



2012 Conference

General Impressions

Presented by Christina Liu 劉佩

These topics seemed particularly popular:

- Technology/Social Media/online tools (119 sessions)
- Assessment (99 sessions), IPAs (4 sessions)
- iPads for World Language Teaching (7 sessions)
- Common Core Curriculum/Standards (7 sessions)
- Project-Based Learning (6 sessions)
- Standards (21 sessions); Standards-based instruction/assessments: (5 sessions)

My Goals as a 1st time ACTFL attendee:

- Learn as much as I can, but...
- Don't get overwhelmed
- Realize that I can't attend every session that looks interesting...and that's OK
- ***Take away at least one or two really good ideas that I can implement in the classroom.***

The talk I was really wanting to attend...but...

468 **“Culinary German”: Austrian Cuisine in Linguistic and Literary Context**

Austrian cuisine, not only praised by gourmets, offers more than just good food. The cultural history of today’s national dishes and their influence on language and literature reveals unknown contexts, such as the migration background of the strudel, as well as the origin of certain ingredients.

Presenter(s): Gertrude Zhao-Heissenberger (Chair), Austrian Federal Ministry of Education; Lukas Mayrhofer

Sponsor(s): AATG

Strand: Culture

Applicable Level(s): All

Language of Presentation: German

Applicable Language(s): German

This is the session I am presenting about...

Implementing Arts Integration and Artful Thinking in Your Classroom

In this interactive session, discover what Arts Integration is and what it isn't! Go home with a tool kit of Arts Integration and Artful Thinking strategies and lesson seeds that will help you differentiate instruction in a way that will engage, challenge and motivate your students to higher-level thinking.

Presenter(s): Patricia Klos, Bates Middle School

Sponsor(s): ACTFL

Strand: The Learner

Applicable Level(s): Pre-K–Grade 12

Language of Presentation: English

Applicable Language(s): All



Artful Thinking

A model approach for integrating art into
regular classroom instruction developed by
Project Zero at Harvard University

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Artful Thinking = Visible Thinking + Arts Integration

Visible Thinking:

- *Emphasizes several ways of making students' thinking visible to themselves and each other*
- *Based in research and field studies*
- ***Comprised of many THINKING ROUTINES***

Arts integration is an approach to teaching by ***integrating fine art objectives into core content areas*** to engage students in differentiated instruction. (Jarrett Middle School, Springfield, MO)

Thinking *Routines*: Establishing Patterns of Thinking in the Classroom

Thinking routines provide the structures through which students collectively as well as individually initiate, explore, discuss, document, and manage their thinking in classrooms (Ritchhart, 2002). These “thinking routines” are simple patterns or structures, used over and over again, that support and scaffold specific thinking moves or actions, just like Think-Pair-Share (TPS) or KWL (Lyman, 1981).



Routines also play an important role in shaping and directing the academic and instructional space of the classroom. We have routines for handing in homework, starting the warm up, getting into groups etc. Just as we use these routines to help students create good habits in the classroom, we can help them create good thinking habits!





What do you
see?

USING YOUR TABLE ARTWORK: DISCUSS

What do you
think about
that?



What does it
make you
wonder?

**What kind of thinking does
this routine encourage?**



Artful Thinking Routines: Connecting Critical Thinking and Arts Integration

- The **Artful** Thinking Routines were designed by Project Zero at Harvard University to help K-12 teachers regularly use works of visual art and/or music in their curriculum in ways that strengthen student thinking and learning.
- There are 2 goals for the program:
 - Teachers create rich connections between works of art and music and curricular topics
 - Teachers use art as a force for developing student thinking



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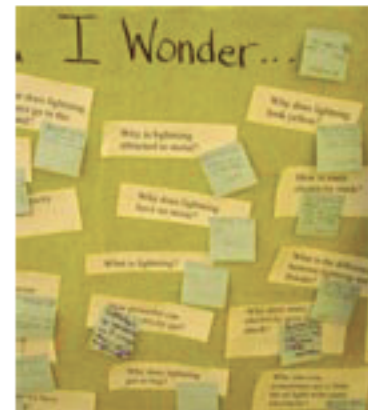
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The Artful Thinking Routines

- Engage students in interesting activities
- Cultivate student ability to respond orally
- Students are more self directed
- Teachers see students as more thoughtful
- Students respond more critically
- **Thinking is made more visible**
- Allows teachers to assess because the students thinking is made visible
- Incorporate **RIGOR** into the curriculum by motivating and engaging students in critical thinking activities



Artful Thinking Routines

<i>Headlines</i>	<i>I See, I Think, I Wonder</i>	<i>What Makes You Say That?</i>	<i>Looking 10 x 2</i>	<i>Listening 10x 2</i>
Beginning, Middle, End	Creative Questions	Claim/ Support/ Question	Think / Puzzle/ Explore	Perceive, Know, Care About
Elaboration Game	Colors, Shapes, Lines	Creative Compari- sons	Connect / Extend/ Challenge	



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Sea of Ice aka Polar Sea

Caspar David Friedrich

Style: Romanticism

Lived: 1774 - 1840

Nationality: Germany

**What kind of thinking does
this routine encourage?**

LOOKING 10 x 2

1. Look at the image quietly for at least 30 seconds. Let your eyes wander.
2. In one minute, list 10 words or phrases about any aspect of the picture.
3. Share your words with the class.
4. Repeat Steps 1 & 2: Look at the image again and try to list 10 more words or phrases to your list.



**BEGINNING
MIDDLE or
END**

Is this painting
the
Beginning
Middle
or
Ending of the
story?

*If you think it is
the middle,
what is the
beginning?
What is the
ending?*



Winslow Homer , American. ***The Gulf Stream*** 1899 Oil on
Canvas Metropolitan Museum of Art, New York

**What kind of thinking does
this routine encourage?**



What makes you say that?



What kind of thinking does this routine encourage?

<p>PERCEIVE What can the person or thing perceive? Step inside the role of the person or thing.</p>	<p>KNOW What might the person or thing <i>know about</i> or <i>believe</i>?</p>	<p>CARE ABOUT What might the person or thing <i>care about</i>?</p>
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Add Drama!

If teaching a world language, you can have the student write a story in target language based on the painting. Or, even just discuss the subjects shown in the painting using target language...



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My own interpretation of using Artful Thinking...



What do I SEE?

I THINK...

I WONDER...

This is a Chinese folk painting. You can easily incorporate culture, traditions, and language all through a single painting!



Additional Resources

- <http://www.edutopia.org/stw-arts-integration-resources-lesson-plans> ** This is a fantastic resource with lots of links.
- <http://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-PDartfulthinking-presenta.pdf> ** *This was basically the talk that was given at ACTFL. They ran out of packets but this link has the ACTFL information and much more!*
- <http://artsedge.kennedy-center.org/educators/how-to/series/arts-integration-beta/arts-integration-beta.aspx>
- http://www.folkartchina.com/jinshan_painting/jinshan_category.html