

Quality
Teaching
in
the
Arts

Quality Teaching in the Arts

Quality Learning Environment

QUALITY LEARNING ENVIRONMENT

Explicit Quality Criteria

Engagement

High Expectations

Social Support

Student Self Regulation

Student Direction

Students are provided with explicit criteria for the quality of work they are to produce and those criteria are a regular reference point for the development and assessment of student work.

Tasks provide explicit criteria for the quality of work students are expected to produce and those criteria are reference points for assessing student work.

Most students, most of the time, are seriously engaged in the lesson or assessment activity, rather than going through the motions. Students display sustained interest and attention.

Not necessarily observable in written tasks, but may be observable in performance-based tasks as it would be in the classroom.

High expectations of all students are communicated, and conceptual risk taking is encouraged and rewarded.

Tasks demonstrate that high expectations are expected of all students and conceptual risk taking is encouraged and rewarded.

There is strong positive support for learning and mutual respect among teachers and students and others assisting students' learning. The classroom is free of negative personal comment or put-downs.

Not readily observable in written tasks, but may be observable in performance-based tasks as it would be in the classroom.

Students demonstrate autonomy and initiative so that minimal attention to the disciplining and regulation of student behaviour is required.

Not readily observable in most tasks. Observable in tasks which are structured to promote student self-regulation.

Students exercise some direction over the selection of activities related to their learning and the means and manner by which these activities will be done.

Tasks are designed so that students exercise some direction over the selection of activities related to their learning and the means and manner by which these tasks will be done.

QUALITY LEARNING ENVIRONMENT

Explicit Quality Criteria

- Tasks are negotiated with students to set attainable, achievable and observable expectations which students can challenge themselves and strive to achieve.
- Quality criteria can relate to social and cooperative expectations as well as related to learning outcomes
- Tasks include performance criteria for hands-on activities.

Engagement

- Many tasks are hands-on activities either preparing, rehearsing or performing an artistic activity.
- Children are working towards an assessment activity (usually performance-based) which encourages and promotes engagement for the purposes of performing their learning for their peers.

High Expectations

- Expectations are negotiated with some form of peer assessment involved in final assessment practices
- There is a common understanding of quality required in the performance/ participation process.
- Children are asked to take risks in order to improve and develop their Arts Skills.

Social Support

- There is a high level of social support for students which is provided by their peers .
- Students have a shared understanding in line with the school values of accepting differences between people including their ability to perform Music, Dance or other artistic endeavours.
- There is a classroom expectation that all performance efforts are rewarded with applause and PUT-DOWNS are not permitted.
- Critical appraisal and its application in the Arts Classroom is a developmental skill to be rehearsed as any other and is an important part of developing the social support of the Arts Classroom.

Student Self Regulation

- Many tasks in the arts are structured to promote self-regulation as the assessment task is usually based on a performance aspect with a due- date. This built in end-date requires students self-regulation to rehearse and polish their performance in time for a performance.

Student Direction

- Many activities are devised in corroboration with student interest.
- Within each set task there is the available option to negotiate their own alternatives and/or changes to the task to suit their group capabilities or interests.(ie disabilities)

Quality Teaching in the Arts

Intellectual Quality

INTELLECTUAL QUALITY

Deep Knowledge

Deep Understanding

Problematic Knowledge

Higher Order Thinking

Metalinguage

Substantive Communication

The knowledge being addressed is focused on a small number of key concepts and ideas within topics, subjects or KLAs, and on the relationships between and among concepts.

Tasks focus on a small number of key concepts and ideas within topics, subjects or KLAs, and require clear articulation of the relationships between and among concepts.

Students demonstrate a profound and meaningful understanding of central ideas and the relationships between and among those central ideas.

Tasks require students to demonstrate deep rather than superficial understanding of what they are learning.

Students are encouraged to address multiple perspectives and/or solutions and to recognise that knowledge has been constructed and therefore is open to question.

Tasks require students to present or analyse alternative perspectives and/or solutions and to demonstrate how the construction of knowledge relates to their understanding of the task.

Students are regularly engaged in thinking that requires them to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.

Tasks require students to organise, reorganise, apply, analyse, synthesise and evaluate knowledge and information.

Lessons explicitly name and analyse knowledge as a specialist language (metalinguage), and provide frequent commentary on language use and the various contexts of differing language uses.

Tasks require the use of metalinguage, commentary on language use and the various contexts of differing language uses.

Students are regularly engaged in sustained conversations about the concepts and ideas they are encountering. These conversations can be manifest in oral, written or artistic forms.

Tasks require students to communicate their understanding in an elaborate and substantive fashion. This communication can take oral, written or artistic forms.

INTELLECTUAL QUALITY

Deep Knowledge

- Students are asked to reflect on prior learning and review what was learnt in prior lessons
- Ask students to demonstrate what they already know when teaching new skills
- Allow for peer support in group work to allow more skilled students opportunities to express their skills.

Deep Understanding

- Tasks are designed to allow children to explore the main Arts elements and through performance to show a deep understanding of the crucial elements.
- Knowledge is built upon through subsequent efforts at similar activities and performance opportunities

Higher Order Thinking

- Tasks are presented to students with several problem-solving aspects to complete. Examples may be locating information, including all team members in performance, writing a script to include all assessment criteria elements, including Arts design elements in an advertisement

Metalinguage

- Metalinguage of Music , Drama Dance include specific terms, symbols (particularly Music) and techniques which have a specific meaning in the context of the Arts.

Substantive Communication

- Feedback and reflection is positively constructive and purposeful rather than just positive.

Quality Teaching in the Arts

Significance

SIGNIFICANCE

Background Knowledge

Cultural Knowledge

Knowledge Integration

Inclusivity

Connectedness

Narrative

Lessons regularly and explicitly build from students' background knowledge, in terms of prior school knowledge as well as other aspects of their personal lives.

Tasks explicitly build from students' background knowledge and require students to demonstrate links between old and new knowledge.

Lessons regularly incorporate the cultural knowledge of diverse social groupings (such as economic class, gender, ethnicity, race, sexuality, disability, language and religion).

Tasks incorporate the cultural knowledge of diverse social groupings.

Lessons regularly demonstrate links between and within subjects and key learning areas.

Tasks require students to build from an understanding of the links between and within subjects and key learning areas.

Lessons include and publicly value the participation of all students across the social and cultural backgrounds represented in the classroom.

Tasks require the participation of all students across the social and cultural backgrounds represented in the classroom.

Lesson activities rely on the application of school knowledge in real-life contexts or problems, and provide opportunities for students to share their work with audiences beyond the classroom and school.

Tasks apply school knowledge in real-life contexts or problems, and provide opportunities for students to share their work with audiences beyond the classroom and school.

Lessons employ narrative accounts as either (or both) a process or content of lessons to enrich student understanding.

Tasks employ narrative accounts as either (or both) a process or content of the task to enrich student understanding.

SIGNIFICANCE

Background Knowledge

- Ask students to demonstrate or state what they already know prior to beginning teaching
- Student disposition relates to their ability and willingness to take advantage of performance opportunities

Cultural Knowledge

- Include cultural perspectives on different art forms. Eg Australian Aboriginal instruments, or "Bollywood" Dancing

Knowledge Integration

- Children apply their learning in one Arts form to enhance their participation in others. ie Sound effects in drama performances or use of a variety of Music to enhance dance.

Inclusivity

- All students given the opportunity to participate in all activities.
- Shared understanding about the attitude to 'having a go'
- Risk taking is encouraged
- Providing a secure environment for children to be included in the activities

Connectedness

- Students are provided with numerous opportunities to perform and participate within their own class environment.
- Students are offered opportunities to showcase their learning with a wider audience where possible.

Narrative

- All students are encouraged to feedback to the class details of their learning or experience in the activity

Three dimensions of pedagogy

The features of classroom practice that have been linked to improved student outcomes can be characterised as representing three dimensions of pedagogy:

- pedagogy that is fundamentally based on promoting high levels of **intellectual quality**
- pedagogy that is soundly based on promoting a **quality learning environment**
- pedagogy that develops and makes explicit to students the **significance** of their work.

1. Intellectual quality

refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning.

2. Quality learning environment

refers to pedagogy that creates classrooms where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

3. Significance

refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom, and with multiple ways of knowing or cultural perspectives.

