



6-12 PERFORMING AND VISUAL ARTS INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

OVERVIEW: This model focuses on student voice, choice, flexibility, as well as deeper approaches to learning such as inquiry, engineering design process, project-based learning, and design thinking. Students may focus on processing moods, emotions, feelings, and current events using physical activity and creative thinking.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work through developmentally-appropriate opportunities to engage with relevant and meaningful performing and visual arts that build towards learning goals.

SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(age 18\)](#)
- Allow student choice in scheduling individual learning times to meet learning expectations
- Provide consistent weekly communication - may include written (email, Google Doc), video, regular office hours, and/ or telephone communication
- Consider having students share a demonstration of a skill virtually or via a take-home resource, then collaborate with peers to practice and refine the skill
- Prepare and provide access to activity packets (paper documents) of essential content for those without electronic access
- Explore creative thinking skills through the use of a menu of options
- Exhibit citizenship skills through responsible source and media use in the creation
- Collaborate with peers to exhibit or perform work
- Communicate and reflect on progress throughout the learning process
- Include connections to social emotional learning to promote care and connection (e.g. integrate reflection of feelings into theme of project)
- Provide opportunities for student voice/choice
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities
- Include online and offline opportunities
- Include learning activities aligned to the curriculum

SAMPLE WEEKLY AGENDA

Maximum instructional time is 2.5 hours per week.

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

With Technology Access:

- The teacher introduces and explains the project, discusses standards and objectives, and establishes expectations and desired outcomes. This may be presented live and/or provided via media for students to view at a later time.
 - Include ancillary materials (videos, materials list, support plans, rubrics, etc.)
 - Provide opportunity for group discussion and collaboration to define problems and concerns.
- Students submit individual project plans to the teacher and begin work, either individually or collaboratively as desired.
- Teacher schedules regular “office hours” to allow for clarifying questions and feedback.
- Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions.
- The teacher will use student-generated feedback to determine the necessary support needs of students and determine responses and support needs for the following week’s class/group meeting.
- This weekly process may be adjusted to support students and families as needed and would continue until the conclusion of the project.



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<p>that students are missing</p> <ul style="list-style-type: none">● Include options for varying levels of engagement and ability.● Support instructional opportunities that make use of materials on hand, and ways to engage with the world around them in their home environment● Support students in reflection of learning as a form of formative assessment	<p>Without Technology Access:</p> <ul style="list-style-type: none">● Via regularly scheduled distribution:● Students will receive a copy of the outlined assignments and print-based (or hard copy media-based materials) to support the completion of the project. The outline should include a list of options from which the learner may choose.● Teacher schedules phone accessible “office hours” to allow for questions and feedback as needed.● Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions.
<p>RESOURCES</p> <ul style="list-style-type: none">● The Art of Ed● The Art Story● Portland Art Museum Poster Project● The Smithsonian Monday Morning Ready	



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TEACHER-CENTERED MODEL

OVERVIEW: This model is used to teach specifically to the standards. Instruction takes the form of direct instruction, then demonstration of skills or concepts in a mode directed by the teacher. Skills and concepts covered using this model could then be used flexibly in a student-centered approach.

TEACHER PLANNING GUIDANCE

Teachers should focus on identifying the essential knowledge and skills students will learn each week and curate and design appropriate instructional resources for student use.

SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- Direct instruction for a variety of learning modes (visual, audio, movement, etc).
- Demonstrate a skill virtually or via a take-home resource, then direct students to practice the skill.
- Use virtual meetings to teach a concept, within an approved platform.
- Have students respond to teacher questions about the content area.
- Create a list of projects or activities that can be completed to meet the required competencies and/or skills.
- Include connections to social emotional learning to promote care and connection (e.g. integrate reflection of feelings into theme of project)
- Provide opportunities for student voice/choice.
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities.
- Include tech and no tech opportunities.
- Include learning activities aligned to the curriculum that students are missing.
- Include options for varying levels of engagement and ability.
- Support instructional opportunities that

SAMPLE WEEKLY AGENDA

Maximum instructional time is 2.5 hours per week.

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

With Technology Access:

Monday:

Set up class/group meetings to introduce and explain the project and/or assignment, discuss standards and objectives, and establish expectations and desired outcomes.

- Provide ancillary materials (videos, materials list, support plans, rubrics, etc.)
- Provide opportunity for group discussion and collaboration to define problems and concerns.

Tuesday:

Students submit an individual plan to the teacher and begin work, either individually or collaboratively as desired. Teacher schedules “office hours” to allow for questions and feedback as needed.

Wednesday-Thursday:

Students work individually or collaboratively as desired to complete the project/assignment. The teacher schedules regular “class time” via division approved resources.

Friday:

Students submit evidence of performance to teacher, including reflections, concerns, challenges, and suggestions. The teacher will use the feedback to determine the support needs of students and determine responses and support needs for the following week’s class/group meeting.



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<p>make use of materials on hand, and ways to engage with the world around them in their home environment.</p> <ul style="list-style-type: none">• Students engage in reflection of learning as a form of formative assessment.	<p>Without Technology Access:</p> <p>Monday: Students receive a copy of the outlined assignment and print-based (or hard copy, media-based materials) to support the completion of the project. The project outline should include a list of options from which the learner may choose. The student works with the teacher to develop a plan for completion of the project.</p> <p>Tuesday through Thursday: Students work individually or collaboratively, as determined by the teacher, on phases of the project. The teacher schedules phone accessible “office hours” to allow for questions and feedback as needed.</p> <p>Friday: The student submits evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions. The teacher will use the feedback to determine the support needs of students and determine responses and support needs for the following week’s class meetings.</p> <p>This weekly process may be adjusted to support students and families as needed and would continue until the conclusion of the project. Bi-weekly project schedules could accommodate exchanges via mail as needed.</p>
<p>RESOURCES</p> <ul style="list-style-type: none">• The Art of Ed• The Art Story• Portland Art Museum Poster Project• The Smithsonian Monday Morning Ready	

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HYBRID MODEL

OVERVIEW: This model is a happy medium between the two approaches above. Instruction in this pathway may take the form of menus, activity calendars, and more in order to offer choices and options for students and families based on student interest and available resources.

TEACHER PLANNING GUIDANCE

Teachers will provide guidance to students as they work collaboratively related to the application of essential knowledge.

SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education, ODE TAG, ODE English Learners \(page 18\)](#)
- Students use Choice Boards with “menus” of options.
- Students learn through experiential learning.
- The teacher and/or students demonstrate a skill virtually or via a take-home resource, then students are directed in appropriate methods to practice the skill.
- Students conduct independent research and inquiry, selected from a list of essential questions (student choice).
- Students develop questions for inquiry related to the content area.
- Teachers use virtual meetings to teach a concept, within a division-approved platform.
- Teachers collaborate to create a list of projects or activities that can be completed to meet the required competencies and/or skills.
- Include connections to social emotional learning to promote care and connection (e.g. integrate reflection of feelings into theme of project)
- Provide opportunities for student voice/choice.
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities.
- Include online and offline opportunities.
- Include learning activities aligned to the curriculum that students are missing.
- Include options for varying levels of engagement

SAMPLE WEEKLY AGENDA

Maximum instructional time is 2.5 hours per week.

Learning time is 30 minutes daily. Note that projects may span multiple weeks.

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

With Technology Access:

The teacher introduces and explains the project, discusses standards and objectives, and establishes expectations and desired outcomes. This may be presented live and/or provided via media for students to view at a later time.

- Provide ancillary materials (videos, materials list, support plans, rubrics, etc.).
- Provide opportunity for group discussion and collaboration to define problems and concerns.

Students submit individual project plans to the teacher and begin work, either individually or collaboratively as desired.

Teacher schedules regular “office hours” to allow for questions and feedback. Students may ask clarifying questions, get feedback on work and have an opportunity for making adjustments.

Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions.

The teacher will use student-generated feedback to determine the necessary support needs of students and determine responses and support needs for the following week’s class/group meeting.

This weekly process may be adjusted to support students and families as needed and would continue until the conclusion of the project.

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<p>and ability.</p> <ul style="list-style-type: none"> ● Support instructional opportunities that make use of materials on hand, and ways to engage with the world around them in their home environment. ● Engage students in reflection of learning as a form of formative assessment. 	<p>Without Technology Access:</p> <p>Via regularly scheduled distribution: Students receive a copy of the outlined assignments and print-based (or hard copy media-based materials) to support the completion of the project. The outline should include a list of options from which the learner may choose.</p> <p>The learner develops a completion plan.</p> <p>Teacher schedules phone accessible “office hours” to allow for questions and feedback as needed.</p> <p>Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions. The teacher will use the feedback to support the needs of students and determine responses and support needs for the following week’s project.</p>
<p>RESOURCES</p> <ul style="list-style-type: none"> ● The Art of Ed ● The Art Story ● Portland Art Museum Poster Project ● The Smithsonian Monday Morning Ready 	