

**ISABELLA
SEWART GARDNER
MUSEUM**

“Thinking Through Art”

Critical Thinking Skills

1. Observing	<u>Observing</u> 1.1 what something is or is not; naming or identifying something 1.2 action, what someone is doing; concrete and explicit actions 1.3 how it looks; sensory & physical aspects 1.4 features; what it’s made of & how it’s made 1.5 gallery or object label; reading didactic information that is posted
2. Interpreting	<u>Interpreting</u> 2.1 the use or function of objects 2.2 implicit conditions, features, characteristics, feelings and emotions, mental states, status 2.3 identity (who people are, their relationships and identity) 2.4 actions or intentions (intentions of people, artists, or animals, or narrating what’s going on, what people/animals are doing or did, what is about to happen, where people might be, “setting the scene”)
3. Evaluating	<u>Evaluating</u> 3.1 based on personal opinion or preference 3.2 based on perceived merits of the work or artist’s ability
4. Associating	<u>Associating</u> the object/situation directly with personal experience; making connections to prior knowledge or experience
5. Problem-Finding	<u>Requests information</u> or identification; notes missing <u>information needed</u> to form a conclusion/opinion; may propose a <u>hypothesis</u>
6. Comparing	<u>Comparing</u> what is similar or different; noticing relationships between situations/objects; noticing patterns
7. Flexible Thinking	<u>Remaining open</u> to multiple possibilities; seeing things from different perspectives, revising thinking

Depth Scale for Evidence

1 (“weak”)	2 (“strong”)
<ul style="list-style-type: none"> ✓ Attempts to support assertions, observations, or opinions; BUT evidence is based in personal opinion or speculation rather than in the object, idea, or situation; OR evidence is based in the object, idea, or situation, but only provides vague, unclear, or unreasonable support for assertions ✓ Evidence is based on circular logic. There is no attempt to express how student arrived at a conclusion or is unclear about how arrived at a conclusion. 	<ul style="list-style-type: none"> ✓ Supports assertions, observations, or opinions with specific information and/or cues from the object, idea or situation; AND provides clear, specific, and reasonable support for assertions. Evidence may be based in personal speculation but must use specific cues from the object, idea, or situation. There <u>may</u> be an attempt to express how student arrived at a conclusion.