If you were to write a headline* for a presentation on Artful Thinking that captures what you think Artful Thinking is, what would that headline be?

* Headline= one line/phrase that captures the gist of the article.
Priming!

• Please take a gallery walk through your *Artful Thinking* starter toolkit of resources.

• As you skim and observe, jot down something useful...
  – that you *see*
  – what you *think* about that
  – what it makes you *wonder*
Artful Thinking

A model approach for integrating art into regular classroom instruction developed by Project Zero at Harvard University

PAT KLOS  pklos@aacps.org
Arts Integration Specialist
Bates MS
Learning Goal: Participants will be able to identify and implement appropriate Artful Thinking routines that will help students think more critically..

Today’s Journey
• Warm up: Part 1 of Headlines (A)
• Priming/Text Preview (A)
• I See, I Think, I Wonder (S)
• What Makes you Say That (P)
• Introduction to Artful Thinking (T)
• Practice with selected routines (T, S, P)
• Headlines Exit Ticket (A)

Staircase Group (Portrait of Raphaelle Peale and Titian Ramsay Peale)
1795
Charles Wilson Peale, American, 1741 - 1827

T: Total Group
A: Alone
P: Partner
S: Small Group
What do you see?

What do you think about that?

What does it make you wonder?

What kind of thinking does this routine encourage?

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What’s going on/happening in this painting?

What do you see that makes you say that?

*Breaking Home Ties*
Thomas Hoveden, 1890
What’s going on?

What do you see that makes you say that?

Girl Seated in a Cemetery
1824
by Eugène Delacroix

What kind of thinking does this routine encourage?
21st Century Skills

Critical Thinking and Problem Solving

Creativity and Innovation

Cross-cultural understanding

Collaboration, Teamwork, Leadership

Homework, Winslow Homer
Critical thinking ability is not widespread. Most students do not score well on tests that measure ability to recognize assumptions, evaluate arguments, and appraise inferences. (Norris, 1985. p. 44).

Why do we need to be concerned?
How we can teach our students how to think . . .

*Blackboard*, Winslow Homer
thinking n
use of the mind to form thoughts, to reason, to reflect

routine n
1. a pattern of behavior adopted for a particular circumstance
2. a rehearsed set of movements or actions that make up a performance

1. Tools, used over and over again in the classroom, that support specific thinking moves.
2. Structures through which students collectively as well as individually initiate, explore, discuss, document, and manage their thinking.
3. Patterns of behavior adopted to help one use the mind to form thoughts, reason, or reflect
Thinking *Routines*: Establishing Patterns of Thinking in the Classroom

Thinking routines provide the structures through which students collectively as well as individually initiate, explore, discuss, document, and manage their thinking in classrooms (Ritchhart, 2002). These “thinking routines” are simple patterns or structures, used over and over again, that support and scaffold specific thinking moves or actions, just like Think-Pair-Share (TPS) or KWL (Lyman, 1981).

Routines also play an important role in shaping and directing the academic and instructional space of the classroom. We have routines for handing in homework, starting the warm up, getting into groups etc. Just as we use these routines to help students create good habits in the classroom, we can help them create good thinking habits!
Artful Thinking Routines: Connecting Critical Thinking and Arts Integration

- The Artful Thinking Routines were designed by Project Zero at Harvard University to help K-12 teachers regularly use works of visual art and/or music in their curriculum in ways that strengthen student thinking and learning.

- There are 2 goals for the program:
  - Teachers create rich connections between works of art and music and curricular topics
  - Teachers use art as a force for developing student thinking
RIGOR MEANS FRAMING LESSONS AT THE HIGH END OF THE KNOWLEDGE TAXONOMY.
A LESSON WITH **Artful Thinking** ASKS STUDENTS TO:

<table>
<thead>
<tr>
<th>EXAMINE</th>
<th>PRODUCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSIFY</td>
<td>DEDUCE</td>
</tr>
<tr>
<td>GENERATE</td>
<td>ASSESS</td>
</tr>
<tr>
<td>CREATE</td>
<td>PRIORITIZE</td>
</tr>
<tr>
<td>SCRUTINIZE</td>
<td>DECIDE</td>
</tr>
</tbody>
</table>
The Artful Thinking Routines

- Engage students in interesting activities
- Cultivate student ability to respond orally
- Students are more self directed
- Teachers see students as more thoughtful
- Students respond more critically
- **Thinking is made more visible**
- Allows teachers to assess because the students thinking is made visible
- Incorporate RIGOR into the curriculum by motivating and engaging students in critical thinking activities
When kids are more actively engaged, they're more likely to see the relevance of what they're learning in the content area.

…using artwork provides a nonjudgmental way to teach students about critical thinking.

"You always start with art as a kind of neutral territory for kids. Students don't worry about making mistakes because there are no incorrect answers", Johnson said. Then they apply the same thinking and analyzing skills to academic subjects.
# Artful Thinking Routines

<table>
<thead>
<tr>
<th>Headlines</th>
<th>I See, I Think, I Wonder</th>
<th>What Makes You Say That?</th>
<th>Looking 10 x 2</th>
<th>Listening 10x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning, Middle, End</strong></td>
<td><strong>Creative Questions</strong></td>
<td>Claim/Support/Question</td>
<td>Think / Puzzle/Explore</td>
<td>Perceive, Know, Care About</td>
</tr>
<tr>
<td>Elaboration Game</td>
<td>Colors, Shapes, Lines</td>
<td>Creative Comparisons</td>
<td>Connect / Extend/Challenge</td>
<td></td>
</tr>
</tbody>
</table>

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LOOKING 10 x 2

1. Look at the image quietly for at least 30 seconds. Let your eyes wander.
2. In one minute, list 10 words or phrases about any aspect of the picture.
3. Share your words with the class.
4. Repeat Steps 1 & 2: Look at the image again and try to list 10 more words or phrases to your list.

_Sea of Ice  aka Polar Sea_
Caspar David Friedrich
Style: Romanticism
Lived: 1774 - 1840
Nationality: Germany

What kind of thinking does this routine encourage?
BEGINNING
MIDDLE or
END

Is this painting the
Beginning
Middle
or
Ending of the story?

If you think it is the middle,
what is the beginning?
What is the ending?


What kind of thinking does this routine encourage?
BEGINNING, MIDDLE or END? Turn to your neighbor and tell the story you see in this painting!
### Artful Thinking

What kind of thinking does this routine encourage?

**CLAIM**
Make a *claim* about the artwork or the topic.
Claim = an explanation or an interpretation of some aspect of the artwork

**SUPPORT**
Identify *support* for your claim
Support = Things you see, feel and know that support your claim

**QUESTION**
Ask a *question* related to your claim.
Question = What’s left hanging? What isn’t explained, What new reasons does your claim raise?
What can the Fire Diver perceive? Step inside the role of the Fire Diver.

What might the Fire Diver know about or believe?

What might the Fire Diver care about?
\[
\frac{4}{5} = \frac{12}{X}
\]

What DOES \( X \) perceive?
Step inside the role \( x \).

What does \( X \) know about or believe?

What might \( X \) care about?

What does this have to do with art??
Battle of Lake Erie
War of 1812

IF you were the CANNONBALL being fired from this ship…

1. What would you **perceive**?
2. What might you **know about** or **believe**?
3. What might you **care about**?

8th Grade Science
Velocity and Acceleration
<table>
<thead>
<tr>
<th>PERCEIVE</th>
<th>KNOW</th>
<th>CARE ABOUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can the person or thing <em>perceive</em>? Step inside the role of the person or thing.</td>
<td>What might the person or thing <em>know about</em> or <em>believe</em>?</td>
<td>What might the person or thing <em>care about</em>?</td>
</tr>
</tbody>
</table>

Point of View!

What kind of thinking does this routine encourage?
Considerations for a GOOD Tableau

Think of the space you will construct your tableau in as your “canvas”—just as an artist does. You will want to fill up the space!

• **LEVEL:** Make your poses multi-leveled. Try to incorporate high (standing, reaching tall), medium and low (crouch, on ground) levels. Remember to fill your canvas horizontally as well as vertically.

• **BALANCE:** Consider the relationship of your pose to others to make it balanced in your space.

• **FOCAL POINT:** What is the scene’s focus of attention? Use eye contact wisely.
Actor’s Tools for Tableau

- **Imagination** – You must imagine what it *looks like* and what it *feels like* to be the character.
- **Focus** – You must be able to focus only on portraying the character and tune out all other distractions. You have to control your body, face, voice, and mind.
- **Concentration** – You must be able to concentrate on one thing only; the tableau requires you to remain in a frozen position for a period of time.
- **Neutral position** – You must start from a position of standing straight up with hands limp at your side and be ready to spring into an action pose.
- **Cooperation** – You are only one of 3 or 4 actors working together so it’s important to cooperate to make the audience see the ideas and/or feelings you are trying to communicate as a whole.
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Artful Thinking: The Elaboration Game

TO START: Look at an assigned section of the artwork. Write one complete sentence EN ESPAÑOL that describes something you see in that section of the painting. Pass the paper to your right.

The second person elaborates on the first person’s observations by adding more detail about the section.

The third person elaborates further by adding yet more detail.

And the fourth person adds yet more!

The next or the first person reads the sentences and points to it on the painting.
Carmen Lomas Garza: Sandia, 1985
The Elaboration Game
Creative Comparisons!

What do you **SEE** in the artwork?

If this painting were a kind of **math concept**, What would it be?

How is this painting like solving an equation???

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Bergognone (Ambrogio di Stefano da Fossano) (Italian, Milanese, born about 1453, died 1523)

*The Assumption of the Virgin*
Creative Comparisons!

How is this painting like/a metaphor for Artful Thinking??
Arul Thinking!

Artful Thinking!

It’s your Turn!
Remember!
Our Students Get
Get SmART Through ART!
So Can Yours!!
Headlines!
A routine for capturing essence

If you were to write a headline for this workshop right now that captured the most important aspect that should be remembered, what would that headline be?

Complete the second half of the Headlines Routine as an EXIT TICKET!

Portrait of a Man With a Newspaper, Andre’ Derain