**Visual Thinking Strategies mini lesson**

**Concept/ Topic to Teach:** Students will understand how art can be used as a form of communication. They will be introduced to visual thinking strategies as a way to explore a series of photographs and paintings.

Michigan State Standards:

**VA Standard 3: Analyze, describe, and evaluate works of art.**

**Essential Questions:**

 How do artists communicate through artwork?

**Specific Objectives:**

 To activate critical thinking skills by using visual clues in determining possible meanings or messages communicated in a piece of art

 To use collaborative thinking to share and develop inferences

 Language Goal: Students will be able to respond in writing to the following: “I think the artwork was about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. One reason I think that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Assessment:**

• formative assessment : Students will be able to give clues from the artwork to support what they see going on in the piece and ultimately to determine a possible meaning.

 Language assessment: Students will be able to use small and full group discussions to write a sentence that states a possible interpretation giving 1 piece of visual evidence.

**Required Materials:**

Power point with pieces of artwork

Computer and projector

Student writing materials: notebook ort paper and pencils

Popsicle sticks with student names on them

Teacher support instructions for visual thinking strategies

White board with written objectives and exit ticket sentence starter

**Lesson Steps**

* Ask students if they think artwork is used for communication. Why or why not?
	+ Have students write their thoughts on a piece of paper
	+ Have students turn to person next to them and read/explain their thinking to each other
	+ Explain that you will be calling on students randomly to share not their own thoughts but what their partner thought in response to the question.
* Explain that we will be looking at a few pieces of artwork and discussing the students’ observations. Encourage them to write down their thinking so if they are called on they know what they are going to say.
	+ Steps for VTS
		- What is going on in this picture?
		- What makes you say that?
			* Restate the student’s comment
		- What more can we find?

Explain to students that they will be asked to complete an exit ticket for 1 of the works of art. They may complete the exit slip at any point during the discussion. Give them the sentence starter: “I think this artwork was about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. One reason I think that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* + Use the power point of images for VTS discussion
	+ Collect exit slips from all students