

Making Thinking Visible: Using Thinking Routines

Kind of thinking we wanted our students to engage in:

- We wanted our students to be able to learn and practice with **Visual Analysis** of Artworks: Describing, Analyzing and Interpreting Artworks.
- Students had to practice the specific vocabulary and aspects or categories used for describing Visual Art that are used in Dutch Central Exams for Art theory (Art - Formal analysis, Content analysis, Function analysis and Context analysis).

Thinking Routine used:

- **See, Think, Wonder**: Which One is the Odd One Out? - Visible Thinking in Art Lessons, grade 11

Activity description:

- See, Think, Wonder was combined with 'The Odd One Out'
- Students looked at three different works of Art, without any further information
- We asked students while carefully **looking** and **thinking**, which Artwork they **wondered** could be **the 'Odd' One Out**
- They had to explain carefully to others why they thought so
- They could use arguments on the basis of Formal analysis, Content analysis, Function analysis or Context analysis
- After one student had explained his or her choice, the next student would respond why he or she thought differently or had different arguments
- Other students had to listen carefully and were asked to comment on both the content of what was said as well as on the vocabulary used

Modifications used:

- We combined **See, Think Wonder** (Visible Thinking Routines by Ron Ritchart, Mark Church, Karen Morrison and David Perkins - Harvard Project Zero: http://pzweb.harvard.edu/vt/VisibleThinking_html_files/VisibleThinking1.html) with **The Odd One Out** (Thinking Skills by David Leat) with **Visible Learning** (by John Hattie)

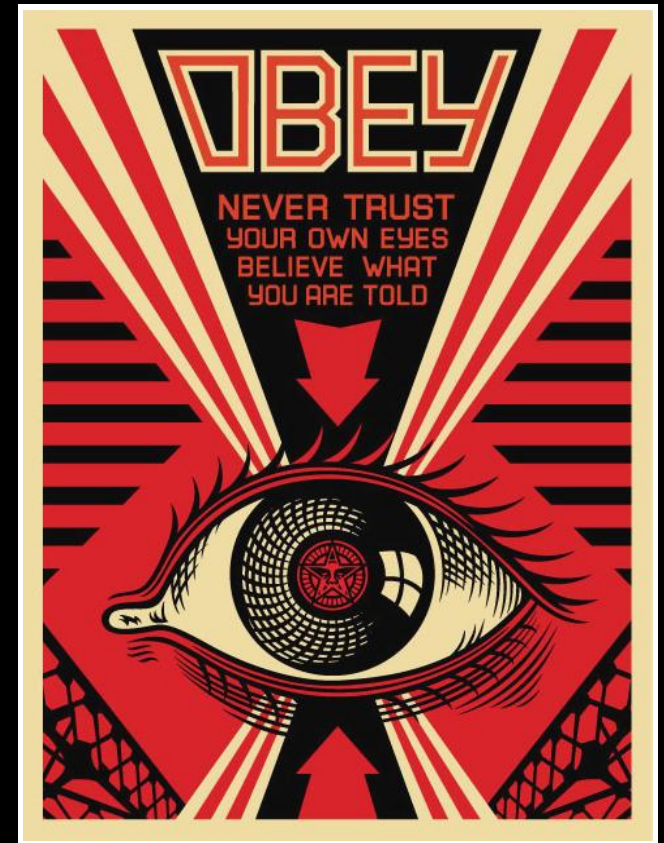
Thinking & Learning Opportunities:

- In this Thinking and Learning routine we wanted student to **observe** very carefully and intense, we expected they would start to **think** carefully because of what they observed and we hoped they would be able to give **arguments** as to why why they considered one of three images not belonging to the series
- We expected students to **carefully and respectfully listen to each other** in order to learn from each other
- We hoped they considered this an **interesting and fun way** to consolidate existing knowledge and understanding of vocabulary used for Visual analysis of Artworks.
- This thinking routine or strategy also provides an opportunity to develop students' **ability to categorize and to use categories**, both of which involve **higher order thinking skills**
- As teachers we could **evaluate**: what knowledge our students had, which aspects they thought were difficult and which misconceptions were present. By listening carefully to our students as they were **looking, thinking and wondering**

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SEE-THINK-WONDER: *THE ODD ONE OUT?*



Information for teachers:

Image 1: Rodchenko - movieposter and cover of magazine 1920's http://www.spd.org/what-are-you-looking-at/images/blog/rodchenko_1.gif

Image 2: Advertisement for chocolate bar - 1960's http://zilvervisjes.web-log.nl/photos/uncategorized/2010/03/07/kwatta_11.jpg

Image 3: Shepard Fairey - Obey eye - 2009 <http://obeygiant.com/prints/obey-eye>