

Dover District
Visual & Performing Arts

PD Process 2013-2014



What is the process for carrying out Collaborative Inquiry?

Stage 1: Framing the Inquiry Question

During this stage, the Focus Group determines a shared vision, develops an Inquiry Question about a particular link between professional practices and student results, and formulates a theory of action.

Actions: *Examining student work. Examining teacher practice.*

Stage 2: Collecting Evidence

Focus Groups determine what type of data to collect, how to collect the data and where to collect it.

Actions: *Engage internal and external resources.*

Stage 3: Analyzing Evidence

Focus Groups make meaning of data by identifying patterns and themes and formulating conclusions.

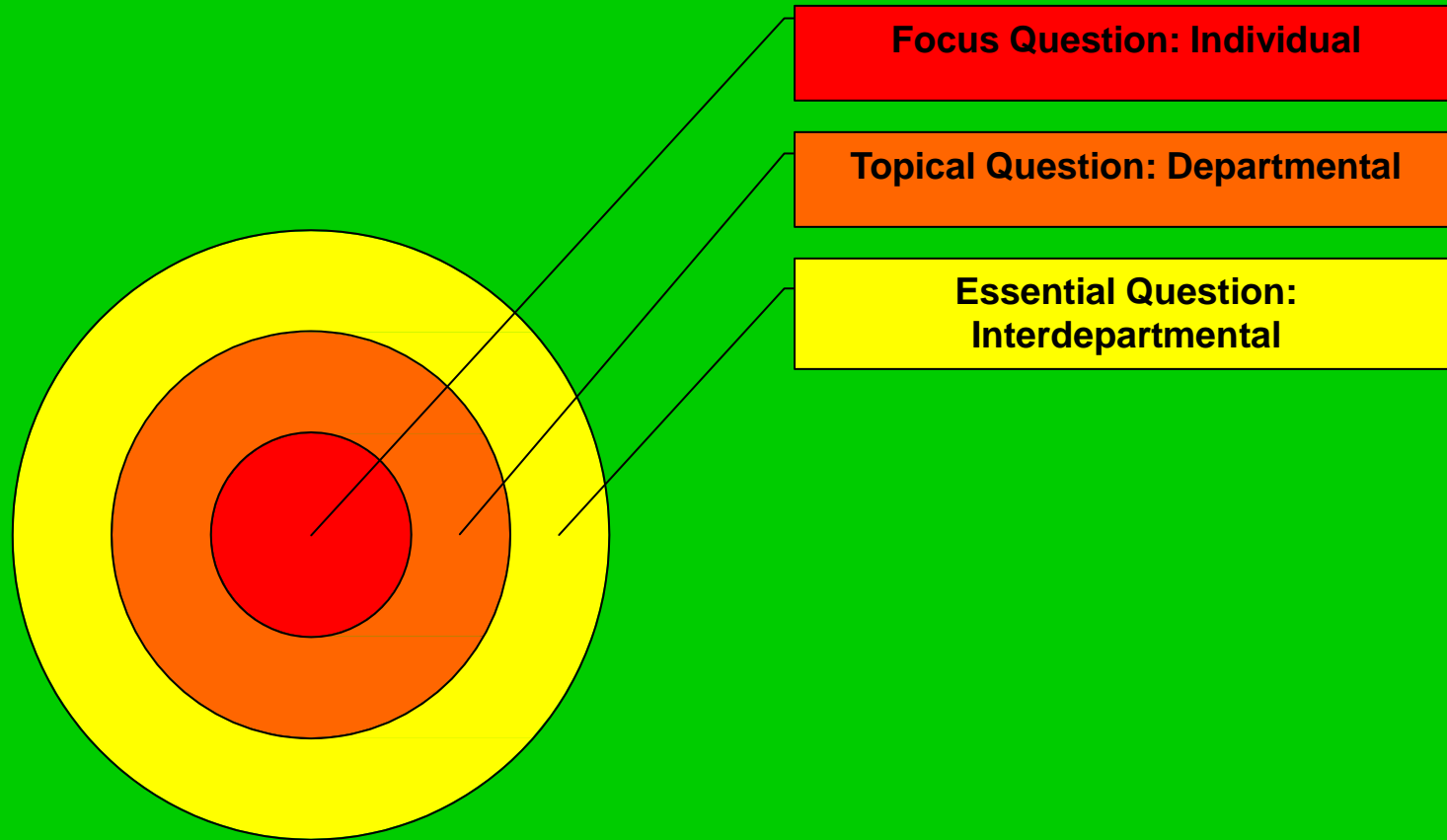
Actions: *Reflect on information gathered during investigation. Defining and developing instructional strategies and goals that exemplify new learning. Implement new understandings and instructional strategies. Collect evidence and artifacts that demonstrate new understandings and your process for growth.*

Stage 4: Reflecting, Celebrating and Sharing

During this final stage, Focus Group members reflect and then come together to celebrate and share their new understanding.

Actions: *Share collected evidence and artifacts that demonstrate new understandings and your process for growth.*

Visual & Performing Arts PD Inquiry Process



Interdepartmental Essential Question:

How does the Visual and Performing Arts Framework inform our practice and help meet the needs of the 21st Century Learner?

Departmental Topical Question:

In what ways is your personal inquiry aligning to the Visual and Performing Arts Framework within the curriculum?

Individual Focus Question:

Personal Inquiry

Visual & Performing Arts Frameworks

ARTISTIC LITERACY - Philosophical Foundations -	Grades K-12
Visual & Performing Arts: ART	Enduring Understandings (Competencies)
Artistic Processes	
<p>Creative Expression (Creating)</p> <p>Creates, interprets and/or performs in the visual and/or performing arts. Students will create and engage to express ideas and feelings. Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.</p>	<ol style="list-style-type: none"> 1. Create a visual or performance piece to communicate an idea, feeling or meaning using a distinct style; imagination or technical skill and the creative process, reflection, and self-evaluation (problem-solving skills). 2. Use the elements and principles of art to create, revise, refine works of art and demonstrate multiple solutions to specific visual and/or performing arts problems. 3. Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity. 4. Use arts knowledge and vocabulary to critique visual and/or performing arts works. 5. Use skills and knowledge of arts elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.
<p>Performance Expression (Performance / Presenting / Producing)</p> <p>Infers a myriad of symbol systems for expressing ideas and conveying concepts and point of view. Students will engage in multiple ways of producing, performing, representing and interpreting information from a creative and/or critical perspective. Communicating thoughts and feelings in a variety of modalities, individually or in an ensemble, thereby providing a more powerful repertoire of self-expression.</p>	<ol style="list-style-type: none"> 1. Develop aptitude in playing an instrument and/or singing and reading music or performing monologues/dialogues or creating a dance routine. 2. Performs a variety of styles and types of music, dance and theater. 3. Performs alone or with others a variety of repertoire. 4. Demonstrates acquired skills and techniques to an audience outside of the classroom, in a live performance. 5. Identify the value of participating in the visual and/or performing arts and summarize possible involvement in personal and community arts.
<p>Criticism & Aesthetics (Responding)</p> <p>Reflects on the quality, aesthetics and value of one's own and others' artwork. Students will reflect upon and assess the characteristics and merits of art works. An understanding of how the senses are used to make artistic choices in daily life, together with an understanding of how these choices affect feelings, moods, and emotions, helps us to make judgments about the merits and meaning of work in the arts. <i>The elements, principles, and structures of art forms can be composed in ways which enrich, persuade, and influence society, either directly, through performances, original works and exhibits or indirectly, through printed, electronic and digital media.</i></p>	<ol style="list-style-type: none"> 1. Explain and justify personal aesthetic criteria for critiquing works of visual and performing art, texts, and events. 2. Analyze, interpret and evaluate subtle and complex meaning in visual and/or performing arts intended to persuade and influence (as in multimedia, theater, commercial, and political advertising). 3. Critique their own artwork and/or performance and the work of others based upon an aesthetic criterion. 4. Create visual and/or performing artwork that is used to influence and persuade and explain how the design accomplishes its purpose.
<p>Cultural Heritage (Connecting)</p> <p>Understands how the arts relate to society, culture and history. Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. <i>The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for the future.</i></p>	<ol style="list-style-type: none"> 1. Compare two or more visual and/or performing arts by identifying the genre, style, historical period and conditions, probable artist, and cultural source. 2. Compare and contrast characteristics of visual and performing arts within a particular historical period or style with concepts about the period or style from other content areas. 3. Compare and contrast cultural values as expressed in works and explain how these values may differ from those of their own daily experiences. 4. Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context. 5. Create works that reflect concepts, theories, approaches, and styles from their own and other cultures. 6. Develop visual and/or performing art works in response to a historical, social or cultural condition using a variety of forms.
<p>A Conceptual Framework for Arts Learning</p>	

Visual & Performing Arts Frameworks

ARTISTIC LITERACY - Philosophical Foundations -	Grades K-12
Visual & Performing Arts: MUSIC	Enduring Understandings (Competencies)
Artistic Processes	
<p>Creative Expression (Creating)</p> <p>Creates, interprets and/or performs in the visual and/or performing arts. Students will create and engage to express ideas and feelings. <i>Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.</i></p>	<ol style="list-style-type: none"> 1. Create a visual or performance piece to communicate an idea, feeling or meaning using a distinct style; imagination or technical skill and the creative process, reflection, and self-evaluation (problem-solving skills). 2. Use the elements and principles of music to create, revise, refine musical works and demonstrate multiple solutions to specific visual and/or performing arts problems. 3. Demonstrate an understanding that the arts are a means of renewal and recreation, as well as an occupational opportunity. 4. Use arts knowledge and vocabulary to critique visual and/or performing arts works. 5. Use skills and knowledge of music elements and principles, whenever applicable, to solve problems or enhance meaning in other disciplines.
<p>Performance Expression (Performance / Presenting / Producing)</p> <p>Infers a myriad of symbol systems for expressing ideas and conveying concepts and point of view. Students will engage in multiple ways of producing, performing, representing and interpreting information from a creative and/or critical perspective. <i>Communicating thoughts and feelings in a variety of modalities, individually or in an ensemble, thereby providing a more powerful repertoire of self-expression.</i></p>	<ol style="list-style-type: none"> 1. Develop aptitude in playing an instrument and/or singing and reading music or performing monologues/dialogues or creating a dance routine. 2. Performs a variety of styles and types of music, dance and theater. 3. Performs alone or with others a variety of repertoire. 4. Demonstrates acquired skills and techniques to an audience outside of the classroom, in a live performance. 5. Identify the value of participating in the visual and/or performing arts and summarize possible involvement in personal and community arts.
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<p>Cultural Heritage (Connecting)</p> <p>Understands how the arts relate to society, culture and history. Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. <i>The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for the future.</i></p>	<ol style="list-style-type: none"> 1. Compare two or more visual and/or performing arts by identifying the genre, style, historical period and conditions, probable artist, and cultural source. 2. Compare and contrast characteristics of visual and performing arts within a particular historical period or style with concepts about the period or style from other content areas. 3. Compare and contrast cultural values as expressed in works and explain how these values may differ from those of their own daily experiences. 4. Analyze common characteristics and purposes of various visual and/or performing art works across time and among cultural and social groups, and explain how these characteristics and purposes fulfill social, religious, or ceremonial functions in a particular cultural and historical context. 5. Create works that reflect concepts, theories, approaches, and styles from their own and other cultures. 6. Develop visual and/or performing art works in response to a historical, social or cultural condition using a variety of forms.

Kate Freear-Motor: *How do we make sketchbooks relevant to the 21st Century Learner?*

Francine Kontos: *How do we develop a standard for portfolios that will prepare students for entry into college?*

Shelley Quintin: *How do we prepare Dover students for the next level of their art education experience?*

Christopher M .Strickland: *What is the impact of vertically aligning the K-12 Art curriculum with the new K-12 Visual & Performing Arts Competencies?*

Aliah Cortes: *How do creative instructional and informational directions with each art project boost the way students understand the elements of art (line, color, shape, form, space, texture, and value) and how its applied to each project. What tools, strategies, and projects seem to work the best with their understanding of the elements.*

Danielle Beaudry: *How can I utilize all available resources to encourage and document my student's full participation in the art process; creating, revising, and refining their work?*

Jo-Ann Gardella: *How can we connect creative thought to all areas of student learning; motivating them to be lifelong learners in the 21st century?*

Marie Robicheau: *What teaching strategies can I implement in the classroom to improve students' ability to apply art concepts (critique, analyze, evaluate, compare, contrast, etc.) across the curriculum?*

Amanda Starck, Sue Moniz : What can we incorporate into our classrooms to align our curriculum to the Common Core Standards, and provide our 21st Century learners with skills they need to become lifelong musical learners?

Diane Spires: My personal goal this year will be in the area of instrumental music lessons and band. I personally need to become more proficient in playing the band instruments so that I am better able to teach the students how to play them. I will focus on the brass instruments in order to better provide the 4th grade beginner instrumental students with the skills they will need to become lifelong musical learners.

Jeff Leaf: How can I best integrate music and art, keeping with our new framework, in my newly structured general music classes?

Rob Finch: What theories, methods and practices in music education are used and how can I implement them successfully into my classroom?

Dave Tromba: What impact does a blended curriculum have on instruction and 21st Century Learning? Instructor, Student, Environment/Culture, Resources, Technology

Michele Boulanger: I will be exploring new techniques for improving intonation in high school instrumental rehearsals.