

Artful Thinking Sources of Strength (SOS)

Guardian Figures, Japan, c.1360

1. Step Inside

Choose one figure. Assume that position with your body. Now step inside that figure. What feeling do you get? What is he telling observers? What do you think was the purpose/effect of Guardian Figures?

2. Creative Comparisons

What do you see in the figures? What do you know about this topic?
Choose a category as a metaphor: such as plants, musical instruments, toys.
Imagine: If these figures were a kind of toy, what would they be?
Explain three ways it compares.

Sunburst, Dale Chihuly, 1999

1. I see...I think...I wonder!

We are going to use the Artful Thinking Routine known as **I see...I think...I wonder!**
It will help us develop our observation skills, interpretation skills and will stimulate our curiosity and make connections.
What do you see?
What do you think about what you see?
What do you wonder about?

2. Creative Comparisons = Metaphorical Thinking

If this work of art were a kind of musical instrument, what would it be?
Explain 3 ways to compare it! Some examples:
A flute - long and narrow like the tubes of glass
 Notes float in the air like the sun does
 It is made of connected parts to make the whole thing
A violin - it is fragile
 It is complicated as a whole but simple in its parts

Tiger Pillow, China, late 12th Century

1. Elaboration Game

In this technique the first student identifies a specific section of the artwork, such as the painted tiger, and describes what he/she sees.
The second student elaborates on the first by adding more detail.
For example, Student 1 might say: I see the body of a tiger. Student 2: Its stripes are wavy.
Student 3: The colors match a real tiger. Student 4: It has fangs.

2. Creative Questions

Brainstorm a list of 12 (or 4 for limited time) interesting questions about the artwork. Use these starters:

Why...

What are the reasons...

What if...

What is the purpose of...

For example: Suppose you had to sleep on this pillow every night? Create a list of questions that arise from that question. Discuss the most interesting ones.

3. I used to think.... Now I think....

This technique begins with a statement such as, "When we began thinking about seeing pillows from China, you had some ideas about that and what you might expect. Now that you have seen the Tiger Pillow, how has your thinking changed about pillows and materials that can be made into pillows?" "How has your thinking changed about sleeping?" Use the sentence stems: I used to think _____. Now I think _____.

Shirt, A'aninin /Nakoda, c.1890

1. Think, Puzzle, Explore

Look at this shirt for a few moments. Then ask the group these three questions with time for discussion after each question.

What do you think you know about this article of clothing?

What questions or puzzles do you have?

What does this garment make you want to explore?

2. Colors/Shapes/Lines

Look at this shirt. What colors do you see? What shapes do you see? What lines do you see? What might those colors, shapes, lines represent?

Saint Severin, Robert Delaunay, 1909

1. Connect/Extend/Challenge

This technique helps connect new ideas to prior knowledge. After discussing this painting ask: "How is what we learned **CONNECTED** to what you already know?" For example, what buildings have you ever been in like this building? Where else have you seen arches such as these?

"What new ideas did you get that **EXTENDED** or **PUSHED** your thinking in new directions?" For example, how do sounds made in a room with such arches sound verses sounds made in a room without arches?

"What is still **CHALLENGING** or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have? For example, how do arches not fall?"

2. Claim/Support/Question

Make a CLAIM about the artwork (an explanation or interpretation of some aspect of the artwork) For example: I think the artist chose to use cool colors, mostly blues, because it would feel cold in a church made of concrete. So when I look at it I feel cold.

Identify SUPPORT for your claim (things you see, feel and know that support your claim.) For example: Water is blue and water is usually cool. People say they feel blue when they are sad.

Ask a QUESTION related to your claim (What's left hanging? What isn't explained? What new reasons does your claim raise?) For example: How would this painting feel different if it were painted in all shades of yellow and orange? Does this painting made me feel sad because it is painted in blues?

Migrant Mother, Dorothea Lange, 1936

1. Headlines

This routine draws on the idea of newspaper-type headlines as a vehicle for summing up and capture the essence of an event, concept topic. The routine asks one core question:

"If you were to wrote a headline for this photograph right now that captures the most important aspect that should be remembered, what would that headline be?"

A second question involves probing how students' idea of what is most important and central to the topic being explores have changed over time: "How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?"

2. Circle of Viewpoints

Brainstorm a list of different perspectives and then use this script skeleton to explore each one:

1. I AM THINKING OF ...the topic...FROM THE POINT OF VIEW OF...the viewpoint you've chosen.

2. I THINK ...describe the topic from your viewpoint. Be an actor-take on the character of your viewpoint.

3. A QUESTION I HAVE FROM THIS VIEWPOINT IS ...ask a question form this viewpoint.

3. See/Think/Wonder

Each comment begins with the words I see...I think...I wonder. Look at the photograph for a moment. Guide: "What do you see?" Student: "I see..." Guide: "What do you think about that?" Student: "I think..." Guide: "What does it make you wonder?" Student: "I wonder..."

4. Claim/Support/Question

Ask your group to define in their own words the word "poverty". Dorothea Lange captures in this photo many layers of poverty. What do you see in this photo that supports that claim? What do you feel from looking at this that supports that claim? What do you know about the 1930's that supports that claim? What questions remain which aren't explained?