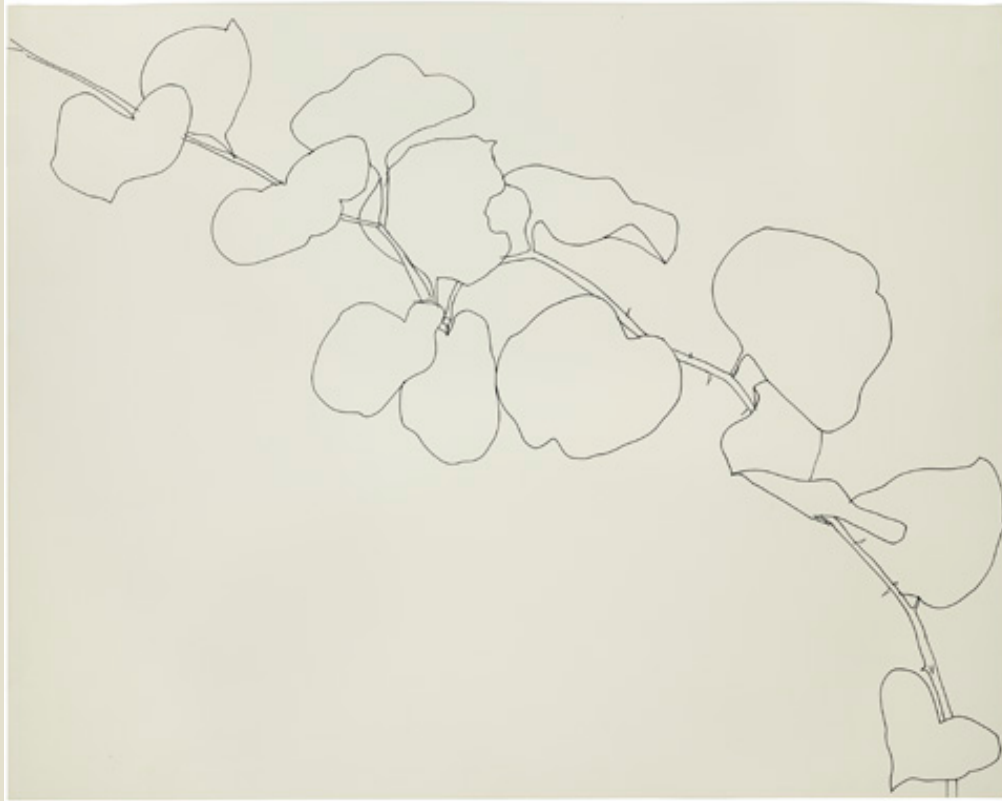


An Introduction to Artful Thinking

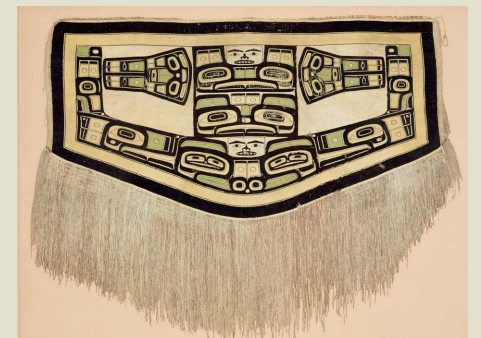


Juneau School District
January 15, 2016
Presented by Jessica Ross

Introductions



Alaska State Library - Historical collections



How do you make your thinking visible?

MYST - a routine for teachers.

- Me
- You
- Space
- Time

Overview & Goals

- Goals for today an introduction to:

Artful thinking routines

Artful thinking dispositions

Artful curricular connections

Visible thinking: making thinking visible

Study groups – reflective professional practice



PROJECT ZERO



Diving into routines

CLAIM-SUPPORT-QUESTION

- Make a claim about the work
- Identify support for your claim
- Pose a challenge or question to the claim

SEE-WONDER

- What do you see? (make many observations)
- What do you wonder? (generate many questions)



CLAIM

SUPPORT

QUESTION

SEE

WONDER

Reflect back on the experience. What signs of active looking and learning did you notice in yourselves?



Reflect back on the experience. What signs of active looking and learning did you notice in yourselves?

Signs of active learning

- Examining details
- Discerning
- Describing
- Elaborating
- Questioning
- Interpreting
- Explaining
- Challenging
- Juxtaposing, comparing
- Exploring point of view
- Connecting to prior knowledge
- Probing assumptions
and more...

What is it?

“Visible Thinking is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matters. ...Visible Thinking has a double goal: on the one hand, to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning.”





Goal of the Artful Thinking Program

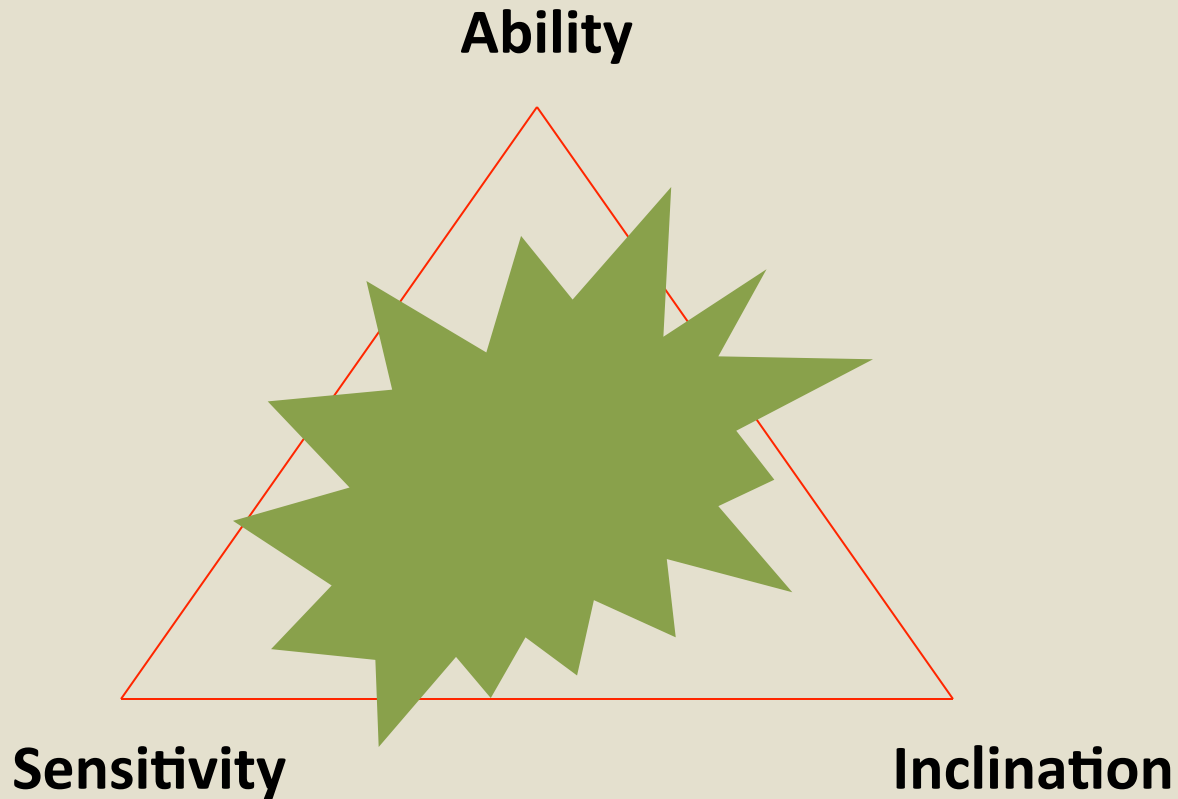
To help students develop thinking dispositions that support thoughtful learning – in the arts, and across school subjects.

Think about it

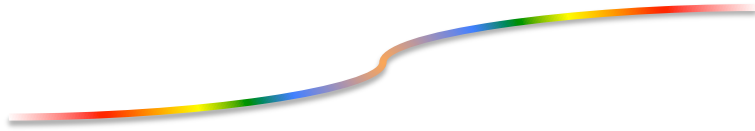


- We have routines for everything except thinking! Ideally thinking should be foremost in students and teachers minds.
- If we make it visible -- it will become so.

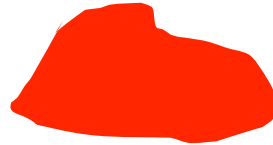
Research background: The triadic theory of dispositions



ARTFUL THINKING PALETTE



REASONING



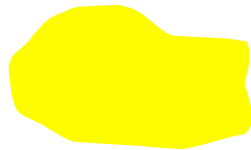
QUESTIONING & INVESTIGATING



OBSERVING & DESCRIBING



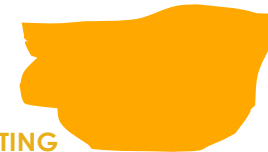
EXPLORING VIEWPOINTS



FINDING COMPLEXITY



COMPARING & CONNECTING



How do dispositions develop?

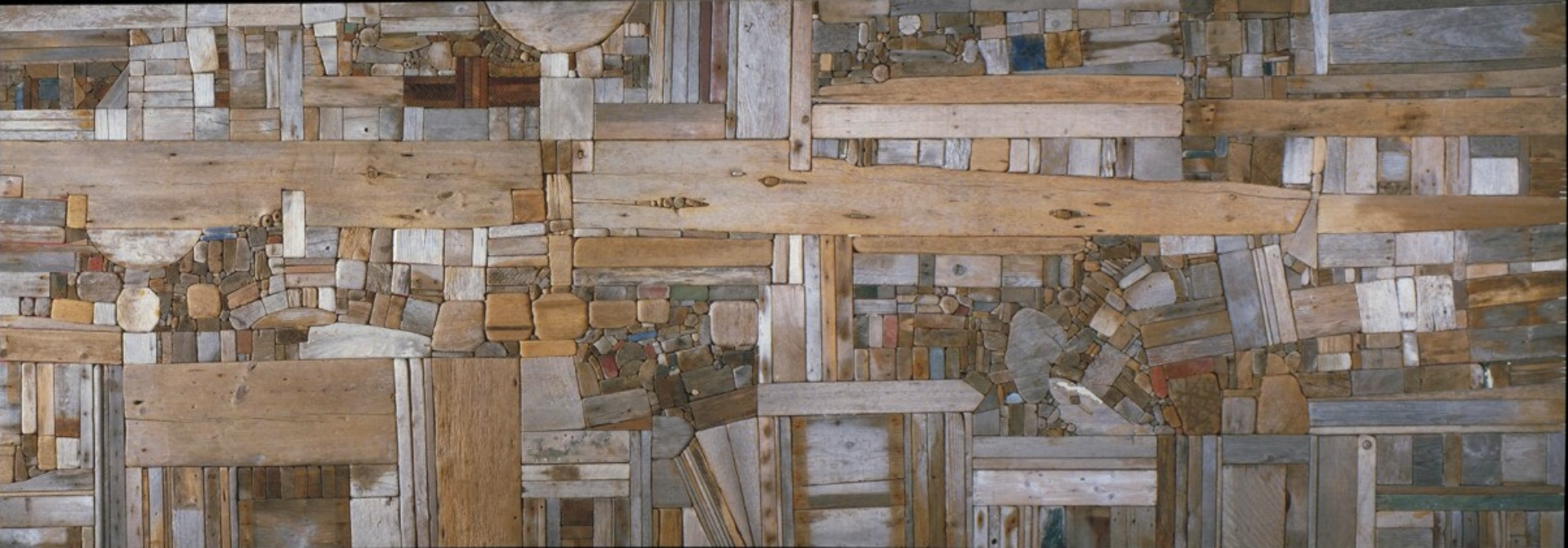


By routinely engaging in specific patterns of behavior – by doing certain things regularly

Features of Thinking Routines

- Short number of steps, easy to understand and remember (they work “out of the box.” Title of the routine usually says it all)
- Authentically start with, and build on, **learners’ own ideas**
- Encourage active processing
- Highly transferable across disciplines, contexts, and ages
- Uncover complexity and make it accessible
- Make thinking visible (and audible)
- Leverage the power of collaborative thinking (though can also be used solo)
- Develop thinking dispositions by cultivating intellectual habits of mind.
- Research-based
- Encourage slow looking and learning

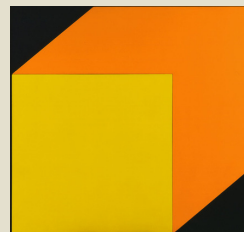
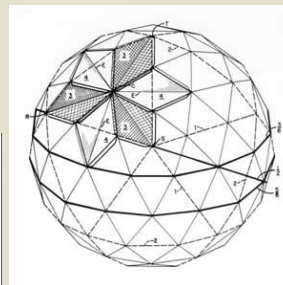
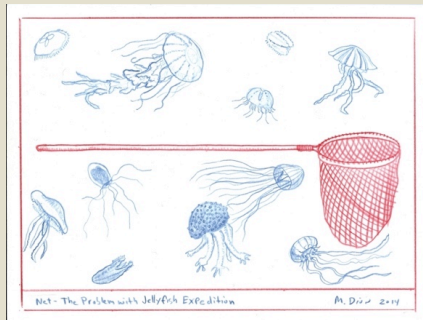
Curricular Connections



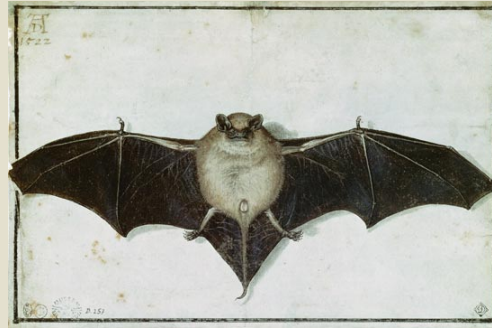
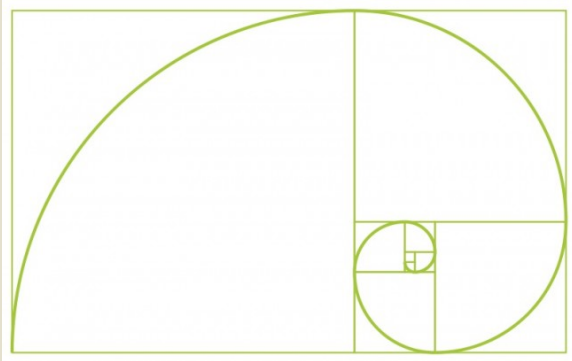
Curricular Connections

Connections to:

- Thinking
- The disciplines
- “Ideas of wide scope”
- Themes
- Topics

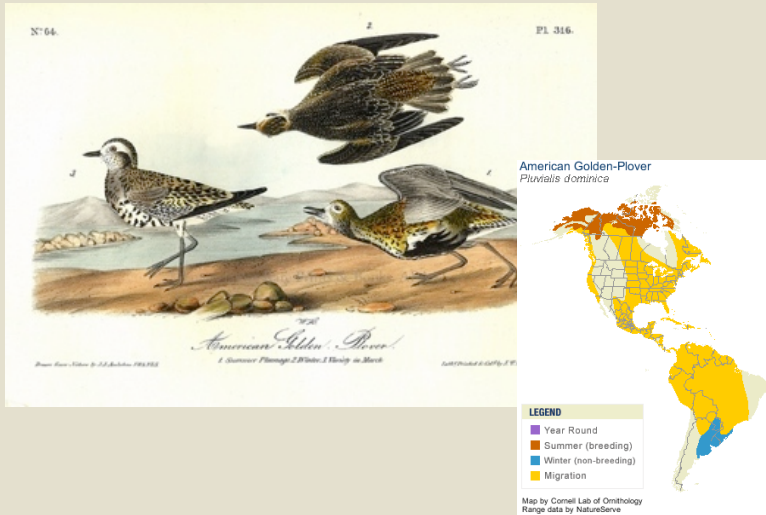


Curricular Connections



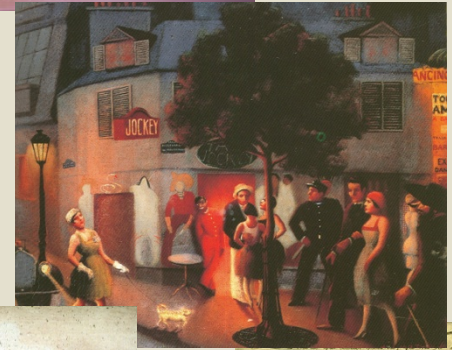
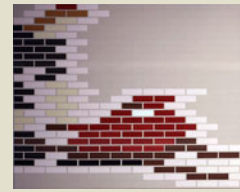
Connections to:

- Thinking
- The disciplines
- “Ideas of wide scope”
- Themes
- Topics



Why art?

- Because of how works of art make us think
- Because of what works of art make us think about
- AT encourages curricular connections along both of these dimensions



How do concepts of thinking and concepts of art compare?

Art —————→ a shift toward a recognition of art as a complex object of meaning and inquiry

Thinking —————→ a shift from an achievement conception of thinking to an **inquiry** conception



ARTFUL THINKING PALETTE



REASONING

WHAT MAKES YOU SAY THAT?
CLAIM / SUPPORT / QUESTION



QUESTIONING & INVESTIGATING

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



OBSERVING & DESCRIBING

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

EXPLORING VIEWPOINTS

STEP INSIDE
CIRCLE OF VIEWPOINTS



FINDING COMPLEXITY

PARTS / PURPOSES / COMPLEXITIES
COMPLEXITY SCALE

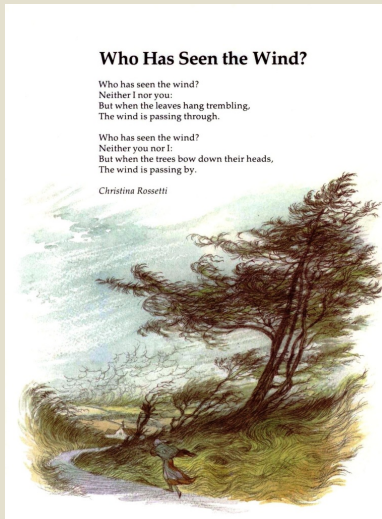
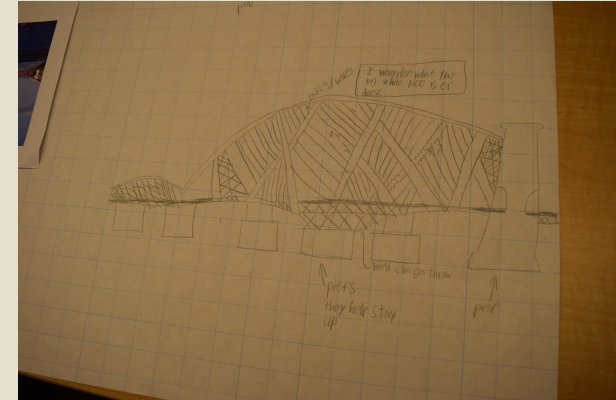


COMPARING & CONNECTING

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



Curricular Connections & Dispositions



Curricular Connections & Dispositions



Harlem [2]

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

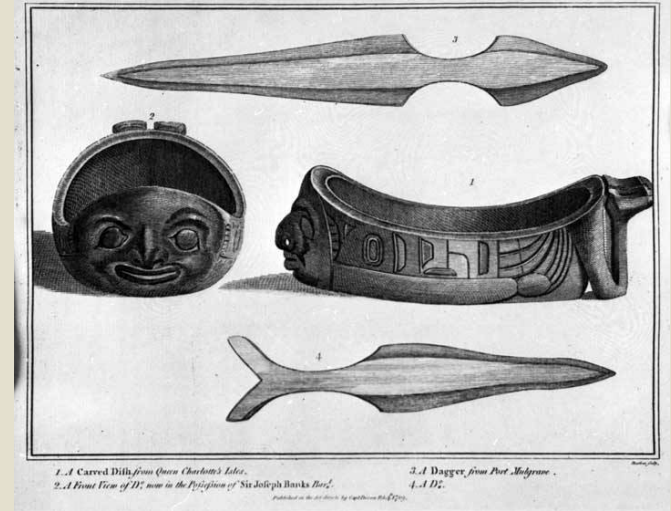
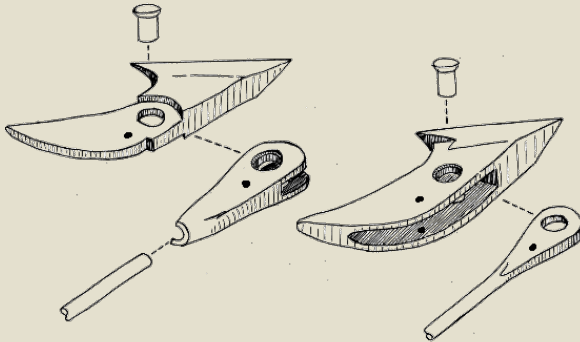
Or does it explode?



Observing & Describing

Pick an object on your person: watch, sneaker, glasses, pen. Pick one part of it and draw what you see – take 3 minutes

Observing & Describing



1. A Carved Dillo from (near Charlotte) Lake.
2. A Bone From of Dillo, now in the possession of Sir Joseph Banks Bart.
3. A Dagger, from Port Moresby.
4. A Dillo.

She was down by the water's edge, gazing at the canoe. Gradually, a warm feeling began to build inside her chest. She closed her eyes and imagined herself far from land, paddling strong and fast.



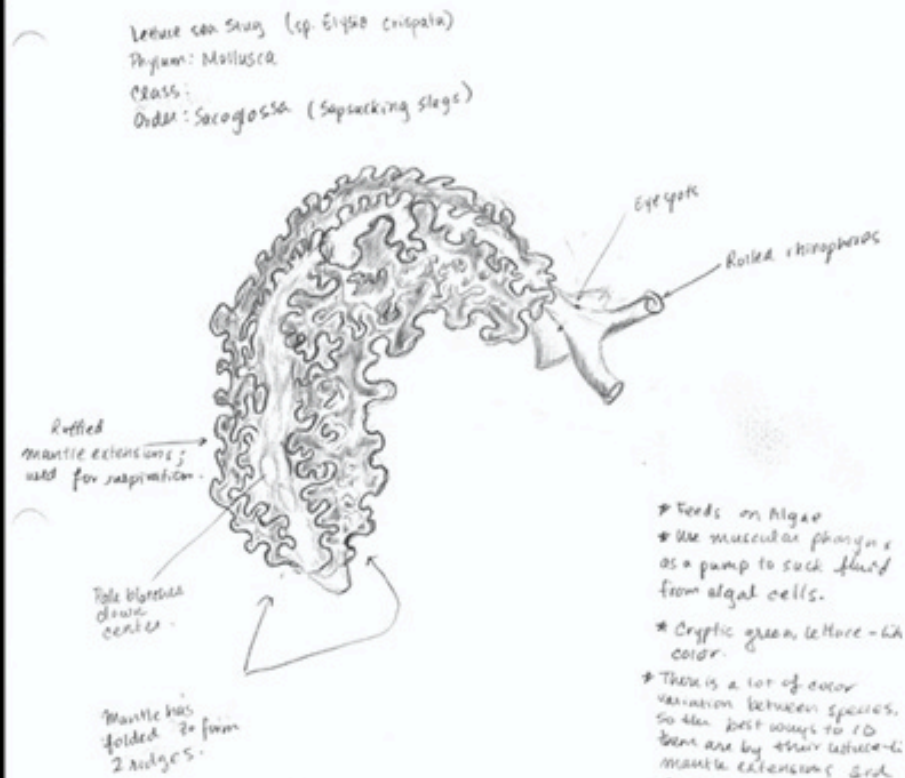
Learning through doing

Zoology students sketch animals to know them better

By Peter Reuell

Harvard Staff Writer

Tuesday, June 11, 2013



An *Elysia crispata*, or "solar-powered" sea slug, photographed and illustrated. The picture was taken by Professor Gonzalo Giribet. Mary Griffin '13 did the illustration as part of Giribet's class, "Biology of Invertebrates."

In an effort to get his students to make slow, careful observations of organisms in the field and the lab, **Gonzalo Giribet** has a secret weapon — the pencil.

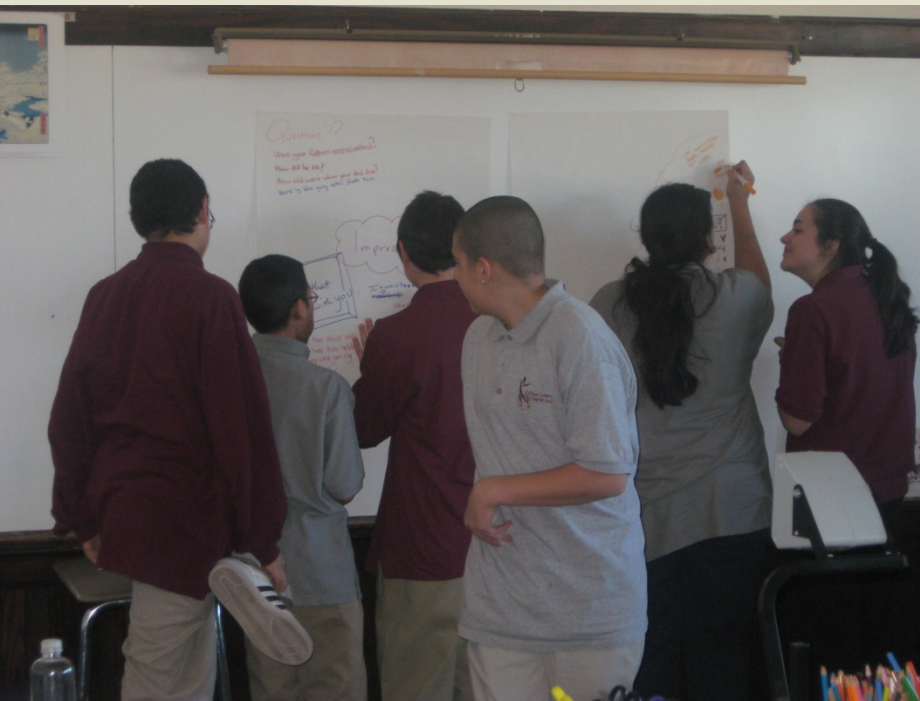
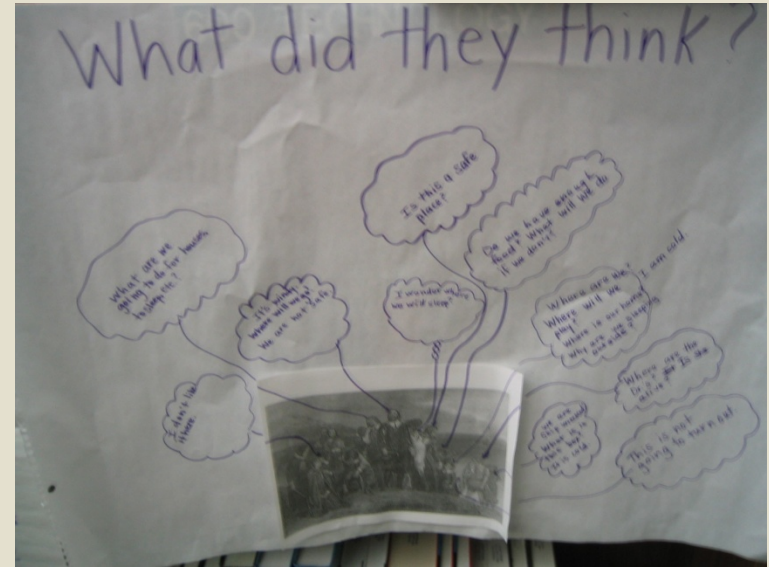
What does it look like?



Making Thinking Visible

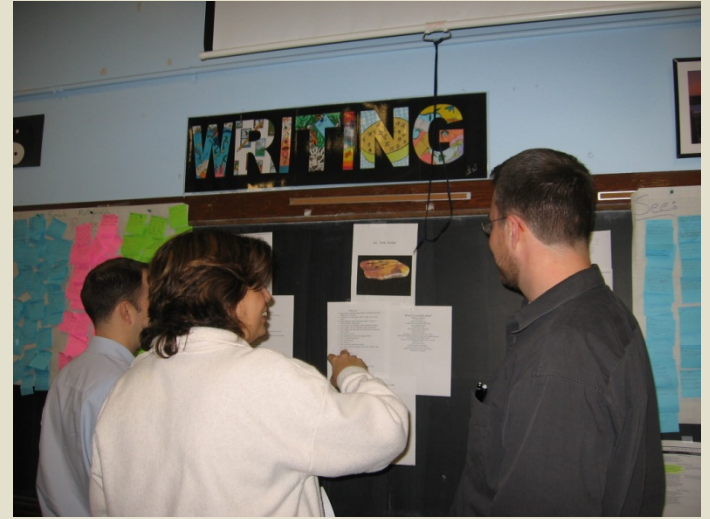


Visible Thinking / Documentation of student thinking



Next Steps: Study Group Experience

Looking at Student Thinking



What do you think about that **now**?



Revisit MYST - a routine for teachers.

- Me
- You
- Space
- Time

5 components

Artful thinking routines

Artful thinking dispositions

Artful curricular connections

Visible thinking: making thinking visible

Study groups – reflective professional practice



Questions, thoughts?



Thank you

And many thanks to John Singleton Copley
& the Detroit Institute of Arts Museum, The
Museum of Fine Arts Boston & The National
Gallery of Art

<http://www.dia.org/>

<http://www.mfa.org/>

<http://www.nga.gov/>

Watson and the Shark

John Singleton Copley
(American, 1738-1815)
1777

Oil on canvas

Historical painting was inspired by an event that took place in Havana, Cuba, in 1749. Fourteen-year-old Brook Watson, an orphan serving as a crew member on a trading ship, was attacked by a shark while swimming alone in the harbor. His shipmates, who had been waiting on board to escort their captain ashore, launched a valiant rescue effort.



