

MUSEUM  
AS→LEARNING  
RESOURCE

CARNEGIE  
MUSEUM OF ART

STUDENT MINDSETS &  
BEHAVIORS, CAREER READINESS,  
ART, MATH

**Title:** The Whole Self

**Teacher-in-Residence:** David Como

**Grades:** 9–12

**Subjects:** Student Mindsets & Behaviors, Career Readiness, Art, Math

**Goals:**

- Connect high school students with art, ideas, and one another.
- Introduce design thinking to high school students outside of the art classroom.
- Introduce visual thinking strategies that demonstrate how art can be related to other academic disciplines.
- Create opportunities for students to reflect on their own academic, career, and social/emotional development through learner-focused and inquiry-based discussions.

**Objectives:**

- Students will think about the interdisciplinary connections between art, academics, and their own personal development.
- Students will think about their experiences to enhance self-confidence through observation.
- Students will communicate their ideas, opinions, and reflections.

**American School Counseling Association—Mindsets & Behaviors for Student Success:**

[M 1](#)

[M 2](#)

M 4

M 5

B-LS 2

B-LS 4

B-SMS 10

B-SS 8

**Common Core Standards:**

- [CCSS.Math.Content.7.RP.A.1](#)

**National Core Arts Standards:**

- [Anchor Standard 1:](#) Generate and conceptualize artistic ideas and work.

**PS Standards:**

- Mathematics [CC.2.1.HS.F.3](#)
- Career Awareness and Preparation [13.1.11.A](#)
- Career Awareness and Preparation [13.1.11.B](#)

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### Vocabulary:

- seascapes
- self-reflection
- interdisciplinary
- observations
- holistic self
- mindfulness
- ratios
- scale
- color
- design

### Artwork Used:

Hiroshi Sugimoto, *Indian Ocean, Bali (#358)*, 1991

<https://collection.cmoa.org/objects/4b17876a-1230-4e66-b019-fbe236377456>

### Materials Needed:

- board in classroom for multimedia presentation
- optional in classroom (can be assigned as homework):
  - notebooks/sketchbooks/journal
  - color pencils
  - cameras
  - graphing paper

### Steps:

- Begin by having ocean sounds playing in the background as students enter the room until the lesson begins. Once students are in the room, ask students to clear their desks.
- Once desks are cleared and the classroom is calm, begin by guiding students through a three-minute mindful breathing and self-reflection exercise. Ocean sounds should still be played, but not as loud; as you lead students to clear their brains, invite them to close their eyes for a few seconds if they want to and establish a relaxed environment.
- Once the exercise is complete, turn off the music and direct students' attention to Hiroshi Sugimoto's *Indian Ocean (#358)* on the board for all to view.
- Ask to students to quietly observe the piece of art for about five minutes. At the end of five minutes, slowly pose the following questions to students for group discussion. Pace each question to allow for student responses. Empower students to participate but ask them to speak one at a time and to respect others. Allow at least 30 minutes for discussion:
  - What do you see going on in this picture?
  - How does it make you feel?
  - What do you see that makes you say that?
  - What experiences do you have that connect you to the piece?

- Throughout the 30 to 45-minute group discussion:
  - encourage connections between student comments
  - recognize and appreciate the unique differences and perspectives of students out loud, to the class
  - use students' names when providing feedback or inviting observation
  - make eye contact with each student while they are speaking
  - reiterate:
    - elements of art
    - principles of design
    - contemporary elements of art
  - encourage students to think about their perspectives by asking what they see, think, and wonder throughout the discussion
  - allow as many students as possible to share
  - do not force students to participate but reiterate classroom participation policy for grading purposes, if relevant
- After 45 minutes of discussion, introduce the artist and some information about the artist's personal history (for approximately five minutes).
- Introduce homework for students, which asks them to reflect and to connect art to aspects of themselves as individuals and students and to their future aspirations and goals:
  - Journal writing: Does the picture make you think about your past, present, or future? Write some details that relate to those thoughts.
  - Take a picture of something common in your everyday life.
  - Be ready to discuss ratios and proportions in the next class. Encourage students to look up definitions or talk to a math teacher about ratios and scaled proportions.
  - Encourage students to think about color and emotions for the next class discussion.

#### **Lesson Extensions:**

- This lesson is intended to be a relaxed approach for a school counselor to work with other faculty and demonstrate opportunities for interdisciplinary work.
- A school counselor is intended to be the primary teacher or co-teacher of this material and to create connections to resources for students in the classroom.
- Asking and engaging in discussion about what art is, using everyday sights and scenes, can connect people, academic subjects, perspectives, and even aid students (and faculty) in making career and personal decisions.
- Sugimoto's seascapes provide a nontraditional, multicultural, multiprofessional starting point for students to consider what is commonplace in our lives. Such pictures can validate our existence and promote thought across disciplines and human experiences.
- This lesson may need to be adapted for different student groups to focus on student perspectives regarding art, social/emotional development, career exploration, and/or common core aspects of mathematics in art and psychology.

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- This introductory lesson should be followed by at least two other sessions but could also serve as the basis for a week-long engagement for students and faculty to address holistic constructs for students to create and advocate for their own personal and academic desired outcomes and future aspirations.
- School counselors should encourage students with additional interests, questions, thoughts, or concerns on these topics to feel free to meet with their school counselor in one-on-one appointments as needed.

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