


ARTFUL THINKING PALETTE



REASONING

WHAT MAKES YOU SAY THAT?
CLAIM / SUPPORT / QUESTION



QUESTIONING & INVESTIGATING

THINK / PUZZLE / EXPLORE
CREATIVE QUESTIONS
SEE / THINK / WONDER




EXPLORING VIEWPOINTS

STEP INSIDE
CIRCLE OF VIEWPOINTS



OBSERVING & DESCRIBING

BEGINNING / MIDDLE / END
LOOKING: TEN TIMES TWO
LISTENING: TEN TIMES TWO
COLORS / SHAPES / LINES
THE ELABORATION GAME




FINDING COMPLEXITY

PARTS / PURPOSES / COMPLEXITIES
COMPLEXITY SCALE

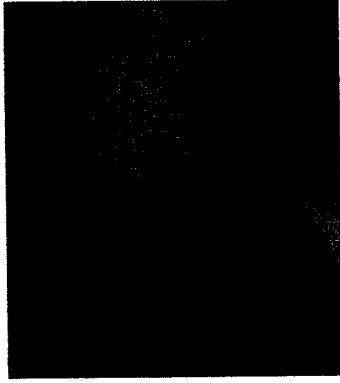


COMPARING & CONNECTING

I USED TO THINK... NOW I THINK
CONNECT / EXTEND / CHALLENGE
CREATIVE COMPARISONS
HEADLINES



SEE / WONDER / CONNECT



1. Observe and describe

Look at the painting for at least one minute. Let your eyes wander. What do you see? List five words or phrases that describe any aspect of the work.

Look again

Move in closer. List five more words or phrases that describe any aspect of the work.

2. Brainstorm a list of 3-5 questions about the artwork or topic. Use these question-starts to help you think of interesting questions:

I wonder...

Why...?

What are the reasons...?

What if...?

I am puzzled by...

How would it be different if...?

Where...?

What if we knew...?

If I could interview the artist, I'd ask...

Then, select one question to discuss for a few minutes.

Reflect: What new ideas do you have about the artwork or topic that you didn't have before?

3. Connect Compare the painting with another work in the room. How are the two works similar? Brainstorm a list of 3-5 things that the two works have in common.

What kinds of connections did you find?

Why do you think the curator chose to hang these works in the same room?

Step Inside

"Perceive, know, care about"



Choose a person, object or element in an image or work of art, and step inside that point of view. Consider:

What can the person/thing **perceive** and **feel**?

What might the person/thing **know about** or **believe**?

What might the person/thing **care about**?

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.

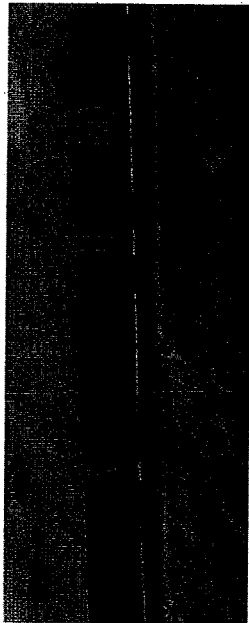
WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?

This routine encourages 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.

WHEN AND WHERE CAN IT BE USED?

Use the routine when you want students to see beyond the surface story and explore different viewpoints. Use it when you want to help students bring abstract concepts, pictures, or events to life. Because the routine involves empathic thinking, use it when you want students to make a personal connection to a topic.

BEGINNING / MIDDLE / END



Choose one of these questions:

If this artwork is the **beginning** of a story,
what might happen next?

If it this artwork is the **middle** of a story,
what might have happened before?
What might be about to happen?

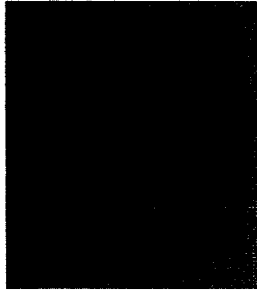
If this artwork is the **end** of a story,
what might the story be?

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE? This routine uses the power of narrative to help students make observations and encourages them to use their imagination to elaborate on and extend their ideas. Its emphasis on storytelling also encourages students to look for connections, patterns, and meanings.

WHEN AND WHERE CAN IT BE USED? The routine works with any kind of visual art that stays still in time – such as painting or sculpture. Use Beginning, Middle, or End when you want students to develop their writing or storytelling skills. You can use the questions in the routine in the open-ended way they are written. Or, if you are connecting the artwork to a topic in the curriculum, you can link the questions to the topic. For example, if you are studying population density, you can ask students to keep the topic in mind when they imagine their stories. The routine is especially useful as a writing activity. To really deepen students' writing, you can use the Ten Times Two routine with the same artwork prior to using this routine as a way of helping students generate descriptive language to use in their stories.

CLAIM / SUPPORT / QUESTION

"What makes you say that?"



Make a **claim** about your topic

Claim – An explanation or interpretation of some aspect of the artwork

Identify **support** for your claim

Support – Thing you see, feel and know about your claim

Ask a **question** related to your claim

Question – What's left hanging?
What isn't explained? What new questions does your claim raise?

WHAT KIND OF THINKING DOES THIS ROUTINE

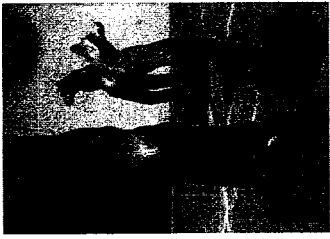
ENCOURAGE?

This routine reveals and encourages the process of reasoning by asking students to formulate an interpretation of something and support it with evidence. By pushing students to ask questions about their interpretation, it helps students see that reasoning is an ongoing process that is as valuable for raising questions as it is for providing answers.

WHEN AND WHERE CAN IT BE USED?

Use the routine with works of art, pieces of text, poems, and with topics in the curriculum that invite explanation or are open to interpretation.

CIRCLE OF VIEWPOINTS

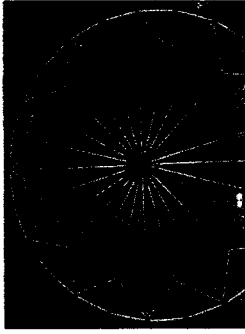


1. Brainstorm a list of different perspectives.
2. Choose one perspective to explore, using these sentence-starters:
 - I am thinking of...the topic ... from the viewpoint of...the viewpoint you've chosen
 - I think...describe the topic from your viewpoint. Be an actor--take on the character of your viewpoint
 - A question I have from this viewpoint is...ask a question from this viewpoint

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE? This routine helps students see and explore multiple perspectives. It helps them 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.

WHEN AND WHERE CAN IT BE USED? The routine works well with topics and artworks that deal with complex issues. It also works well when students are having a hard time seeing other perspectives or when things seem like there are only two sides to an issue. The routine can be used to open discussions about dilemmas and other controversial issues.

COLORS / SHAPES / LINES



Look at the artwork or object for a moment.

What **colors** do you see?

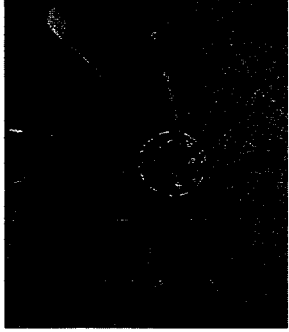
What **shapes** do you see?

What **lines** do you see?

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE? The routine helps students make detailed observations by drawing their attention to the forms in an artwork – its formal aspects – and giving them specific categories of things to look for.

WHEN AND WHERE CAN IT BE USED? The routine can be used with any kind of visual art. It can also be used with visually rich non-art images or objects. Like the Looking: Ten Times Two routine, students can use the routine on its own, or prior to having a discussion about an artwork with another routine. It is especially useful before a writing activity because it helps students develop descriptive language.

CREATIVE QUESTIONS



1. Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions:

Why...?

What are the reasons...?

What if...?

What is the purpose of...?

How would it be different if... ?

Suppose that...?

What if we knew...?

What would change if...?

2. Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments. (If you have the time, you can discuss more than one question.)

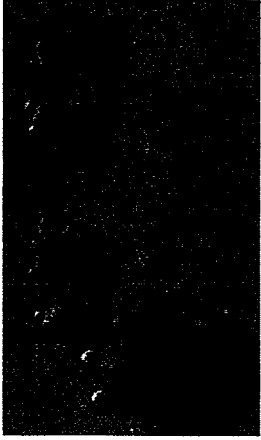
3. Reflect: What new ideas do you have about the artwork or topic that you didn't have before?

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?

This routine stimulates and sustains curiosity and helps students discover the complexity of an artwork or topic.

WHEN AND WHERE CAN IT BE USED? Use it when you want students to develop good questions, when you want them to get beyond questions of information and see that something has many dimensions or layers.

LOOKING: TEN TIMES TWO



1. Look at the image quietly for at least 30 seconds. Let your eyes wander.
2. List 10 words or phrases about any aspect of the picture.
3. Repeat Steps 1 & 2: Look at the image again and try to add 10 more words or phrases to your list.

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE? The routine helps students slow down and make careful, detailed observations by encouraging them to push beyond first impressions and obvious features.

WHEN AND WHERE CAN IT BE USED? The routine can be used with any kind of visual art. You can also use non-art images or objects. The routine can be used on its own, or to deepen the observation step of another routine. It is especially useful before a writing activity because it helps students develop descriptive language.