

**ARTFUL THINKING
FAMILY, FRIEND AND FOES (FFF)**

ALL

See/ Think/Wonder

Look at the artwork or object for a moment.

What do you see?

What do you think about what you see?

What do you wonder about?

This routine helps students make careful observations and develop their own ideas and interpretations based on what they see. By separating the two questions, What do you see? and What do you think about what you see?, the routine helps students distinguish between observations and interpretations. By encouraging students to wonder and ask questions, the routine stimulates curiosity and helps students reach for new connections.

This widely- used routine works well with almost any artwork or object. It is versatile, easy to use, and almost never fails to deepen students' interest in the topic at hand, whether students have lots of background knowledge or none at all. Many teachers like to use this routine at the start of a lesson, or as a first step in a more extended activity.

INDIA, MADHYA PRADESH, SHIVA'S FAMILY, 1000 CE

1. Connect/Extend/Challenge

After you have discussed the narrative in this painting, discuss:

How is the artwork or object connected to something you know about?

What new ideas or impressions do you have that extended your thinking in new directions?

What is challenging or confusing? What do you wonder about?

This routine helps students make connections between new ideas and prior knowledge. It also encourages them to make a personal connection to an artwork or topic. Try using it after another routine!

2. Parts/Purposes/Complexities

Look closely at this complex sculpture. Ask students to look at all the parts – the bottom, top, sides, middle, etc.

What are its parts? (What are its pieces, components?)

What are its purposes? (What is it for, what does it do?)

What makes this sculpture so complex? (How is it complicated in its parts, purposes, the relationship between the two, or other ways?)

This routine helps students build a multi-dimensional mental model of a topic by identifying different aspects of the topic and considering various ways in which the topic is complex.

BERTHE MORISOT, THE ARTIST'S DAUGHTER, JULIE, AND HER NANNY, ABOUT 1884

1. Colors/Shapes/Lines

Take a minute to look at this painting. Let your eyes wander freely. What do you see? Make a few observations and then move on to the next step. Observe and describe the colors, shapes, and lines in detail.

What colors do you see? Describe them.

What kinds of shapes do you see? Describe them.

What kinds of lines do you see? Describe them.

How does the color, lines or shapes contribute to the painting overall? How does it contribute to:
how the painting feels?
the mood of the artwork?
how the artwork looks?
the story the artwork might tell?
the ideas of the artwork?

2. Looking: Ten Times Two

Look at the image quietly for at least 30 seconds. Let your eyes wonder.

List 10 words or phrases about any aspect of the painting (fewer words may be better if working in pairs or small groups)

Repeat steps 1 & 2: Look at the image again and try to add 10 (or less) more words to your list.

This routine helps students to slow down and make careful observations by encouraging them to push beyond first impressions and obvious features.

3. Beginning/Middle/End

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

If this painting 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?

This routine uses the power of narrative to help students make observations and encourages imagination to elaborate and extend their ideas. Emphasis storytelling and looks for patterns and meanings.

GERRIT VAN HONHORST, THE DENIAL OF ST. PETER

1. Colors/Shapes/Lines

Take a minute to look at this painting. Let your eyes wander freely. What do you see? Make a few observations and then move on to the next step. Observe and describe the colors, shapes, and lines in detail.

What colors do you see? Describe them.

What kinds of shapes do you see? Describe them.

What kinds of lines do you see? Describe them.

How does the color, lines or shapes contribute to the painting overall? How does it contribute to:
how the painting feels?
the mood of the artwork?
how the artwork looks?
the story the artwork might tell?
the ideas of the artwork?

2. I used to think...now I think

After discussing the story and the challenges of friendship (betrayal and redemption, etc.) ask students to complete the following statements:

I used to think...

Now I think...

This routine helps students reflect on how their ideas and impressions changes over time. It helps students to consolidate new understanding, opinions and beliefs, and it helps students become more reflective, self-aware learners.

3. Connect/Extend/Challenge

After you have discussed the narrative in this painting, discuss:

- How is the artwork or object connected to something you know about?
- What new ideas or impressions do you have that extended your thinking in new directions?
- What is challenging or confusing? What do you wonder about?

This routine helps students make connections between new ideas and prior knowledge. It also encourages them to make a personal connection to an artwork or topic. Try using it after another routine!

FANCISCO GOYA, SELF-PORTRAIT WITH DR. ARRIETA, 1820

1. Colors/Shapes/Lines

Take a minute to look at this painting. Let your eyes wander freely. What do you see? Make a few observations and then move on to the next step. Observe and describe the colors, shapes, and lines in detail.

- What colors do you see? Describe them.
- What kinds of shapes do you see? Describe them.
- What kinds of lines do you see? Describe them.

How does the color, lines or shapes contribute to the painting overall? How does it contribute to:

- how the painting feels?
- the mood of the artwork?
- how the artwork looks?
- the story the artwork might tell?
- the ideas of the artwork?

2. Think/Puzzle/Explore

- What do you think you know about this artwork or topic?
- What questions or puzzles do you have?
- What does the artwork or topic make you want to explore?

This routine helps students connect to prior knowledge, stimulates curiosity, and lays the groundwork for independent student inquiry. The routine works particularly when beginning a topic, and when you want students to develop their own areas of interest and questions of investigation. The routine can also be used along a course of study to connect prior learning to new information.

SIR JOHN EVERETT MALLAIS, PEACE CONCLUDED, 1856

1. Beginning/Middle/End

- If this painting is the beginning of a story, what might happen next?
- If this painting 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?

This routine uses the power of narrative to help students make observations and encourages imagination to elaborate and extend their ideas. Emphasis storytelling and looks for patterns and meanings.

2. Headlines

After you have discussed the narrative in this painting, ask students to invent a headline that captures an important aspect of it. This routine helps students identify and clarify big ideas. The routine works especially well at the end of a discussion or activity. Using the routine will help students clarify their thinking.

3. Step Inside “perceive, know, care about”

After some discussion on the narrative of this painting, ask students to step inside the point of view of one of the main characters in this painting (). Given limited time you might ask one or two of the following questions to consider:

What can this person perceive or feel?

What might this person know about or believe?

What might this person care about?

Take on a character and improvise a monologue. Speaking the first person, talk about who you are and what you are experiencing.

This routine encourages perspective taking and close looking through projection. Use this routine to see beyond the surface story and explore different viewpoints and empathic thinking.

MEXICO, NAYARIT HOUSE GROUP, 200 BCE- CE 400

1. Creative Questions

Brainstorm a list of questions about this artwork (you may have students work in pairs or small groups for this activity). Pick a question that seems to come up most often, or a question that you can explore together as a group.

Discuss. 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...?

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

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

2. Beginning, Middle, End

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

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

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

This routine uses the power of narrative to help students make observations and encourages imagination to elaborate and extend their ideas. Emphasis storytelling and looks for patterns and meanings.