



**MARGERA**  
GOOD MEDICINE SERIES

ART BY MIKE KEECHER



Image 1



**Mike Kershner**  
***Good Medicine: Margera***  
**2007**  
**Element**

**I SEE / I THINK / I WONDER**

***A routine for exploring works of art and other interesting things.***

**Ask**

- What do you see?
- What do you think about that?
- What does this make you wonder?

**WHY**

To help students make careful observations and thoughtful interpretations; to stimulate curiosity and set the stage for inquiry.

**HOW**

Ask the students to make an observation about the artwork and follow up with what they think might be going on or what they think this observation might be. Encourage students to back up their interpretation with reasons. Ask the students to think about what this makes them wonder about the artwork.

The routine works best when a student responds by using the three stems together at the same time, i.e. *I see? I think? I wonder?*

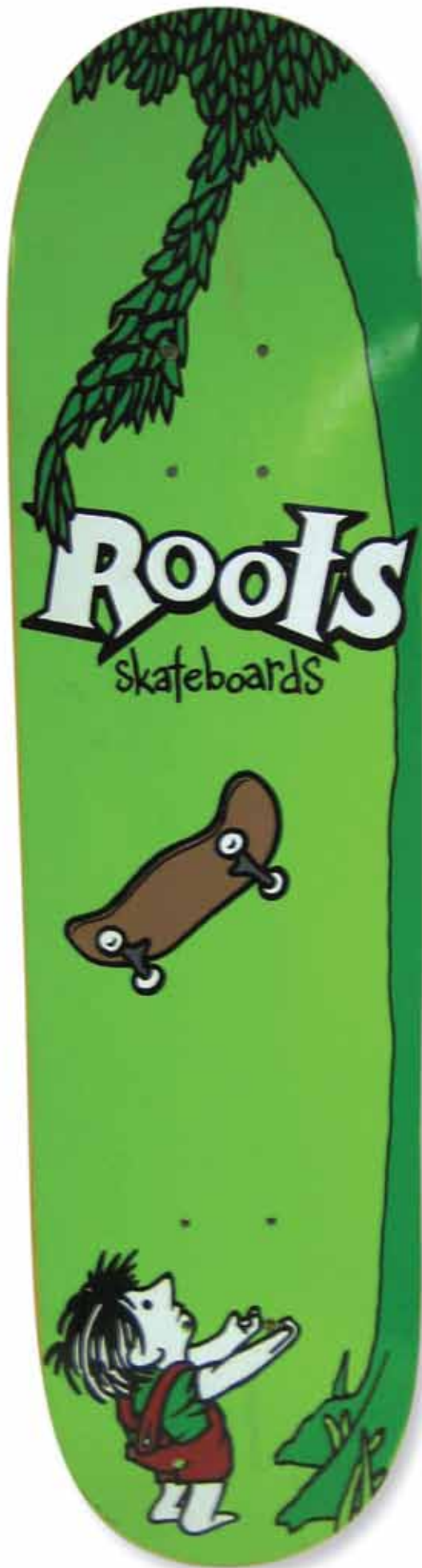


Image 2



**Todd Bratrud**

***Giving Tree***

**n/d**

**Roots Skateboards**

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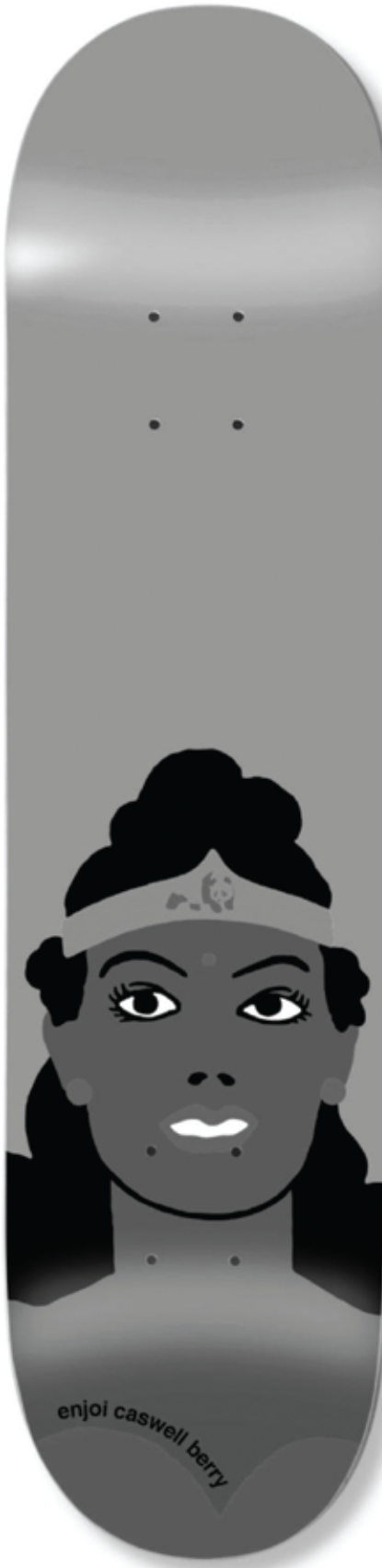
**HOW**

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## Image 3



**Winston Tseng**  
*Superheroes Series*  
**2007**  
**Enjoi Skateboards**

### **LOOKING: TEN TIMES TWO**

*A routine for observing and describing.*

#### **Steps**

- 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 the picture.
- 3. Repeat Steps 1 and 2: Look at the image again and try to list 10 more words or phrases to your list.

#### **WHY**

To help students slow down and make careful observations about an image or work of art. It asks students to think about words or phrases to describe the work and encourages students to push beyond first glance, or obvious description.

#### **HOW**

Give your students time to look and tell students that there will be the time-keeper. Quiet, uninterrupted thinking and looking is essential to this routine. A natural follow up to the Ten Times Two would be another routine that encourages students to talk about their observations and interpretations, for example; *What makes you say that? What do you think about that? What does this make you wonder?*



## Image 4



**Ian Johnson**  
***Miles Davis 1959 Quintet***  
**2009**  
**Western Edition**

### **CREATIVE QUESTIONS**

***A routine for creating thought-provoking questions.***

Brainstorm a list of at least 12 questions about the artwork or topic. Use these question-starts to help you think of interesting questions.

#### **Ask**

Why? What are the reasons? What if? What is the purpose of? How would it be different if? Suppose that? What if we knew? What would change if?

Review your brainstormed list and star the questions that seem most interesting. Then, select one of the starred questions and discuss it for a few moments.

(If you have the time, you can discuss more than reflect: What new ideas do you have about the artwork or topic that you didn't have before one question.)

#### **WHY**

Use Creative Questions to expand and deepen students thinking, to encourage students curiosity and increase their motivation to inquire.

#### **WHEN**

Use Creative Questions when you want students to develop good questions and think deeply works about of art or topics in the curriculum.

#### **HOW**

Work as a whole class or in small groups. Or mix it up. For example, do Step 1 as a whole class, do Step 2 in pairs and Step 3 as a whole class again.





## Image 5

### Color Wheel

**Color:** Light reflected off objects. Color has three main characteristics: hue (red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).

**Primary colors:** Primary colors are the basis for making all other colors (red, blue, yellow).

**Secondary colors:** Secondary colors are made by mixing any two of the primary colors (orange, purple, green).

Red + Yellow = Orange

Red + Blue = Purple

Blue + Yellow = Green

**Complementary colors:** Colors that are opposite one another on the color wheel.

Red ↔ Green

Blue ↔ Orange

Yellow ↔ Purple

**Hue:** Refers to the name of a color (e.g., red, blue, yellow, orange).

**Shade:** Color with black added to it.

**Tint:** Color lightened with white added to it.

**Value:** Lightness or darkness of a hue or neutral color. A value scale shows the range of values from black to white.

**Cool colors:** Colors suggesting coolness: blue, green and violet.

**Warm colors:** Colors suggesting warmth: red, yellow and orange.

**Neutral colors:** The colors black, white, gray, and variations of brown. They are included in the color family called earth colors.