

## 03A

### FOCUS AREA 3: EXECUTE QUALITY INSTRUCTION Component 3A: Integrate Educational and Artistic Practices

**COMPONENT GOAL:** Quality instruction is grounded in educational and artistic practices when Teaching Artists connect their own artistic practice to the classroom, successfully integrate the artistic process with artistic product(s), and engage students in active learning. Teaching Artists tailor instruction to meet student needs and engage students in reflective practices as part of their teaching style.



#### Characteristics of Practice

COMPONENT	CHARACTERISTICS OF PRACTICE
Artistic Connections	<p>Teaching Artist weave artistic practices and teaching practices by:</p> <ul style="list-style-type: none"> <li>• Modeling artistic techniques and practices</li> <li>• Creating opportunities for reflection and critique so students grow as critics as well as artists</li> <li>• Including opportunities to experience the full process or cycle of a given artistic practice</li> <li>• Building on students' language development by introducing them to academic and artistic vocabularies</li> <li>• Helping students understand the important balance of reinforcing and building on existing learning with exposure to new content and experiences</li> <li>• Using class activities to build relationships between students (e.g. explaining concepts to peers, serving as resources to each other in efforts to attain artistic mastery)</li> <li>• Sharing options with students who show interest and aptitude to bridge beyond curriculum into additional artistic experiences</li> </ul>
Integrate Artistic Process and Product	<p>Teaching Artists dedicate sufficient time throughout the program to explore the full arc of the artistic practice. An emphasis on process as well as product is represented throughout the learning objectives, curricular lessons and components, and program outcomes. Teaching Artists introduce artistic processes to students by framing their purpose and ties to the final artistic product(s).</p>

## Characteristics of Practice *(continued)*

COMPONENT	CHARACTERISTICS OF PRACTICE
<b>Student Engagement</b>	<p>To engage student in active learning, Teaching Artists should utilize specific approaches to instruction, including:</p> <ul style="list-style-type: none"> <li>• Utilizing low-and high-level, open-ended, and developmentally-appropriate questioning and discussion techniques</li> <li>• Providing opportunities to advance high level thinking and discourse and promote metacognition</li> <li>• Designing activities what allow students to engage each other in authentic, healthy, respectful and challenging dialogue</li> <li>• Structuring time for students to engage in purposeful critique and reflection about how to improve the artistic process and product</li> <li>• Structuring lessons and units that allow every students to practice and persist</li> </ul> <p>Teaching Artists should value students for their strengths, desires, and self-determined needs by:</p> <ul style="list-style-type: none"> <li>• Building in time for collaborative planning to select objectives and allow students to articulate how they will meet learning outcomes and develop necessary skills</li> <li>• Embracing student agency in the learning process and cultivate their voices</li> <li>• Creating opportunities for students to share aspects of their identity through the artistic process</li> <li>• Setting the expectation that students enter the room with enthusiasm and excitement to grapple with the materials or concepts at hand</li> <li>• Requiring students to be full participants in the process of learning and play a teaching role themselves when appropriate</li> <li>• Challenging students to use their final products as a basis for reflection on the artistic process</li> </ul>
<b>Reflective Practices</b>	<p>Teaching Artists model self-reflection for students, leading by example. They apply reflective practices in their approach to instruction by:</p> <ul style="list-style-type: none"> <li>• Building time for reflection, processing, and adaptation into the curriculum</li> <li>• Engaging in reflective activities with students at the group and individual levels</li> <li>• Provide individualized feedback to students that is accurate and specific, and advances learning</li> <li>• Inviting students to form questions and challenge the thinking of their peers</li> </ul>

## Characteristics of Practice *(continued)*

COMPONENT	CHARACTERISTICS OF PRACTICE
<b>Reflective Practices</b>	<ul style="list-style-type: none"> <li>• Performing regular check-ins with students to understand the context they bring to the art form and to learning</li> <li>• Seeking critical feedback on their own teaching style, content, and activities</li> </ul>
<b>Artistically Grounded Assessment</b>	<p>Teaching Artists develop assessment tools and practices which enhance instruction in the art form and engage students in their own development as artists by:</p> <ul style="list-style-type: none"> <li>• Evaluating the quality of student work against students' own objectives and goals for growth</li> <li>• Conducting critiques to help students understand how well they have progressed against learning objectives</li> <li>• Offering opportunities for students to explain their thinking and performance</li> <li>• Enabling students to produce evidence of their progress towards meeting criteria for specific works</li> <li>• Using formative assessment to monitor progress and check for understanding</li> <li>• Using summative assessment to evaluate the extent to which performance benchmarks are met</li> </ul>
<b>Flexibility in Instruction</b>	<p>With careful planning balanced by flexibility, Teaching Artists tailor instruction to student needs, interests, and goals by:</p> <ul style="list-style-type: none"> <li>• Anticipating the need for differentiated learning</li> <li>• Intentionally grouping students for peer-to-peer learning</li> <li>• Incorporating student choice</li> <li>• Seizing unplanned opportunities to enhance student learning</li> <li>• Building on world or local events and students' changing interests</li> <li>• Adjusting the scope of instruction as needed to advance learning objectives</li> </ul>



## Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS	GUIDING QUESTIONS
<b>Artistic Connections</b>	<ul style="list-style-type: none"> <li>• How are students encouraged to take pride in working together? Do students assume a collective responsibility in making art?</li> <li>• How do students take ownership of their work? Why is this important?</li> <li>• How does my artistic practice inform my teaching practice and vice versa?</li> <li>• What are all the possible ways students can engage with learning in the art form? Which are the best fit for my students?</li> <li>• How do I balance artistic “tradition” and history with modern and non-traditional explorations of the art form?</li> <li>• Do my classroom practices build social-emotional skills among students in addition to artistic learning?</li> </ul>
<b>Integrate Artistic Process and Product</b>	<ul style="list-style-type: none"> <li>• How can I help students to understand that process is integral to a quality artistic product?</li> <li>• Does the timeline for program implementation support integration of artistic process and product? If it doesn’t, what are some strategies for re-aligning?</li> </ul>
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• How have I taught students to treat each other with respect?</li> <li>• What strategies can I use with my students so that they will monitor one another’s interactions?</li> <li>• What are some examples of ways that students can demonstrate relationship-building?</li> <li>• How do I explain directions and procedure during lessons?</li> <li>• How do I communicate learning objectives to students? How does this fit into the flow of the lesson?</li> <li>• How do the texts and materials I select challenge students’ thinking?</li> <li>• Does every task or activity I select or design help students to grasp the lesson’s learning objective and master the standards to which it aligns?</li> <li>• Do I sequence my lesson to build students’ understanding and bring them to a deeper level of understanding progressively throughout a lesson?</li> <li>• How can I ensure that all students participate in discussions?</li> <li>• How do students respond to and use feedback from their classmates?</li> </ul>

## Improving Practice in this Component *(continued)*

ELEMENTS	GUIDING QUESTIONS
<b>Student Engagement</b>	<ul style="list-style-type: none"> <li>• Does the written material I give students reflect clear and correct artistic language?</li> <li>• How do I incorporate age-appropriate and relevant arts vocabulary into my lessons?</li> <li>• What role does my feedback play in advancing student learning?</li> </ul>
<b>Reflective Practices</b>	<ul style="list-style-type: none"> <li>• How can I invite students to reflect in meaningful ways?</li> <li>• How can I highlight reflection as part of the artistic process?</li> <li>• How do I best embed reflection in my lesson plans?</li> </ul>
<b>Artistically Grounded Assessment</b>	<ul style="list-style-type: none"> <li>• What are discipline-authentic ways of critiquing the art form in the classroom?</li> <li>• How can students contribute to designing assessment rubrics or project benchmarks?</li> <li>• What sources of evidence can I use to assess student learning in the art form?</li> <li>• What strategies work best for me to monitor progress of artistic processes among students?</li> <li>• How do I use self-assessment to create a culture for learning and growth? What role could student self-assessment and critique play in the assessing of artistic process and product?</li> <li>• What are some ways to capture evidence and document artistic processes and final product(s)?</li> </ul>
<b>Flexibility in Instruction</b>	<ul style="list-style-type: none"> <li>• During a lesson, what indicators should I monitor to decide whether I need to make an adjustment?</li> <li>• How can I balance the need for flexibility and adaptation with the need for a clear lesson structure?</li> <li>• How can I stay current and informed on topics of biggest concern and interest to students? Are there ways to incorporate them into my lessons?</li> </ul>



## Demonstrating Growth in this Component

Teaching Artists have multiple opportunities to gather tools as evidence and demonstrate practice in this component. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their teaching practice.

### OBSERVATIONS

Teaching Artists create community/ensemble through the nature of interactions, and the tone of conversations in the classroom. As a result, conversation amongst students is highly respectful and supportive. Teaching Artists model and execute artistic techniques, processes, and practices students are expected to achieve. Teaching Artist uses informal assessment for evidence of learning during a lesson. Teaching Artist cultivates safe space through peer-to-peer and Teaching Artist-to-student relationships—this is evidenced by the nature of interaction and the tone and feel of the classroom. The Teaching Artist uses a positive and enthusiastic tone and demonstrates respect for students.

### SUPPORTING DOCUMENTS

Teaching Artists have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to *artlook*,<sup>®</sup> or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how Teaching Artists can showcase their practice.

- Critique protocol
- Visual Thinking Strategies protocol
- Discussion protocols and guiding questions
- Evidence of group projects and work
- A list of student-created agreements/code of conduct