Assessing Fine Arts Instruction: Classroom "Look Fors" for Administrators



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Today's Structure and Objectives

Share Philosophical Ideas
Share Some New Thoughts About Arts Education
Discuss Your Observations

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Overarching Concepts

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Models of the Creative Process

4 Models of Phases – Non-Linear			
Model 1 Petty	**Model 2 Taylor**	**Model 3 Graham**	**Model 4 Wallas**
Inspiration	Preparation	Intent	Preparation
Clarification	Incubation	Explore/Gather	Incubation
Evaluation	Insight	Connect/ Experiment	Illumination
Distillation	Evaluation	Create	Implementation
Incubation	Elaboration	Evaluate	
Perspiration			

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The Creative Classroom

- FOCUS: Opening exercise (bringing students into a creative environment)
- DETAIL: Warm-up and introduce the topics to be covered (specifics that engage mind and body)
- DISCOVERY: Perform activities of creativity (the freedom to interpret)
- APPLICATION: Create work (technique meets product)
- PRESENTATION: Share work (synthesis of new information)
- LINK: Connect what was accomplished to “where we go from here?”

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Artist Habits of Mind



Develop Craft
Learning to use tools and materials. Learning the practices of an art form.



Engage & Persist
Learning to take up subjects of personal interest and importance within the art world. Learning to develop focus and other ways of thinking helpful to working and persevering at art tasks.



Envision
Learning to picture mentally what cannot be directly observed, heard or written and to imagine possible next steps in making a piece.



Express
Learning to create works that convey an idea, feeling or personal meaning.



Observe
Learning to attend to visual, audible and written contexts more closely than ordinary "looking" requires; learning to notice things that otherwise might not be noticed.



Reflect
Learning to think and talk with others about one's work and the process of making it. Learning to judge one's own and others' work and processes in relation to the standards of the field.



Stretch & Explore
Learning to reach beyond one's supposed limitations, to explore playfully without a preconceived plan and to embrace the opportunity to learn from mistakes and accidents.

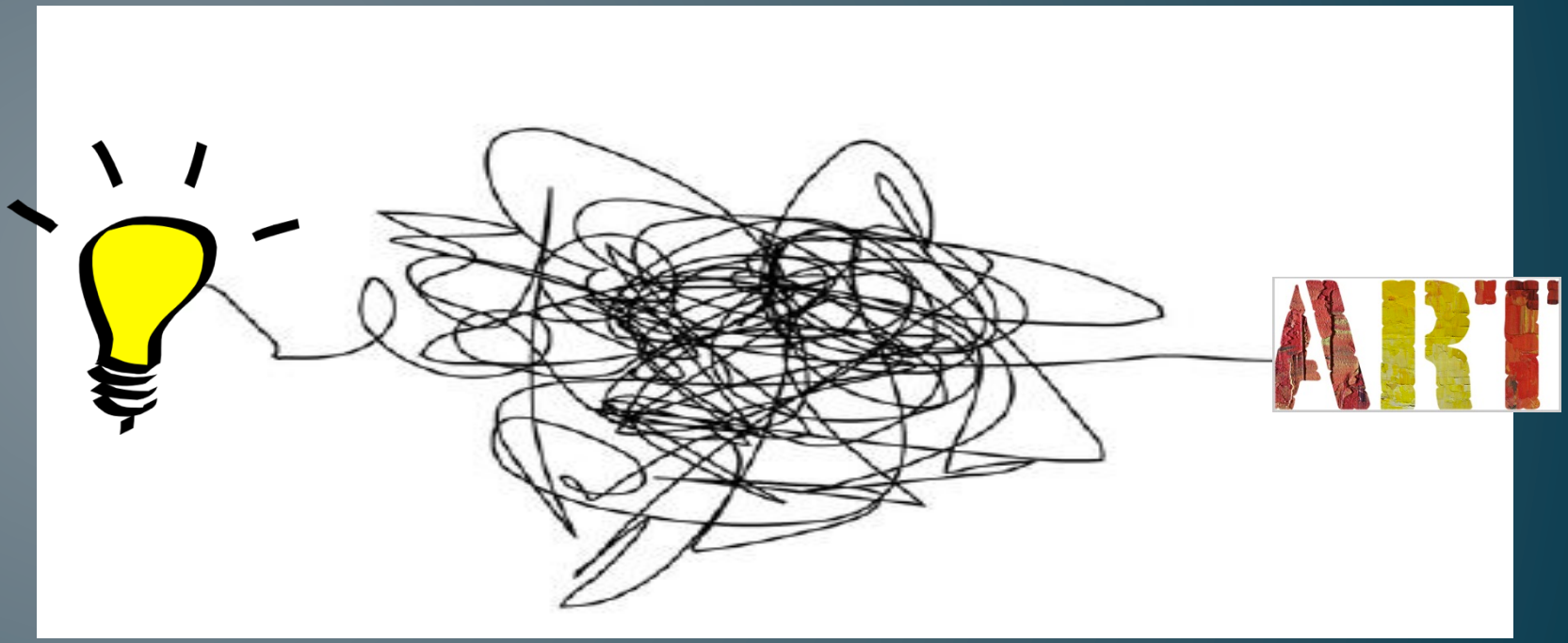


Understand Art World
Learning about the history and practice of the art form. Interacting with other artists and the broader arts community.

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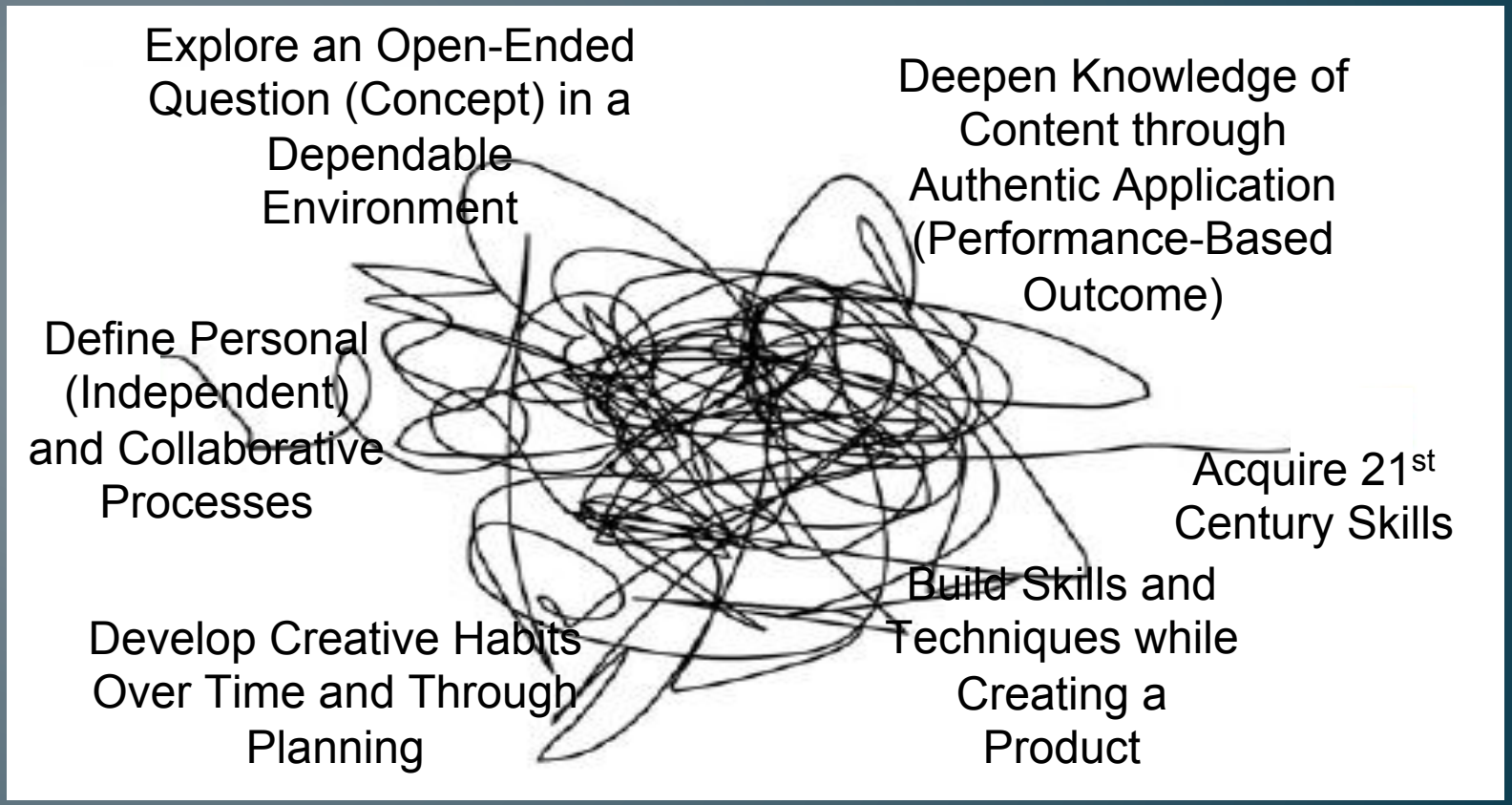
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Guiding Premise for Arts Education



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What's Happening in the Mess?



Philosophical Premise 1

Effective teachers are constantly asking 4 questions – all grades, all ability levels – in very subtle ways:

Who am I?

Who are my students?

What might they become?

What might we become together?

(Critical Pedagogy for MUED by Frank Abrahams)

Philosophical Premise 2

Students are constantly asking 4 questions – all grades, all ability levels – in very subtle ways:

Do you see me?

Do you hear me?

Do I matter?

Are you brave enough to share your process?

Speed adversely affects creativity and work:

"When creativity is under the gun, it usually ends up getting killed… Complex cognitive processing takes time, and, without some reasonable time for that processing, creativity is almost impossible."

Harvard Business Review

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Assessing the Creative Classroom and Experiential Learning

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Creative Classroom	Habit of Mind	MSDE Effective Lesson Framework	Danielson Domain	Marzano Design Questions and Domains
Focus - Entering the Environment	Observe Envision	Warm-Up, Activate Prior Knowledge (Could be Motivation or Management)	1b: Knowledge of Learning Process 1e: Designing Coherent Instruction	DQ2 (2): Organizing Students to Interact with New Knowledge DQ3 (9): Reviewing Content

What Do You See?
• A Set or Developing Warm-Up Activity • Responses to Prior Knowledge Prompts

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Detail – Introduce Topics and Themes	Develop Craft	Objective and Purpose	1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 3a: Expectations for Learning	DQ1 (1): Providing Clear Learning Goals & Scales (Rubrics)

What Do You See?
• Responses to Presented Thematic Concepts • Technique-Building Activities in Response to a Presented or Researched Topic or Theme

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Creative Classroom	Habit of Mind	MSDE Effective Lesson Framework	Danielson Domain	Marzano Design Questions and Domains
Discovery – Activities of Creativity	Stretch and Explore	Instructional Input (Instructional Strategies)	1e: Lesson & Unit Structure 3a: Explanations of Content 3b: Questioning & Discussion Techniques 3c: Structure & Pacing	DQ2 (2-6): Previewing, Chunking, Processing, Elaborating New Content/ Information DQ5 (3-6): Response Rates, Pacing, Intensity, Enthusiasm

What Do You See?
• Individual and/or Collaborative Responses to Thematic Concepts • Teacher Facilitation of Developed Artistic Techniques to be Challenged, Improved and Utilized

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Application – Produce Work	Engage and Persist	Student Learning* (Curriculum Planning)	3c: Engage Students in Learning 3c: Activities & Assignments 3c: Grouping of Students	DQ4 (16-17): Organize & Engage Students in Cognitively Complex Tasks DQ5 (1-9): Management & Instructional Activities to Engage Students

What Do You See?

- Urgency Building Toward Production
- Artistic Techniques and Aesthetic Judgments Informing Decisions
- Ongoing Teacher and Student Assessment of Technique and Developing Product
- Teacher Facilitation of Time Management and Increasing Creative and Technical Prowess
- Teacher Prompted Metacognitive Check-Ins

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Creative Classroom	Habit of Mind	MSDE Effective Lesson Framework	Danielson Domain	Marzano Design Questions and Domains
Presentation – Share Work	Express	Checking for Understanding (Management) Guided Practice (Curriculum Planning)	3d: Monitoring Student Learning 3d: Feedback to Students 1e: Learning Activities & Instructional Groups 3d:Student Self-Assessment & Monitoring 3e: Teacher Flexibility & Responsiveness	DQ1 (2): Tracking Student Progress DQ9 (16-19): Asking Questions & Probing Incorrect Answers DQ3 (11): Using Homework DQ3 (12-13): Examining Similarities and Differences, Errors in Reasoning DQ3 (14): Practicing Skills, Strategies & Processes

What Do You See?

- Synthesis of New Information
- Developing Products Reflecting Technique and Process
- Students Responding in a Safe Environment
- Teacher Facilitation of Presentation Environment by Modeling Feedback

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Creative Classroom	Habit of Mind	MSDE Effective Lesson Framework	Danielson Domain	Marzano Design Questions and Domains
Link – What Happened and Where Do We Go From Here?	Reflect Understand the World	Closure (Instructional Strategies) Teacher Reflection (Curriculum Planning)	1e: Lesson & Unit Structure 3c: Structure & Pacing 1e: Designing Coherent Instruction 4a: Reflecting on Teaching	Domain 2: Planning & Preparing Domain 3: Reflecting on Teaching

What Do You See?
• The "Why" being Presented, Challenged and Discussed • Teacher/Student Facilitation of Connections Beyond the Student and Classroom

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Creative Process and 21st Century Skills

Benefits of the Creative Process: (General Research of Artist's Process Statements and Task Force Report)	*21st Century Skills: (The Partnership for 21st Century Skills)*
Metacognition, Creativity, Innovation, Imagination, Ideation	Think Creatively, Be Self-Directed Learners, Work Independently
Editing	Make Judgments and Decisions, Reason Effectively
Self-Efficacy	Adapt to Change, Be Flexible, Manage Goals and Times, Manage Projects
Critical Thinking, Critical Judgment, Problem Solving	Critical Thinking and Problem Solving
Concentration, Create Meaning, Understand Meaning, Inquiry, Research, Cultural Literacy, Understanding Other Subjects	Access, Evaluate, Use and Manage Information, Analyze Media
Perseverance, Sensory Perception	Act On Creative Ideas
Production, Motor and Technical Skills	Implement Innovations, Apply Technology Effectively Produce Results, Create Media Products
Communication, Collaboration, Teamwork, Empathy	Communicate Clearly, Interact Effectively with Others Work Effectively with Diverse Teams, Work Creatively with Others, Collaborate with Others

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Creativity takes the raw data of the 5 senses and turns it into a unique creative expression. No one else is metabolizing the experience in the same way.

Deepak Chopra

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