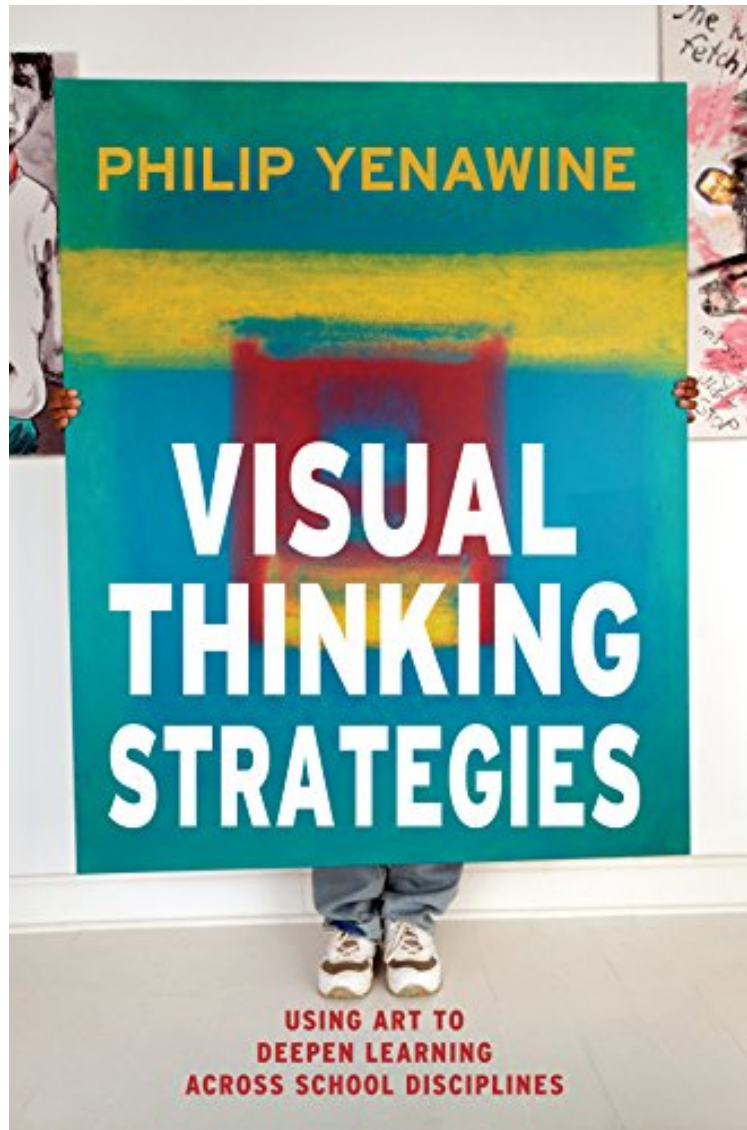


Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines

Philip Yenawine

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Philip Yenawine : Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines before purchasing it in order to gauge whether or not it would be worth my time, and all praised Visual Thinking Strategies: Using Art to Deepen Learning Across School Disciplines:

1 of 1 people found the following review helpful. Excellent practice to use in the classroom - for all ...By MelinExcellent practice to use in the classroom - for all subject areas. I am a high school art teacher and have found VTS to be extremely helpful in opening up a dialog with my classes about 'what they see', becoming aware of 'how' to

look at something and 'looking deeper' than they have experienced before. Very enlightening to my students to become aware of how quickly they used to look at things and move on without gathering a lot of information. 0 of 0 people found the following review helpful. Great strategies I've applied in my middle school science classroom By Brian Great strategies I've applied in my middle school science classroom. It was helpful as a scaffolding tool for my ELL students and students that were behind grade level in reading. They can still critically think verbally and visually, while waiting to catch up on reading so they can eventually do it in writing and reading. 1 of 1 people found the following review helpful. This book is easy to read and interesting By Elaine Ramsburg This book is easy to read and interesting. The author does a comprehensive job of explaining the concept, while adding enough examples to keep my attention.

"What's going on in this picture?" With this one question and a carefully chosen work of art, teachers can start their students down a path toward deeper learning and other skills now encouraged by the Common Core State Standards. The Visual Thinking Strategies (VTS) teaching method has been successfully implemented in schools, districts, and cultural institutions nationwide, including bilingual schools in California, West Orange Public Schools in New Jersey, and the San Francisco Museum of Modern Art. It provides for open-ended yet highly structured discussions of visual art, and significantly increases students' critical thinking, language, and literacy skills along the way. Philip Yenawine, former education director of New York's Museum of Modern Art and cocreator of the VTS curriculum, writes engagingly about his years of experience with elementary school students in the classroom. He reveals how VTS was developed and demonstrates how teachers are using art—as well as poems, primary documents, and other visual artifacts—to increase a variety of skills, including writing, listening, and speaking, across a range of subjects. The book shows how VTS can be easily and effectively integrated into elementary classroom lessons in just ten hours of a school year to create learner-centered environments where students at all levels are involved in rich, absorbing discussions.

You don't have to convince me of the power art has to open the mind to new ways of seeing and thinking. I'm sold on Visual Thinking Strategies. This insightful book unpacks a technique that transforms classrooms into engaging, exciting laboratories for the critical thinking and communication skills our children need to master. --Daniel Pink, author of *To Sell Is Human* and *A Whole New Mind* Practical and inspirational, this is arts integration for the twenty-first century. Distinguished museum educator Philip Yenawine presents a persuasive argument for using the art discussion approach called Visual Thinking Strategies (VTS) to develop the sophisticated thinking skills required by the Common Core. A lively blend of theory and practice, this book shows how VTS has sparked creative teaching in schools across the country. --Peggy Burchenal, Esther Stiles Eastman Curator of Education and Public Programs, Isabella Stewart Gardner Museum "What's going on in this picture?" With this one question and a carefully chosen work of art, teachers can start their students down a path toward deeper learning and other skills now encouraged by the Common Core State Standards. Visual Thinking Strategies (VTS), a teaching method that has been successfully implemented in schools and cultural institutions nationwide, provides for open-ended discussions of visual art that significantly increase students' critical thinking, language, and literacy skills. Philip Yenawine, former education director of New York's Museum of Modern Art and cocreator of the VTS curriculum, writes engagingly about his years of experience with elementary school students in the classroom. He reveals how VTS was developed and demonstrates how teachers are using art—as well as poems, primary documents, and other visual artifacts—to increase a variety of skills. This book shows how VTS can be easily and effectively integrated into elementary classroom lessons in just ten hours of a school year to create learner-centered environments where students at all levels are involved in rich, absorbing discussions. "You don't have to convince me of the power art has to open the mind to new ways of seeing and thinking. I'm sold on Visual Thinking Strategies. This insightful book unpacks a technique that transforms classrooms into engaging, exciting laboratories for the critical thinking and communication skills our children need to master." — Daniel Pink, author of *To Sell Is Human* and *A Whole New Mind* "Practical and inspirational, this is arts integration for the twenty-first century. Distinguished museum educator Philip Yenawine presents a persuasive argument for using the art discussion approach called Visual Thinking Strategies (VTS) to develop the sophisticated thinking skills required by the Common Core. A lively blend of theory and practice, this book shows how VTS has sparked creative teaching in schools across the country." — Peggy Burchenal, Esther Stiles Eastman Curator of Education and Public Programs, Isabella Stewart Gardner Museum Philip Yenawine is cofounder of Visual Understanding in Education, a nonprofit research organization that trains teachers to use VTS.