

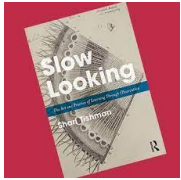



# "Critical Thinking through Art"

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Teaching Critical Thinking through Art

**ARTFUL THINKING**


## Agenda

- Discuss the dimensions of reasoning and questioning
- Model thinking routines with art
- Consider these dispositions in the classroom setting
- Debrief and Reflect

## Reasoning, Questioning and Investigating


Albert Einstein: "The important thing is to not stop questioning. Curiosity has its own reason for existing."

What's going on?  
What makes you say that?



(My Tsuru students preparing to become IB teachers)

What might be going on?



What makes you say that?


What might be going on?



What makes you say that?

Photo credit: SoraNews34

What might be going on?



What makes you say that?



**Jot down connections to:**

- Thinking
- The disciplines
- Subject of Investigations
- Themes

But how do I use this in my regular classes?

what counts as evidence?

- What is seen
- What is heard
- What is felt
- Drawing on prior knowledge and experience

What makes you say that?

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What makes you say that?



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- Reasoning: The idea of making meaning supported by evidence, developing well-formed arguments, explanations, interpretations that are grounded in observations and factual, reliable data.

What makes you say that?

- What might be going on?
- What evidence do you see/hear/feel that makes you say that?

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What makes you say that?

Share your thoughts


What did you feel, or bring from experience that supports your interpretation of this story?


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What makes you say that?

- Masayasu Uchida (1922-2019)
- Paper collage artist
- born in Yokosuka, Kanagawa prefecture, Japan

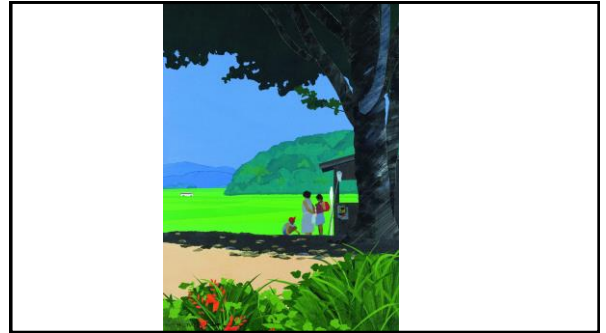




What makes you say that?

「またおいで」

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“Visualize your thinking”

How did the new information work?


- (1) did it reinforce your original interpretation?
- (2) did it extend your thinking or did it take your interpretation in a new direction?
- (3) or did it raise questions or challenge your initial interpretation in some way?

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
Teachers should note:

- How and when we *share* information with students
- How asking them to reflect on that information *relative to their own ideas*



What makes you say that?

PROJECT ZERO 25



Let's reflect.  
What were some of the qualities of this experience?  
What did you notice about the thinking of others?

Thank you!!

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## Links & resources

- Edx course: Teaching Critical Thinking through Art with the National Gallery of Art <https://www.edx.org/course/teaching-critical-thinking-through-art-with-the-na>
- Book on Amazon: "Slow Looking" Shari Tishman, 2017, Routledge <https://www.amazon.co.jp/Slow-Looking-Shari-Tishman/dp/1138240419>
- Project Zero's Thinking Routine Toolbox <http://www.pz.harvard.edu/thinking-routines>
- Artful Thinking [http://pzartfulthinking.org/?page\\_id=5](http://pzartfulthinking.org/?page_id=5)
- Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines Harvard Education Pr; Illustrated (2013/9/20) Philip Yenawine
- 学力をのばす芸術鑑賞 ヴィジュアル・シンキング・ストラテジーズ: どこからそう思う? 単行本 - 2015/1/10 フリッツヤノヴィン(監), 京都造形芸術大学アートコミュニケーション研究センター(翻訳)
- 内田正徳 オフィシャルサイト <http://uchidamasayasuu.com>
- 内田正徳(2011)『ここからの詩—四季の髪り 内田正徳はり絵画文集』日貿出版社
- Hinsh, H., Ross, J. (2020) Reasoning, Questioning, and Investigating, National Gallery of Art Online Summer Institute for Educators - Art and Thinking