

4 Artful Thinking Strategies

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STRATEGY	PROCEDURE	USE/ NOTES
<p>Beginning, Middle, End (Observing and describing)</p> <p><i>Blooms: Comprehension, application</i></p>	<ol style="list-style-type: none"> 1) If this is the beginning of a story, what happens next? 2) If this is the middle of the story, what happens before and after? 3) If this is the end of the story, what led to this point? 	<p>This routine uses the power of narrative to help students make observations and use their imagination to elaborate on and extend their ideas. Its emphasis on storytelling also encourages students to look for connections, patterns, and meanings.</p>
<p>Telephone (Observing and describing)</p> <p><i>Blooms: Knowledge, application</i></p>	<p>1-2 people describe the image to another person who can not see what is being described using both art and content vocabulary.</p>	<p>This routine is best for vocabulary use and promotes observation and description. Extensions include drawing what is being described and creating artworks that match a given description or vocabulary.</p>
<p>What Makes You Say That? (AKA Visual Thinking Strategy) (Reasoning)</p> <p><i>Blooms: Comprehension, interpretation</i></p>	<ol style="list-style-type: none"> 1) What is going on in this image? 2) What [do you see that] makes you say that? (<i>what can you point to... what evidence do you have... etc</i>) 3) What else can you find? 	<p>This is also a foundational thinking skill/ procedure that is at the heart of much of the CCSS. Unlike See, Wonder Think which ends with hypothesis, “What makes you say that?” starts with a conjecture or inference that must always be supported with evidence.</p>
<p>See, Wonder, Think (Questioning and investigating)</p> <p><i>Bloom’s taxonomy: Knowledge, interpretation</i></p>	<p>Begin with clinical observation/description, then questioning and finally conjecture/ hypothesis.</p> <p><i>For more information,</i> teachingchannel.org/videos/interpreting-ancient-art-getty</p>	<p>This is a foundational thinking skill/ procedure. It can be used in anticipatory set situations through to assessment. Students make observations, interpretations and inferences.</p>