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Image 1

John Cederquist

Double Fuji

Heavenly Victory Series

2007-2010

Mixed woods, aniline dyes and epoxy resin

The Artful Thinking Program

I SEE / I THINK / I WONDER

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

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

WHY

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

WHEN

Use this routine when you want students to think carefully about why something looks the way it does or is the way it is.

HOW

Ask students to make an observation about the artwork or topic 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 or topic.



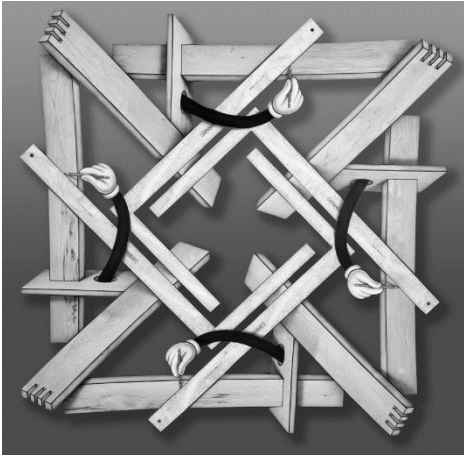


Image 2

John Cederquist
Measure Twice, Cut Once!
Mickey's Mandalas Series
2010
Mixed woods, aniline dyes and epoxy resin

The Artful Thinking Program

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Image 3

John Cederquist
Architectural Elements
Drapery Series
2010-2012
Mixed woods, aniline dyes and epoxy resin

The Artful Thinking Program

PERCEIVE, KNOW, CARE ABOUT

A routine for getting inside viewpoints.

- *What can the person or thing perceive?*
- *What might the person or thing know about or believe?*
- *What might the person or thing care about?*

This routine asks students to step inside the role of a character or object—from a picture they are looking at, a story they have read, an element in a work of art, an historical event being discussed, and so on—and to imagine themselves inside that point of view. Students are asked to speak or write from that chosen point of view.

In getting started with the routine the teacher might invite students to look at an image and ask them to generate a list of the various perspectives or points of view embodied in that picture. Students then choose a particular point of view to embody or talk from, saying what they perceive, know about, and care about. Sometimes students might state their perspective before talking. Other times, they may not and then the class could guess which perspective they are speaking from.

In their speaking and writing, students may well go beyond these starter questions. Encourage them to take on the character of the thing they have chosen and talk about what they are experiencing. Students can improvise a brief spoken or written monologue, taking on this point of view, or students can work in pairs with each student asking questions that help their partner stay in character and draw out his or her point of view.

Students' responses can be written down so that various perspectives can be examined and contrasted. This might take the form of a grid in which the perspectives are listed at the top and the three questions down the left-hand side. Using the grid, a teacher might ask, whose position seems the most similar to each? Different? Most like your own?

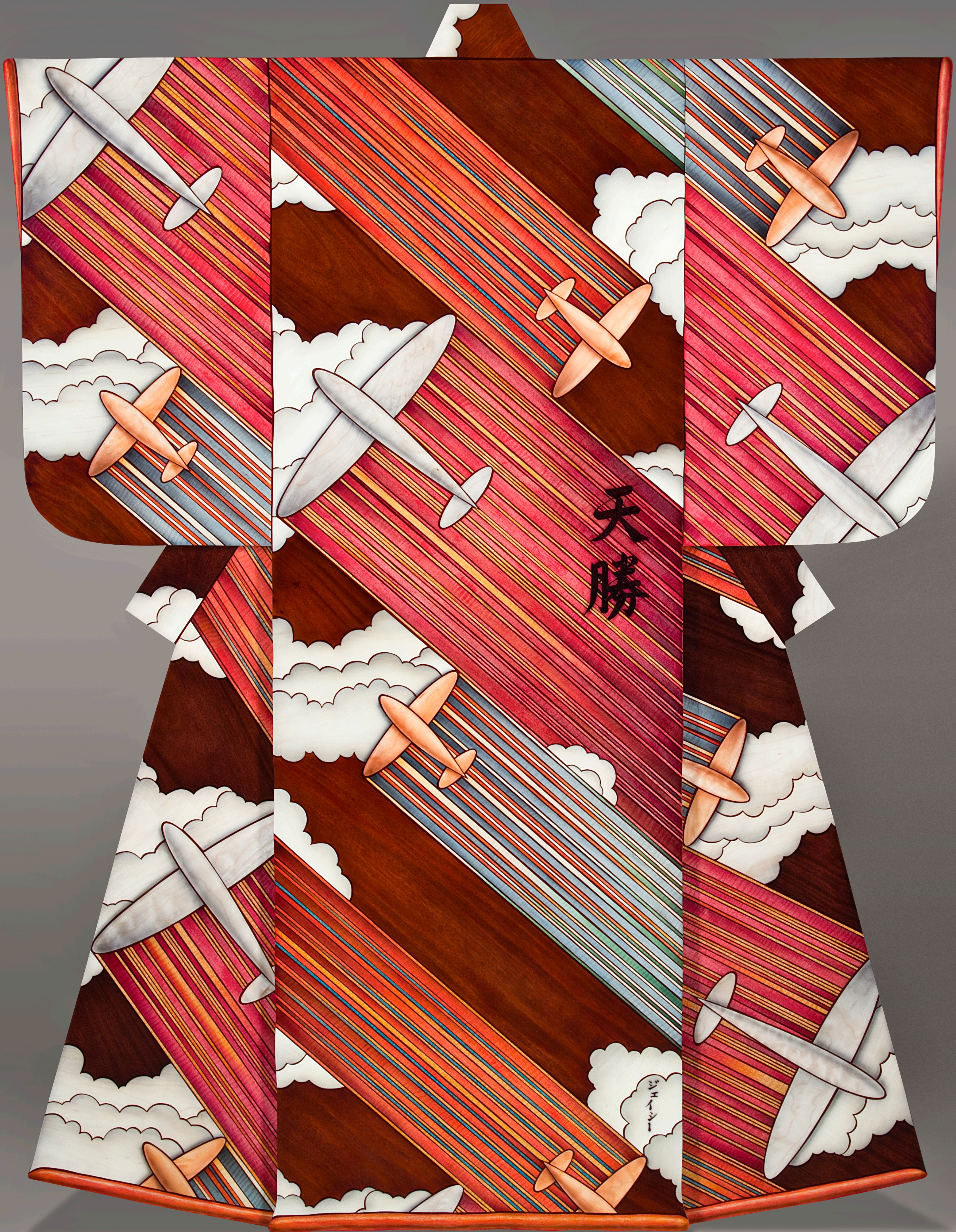




Image 4

John Cederquist
Skyways
 Heavenly Victory Series
 2007-2010
 Mixed woods, aniline dyes and epoxy resin

The Artful Thinking Program

COLORS, SHAPES, LINES

- *What are they like?*
- *What do they do?*

A routine for exploring the formal qualities of art.

1. Take a minute to look at the artwork. Let your eyes wander over it freely. What do you see? Take a few observations from students and then move on to the next step.
2. Observe and describe the colors, shapes and lines in detail. Make 3 columns.

COLORS What colors do you see? Describe them.	SHAPES What kinds of shapes do you see? Describe them.	LINES What kinds of lines do you see? Describe them.

3. Choose a kind of color, shape or line that you listed. How does it contribute to the artwork overall? How does it help the artwork “work?”
 Consider:
 - 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?
 - Do this with at least two elements. They can be chosen from any column.

4. What new ideas do you have about the artwork? What do you see now that you didn’t see before?



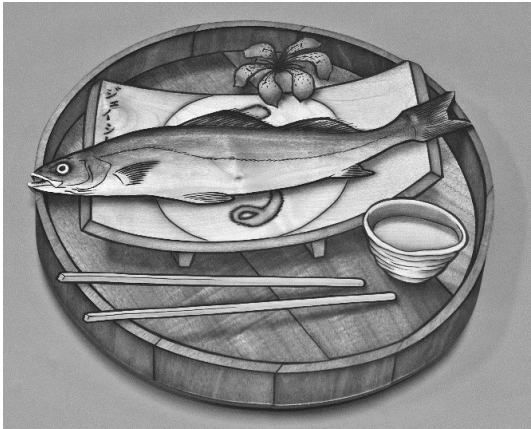


Image 5

John Cederquist

The Taste of Fish, Sweet Smell of Blossom

This is Not Lunch Series

2006-2007

Mixed woods, aniline dyes and epoxy resin

The Artful Thinking Program

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.

- *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 one question.)

Reflect:

What new ideas do you have about the artwork or topic that you didn't have before?