

Visual Thinking Strategy

Silent moment to look

Encourage students to look in all areas and build their endurance for observation time while looking for details to piece together into a story justified with evidence.

Q1: What's going on in this picture?

This is when students will infer. Accept answers and do not judge with either praise or criticism in your words or tone of voice.

Summarize

Paraphrase their inference. Change the wording but not the meaning of what is said. Use conditional language such as “___ is considering...” or “___ thinks this might be...”

Q2: What do you see that makes you say ___?

Students citing evidence for their inference is a crucial step. Students are learning to make detailed observations, sorting out and applying what they know. If several things are inferred, specify one. “You say this might show a boy waiting the bus with his sister. What do you see that makes you say *his sister*?”

Q3: What more can we find?

Even if hands are raised, ask this question. For example, “What more can we find, Nicole?” Keep students searching for more observations. Often students are used to finding “the right answer” and being “done”; this question teaches that inquiry and wonder never end.

Thank students for their participation.

Conclude the lesson by telling students what they did well. Encourage them to think of viewing art as an ongoing, open-ended process. Do not summarize what was stated as that has happened throughout the lesson.

Remember the VTS process is not fully internalized by students until they have experienced it 10-12 times.