



## INTEGRATE EDUCATIONAL AND ARTISTIC PRACTICES

**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.

### Artistic Connections

Teaching Artists weave artistic practices and teaching practices by:

- Modeling artistic techniques and practices
- Creating opportunities for reflection and critique so students grow as critics as well as artists
- Including opportunities for students to experience the full process or cycle of a given artistic practice
- Building on students' language development by introducing them to academic and artistic vocabularies
- Helping students understand the important balance of reinforcing and building on existing learning with exposure to new content and experiences
- 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)
- Sharing options with students who show interest and aptitude to bridge beyond curriculum into additional artistic experiences

### Integrate Artistic Process and Product

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).

### Student Engagement

To engage students in active learning, Teaching Artists should utilize specific approaches to instruction, including:

- Utilizing low-and high-level, open-ended, and developmentally-appropriate questioning and discussion techniques
- Providing opportunities to advance high-level thinking and discourse and promote metacognition
- Designing activities that allow students to engage each other in authentic, healthy, respectful and challenging dialogue
- Structuring time for students to engage in purposeful critique and reflection about how to improve the artistic process and product
- Structuring lessons and units that allow every student to practice and persist

### **Student Engagement** (continued)

Teaching Artists should value students for their strengths, desires, and self-determined needs by:

- Building in time for collaborative planning to select objectives and allowing students to articulate how they will meet learning outcomes and develop necessary skills
- Embracing student agency in the learning process and cultivating their voices
- Creating opportunities for students to share aspects of their identity through the artistic process
- Setting the expectation that students enter the room with enthusiasm and excitement to grapple with the materials or concepts at hand
- Requiring students to be full participants in the process of learning and play a teaching role themselves when appropriate
- Challenging students to use their final products as a basis for reflection on the artistic process

### **Reflective Practices**

Teaching Artists model self-reflection for students, leading by example.

They apply reflective practices in their approach to instruction by:

- Building time for reflection, processing, and adaptation into the curriculum
- Engaging in reflective activities with students at the group and individual levels
- Providing individualized feedback to students that is accurate and specific, and advances learning
- Inviting students to form questions and challenge the thinking of their peers
- Performing regular check-ins with students to understand the context they bring to the art form and to learning
- Seeking critical feedback on their own teaching style, content, and activities

### **Artistically Grounded Assessment**

Teaching Artists develop assessment tools and practices which enhance instruction in the art form and engage students in their own development as artists by:

- Evaluating the quality of student work against students' own objectives and goals for growth
- Conducting critiques to help students understand how well they have progressed against learning objectives
- Offering opportunities for students to explain their thinking and performance
- Enabling students to demonstrate learning by producing evidence of their progress towards meeting criteria for specific works
- Using formative assessment to monitor progress and check for understanding
- Using summative assessment to evaluate the extent to which performance benchmarks are met

### **Flexibility in Instruction**

With careful planning balanced by flexibility, Teaching Artists tailor instruction to student needs, interests, and goals by:

- Anticipating the need for differentiated learning
- Intentionally grouping students for peer-to-peer learning
- Incorporating student choice
- Seizing unplanned opportunities to enhance student learning
- Building on world or local events and students' changing interests
- Adjusting the scope of instruction as needed to advance learning objectives