

# Mrs. Black's

## Bulldawg Block:

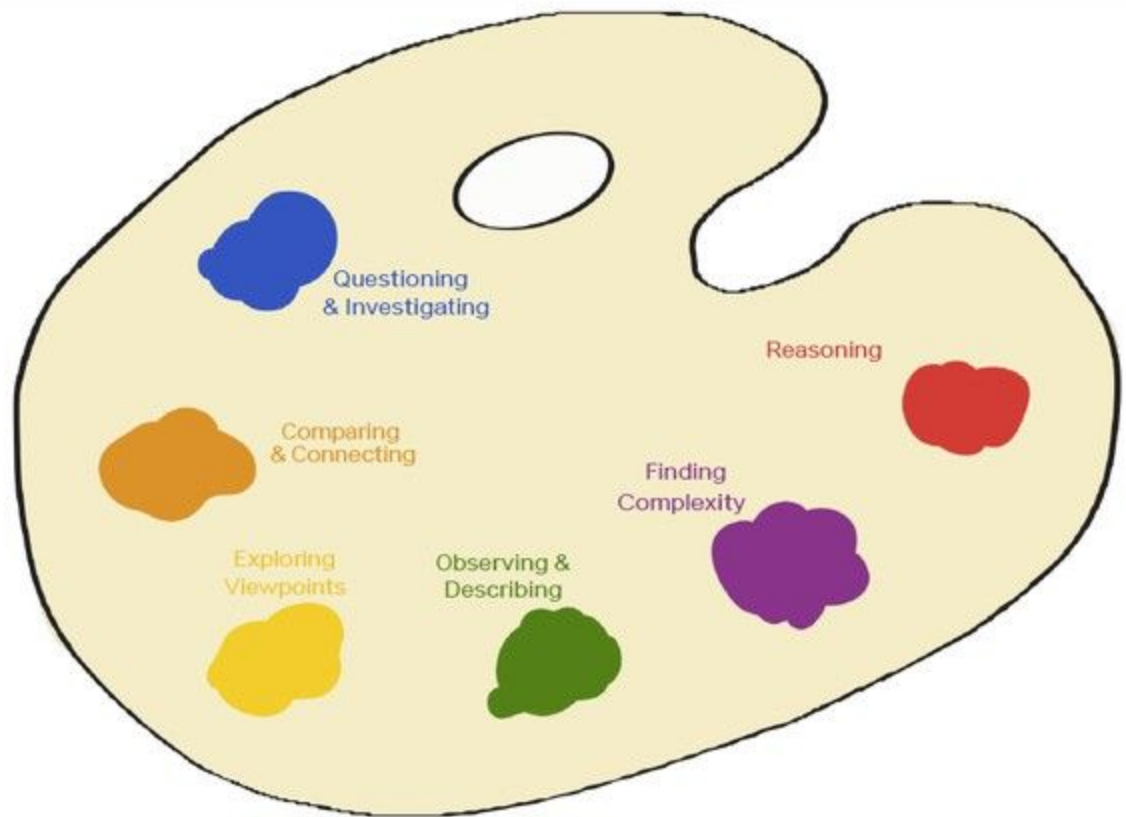
### Artful Thinking

*This class will focus on experiencing and appreciating art as a way to help students develop ways of thinking that support thoughtful learning.*

"One of the wonderful advantages of integrating the arts is that 21st Century Skills are inherent in the processes of the arts. The skills, knowledge and expertise students must master to succeed in work and life according to the 21st Century Partnership are communication, collaboration, creativity, and critical thinking. Harvard's Project Zero research group has worked for years on teaching thinking. Artful Thinking Routines were designed to help K-12 teachers regularly use works of visual art and music in their curriculum in ways that strengthen student thinking and learning. These "thinking routines" are simple patterns or structures that allow teachers to assess because the students' thinking is made visible. They incorporate rigor into the curriculum by motivating and engaging students in critical thinking activities and students are engaged in interesting activities."

<http://www.artsaretheanswer.com/artful-thinking/>

## Artful Thinking Palette



Harvard Project Zero, Artful Thinking Program

### GOALS/EXPECTATIONS

#### **What do we expect our students to learn?**

**Objectives:** students will internalize six thinking dispositions (see graphic above)

*Using the artist's palette as a central metaphor, the Artful Thinking "palette" is comprised of six thinking dispositions which strengthen students' intellectual behaviors. These dispositions are developed through Thinking Routines, which are easy to learn and can deepen students' thinking in the classroom.*

[http://pzartfulthinking.org/?page\\_id=2](http://pzartfulthinking.org/?page_id=2)

## Standards:

**SL.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**A.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**B.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**C.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**D.** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.6.2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**SL.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**VPA.1.1.8.D.CS1** - [*Content Statement*] - Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.

**VPA.1.1.8.D.1** - [*Cumulative Progress Indicator*] - Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.

**VPA.1.1.8.D.CS2** - [*Content Statement*] - The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.

**VPA.1.1.8.D.2** - [*Cumulative Progress Indicator*] - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

This course will also utilize lessons from many resources, including *The Philadelphia Museum of Art*, *The National Gallery of Art*, and *The Metropolitan Museum of Art*, to help guide its development. Its progression will be driven by connections to the 6th-grade curriculum, social and emotional learning goals, as well as student choice and interests.

**TEACHER RESOURCES:**

[Artful Thinking Palette](#)

[Artful Thinking Cheat Sheet](#)

[Importance of Beginning and  
Endings of lesson plans](#)

[Essential Questions](#)

[Exit Slips](#)