Routine 1: SEE-THINK-WONDER

This routine would be a great foundation for students to think deeply when they observe artworks or images, because students have time to look closely and interpret details, however, they may find out new information by asking broader questions. The STW routine fits for my mission statement perfectly because it directs students to have deeper understanding of the artworks and it helps students explore artworks and other interesting things.

Routine 2: THINK-PUZZLE-EXPLORE

This routine would be a wonderful way to set the stage for deeper inquiry for students when they observe or appreciate the artworks. This routine is like ongoing learning process - students think firstly and have puzzles, and they rethink and revisit puzzles and generate new thoughts. This routine works well for my mission statement because students will develop an understanding of at a deeper level beyond the context of artwork.

Routine 3: HEADLINES

This routine would be a useful way for students to quick summarize the big ideas or what stand out, because students may not miss some important thoughts. This routine helps my mission statement by allowing students to make connection to the ideas in further learning, because students may use headlines on hand when they observe some ideas related to what they have learned. Those previous ideas may be combined with the new ideas, and students may create the new way to describe the ideas.

Routine 4: COLOR, SYMBOL, IMAGE

This is a nonverbal routine that focus on visual connections, and it pushes students to make connections and think metaphorically. This routine supports my mission statement by providing students a special way to explain their insights, especially when students do not know how to express their thoughts in words. Moreover, it helps to advance students’ thinking.

Routine 5: I USED TO THINK…, NOW I THINK…

This routine is an effective way for students to reflect on how and why their thinking has changed over time. This routine opens up a new way for my mission statement, because it consolidates new leaning as students identify their new understandings, opinions, and beliefs. Students will realize that the changing of their thinking is also a leaning process and they will appreciate the process of learning.

Routine 6: WHAT MAKES YOU SAY THAT?

This routine is a perfect way for interpretation with justification. Students will realize that the correctness of an answer does not lie in a lone but in evidence that support it. This routine works well for my mission statement, because art is an open-ended question, and I could not assess students by my own thoughts. If students’ answers are supported by the evidences, they should be correct even though we might have “correct” answer.

Routine 7: CIRCLE OF VIEW VIEWPOINTS

This routine is a useful tool for exploring diverse perspectives, identification of perspectives around an issue or problem. Students may gain a broader and more complete understanding of the topic. This routine parallel with my mission statement by circling with topic and exploring one of the perspectives further.