

# ARTFUL THINKING MATRIX from <http://pzartfulthinking.org/>

Thinking Disposition	Thinking Routine	Use When You Want Students to . . .	Steps
<b>REASONING</b>	<b>WHAT MAKES YOU SAY THAT?</b> <i>Good starting point for deeper thinking - can be followed by other routines.</i>	<ul style="list-style-type: none"> <li>Describe what they see or know and provide evidence and explanation (evidence based reasoning).</li> <li>Provide text or graphic evidence for thinking and writing.</li> </ul>	<ol style="list-style-type: none"> <li>What's going on (happening) in the picture?</li> <li>What makes you say that?</li> </ol>
	<b>CLAIM/SUPPORT/QUESTION</b> <i>Use with works of art, pieces of text, poems, and with topics in the curriculum that invite explanation or are open to interpretation.</i>	<ul style="list-style-type: none"> <li>Reason and provide evidence or support, especially with topics in the curriculum that are open to interpretation.</li> <li>Practice argument writing skills.</li> </ul>	<ol style="list-style-type: none"> <li>Make a claim about the artwork or topic (<i>An explanation or interpretation of some aspect of the artwork or topic.</i>)</li> <li>Identify/provide support for your claim (<i>things you see, feel, and know that support your claim.</i>)</li> <li>Ask a question related to your claim (<i>What's left hanging? What isn't explained? What new reasons does your claim raise?</i>)</li> </ol>
<b>QUESTIONING &amp; INVESTIGATING</b>	<b>THINK/PUZZLE/EXPLORE</b> <i>Works particularly well when beginning a topic, and when you want students to develop their own areas of interest.</i>	<ul style="list-style-type: none"> <li>Connect to prior knowledge.</li> <li>Develop own questions of investigation.</li> </ul>	<ol style="list-style-type: none"> <li>What do you think about this artwork or topic?</li> <li>What questions or puzzles do you have?</li> <li>What does the topic or artwork make you want to explore?</li> </ol>
	<b>CREATIVE QUESTIONS</b>	<ul style="list-style-type: none"> <li>Make inferences.</li> <li>Develop good questions.</li> <li>Think deeply about a topic.</li> </ul>	Brainstorm a list of at least 12 questions about the artwork or topic. Using starters: <i>Why?</i> <i>What are the reasons?</i> <i>What if?</i> <i>What is the purpose of?</i> <i>How would it be different if?</i> <i>Suppose that...</i> <i>What if we knew?</i> <i>What would change if?</i>
	<b>SEE/THINK/WONDER</b> <i>Versatile, easy to use, and almost never fails to deepen students' interest in the topic at hand</i>	<ul style="list-style-type: none"> <li>Make careful observations and thoughtful interpretations.</li> <li>Make inferences.</li> <li>Distinguish between observations and interpretations</li> <li>Stimulates curiosity and help students reach for new connections</li> </ul>	<ol style="list-style-type: none"> <li>What do you see (hear)?</li> <li>What do you think about that?</li> <li>What does it make you wonder?</li> </ol>
<b>OBSERVING &amp; DESCRIBING</b>	<b>BEGINNING/ MIDDLE/ END</b> <i>A springboard for imaginative exploration.</i>	<ul style="list-style-type: none"> <li>Make observations and use their imagination to elaborate on and extend their ideas.</li> <li>Look for connections, patterns, and meanings.</li> <li>Develop writing or storytelling (narrative) skills and sequencing.</li> </ul>	<i>Choose one of the 3 questions:</i> <ol style="list-style-type: none"> <li>If this artwork is the beginning of a story, what might happen next?</li> <li>If it this artwork is the middle of a story, what might have happened before? What might be about to happen?</li> <li>If this artwork is the end of a story, what might the story be?</li> </ol>

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<b>OBSERVING &amp; DESCRIBING</b>	LOOKING/LISTENING: 10X2	<ul style="list-style-type: none"> <li>Make careful observations about an object, image or work of art.</li> <li>Generate/brainstorm descriptive words or phrases for a pre-writing, discussion activity.</li> </ul>	<ol style="list-style-type: none"> <li>Look at a piece of art/listen to piece of music for 30 seconds.</li> <li>List 10 words or phrases about any aspect of what you see or hear.</li> <li>Share words.</li> <li>Repeat.</li> </ol>
	COLORS/SHAPES/LINES	<ul style="list-style-type: none"> <li>Observe details.</li> <li>Generate/brainstorm descriptive words or phrases.</li> <li>Prepare for formal analysis of Art</li> </ul>	<ol style="list-style-type: none"> <li>What colors do you see? Describe them.</li> <li>What kinds of shapes do you see? Describe them.</li> <li>What kinds of lines do you see? Describe them.</li> </ol>
	THE ELABORATION GAME	<ul style="list-style-type: none"> <li>Develop a detailed descriptive vocabulary.</li> <li>Elaborate.</li> <li>Distinguish between what they see and what they interpret.</li> <li>Practice narrative, expository writing skills.</li> </ul>	<ol style="list-style-type: none"> <li>One person identifies a specific section of the artwork and describes what he or she sees/hears).</li> <li>Another person elaborates on the first person's observations by adding more detail about the section.</li> <li>A third person elaborates further by adding yet more detail, and</li> <li>A fourth person adds yet more.</li> </ol>
<b>COMPARING &amp; CONNECTING</b>	I USED TO THINK . . . NOW I THINK <i>Use it after reading new information, exploring or making an artwork, watching a film, listening to a speaker, experiencing something new, having a class discussion, and so on.</i>	<ul style="list-style-type: none"> <li>Reflect on how their ideas and impressions have changed over time.</li> <li>Recognize and consolidate new understandings, opinions, and beliefs,</li> <li>Become more reflective, self-aware learners.</li> </ul>	<p><b>Write or say a few sentences using each of the sentence stems:</b></p> <ul style="list-style-type: none"> <li>I used to think... (topic, artwork or object)</li> <li>Now, I think... (topic, artwork or object)</li> </ul>
	CONNECT/EXTEND/CHALLENGE <i>A natural place to use this routine is after students have experienced something new. Try it as a reflection during a lesson, after a longer project, or when completing a unit of study. Try using it after another routine!</i>	<ul style="list-style-type: none"> <li>Make connections between new ideas and prior knowledge.</li> <li>Reflect on/assess their learning and increase metacognition.</li> <li>Review/summarize new material, lesson or unit.</li> </ul>	<p><b>Connect:</b> How is the artwork, the ideas, or information presented CONNECTED to what you already knew?</p> <p><b>Extend:</b> What new ideas did you get that EXTENDED or pushed your thinking in new directions?</p> <p><b>Challenge:</b> What is still CHALLENGING or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</p>
	CREATIVE COMPARISONS	<ul style="list-style-type: none"> <li>Use metaphorical thinking to create comparisons between dissimilar things.</li> <li>Understand unfamiliar subjects by linking it to what they already know</li> <li>Stimulate new insights and solutions</li> </ul>	<ol style="list-style-type: none"> <li>What do you see in the artwork? What do you know about the topic?</li> <li>Choose a category (musical instruments, plants, video game, toy city, part of the body, etc. )</li> <li>Imagine: If this topic/artwork was a kind of (provide category), what would it be?</li> <li>Explain three ways that it compares.</li> </ol>

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<b>COMPARING &amp; CONNECTING</b>	<b>HEADLINES</b> <i>This routine helps students identify and clarify big ideas.</i>	<ul style="list-style-type: none"> <li>Summarize lesson, unit.</li> <li>Draw conclusions.</li> <li>Clarify their thinking.</li> </ul>	<ol style="list-style-type: none"> <li>If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?</li> <li>(Later) How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?</li> </ol>
<b>FINDING COMPLEXITY</b>	<b>PARTS/PURPOSES/COMPLEXITIES</b>	<ul style="list-style-type: none"> <li>Identify components, purpose and relationships.</li> <li>Seeing the layers and dimensions of things.</li> </ul>	<p><b>Ask 3 questions:</b></p> <ol style="list-style-type: none"> <li>What are its parts? (What are the pieces or components?)</li> <li>What are its purposes? (What is it for, what does it do?)</li> <li>What are its complexities? (How is it complicated in its parts, purposes, the relationships between the two or other ways?)</li> </ol>
	<b>COMPLEXITY SCALE</b>	<ul style="list-style-type: none"> <li>Build a more multi-dimensional mental model of a topic by identifying different aspects of the topic and considering their complexity.</li> <li>Encourage the reasoning required for students to choose and explain their ratings. Of less importance is assigning each idea to the "right" place on the complexity scale.</li> </ul>	<ol style="list-style-type: none"> <li>Say some broad things you know about a topic—observations, facts, ideas. Think up different kinds of things.</li> <li>Place each statement somewhere on the complexity scale (Simple -----&gt; Complex)</li> <li>Explain why you want to place it there.</li> <li>Reflect: What new insights and questions do you have about the topic?</li> </ol> <p><i>*Feel free to discuss and debate placement. You can even place a statement in more than one spot on the line (sometimes things are simple in one way, but complex in another).</i></p>
<b>EXPLORING VIEWPOINTS</b>	<b>STEP INSIDE</b> (PERCEIVE/KNOW/CARE ABOUT)	<ul style="list-style-type: none"> <li>Do some perspective-taking and close looking through projection, a technique in which students project a persona into a person or thing in order to explore ideas from a new viewpoint.</li> <li>See beyond the surface story and explore different viewpoints.</li> <li>Help students bring abstract concepts, pictures, or events to life.</li> <li>Make a personal connection to a topic.</li> </ul>	<p>Choose a person, object or element in an image or work of art, and step inside that point of view. Consider:</p> <ul style="list-style-type: none"> <li>What can the person/thing perceive and feel?</li> <li>What might the person/thing know about or believe?</li> <li>What might the person/thing care about?</li> </ul> <p>Take on the character of the thing you've chosen and improvise a monologue. Speaking in the first person, talk about who/what you are and what you are experiencing.</p>
	<b>CIRCLE OF VIEWPOINTS</b>	<ul style="list-style-type: none"> <li>See and explore multiple perspectives.</li> <li>Understand that different people can have different kinds of connections to the same thing, and that these different connections influence what people see and think.</li> <li>See other perspectives or when things seem like there are only two sides to an issue.</li> <li>Discuss dilemmas and other controversial issues.</li> </ul>	<ol style="list-style-type: none"> <li>Brainstorm a list of different perspectives.</li> <li>Choose one perspective to explore, using these sentence-starters: <ul style="list-style-type: none"> <li><b>I am thinking of...</b>(the topic) ... <b>from the viewpoint of...</b>(the viewpoint you've chosen).</li> <li><b>I think...</b>(describe the topic from your viewpoint. Be an actor--take on the character of your viewpoint).</li> <li><b>A question I have from this viewpoint is...</b>(ask a question from this viewpoint).</li> </ul> </li> </ol>