

## Responding and Discussing Through Art

Strategy	Description/Notes
John Davitt's 300-ways teaching	We highly recommend exploring this wild list of possible creative formats for expressing an idea!! <a href="https://docs.google.com/document/d/1L9EiqnytBIBq3HWteMB3wndGcEiRNRfreAWMzMI2sqA/edit">https://docs.google.com/document/d/1L9EiqnytBIBq3HWteMB3wndGcEiRNRfreAWMzMI2sqA/edit</a>
Zines aka Philozines	Little subversive booklets to be created as exploration of philosophical questions <a href="https://jual.nipissingu.ca/wp-content/uploads/sites/25/2017/12/v11223.pdf">https://jual.nipissingu.ca/wp-content/uploads/sites/25/2017/12/v11223.pdf</a>
Drawing in Response to a Prompt	You can ask students to draw as either a way to begin or to close a philosophical exploration of a concept or question. Some examples: Draw a home Draw a friend Draw something you want/draw something you need Draw something for which you are grateful/not grateful
Visual Representation Cards	Visual Representation Cards: Using 3x5 index cards, and any kind of media, ask students to make something with their hands that reflects what is in their minds. This is a chance to reflect your thinking visually, and then to discuss what that means. Are there some thoughts that are better expressed without words?
Save the Last Word for Me	Give students a collection of posters, paintings, and photographs from a particular time period and ask them to select three images that stand out to them. On the back of an index card, students should explain why they selected this image and what they think it represents or why it is important. <a href="https://www.facinghistory.org/resource-library/save-last-word-me">https://www.facinghistory.org/resource-library/save-last-word-me</a>
Art and Not Art	Give students two pieces of paper. On one they should create something they consider to be art, and on the other something they think is not art. Share and discuss. <a href="https://www.plato-philosophy.org/teachertoolkit/what-is-art/">https://www.plato-philosophy.org/teachertoolkit/what-is-art/</a>
The Painter and Their Eyes	One student ("the eyes") can see an image being drawn on the board, and another student faces the back of the room and tries to create the image from the eyes' verbal description. <a href="https://www.plato-philosophy.org/teachertoolkit/blind-painter/">https://www.plato-philosophy.org/teachertoolkit/blind-painter/</a>
Create Your Home	Students draw their homes or decorate prepared house outlines, leading to discussions about the nature of home and identity. <a href="https://www.plato-philosophy.org/teachertoolkit/activity-create-your-house/">https://www.plato-philosophy.org/teachertoolkit/activity-create-your-house/</a>
How Does Music Make a Character?	Students listen to a piece of music, draw a character whose theme it could be, and make up a story for them. You can extend this with embodiment, having students act, move, and speak as the character would.

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	<a href="https://www.plato-philosophy.org/teachertoolkit/how-does-music-make-a-character/">https://www.plato-philosophy.org/teachertoolkit/how-does-music-make-a-character/</a>
Eye Catching	Lay out many different images on a table and allow students to pick a piece that catches their eyes, then discuss in groups or pairs what drew them, what the artist may have been trying to communicate, who may have created it, and who they may have been trying to appeal to?