

Facilitation Guide



Visual Thinking Strategies

Google Slides - Slides #7-11

Activity Summary:

Visual Thinking Strategies (VTS) is a simple tool to engage students in a deeper conversation around a piece of art. It enhances visual literacy, critical thinking, and communication, as well as being student driven. The strategy is based around three questions:

What's going on here?

What do you see that makes you say that?

What else can you find?

Why the Arts:

VTS engages students in critical thinking. It is a simple strategy for analyzing visual arts that will lead students to understand how the structures of art (lines, shapes, colors) chosen by an artist drive a person's understanding of the art.

Assessment:

Summative - At the end of the exercise, students will connect their discussion to the creation of their own artwork based on the Crossover.

Lesson Connections:

8th Grade, Module 1, Lesson 9

This overlay gives an alternative artwork and strategy for discussion in the first part of the Learn section.

Connection to Module Goals/EOM Task:

This deep dive into the artistic choices made by the artist will help students process their own visual choices as they write their own narrative poems for the EOM task.

Standards Alignment:

ELA:

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Arts:

VA:Re8.1.8a - Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

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Wit & Wisdom Instructional Routines:

Learn: Gallery Walk

Recommended Student Materials:

Response journal

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

BT2 – Physical Environment:

For this conversation, students should be able to see each other and see the artwork as well.

Other Considerations:

Teacher Background:

Comfort in talking about line, shape, and color in art.

Student Prerequisites:

Understanding of the elements of line, shape, and color.

Accessibility Notes:

Review the elements with students before beginning the discussion.

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Steps for Implementation:

1. Introduction

Project or show the image so that all students can see at the same time.

Ask students to look closely at the image for one or two minutes without initially sharing anything out loud with the group.

2. Discussion

Facilitate classroom discussion with three recurring questions:

**Allow time for discussion of each question in a cycle*

“What’s going on here?”

“What do you see that makes you say that?”

“What more can we find?”

Facilitation Tactics:

- Ask students to back up their observations with details in the image. If students don’t do this automatically, ask them what they are seeing in the image that makes them think something.
- Link responses together, comparing and contrasting what students have said.
- Try not to insert information or your own interpretation. Let students look closely and reason out their responses, rather than discussing facts that you know outside of the conversation.

3. Think-Pair-Share

Have students think pair share to come up with an answer to the question: **How did the artist’s choices impact how you received the art?**

- They will use their **response journals** to write 3–4 sentences describing the choices and how they impacted the understanding of the piece.

This question leads into the next section, where students will visualize the Crossover and draw an image of “everyday life” based on their discussion