

## LOOKING: TEN TIMES TWO

### *A routine for careful observation and description*

#### **Directions:**

1. Look at a painting/sculpture for a full minute.
2. On your own, list ten words or phrases about any aspect of the work of art.
3. Share something from your list with the class or with a partner.
4. Repeat steps 1 and 2. Try to add ten new words or descriptive phrases to your list.
5. Share a new observation with the class.

#### **What kind of thinking does this routine encourage?**

The routine helps students slow down and make careful observations about an object. It asks students to think about words or phrases to describe the work and encourages students to push beyond first glance or obvious description.

#### **When and where can it be used?**

The routine can be used with any kind of artwork. You can also use the routine with non-art objects, such as a microscope, an animal skeleton, or a plant.

Use *Ten Times Two* when you introduce a new artwork to engage students in careful looking before having a discussion about it or before using another routine. You can also use the *Ten Times Two* routine after an in-depth discussion about an artwork to both push forward and summarize some of the ideas and observations that were made during the conversation.

The routine is useful before a writing activity, as it gets students thinking about descriptive language and helps students make observations.

#### **What are some *tips* for starting and using this routine?**

Give your students time to look, and let students know that you will be the timekeeper. Quiet, uninterrupted thinking and looking is essential to this activity.

Students can work as a class, in small groups, or individually. You can also vary the way students work. For example, students might generate the first list of words alone, writing their ideas down on sticky notes so that they can be posted to a class list of observations. Then, do the second look in a group situation with the teacher recording students' observations on chart paper. Make sure that the descriptive words and phrases generated are made visible for the whole group at some point in the discussion. Add to the list as necessary during any follow-up conversations.

A natural follow-up to *Ten Times Two* would be another routine that encourages students to talk about their observations and interpretations, for example *What Makes You Say That?* or *Claim Support Question*.