

# INQUIRY THROUGH THE ARTS

## Strategies Toolkit

### GENERAL STRATEGIES

DEFINE THROUGH DOING	<p>The Define through Doing strategy provides the learner with an opportunity to explore a key question through the use of a chosen art form as a pathway to defining their own meaning.</p> <p><a href="http://educationcloset.com/2013/10/01/define-through-doing-strategy/">http://educationcloset.com/2013/10/01/define-through-doing-strategy/</a></p>
ART AS TEXT	<p>It can be helpful to use art work and musical, dance and dramatic compositions as a way in to the world of informational text. If we view fine art compositions as text, then it is possible to use the same Common Core ELA standards as a way to “read” a piece of art work.</p> <p><a href="http://educationcloset.com/2013/12/16/using-arts-informational-text/">http://educationcloset.com/2013/12/16/using-arts-informational-text/</a></p>
CLOSE LOOKING	<p>Look at (or listen to) a piece of art up close first, focusing on what you can observe. Gradually move back and again, focus on observations. Guide this experience through open-ended, inquiry-based questions. This encourages observation skills, making inferences, and formulating conclusions based on evidence.</p> <p><a href="https://www.coursera.org/learn/artinquiry">https://www.coursera.org/learn/artinquiry</a></p>

### VISUAL ARTS STRATEGIES

SEE, THINK, WONDER	<p>See, Think, Wonder is a routine for encouraging observation, interpretation, and critical thinking while exploring visual art. In this strategy, students look at an image and answer the following questions: “What do you see?” “What do you think about that?” and “What does it make you wonder?”</p> <p><a href="http://educationcloset.com/2011/10/14/see-think-wonder/">http://educationcloset.com/2011/10/14/see-think-wonder/</a></p>
ARTFUL JOURNALING	<p>Journals introduce children to the “personalization of information.” An interactive field journal can be one journal that goes to all content areas with the student, in which students record observations, draw, write, and reflect.</p> <p><a href="http://educationcloset.com/2011/02/02/artful-journaling-lesson-plans-education-closet/">http://educationcloset.com/2011/02/02/artful-journaling-lesson-plans-education-closet/</a></p>
CLASSROOM MUSEUM EXHIBITS	<p>Creating museum exhibits can be an effective tool for students to synthesize information, make content connections, demonstrate deep understanding of a topic, and practice speaking, listening, and presentation skills.</p> <p><a href="http://educationcloset.com/2015/01/02/creating-classroom-museum-exhibits/">http://educationcloset.com/2015/01/02/creating-classroom-museum-exhibits/</a></p>
ARTFUL THINKING	<p>Artful Thinking is a strategy that involves asking deep critical thinking questions such as “what makes you say that”, and “what do you see, what do you think, what do you wonder?”. Artful Thinking is derived from the ways that artists look at other artwork, how they begin the process of creating artwork of their own, and how they interpret art in their own critical eye. By applying these techniques to reading passages, geometry, the scientific method, historical events, or a host of other topics, students can suddenly engage in questioning and active involvement from their own perspectives.</p> <p><a href="http://educationcloset.com/2011/10/13/artful-thinking/">http://educationcloset.com/2011/10/13/artful-thinking/</a></p>

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### MUSIC STRATEGIES

<b>CRITICAL LISTENING</b>	<p>Students listen to a particular piece of music while focusing in and listening critically for a particular element (instrument, pattern, melodic or rhythmic motif). Through this strategy, students will pull out and identify key details that support a main idea, just as they would in a piece of literature.</p> <p><a href="http://educationcloset.com/2014/08/06/are-we-listening-to-that-song-again-the-value-in-guided-active-listening/">http://educationcloset.com/2014/08/06/are-we-listening-to-that-song-again-the-value-in-guided-active-listening/</a></p>
<b>SOUNDSCAPE</b>	<p>Students use a variety of sounds to create a “sound image” of the place, mood, or emotion in a story. Soundscapes can be created using instruments, vocal sounds, or “found sounds” (things in the environment around you). This deepens understanding and draws in the listener and the audience.</p> <p><a href="https://www.ocps.net/cs/services/cs/currareas/FA/IR/ArtsIntegration/Pages/Arts-Integration-Strategies.aspx">https://www.ocps.net/cs/services/cs/currareas/FA/IR/ArtsIntegration/Pages/Arts-Integration-Strategies.aspx</a></p>

### DANCE STRATEGIES

<b>CHOREOGRAPHY</b>	<p>Using the elements of dance (body, energy, space, and time), students can create choreographed movement to reflect their understanding of big ideas in various content areas. In science, students could create movement to reflect how the three types of rocks are created, the life cycle of a butterfly, the water cycle, or how systems of the human body function. In math, students could move using angles or shapes they have learned in geometry. In literacy, students could create choreography to sequence a story by creating beginning, middle, and ending sections and performing them in sequence.</p> <p><a href="https://classroomchoreography.wordpress.com/2013/01/02/tips-and-tricks-for-arts-integrated-lesson-design/">https://classroomchoreography.wordpress.com/2013/01/02/tips-and-tricks-for-arts-integrated-lesson-design/</a></p>
<b>MIRRORING</b>	<p>Students respond to qualities in a piece of music by mirroring movements of a leader. Two students stand facing each other, with one student acting as the leader and the other as the follower. The leader can perform any motion they wish without speaking, and the follower must mirror the leader’s movements. Students can switch roles in another round, or they may trade off leadership during the activity. This strategy could be used to reinforce concepts such as symmetry, patterns, probability, and cause and effect.</p> <p><a href="http://educationcloset.com/2012/04/13/mirroring-the-dance-technique/">http://educationcloset.com/2012/04/13/mirroring-the-dance-technique/</a></p>

### THEATRE STRATEGIES

<b>10-MINUTE PLAYS</b>	<p>Students research, write, and perform a 10-minute play based on a unit of study or curricular concept.</p> <p><a href="http://www.edutopia.org/blog/performing-arts-in-history-classroom-laura-davis">www.edutopia.org/blog/performing-arts-in-history-classroom-laura-davis</a></p>
<b>TABLEAU</b>	<p>Students create a frozen picture using their bodies. When creating a tableau, students explore various levels (sitting, standing, kneeling), use different body parts, and collaborate with classmates to create a scene. This technique might be used to assess students’ comprehension of major plot points in a story and differing perspectives.</p> <p><a href="http://dramaresource.com/drama-strategies/tableaux/">http://dramaresource.com/drama-strategies/tableaux/</a></p>