

Designing an art responding activity for an original work of art using art responding model(s)

Details about the work of art

Title of artwork:

Artist:

Date:

Medium:

Contextual information about the artist or time period the artwork was made:

Descriptive details about the work (arrangement, dimensions etc.), including formal elements and principles used:

Other notes:

Details about the class composition

Year level:

Relevant prior knowledge required for the activity:

Other relevant information, such as student interests, learning styles etc.:

Rationale:

What model(s) are your questioning strategies based upon:

What determined your decision to use this/these model(s) and questions to engage students with the artwork?

What *skills* will your students to use/develop by engaging with your questions? E.g. observation, descriptive skills etc.

Mini art responding activity

Write some questions that you can ask your students about your chosen artwork. Pay careful attention to the *order* in which your questions are asked. Think about how your questions can get students to think divergently about the artwork and how they complement the stages/routines/strategies of the model(s) you are using as a guideline. Be creative!

Model 1: Visual Thinking Strategies

1. Ask students to look closely and silently at the artwork for a minute.
 2. Three questions guide the discussion:
 - **“What’s going on here?”**
Summarize student responses using conditional language (“John thinks this could be...”). This keeps the conversation open to other interpretations by other students.
 - **“What do you see that makes you say that?”**
This encourages students to reflect on their statements with things they see in the work of art.
 - **“What more can we find?”**
This continues the conversation.
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Model 2: Artful Thinking Routines

- Perceive, know, care about - a routine for getting inside viewpoints

Three questions guide students to explore a viewpoint.

1. What can the person or thing perceive?
2. What might the person or thing believe?
3. What might the person or thing care about?

- Claim/Support/Question

Make a CLAIM about the artwork or topic	An explanation or interpretation of some aspect of the artwork
Identify a SUPPORT for your claim	Things you see, feel, and know that support your claim
Ask a QUESTION related to your claim	What’s left hanging? What isn’t explained? What new reasons does your claim raise?

- I see/ I think / I wonder
 1. What do you see?
 2. What do you think about that?
 3. What does it make you wonder?
- Think / Puzzle / Explore
 1. What do you think you know about this artwork or topic?
 2. What questions or puzzles do you have?
 3. What does the artwork or topic make you want to explore?

- Creative questions

Brainstorm 12 questions about the artwork or topic. Use these question-starters to help you think of interesting questions.

1. Why?
2. What are the reasons?
3. What if?
4. What is the purpose of?
5. How would it be different if?

6. Suppose that?
7. What if we knew?
8. What would change if?

- Looking: Ten Times Two

1. Look at the image quietly for at least 30 seconds. Let your eyes wander.
2. List 10 words or phrases about any aspect of this picture
3. Repeat steps 1 and 2: look at the image again and try to list 10 more words or phrases to your list.

- Colours, Shapes, Lines: What are they? What do they do?

1. Take a minute to look at the artwork.
2. Observe and describe the colours, shapes and lines in detail. Make 3 columns.
3. Choose a kind of colour, shape or line that you listed

COLOURS	SHAPES	LINES
What colours do you see? Describe them	What shapes do you see? Describe them.	What lines do you see? Describe them?

4. Ask the following questions about several of the elements above:

- How does it contribute to the artwork overall?
- How does it contribute to how the artwork feels?
- How does it contribute to the mood of the artwork?
- How does it contribute to how the artwork looks?
- How does it contribute to the story the artwork tells?
- How does it contribute to the ideas in the artwork?

5. Connect/Extend/Challenge

CONNECT	How are the ideas and information presented CONNECTED to what you already knew?
EXTEND	What new ideas did you get that extended or pushed your thinking into new directions?
CHALLENGE	What is still challenging or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

Model 3: The Feldman Model

Four stages of art criticism

STAGE	TASK	QUESTIONS
DESCRIPTION	Make a list of the visual qualities of the work that are obvious and immediately perceived.	
ANALYSIS	Focus on the formal aspects of elements of art and principles of design.	
INTERPRETATION	Propose ideas for possible meanings based on evidence. Project your feelings/emotions/intentions onto the work.	
JUDGEMENT	Discuss the overall strengths/success/merit of the work.	

Model 4: E5 model of engagement

engage	explore	explain	elaborate	evaluate
<ul style="list-style-type: none"> • Develops shared norms • Determines readiness for learning • Establishes learning goals • Develops metacognitive capacity 	<ul style="list-style-type: none"> • Prompts inquiry • Structures inquiry • Maintains session momentum 	<ul style="list-style-type: none"> • Presents new content • Develops language and literacy • Strengthens connections 	<ul style="list-style-type: none"> • Facilitates substantive conversation • Cultivates higher order thinking • Monitors progress 	<ul style="list-style-type: none"> • Assesses performance against standards • Facilitates student self assessment
<ul style="list-style-type: none"> - Develops shared expectations for learning and interacting. - stimulate interest and curiosity, promote questioning and connect learning to real world experiences. - Elicits students' prior knowledge and supports them to make connections to past learning experiences. - The teacher assists students to consider and identify processes that will support the achievement of the learning goals. 	<ul style="list-style-type: none"> • Presents challenging tasks to support students to generate and investigate questions, gather relevant information and develop ideas. • They provide tools and procedures for students to organise information and ideas. • Identifies students' conceptions and challenges misconceptions. They assist students to expand their perspectives and reflect on their learning. • The teacher is mindful of the learning requirements of the task, attentive to student responses and intervenes accordingly. 	<ul style="list-style-type: none"> • Teacher provides opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means. • Explicitly teach relevant knowledge, concepts and skills in multiple ways. • The teacher provides strategies to enable students to connect and organise new and existing knowledge. • They assist students to represent their ideas, using language and images to engage them in reading, writing, speaking, listening and viewing. 	<ul style="list-style-type: none"> • The teacher engages students in dialogue, continuously, extending and refining students' understanding. • Support students to identify and define relationships between concepts and to generate principles or rules • The teacher selects contexts from familiar to unfamiliar, which build the students' ability to transfer and generalise their learning. • The teacher supports students to create and test hypotheses and to make and justify decisions. They monitor student understanding, providing explicit feedback, and adjusting instruction accordingly. 	<ul style="list-style-type: none"> • Supports students to continuously refine and improve their work using assessment criteria in preparation for a performance of understanding. • They integrate evidence from each phase, formally recording students' against learning goals. The teacher provides feedback and assists students to evaluate their progress and achievements. • Support students to reflect on their learning processes and the impact of effort on achievement. The teacher guides students to identify future learning goals.