THINKING LIKE AN ARTIST

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| **Behaviors------------------> Dispositions** | **What Does It Look Like?** | **Your Evidence:** |
| Reflection & Revision | Taking time to engage in reflection of your process, decision making, and problem solving while thinking, participating, and/or making. Making revisions in response to self-, peer-, and teacher feedback. |  |
| Persistence Through Failure | Valuing risk-taking and persistence. Reflecting on why something failed and what steps you can take to move toward success. Risk-taking and persistence. |  |
| Tolerance for Ambiguity | Exploring and respectfully debating challenging issues. Open exploration of diverse perspectives and approaches. Being comfortable with not having one definite answer, outcome, or path to follow. |  |
| Curiosity | Noticing, making connections, researching and wondering. Pursuing interests and questions, even across different disciplines. Bringing in and displaying objects that spark interest (i.e. Contributing to the Wall of Grabbiness) |  |
| Questioning Over Answering | Formulating and exploring your own questions, even when they challenge classroom content or go beyond the content area. Questioning assumptions. Recognizing that question generation is evidence of thinking. |  |
| Valuing Influence & Collaboration | Valuing feedback and collaboration. Helping your peers, and allowing them to help you to refine ideas and execute work of high quality. Being aware of how your ideas have evolved in response to feedback and others’ work, and articulating it. |  |
| Play As Process | Engaging in play with an intense focus, and valuing the resulting creative processes and products. Articulating why play is important, and comprehending the thinking involved. |  |
| Experimental Execution | Exploring and challenging ways to fulfill project requirements. Demonstrating understanding using various materials, and experimenting with a variety of media when pursuing a project. Driving your own exploration of new media, seeking out mentors and guidance for technical support. |  |
| Idea Generation & Imagination | Generating many ideas, elaborating on those ideas, being flexible in changing and moving on from ideas, and seeking out original solutions. Applying critical thinking skills to evaluate their ideas, and are flexible in choosing and adapting them. Borrowing and improvising ideas from other sources and generating original ones. |  |