## **TETAC Guidelines for Arts-Centered Instructional Units**

## **Instruction/Pedagogy**

Instruction/Pedagogy refers to the ways teachers construct and shape the learning environment, the experience of learning, and the order of learning activities. Teachers must provide paths to substantive learning and help students make connections to real life. They must reference new skills and concepts in art and advise students of assessment expectations. They must guide discussions and individual inquiry and provide a variety of learning activities that help students arrive at an understanding of the enduring questions.

Criteria	Explanation	Examples	
1. Activities and questions provide substantive engagement for students.	<ul> <li>Activities and questions:</li> <li>Yield multiple answers and solutions.</li> <li>Lead students to developing their own questions and understandings.</li> <li>Can be explored again and again.</li> </ul>	Evidence of substantive engagement includes:  • Explaining • Interpreting • Comparing • Evaluating with evidence and reasons • Making meaningful connections • Synthesizing • Finding evidence • Finding examples • Finding new perspectives	
2. Connections to prior knowledge and skills and real life situations are provided.	Meaningful connections to real life situations will engage students more fully.	After exploring Commedia dell'Arte, a medieval theatrical form, students study contemporary sitcoms to compare plot formulas, stock characters, and character lazzi.  Students compare a	

traditional band

		performance of the Star Spangled Banner like those they listen to before a sports event with Jimi Hendrix's rock-n-roll arrangement for electric guitar to discuss how the meaning of the music changes from one context to the other.
3. There are assessment expectations for students.	Students are informed of assessment criteria/ expectations in the initial stages of instruction.	Criteria are posted and discussed at the beginning of the unit/lesson.  Sample criteria for a written judgment of an artwork might be:  Students make judgments supported with persuasive evidence.
4. Opportunities are provided for practice of new skills and concepts.	Ample time is provided for students to practice prior to working on a final product.	Sketchbooks Rehearsals
5. There are opportunities for students to ask questions.	Inquiry is welcomed, and students need to be taught how to ask questions so that they may:  • Generate their own questions. • Guide their own investigations.	Research-based repertoire of learning and teaching strategies  Questioning strategies  Reciprocal teaching strategies  Structured reading
6. There are opportunities for student-directed discussion.	Students need to be provided with strategies for engaging in discussion and opportunities to	Some discussion strategies might include showing students how to:

practice. Ask clarifying Students are given questions questions that initiate and Respond to the sustain substantive points of others discussions. Listen actively Students are given tools/guides for focusing and/or evaluating their discussions. In the course of a unit. In the unit *The* 7. A variety of learning activities allow students students work as Commentary Islands, to make individual and individuals and in groups students work both individually and within collaborative substantive using a variety of strategies, resources, and small collaborative contributions to the group effort. materials. groups. 8. There are opportunities Students have models of The teacher shares his/her provided for student selfand opportunities for own written response to reflection and metathinking, talking, and an artwork and then writing about their own shares a reflection on cognition. thinking. his/her own thinking in writing that response. Meta-cognition is thinking about thinking. Students articulate the choices they made and why they made them in producing artwork. 9. There are opportunities Students need to be given The teacher demonstrates for critical thinking. instruction in critical the steps in a process for problem solving before thinking strategies: asking students to apply Analysis the process (ie. to create a Problem solving timeline dealing with **Evaluation** social context).

10. There is an audience for student work and responses.

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Peers, parents, and community as audiences add relevance to student Exhibitions and/or presentations in the school or community

work, increase
engagement, and help
students make
connections to life
beyond the classroom.

Peer exchange
Online exhibitions and
exchanges

Newspaper articles

Student letters to the
editor

11. Materials are appropriate for student developmental levels.

Reading levels, concept levels, tools, and materials are appropriate. Older students might do independent research online and then design their own art projects.

Younger students might have assigned books (readings) and follow written directions for an art assignment.