Powerful Arts Instructional Practices

Teacher Behaviors	Student Behaviors	Artifacts

1. Plan assignments that provide opportunities to construct foundational knowledge by exploring and applying artistic ideas, works and concepts. (*Foundational Knowledge**)

The teacher:	**The students:**	**Classroom artifacts:**
• Plans meaningful learning cycles that support the development of foundational concepts in the discipline • Provides exemplar models representing various artists, artistic forms and historical periods • Exposes students to various artistic products, presentations and performances to guide, inspire and inform the creation process	• Synthesize and relate knowledge and personal experiences to exemplar models • Use exemplar models to develop foundational background knowledge related to the design purpose and historical context of art	• Include products, presentations and performances that expose students to the design purpose and historical context of art • Include discussions and reflections that allow students to connect past and current artistic products, presentations and performances to their lives

2. Support students as they conceive, enhance and apply new artistic ideas and work. (*Creating*)

The teacher:	**The students:**	**Classroom artifacts:**
• Facilitates students' artistic conceptions by providing exemplar models that guide students' thinking • Exposes students to and facilitates students' creation of various organizers and design tools that relate to the artistic discipline being explored • Offers personal, detailed feedback that helps students evaluate their personal creations and artistic works	• Generalize abstract artistic ideas and products with their teacher's guidance • Establish and improve their artistic ideas and products with guidance from artists within the discipline • Perfect and enhance their work based upon self-reflection and feedback from teachers and peers	• Include student products, presentations and performances related to the artistic discipline • Demonstrate and document changes and growth that occur in student exhibits and portfolios over the course of their creation • Show that assessments facilitate individualized student understanding of exemplar models • Include student projects that use artistic processes that are relevant to the specific arts discipline and guide students through the creative inquiry processes

* Overarching standards for each Powerful Instructional Practice, shown in parentheses, are partly based upon the National Core Arts Standards and are shared in this document for educational use. To learn more, see National Coalition for Core Arts Standards, State Education Agency Directors of Arts Education. (2016). *National core arts standards*. https://www.nationalartsstandards.org.

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3. Provide opportunities for students to perform, produce and present artistic ideas and work for feedback and critique. (*Performing, Producing and Presenting*)

The teacher:
- Generates and explores opportunities for students to display and present their artistic creations and works to others
- Provides opportunities for students to present and perform artistic works for analysis, adjudication and revision
- Exposes students to exemplar artistic products, presentations and performances

The students:
- Examine, explore and select artistic creations for presentation
- Review and refine their creative works for exhibition based upon feedback
- Convey purpose and significance through the presentation of their creative works

Classroom artifacts:
- Include student products, presentations and performances related to the arts discipline
- Feature journals or advanced organizers that students use to reflect upon, monitor and document their artistic progress
- Include written reflections in which students connect and communicate their personal thoughts, feelings and connections with their artistic products, presentations and performances

4. Use a variety of feedback options to provide opportunities for students to master key skills and/or content. (*Responding*)

The teacher:
- Uses exemplars, work samples and scoring expectations to highlight expectations for quality products, presentations and performances
- Creates opportunities for students to analyze feedback, make connections to future actions and take next steps
- Supports students in providing meaningful feedback to each other
- Provides focused feedback that addresses key artistic concepts or skills
- Provides opportunities for others to provide students with meaningful feedback on content or skills or provides such feedback directly to students

The students:
- Participate in classroom discussions in which they analyze expectations found in existing rubrics or scoring guides and/or rubrics or guides they create with their peers
- Analyze feedback and articulate next steps to refine their creative products, presentations and performances
- Provide feedback on each other's products, presentations and performances based upon a common rubric or scoring guide

Classroom artifacts:
- Include concept or skill outlines that highlight conceptual or performance expectations for students, such as anchor charts with suggested skill success criteria
- Include formal scoring guides, rubrics or descriptors for student products, presentations and performances that are referenced during feedback activities
- Show evidence that students receive written or recorded feedback, including from outside adjudicators
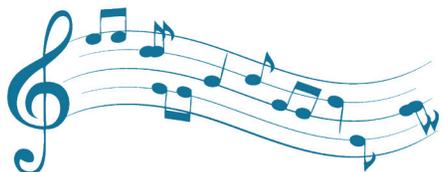
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Powerful Arts Instructional Practices

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5. Use a structured revision process that connects feedback to needed refinements as students develop a final product, presentation or performance. (*Responding*)

The teacher:

- Provides varied detailed explanations and comprehensive analyses of exemplar artistic models, products, presentations and performances
- Discusses the artistic analysis and refinement process related to the specific arts discipline and/or individual artistic work or performance

The students:

- Incorporate feedback in revised products, presentations and performances
- Clearly articulate, in their own words, how they addressed feedback in the revision process
- Compare and contrast various drafts of their products, presentations and performances and make connections to their own mastery and growth as artists

Classroom artifacts:

- Include anchor charts or posted classroom resources that highlight the revision process
- Include reflections on written, oral or recorded feedback from the teacher and/or peers
- Showcase notes and drafts that connect how feedback was used to modify the final product, presentation or performance
- May include artifacts in a physical or digital portfolio that showcases how students have progressively developed skills throughout the unit or course

6. Relate artistic ideas and work with personal meaning and external context. (*Reflect and Connect*)

The teacher:

- Provides realistic examples of how the arts connect with other content areas and concepts beyond the specific arts discipline
- Facilitates authentic conversations that emphasize and connect artistic products, presentations and performances to students' lives

The students:

- Analyze and express connections across works, artists, regions and cultures
- Make connections among artistic processes, content and concepts with other disciplines
- Evaluate art from multiple perspectives, such as the artist, the viewer, the critic and those in support of or in opposition to the product, presentation or performance

Classroom artifacts:

- Showcase varied real-world, cross-curricular products, presentations and performances that connect the arts with other meaningful content and instruction
- Spotlight artistic products, presentations and performances that empower students to express and communicate the meaning of the arts in their personal lives
- Include projects and performances that purposefully align the specific artistic discipline with other content areas

Other References

Arts Education Partnership. (2020). *ArtsEdSearch*. Denver, CO: Author. https://www.artsedsearch.org/

National Endowment for the Arts. (2019). *Artistic fields*. Washington, DC: Author. https://www.arts.gov/artistic-fields

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Powerful Arts Instructional Practices

1. Exploring and Applying Artistic Ideas, Works and Concepts

2. Conceiving, Enhancing and Applying New Artistic Ideas and Work

3. Performing, Producing and Presenting Ideas and Work for Feedback

4. Using a Variety of Feedback Options to Provide Opportunities for Refinement

5. Using a Structured Revision Process to Develop a Final Product, Presentation or Performance

6. Relating Artistic Ideas and Work with Personal Meaning