

Artful Thinking Strategies

Artful Thinking Strategies

*From Project Zero, an educational research group
at the Harvard Graduate School of Education*

Who we are

Who we are

- Bill Funkhouser: Math & Art

Who we are

- Bill Funkhouser: Math & Art
- Heather Gaiera: Elementary and Science

Who we are

- Bill Funkhouser: Math & Art
- Heather Gaiera: Elementary and Science
- Now: North Coast Arts Integration Project

Goals today

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- 1. Provide foundational thinking strategies for any classroom on any day*

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- 2. Guarantee minimal preparation and no clean up*

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- 1. Provide foundational thinking strategies for any classroom on any day*
- 2. Guarantee minimal preparation and no clean up*
- 3. Increase engagement, creativity and critical thinking in your classroom*
- 4. Use these four techniques in your class tomorrow*

Artful Thinking Purposes

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1. **Reasoning**- cite evidence

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2. **Perspective taking**- understand point of view

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5. **Connecting new ideas to prior knowledge**- extend

Artful Thinking Purposes

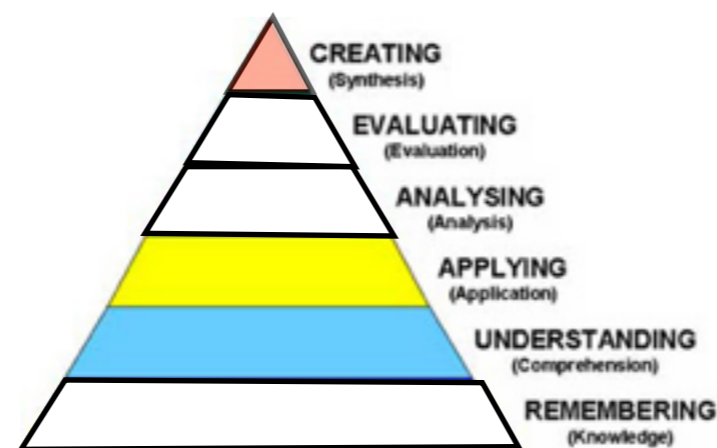
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2. **Perspective taking**- understand point of view
3. **Questioning and investigating**- What if, how, why?
4. **Observing and describing**- elaborating
5. **Connecting new ideas to prior knowledge**- extend
6. **Finding complexity**- uncover multiple dimensions

Think outside the
boundaries of these
examples.

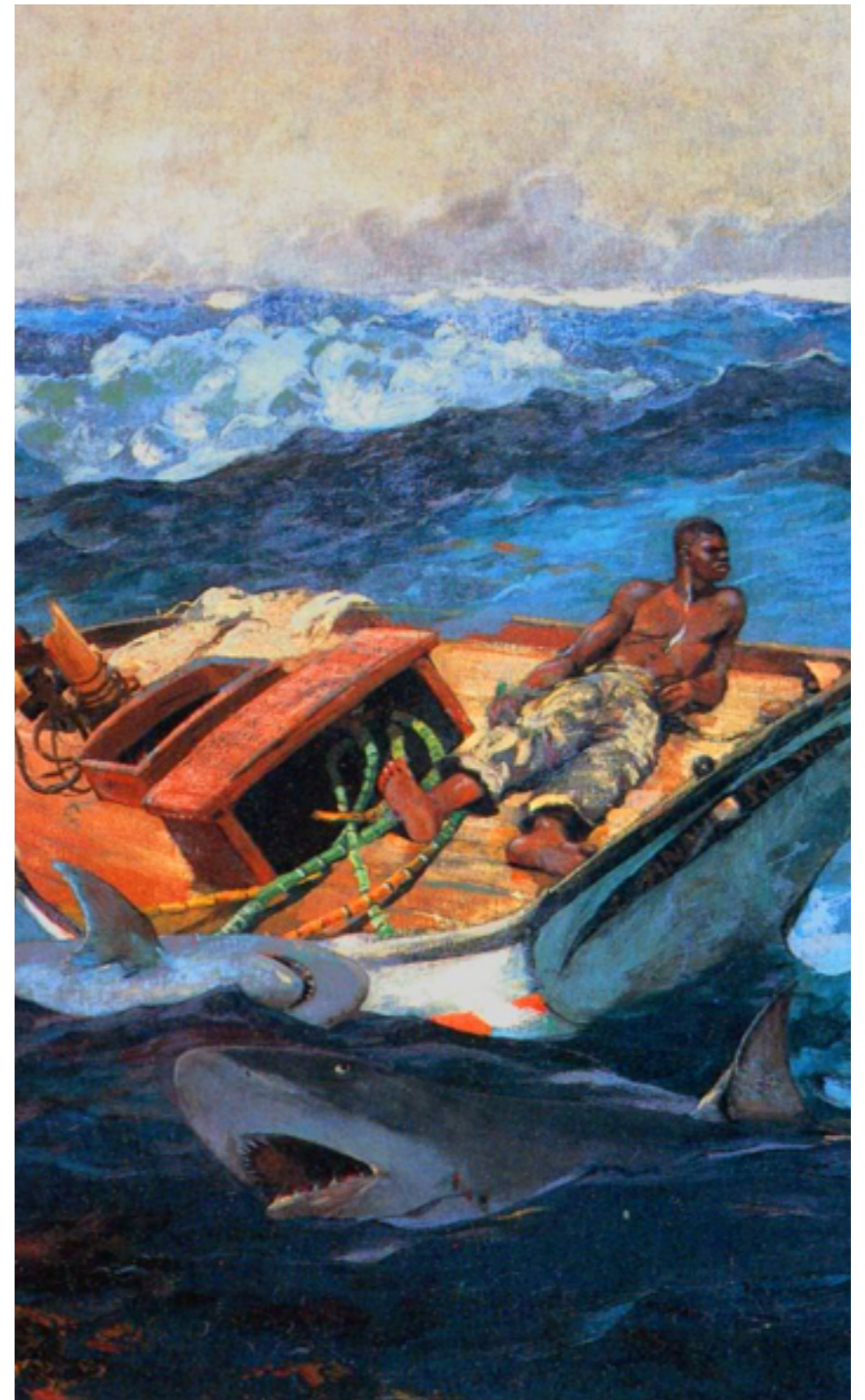
Beginning, Middle or End?

Purpose: Observing & describing
Connecting new ideas to prior knowledge
Perspective taking

Bloom's Taxonomy

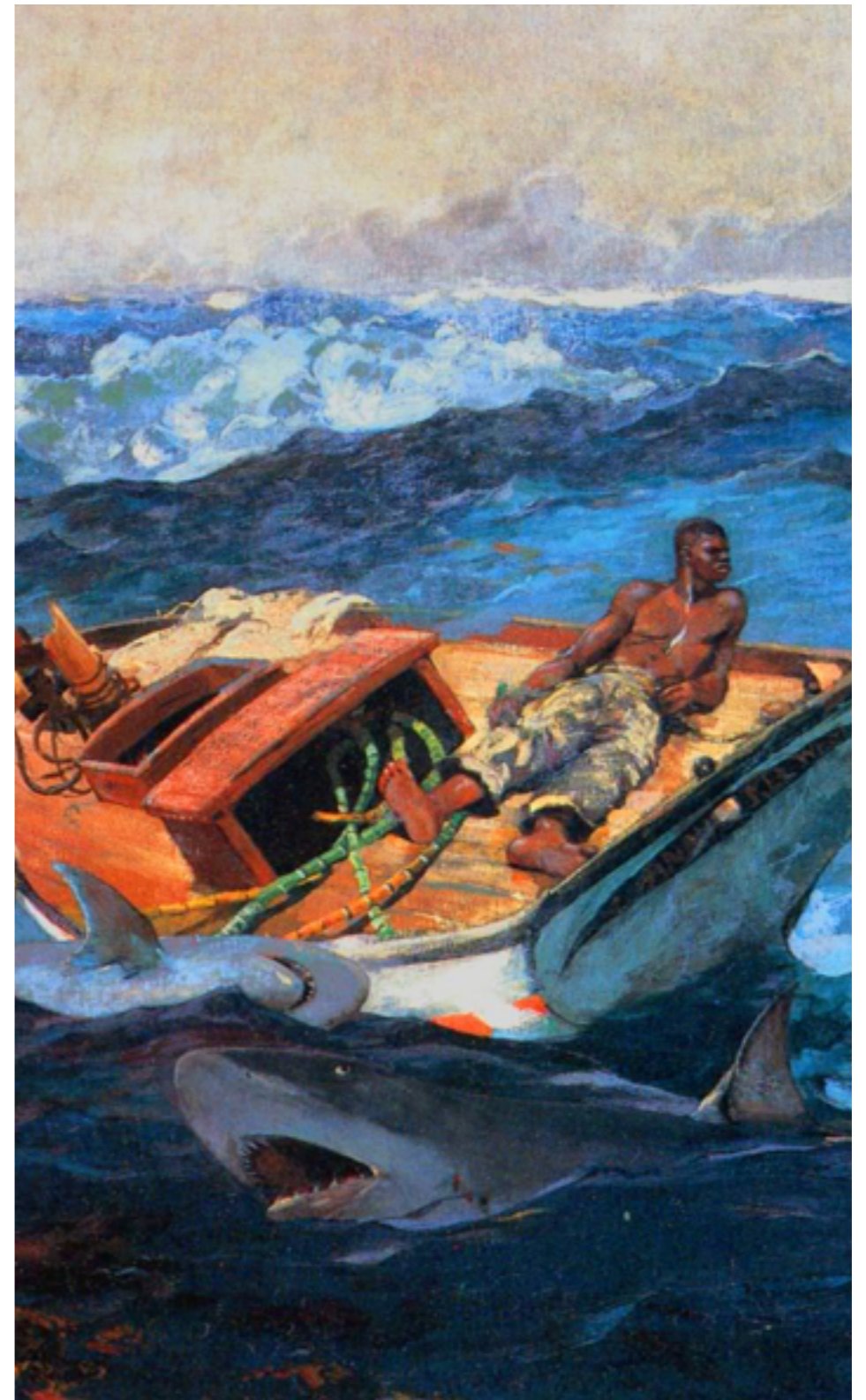


Beginning, Middle, End



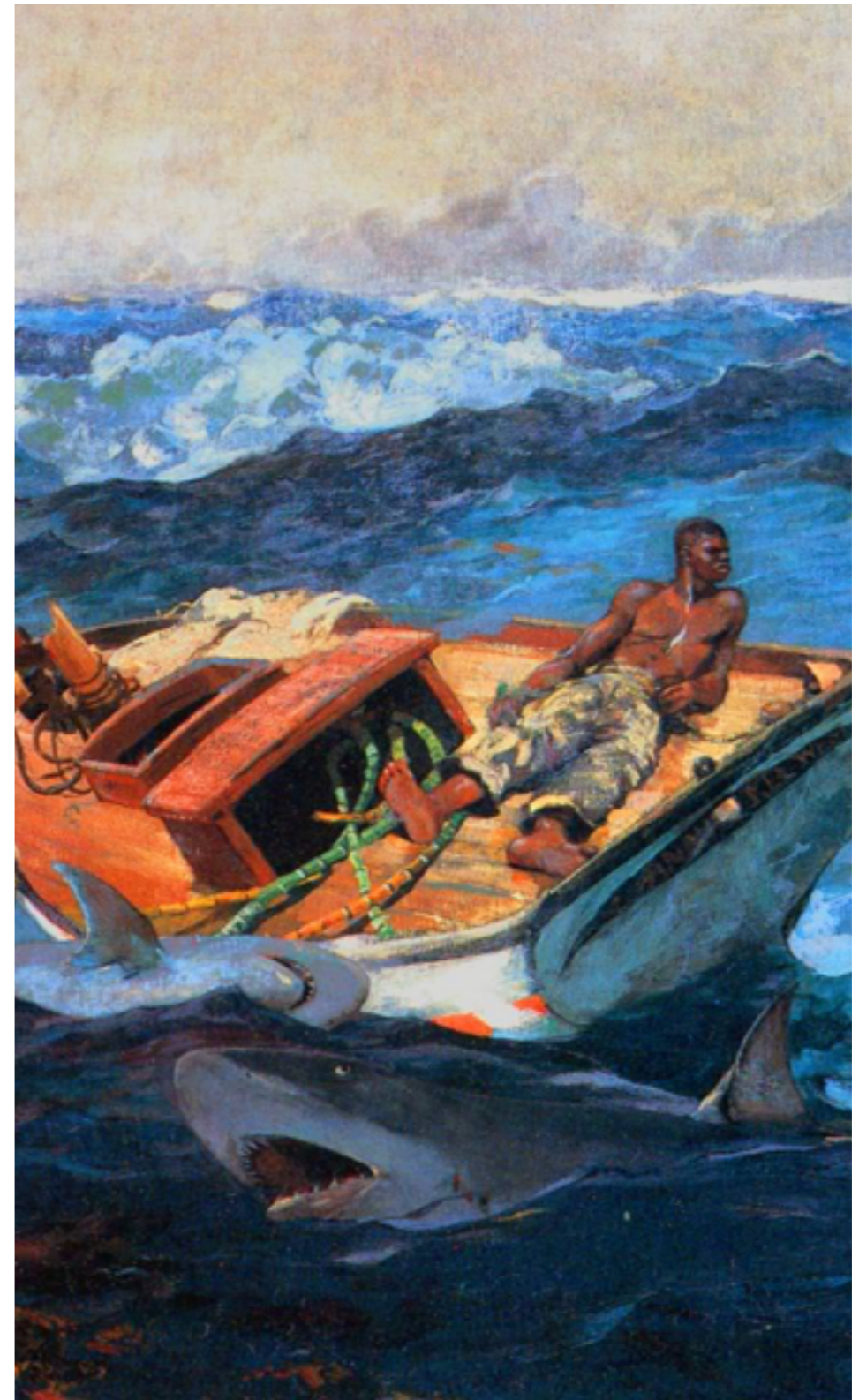
Beginning, Middle, End

- If this is the beginning of a story, what happens next?



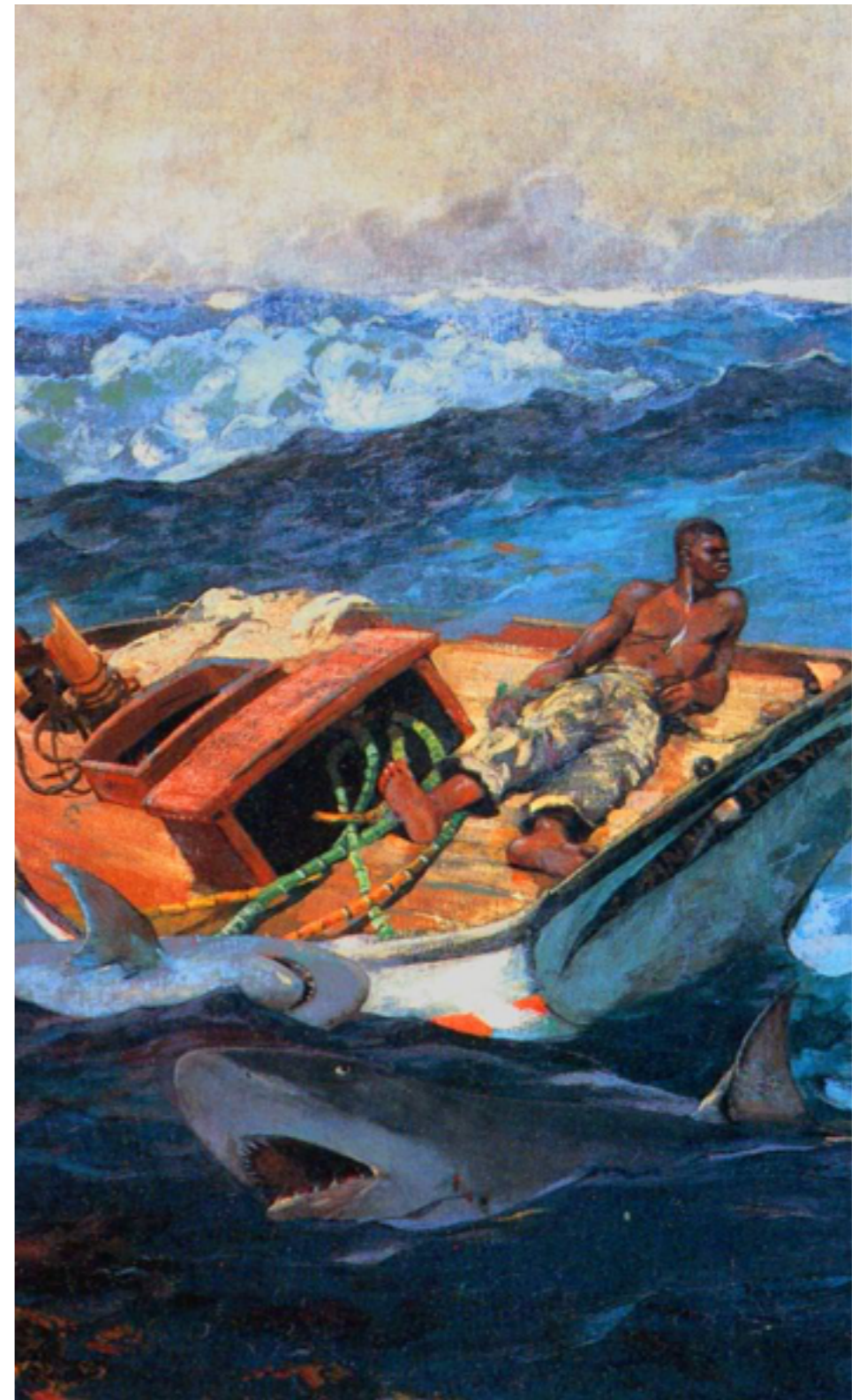
Beginning, Middle, End

- If this is the beginning of a story, what happens next?
- If this is the middle of the story, what happened on either side of this moment?



Beginning, Middle, End

- If this is the beginning of a story, what happens next?
- If this is the middle of the story, what happened on either side of this moment?
- If this is the end of the story, what was the story about?





Look closely to write a beginning, middle or end story that uses details you can point to in this image

Winslow Homer
“The Gulf Stream”
1899



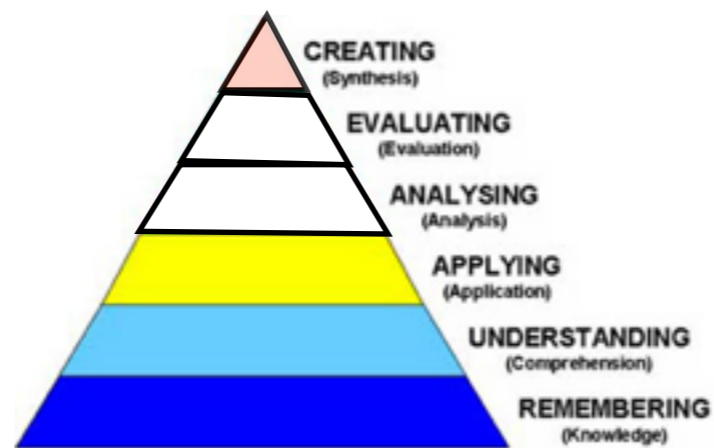
Look closely to write a beginning, middle or end story that uses details you can point to in this image

Writing Anchor Standard #3

- Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details and well-structured event sequences.

Telephone*

Observing & describing





Telephone

Telephone

- Structured student talk that is primarily descriptive

Telephone

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- Reinforces vocabulary concepts

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- Math words: parallel, isosceles, scalene, radius
- Art words: gradation, solid tone, overlap, shape

Ready?



parallel

isosceles

scalene

radius

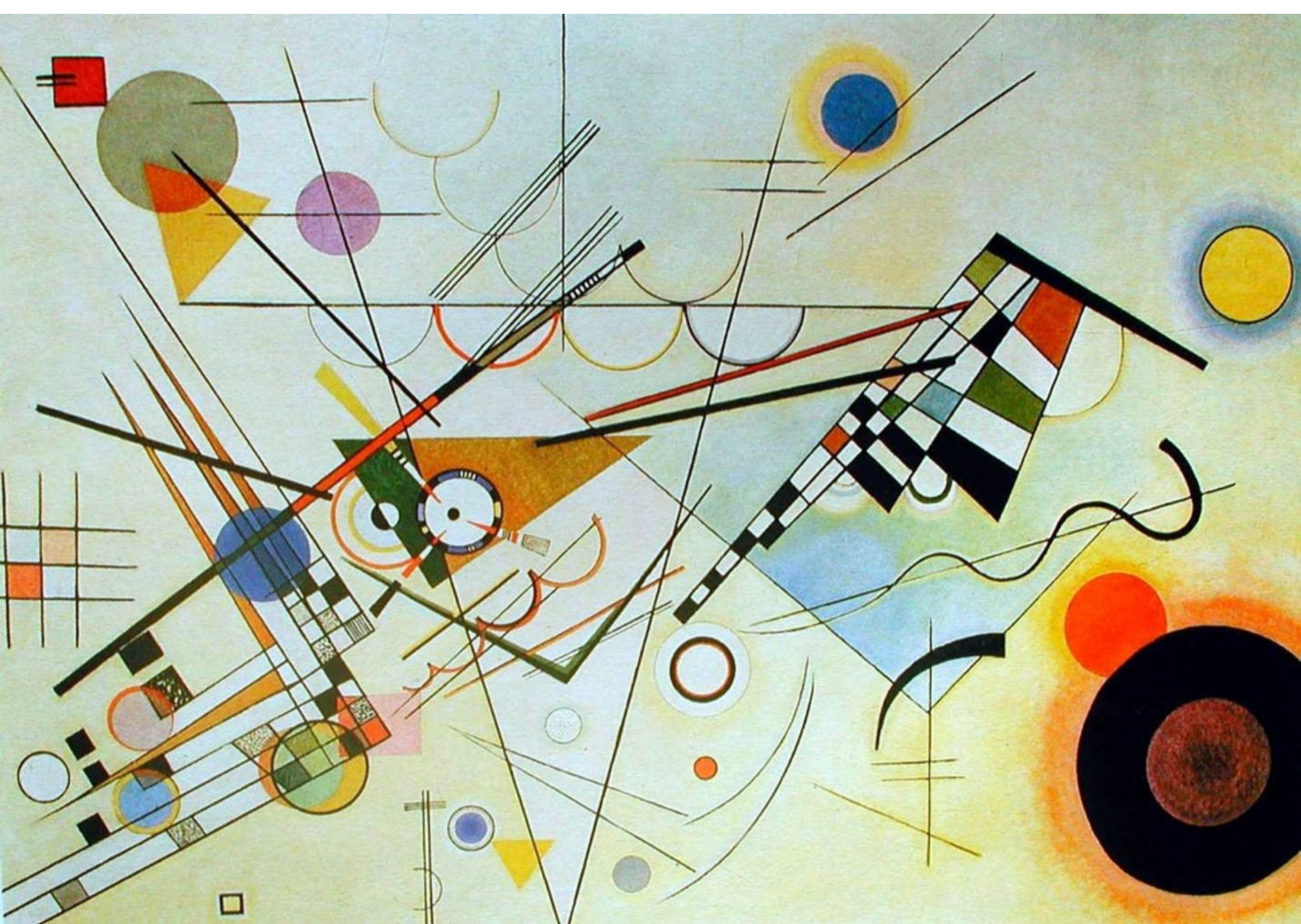
gradation

solid tone

overlap

shape

Wassily Kandinsky,
Russian painter
and art theorist



Telephone

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- Extension: produce creative work from a given description with differentiation

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- Extension: produce creative work from a given description with differentiation
- Assessment piece

Speaking and Listening Anchor Standards #1, 2, 4

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- Participate in a range of conversations with diverse partners

Speaking and Listening Anchor Standards #1, 2, 4

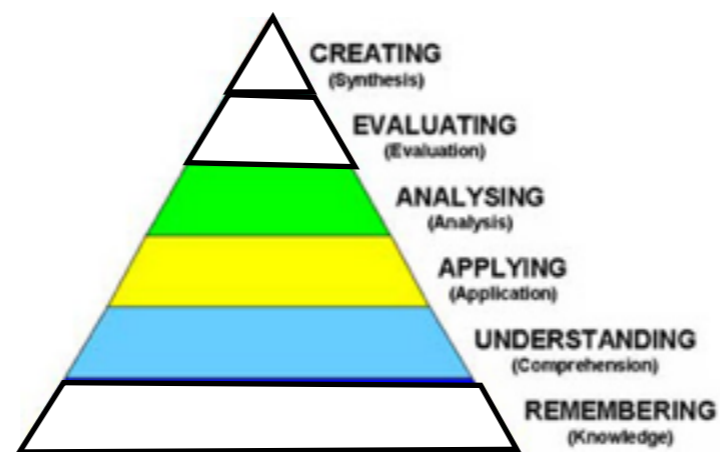
- Participate in a range of conversations with diverse partners
- Integrate and evaluate information presented visually and orally

Speaking and Listening Anchor Standards #1, 2, 4

- Participate in a range of conversations with diverse partners
- Integrate and evaluate information presented visually and orally
- Present information so that listeners can follow the line of reasoning and organization

What Makes You Say That?

Reasoning



What makes you say that?

What makes you say that?

- Start with observation period

What makes you say that?

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- Describe what is going on in this picture

What makes you say that?

- Start with observation period
- Describe what is going on in this picture
- You will be asked to support your inference with evidence





Look carefully at this artwork for 60 seconds.



What do you think is going on here?



What do you see that makes you say that?







THE ASCENSION OF SIMÓN BOLÍVAR ON MOUNT JAMAICA

- Everald Brown, a Jamaican artist, painted this portrait of Simón Bolívar in 1983, depicting him larger than life standing on the island of Jamaica. Bolívar is dressed in military regalia and is surrounded by the rich natural resources of the island. In each hand he is holding typical Jamaican produce—a red chili and a coconut. The right side of the painting shows Africa which for centuries was also dominated by colonialism and oppression. This painting may be symbolic of Bolívar's dream that the spirit of independence, unity, and freedom from colonial rule would travel to and inspire the African colonies. Symbols of the beliefs and ideals Bolívar represents to the artist include two birds that form a heart and white and black arms each holding a rose bouquet as offerings of hope for freedom, equality, and liberation.

Three questions



Three questions

1. What is going on in this picture?



Three questions

- 1. What is going on in this picture?*
- 2. What do you see that makes you say that?*



Three questions

- 1. What is going on in this picture?*
- 2. What do you see that makes you say that?*
- 3. What more can you find?*



*What is going on in this
picture?*

What is going on in this picture?

- Assumes the art has meaning and expects the viewer to read it for this meaning

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- Open ended responses

What is going on in this picture?

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- Inquiry model
- Open ended responses
- No right or wrong answers

What is going on in this picture?

- Assumes the art has meaning and expects the viewer to read it for this meaning
- Inquiry model
- Open ended responses
- No right or wrong answers
- Every interpretation rests on the next question

*What do you see that makes
you say that?*

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you say that?*

- Can change wording to “what can you *point to...*” or “what evidence do you have for this viewpoint”

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- Can change wording to “what can you *point to...*” or “what evidence do you have for this viewpoint”
- Students justify their thinking with evidence

What do you see that makes you say that?

- Can change wording to “what can you *point to...*” or “what evidence do you have for this viewpoint”
- Students justify their thinking with evidence
- Tremendous value in verbalizing what visual clues led to a particular opinion or hypothesis

What else can you find?

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- Can always go deeper

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- No limit to the depths of conversation that can be had about the artist, the meaning of the work, why it was made, the intended audience, etc.

What else can you find?

- Can always go deeper
- No limit to the depths of conversation that can be had about the artist, the meaning of the work, why it was made, the intended audience, etc.
- Students are used to “You are right...next!” rather than a cycle of hypothesis, justification and further exploration.

EVIDENCE

CONTENTS

DESCRIPTION

INVENTORY #

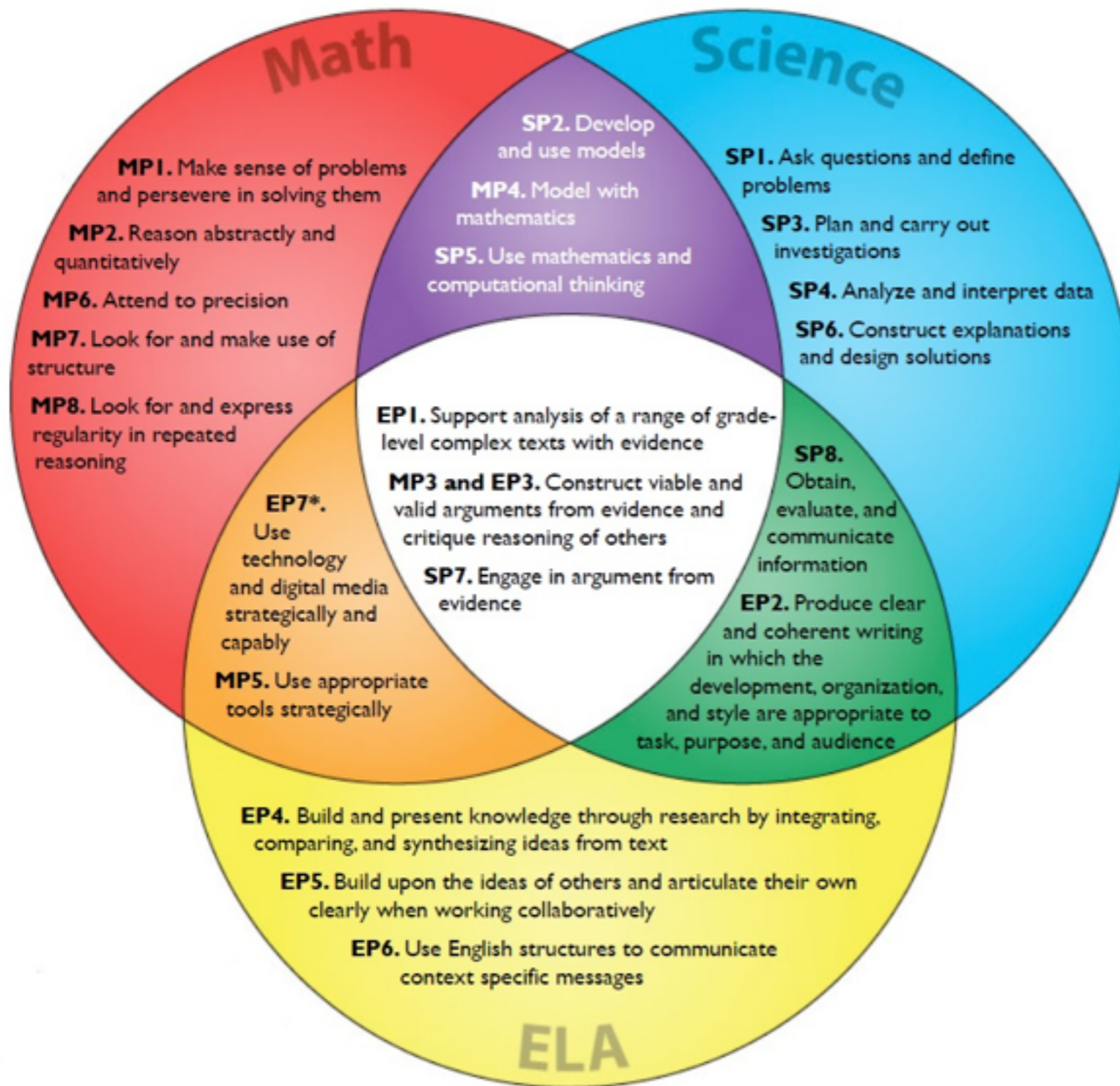
ITEM	DESCRIPTION	INVENTORY
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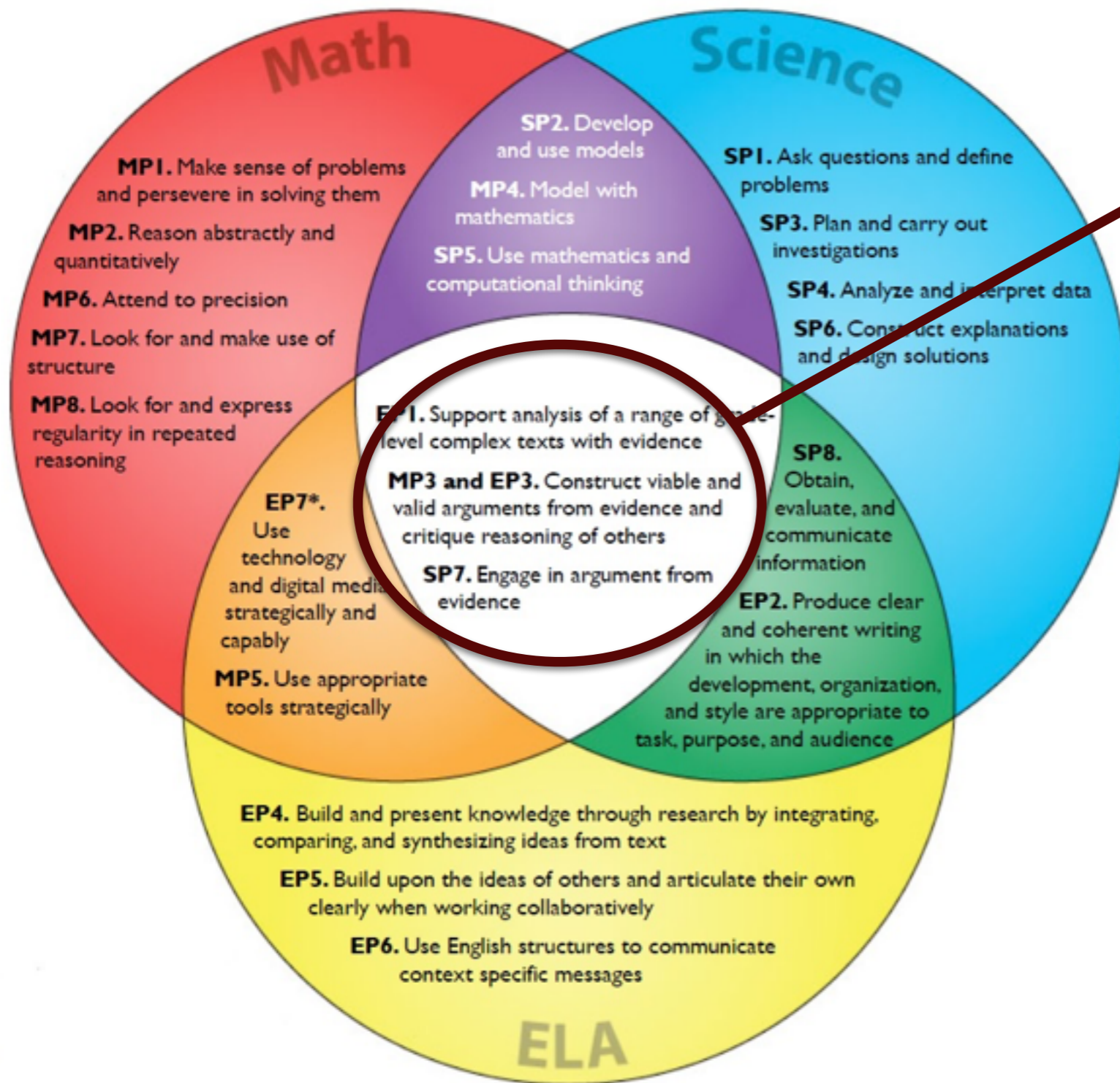
ITEM	DESCRIPTION
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CASE

ITEMS

EVERY





Read, write and speak grounded in evidence

Construct viable arguments

Engage in argument from evidence

Learning to read



Raymonde prêta l'oreille. De nouveau et par deux fois le bruit se fit entendre, assez net pour qu'on pût le détacher de tous les bruits confus qui formaient le grand silence nocturne, mais si faible qu'elle n'aurait su dire s'il était proche ou lointain, s'il se produisait entre les murs du vaste château, ou dehors, parmi les retraites ténébreuses du parc.

Doucement elle se leva. Sa fenêtre était entrouverte, elle en écarta les battants. La clarté de la lune reposait sur un calme paysage de pelouses et de bosquets où les ruines éparses de l'ancienne abbaye se découpaient en silhouettes tragiques, colonnes tronquées, ogives incomplètes, ébauches de portiques et lambeaux d'arcs-boutants. Un peu d'air flottait à la surface des choses, glissant à travers les rameaux nus et immobiles des arbres, mais agitant les petites feuilles naissantes des massifs.

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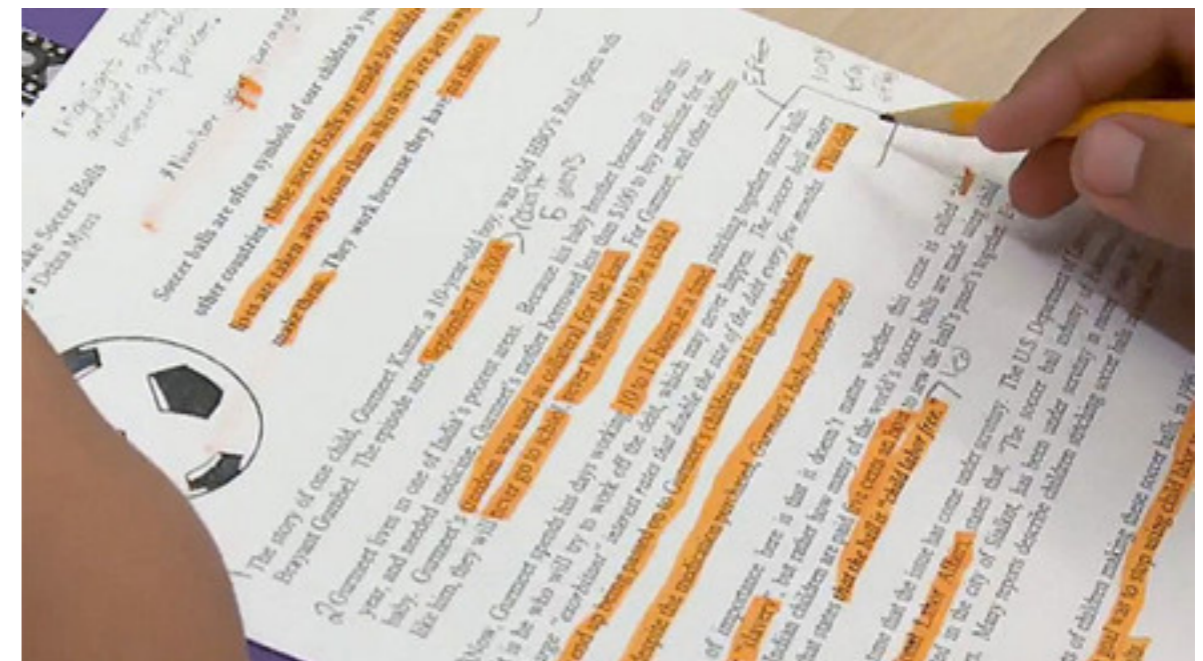
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Learning to cite evidence



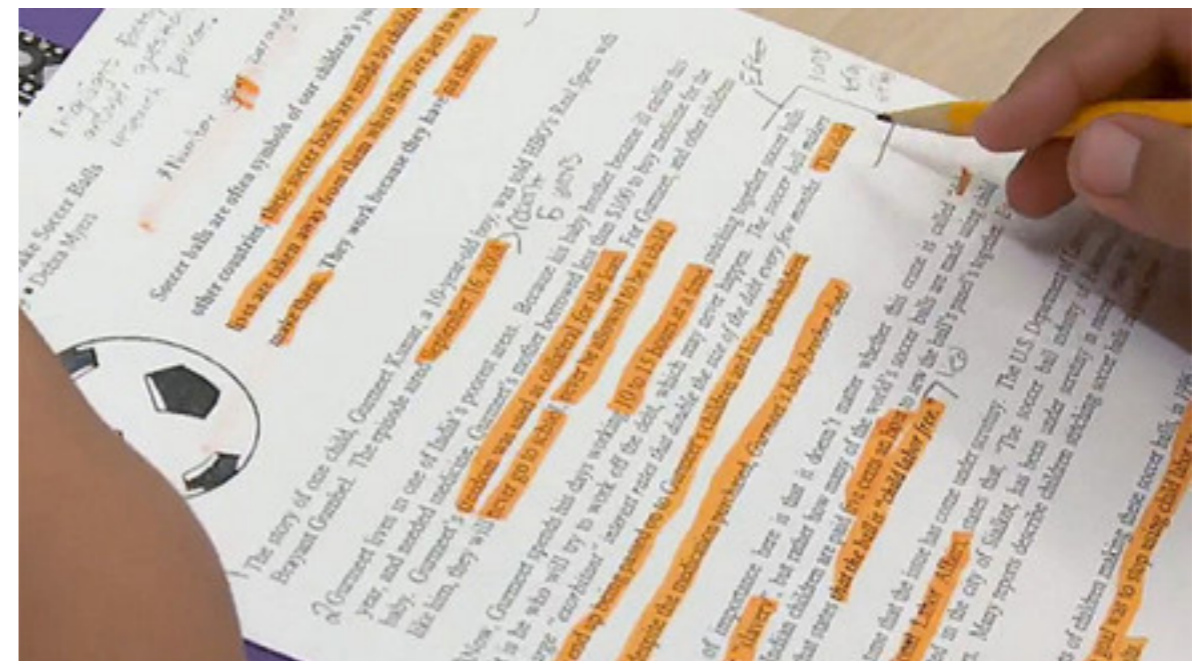
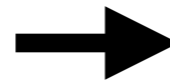
Learning to read



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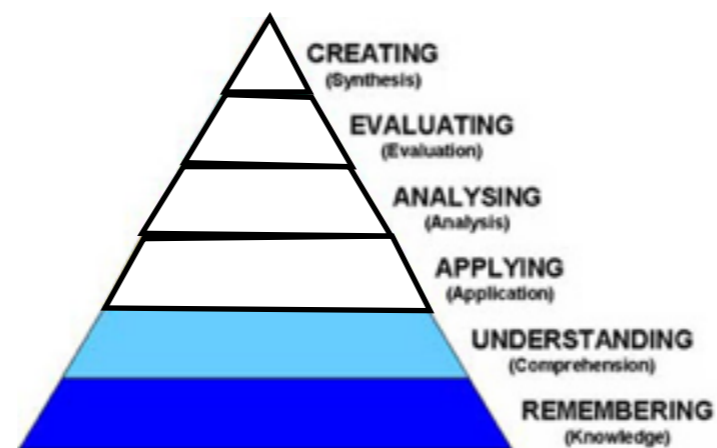
Learning to cite evidence



**Images are the original communication method
and are critical when learning new skills**

See, Wonder, Think

Observing & describing, reasoning







Look carefully at this artwork for 60 seconds.



Describe what you see objectively.



What do you wonder about?



What do you think/ hypothesize?



See, Wonder, Think

See, Wonder, Think

- See: observation and description

See, Wonder, Think

- See: observation and description
- Wonder: process the image sufficiently to come up with a question

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- Some teachers separate these into separate sections (3 things you see, then 3 things you wonder, etc)

See, Wonder, Think

- See: observation and description
- Wonder: process the image sufficiently to come up with a question
- Think: construct a hypothesis
- Some teachers separate these into separate sections (3 things you see, then 3 things you wonder, etc)
- Can combine See, Wonder, Think into one sentence

“Village Life”
Painting by
Sir Stanley Spencer
1939/1940

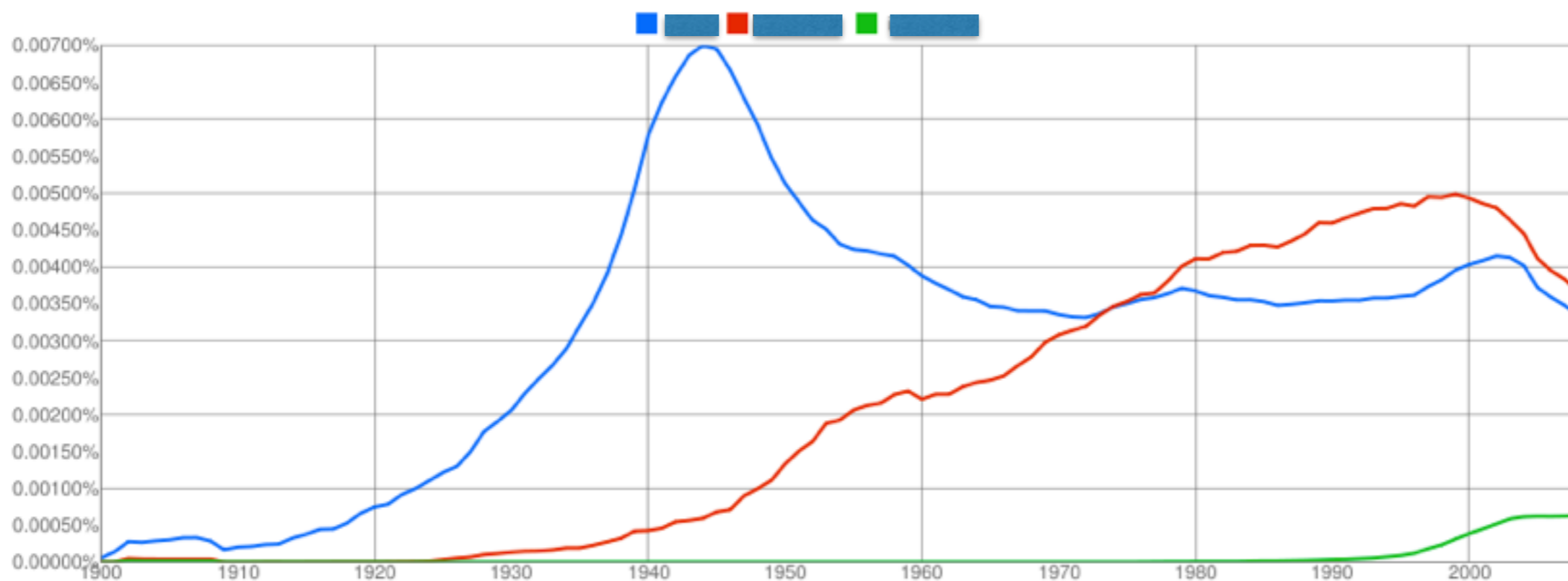
CCSS Reading Anchor Standard #1

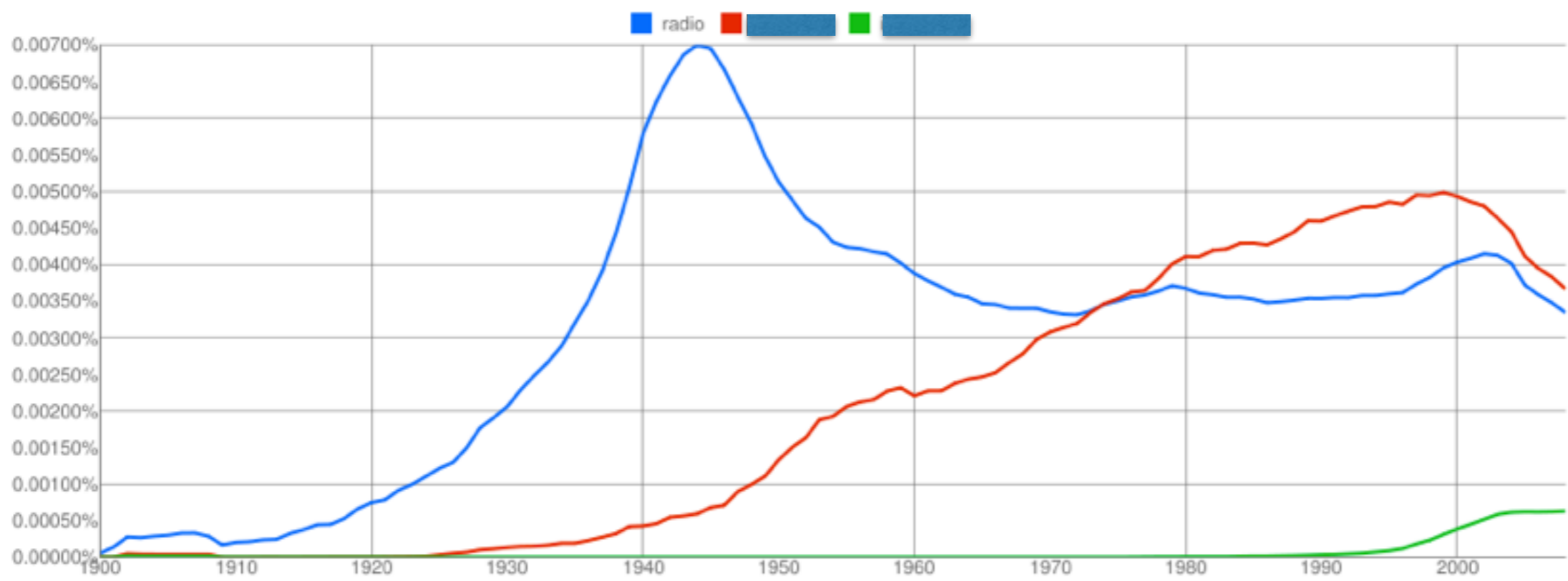
CCSS Reading Anchor Standard #1

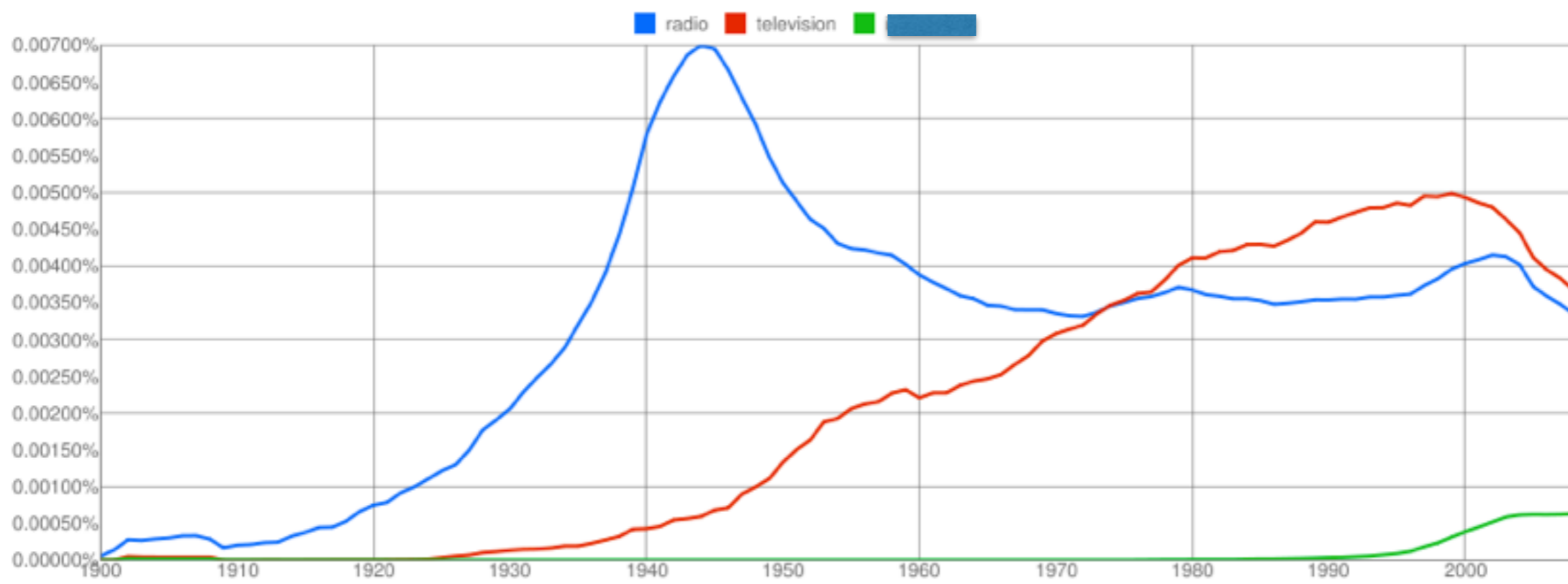
- Read closely to determine what the text says explicitly and make logical inferences from it.

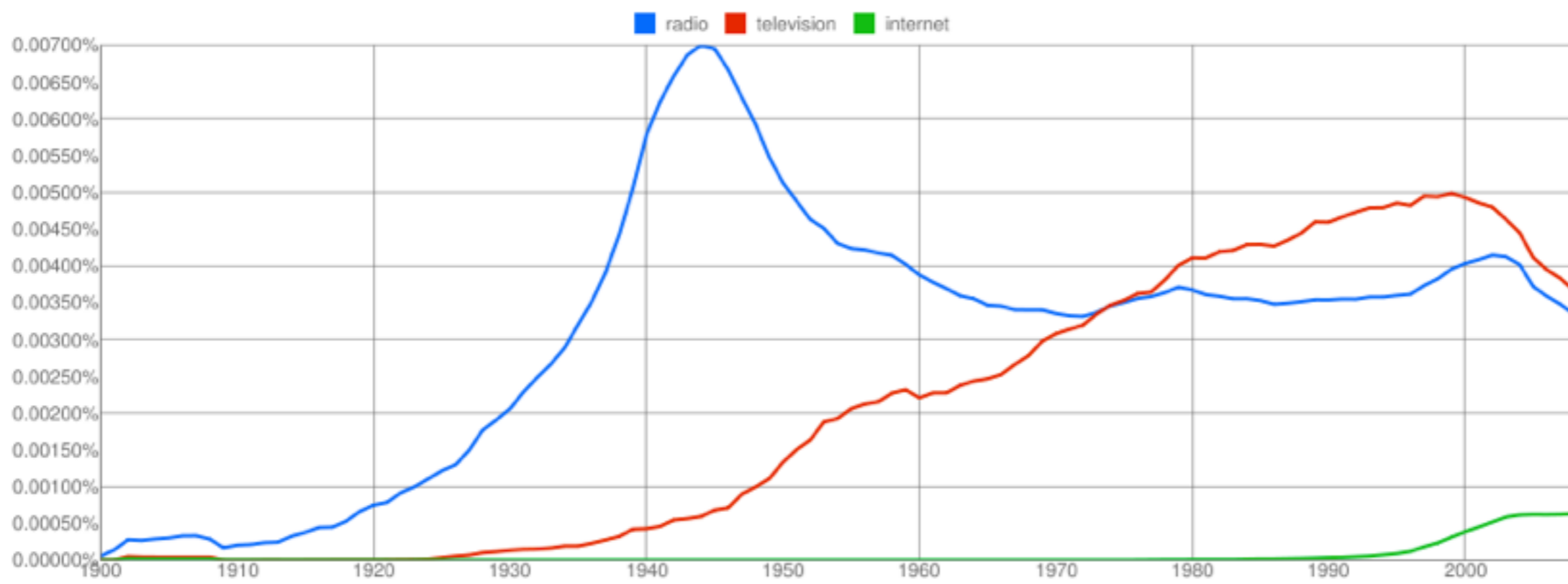
CCSS Reading Anchor Standard #1

- Read closely to determine what the text says explicitly and make logical inferences from it.
- Cite specific evidence to support conclusions.

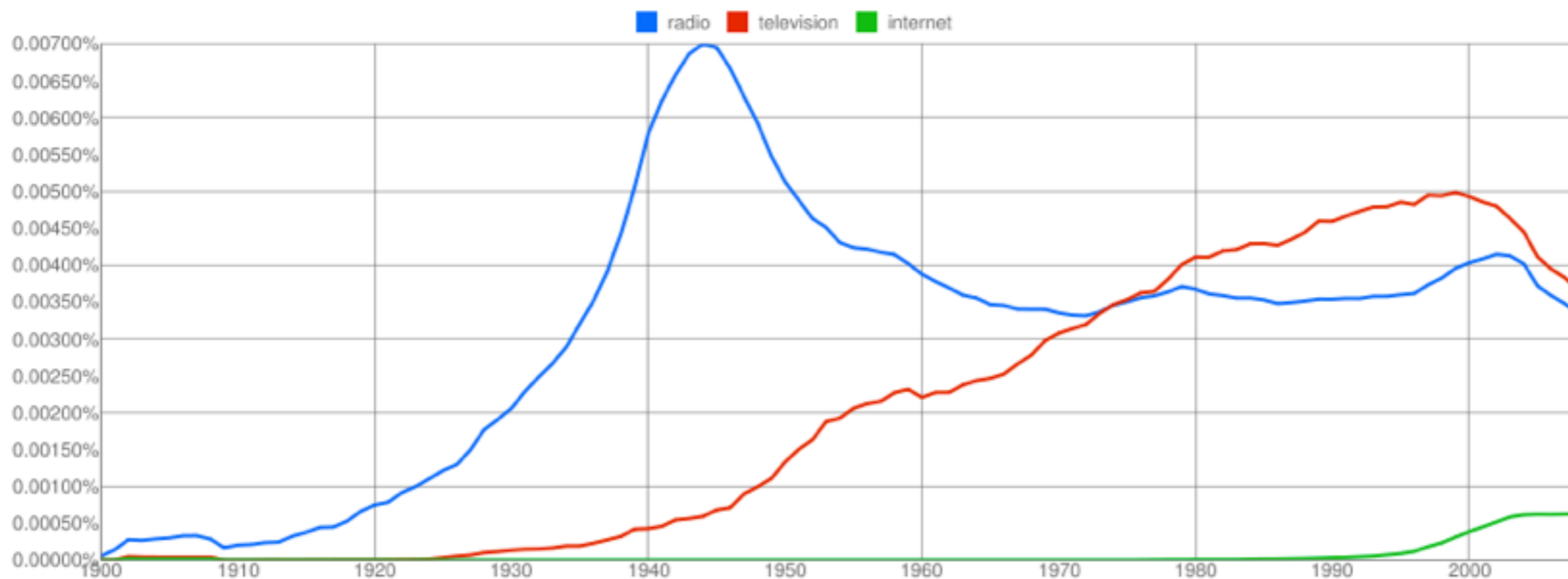








The use of the words “radio”, “television” and “internet” in books 1900-2000



See, Wonder, Think w/ David Cooper

teachingchannel.org/videos/thinking-routine-getty

Where can you get images?

Where can you get images?

- Online search

Where can you get images?

- Online search
- _____ + “painting” or “sculpture”

Where can you get images?

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- _____ + “painting” or “sculpture”
- getty.edu displays art at amazing resolution

Where can you get images?

- Online search
- _____ + “painting” or “sculpture”
- getty.edu displays art at amazing resolution
- Artwork in text is more than decoration

Your goal

Your goal

I can use the strategy called _____

Your goal

I can use the strategy called _____

Your goal

I can use the strategy called _____

when teaching _____

Your goal

I can use the strategy called _____

when teaching _____

Your goal

I can use the strategy called _____

when teaching _____

If searching the image online, I will use the following terms

Your goal

I can use the strategy called _____

when teaching _____

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Your goal

I can use the strategy called _____

when teaching _____

If searching the image online, I will use the following terms

Your goal

I can use the strategy called _____

when teaching _____

If searching the image online, I will use the following terms

I will use this strategy on _____ (date)

Thank You!