was to foster a shift in students' approach to *growing up*. With the art making process as a guide, students were given the opportunity to visually express themselves and hopefully foster a stronger sense of oneself in the process.

Research Question

My research question, "How can the art making process foster a stronger sense of self?" was the basis in observing how students used art to gain their identity. Through the creative process, one can explore their thoughts, desires, and insecurities. One can build on ideas in the production of an artistic work with narrative and storytelling. I found these claims through readings by Wilson and Wilson (2009). They speak of using artwork to tell a story to process life events. The exploration of self identity is recognizing one's potential and qualities as an individual. Teenagers often struggle with grasping a strong

sense of self; I see it in the classroom almost daily. Allowing imaginative freedom to explore one's sense of self is a vital part of the art making process.

Pre and post survey questions were a part of the process, to encourage self reflection. The data collected was analyzed to see if the process of creating art can be a tool in exploring one's identity. The data revealed patterns of responses that by making art, and using the creative process to explore one's place in the world, a student did have the opportunity to gain a sense of accomplishment. Just as the art making process was a new sense of achievement in my experience, this study showed that the art making process can build a better understanding of one's intrapersonal capacity.

The words intrapersonal, meaning *within the self* and intrapersonal intelligence, are terms for self awareness or introspection according to Howard Gardner's (1991) theory of Multiple Intelligences. Those who have high intrapersonal intelligence are aware of their emotions, motivations, beliefs, and goals. As students create and explore their own artistic resources while reflecting on their critical thinking process in written format, they will in return, discover a stronger sense of self.

The authors of *Habits and the Heart* (1985) understand the narrative approach to art as important in forming a coherent sense of self. They write, "Finding oneself means, among other things, finding the story or narrative in terms of which one's life makes sense" (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1985, p. 81). This action research project gave students the time to explore self identity through personal narrative and identity mapping. All of this took place through the process of researching one large concept or idea that was close and dear to the student. They built upon technical skills

and utilized their sketchbooks as a place to record their chosen concepts visually and cumulatively.

Students formed their narratives by using images and symbols to tell stories to visually express their individuality. In return, written reflections accompanied the artwork, before and after the art making process, for students to reflect on how their identity was explored. Small reflection sharing groups were held after the art making process. My hope was that this research project would help students' problem solve, gain a stronger sense of self through art making, and give them the tools to work through life's struggles to become a stronger, healthier individual. It helped me find the best ways to aid students who are struggling to find a place in the world.

With this inquiry, I hoped to create *open spaces* for my students much like I had during my childhood. David Rufo (2012) uses an open space method of teaching. He states:

As an artist, I was excited to witness students exploring alternative modalities of self-initiated creativity that shared much of the same visual punch as Sol LeWitt's massive wall drawings... and it was in LeWitt's own words that I found comfort: Successful art changes our understanding of the conventions by altering our perceptions. (p. 41)

Just as Rufo believes it is important to allow students to become active participants in their own learning, I believe the same. It is necessary to allow students the space to explore and experiment creatively to achieve growth. By giving my students the place to effectively show them the power of art and find new outlets for their creativity, they now have better tools to cope with the perils and fears of their world. In the end, I aimed to create an avenue of self discovery and have that serve as a basis for my students' core values in life.

What exactly constitutes successful art? Sol LeWitt alludes to the idea that successful art can change our understanding by altering our insights. Therefore, when a student's outlook on themselves has changed through the art making process, that can constitute as successful art. It is not necessarily the final product or grade, but the students' attitude and level of openness for self growth during the art making process that is most important. It is through this process one can alter their insights and change their outlook and perspective on themselves.

Definition of Terms

This study involved intrapersonal exploration and discovery of self through the art making process, which requires the definition of how several terms were used.

Emotional Immaturity is the act of not being able to fully develop or grow, to act in a childish way or showing lack of emotional maturity. *Emotional Maturity* is defined when you can experience these emotions and then quickly let them go. People who are immature seem to remain stuck in these negative emotions, unable to get past them. Emotional maturity involves the ability to see life clearly and accurately, and to deal with it. *Intrapersonal Skills* occur within the individual mind or self "within the self" (Merriam-Webster, 2016, online). *Intrapersonal Intelligence* derives from the meaning 'within the self'—so, intrapersonal intelligence is another term for "self awareness or introspection" (Merriam-Webster, 2016, online). Those who have high intrapersonal intelligence are aware of their emotions, motivations, beliefs, and goals. The term *Narrative* refers to a story that is told or written. *Sense of Self* is described as the type of person one really is. It can be one's perception of his or herself. Simply stated, *Sense of Self* is "one's own self image" (Merriam-Webster, 2016, online). An individual may not

truly know who they are, but they always know who they think they are. This intrapersonal view may be accurate, or not even close. Therefore, it is important to note that *Self Identity* is defined as, “sameness of a thing with itself” (Merriam-Webster, 2016, online).

CHAPTER II

REVIEW OF LITERATURE

Visual Narrative

Throughout history art has been used to tell a personal story. More importantly, art facilitates personal connections to a story. Symbolism, color, or images sometimes portray a deeper personal meaning than what the viewer can initially see or understand. This chapter will discuss the ways students use art to tell a story, share their feelings, and use symbolism to show a greater meaning. By telling a story through the creation of art, a student can explore their existence and process life's intricacies to find a sense of self.

Wilson and Wilson (2009) speak about the success a child achieves by creating art and portraying a personal story through their artwork. They state, "It is through these stories that the child can explore and thus come to understand more fully life's dramas and processes" (p. 110). This theory that the Wilsons present, that children can overcome obstacles through their own devices with narrative shown through their artwork, symbolizes a significant milestone in developmental health. This notion of self care and self awareness is important to discover at a young age. The Wilsons state, "There appears to be a point in the child's development when he can show, in his drawings, dimensions of meaning for which he cannot yet supply the words or even perhaps yet fully understand" (p. 112).

Julia Kellman (1998) adds an interesting perspective to the the role narrative plays in art and its relation to place and surroundings. A place where one lives and their

surroundings, play huge factors, unbeknownst to the individual, in creating meaning in their lives. Kellman states:

Children as well as adults create meaning from the substance of their lives- family, community, home, constituting their experiences into stories. Created in the literal world of lived experience, stories are linked to place and then stored in memory, to wait until they are recalled to provide meaning and substance in the life of the person, or group of people, to whom they belong. (p. 40)

Familiarity to place plays a unique role in an individual's life. It allows one to have a sense of belonging and unique memories formed in those places. The art making process can record such exclusive memories and places where one lives. For individuals that are uprooted from home, Kellman expresses the idea of nostalgia through stories and art. She says, “Repeatedly, people return to, or elaborate, the place they call home, in stories, art, and other aesthetic arrangements, decorating, planting, elaborating their own personal place’s beauty, telling and retelling its history” (p. 36).

Intrapersonal Interactions

Professor of Art Education Julia Marshall and Professor of Education David Donahue connect the arts to interdisciplinary learning, including sociology, in their book *Art Centered Learning Across the Curriculum* (2014). Marshall and Donahue describe one’s sense of who they are comes from how others see them. This phenomenon is called the *looking glass self*. Created by Charles Horton Cooley in 1902, the looking glass self is described as a social psychological idea in which a person's sense of self grows based off the perception of others and society's interpersonal interactions. Marshall and Donahue state:

It follows that, since each person has various relationships and interactions with multiple people, his or her identity is composed of a set of social identities, each developed in reaction to how others see him or her in social situations or relationships (p. 64)

This theory is important to remember when working with teenagers who are influenced by how they are perceived by their peers. Elliot Eisner (2002) believes the educational aim for schools should be to foster socially constructive lives. In his book, *The Arts and the Creation of Mind* (2002) Eisner states, “[schools should aim] to help them [students] lead personally satisfying and socially constructive lives outside it [school]” (p. 187). Representing one’s self through art stabilizes ideas, provides the means for sharing meaning, and creates a moment for discovery. It is a sense of discovery that provides individuals the possibility to grow.

Self Discovery

Professor of Psychology at Haverford College, Douglas Heath (1999) says, “Self confidence, self esteem, and self command result from years of learning who one is and what one can and cannot do well” (p. 53). One does not accurately know oneself if they are not reflective. One does not develop a strong sense of self if they limit intrapersonal strengths. Students need to grow intrapersonal skills to become a more mature individual. Personal accomplishment allows an individual to trust in their general ability to cope and adapt successfully.

Douglas Heath speaks on the wavering self confidence in today’s youth in his book, *Schools of Hope* (1999). He states, “Growing competence frees us from depending on its affirmation by others- a sign of maturing self-autonomy” (p. 53). Students aren’t aware of their strengths and weaknesses unless they are given the opportunity to discover them.

“Art is a quality that permeates an experience; it is not, save by a figure of speech, the experience itself” (p. 339) says educational philosopher John Dewey. The artistic

experience of art is always more than the artistic measure the artist went through to create the art. There is a connection to the material in which the art was made. There is the human connection to why the art was made. Dewey states:

The material of aesthetic experience in being human- human in connection with the nature of which it is a part- is social. Esthetic experience is a manifestation, a record and celebration of the life of a civilization, a means of promoting its development, and is also the ultimate judgment upon the quality of a civilization. While it is produced, and enjoyed by individuals, those individuals are what they are in the content of their experience because of the cultures in which they participate. (p. 339)

The participants of this research inquiry reflected on who they perceive themselves to be in the content of their work. These students form a unique culture at the school in which the research was held, where students are stripped of their *mask* and left with a raw understanding of themselves and others in their emotional journey and growth process. Mask refers to a façade one puts up as an justification to not reveal their true self. Dewey states, “The expressions that constitute art are communication in its pure and undefiled form” (p. 254). The level of communication expressed in the artistic process is unique; it is raw and it is real.

The students in this research were open to sharing and expressing their emotions; it's a part of the program and the environment at Montana Academy. The importance of expressing such emotions in art was effective in their own therapeutic trajectory on the path to a stronger sense of self. Emotion is crucial in the act of expression. Expression is important in finding one's self.

Theme

It is essential for artists to make meaningful art. According to Tom Anderson and Melody Milbrandt (2005), “People make and receive art because it tells them important

things about themselves and others. They also believe ‘making meaning’ is the overarching reason for art making” (p. 141). Regarding making meaning, they refer to what the artist communicates or conveys in their artwork. Art is a demonstrative tool to both convey purpose and produce experiences from the artist perspective. Anderson and Milbrandt employ thematic instruction to teach meaningful art. With the use of themes as a central instructional tool, one will better understand him or herself with their own logical and emotional connections. They state, “Researchers have found that students learn better and more deeply when they take up powerful ideas, with units and lessons organized around key support concepts, than with they learn merely facts or techniques” (p. 9).

When students personalize a topic with connection to their own artmaking, it takes on the role of a theme. Themes allow the structure of teaching to be more authentic with real-life connections in constructing meaning. The central theme that this research inquiry will revolve around is a sense of self.

Imperfections

Sense of self themes involves a visual dialogue in which the artists reveal themselves. The primary emotions associated with sense of self themes are love and fear. The emotion of love refers to the artist’s own self; self preservation in the form of love can be a primary undertone in an artist work. The emotion of fear can exist in many ways in the art making process. Authors David Bayles and Ted Orland speak on fear and art in their book *Art and Fear: Observations on the Perils (and Rewards) of Art making* (2001). This book was written to serve as a companion to any artist. Making art can sometimes be a lonely and daunting undertaking. Fear lives in all artists; fear of making mistakes,

fear of self doubt, or fear of rejection are just a few ways fear can be present. Talking about the presence of fear can allow one to work with more energy and joy. Bayles and Orland state:

If you think good work is somehow synonymous with perfect work, you are headed for big trouble. Art is human; error is human; *ergo*, art is error. Inevitably, your work will be flawed. Why? Because you're a human being, and only human beings, warts and all, make art. Without warts, it is not clear what you would be, but clearly you wouldn't be one of us. (p. 29)

It is not a goal for the internal process to become more interesting than the art making, but a reminder to listen and accept those fears. Imperfections in the art making process can be guides to successful work. The same can be said about risky or spontaneous work. Orland and Bayles speak on this idea with the following passage:

For you, the seed for your next artwork lies embedded in the imperfections of your current piece. Such imperfections (or *mistakes*, if you're feeling particularly depressed about them today) are your guides- valuable, reliable, objective, non-judgmental guides- to matters you need to reconsider or develop further. It is precisely this interaction between the ideal and the real that locks your art into the real world, and gives meaning to both. (p. 31)

Biological Need

Ellen Dissanayake believes art is a biological need for humans. In her book, *Homo Aestheticus* (1995), she discusses the idea that throughout history humans have always shown some type of behavior that we can call “art” and these behaviors satisfy very important biological and evolutionary needs. According to Dissanayake, art is superfluous in our society; it is there for mere pleasure. Our modern view of art contradicts the biological and evolutionary importance of making art. The term biological that Dissanayake refers to, means to amplify or exaggerate what one person would do naturally. Art is separated from our daily life; everyone is an artist and through the years this idea has been lost in our society where each person has his or her own profession.

Dissanayake states, “Art is as normal and natural in human evolution as is the use of language or tools” (p. 40). Our Western society views art as a luxury when Dissanayake believes it is important for every human to partake in artistic activities to meet their fundamental human needs.

Making Special

The idea that humans are attracted to things that are special is a cross-cultural idea. Dissanayake argues, “Art, in her sense of making special, is important to the lives of everyone, not just to an elite group of artists in an art world” (p. 41). This very simplistic way of looking at the creation of art and the role it has in our society refers to the idea that art is a natural form of expression for all humans. Dissanayake talks about art making as an essential part of daily life and an activity to partake in, to fit into a broader community. Both ideas point out the importance of finding self expression through creating art.

Conclusion

How entirely do we learn about ourselves through art? We make art to bring awareness to ourselves and others and give meaning to our existence. Using images and symbols in artwork to convey a story of oneself involves an intellectual capacity like no other form of communication. The innate connection between design and interpretation is an important undertaking in artmaking. This action research project will study the ability to effectively explore one's thoughts, desires, and insecurities. Utilizing narrative as a tool for artistic execution of self identity allows a student's artwork to have greater meaning and exploration of intrinsic values in the world in which they live.

CHAPTER III

RESEARCH STRATEGIES, METHODS, & PROCEDURES

Action Research Design

This research inquiry involved the teacher as researcher as the principle investigator. The main purpose of this project was to find ways in which students gain a stronger understanding of self identity through the art making process. How can a stronger sense of self form when the art making process, through written interpretation and critique of visual work, creates a platform for a student to explore their identity in the world?

Art and written interpretations enhance one another as they will convey different forms of a story. Compiling written interpretations of a student's artwork allows the viewer to gain a stronger understanding of how students can express themselves in the art making process. It is during these experiences that a student can explain the thought behind their art making process. The viewer can often hold a different understanding of the art piece than what the artist intends to portray. Art is an experience that can allow one to explore their identity.

Professor of Art Education, Lynn Bustle-Sanders (2008) speaks to the meaning and importance of writing with the art making process. She states, “By writing, (a student) appropriates meaning to the object and communicates their ideas, making important links between art, history, and their world” (p. 11). The writing process played a key role in this research project as students could express ways in which art connected

to their lives and their sense of worth. Not only can written language explain what visual language cannot, Bustle-Sanders speaks to the ideas that “Writing also serves as a vehicle through which students apply newly learned art terminology” (p. 11).

This action research project used existing teaching practices; however, new strategies and approaches to teaching, to support the inquiry, took place in the classroom. This process was guided by the teacher, acting also as researcher. The art making approach provided a type of research format for the students. They were given the task of researching a larger concept or idea over the course of a six-week period. Students were given the opportunity to openly explore a concept or an idea, much like they currently do in the art room. However, instead of the teacher choosing for them, the research topic was choice based. Students chose their own concept or idea that pertains to their interests or themselves. The teacher as researcher still allowed time for instruction in learning new techniques in the art making process. It was important for students to not focus too much on the result or a final grade, but the investigation itself. This posed a limitation and required a reminder or perhaps a time for the students to reflect on their intention in their visual journals.

Rita L. Irwin’s book *A/R/Tography: Rendering Self Through Arts-based Living Inquiry* (2004) explores ways in which art making can serve as a means of education inquiry. This research inquiry was modeled after the general concepts of A/R/Tography. The students were (A)artists in the inquiry process, as was the teacher as researcher. The participants (students) in the process were their own (R)researchers as they explored themes in art, technical skills, and what it means to portray oneself through art. The teacher as researcher engaged in the A/R/Tography process with the students and

educated students on how to be their own (T)teacher in the art making process. To be a metacognitive learner, one must explore how one learns and teach oneself to become a more educated student, teacher, researcher, and learner. To be engaged in the application of A/R/Tography is to inquire through the process of art making and written reflections, interconnected and intertwined to find greater meaning. A/R/Tography work can provide connection between art and text, and between identities of artist/researcher/teacher.

Just as David Rufo (2012) uses Elliot Eisner's (2002) approach to "treat teaching as a form of personal research" (p. 42) the teacher as researcher in this inquiry also aimed to foster an environment where students and teacher were interacting on a level by learning together to better establish how research might take place. When the teacher as researcher chose to investigate with students, it created an avenue for the student to feel a sense of ownership in their work. Rufo states, "Many adults have a narrow cultural definition of art, whereas creativity for children is not a singular act, but an ongoing presence taking on a variety of purposes and modalities" (p. 45).

Methods and Procedures

Before the research inquiry took place, full approval from the Institutional Review Board was granted. See Appendix A for IRB approval letter. Next, full school administration and parent permission was granted to conduct research on minors. Students were also asked if they wished to participate in the study. See Appendix B and C for consent and assent forms.

The research inquiry took place over the course of two six week blocks, for a total of 12 weeks. Data was collected via written reflections, open-ended questions, artwork, surveys, and questionnaires. For the students who agreed to take part in the research, they

were given two surveys; an Aspect of Identity - IV Questionnaire (AIQ) and a self esteem survey (see Appendix D).

Next, students were asked a series of open-ended questions regarding their own identity that they reflected on in their visual journals. These open-ended reflection questions continued to be reflected upon throughout the study and a part of the art making process in the development stages. New questions were given throughout the study as well. All students chose to participate in the research project.

Data was collected from the student surveys and open-ended questions. The researcher was looking for patterns of responses to plot these on a graph. Students shared new insight that was discovered in this process. Students used certain words that allowed the researcher to analyze and see similarities in responses. As mentioned by researcher Robyn Stewart in *A/R/Tography*, “visual research models can be described as processes of reflective, critical inquiry which are concerned with the advancement or extension of knowledge, new discoveries, solutions to problems and conceptual progress” (p. 46).

The artwork was also a part of the data. Topics of self discovery were the main source of inspiration in creating artwork over the course of the research inquiry. These images were documented via photograph and used as data collection. The teacher researcher was looking for ways in which students explored their identity through symbols, images, narrative, and words in artmaking.

Other researchers have investigated how the art making process is like qualitative research. Rhonda Watrin, also writing in *A/R/Tography: Rendering Self Through Arts-Based Living Inquiry* (2004), speaks to the similarities between qualitative research and studio art practice. She states, “Both Artist and researcher examine, describe, interpret,

and draw meaning from the ‘lifeworld’ or ‘lived experience’” (p. 46). Descriptive written interpretations are a guide into what is not evident in the artwork, such as emotions or subtle narratives. Writing interprets meaning, places, people, events, or even life processes. Watrin goes on to say, “Art-making, like qualitative research, is a combination of intuition, subjectivity, and objectivity that leads to insight and understanding” (p. 46).

Some of the data collected during this inquiry was analyzed by the students. Students examined their own written responses and artwork. Like the art making process, the analysis of data provided a way for students to make connections, communicate feelings, and promote varied ways of thinking and reasoning. It was important to think about the artists’ (student) intention in creating the piece that they did, as well as the process (their own research inquiry) that the student went about exploring. In the end, it was all about the experience that takes place during the entire process.

The artistic experience of creating is always more than the artistic measure the artist went through to create the art. There is a connection to the material in which the art was made. There is the human connection to why the art was made. John Dewey (1934) states:

The material of esthetic experience in being human- human in connection with the nature of which it is a part- is social. Esthetic experience is a manifestation, a record and celebration of the life of a civilization, a means of promoting its development, and is also the ultimate judgement upon the quality of a civilization. While it is produced, and enjoyed by individuals, those individuals are what they are in the content of their experience because of the cultures in which they participate. (p. 339)

It is for these reasons that it was important to document images of the student artwork. The special circumstances in which the students made art is unique to their setting and experiences. Students are engaged in a path of self discovery at a therapeutic

boarding school and with the art making topic of self discovery, the two compliment one another.

Participants

The participants of this research inquiry reflected on who they perceive themselves to be in the content of their art work. These students form a unique culture at the school where the research was held; they gain a stronger understanding of themselves and others in their emotional journey and growth process. Dewey (1934) states, “The expressions that constitute art are communication in its pure and undefiled form” (p. 254). The use of expression in art, coupled with its emotion, is a powerful form of interpretation that can be conveyed.

Since Montana Academy is a year-round school, the schedule is quite unique. The year is broken up into four 12-week quarters, with each quarter having two six-week blocks. The change in classes every six weeks allows students to earn .25 credits every six weeks. Given that the school has continuing enrollment throughout the year, the shorter blocks allows students who come into the block during the six- week period to make up the work they missed or audit the class with not too much time overlap for the student to fall too far behind in the block.

The research took place over the course of two six-week blocks. This allowed some students to repeat the process of inquiry twice and for the new students on the second block to have the chance to take place in the research for the first time.

Given the small population of students at Montana Academy (60 students total) on any given block the art room has about 20 students over the course of four periods in the school day. Since 20 students is a pretty small study group, all art students were given

the option to partake in the research study. The participants consisted of 17 volunteers from the first through fourth period classes.

Of these 17 students, 10 were female and seven were male. Students participated in the study with permission from their parents or guardians. The parents or guardians signed a consent form and the students signed an assent form to make sure they understood that participation in the study would not affect their overall grade in the class. The age of the participants ranged from 16-18 years old.

The students at Montana Academy are bright and gifted. By no means are these students failing in school for their lack of academic capabilities. Students are sent to Montana Academy for issues involving a poor sense of self, inability to connect with emotions, addictions to drugs or alcohol, and failing to engage in school. Students thrive in a therapeutic environment where they are removed from material distractions and social media as they dig deep into the core of themselves. They find a greater meaning to their struggles, strengths, and how to discover self through therapeutic assistance.

Data Collection and Analysis

A typical teaching approach that is used currently in the art room was also used during the inquiry process. It involved the teacher as researcher participating in the research with the students. Traditionally, as a teacher, I involve myself in the art making process with my students. This approach allows the students to engage more openly if I am a member of the process myself. In *A/R/Tography: Rendering Self Through Art Based Inquiry* (2004), Author Rita Irwin speaks on the *borderlands* of artist, teacher, and researcher. The term, borderlands speaks to the boundaries that exist between the confines of being an artist, a teacher, and a researcher. It is important to live in these

borderlands; the spaces between and among artists, teachers, and researchers. Irwin states:

Perhaps all educators desire to become artist-researcher-teachers when they begin to question how they were taught and how traditional methods lack life and living. They yearn for enhanced meaning, they wish to create, and they long for their own self-expressions of certainty and ambiguity. Often in this questioning comes a softening spirit towards the self. There's a desire to live in space of similarity and differences, of resolution and continuous growth, of nurturing and withholding. There's a desire to explore new territory, a borderland of reformation and transformation, a geographical, spiritual, social, pedagogical, psychological, and physical site inter-subjectively and intra-subjectively situated in and through dialogue. (p. 29-30)

Investigating the inquiry process with my students creates an *open-door* environment where students feel comfortable to openly share their experiences. The teacher as researcher created art as the students themselves.

To find themes and patterns in student responses, I looked at Elliott Eisner's process of Description, Interpretation, Evaluation and Thematics. In chapter 7 of *The Arts and the Creation of Mind* (2002), Eisner points out the use of assessment and evaluation in the arts. He states:

...but that does not mean we should not try to find out what we can about how our students- and we- are doing. Assessment and evaluation are about that attempt. They are about getting information that can help us get better at what we do. (p. 179)

It is important for the teacher as researcher to set aside any judgments of the students' art. The most important outcome is that the students are engaged and learning on a level that promotes self discovery. This discovery could have been a possible limitation in the event the student did not want to engage in the process of creating art to explore their thoughts, ideas or emotions.

It is possible to evaluate the students' willingness to take risks, how they go about their work, asking questions or speculating possibilities. Eisner believes the art making process to be a time for students to gain confidence, build leadership, and to try new things. He states:

The art teacher has many options in assessing the student's work, but among these options are aspects of the student's development that may have little directly to do with the arts. The student might need to build her or his confidence, or have more opportunities to assume responsibility, or be willing to try new things. (p. 183)

There are many ways to evaluate student work. The technical quality of the work produced, as well as the inventive use of an idea or process the student goes about to make art are both ways to measure growth. There is also the aesthetic quality the artwork display that gives the teacher a tangible measure in which to assess student artwork. Eisner also believes in the importance of interviewing students about their art making experience. This gives them the opportunity to talk about what they have learned through their artwork. These were the times that patterns of outcomes emerged. Aspects of growth and thought, compared to earlier works are another way to evaluate student art. What has been interpreted in art, or as Eisner calls it, thematic, pull out the larger ideas from details of an individual item (or piece of artwork) that lead the student to become aware of other circumstances like those expressed in the art. All in all, does what is learned in the arts transfer to non-art tasks?

Survey and reflection questions were examined for similarities and differences in responses. It was important to look for overall trends in responses, changes in thoughts, or behavior, growth of ideas, and unexpected responses. Student responses were measured for those involved in the research inquiry for both six-week and 12-week block increments. All findings were represented on a graph and explained in detail. The

research inquiry was addressed primarily by the analysis of student art work, reflection questions, and student surveys.

During the formal critiques of student art work, the research project followed the Reaction, Description, Interpretation, and Evaluation phases described in Part 2 of Anderson and Milbrandt's book, *Art for Life* (2005). The reaction stage involves general questions like "How does this piece make you feel" or "What does it remind you of?" (p. 104). These types of questions pull the viewer in to get them engaged and thinking about how they can relate to the art work.

The next phase, the description stage, goes deeper into the artwork to explore exactly what the viewer sees. This is the stage where students were asked to describe how they interpret the artwork. It is during this stage that themes, relationships, and context are evaluated. Questions like "What mood is present" or "what was the artist's point or intention?" (p. 105) were asked.

Next, the interpretation stage allows the students to understand what the work means. This is a very significant stage of a critique but significant with the research in that the students interpreting the artwork can be very different from the artist's intention. It is important during this time that students realize there are no wrong answers.

Lastly, the evaluation stage in the critique allows space for aesthetic and contextual judgment for the students to grow in terms of technical skill. It is important to thoroughly involve the process of an art critique in the research in that it allows time for the examination of the work of others to find out more about each other. It is important that a critique is like a conversation; the students don't know where it will end up, but they are aware that if they are open and engaged, the process will be worthwhile.

Limitations

This research study was carried out with 17 high school students at Montana Academy over the course of one or two six-week blocks, depending on how long the student was enrolled in an art class. Ultimately, it was up to the students to share as much about themselves as they felt comfortable sharing. It was to be expected that certain topics would not be shared.

A unique condition at Montana Academy is that our student's average length of stay is typically one year. Inevitably, over the course of 12 weeks a student is going to learn a lot about themselves during their weekly individual and group therapy sessions. My class was not the only place where introspective work took place. It was a challenge to measure all that is learned just in my class, and not within the program overall.

CHAPTER IV

RESULTS

Data Analysis

The beginning and end of each six-week block students were given surveys and questionnaires to exhibit their self esteem and aspects of their identity that deem most important to them (see Appendix D). In summary, over the course of the six-week and 12-week blocks there was a general increase in self esteem.

In the 12-week block study four of the six participants exhibited an increase of self esteem and in the six-week block study five of the 10 students exhibited an increase of self esteem from the beginning of the study block to the end of the block. So, over half of the participants saw an increase in their self esteem. In the 12-week block study, two of the seven students saw a decrease in self esteem, and one student remained the same throughout the study. In the six-week block study three of the ten participants exhibited a decrease in self esteem and two of the ten participants stayed the same throughout the six-week block period.

Figure 1

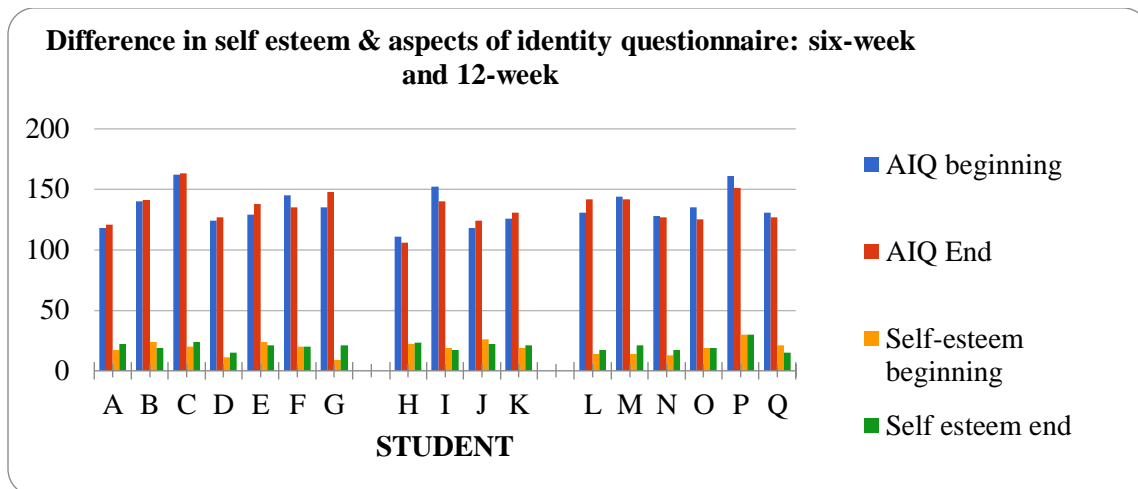


Figure 1. Difference in self esteem and aspects of identity questionnaire: 6-week and 12-week results

The results for the Aspects of Identity Questionnaire (see Appendix D) did not see the same general trends as did the self esteem surveys between the different inquiry blocks. In the 12-week block study there was a general increase of aspects of identity that deemed most important to students. Six of the seven participants saw an increase in their AIQ scores. In the six-week block study there was a general decrease in AIQ scores. Seven of the ten students saw a decrease in their score and three of the ten students saw an increase in their score. To summarize students overall AIQ score, a score of one to five was given for each of the 43 questions and totaled. The highest possible AIQ score was 215, and the lowest was zero.

Given the high anxiety natured students at Montana Academy, their self esteem and AIQ surveys were also paired next to a perceived anxiety survey. This survey measured the amount of anxiety a student has in a classroom setting. This survey was provided from an outside source, given to all students at Montana Academy during the time this research took place. It is interesting to note the students perceived anxiety next to their self esteem and AIQ results.

Figure 2

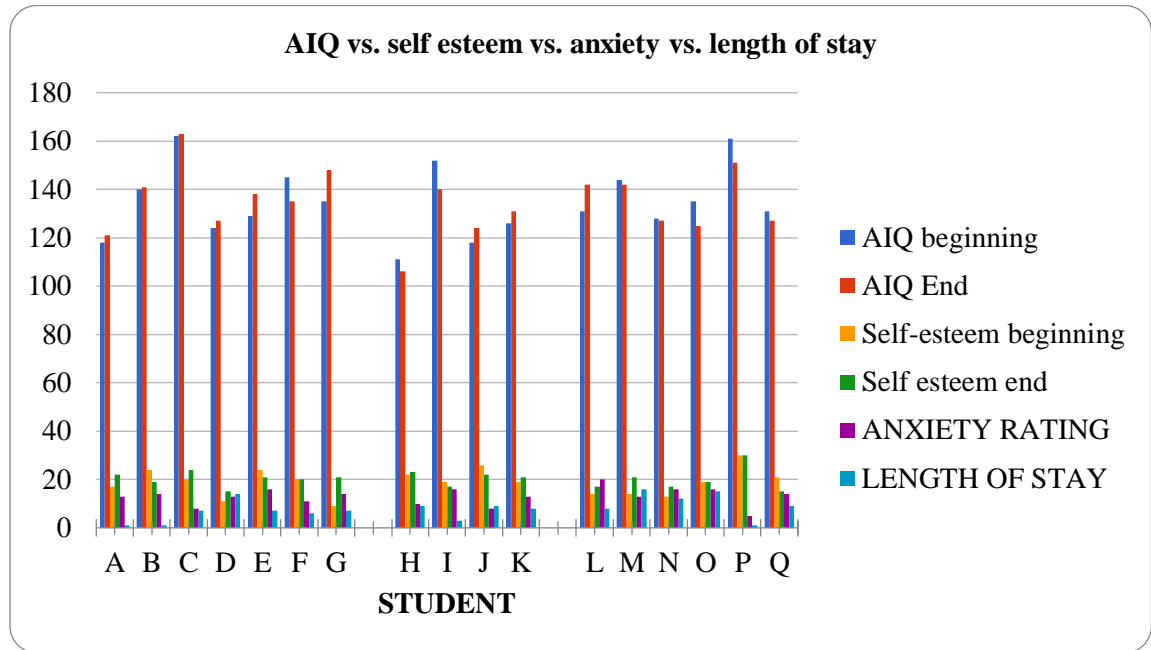


Figure 2. AIQ vs. self esteem vs. anxiety vs. length of stay.

From the AIQ surveys, student scores were recorded by which aspects they chose to give a score of five out of one on. The aspects they chose to give a score of five on deemed the most important to the students. The following table exhibits student responses and how their most important aspects stayed the same or changed throughout the 12-week block.

Figure 3

THE MOST IMPORTANT ASPECTS OF IDENTITY: 12-WEEK STUDY				
	Beginning of 12-week block	Total	End of 12-week block	Total
A	<ul style="list-style-type: none"> My personal values and moral standards 	1	<ul style="list-style-type: none"> My personal values and moral standards My thoughts and ideas 	2
B	<ul style="list-style-type: none"> My personal values and moral standards Being a part of the many generations of my family My dreams and imagination The ways other people react to what I say and do 	7	<ul style="list-style-type: none"> My personal values and moral standards My dreams and imagination Places where I live or where I was raised My self knowledge My personal self evaluation My desire to understand the thoughts 	6

	<ul style="list-style-type: none"> • My thoughts and ideas • My personal self evaluation • My desire to understand the thoughts and feelings of close friends 		and feelings of close friends	
C	<ul style="list-style-type: none"> • My personal values and moral standards • The ways in which other people react to what I say and do • My physical appearance • My reputation, what others think of me • My attractiveness to other people • The ways I deal with my fears and anxieties • My social behavior • My relationships • My feelings of belonging • Being a good friend • My self knowledge • My physical abilities • Sharing significant experiences with friends • Having mutually satisfying relationships • Developing caring relationships • Having close bonds with others 	17	<ul style="list-style-type: none"> • My personal values and moral standards • My physical appearance. • My thoughts and ideas • The ways I deal with my fears and anxieties • My relationships • Being a good friend • My self knowledge • My physical abilities • Sharing significant experiences with friends • Having mutually satisfying relationships • Developing caring relationships • My commitments on political issues • Having close bonds with others 	13
D	<ul style="list-style-type: none"> • My personal values and moral standards • My physical appearance • My religion • Being a good friend 	4	<ul style="list-style-type: none"> • My personal values and moral standards • My thoughts and ideas • Being a good friend • My self knowledge • Having mutually satisfying relationships • Having close bonds with others 	6
E	<ul style="list-style-type: none"> • My relationships with the people I feel close to • My feeling of connectedness with those I am close to. • My sexual orientation 	3		0
F	<ul style="list-style-type: none"> • My personal values and moral standards • Being a good friend • My self knowledge • Developing caring relationships with others • My desire to understand the thoughts and feelings of close friends 	5	<ul style="list-style-type: none"> • My personal values and moral standards • Being a part of the generations of my family • My dreams and imagination • My personal goals for the future • Being a good friend • My self knowledge • Developing caring relationships with others • Having close bonds with others 	8
G	<ul style="list-style-type: none"> • My personal values and moral standards • Being a part of the generations of my family • My race or ethnic background • My personal goals and hopes for the future • My social behavior • My feeling of being a unique person. • My relationships • Being a good friend • My feeling pride in my country 	10	<ul style="list-style-type: none"> • My personal values and moral standards • Being a part of the generations of my family. • My race or ethnic background • My personal goals and hopes for the future • My religion • My reputation • Places where I live or where I was raised • My thoughts and ideas • My sex, being male or female 	23

	<ul style="list-style-type: none"> • My desire to understand thoughts and feelings of my friends 		<ul style="list-style-type: none"> • My social behavior • My relationships • Being a good friend • My self knowledge • My feeling pride in my country • Sharing experiences with friends • Having mutually satisfying relationships • My occupational choice and career plans • Developing caring relationships • My commitments on political issues • My desire to understand thoughts and feelings of my friends • Having close bonds with others • My feelings of connectedness with others • My sexual orientation 	
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Figure 3. The most important aspects of identity: 12-week study

The aspects of identity that are marked in bold are what stayed the same throughout the 12-week block study. The aspects that did not repeat are in non-bold. Given the duration of a six-week block, it was deemed too short of a period to note the aspects of identity changes in that study group. Of the seven participants in the 12-week study group, much of the participants' most important aspects of identity stayed the same or were repeated from the beginning of the 12-week block study to the end of the 12-week block study. Be it merely coincidence or patterns of interest in the most important aspects of their identity, many aspects remained the same throughout the 12-week block study. Most all participants (six of the seven) listed 'personal values and moral standards' as an important aspect of their identity. Another popularly selected aspect of identity was a 'desire to understand thoughts and feelings of my friends'.

Participant Work Samples

The following table exhibits student A's art project prompts (Data Source 1) with final grades, images of artwork (Data Source 2), self assessment questions, self assessment responses (Data Source 3) regarding their artwork over the course of the 12-week block study.

Figure 4

A	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	<p>Gelli Plate Print Theme: Nature</p> <p>Grade: 28/30</p>		Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?	“I feel my pieces were a success because I feel that they told a story while also being able to stand alone and be a complete composition. I feel that my work is original because I created it without any influence. These prints represent the delicacy in the human relationship with nature.”
2	<p>Rubber Block Print Object that relates to Identity: Humans Connecting with Nature</p> <p>Grade: 60/60</p>		Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?	“This was more a literal print depicting a person dipping their foot into water. I hoped for it to represent the hesitance that humanity has when relating and associating themselves with nature.”
3	<p>Linoleum Block Print- Alter Ego</p> <p>Grade: 59/60</p>		How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity. Was your image a success? How or how not?	“My theme is identity and how it relates to nature. I wanted my alter ego to represent that. My alter ego is someone who is part of, maybe even a creator within the universe. The moments that define my limits are all strongly related to nature, which is what I hoped to show within this image.”
4	<p>Wood Block Print Theme: Humans Connecting to Nature</p> <p>Grade: 57/60</p>		Theme/PowerPoint: How does this piece relate to your chosen theme for the block?	“My self defining experiences have all occurred while I have been interacting with nature. I have had my best and worst experiences connecting with nature.”
5	<p>Screen Print- How I see myself in 20 years</p> <p>Grade: 57/60</p>	 	Which element(s) of your final prints do you think were successful? Which would you change or consider revising? What do you know now that you would do differently next time? Please explain how these images describe how you see yourself in 20 years.	“I feel that my attention to detail was successful. I was inspired by old nautical tattoos, not unlike the kind that I would hope to get in the future. Specifically with my mermaid print, I feel that it most directly describes how I would see myself in 20 years. I feel that mermaids stand for strength, independence, and confidence, which I hope to have in 20 years.”


6	Screen Print- Artist Research Project Artist: Tugboat Print shop Theme: Humanity's relationship to Nature Grade: 58/60		How does this piece relate to your chosen theme for the block? How did you chose to emulate one component of your artist work?	“I wanted to very clearly show a relationship between the human form and nature with this print. I decided to depict flowers growing out of a human heart in order to show that humanity is formed from nature.”
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Figure 4. Student A artwork and self assessment responses

This sample of student A’s artwork and responses exhibits the high-level thought and insight that went into their work. Images and symbols accurately portray their chosen theme for the block, as well as objects that relate strongly to their identity and sense of self. Their final project grade was reflective of hard work and dedication to the subject matter over the course of the 12- week block study.

See Appendix E for tables of all student responses to self assessment questions, as well as project grades, and images of their artwork.

Participant Responses

The following table summarizes student A’s responses to weekly reflection questions pertaining how they view themselves as artist, their sense of accomplishment in their artwork, perceived aptitude towards the art making process, and continued exploration in the arts. This table also portrays student A’s perceived self esteem at the beginning and end of the 12-week block study.

Figure 5

STUDENT: A SELF ESTEEM BEGINNING: 17 END: 22	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set?	“My sense of accomplishment as an artist is dependent on the product that I create.”

	Please explain.	
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	"My theme is humanity's relationship to nature. I feel that it relates to me because I have recently felt a lot of connection to nature and i am also passionate about our impact on the world. My object of identity was a hand signing the word love, and I feel that our impact on the world need to more loving rather than destructive. "
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	" Loving, compassionate, curious, searching and worthy individual. The boundaries that define me are my morals and values. I have strong opinions on equality and trust. I feel that I try and live my daily life representing and advocating for that."
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	"Before I began treatment I was really isolated. I had no way of growing as a person because I had no way of discovering new things about myself. By being able to express myself more freely through art, I am able to learn more about the values I hold by representing them in my art. I still have trouble thinking of traits that I identify with."
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	" I have felt a sense of accomplishment, probably due to the fact that there is a product that I am working towards. I generally feel less successful when I create art independently because I don't actually know when it is complete."
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes?	"When one class is going poorly, my other class are affected because I feel generally worse about my performance in school some my grades suffer. In this class I have felt successful so I have been more motivated to try in my other classes. "
WEEK 7	Explain something about yourself that you don't understand but want to understand better.	" I wish I could understand my personality better. It is very hard for me to confidently say what my character traits are. It's also harder to notice the more positive traits within myself. "
WEEK 8	Describe a time when: You felt as though you didn't belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	"During my solo in Wilderness I feel that I was really able to understand myself more. I think the experience of being so alone helped me understand what I want to bring when I would re-enter society. "
WEEK 9	How would you describe the theme you've chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	"I chose to research the theme of identity. I am focusing on how nature relates to one's identity. This theme related to my work in Wilderness because I had many of my defining experiences there. At Montana Academy, I am still working on discovering and determining my identity here. "
WEEK 10	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week's question)?	" Wilderness. I had some of the best and worst experiences there, which helped me further understand what I am capable of. I experienced all of these in nature, and I feel like my wilderness experience helped me find more of my identity in nature."
WEEK 11	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	" I would like to change the perspective that I have of myself as a very boring person, but by doing this sketchbook assignment, I was able to visualize all the interesting aspects of myself. I would change my perspective of myself because in doing so I would become more confident as a person. "
WEEK 12	Explain the history of yourself as an artist	"I have always done art and hope to continue to make art



	from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now?	(especially screen printing). I feel that I have gained new techniques and skill set in block printing and screen printing. I consider myself to be an artist because I make art.
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not?	“I really enjoy being creative, it is comforting to me and puts me at ease.”

Figure 5. Student A weekly reflection questions and responses

It is interesting to note student A’s responses to weekly reflection questions. They mentioned things like, “By being able to express myself more freely through art, I am able to learn more about the values I hold... I still have trouble thinking of traits that I identify with.” This student went on to say, “But by doing this sketchbook assignment, I was able to visualize all the interesting aspects of myself.” Next to this quote is an image of the sketchbook assignment with images of a musical instruments, nautical symbols, fruit, and athletic symbols- many items a high school student could identify with.

The remainder of student responses to weekly reflection questions pertaining to how they view themselves as artist, their sense of accomplishment in their artwork, perceived aptitude towards the art making process, and continued exploration in the arts are found in Appendix F.

There were general trends in participant responses from the open-ended questions regarding their own identity that they reflected on in their sketchbooks. The following table exhibits overall responses to weekly reflection questions from the entire study group.

Figure 6

Weekly Reflection Questions	Student Responses
1. When you create art do you	A. “My sense of accomplishment as an artist is dependent on the product that I create. I have felt a sense of accomplishment, probably due to the fact that there is a product that I am working towards.”

<p>feel a sense of accomplishment?</p>	<p>B. "I think I definitely feel accomplished." C. "Although it is stressful, I feel confident in my art. When I create art, I do feel a sense of accomplishment." D. "Yes, in the sense that I have finished something." E. "Yes, I enjoy creating art that I can feel proud of. I feel a swell of pride in myself and my skill." F. "Yes, it is like a masterpiece that I put a lot of time into and is a somewhat reflection of myself." G. "I do feel a sense of accomplishment with ceramics but not necessarily with art in general. This is probably because of my practical nature." H. "There's a sense of defeat if you're not doing it well. However, high performance in classes can accumulate a sense of pride." I. "I don't really feel an accomplishment when I make art unless it is really great, and it never is." J. "I do feel a sense of accomplishment when I complete an art project." L. "Sometimes I feel accomplishment if I like what I've created, but often I don't love what I made or I see room for improvements." M. "When I do create something I like I feel proud." N. "I get to be proud of myself, make beautiful things, and it lets me be creative." O. "It helps me clean my head. I can portray things to people that is hard to put into words a lot of the time." P. "I find a sense of pride in accomplishing the assignments." Q. "I've struggled and continue to struggle with comparing myself with others."</p>
<p>2. Do you plan to continue to have art be a part of your creative life after this class?</p>	<p>A. "I really enjoy being creative, it is comforting to me and puts me at ease." B. "I think art will always be a big part of my life. Whether it is actually making art or looking at my surroundings with a visual perspective." C. "I do plan to continue art after this class. I want to continue making art because it makes me happy." D. "I do plan to have art as a part of my life when I leave MA. I think that art is a great way for me to decompress and express myself." E. "Of course, I think art permeates our lives, and it would be impossible <u>not</u> to have in my life." F. "I do plan to have art be a part of my life, just to have an outlet for fun because it allows me to clear my mind and use my imagination." G. "Moving forward, I intend on keeping up my sketching. I love art and art history, and I have always considered it as a career path." H. "I get this really good feeling when I finish an art piece." I. "I think that I will continue to draw occasionally." J. "I do plan to continue art outside of class at my own pace." L. "I 100% plan to keep art a part of my life. It makes me feel happy and I love being creative." M. "I do plan to continue drawing because I find it to be very meditative" N. "I definitely plan on having art be part of my creative life after this class." O. "Art will probably stick with me for the rest of my life." P. "I plan to keep designing for my label, and maybe continuing ceramics class for pleasure." Q. "I hope to continue it in the future."</p>
<p>3. Do you consider yourself to be an artist?</p>	<p>A. "I consider myself to be an artist because I make art." B. "Before I came to MA I would definitely consider myself an artist." C. "I believe my perspective has changed, it is not the product, but the process. It is healing and strengthening." D. "I never thought of myself as an artist or anything I made as art. I still hesitate to do that. I cringe a little less whenever someone else does." E. "I guess I never considered myself an 'artist' in the traditional sense I feel most like an 'artist' when I finish something that took large amounts of time and energy." F. "I see myself as having more potential as an artist." G. "I do believe I'm an artist, I just have to dig deep in the back of my mind and access my skills." H. "Being here and continually working on it allows me to have a greater sense of self/confidence in my art." I. "I'm never happy with my final product, even if it is pretty good." J. "I do consider myself an artist in many different ways." L. "I've always kind of considered myself an artist. Just someone who practices art." M. "I am not an artist, but I appreciate art. I don't have the imagination to create an original piece, but I can take ideas and emulate it." N. "I do consider myself an artist. I do a lot of ceramic art." O. "I think I'm definitely an artist." P. "I still do not consider myself an artist, I have found a new passion for the joy in fine art here." Q. "I've always enjoyed art."</p>
<p>4. How important is learning about yourself and growing as a person?</p>	<p>A. "By being able to express myself more freely through art, I learn more about the values I hold by representing them in my art." B. "In the art making process, you are forced to push your boundaries and explore your creative mind. I think this enables us to explore our abilities both as a person and an artist." C. "Learning about myself and growing as a person I believe to be incredibly important." D. "I think that learning about yourself and growing as a person is incredibly important." E. "Learning about one's self and growing as a person is extremely important to me. As we go through our lives,</p>

	<p>our experiences grow, and our relationship with our environment begins to shape us as people. We use artwork as a medium to express the tension created as we go through those changes.”</p> <p>F. “Learning about myself and growing as a person is extremely important to me because without learning about myself I have no idea where I would be today.”</p> <p>G. “I suppose I would always like to be a child at heart, but growing up is important too. In terms of the art making process... I am able to show more of who I want to be to the world.”</p> <p>H. “When you learn about yourself, you’re given the opportunity to grow as a person. Art is a medium in which to turn unfortunate/painful concepts and experiences into something you can be proud of.”</p> <p>I. “I don’t always love to challenge myself, but it is when I challenge myself that I am most proud of myself.”</p> <p>J. “Learning about myself and growing from that is one of main goals in life. I find I can learn about myself by relating to the art world, and recreating what I relate to.”</p> <p>L. “How I feel about myself as an artist is that I love art, but I don’t always love the final product.”</p> <p>M. “My goal is to go into this with a positive attitude and hopefully my skillset will follow”</p> <p>N. “I am trying to build a stronger understanding and sense of self: to learn to love and appreciate myself.”</p> <p>O. “To try to keep more of an open mind and be more determined in school.”</p> <p>P. “I would make myself more humble, while maintaining a bit of arrogance, and become more empathic. I’d make it so that I could see all sides to an equation better.”</p> <p>Q. “It helps me to feel like I have something to be proud of.”</p>
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Figure 6. Weekly reflection questions and student responses

I began to see patterns of deep introspective responses from students. There were replies like, “It [art] helps me to feel like I have something to be proud of”, “[art] is a somewhat reflection of myself”, “[art] allows me and inspires me to feel more strongly about my values”, and “It [art] helps me clean my head. I can portray things to people that for me is hard to put into words a lot of the time.” These answers led me to believe that the art making process was a way to better understand themselves. These excerpts connect to the overarching notion that the art making process can help foster a stronger sense of self. Or, more specifically, art can provide a place to make connections to one’s identity and self perceptions.

Other notable quotes I received from students share vulnerable thoughts like, “[art is] A medium to express the tension created as we go through those [life] changes”, “it is comforting to me and puts me at ease”, and “[art is] a medium in which to turn unfortunate/painful concepts and experiences into something you can be proud of.” The fact that students exposed thoughts like that portray the level of comfort they had in the art room.

New insights were discovered, as well as old ideas and patterns resurfaced. There was popular a theme of *Identity* across student work, and humans or individuals connecting with nature or place. Overall, it seemed that the six and 12-week block study provided a deep point of introspection for the students, through investigation of a chosen theme in art.

Observations

It is important to note that students were engaged throughout the entire research block. Not once was there a student who did not want to participate in the daily art making task, respond to reflection questions, partake in conversations about their art, class critiques, or their final presentations on their chosen theme for the block. In fact, students often came in to the art room during their free period to spend extra time on their printmaking and ceramic projects. This is an important data point to include. This led me to believe that given the right environment, medium of investigation, and theme of exploration, a student can find a sense of accomplishment in the art making process.

Another important observation is my level of engagement as a teacher, researcher, and artist. Exploring this process with my students also gave me a better understanding of the teacher I want to be, the artist I have become, and how I look at data. Students found it comforting and inspiring to see me working on the art projects with them. It seemed to increase their interest level and dedication to the subject matter.

Data Analysis Summary

Art can be an expression of self and help shape one's identity. What is important to an individual, they will portray through visual and written language. With the data I received, it gave me the reassurance on the importance in discovering ways to help the

students who are struggling to find a place in the world. I was able to create 'open spaces' for my students much like I had during my childhood. It was through written interpretation and critique of visual work, that created a platform for a student to explore their identity in the world.

CHAPTER V

CONCLUSIONS & RECOMMENDATIONS

Improving My Practice

The need for art is real. As student E in the research study expressed, “I think art permeates our lives, and it would be impossible not to have in my life.” This 12-week block of action research was the most impactful block of my teaching career yet. I felt as though my job had a more meaningful purpose. I could connect with my students to help them discover and explore a theme in art they were passionate about, and one they could relate to as apart of their therapeutic journey at Montana Academy.

At the end of the 12-week block study was a graduation. A few of my research participants graduated during this time and a couple of them wrote me unprompted goodbye letters expressing their gratitude for being their art teacher and allowing the space for them to explore themselves in a positive and insightful way. The words they wrote speak for themselves.

An except from student C’s letter:

Your classes have given me something to be passionate about when nothing stood out as productive or beneficial at home. My time in your classes has given me the confidence in yet another area of my life, how to transfer my passions, values, and ideas into this world through artwork. I love that I can be myself in your classroom. Being in the presence of such a strong, sure, and beautiful woman has helped me live into the parts of me I am proud of and in turn grow strength within myself.

A passage from student D’s letter:

I hadn’t taken an art class since 6th grade when I got here and my insecurities played out really strongly in the way I approached art. Slowly but surely, you’ve

helped to nourish a sense of confidence in myself and in my capabilities, which is more than I ever expected to get out of an art class.

These words give me a lot of motivation to keep exploring how I can help my students foster more meaningful lives. I believe I can learn from those around me and from life experiences.

Plan for Future Action

In the future, I hope to be open to adapting my classroom and teaching philosophies to fit students' needs. I do plan to continue to have students research a theme in art when they take one of my classes. Although I don't need to ask the same reflective questions for the use of data points because I now know how the introspective process of creating art with a theme and research boundary can help one discover their identity and core values. However, I can continue to have students explore themes in art and how their theme and art can relate to their own therapeutic work at Montana Academy.

I leave this research study with more questions and thoughts than when I started. I now wonder how can art be used to escape from the perils and fears of the world? As I described at the beginning of this thesis, I remember feeling as though I didn't fit in. In return, I asked the same question to my students during this research study: describe a time when you felt as though you didn't fit in. This is a relatable topic on many levels. We as humans can all recall a time where we felt as though we didn't belong. How can the art making process foster a stronger sense of belonging as to not escape from the negative emotions and shutting down? Can this be achieved by being relatable to my students? I could connect to my peers on my high school art club trip through

sketching and sharing a common love for art. I didn't fit in socially, but I could fit in emotionally.

Something else I mentioned at the beginning of my thesis was a feeling that I wasn't *good* enough; I wasn't enough. This is a common theme with high school students. To be sufficient requires a strong sense of self. You can't tell a high school student they are enough and they will automatically feel it. They must discover and find out for themselves that they are adequate through experience, self love, and exploration of self. How can this be fostered through the art making process? Just like I had an art teacher in high school that saw my potential, I too want to be that teacher. An educator that nurtures confidence and understanding.

There are other questions I ponder after finishing this research study. A number of students mentioned they were satisfied with their artwork. Which makes me wonder, did students say they were satisfied with their pieces to receive a higher grade? Also, was this study more for myself than the betterment of my students? Was I projecting my own thoughts and desires onto them? And lastly, how would someone else read this data?

Recommendation to Others

This 12-week block of research was jam-packed with gathering data, creating and grading artwork, holding critiques and discussions, writing and reading reflections, and listening to student presentations. After the dust of data gathering settled, it became clear to me the importance of looking at the overall picture. Were students still creating art? Were they learning technical skills? Were they learning social skills? Were they able to express themselves freely given the limitations of the study? The answer is yes, the overall objective was to create art and that is what the students left with.

It is important to keep the big picture in mind and resign the desire to want to control the outcome of student art. The art room is a place where decisions are made by the students and overseen by the teacher. An attentive teacher provides feedback when necessary, listens and validates students' questions and concerns, and monitors and displays solid art making.

I am a firm advocate in creating art with my students. It allowed me to understand the trials and tribulations associated with different art media, processes, and techniques. Creating art with my students humanized me and created an avenue to explore art with my students, thus teaching my students that it is okay to make mistakes and take risks. This process also reemphasized the idea there is no right or wrong way in the creation process, we all do things differently, the way that's right for us.

Art facilitates a personal connection to a story. Using symbolism, color, and images, one can portray personal meaning. Students use art to share their feelings and tell a story, their unique story. Art making has the potential to combine intuitive thought with supportive and independent ideas that lead to insight and understanding of oneself.

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APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL



Institutional Review Board

DATE: November 28, 2016

TO: Claire Kniveton, MA

FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [974027-3] How can the art making process foster a stronger sense of self?

SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED

APPROVAL DATE: November 28, 2016

EXPIRATION DATE: November 28, 2017

REVIEW TYPE: Expedited Review

Thank you for your submission of Amendment/Modification materials for this project. The University of Northern Colorado (UNCO) IRB has APPROVED your submission. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on applicable federal regulations.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require that each participant receives a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this committee prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the appropriate forms for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of November 28, 2017.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Sherry May at 970-351-1910 or Sherry.May@unco.edu. Please include your project title and reference number in all correspondence with this committee.

Claire -

APPENDIX B

CONSENT FORM



CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH UNIVERSITY OF NORTHERN COLORADO

Project Title: How can the art making process foster a stronger sense of self?
 Researcher: Claire Kniveton, Art & Design Master's Program, UNCO, Art Teacher at Montana Academy
 Phone Number: (406) 858 2339 ext. 249 E-mail: clairek@montanaacademy.com
 Advisor: Dr. Connie Stewart, Associate Professor, School of Art and Design, UNCO
 Phone: 970-351-2426 Email: connie.stewart@unco.edu

Dear Montana Academy Parents,

As a part of my research thesis I am looking into how students in the art room view themselves. The intention is for students at Montana Academy to gain a stronger sense of self through the art making process, written reflections and class critiques. The process will involve the creation of their personal narratives during their daily art class. Within the 12-week time period that your child is a participant, s/ he will be given a questionnaire that deals with an understanding of self. S/ he will also respond to reflection questions about their artwork. All of these activities will be conducted during class time. The disruption of normal class time will be minimal. In fact, even if you and your son/ daughter decides not to participate, they will still be participating in the same activities as the students that are a part of the research inquiry. All time commitments for this research project will fall within the art class time, in which your child is already participating.

I foresee no risks to your child beyond those that are normally encountered during a regular art class. The art works and written reflections prompts are simple and the only feedback to your child about his/ her artwork and writing will be positive. Students will benefit by learning and exploring themselves. His/ her art making skills may improve from spending time in the art room, as well. This project will in no way affect your child's grade in art. Your child's grade and their standing in this class will not be impacted in any way by participating or refusing to participate in this project.

To further help maintain confidentiality, computer files of the student's performance will be created and names will be replaced by pseudonyms. The computer in which the information is logged will be password locked and only I will have the password.

Page 1 of 2

Initials ____

APPENDIX C

ASSENT FORM



ASSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF NORTHERN COLORADO

Hello art student,

As your current art teacher, I am also a graduate student at the University of Northern Colorado. I am researching art making as it relates to building a stronger sense of self-discovery. I would like to ask you some questions about how you view yourself and your capabilities as an artist. I would like to have you create art and write in your sketchbook about your ideas and thoughts.

I will ask you a series of questions about yourself. For each question I want you to also tell me on a scale of 1 to 4 how strongly you feel about the question relating yourself. I will ask you these questions at the beginning of the block and then again at the end of the block.

This isn't a test nor will your grade be affected by the questionnaire. There is no right or wrong answer and there will not be a score or grade for your answers. I will write down what you answer, but I won't even write down your name. It will take less than 15 minutes for you to answer my questions about yourself. You can answer these questions during art class.

I am asking for your permission to partake in my project. Your parents will also have the opportunity to agree or disagree for you to be a part of this project. Also, if you say "yes" but then change your mind, you can stop any time you want to. Your grade and your standing in this class will not be impacted in any way by participating or refusing to participate in this project.

If you would like to partake in my research, sign your name below and write today's date next to it.

Student

Date

Researcher

Date

APPENDIX D

ASPECTS OF IDENTITY QUESTIONNAIRE AND SELF ESTEEM SURVEY

AIQ-IV

Instructions:

These items describe different aspects of yourself. Please read each item carefully and consider how it applies to you. Fill in the blank next to each item by choosing a number from the scale below:

- 1 = not important to my sense of who I am
- 2 = slightly important to my sense of who I am
- 3 = somewhat important to my sense of who I am
- 4 = very important to my sense of who I am
- 5 = extremely important to my sense of who I am

- ___ 1. The things I own, my possessions
- ___ 2. My personal values and moral standards
- ___ 3. My popularity with other people
- ___ 4. Being a part of the many generations of my family
- ___ 5. My dreams and imagination
- ___ 6. The ways in which other people react to what I say and do
- ___ 7. My race or ethnic background
- ___ 8. My personal goals and hopes for the future
- ___ 9. My physical appearance: my height, my weight, and the shape of my body
- ___ 10. My religion
- ___ 11. My emotions and feelings
- ___ 12. My reputation, what others think of me
- ___ 13. Places where I live or where I was raised
- ___ 14. My thoughts and ideas
- ___ 15. My attractiveness to other people
- ___ 16. My age, belonging to my age group or being part of my generation
- ___ 17. My gestures and mannerisms, the impression I make on others
- ___ 18. The ways I deal with my fears and anxieties
- ___ 19. My sex, being a male or a female
- ___ 20. My social behavior, such as the way I act when meeting people

- ___ 21. My feeling of being a unique person, being distinct from others
- ___ 22. My relationships with the people I feel close to
- ___ 23. My social class, the economic group I belong to: lower, middle, or upper class
- ___ 24. My feeling of belonging to my community
- ___ 25. Being a good friend to those I really care about
- ___ 26. My self knowledge, my ideas about what kind of person I really am
- ___ 28. My feeling of pride in my country, being proud to be a citizen
- ___ 29. My physical abilities, being coordinated and good at athletic activities
- ___ 30. Sharing significant experiences with my close friends
- ___ 31. My personal self evaluation, the private opinion I have of myself
- ___ 32. Being a sports fan, identifying with a sports team
- ___ 33. Having mutually satisfying personal relationships
- ___ 34. My occupational choice and career plans
- ___ 35. Developing caring relationships with others
- ___ 36. My commitments on political issues or my political activities
- ___ 37. My desire to understand the true thoughts and feelings of my closest friends
- ___ 38. My academic ability and performance, such as the grades I earn and comments I get from teachers
- ___ 39. Having close bonds with other people
- ___ 40. My language, such as my regional accent or dialect or a second language that I know
- ___ 41. My feeling of connectedness with those I am close to
- ___ 42. My role of being a student in high school
- ___ 43. My sexual orientation, whether heterosexual, homosexual, or bisexual

Self Esteem Survey

Name _____

Directions: Please Circle the number for each question that best describes your agreement with each statement.





- I feel that I'm a person of worth, at least on an equal par with others.




Strongly	Agree	Disagree	Strongly
Agree	Somewhat	Somewhat	Disagree
3	2	1	0
- I feel that I have a number of good qualities.



Strongly	Agree	Disagree	Strongly
----------	-------	----------	----------







- | | | | | |
|--|-------|----------|----------|----------|
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
3. All in all, I am inclined to feel that I'm a failure.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
4. I am able to do things as well as most other people.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
5. I feel I do not have much to be proud of.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
6. I take a positive attitude toward myself.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
7. On the whole, I am satisfied with myself.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
8. I wish I could have more respect for myself.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
9. I certainly feel useless at times.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |
10. At times I think that I am no good at all.
- | | | | | |
|--|----------|----------|----------|----------|
| | Strongly | Agree | Disagree | Strongly |
| | Agree | Somewhat | Somewhat | Disagree |
| | 3 | 2 | 1 | 0 |

APPENDIX E
STUDENT ARTWORK AND SELF ASSESSMENT
RESPONSES





B	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Gelli Plate Print Theme: Design Grade: 30/30		Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?	“I feel that I had overall success with the Gelli plate printing. I think that this was a good introduction to a medium that I didn’t feel super confident about initially. After completing this project, I have a better sense of form, color, and contrast. I really like incorporating different mediums in to the final print. ”
2	Rubber Block Print Object that relates to Identity: Design (shirt) Grade: 51/60 (late)		Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?	“I have always been interested in design whether it was architecture, fashion, or even industrial design. I look at life in regard to visual cues and aspects of my surroundings. ”
3	Linoleum Block Print- Alter Ego Grade: 55/60		How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?	“ My alter ego relates to me because of the balance it represents. There is a well-respected figure and it is looked upon as a role model, but maintaining a level of modesty and respect through close relation to his people. I think my image was a success. I particularly like the different color tones I ended up using.”
4	Wood Block Print Theme: Conflict Grade: 55/60		Theme/PowerPoint: How does this piece relate to your chosen theme for the block?	“ My woodblock print is more of a direct reference to the current conflicts in Eastern Turkey, where my father is from. The sword and the mountains represent the fighting that is going on. The mountains being the location and the sword being the violence.”



5	Self Reflection Mirror Grade: 53/60		What was your thought process on building this piece and how is it a reflection of self? What are the images and symbols that you used to describe yourself and how did you organize them onto your piece?	“I chose these images because they all related to my identity physically. By this I mean the surface level identities I have one being Brooklyn, as it was where I grew up. I added the sword because it relates to my cultural identity of Easter Turkey. I also added the outline of my tag because graffiti is my main identity when it comes to art.”
6	Japanese Tea Bowls Grade: 50/60 (late)		How did you utilize your theme in the surface design images on these tea bowls?	-no response-
7	Guardian Box Grade: 51/60 (late)		A guardian is defined as a “defender, protector, or keeper”. What is the purpose of your guardian? What does it protect? How does this object relate to your identity?	-no response-


C	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Gelli Plate Print Theme: Human Consumption Grade: 28/30		Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?	“I don’t think I would call my prints a success or a failure. I think the techniques I chose ended up working pretty well in the end. The techniques were a success but the final prints I don’t think fully were. I think the work of mine is slightly original. Overall, success, but I hope to have more confidence in the work I do for the future. ”
2	Rubber Block Print Object that relates to Identity: Cell Phone Grade: 58/60		Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?	“ One part of the print that I like is the meaning it holds. I think it illustrates a big part of our society today and how important stuff is to us. How consumed we are by the things we buy. Its sad really. ”







3	<p>Linoleum Block Print- Alter Ego</p> <p>Grade: 60/60</p>		<p>How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?</p>	<p>“I think my alter ego relates to me because it shows the part of me that loves and values the outdoors and the earth. I think it’s a big part of how I was raised and who I am. I think it was a large success because this is the part of my identity I’ve been trying to uncover my entire time in treatment. Not only is it a mountain, but it’s Mt. Hood. It’s where I spent my childhood and one of the only places where I felt healthy and excited to be alive. I like how it turned out, which I usually don’t.”</p>
4	<p>Wood Block Print Theme: Human Consumption</p> <p>Grade: 58/60</p>		<p>Theme/PowerPoint: How does this piece relate to your chosen theme for the block?</p>	<p>“Human consumption- as how materialistic things often affect how people feel and act towards each other. How far from in touch they are with nature.”</p>
5	<p>Screen Print- How I see myself in 20 years</p> <p>Grade:</p>  <p>58/60</p>	 	<p>Which element(s) of your final prints do you think were successful? Which would you change or consider revising? What do you know now that you would do differently next time? Please explain how these images describe how you see yourself in 20 years.</p>	<p>“These images don’t describe how i see myself in 20 years, they describe a generation of adolescents now. From ages 9-16 I felt as though i didn’t belong anywhere but in the woods or on the soccer field, sometimes not even there. I feel proud of myself now, for all I’ve accomplished and changed and will continue to do so in the coming months. I learned something about myself while doing this project, I can communicate what I am passionate about through art.”</p>
6	<p>Screen Print- Artist Research Project Artist: Florence Broadhurst</p> <p>Theme: Humanity’s Relationship to Nature</p> <p>Grade: 58/60</p>		<p>How does this piece relate to your chosen theme for the block? How did you chose to emulate one component of your artist work?</p>	<p>“Societal views and pressure have played a large part in how I have and still do view myself throughout my lifetime.”</p>


D	<p>DATA SOURCE 1</p>	<p>DATA SOURCE 2</p>	<p>---</p>	<p>DATA SOURCE 3</p>
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	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	<p>Gelli Plate Print Theme: Fantasy</p> <p>Grade: 30/30</p>		Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?	“I think my pieces were a success. They turned out like I thought they would and I think they fit the theme. I experimented with several different techniques and had fun with the assignment. I didn't want them to look perfect, so the smearing of the words works to my advantage. I think the work is original because I didn't take any inspiration from specific images. I just read about the techniques and went with it.”
2	<p>Rubber Block Print Object that relates to Identity: Identity</p> <p>Grade: 51/60 (late)</p>		Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?	“I think my pieces were a success. They turned out like I thought they would and I think they fit the theme of self identity.”
3	<p>Linoleum Block Print- Alter Ego</p> <p>Grade: 58/60</p>		How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?	“My alter ego started out as a joke, but I found that it had some actual relevance so I made it my print. The joke was because I am a redhead, or some people call, a carrot-top. I'm not technically a carrot-top, but it was still funny. In actuality, the carrot and I are similar in a variety of ways, besides our coloring. When I think of carrots I think of roots and of a brightness that is mostly hidden underground. For me, this translates into my wallflower-ish tendencies. I show very little of my personality to those that don't work to pull me out of the ground a little. I'm working on being less guarded and showing up more and faster, but for now I am still about halfway rooted in the ground. ”
4	<p>Wood Block Print Theme:</p> <p>Grade: 60/60</p>		Theme/PowerPoint: How does this piece relate to your chosen theme for the block?	“ I would describe my theme as an overall feeling of disconnect, like you can see something real and tangible, but it is layered in a haze so you can't actually reach out and see if it is real. Floating through life and living a in a dream. I can relate to this theme because that is what life was like for me for a long time. I lived in a haze and nothing felt real. Fortunately, I don't feel that same disconnect now. ”





5	<p>Screen Print- How I see myself in 20 years.</p> <p>Grade: 57/60</p>		<p>Which element(s) of your final prints do you think were successful? Which would you change or consider revising? What do you know now that you would do differently next time? Please explain how these images describe how you see yourself in 20 years.</p>	<p>“I think that my prints were successful in that they turned out exactly like my drawings. The saguaro one got messed up a little, but I am still ok with it.. I would have liked to put more detail into that print, but once again I am ok with it. I think that my next project is going to be a little less detailed, so I want to experiment more with colors. The prints I made were all meant to symbolize independence. Cacti are hardy plants and don’t need much to survive. In 20 years, I want to have worked more on my dependency and on distancing myself from it. I want to be more like a cactus.”</p>
6	<p>Screen Print- Artist Research Project Artist: Heretic</p> <p>Theme: Identity</p> <p>Grade: 56/60</p>		<p>How does this piece relate to your chosen theme for the block? How did you chose to emulate one component of your artist work?</p>	<p>“This block I chose to explore the theme of identity. I looked at it from a more experimental standpoint, self discovery. That fits in with Heretic because of their broad themes that are, again, explored through experimentation with their art. For me, I wanted to look specifically at aspect of myself that I am still struggling with in my work at MA. When I think of space I think about the future and the work it will take for us to discover more about what is out there beyond our planet, I think that this kind of work takes a lot of planning and future orientation, so it is representative of the kind of thinking I would like to do.”</p>

E	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	<p>Gelli Plate Print Theme: Grace</p> <p>Grade: 30/30</p>		<p>Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?</p>	<p>“I’m personally very satisfied with my gelli plate prints. If I had to say if it was a success or failure, I would say we succeeded; we succeeded in learning <u>about</u> gelli plate printmaking and <u>how</u> to do so. Our work reflects this, in our technique and styles. It is original in the sense that we managed to incorporate our own styles into these popular techniques.”</p>






2	<p>Rubber Block Print Object that relates to Identity: Ballet Dancer</p> <p>Grade: 57/60</p>		<p>Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?</p>	<p>“In this print, I’m very satisfied with the reduction method. If I had to re-do it, I would try to get better consistency with the ink, so that the prints look more even. With this project, I learned how to important carefully planning and setup is with block printing.”</p>
3	<p>Linoleum Block Print- Alter Ego</p> <p>Grade: 53/60 (late)</p>		<p>How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?</p>	<p>“I think my alter ego relates a lot to the more serious parts of myself, and allows me to work toward my goals more efficiently and with more ambition. In this series of prints, I think that I effectively communicated this part of myself. My gaze in this print conveys determinations and intent- exactly what I was working towards.”</p>
4	<p>Wood Block Print Theme: Grace</p> <p>Grade: 58/60</p>		<p>Theme/PowerPoint: How does this piece relate to your chosen theme for the block?</p>	<p>“The ideology of ‘grace’ is one that I strive toward in my life- not just in a physical sense, but in relationships to others as well. ‘Amazing Grace’ is a way to become familiar with growing up, and I continue to discover new meanings of the tune.”</p>
5	<p>Screen Print- How I see myself in 20 years</p> <p>Grade: 50/60 (late)</p> 	 	<p>Which element(s) of your final prints do you think were successful? Which would you change or consider revising? What do you know now that you would do differently next time? Please explain how these images describe how you see yourself in 20 years.</p>	<p>“In terms of success, I feel that I learned a lot about different coloring techniques with screen printing. I’m happy with many of my multicolored prints. I will probably try to plan prints that will work better with double/triple registration if I had to do it again, I would also try using less pressure on the squeegee to prevent smudging. The koi fish represent grace and beauty, but also an inner resilience. An old Chinese legend states that when a koi fish ascends a waterfall, it is rewarded with being transformed into a dragon. In Buddhism, the lotus flower is a symbol of enlightenment. The clear unclouded view of the stars in the sky is a source of wonder and awe (at least for me) and I want to be seen that way in the future.”</p>

6	Screen Print- Artist Research Project Artist: Hokusai Theme: Grace Grade: 56/60		How does this piece relate to your chosen theme for the block? How did you choose to emulate one component of your artist work?	“I would describe my theme as actual grace and finding the beauty in nature. This doesn’t relate very well to any of the work I’ve been doing this block. Have been learning to appreciate the small things.”
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F	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Gelli Plate Print Theme: Play Grade: 28/30		Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?	“I feel like these pieces were a success because even though I had never done anything like the before and was a bit nervous I really liked the way they looked and the colors. The parts of my work that make me feel like they were a success include the defined lines from the snowflake and silhouette pieces and the ombre in the dragonfly. They are very appealing to my eye and very me. I feel like all my pieces have an original twist to them, however they are not totally original. I feel like they are not totally original because I used a stencil or took the technique from somewhere else, but I did put a good personal twist on it.”
2	Rubber Block Print Object that relates to Identity: Butterfly & Whimsical Features Grade: 53/60		Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?	“I really like the detail in the butterfly. I also like the color schemes and the way they turned out in all my prints. Moving on, I would change the swirls in the background to be smaller and look a bit more delicate. Through this project, I learned printmaking is very meticulous and carving away just the smallest bit can change the entire print. ”
3	Linoleum Block Print- Alter Ego Grade: 55/60		How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?	“My alter ego relates to myself b/c I fell like starfish are pretty mysterious but they send a loud profound message and a pretty different from the creatures in the sea and kind of do their own thing. I think they are really cool, and I have always really liked them. Overall, I think it was a success, however I would have like to the double registration to turn out a bit better and a bit more lined up. I do think it was a success

				though.”
4	Wood Block Print Theme: Play Grade: 56/60		Theme/PowerPoint: How does this piece relate to your chosen theme for the block?	<p>“I would describe my theme as childlike play and wanting to have innocent fun that does not require a lot of money or material kind of just going through life having fun without a lot of effort. This theme relates to me because it kind of describes my mentality. A lot of times I want to keep myself from overthinking things and just go through life having fun and playing and being a bit carefree. It relates to my desire to have innocent fun all the time.”</p>
5	Screen Print- How I see myself in 20 years. Grade: 55/60 		Which element(s) of your final prints do you think were successful? Which would you change or consider revising? What do you know now that you would do differently next time? Please explain how these images describe how you see yourself in 20 years.	<p>“The marble ink, images of nature, double registration, and the watercolor background were all successful. I would be sure to put the paper on the frame in a good position to avoid cropping too much. I would also do a solid thick layer of drawing fluid from the start. And make sure the image of screen filler is totally even. Next time I would make a big print with all three images. The tree relates to me in 20 years, a lot of branches to show I will have grown and there will be lots of different aspects to me. Also, the leaves show shedding aspects and change.”</p>
6	Screen Print- Artist Research Project Artist: Amie Roman Theme: Identity Grade: 54/60		How does this piece relate to your chosen theme for the block? How did you chose to emulate one component of your artist work?	<p>“I would describe my theme as childlike play and wanting to have innocent fun that does not require a lot of money or material kind of just going through life having fun without a lot of effort. This theme relates to me because it kind of describes my mentality. A lot of times I want to keep myself from overthinking things and just go through life having fun and playing and being a bit carefree. It relates to my desire to have innocent fun all the time.”</p>





G	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response

1	<p>Plate Project</p> <p>Theme: History</p> <p>Grade: 58/60</p>		<p>Explain your piece. What was your thought process on building this piece and how is it a reflection of self? What are the images and symbols that you used to describe yourself and how did you organize them onto your piece? Please explain.</p>	<p>“This piece took the theme of history in a more romantic direction. It displays a stoic quintessential American man. This is an era that is gone now, never to return.”</p>
2	<p>Self Reflection Mirror</p> <p>Grade: 53/60</p>		<p>What was your thought process on building this piece and how is it a reflection of self? What are the images and symbols that you used to describe yourself and how did you organize them onto your piece?</p>	<p>“My self reflection mirror includes an image of a cowboy sitting on a fence post. The mirror is not the lone image of the cowboy, but rather the negative space around him. This was a purposeful decision. I do not see myself in the cowboy- just the area around him. This is representative of the fact that I see him in me and not me in him. Then there is the cross. My father was a Protestant Christian and my mother is half Irish half German Roman Catholic, and I included this in my piece because my faith allows me to see the goodness in myself. I made the number 44 prominent because I equate that number with my childhood; it is my address. It is a big part of my inner identity and has largely shepherd the man I have become. Lastly, is the image of the cowboy on the rearing horse. I identify with the idea of conquering my fears that couldn't be more true with a thousand-pound angry animal under you.”</p>
3	<p>Japanese Tea Bowls</p> <p>Grade: 55/60</p>		<p>How did you utilize your theme in the surface design images on these tea bowls?</p>	<p>“Each one tells a conceptual story. I used underglaze pencils as metaphorical ‘cracking’ to show the pieces that make up the whole. I like to imagine the chalice sitting on an altar in an abandoned church for many years, touching the lips of long ago pilgrims.”</p>
4	<p>Guardian Box</p> <p>Grade: 55/60</p> 		<p>A guardian is defined as a “defender, protector, or keeper”. What is the purpose of your guardian? What does it protect? How does this object relate to your identity?</p>	<p>“My guardian is a story of its own. Champ, my loyal companion since I was 6 years old. No matter how long he has been gone, I will be able to see him in that box and know he is always watching over me.”</p>





H	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
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	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Gelli Plate Print Theme: Memory Grade: 30/30		Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?	“I like how my gelli plate prints turned out. I feel like they were a success. I don’t feel like they were all very similar, and I kind of like it that way because they still work together in a not so obvious way. I didn’t really think about how I wanted them to turn out, like at all, and I like that. I feel like my work is very original, I’ve never really done anything like this before.”
2	Rubber Block Print Object that relates to Identity: False Objects Grade: 52/60 (late)		Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?	“I like how all of the elements of this print balance each other. I wasn’t sure if it was all going to come together and look good but it did and I’m happy with it. I would spend more time on the grill and make it more intricate and obvious.”
3	Linoleum Block Print- Alter Ego Grade: 55/60 (late)		How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?	“My alter ego is ‘bubbles’ from the power puff girls, which is a kids’ cartoon. I chose to do this in relation to my theme, which is memory. I wanted to provoke emotion through that. I think the print itself was a success, though I’m not sure it could provoke the type of emotion I wanted it to. I think I could only get that type of emotion with something more detailed like a painting or something.”
4	Wood Block Print Theme: Memory <i>The ways in which my Brain has let me down</i> Grade: 58/60		Theme/PowerPoint: How does this piece relate to your chosen theme for the block?	“My theme is memory, so I’ve wanted to create something that conveyed a memory of mind, but kept it vague so that people could still relate, or feel it, rather.”





I	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
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	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Gelli Plate Print Theme: Innocence Grade: 28/30		Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?	<p>“I don’t think that my prints were ever a success or a failure. I put a good amount of effort into them, and in that regard, I succeeded, however they didn’t turn out as nice as I would have liked. I also don’t know how to classify art as a success or failure, as it can be different for every person. I think that my piece showed originality, as I made my stencil and I created the idea for my designs on my own.”</p>
2	Rubber Block Print Object that relates to Identity: Flower Grade: 59/60		Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?	<p>“I like the color I was able to give the flower through double registration. I’m satisfied with the simplicity of the print. In the future, I would like to create more intricate details. I think the main things I learned is that practice and time allow for a good print.”</p>
3	Linoleum Block Print- Alter Ego Grade: 56/60		How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?	<p>“I don’t think my alter ego is specifically the jack lope, but it represents my alter ego. I think that my alter ego is a ‘sense of strange’. I chose to live my life as an individual and refuse to be pushed through the cookie cutter of society. I live by being different and I think my prints represent that well. I think the application of the prints was a success but the visual appeal of it was not.”</p>
4	Wood Block Print Theme: Innocence Grade: 57/60		Theme/PowerPoint: How does this piece relate to your chosen theme for the block?	<p>“My theme is innocence and it is being conveyed through some prints/drawings of either inanimate objects such as flowers or with people that are at a young age where they haven’t gone through hard times yet. It relates to me as the things I wish I had. From a young age, I have been exposed to a lot of negative things, and I wish I had retained my innocence.”</p>




J	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response


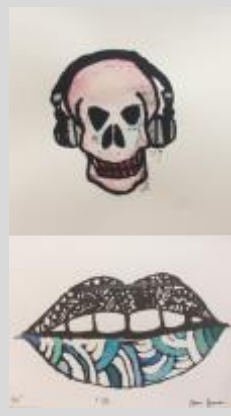

1	<p>Gelli Plate Print Theme: Fantasy</p> <p>Grade: 30/30</p>		<p>Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?</p>	<p>“I feel that my gelli plate prints were a success in that they look pleasing but are also original. I felt that my marbling turned out much better than I thought it would, and it was very unique. Overall, I feel positive about my prints.”</p>
2	<p>Rubber Block Print Object that relates to Identity: L as a fantasy figure</p> <p>Grade: 57/60</p>		<p>Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?</p>	<p>“My favorite part of my print is the medieval or historically/fantasy feel of it. You get this sense from the borders and the illuminated-like letter which is the center-point of the print. If I were to do this again, I would pay more attention to the spacing, such as the borders and the positioning of the letter.”</p>
3	<p>Linoleum Block Print- Alter Ego</p> <p>Grade: 57/60</p>		<p>How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?</p>	<p>“My alter ego relates to nature in that it is portrayed as the forest. I have always see the forest as my second home. The leaves in the background of my print represent the forest. I see the print as very successful, with the image and its logistics and results turning out well.”</p>
4	<p>Wood Block Print Theme: Fantasy</p> <p>Grade: 58/60</p>		<p>Theme/PowerPoint: How does this piece relate to your chosen theme for the block?</p>	<p>“My theme is fantasy and it is oddly such a broad topic, but it relates largely to me in that fantasy is only as wonderful as you make it. It all depends on your imagination and what you want to do. I do have very active imagination and I see that as a very positive aspect about myself.”</p>



K	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response

1	<p>Gelli Plate Print Theme: Love</p> <p>Grade: 30/30</p>		<p>Please take a minute to evaluate and reflect on your own Gelli plate prints. Do you feel these pieces were a success or failure? How so? What qualities of the work make you feel they are a success or failure? How original is the work? Why do you feel this work is original or not original?</p>	<p>“I think my pieces were a success. I think I used techniques that I learned to create pieces that I like. I experimented with colors and layering to create good composition. I think my work is original because I came up with ideas of what I wanted to create using a theme but not copying what others had done.”</p>
2	<p>Rubber Block Print Object that relates to Identity: Love Thorns</p> <p>Grade: 55/60</p>		<p>Explain one part of your print that you like, describe what you like and are satisfied with. What part would you change or do differently the next time? What did you learn about printmaking through this project?</p>	<p>“I like how the double registration worked on my prints, especially with some of the letters because they look 3-D. I think I would want the thorns/ lines to be more exact/clear/sharp. I learned about double registration and reduction in general and how to carve a block and mirror letters.”</p>
3	<p>Linoleum Block Print- Alter Ego</p> <p>Grade: 58/60</p>		<p>How does your alter ego relate to yourself, i.e: explain your alter ego and how it has roots in your identity? Was your image a success? How or how not?</p>	<p>“My alter ego is a strawberry. I feel like the sweetness of a strawberry relates to my identity. I also feel like the strawberry is one of the less-bruisable fruits and will last as long as you eat them in time. I feel like I am the same way in that I do better when people show they care for me and I am bruisable, but I also have thicker skin that some and I’m resilient. I think my image was a success because it portrays me and the strawberries well. I like how the registrations turned out and the colors I used. I also enjoy the water color I added.”</p>
4	<p>Wood Block Print Theme: Love Birds</p> <p>Grade: 58/60</p>		<p>Theme/PowerPoint: How does this piece relate to your chosen theme for the block?</p>	<p>“My theme brings in many elements that are about being in love. Love is complicated and difficult and also beautiful. I tried to express that in my different prints.”</p>





L	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response


1	<p>Screen Print- How I see myself in 20 years</p> <p>Grade: 56/60</p> 		<p>Which element(s) of your final prints do you think were successful? Which would you change or consider revising? What do you know now that you would do differently next time? Please explain how these images describe how you see yourself in 20 years.</p>	<p>“I thought my prints overall were pretty successful. I love how my biggest deer turned out, and I like the simplicity of the others. Something I would change is lining up my prints better for double registration. I would make the tape more clear and always make sure they line up. I love the idea of incorporating simplicity into my life. I don’t want to be a suburban housewife so that’s irony.”</p>
2	<p>Screen Print- Artist Research Project Artist: Florence Broadhurst Theme: Humor Grade: 57/60</p>		<p>How does this piece relate to your chosen theme for the block? How did you chose to emulate one component of your artist work?</p>	<p>“The theme I chose was humor because it's a big part of my life and my personality.”</p>




M	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	<p>Screen Print- How I see myself in 20 years</p> <p>Grade: 52/60</p> 		<p>Which element(s) of your final prints do you think were successful? Which would you change or consider revising? What do you know now that you would do differently next time? Please explain how these images describe how you see yourself in 20 years.</p>	<p>“I really enjoyed the theme of each of my prints. I especially like my smaller prints. One aspect that I would change is how much screen filler I used. I would try to make sure dots didn’t show up where I rubbed the image too hard. I would also try an original idea. Two of the images had to do with my theme: paradox. Only one of them had to do with where I see myself in 20 years.”</p>
2	<p>Screen Print- Artist Research Project Artist: Georgia O’Keefe Theme: Paradox Grade: 55/60</p>		<p>How does this piece relate to your chosen theme for the block? How did you chose to emulate one component of your artist work?</p>	<p>“Paradox refers to opposite things that have some connection. It can be found in nearly anything. For me, I had to come to terms with and accept the paradoxical parts of me. I realized that all these parts had a relationship with me, and each other. More specifically, it creates a push-pull dynamic, the internal power struggle.”</p>




N	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Self Reflection Mirror Grade: 56/60		What was your thought process on building this piece and how is it a reflection of self? What are the images and symbols that you used to describe yourself and how did you organize them onto your piece?	“My thoughts process on building my self reflection mirror started off wit the work I was doing at the time. I had recently found I need to define my identity more and build up my esteem and confidence with who I am. So, I wanted a piece to capture the ambiguity I had/have around who I am. I also wanted the piece to reflect the journey I was undertaking by trying to get to myself. So, I wanted a road leading to my reflection to represent my journey to myself, and also darkness around it as it is a scary discomforting journey. I wanted it to be nighttime too to show that it’s confusing and hard. Also, I included the perspective I did as it gives you the picture of starting on the road to self identity.”
2	Japanese Tea Bowls Grade: 55/60		How did you utilize your theme in the surface design images on these tea bowls?	“I sought to explore the different textures of my identity at first- but what it ended up becoming as a representation of the different parts of myself making a whole- through lots of different colors and different designs as I am a mix of emotions that changes a lot.”
3	Guardian Box Grade: 59/60		A guardian is defined as a “defender, protector, or keeper”. What is the purpose of your guardian? What does it protect? How does this object relate to your identity?	“I can portray the books as two miniature ones on stands on top of the book. The purpose of my guardian is in part symbolizing the protection of my sensitive parts like my shameful part, as well as my growing up and defending that park by doing drugs and other things besides reading. The open book represents the childhood part of me that loved reading and its sensitive and also my own easily-read side. It relates to my identity in those ways and also because I love reading. I can be a polar person, and my intellectual side, a parody of who I am, is my intention.”


O	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response

1	Self Reflection Mirror Grade: 57/60		<p>What was your thought process on building this piece and how is it a reflection of self? What are the images and symbols that you used to describe yourself and how did you organize them onto your piece?</p>	<p>“My piece is odd, but I like it in some ways. The different symbols show a lot of different things. We’ll start at the tip. The village market is a grocery store that I went to all the time and reminds me of my best friend from home. Same with the ‘Riverwalk’ theater thing we used to sit outside that theater all the time and mess around. The two raised logos represent my passion for skiing and the squiggly lines carved into the clay are outlines of the skateboarding bowls at my skate park. The sunset in the bottom left w/ the mountains is representative of my home, and the thing in the bottom right is the bridge between my house and the river walk. The whole thing really just represents my home.”</p>
2	Japanese Tea Bowls Grade: 59/60		<p>How did you utilize your theme in the surface design images on these tea bowls?</p>	<p>“Simplicity, attention to detail, I never thought I would be able to create a perfectly symmetrical piece, not that I did, but is is possible with practice.”</p>
3	Guardian Box Grade: 58/60 		<p>A guardian is defined as a “defender, protector, or keeper”. What is the purpose of your guardian? What does it protect? How does this object relate to your identity?</p>	<p>“The kendama is an important game for me- I really enjoy the challenge of it. I have changed a lot here at MA, with the place and through time. Learning how to become good at kendama has helped that.”</p>

P	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Self Reflection Mirror Grade: 50/60		<p>What was your thought process on building this piece and how is it a reflection of self? What are the images and symbols that you used to describe yourself and how did you organize them onto your piece?</p>	<p>“I feel much pride in being Jewish as well as a strong urge and dedication to protect Israel and portray my happiness, fulfillment, and pride I receive from those two things. For the mirror project, I created a slab with David Stars at each of the four corners, a big David Star in the middle where the mirror would be showing, and added the colors of the Israeli Flag. In addition, there are two miniature models of the mountain Masada, which has a lot of Hebrew history from the mountain.”</p>


2	Japanese Tea Bowls Grade: 49/60		<p>How did you utilize your theme in the surface design images on these tea bowls?</p>	<p>“On one of the teacups it is decorated with a bunch of David Star and Israel written twice on the cup. On another cup, I decorated it with again, the mountain Masada along with some buildings to represent Jerusalem, and also two David Stars. On the final teacup, I simply glazed the Israeli Flag on to it.”</p>
3	Guardian Box Grade: 50/60	 	<p>A guardian is defined as a “defender, protector, or keeper”. What is the purpose of your guardian? What does it protect? How does this object relate to your identity?</p>	<p>“Instead of creating a box, I created a Mezuzah. It is a traditional Jewish box kept on the sides of doors with the most important Jewish paper, the <i>Shema Yisrael</i>, kept inside of it. I colored the box with the colors of the Israeli flag (blue and white), and made a 3-D David Star to be my guardian.”</p>

Q	DATA SOURCE 1	DATA SOURCE 2	---	DATA SOURCE 3
	Project	Artwork/Image	Self Assessment Question	Self Assessment Response
1	Self Reflection Mirror Grade: 57/60	 	<p>What was your thought process on building this piece and how is it a reflection of self? What are the images and symbols that you used to describe yourself and how did you organize them onto your piece?</p>	<p>“Because I have worked with ceramics in the past, I feel confident going into this project. I also feel less stress because I’m making a mirror frame, unlike a bowl or cup that is supposed to look a certain way. I don’t doubt my sculpting skills, but it is harder to make a piece that I want to fit a criteria. I like that my frame is abstract and also has 2 and 3-dimensional aspects. The project I am making relates to my theme of romance because it glorifies the individual. I put together several parts of the human body to make a bizarre creature. A lot of people dislike one another due to small difference like race or religion. Uniform can never be achieved in the human race.”</p>
2	Japanese Tea Bowls Grade: 53/60 (late)		<p>How did you utilize your theme in the surface design images on these tea bowls?</p>	<p>“My tea bowls are intended to inspire peace and homeostasis. They incorporate romance because they are related to emotions and the level of which you feel them.”</p>


3	Guardian Box Grade: 59/60		A guardian is defined as a “defender, protector, or keeper”. What is the purpose of your guardian? What does it protect? How does this object relate to your identity?	“My guardian box was decorated to look like a can of Campbell’s soup. I did this to inspire comfort and coziness. The pumpkin is my guardian. I have a lot of respect and praise for these babes. Pumpkins are very sturdy melons- if you could call it that. They are magical and enchanted. Their sturdiness will provide a stable support. They are very majestic and strong creatures- what a good guardian!”
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APPENDIX F
WEEKLY REFLECTION QUESTIONS AND STUDENT RESPONSES

STUDENT: B SELF ESTEEM BEGINNING: 24 END: 19	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	-no response-
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	“Conflict has always been a big part of my understanding of the world around me, and I often filter this through art. Putting difficult conflicts into a different light often helps bring weight of the situation.”
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	“Confident, Intrigued, Creative, Questioning, and Creative. The boundaries that define me are being out of control of my situation. When I am not in control I lose confidence.”
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	“I think that growing as an individual stem from experiences and learning. The more we experience and take in through life, whether it is positive or negative, the stronger we become. In the art making process, you are forced to push your boundaries and explore your creative mind. I think this enables us to explore our abilities both as a person and an artist. Being able to explore new techniques and materials enables this process of growth to happen in the classroom.”
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	“I think I definitely feel accomplished. Especially when there is a somewhat long and strenuous process involved in the creation of the project.”
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes. When you create art, do you feel a sense of accomplishment?	“I think that I performed similarly to this class in all my classes. In the beginning, I wasn’t really getting my work done. I think I am genuinely interested in art and this helped me find joy in this class. I think I definitely feel accomplished and especially when there is a somewhat long and strenuous process involved in the creation of the project.”
WEEK 7	Explain something about yourself that you don’t understand but want to understand better.	“I think that I have a knowledgeable grasp on myself and what makes me who I am. One thing that I would like to understand better is why I tend to be so defensive. Often when I react with defense or opposition is is very unnatural. Understandingly this act is something I want to work on here. The understanding I want to have would make my interactions with authority figures a lot easier.”
WEEK 8	Describe a time when: You felt as though you didn’t belong. You felt as though you did belong. You were proud of yourself. You learned something about	“A time I felt I didn’t belong was when I was in private school in 6th grade. I felt like I didn’t connect to any of the other kids in my grade because of my different interests. A time when I felt like I did belong was earlier in public school during my 5th grade year. I had

	yourself	struggles with other that I overcame through being to connect with them. I became respected for my ability to be a friend and be trustworthy to others. I am able to feel proud of myself when I am able to be self reliant. When I am working and making my own money (especially if it is my own business) I am proud and most happy. I think I learned something about myself when I spent time living alone. I realized that I was very socially oriented. Whenever I wasn't with friends I became very depressed and unable to be motivated. I rely on others to make me excited in life."
WEEK 9	How would you describe the theme you've chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	"My theme being conflict relates to a lot of my life both here at MA and before conflict has both brought me here but also helped me a lot in life. I not only struggle with conflict but can use conflict to better myself. Making use of it is a conflict in itself."
WEEK 10	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week's question)?	"I think a significant life event I had would be seeing major riots in Istanbul. This gave me a deeper understanding of a society and emotions of people."
WEEK 11	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	"I think the only thing I would change is my ability to access things I cannot control. Especially at this point in my life. I am struggling with acceptance over not having control in situations." 
WEEK 12	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	"Before I came to MA I would definitely consider myself an artist. I worked a lot on different projects including fashion and graphic design. I also did a lot of graffiti in New York and at school. Now I think I am definitely still an artist, just on a smaller scale. I used to surround myself by a lot of other artists and even made money through art. Now here I can only sketch and practice. I can't connect to the world that is art."
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	"I think art will always be a big part of my life. Whether it is actually making art or looking at my surroundings with a visual perspective."

STUDENT: C SELF ESTEEM BEGINNING: 20 END: 24	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	"I think I have a good level of confidence and capability in completing the course projects for this block. Although it is stressful, I feel confident in my art. I need to spend substantial amount of time on it. I can get it done, but how I feel about it isn't guaranteed to be positive. I also believe I am fully afraid of comparison and failure. "

WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	“Human consumption- as how materialistic things often affect how people feel and act towards each other. How far from in touch they are with nature. Materialism has really affected my life, who I am and who I want to be. I’ve let it destroy my morals and lose who I am and what is important to me. My identity has been attached to materials for far too long. ”
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	“ Intelligent, insightful, insecure, aware, interesting. Not taking on other emotions, caring about how I affect others and not completely disrespecting them. Not using people, not people use/disrespect me. They shift around certain people like when I am around adults some topics or ways of communication would come off completely disrespectful while among my peers it would not so just gauging my audience I guess definitely has an impact.”
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	“ Learning about myself and growing as a person I believe to be incredibly important. I think the connection between that and this class is how we display what is important to us through our projects. Without a whole lot of thought my morals and opinions tend to be communicated through the art I create. This is an obvious difference between what I would have communicated at home (if anything) and what I create now. It displays personal growth. ”
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	“ When I create art, I do feel a sense of accomplishment. I didn’t used to because I didn’t put effort into it and there was no meaning behind it but now there is and I do and it’s awesome. ”
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	“The ways I perform in this class that will affect other classes will become habit. I always put my head down and stay so focused in this class because I like what I’m doing and I think it’s transforming to other topics.”
WEEK 7	Explain something about yourself that you don’t understand but want to understand better.	“ Why I can’t have withstanding romantic emotions for a boy. One day they’re there, the next they’re not. I hurt people because of it, and get myself in sticky situations because of it. ”
WEEK 8	Describe a time when: You felt as though you didn’t belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	“ I am an incomprehensible concept in this world ” 
WEEK 9	How would you describe the theme you’ve chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	“ Personal identity and relation to nature. This theme relates so much to me and my work here because so much of who I am is rooted in nature and that part of me I lost/denied at home. At Montana Academy, I have begun embracing that part, nurturing it, loving it, and being proud of it. ”
WEEK 10	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week’s question)?	“ I have a lot of life experience that relate to this theme, especially within the few months before I was sent away, how much of myself I’d lost and how that affected my everyday life. But when I was little I always felt the happiness and most alive after/during hours tromping through the woods and climbing trees. The tail end of that was the backpacking trips I did in the northern Cascades climbing mountains and spending weeks in the wilderness, it was life changing.”

WEEK 11	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	“If I were given the opportunity to recreate my human self, I don't think I would. If I were given the opportunity to recreate my being, who i am entirely, i might. I would want to be something more connected to nature. Maybe a tree on a bluff or a boulder on the face of a mountain. Most likely a bird. I want to be less harmful to what sustains us. I want to have more peace, patience and understanding. I want to keep my strength and enhance my stability. I want to be a part of something more than I am, something bigger, something humbling. ”
WEEK 12	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	“ I have more confidence in my artistic ability/ artistic talent and I enjoy it more since last block. I think it is easier for me to express things that have impacted me/what is important to me through my art more than before. I believe my perspective on art has changed, it is not just the product people do it for, but the process. It is healing and strengthening. ”
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	“ I do plan to continue art after this class. I do feel accomplishment when I complete art/create art. I want to continue making art because it makes me happy and expands my brain in ways that are not just academic, and I think that's really important. ”

STUDENT: D SELF ESTEEM BEGINNING: 11 END: 15	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	“Art is something I've always enjoyed but never thought I was particularly good at. I have no doubt that I am capable of completing the course projects, but I doubt the quality of the resulting pieces. Even if I believe I am satisfied with the results I only have to see another person's art to lose all confidence I have my own work. It won't matter what other people tell me because I won't believe them if they say it's good; I have a very deeply, rooted sense of dissatisfaction with myself and consequently with anything I make. I'm sure of one thing though; I can copy pretty well. I struggle with being creative. ”
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	“ I would describe my theme as an overall feeling of disconnect, like you can see something real and tangible, but it is layered in a haze so you can't actually reach out and see if it is real. Floating through life and living in a dream. I can relate to this theme because that is what life was like for me for a long time. I lived in a haze and nothing felt real. Fortunately, I don't feel that same disconnect now. ”
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	“ Quiet, Caring, Observant, Consistent (in relationships) and Sensitive. I'm not generally a confrontational person, but I will confront someone if I feel they are being dishonest with me. I work to be honest with others and generally expect the same from my relationships. Although it doesn't take much for me to feel hurt, I tend to keep it to myself to give the impression that I am ok. I set a boundary with myself in relationships so I don't jump ship the second I get mildly offended. I generally perform in relation to the boundaries.”

WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	“I think that learning about yourself and growing as a person is incredibly important; I see this as being especially integral to the process of a student at MA. We cannot move forward without dedicating ourselves to the personal growth. I think part of it is also finding opportunities to learn about ourselves in any and all situations. For me, right now that means examining the way I think about myself in academics and in social situations. Art can bring out a lot of my insecurity and my confidences, making it a very interesting situation for me. That being said, this class/subject in particular is the perfect environment for me to learn about and question myself. ”
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	“Yes, in the sense that I have finished something.”
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes. When you create art, do you feel a sense of accomplishment?	“ I think that my work in art class improves my work ethic as a whole. I do well when I’ve accomplished things, so finishing projects boosts my productivity. ”
WEEK 7	Explain something about yourself that you don’t understand but want to understand better.	“ I don’t fully understand my dependency and I want to work to understand that. I feel like the better I understand it, the more I will be able to separate from it. I want to be able to see it without needing someone else to point at it for me. ”
WEEK 8	Describe a time when: You felt as though you didn’t belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	“There have been many times where I have been in a group of people and felt like I didn’t belong. They start talking and I will sit in silence, for various reasons, but in those moments, I feel like I don’t belong. In wilderness, there was one day where we hiked all day and into the night. We’d been going in and out of canyons and up and over plateaus and we still hadn’t reached our site. We were angry and tired and we stopped to rest for a bit when a few of us slipped off our packs and walked like 30 ft. away from the group. We looked down the hill we just climbed and all screamed at the top of our lungs. I felt so proud when I got my moon clan. That wasn’t too long ago, really. But it meant a lot to me. When I was in wilderness, I learned that I wasn’t as weak or as helpless as I had thought I was.”
WEEK 9	How would you describe the theme you’ve chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	“ I’ve chosen identity as my broader theme with a focus on independence vs. dependence. This relates to me because I am trying to look at my dependent tendencies and work towards independence. I am looking at my identity and how much of that has been built around relying on other people. ”
WEEK 10	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week’s question)?	“I think wilderness is probably the most significant life experience that I have had so far. It really jumpstarted everything I’ve done at MA. It was my first experience where I was independent of my parents. They weren’t physically there.”
WEEK 11	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	“This is an interesting question because I would probably give you different answer every time you asked, just depending on the day. Right now, I am feeling my insecurities pretty strongly and want to change most everything about myself. Currently, I would much rather be a flower than a human being. The list of things I’d like to change in this moment is too long, so I’ll settle for being a flower. My life would be short-ish and beautiful and my presence might go unnoticed by many, but I might make one person's day a little better just by being there. ”

WEEK 12	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	“I had never taken an art class before my MA high school career. I took a class in middle school and was constantly doodling but I never thought of myself as an artist or anything I made as art. I still hesitate to do that, but I cringe a little less whenever someone else does. Now I have a more positive view of the things I create, but I am still pretty critical of them. This block has just been a part of the process that I think started with my first art class at MA. ”
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	“ I do plan to have art as a part of my life when I leave MA. I think that art is a great way for me to decompress and express myself. I do feel a mild sense of accomplishment when I finish a piece. ”

STUDENT: E SELF ESTEEM BEGINNING: 24 END: 21	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	“ I have a fair level of confidence in myself as an artist. Going into this block, I’m hopeful and excited to learn about more mediums of self expression. The syllabus for this class outlines from different printmaking techniques, each of which I look forward to participating in. I actually try not to think of art in terms of talent and skillset, mostly because this can lead me down a road of insecurity and doubt. ”
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	“ I would like to think of my theme in the most abstract definition of the word. Rather than binding my work to one meaning or interpretation of grace, I would prefer to encompass the many different ideals of the word: beauty, forgiveness, ease of heart. ”
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	“ I like to think of myself as more than a list of adjectives, I guess that in of itself tells you something about me. I tend to hold strict boundaries in settings that are new, uncomfortable, or more formal. The rest of the time my boundaries aren’t strict. Generally, these boundaries are what change.”
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	“ Obviously learning about one’s self and growing as a person is extremely important to me. As we go through our lives, our experiences grow, and our relationship with our environment begins to shape us as people. Were it not for this, we’d have nothing to show for all the years that go by. We use artwork as a medium to express the tension created as we go through those changes. It is a made of expression, which is highly important when learning about one’s self and growing as a person. ”
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	“Yes, I enjoy creating art that I can feel proud of.”
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	“I think my work ethic in printmaking affects my motivation in other classes.”
WEEK 7	Explain something about yourself that you don’t understand but want to understand better.	“I guess a significant part of myself that I don’t totally understand is my need for excitement. This need can be good for me, but it can just as easily be harmful. In a struggle to feel more alive, I can often get myself into trouble, hence the desire to more fully understand this part. ”

WEEK 8	Describe a time when: You felt as though you didn't belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	"Arriving her at MA was definitely a time that I felt like I didn't belong. There was all the rules and expectations that I didn't think I could live up to. It took me a couple of months but I slowly started being more comfortable in this environment. Conversely, the last couple months here have felt much better. Feeling a sense of belonging in my team is an amazing feeling, and it's opened up a plethora of opportunities for me. I was definitely proud of myself after my performance in my school's cirque show last year. I stole the show with my Spanish web routine and that feeling of accomplishment afterward was unparalleled. At my old boarding school, I learned how hard it is to find internal motivation; however, I also learned how rewarding it is to finish something that you originally didn't think you could do."
WEEK 9	How would you describe the theme you've chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	"I would describe my theme as actual grace and finding the beauty in nature. This doesn't relate very well to any of the work I've been doing this block. Have been learning to appreciate the small things."
WEEK 10	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week's question)?	"The summer after my freshman year I worked full time at an ornamental pond store selling and taking care of koi fish. I learned to appreciate their beauty, and I gained a respect for the grace that actually occurs in our world."
WEEK 11	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	"I think that if I had to recreate myself, I would want to make myself a harder worker and more motivated. I would also want to be more centered and able to deal with many different stresses all the while keeping a level head."
WEEK 12	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	"I guess I never considered myself an 'artist' in the traditional sense. I've always had a profound interest and respect for others' art, but whenever I tried to create something of significance, my self critic would come out; nothing is ever good enough to be of importance, especially when I compare my work with someone else's. The only time I felt satisfied with my 'artwork' was in cirque, and even that was fleeting. However, since coming to MA, my sense of pride and accomplishment in the art I make has increased dramatically- it doesn't matter as much if my art is 'worse' or 'better' than someone else's. I feel most like an 'artist' when I finish something that took large amounts of time and energy and I feel a swell of pride in myself and my skill. Printmaking has only bolstered these feelings, as I never have many new skills in my repertoire. After this class, I think I will keep art in my life, but at a distance, I love appropriating others' artwork, and I hope to continue to do so throughout my life."
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	"Of course, I think art permeates our lives, and it would be impossible <u>not</u> to have in my life."


STUDENT: F SELF ESTEEM BEGINNING: 20 END: 20	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability	"I have confidence that I will be able to complete the

	you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	necessary projects for the course, but where my confidence is lacking is when I think about whether or not I will be satisfied with my creations. Going into class, I feel like I am capable, however, it may take a bit more experimenting for me to create something that I am satisfied with. I do believe I have talent when I let my imagination kind of run free and don't limit myself, but sometimes that can be hard for me to do. My skills set is there, however, it is minimal. Hopefully as time goes on my skills set will begin to grow with practice."
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	"I would describe my theme as childlike play and wanting to have innocent fun that does not require a lot of money or material kind of just going through life having fun without a lot of effort. This theme relates to me because it kind of describes my mentality. A lot of times I want to keep myself from overthinking things and just go through life having fun and playing and being a bit carefree. It relates to my desire to have innocent fun all the time."
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	"Happy, determined, fun, friendly, and curious. The boundaries that describe me are wanting to be accountable and honest. Another boundary that describes me is wanting to have fun. My honest and accountable boundaries don't shift much, however, my wanting to have fun does shift a bit when I am in school because I am so focused. However, out of school it shows up a lot more."
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	"Learning about myself and growing as a person is extremely important to me because without learning about myself I have no idea where I would be today. It is scary for me to think about. I think it is really cool and beneficial to learn about myself in this art class because it pushes me to go to places in my imagination that I never would have even thought of before and allows me to discover more about myself by doing so. For example, I even learned a bit about myself in thinking about my alter ego. It allows me and inspires me to feel more strongly about my values."
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	"Yes, it is like a masterpiece that I put a lot of time into and is a somewhat reflection of myself."
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	"I perform w/ creativity and focus, but also by expressing myself. This will help me perform in other classes by giving my teachers insight into who I am."
WEEK 7	Explain something about yourself that you don't understand but want to understand better.	"Something about myself that I don't understand but want to understand better is my more creative side of the brain because sometimes it can be very one sided and like there is only one way to do things but other times it is like the whole world is open and it can take me amazing places. I am wondering what influences the two opposite sides and why."
WEEK 8	Describe a time when: You felt as though you didn't belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	"The time I remember being most proud of myself was when I finished wilderness. I think I was so proud of myself, because I never thought I could complete the program, physically or mentally. I also learned so much about myself and talked about very hard things in wilderness that I never expected myself to talk about. I felt so proud because I did something a lot of people never do, and it felt good to have accomplished what I truly believed to be the

		impossible. I kind of also felt like I had restored a lot of relationships, especially with my family which I was very proud of. I was proud of what I had done, but also proud of my genuine self for reconnecting to who I am. This is one of the times I was most proud of myself and I felt genuinely happy after the first time in a while!”
WEEK 9	How would you describe the theme you’ve chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	“I would describe the theme I have chosen as who you want to be, all the different aspects that make up who you are. It shows the positive and negatives. This relates to my work at MA, because I have worked on trying to find myself here and really know who I am. Specifically acknowledging the parts of myself that I may not like I have learned a lot about myself and when I got here I hardly had an identity at all and how I have a strong sense of self, so I relate to this theme a lot. ”
WEEK 10	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week’s question)?	“ A life experience I have to tell is more about a lack of identity when I was home I did not know who I was. I tried to identify with a lot of different things, none of which made me feel fulfilled or happy. The experience of this was hard because I never felt like anything was enough to achieve the identity I wanted for myself. This experience was probably one of the worst times in my life, and I had a lot of hard days and times during this time. Identity has always been a bit of a struggle of mine. ”
WEEK 11	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	“No, because I think everyone is unique and if I recreated myself I would be the same as someone else, and everyone else is already taken. I think if I were to recreate myself I would change things like my insecurities, and I would want them to be less prominent. Another thing I would change is I would want to be more artistically talented and musically talented. I think some of the things I struggle with are hard, however I would not want to change them about myself because they help me see who I am. Just like my core beliefs, I hate them sometimes, but they make me, me. So, it feels important for me to work through them to be stronger. ”
WEEK 12	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	“When I was a kid I like drawing, but I would always get jealous because I thought their drawings were prettier than mine. Now I like art a lot more, and think of it as kind of an outlet and as a way to express myself. I am more confident in my ability as an artist and I have found that talent comes with practice. Now, I see myself as having more potential as an artist. I consider myself more of an artist now than I did before, but still not really an artist. My attitude towards my art is more positive now. Through this quarter I have expanded my horizons a lot and let my mind go a lot of different places and it has allowed me to see a new part of myself.”
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	“I do plan to have art be a part of my life, but not in any serious way, just to have an outlet for fun because it allows me to clear my mind and use my imagination. ”

STUDENT: G SELF ESTEEM BEGINNING: 9 END: 21	WEEKLY REFLECTION QUESTION	RESPONSE
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WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	<p>“Years ago, I took my first real art course in NYC. I learned a lot and displayed a lot of talent. Sadly, in more recent years I have lost touch with that side of myself. When I walk into your classroom I think to myself ‘I used to be good at this....’ I could think of an image in my head and make it appear on paper.</p> <p>Overall, the answer is yes, I do have talent, specifically with sketching, but I have to learn how to use it again. I do believe I’m an artist, I just have to dig deep in the back of my mind and access my skills.”</p>
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	<p>“Pioneer spirit is something I have always admired. I find a lot of that spirit in myself through my own determination and stubborn nature.”</p>
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	<p>“I would describe ‘pioneer spirit’ as extremely stubborn, determined, and also hopeful. In truth, before treatment I never really found any ‘boundaries’ on those emotions. I know what I wanted and I was going to get it by any means necessary, not matter how many times I was told no. I am not quite sure whether or not it is a good thing or a bad thing that I have learned to adhere to those bounds set forth in this program that make the standards of the real world. Of course, both sides have their ups and downs. I suppose it’s like the pioneer; some got rich and acquired vast amounts of land and some died, poor and alone.”</p>
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	<p>“My father used to say, ‘growing old is inevitable, growing up is optional.’ I suppose I would always like to be a child at heart, but growing up is important too. I find the most important aspect of growing up to be knowing right from wrong and when to do what. In terms of the art making process, I am not sure how to express this except by saying that I am able to show more of who I want to be to the world. I am able to extend to people how my values work in an abstract manner.”</p>
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	<p>“I do feel a sense of accomplishment with ceramics but not necessarily with art in general. This is probably because of my practical nature. I think plates and cups are practical and I am happy I have made something useful.”</p>
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	<p>“I believe I have become stronger in my imagination. I think I will do much more creative projects and presentations in the time to come.”</p>
WEEK 7	Explain something about yourself that you don’t understand but want to understand better.	<p>“I do not understand my deep-seated love of country. Perhaps it stems from my upbringing and family, but I know there is more than that. I think of the countless people who have given their lives in defense of freedom. Some people call me a reactionary or an extremist, but I do not see things that way. I see tradition as not inherently good or bad. I see people, pushing for radical change as a bad thing because they want to be away with systems that work. I think in order to make this country the best it can be, we should keep the aspects of tradition alive and perfect parts that don’t work as well.”</p>
WEEK 8	Describe a time when: You felt as though you didn’t belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	<p>“When I was at my old school. All the kids had known each other since pre-K and I was brand new.</p> <p>When I was saddle breaking horses in Colorado. I fit in perfectly with the folks there.</p> <p>When I heard my mom showed my dad a video of me performing at the October parent workshop.</p> <p>I learned how well I could adapt through my wilderness experience.”</p>
WEEK 9	How would you describe the theme you’ve chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy?	<p>“Pioneer spirit is something I have always admired. I find a lot of that spirit in myself through my own determination and stubborn nature. I would describe ‘pioneer spirit’ as extremely stubborn, determined, and also hopeful. In truth, before treatment I never really found any ‘boundaries’ on those emotions. I know what I</p>

	Please be specific.	wanted and I was going to get it by any means necessary, not matter how many times I was told no. I am not quite sure whether or not it is a good thing or a bad thing that I have learned to adhere to those bounds set forth in this program that make the standards of the real world. Of course, both sides have their ups and downs. I suppose it's like the pioneer; some got rich and acquired vast amounts of land and some died, poor and alone."
WEEK 10	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block?	"I have found that creativity is like a muscle, and since I have been using it more and more, over the past six weeks."
WEEK 11	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	
WEEK 12	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	"Growing up, I have always thought of myself as talented when it comes to finer mechanics. Around the age of 13, I developed a tremor and it had a large impact on how I viewed my abilities. This past twelve weeks have helped me see that I am capable of more than I thought. However, looking back and my hobbies- primarily fixing antiques; I was creating art in my own way. I was refinishing decals and I was creating my own balance between new and old. "
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	" Moving forward, I intend on keeping up my sketching. I love art and art history, and I have always considered it as a career path. Next block I will be taking field biology which will allow me to further practice my artwork."

STUDENT: H SELF ESTEEM BEGINNING: 22 END: 23	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	"I have an adequate amount of confidence, I believe that I have a natural talent that thrives only if I consistently work on my skills set of art. I believe that the concept of what is behind the art pieces is more important than the piece itself, though. I've always been able to come up with the necessary concepts, think up a piece in my mind, but due to all the shit I got myself into at home, I didn't have the motivation/ resources to make valuable piece (as in quality, not \$). Being here and continually working on it allows me to have a greater sense of self/confidence in my art. "
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	"My theme is memory , so I've wanted to create something that conveyed a memory of mind, but kept it vague so that people could still relate, or feel it, rather."

WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	“Contemplative, creative, sarcastic, caring, loyal. I’ve learned to stay true to myself and work with my traits to create boundaries. I guess I kinda answered that already, but I’ve learned to work in relation to my boundaries.”
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	“When you learn more about yourself, you’re given the opportunity to grow as a person. You have to accommodate your life based on what you know, in order to stay fluid and dynamic in your environment. In my opinion, art is a medium in which to turn unfortunate/painful concepts and experiences into something you can be proud of. I don’t really like the term ‘art therapy’, but it kinda fits the description. If that helps you grow as a person than that’s just a side effect I guess.”
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	“There’s a sense of defeat if you’re not doing it well. However, high performance in classes can accumulate a sense of pride.”
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	“I think the ways in which I perform in each class will affect how I perform in others. There’s a ripple effect when it comes to school, I’ve found. Even if your classes have no correlation when it comes to content, they will overlap when it comes to performance.”
FINAL REFLECTION	Do you plan to continue to have art a part of your creative life after this class? Why or why not?	“I get this really good feeling when I finish an art piece.”

STUDENT: I SELF ESTEEM BEGINNING: 19 END: 17	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	“I think that I will be able to complete all of the course requirements, but I don’t know how nice the final product will turn out. I’m not the best artist, so I don’t know if I will be satisfied with the quality of my prints. I don’t think that my talent lies in artistic quality, rather my ability to spend as much time as I need to complete whatever I am working on to my satisfactions. Perseverance is my biggest skill as an artist.”
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	“My theme is innocence and it is being conveyed through some prints/drawings of either inanimate objects such as flowers or with people that are at a young age where they haven’t gone through hard times yet. It relates to me as the things I wish I had. From a young age, I have been exposed to a lot of negative things, and I wish I had retained my innocence.”
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	“Complex, Insightful, Introspective, Curious, Knowledgeable. I think that my main boundaries are how far I’m willing to come out of my shell. Also think that my anxiety surrounding social situations causes trouble. I normally perform in relation to my boundaries; however, I like to try to go out of my comfort zone.”
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	“I don’t always love to challenge myself, but it is when I challenge myself that I am most proud of myself.”

WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	"I don't really feel an accomplishment when I make art unless it is really great, and it never is. I'm never happy with my final product, even if it is pretty good."
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	"I don't think that how I perform in this class will directly affect how I perform in others, but I do believe in the 'how you do one thing is how you do everything' mentality. I think that my work ethic will carry into other classes now and in the future."
FINAL REFLECTION	Do you plan to continue to have art a part of your creative life after this class? Why or why not?	"I think that I will continue to draw occasionally, but I don't know if I will take more art classes as I don't like the lack of freedom I feel in creating my pieces. It can be very structured and I don't feel that sense of creativity in them."


STUDENT: J SELF ESTEEM BEGINNING: 26 END: 22	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	"In art class especially printmaking and ceramics, I have confidence in myself that I can complete the projects and assignments successfully, but I feel I am lacking in talent as an artist sometimes. I do compare myself to others in the art room and feel that my work may be inadequate or lacking in talent. I feel this most when I have an idea in my head that I want to portray, but my art does not turn out the way I expected or hoped."
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	"My theme is fantasy and it is oddly such a broad topic, but it relates largely to me in that fantasy is only as wonderful as you make it. It all depends on your imagination and what you want to do. I do have very active imagination and I see that as a very positive aspect about myself."
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	"Imaginative, optimistic, strong, curious, loving. Most of my boundaries revolve around my morals and standards. They don't shift very much, except they relax."
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	"Learning about myself and growing from that is one of main goals in life, so naturally it is very important to me. I find I can learn about myself by relating to the art world, and recreating what I relate to. I also create art that expresses something I want others to relate to as well."
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	"I do feel a sense of accomplishment when I complete an art project. My feeling of achievement grows while I create the whole product."
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	"In art class I express myself non-verbally through my work, and my working pace is much more independent. In other classes I can express myself verbally and not be worn out from talking in 1st period printmaking."
FINAL REFLECTION	Do you plan to continue to have art a part of your creative life after this class? Why or why not?	"I do plan to continue art outside of class at my own pace. I enjoy alter -booking very much, and working by myself on an art project is calming when I have free time. I do consider myself an artist in many different ways, including the performing arts and theater which I will continue post-MA. I find a sense of joy in belonging in being part of a theatrical production."

STUDENT: K SELF ESTEEM BEGINNING: 19 END: 21	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence and capability you have in completing the necessary course projects for this block. How do you feel about yourself as an artist? Do you believe you have talent? Skill set? Please explain.	"I feel ready and capable of doing these projects this block and I'm excited to do them. I know I struggle with liking my art, but I've learned to also stop judging my art on the end result and more on how much I believe I've put into whatever I'm making. I think I have talent even though I'm not good at realist things. I think I know colors and textures and layering well, so I'm confident in my abilities to make what I want to make and have it portray emotions or whatever I've wanted it to portray."
WEEK 2	How would you describe your theme? How does it relate to you and objects you can identify with? Please Explain.	" My theme brings in many elements that are about being in love. Love is complicated and difficult and also beautiful. I tried to express that in my different prints. "
WEEK 3	What words would you use to describe yourself? Use at least 5 words. What are the boundaries that define yourself? Do these boundaries shift or do you perform in relation to these boundaries?	" Loving, nervous, thoughtful, logical, emotional. I think I try to hold myself to certain standards like being timely with things and having a certain level of organization. I think these boundaries can shift depending on where I am. For instance, at school I am more organized than in my room at the dorm."
WEEK 4	How important is learning about yourself and growing as a person? What is the connection to learning about yourself in this class through the art making process? Please explain.	"Learning about myself and growing as a person is very important. Without learning and growing as a person we don't change or get better or happier. Through art you can learn a lot about yourself. You learn how to express emotion through different ways and how to do something uncomfortable or different. "
WEEK 5	Reflect/write: When you create art, do you feel a sense of accomplishment? How so? How not?	" Most of the time when I create something that I'm proud of or that I like I feel accomplished. "
WEEK 6	Identify ways you perform in this class will affect how you perform in your other classes.	" I think with most classes I tend to start doing well or badly in one and the rest follow. I think being in an art class helps me to do better in general because it's relaxing for me. "
FINAL REFLECTION	Do you plan to continue to have art a part of your creative life after this class? Why or why not?	" I often create through writing or collaging or watercolor because I really like art. "

STUDENT: L SELF ESTEEM BEGINNING: 14 END: 17	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence you have in completing the necessary course projects for this block. Going into this class, how do you feel about yourself as an artist? Do you believe you have talent? Skill set?	"On scale of 1-10 I feel like my capability is a 10, but my confidence is a 7.5. I'm never really confident in my ideas even though they usually turn out fine. How I feel about myself as an artist is that I love art, but I don't always love the final product. I do think I have talent and skills set, which gives me some confidence. Art is just something I've always loved and been relatively good at."
WEEK 2	Describe a time when: You felt as though you didn't belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	"Transferring high schools after my first expulsion was pretty hard; I had no idea who to be friends with and I felt people wouldn't accept me. "Spending time with my best friend, Lierney, we accepted

		our differences.” “I was proud of myself when I was elected student council treasurer.” “My parts group; I never knew vulnerability was a part of me”.
WEEK 3	How would you describe the theme you’ve chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	“The theme I’ve chosen to research this block is humor. I guess I would describe humor as adding a little twist to artwork; it makes whatever I’m doing a bit more fun and enjoyable. The theme relates to my work here at MA for a number of reasons. I realized here that I use humor a lot as a defense when I’m feeling insecure. I make a joke to shift the focus. While humor can be a defense, it is also part of my personality. I’ve grown up with a dad who is always cracking jokes. As a child, we constantly watched like Seinfeld, Everybody Loves Raymond, The Office, etc. so humor is ingrained into me. I love being able to make people laugh and I see humor as a really beautiful thing.”
WEEK 4	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week’s question)?	“ Wilderness was a really significant life experiences for me. I learned so much about myself and what I took for granted. I first started looking at my insecurities in wilderness when I was given an assignment called fears and insecurities. This completely opened my eyes to see just how insecure I am, the anxieties I have, and the constant fears I have about myself and how people think of me. This relates to humor because that was the only way I tried to connect to people there- just through jokes and not being serious or actually trying to make relationships. Everyone there called me out on it too. I realized that without humor, I struggled to interact and that was hard for me to accept. ”
WEEK 5	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	“ I would keep everything the same- personality, friends, family, etc. but I’d change a lot of the things I’d done. I would my decisions and actions that lead to expulsions and getting sent away. I would change how I reacted and disrespected my parents. I would change how I went about breaking rules and being defiant. I love my friends now, so if I hadn’t gotten sent away, I wouldn’t know them. I wouldn’t want to change having them in my life. ”
WEEK 6	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	“ Even when I was little I loved art. I told people I wanted to be an artist when I grew up. I used to take painting and ceramic classes both in and out of school. I picked up painting and drawing in high school as well as ceramics. Art continues to be very important to me. I feel connected to this form of expression because it’s so familiar for me. I’ve always kind of considered myself an artist. I don’t really see any specific requirements- just someone who practices art. What has changed for me is experimenting with new types of artwork and mediums. What has stayed the same is my love of simple sketches and pencil drawings. ”
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	“ I 100% plan to keep art a part of my life. It makes me feel happy and I love being creative. Sometimes I feel accomplishment if I like what I’ve created, but often I don’t love what I made or I see room for improvements. ”

STUDENT: M SELF ESTEEM BEGINNING: 14 END: 21	WEEKLY REFLECTION QUESTION	RESPONSE
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WEEK 1	Describe the level of confidence you have in completing the necessary course projects for this block. Going into this class, how do you feel about yourself as an artist? Do you believe you have talent? Skill set?	“ If I had to rate my level of confidence I have, it would be a 3. My capability realistically, would be a 6. I am not an artist, but I appreciate art. I don’t have the imagination to create an original piece, but I can take ideas and emulate it. I am a fast learner, but I can be a bit clumsy and spacey making hard to concentrate on a task and I can easily become frustrated with. My goal is to go into this with a positive attitude and hopefully my skillset will follow.”
WEEK 2	Describe a time when: You felt as though you didn’t belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	“For a while I feel like I didn’t belong in my family. I feel like I belong when I rock climb. I was proud of myself when I successfully controlled a horse. I was able to take it out of the barn and race her. I learned that I have a bad habit of procrastinating and putting things off until last minute.”
WEEK 3	How would you describe the theme you’ve chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	“My parts group is the best example when I had to face my paradoxical self. One of my parts, Selfish Stephanie, completely contradicts my other part, Motherly Mabel. We very rarely have moments when we can clearly see a paradox, but in that moment. Presenting parts of myself to my team, with pouring rain on our faces next to a beautiful lake, I could feel the paradox and it was beautiful. Ever since I have been obsessed with contradicting concepts. That’s what I am trying to show in my artwork.”
WEEK 4	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week’s question)?	
WEEK 5	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	“I would give myself a bit more optimism and more patience. I really struggle with seeing positivity in others because I project my negativity that I find within myself onto others. I also have high expectations for others and I don’t have the patience with others when they fall short. I would keep my compassion because it’s what creates my relationships. Once I “click” with someone I stick to them like a bug. I try to be empathetic as possible. At home, I never reached my capacity or learned about my ‘super power’ because the majority of my relationships were superficial and based on materialistic things. Despite the fact that I’m not happy all the time, I’m content with my life and who I am. I could have not asked to be a better person. ”
WEEK 6	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	“ Art has always been a part of my life. My father is an artist and my mom’s niche was creating artsy things. As a little girl, I was praised for the smallest finger painting I did. Because of this, I grew up feeling very confident of my artistic talent. It wasn’t until the end of my primary school and into middle school that I stopped considering myself an artist. During my doodle stage I stopped creating large scale pictures. The only times I showed my work is to my father when I felt that I made a cool doodle. My attitude towards my artwork was shaped here and I stand by it today. ”
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	“ I do plan to continue drawing because I find it to be very meditative and because when I do create something I like I feel proud. It’s also so expressive and a healthy way to channel my emotions. Although I don’t feel as accomplished as I do when I play the piano, it’s still as satisfying.”

STUDENT: N SELF ESTEEM BEGINNING: 13 END: 17	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence you have in completing the necessary course projects for this block. Going into this class, how do you feel about yourself as an artist? Do you believe you have talent? Skill set?	“My level of confidence and capability in completing the course outline is basically an 80/100. I think that I have confidence in my work when I like my ideas and I like most of the projects we have before us. I have also done some of this work before so I have a decent sense of capability. However, I haven’t throw before so I’m not sure about how well I will do although I’m interested in it. I feel that as an artist I have some ability and cool ideas as well but maintaining effort and energy for my own enjoyment and pride in my work will be different. I also would like to enjoy making art more and learn how to put my own emotions into it as a soothing technique. I think I have some ability in drawing and ceramics so I have some talent and my skills set could still use additions. I would like to learn a practice more so that I’m better able to put my ideas that are in my head into physical work. ”
WEEK 2	Describe a time when: You felt as though you didn’t belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	“When I went to hockey practice when I was little. I felt really uncomfortable and hated it but like I was the only one having a problem with it. After a while crew practice, I was well liked and known by the team, performed really well, and felt comfortable there. When I got a 1:49.5 on a 5k rowing test. I pushed myself the whole time and didn’t give up and I beat my expectations. Recently, here at MA, I’ve discovered I set really high standards for myself and feel that if I can do something it’s not hard enough and so I don’t reward or compliment myself for my achievements enough. ”
WEEK 3	How would you describe the theme you’ve chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	“The theme I’ve decided on is Identity. The dictionary definition is the way we perceive and express ourselves. Aspects we are sometimes born with and others sometimes change over time. I would describe my theme as how identity is confusing as you’re growing up- as it is for me, and how its differences shape my understanding of it. It relates to me and my work in that I am trying to build a stronger understanding and sense of self identity and then to become stronger and more secure in that and learn to love and appreciate myself. I’ve done a lot of work on myself and to keep heading on this path as I grow and prepare to leave.”
WEEK 4	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week’s question)?	“My experience with rowing and how building those connections of my close team was so important to me developing my identity and becoming stronger in myself. It relates in that way to my theme- but also how I tore down some of those relationships and hurt my life relates to how I make mistakes and now learning to once again grow past it and keep forging an identity I love. ”
WEEK 5	When you create art, do you feel a sense of accomplishment?	“ When I create art I definitely feel accomplished. Especially when a piece comes out well I am proud of myself and love it. I also feel like I completed something and made something and that makes me feel good. ”
WEEK 6	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What	“I did not consider myself an artist before MA. I do consider myself an artist. I do a lot of ceramic art. My perspective has changed this ceramics period some because I put more effort into my work and care more


	has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	about it then in past periods. Also, I put more personal information into my work, which I've done before but did with everything this period."
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not?	"I definitely plan on having art be part of my creative life after this class because I think it's really cool, I get to be proud of myself, make beautiful things, and it lets me be creative."

STUDENT: O SELF ESTEEM BEGINNING: 19 END: 19	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Explain something about yourself that you don't understand but want to understand better.	"To understand why I get angry at random things, try to keep more of an open mind and be more determined in school."
WEEK 2	Describe a time when: You felt as though you didn't belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	"When I first moved to Vail in 2008. I was a new kid in third grade and then again in 4th, 6th, and 9th. Here and now. I was proud of myself when I received both my moon clan award and my sun clan award. I learned one time that my mind is hard to wrangle to help solid thoughts without speaking and after I saw that I started to get better at remembering what I'm talking about."
WEEK 3	How would you describe the theme you've chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	"My theme is how time affects place. Like how the forest changes from season to season and how buildings are put in place and taken down. How the world changes with time. This I guess relates to how I need to understand that people and places at home are going to change and have changed and I need to bring myself into that and be comfortable with not being the same in that environment. Being able to bring how time has changed me."
WEEK 4	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week's question)?	"I think that one of the most vivid memories that I have from middle school is sitting down stairs looking at the mountain across the valley from my house and sitting there every afternoon and watching the leaves change and the snow show up and then watching it melt and then watching the leaves come back in and then watching it all start over every year for so long."
WEEK 5	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	"I like my compassion, the way I dress, would keep all my passions for all things music, dance, theater. I would also keep my awareness where my body is that makes sense: skiing and trampoline, things of that. I would also keep my sense of humor. When I think about what I would change I get a bit confused because I feel like I shouldn't want to change anything but there are things that I want to be different. I wish I was 2" taller, not tall, but just a few inches would be nice. I would be less angry at random thing, try to keep more of an open mind and be more determined in school. I like all of these things, I just can't usually keep my determination."
WEEK 6	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same?	"I wasn't really an artist before MA. I have taken art classes and have explored it, but I didn't really consider myself an 'artist'. Now, I think I'm definitely an artist. I have a style and I do it for fun and to express things sometimes. I have begun to be able to create things that

	What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	I see in my head and especially with clay I think I have a good feel moving with it and I think my attention to detail has really been applied to ceramics well. I think the biggest change this block for me is what I am able to create in my art, especially when using the wheel. I never thought I would be able to create a perfectly symmetrical piece, not that I did, but is is possible with practice.”
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	“Art will probably stick with me for the rest of my life. I am a photographer and a musician so art is a big part of my life. It helps me clean my head. I can portray things to people that for me is hard to put into words a lot of the time.”

STUDENT: P SELF ESTEEM BEGINNING: 30 END: 30	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Describe the level of confidence you have in completing the necessary course projects for this block. Going into this class, how do you feel about yourself as an artist? Do you believe you have talent? Skill set?	“While I do not have much confidence in my artistic skill set, I am eager to illustrate my heritage in my artwork in this block. I am even more exhilarated to share this work with my father, as I am sure he will be very proud and excited to see it. Art has always intrigued me, and I spend a lot of time looking for art with my mother. Generally, I do not typically love creating art, but I do love analyzing and searching for new pieces: mostly contemporary.”
WEEK 2	Describe a time when: You felt as though you didn't belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	“A couple year ago, when I was not the most talented basketball player, I attended a camp called basketball city. The players were much better than I was at the time. They played so well that we reached the final game. Solely the amount of minutes I received comparatively to the other player made me feel like an outcast and as if i did not belong. Anyways, the game before the finals was hard fought. At halftime, we were down by lots of points and they were down about it. I did what I felt was the only thing I could. I gave a motivational, inspirational speech. The team loved it and went back in there and beat the other team so badly. They attributed the win to me and picked me up after. I was so proud of myself and learned that optimism, perseverance, and dedication pays off.”
WEEK 3	How would you describe the theme you've chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	“Theme: Identity. I focused on Israel, Jewish Prayers, prayer devices, and various important symbolic items on the Jewish Faith. Personally, my identity means a lot to me and is a part of who I am. It is part of the things that I carry with me daily. It is definitely a defining factor in my personality. I also have a strong sense of pride and honorability I'd like to express for the military of Israel. My father served in the Israeli Defense Force for three years. My father is an immigrant and has ingrained in my mind the importance of knowing who you are and where you came from. It is something I have developed much pride for gradually in my years of adolescence.”
WEEK 4	What is a significant life experience that you have to tell? How does this relate to your chosen theme for the block (refer to previous week's question)?	“The basketball game story I told earlier is pretty significant to me. It has really helped shape my identity.”
WEEK 5	If you were given the opportunity to recreate yourself, how would you do so? What would	“I would make myself more humble, while maintaining a bit of arrogance, and become more empathic. I'd make it so that

	you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	I could see all sides to an equation better. There would be a lot of things I'd like to keep, almost all of myself. My intelligence, looks, personality. Above all my drive and motivation in life to achieve success is most important for me."
WEEK 6	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	"The history of the extent of my fine art was limited to school assignments and classes. However, I have spent the good portion of this year before I was sent away designing men's designer loungewear for my clothing company. I did not consider myself an artist, which is ironic because I consider clothing an art form while I still do not consider myself an artist, I have found a new passion for the joy in fine art here at Montana Academy. I find a sense of pride in accomplishing the assignments. That in it of itself is a different perspective of how I perceived my completed art assignments. "
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	"I plan to keep designing for my label, and maybe continuing ceramics class for pleasure rather than art credits."

STUDENT: Q SELF ESTEEM BEGINNING: 21 END: 15	WEEKLY REFLECTION QUESTION	RESPONSE
WEEK 1	Explain something about yourself that you don't understand but want to understand better.	
WEEK 2	Describe a time when: You felt as though you didn't belong. You felt as though you did belong. You were proud of yourself. You learned something about yourself	<p>"When I tried to hang out with the people I thought to be cool. I tried to be 'one of them' but the harder I tried, the less I succeeded.</p> <p>I do belong when I hang out with my close friends because they understand who I am and have decided to stick with me through it.</p> <p>When I can acknowledge my beauty, I feel proud not because of my looks or behaviors but rather my rare ability to say, 'Hey you look great today!'</p> <p>When I began to do art without comparing my work to the work of others. I learned that by my own standards, I'm a good artist :)"</p>
WEEK 3	How would you describe the theme you've chosen to research for the block? How does this theme and your description relate to you and the work you are doing at Montana Academy? Please be specific.	"My theme of romance should not be mistaken as a.) love or b.) overly romantic ignorance. I think that my theme is really just about beauty, because I find myself less happy when I am forcing myself to be overly rational. This relates to my work at MA because I need to release fears and let go. Romanticism is a way of life that helps me."
WEEK 4	What is a significant life experience that you have	"I think that my most significant life story is the one

	to tell? How does this relate to your chosen theme for the block (refer to previous week's question)?	of how I wound up here at MA. I think it really covers my theme in the way I want because it is romantic but not over the top. It is still a realistic story that I can apply to real life, which is something you don't often find with romance due to its fantasy and extreme aesthetics."
WEEK 5	If you were given the opportunity to recreate yourself, how would you do so? What would you change or what would you keep the same? Draw an image or scene that relates to your thoughts.	"I would change very little. I couldn't imagine life as anybody else. The thoughts I would keep are all of my traits and things that make me ME. I would change the weirdly large bones on my inner feet, my rounded midget thumb, and a couple of tiny tiny aspects of my body. Largely, I am happy with who I am and how I've turned out so far."
WEEK 6	Explain the history of yourself as an artist from before you came to MA to now. Did you consider yourself to be an artist then and do you now consider yourself to be an artist now? What has changed and what has remained the same? What about before this quarter of printmaking and at the end of this quarter- how has your perspective changed?	"I've always enjoyed art. I've struggled and continue to struggle with comparing myself with others. My sister is an amazing artist and will attend college next fall. Growing up, I did not try to learn from her but rather use her work as a model to compare mine to."
FINAL REFLECTION	Do you plan to continue to have art be a part of your creative life after this class? Why or why not? When you create art, do you feel a sense of accomplishment?	"Here at MA, I am encouraged to love and be proud of my work. It has become a huge part of me and I hope to continue it in the future. It helps me to feel like I have something to be proud of."