



## Essential (Content) Teaching Practice #1: Creating

### Practice Overview:

Creative practices are essential for teaching and learning in the arts. The fundamental creative practices of imagination, investigation, construction, and reflection, which are essential in the arts, are cognitive processes by which students not only learn within an individual discipline but also transfer their knowledge, skill, and habits to other contexts and settings. As a pathway to learning in arts education, creative practices include such attributes as flexible thinking, creative problem-solving, inquisitiveness, and perseverance. Creative and innovative strategies build students ability in problem formulation, research, interpretation, communication, precision and accuracy.

### Alignment to the Essentials

#### **Establish and maintain a safe, healthy and sustaining learning environment.**



*1.4. Educators create learning spaces and environments that encourage learners to purposeful and intentional ownership of their learning, take risks, listen and think critically to solve problems collaboratively, increase self-awareness, demonstrate empathy, tolerance and community among students and adults*

Participation in the arts as creators, performers and audience members (responders) enhances mental, physical and emotional wellbeing. The Arts and arts teachers provide a collaborative, inclusive environment for students to create, prepare and share their work as a community.

#### **Design learning experiences for access and agency**



*2.3 Educators purposefully select, design, and prepare tasks and learning experiences to ensure that content is aligned to standards, accesses students' prior knowledge and reflects varying learning styles, includes multiple means for processing information and expressing what is learned*

Students view, make, and discuss art works, come to realize that the arts exist not in isolation, but within the multiple dimensions of time, space, culture, and history. These intrinsic aspects of art making informs students' relationship with art and how such experiences can influence their daily life.

#### **Facilitate Cognitively Demanding Tasks and Instruction**



*3.5 Educators are able to design and facilitate learning experiences that require that students to grow within the four domains of language (listen, speak, read, write).*

*3.6 Educators are able to design and facilitate learning experiences that require students to reason in ways that are authentic to the discipline and to reason across disciplines when appropriate.*

The arts have long been identified as highly demanding cognitive activities, the creative practices of investigation and reflection are connected to all ten of the Anchor Standards for Reading, and all four skills—imagination, investigation, construction, and reflection—were strongly represented in the Anchor Standards for Writing. Additionally, all four arts practices were found to be aligned with each of the Standards for Mathematical Practice.

#### **Assess for Learning**



*4.1 Educators enable students to understand where they are in learning, where they are going, and how to get there*

The instructional resources for each discipline include: enduring understandings and essential questions, process components (the actions artists carry out as they complete each artistic process) and model cornerstone tasks and performance based assessments with key traits.



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Teacher Actions	Student Actions
<ol style="list-style-type: none"><li>1. Teacher uses standards-aligned, complex, skill appropriate texts/works of art that challenge and include access points for diverse learners (specifically students with disabilities and english learners).<ul style="list-style-type: none"><li>• Teacher models skills required for a specific lesson</li></ul></li><li>2. Prerequisite learning is visible and accessed by the teacher and students</li><li>3. Teacher selects essential questions that stimulate thought, provoke inquiry, and spark student questions.</li><li>4. Teacher utilizes discipline-based visuals.</li><li>5. Teacher utilizes examples of work by professional artists, musicians, dancers, and performers – especially local artists that reflect the cultural and linguistic diversity of our students.</li><li>6. Teacher engages in questioning and discussion techniques to build accountability, active listening, and higher order thinking skills</li></ol>	<p>A student engaged in creative practices:</p> <ul style="list-style-type: none"><li>• <i>Generates and conceptualizes artistic ideas and work that shares a conceptual link with the unit or lesson</i></li><li>• <i>Investigates and studies through exploration or examination</i></li><li>• <i>Organizes artistic ideas and works</i></li><li>• <i>Constructs a product by combining or arranging a series of elements.</i></li><li>• <i>Reflects and thinks deeply about his or her work.</i></li></ul> <p>Students engage in discussion about the arts process and creation utilizing high and low level questioning.</p> <p>Students are able to verbally express steps and outcomes of work and/or can identify their role in the creative process.</p> <p>Students describe, analyze, and interpret by citing evidence using the language of the arts.</p> <p>Students view themselves as individual artists.</p> <p>Students utilize self assessment and self monitoring tools such as checklists, journal entries, and participation forms/logs</p>

### Instructional Resources:

[www.bpsarts.org](http://www.bpsarts.org) The BPS Arts website includes curriculum maps, SLO's, curriculum bank, research and other resources for teachers, administrators, parents and partners

### Connections to Teacher Evaluation Rubric

Enacting this practice effectively will lead towards strong examples of effectiveness and should address the components in the teacher evaluation rubric identified below:

- I-A-4: Well Structured Lessons
- II-A-1: Quality of Effort and Work
- II-A-2: Student Engagement



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### Connections to CLASS Observation Tool

The CLASS Observation Tool supports BPS implementation of the Essentials and measures whole school progress in instructional improvement. This practice will support improvement in the following CLASS domains:

Kindergarten - Grade 3	Grade 4 - Grade 12
	<ul style="list-style-type: none"><li>• Analysis and Inquiry</li><li>• Quality of Feedback</li><li>• Depth of Understanding</li></ul>