



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

Philip Yenawine

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2014 Outstanding Academic Title, *Choice*

“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*

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