



# TRAINING DAY 2

The handbook  
The foundational tour – Essential Questions  
VTS

# THE HANDBOOK

- Which questions might be most likely to be asked by visitors?
- Which questions stumped most people?
- Which seemed like most interesting tidbit of info to know?
- Any questions about FAC history or current alliance?

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# THE FOUNDATIONAL TOUR

# Learning takes repetition

for all ages

- Benefit of being “on the same page” and having one touring plan
- We will practice plan as written and understand why it’s written that way.

# Unpacking the foundational tour

- Detailed guide to learn from (not a script)
- Flexible – order of, gallery to use with
- Adaptable for all grade levels – written at 3<sup>rd</sup> g level

# Getting to know the Foundational Tour

- Columns
- Colors of text
- Techniques mentioned in the rows
- Essential Question

# Essential Questions

- Important questions that recur throughout all our lives
- Core ideas within an area of study

## WHY?

- Helps students makes sense of complicated ideas
- Leads to transfer

Education is not just about learning “the answer”...

It’s about learning how to learn

## Not EQs

What common artistic symbols were used by the Incas and the Mayans?

What are common Spanish colloquialisms?

What key events sparked World War I?

## Essential Questions

How do the arts shape, as well as reflect, a culture?

How can I sound more like a native speaker?

Is there ever a "just" war?

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Line up with statements – yes or no and why?

What value does an EQ bring to the tour?

# The Foundational Tour-

## Things to always do-

- We want kiddos across tour groups to have a **shared experience**. While the FT is not a script, it should be a roadmap to guide this experience.
- Please remain focused on being **audience centric**; we don't want to be the "sage on the stage."
- We always want to address the **essential question** continuously throughout the tour.
- **Begin with VTS** and then keep the dialogue going!
- Refer back to terms and ideas

## Areas for flexibility-

- The **artworks** you focus on (many pieces will work for various parts of the tour).
- The **interactives** you choose to use (pending the age group)
- How you **use the interactives**- the interactives can always be tweaked.
  - *If you do something that works, please share in an email to Meg to be added to future conversations.*

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# VISUAL THINKING STRATEGIES

PHILIP YENAWINE

# VISUAL THINKING STRATEGIES

USING ART TO  
DEEPEN LEARNING  
ACROSS SCHOOL DISCIPLINES

# VTS Questions-

- Silent moment to **LOOK**
- What's **GOING ON** in this picture?
- What do **YOU SEE** that makes you **SAY** that?
- What **MORE** can we **FIND**?

# Accepting Answers Neutrally

Listen carefully to students, making sure that you hear all of what they say and that you understand it accurately.

- Encouraging tone of voice (accept ALL answers, not just some)
- Encouraging body language and facial expressions
- “Yes, AND what more can we find?” (stay away from “but”)
- No “teaching” or giving information – otherwise students will wait to hear the “right answer”
- No inserting your own views or interpretations

# Paraphrasing and pointing

- **Paraphrase** (repeat back) what student said in different words, using **CONDITIONAL** language
    - “You are seeing.... and you are **wondering if it’s...**” or “you’re thinking this **could be....**”
- By paraphrasing, you
- Validate students - you hear and understand them.
  - Provide vocabulary to help students express what they want to say.
  - Introduce new or art vocabulary to assist students with language development (ie: elements and principles of art)
- **Point** when students are answering as well as when you paraphrase.
    - This allows students to correct you if you’re not seeing what they’re talking about and makes them feel heard

# Linking & Framing (identify thinking)

Encourage nuanced thinking (multiple solutions to problems = common core)

- link answers to other students' statements
  - *connect ideas that agree and don't agree*
- Acknowledge/accept agreements AND disagreements: "It seems that several people see that..." or, "We have a variety of opinions here; Susi thinks xyz and Joey thinks pdq...."
  - *Disagreement becomes interesting and valuable, not threatening*
- Framing = Identify thinking: "You are building on background knowledge, or your understanding of ..." or "You are hypothesizing that..." or "You are questioning if these two things relate" or "you are connecting these two parts of the artwork..."
- DO NOT draw conclusions

# Videos

- Philip Yenawine with Adults - <https://vimeo.com/51146289>
- Adults - <https://vimeo.com/171783313>
- Grade 1 - <https://vimeo.com/70254440/f7417d1461>
- Grade 2 - <https://vimeo.com/194787697>
- Grade 4 - <https://vimeo.com/61353686>
- Grade 4 - <https://vimeo.com/61354426>
- Grade 5 - <https://vimeo.com/71260664>
- Grade 12 - <https://vimeo.com/196465829>
- Teens in a museum (see video that starts with “A Closer Look”)  
<http://crivelli.gardnermuseum.org/multimedia>

# Start a VTS session

## ■ Inform:

- *We're going to look at this artwork together and discover one way people can look at art to find meaning in it.*
- *I'm going to ask a few questions.*
- *There are NO right or wrong answers!*

# Ending a VTS session

- Do NOT summarize
- Appreciate something about the session:
  - *the fact that everyone contributed OR*
  - *That they all were really looking intently OR ...*
- Share how long people usually look at one work in a museum (2 seconds). Ask: What happened the longer we looked?
- Transition: “This is one way people can make sense of things they don’t know about. At another artwork, we’ll use others ways to find meaning in art.”











# Homework

- VTS Practice
- Common Core Reading

**Remember to join us for the Gallery Walk on Monday, June 24 at 3:30**