

## Content Connections

## Secondary Art



This past year, BVSD art teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

### Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

<p><b>What does “Effective” look like in the classroom?</b></p>	<p><b><u>Student engagement :</u></b></p> <ul style="list-style-type: none"> <li>● Creating art</li> <li>● Viewing art</li> <li>● Responding to art</li> <li>● Understanding the process from set up to clean up</li> <li>● Absorbed students on a variety of levels</li> <li>● Students connect art to self/community/world</li> <li>● Reflect on art</li> </ul>
<p><i>Element a – Alignment</i></p>	
<p><b>Connect Learning Environment</b></p>	<ul style="list-style-type: none"> <li>● Create standards-based aligned rubrics</li> <li>● Posting standards in the classroom</li> <li>● Using essential questions</li> <li>● Post goals and objectives</li> <li>● Post appropriate vocabulary</li> </ul>
<p><b>Respond to Student Misconceptions</b></p>	<ul style="list-style-type: none"> <li>● Demonstration of process</li> <li>● Teach, reteach, reframe and encourage student to find own unique solutions</li> <li>● Making connections beyond classroom</li> <li>● One on one redirection, feedback</li> </ul>
<p><b>Collaborate Vertically and Horizontally</b></p>	<ul style="list-style-type: none"> <li>● Utilize district resources/PLC time</li> <li>● Attend district/school professional development</li> <li>● Build interdisciplinary connections/opportunities</li> <li>● Collaborate with other art teachers at all levels</li> <li>● Collaborate with teachers of other disciplines at all levels</li> <li>● Art Teachers keep active with personal artwork</li> <li>● Awareness of current trends and art movement</li> </ul>

<p><b>Prepare Student for Next Level</b></p>	<ul style="list-style-type: none"> <li>● Skill sets that build on each other to achieve the means to an end</li> <li>● Builds confidence to enroll in the next level of arts coursework</li> <li>● Teaching skills that transfer to a variety of aspects of life</li> <li>● Assist students in creating a portfolio that enables them to reach their future artistic goals</li> <li>● Summer programs, scholarships, out of class experiences for students to expand art opportunities</li> <li>● Awareness of programs, expectations at the college level and job opportunities.</li> </ul>
<p><b>Element b – Literacy</b></p>	
<p><b>Provide Literacy Instruction</b></p>	<ul style="list-style-type: none"> <li>● Collaborate with core content teachers</li> <li>● Include written artist statements</li> <li>● Literature ready and available in the classroom as resource</li> <li>● Opportunities for critical reading instruction in art content</li> <li>● Improve oral literacy, confidence with communication</li> </ul>
<p><b>Teach Students How to Apply Literacy Skills</b></p>	<ul style="list-style-type: none"> <li>● Create assignments that include literacy, such as written/oral critiques, artist statements, and research projects on artists/art movements, design of projects</li> <li>● Include written self-evaluation and reflection in the classroom</li> <li>● Student blogs, social media</li> </ul>
<p><b>Element c – Numeracy</b></p>	
<p><b>Connections to Math</b></p>	<ul style="list-style-type: none"> <li>● Include connections to math, such as measuring chemicals, using rulers to measure, weighing out materials, gridding, and calculating project dimensions</li> <li>● Connecting art processes to the mathematical/technological concepts behind them.</li> <li>● Specifically showing art that uses mathematical processes and principles.</li> </ul>
<p><b>Knowledge of Math Concepts</b></p>	<ul style="list-style-type: none"> <li>● Include concepts such as calculating ratios, compass use, and measurement, proportion, perspective</li> <li>● Pricing, market value, calculating time/materials in relation to personal and professional art</li> </ul>
<p><b>Element d – Content</b></p>	
<p><b>Appropriately Sequenced Lessons</b></p>	<ul style="list-style-type: none"> <li>● Teacher plans individual, small group and large group collaborative projects</li> <li>● Leads students through idea, plan, implementation of art ideas</li> <li>● Lessons have both scope and sequence that challenges each student</li> <li>● Peer teaching/student collaboration</li> </ul>
<p><b>Explanations and Representations</b></p>	<ul style="list-style-type: none"> <li>● Demonstrations are presented for large or small groups and individuals for clarity</li> <li>● Variety of students and professional artists exemplars are provided</li> <li>● Demonstrations and guidance/re-teaching happen in a timely and dynamic manner</li> <li>● Demonstrations done in a variety of formats - technology, live, tutorials, handouts, etc.</li> </ul>

<b>Inquiry Methods</b>	<ul style="list-style-type: none"> <li>● Encourage technical mastery followed by visual voice</li> <li>● In progress and final critiques by group/teacher/student (written and/or verbal)</li> <li>● Observation of student performance</li> <li>● Individual and Group conversation/discussion</li> <li>● Open ended questions encouraging critical thinking</li> </ul>
<b>Element e – Connectedness</b>	
<b>Build Connections</b>	<ul style="list-style-type: none"> <li>● Plan lessons and units with guest artists, field trips, etc.</li> <li>● Include the local and virtual communities to build connections</li> <li>● Connect art concepts/processes/materials with other appropriate content areas</li> <li>● Showcase student work throughout the school and community</li> </ul>
<b>Element f – Relevance</b>	
<b>Students Make Connections</b>	<ul style="list-style-type: none"> <li>● Show the connection from classroom to career</li> <li>● Include interdisciplinary projects</li> <li>● Survey students to find out goals and interests</li> <li>● Demonstrate the real-world application of lessons, content, units, and skills</li> <li>● Include real-life applications and experiences, becoming lifelong learners/viewers of art</li> </ul>
<b>Addresses Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Provide historical and cultural context</li> <li>● Build skill-based learning</li> <li>● Scaffold lessons to accommodate a variety of skill sets and learning interests</li> <li>● Students make connections to real world experiences, personal goals</li> </ul>

**Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students**

<b>What does “Effective” look like in the classroom?</b>	
<b>Element a - Learning Environment</b>	
<b>Value Diverse Perspectives</b>	<ul style="list-style-type: none"> <li>● Conduct student survey verbally or written to assess cultural interests</li> <li>● Show and create work, based on other world cultures and ideas</li> <li>● Offer options for students individual and diverse personal styles</li> <li>● Facilitate discussion on diverse topics</li> </ul>
<b>Model Respect for Diversity</b>	<ul style="list-style-type: none"> <li>● Display variety in exemplars</li> <li>● Present students with examples representing multiple groups</li> <li>● Discussion of equitable opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>● Present students with a variety of approaches to produce a variety of outcomes</li> </ul>
<b>Conducive for Learning</b>	<ul style="list-style-type: none"> <li>● Create safety rules</li> <li>● Post policies and include them in the course syllabus</li> <li>● Create procedures for daily clean-up</li> <li>● Keep room organized and supplies in specific locations</li> <li>● Maintain a good relationship with custodians</li> <li>● Grade fairly and include critiques with assignments</li> </ul>
<b>Element b - Community</b>	
<b>Sense of Community</b>	<ul style="list-style-type: none"> <li>● Allow peer-critique to create a sense of community</li> <li>● Develop studio atmosphere</li> <li>● Provide opportunity for student choices</li> </ul>
<b>Effective Student Interactions</b>	<ul style="list-style-type: none"> <li>● Create guidelines for talking about and evaluating art</li> <li>● Provides opportunities for student collaboration</li> <li>● Structure an environment in which students value shared spaces and materials</li> </ul>
<b>Respect for Differences</b>	<ul style="list-style-type: none"> <li>● Celebrate art from a variety of world cultures</li> <li>● Foster a value of different processes and levels of achievement</li> <li>● Encourage individual ownership of shared processes</li> </ul>
<b>Positive Social Relationships</b>	<ul style="list-style-type: none"> <li>● Provide constructive feedback to student work</li> <li>● Allow and encourage natural social</li> <li>● Allow inspiration from other students techniques and creations</li> </ul>
<b>Element c – Student’s Strengths</b>	
<b>Ask Challenging Questions</b>	<ul style="list-style-type: none"> <li>● Encourage students to develop their personal voice</li> <li>● Develop lessons that are concept based</li> <li>● Ask students to answer open ended questions and explore multiple outcomes</li> <li>● Set parameters to engage students in innovative thinking</li> </ul>
<b>Scaffold Questions</b>	<ul style="list-style-type: none"> <li>● Build upon previously learned concepts</li> <li>● Variety of resources provided</li> <li>● Include research components</li> </ul>
<b>Wait Time</b>	<ul style="list-style-type: none"> <li>● Allow students time to reflect before responding to prompts</li> <li>● Demonstrates importance of planning before beginning final product</li> <li>● Provide formative assessments for student discovery</li> </ul>
<b>Flexible Grouping</b>	<ul style="list-style-type: none"> <li>● Include choice in assignments</li> </ul>

	<ul style="list-style-type: none"> <li>• Choice in collaborative groups</li> </ul>
<b>Total Student Participation</b>	<ul style="list-style-type: none"> <li>• Create student-focused projects to engage all students</li> <li>• Allow students to self-advocate for alternative projects</li> <li>• Help students make personal connections to art and their work</li> </ul>
<b>Element d – Differentiation</b>	
<b>Solicit Input</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for student engagement</li> <li>• Ask students to respond to what they enjoyed about the course</li> <li>• Student directed project options</li> </ul>
<b>Differentiated Strategies</b>	<ul style="list-style-type: none"> <li>• Modify, accommodate, and scaffold assignments for a variety of learners</li> <li>• Designs lessons to allow for multiple interpretations</li> <li>• Provide examples of varying outcomes</li> </ul>
<b>Adapt Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• Modify, accommodate, and scaffold assignments for a variety of learners</li> <li>• Varied forms for instruction (multiple intelligences)</li> <li>• Modify assessment strategies</li> <li>• Reflect on new lessons to improve outcomes and address culture</li> </ul>
<b>Challenge and Support Students</b>	<ul style="list-style-type: none"> <li>• Value student-driven goals and rubrics</li> <li>• Create peer mentors and evaluators</li> <li>• Foster discussion/critique/feedback</li> <li>• Encourage/organize participation in the arts outside the classroom</li> </ul>
<b>Element e – Home/School Connection</b>	
<b>Partner with Families</b>	<ul style="list-style-type: none"> <li>• Participate in parent/teacher conferences</li> <li>• invitation to student art shows</li> <li>• Providing lines of communication with families</li> </ul>
<b>Coordinate Information</b>	<ul style="list-style-type: none"> <li>• Communicate regularly</li> <li>• Utilize a communication method that works for you and families, including a website, newsletter, phone calls, etc.</li> </ul>
<b>Seek Services and Resources</b>	<ul style="list-style-type: none"> <li>• Guest speakers and field trips</li> <li>• Participation in art shows</li> <li>• Volunteers within classroom</li> <li>• Encourage community sponsorship, collaboration, participation</li> </ul>
<b>Frequent Family Communication</b>	<ul style="list-style-type: none"> <li>• Where possible and appropriate, communicate and showcase student artwork in the community</li> </ul>

	<ul style="list-style-type: none"> <li>• Consistent communication in a variety of formats for all families</li> </ul>
<b>Element f – Management for Learning</b>	
<b>Expectations Understood by Students</b>	<ul style="list-style-type: none"> <li>• Variety of formats to check for understanding</li> <li>• Students are on-task</li> <li>• Clearly posted objectives</li> </ul>
<b>Safe and Orderly Environment</b>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of policies and procedures</li> <li>• Students are responsible for clean-up</li> <li>• Supplies are available in an organized manner</li> <li>• Tools and equipment are kept in good working order</li> <li>• Maintain a respectful “safe zone” learning environment</li> </ul>
<b>Appropriate Response to Misbehavior</b>	<ul style="list-style-type: none"> <li>• Expectations and consequences are communicated</li> <li>• School policies regarding behavior are implemented</li> <li>• Classroom is conducive for peer social justice</li> <li>• Professional staff/family communication regarding student behavior</li> </ul>
<b>Maximum Use of Instructional Time</b>	<ul style="list-style-type: none"> <li>• Learning objectives are clearly posted to facilitate student work time</li> <li>• Routines are established</li> <li>• “Bell to bell” engagement</li> </ul>

**Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students**

<b>What does “Effective” look like in the classroom?</b>	An organized classroom with exemplars, clear expectations for success, teacher led instruction as well as opportunities for student experimentation and problem solving. The classroom is equipped with appropriate materials, inspirational support materials, and safety procedures. There is student/peer collaboration and feedback, time provided for reflection and for improving skills and grades.
<b>Element a - Child/Adolescent Development</b>	
<b>Adapt Lessons to Strengths and Weaknesses</b>	<ul style="list-style-type: none"> <li>• Support staff helps modify and differentiate instruction.</li> <li>• Vary materials, techniques, and subject to build on student learning</li> <li>• Allow choice in materials, subject matter, size / scale, and imagery</li> <li>• Allow for many possible outcomes</li> <li>• Build extensions and scaffolds into lessons</li> </ul>

<p><b>Implement Modifications and Accommodations</b></p>	<ul style="list-style-type: none"> <li>● Utilize support staff to create individual modified instruction and/or curriculum</li> <li>● Differentiate difficulty of assignment</li> <li>● Give preferential seating when needed</li> <li>● Use appropriate grouping for student success</li> <li>● Modify tools and materials</li> </ul>
<p><b>Knowledge of Current Developmental Science</b></p>	<ul style="list-style-type: none"> <li>● Working with support staff to understand developmental needs of students</li> <li>● Seeks out information on current developmental science</li> <li>● implements new and appropriate techniques based on current developmental science</li> </ul>
<p><b>Collaboration with Colleagues</b></p>	<ul style="list-style-type: none"> <li>● Work with Special Education and ESL teams</li> <li>● Understand modifications and accommodations required in students' IEPs, ILPs, and 504s</li> <li>● Communicate successes and concerns with counselors and other teachers</li> <li>● Consult Infinite Campus for current information about students</li> <li>● Participate in meetings and teams with peers, administration, specialists, etc</li> <li>● Collaborate with TAG to challenge students</li> </ul>
<p><u>Element b – Assessments</u></p>	
<p><b>Adjustment Based on Assessment</b></p>	<ul style="list-style-type: none"> <li>● Circulate regularly through class to provide immediate feedback on work</li> <li>● Students can revise or redo to improve skills and grades</li> <li>● Providing extensions when necessary</li> <li>● While scaffolding make adjustments based on observed skill level</li> <li>● Utilizes significant formative and summative assessments on a regular basis</li> </ul>
<p><b>Encouraging Academic Risk</b></p>	<ul style="list-style-type: none"> <li>● Scaffold lessons</li> <li>● Weight grading sometimes based on risk taking</li> <li>● Use sketchbooks, portfolios, and previous work to better understand how to push students to take risks</li> <li>● Provide choices in curriculum</li> </ul>
<p><b>Student Success</b></p>	<ul style="list-style-type: none"> <li>● Assess students through artist statements</li> <li>● Provide opportunities for self-evaluation</li> <li>● Individual, peer, and teacher led assessment both in progress and at the end of projects</li> <li>● Include rubrics with assignments, and explain</li> <li>● Post objectives</li> <li>● Be sure students can explain their process, what they learned, and how they met objectives</li> </ul>
<p><u>Element c – Effective Practices</u></p>	
<p><b>Clear Lesson Objectives</b></p>	<ul style="list-style-type: none"> <li>● Post and discuss objectives</li> <li>● Ensure students can explain the posted objectives</li> </ul>

	<ul style="list-style-type: none"> <li>● Build varied vocabulary for students to help them express themselves</li> <li>● Essential questions</li> <li>● Mid-progress critiques</li> </ul>
<b>Create Authentic Discussion</b>	<ul style="list-style-type: none"> <li>● Ask open-ended questions</li> <li>● Critique student and professional work</li> <li>● Include all students in discussion</li> <li>● Set discussion expectations</li> <li>● written and verbal responses</li> </ul>
<b>Student Reflection on Learning</b>	<ul style="list-style-type: none"> <li>● Vary the ways students can reflect on and talk about their work, including artist statements, critiques, self-reflection, and self-assessing with rubrics</li> <li>● Build varied vocabulary for students to help them express themselves</li> <li>● Students learn to clearly explain their process, visual voice and successes/challenges</li> </ul>
<b>Varied Instructional Strategies</b>	<ul style="list-style-type: none"> <li>● Demonstrate many techniques, styles, movements, and media</li> <li>● Give feedback specific to individual's work</li> <li>● Re-teach demonstrations as needed</li> <li>● Varied and appropriate uses of technology</li> </ul>
<b>Element d – Technology</b>	
<b>Research Effective Technology Approaches</b>	<ul style="list-style-type: none"> <li>● Use technology to save time and streamline demonstrations</li> <li>● Using technology to enrich learning experiences</li> <li>● Flipping the classroom</li> <li>● Participate in relevant professional development</li> </ul>
<b>Develop Student Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>● Share student, teacher, and professional art digitally</li> <li>● Share digitally created art</li> <li>● Provide opportunities for students to work with design software</li> <li>● Encourage students to explore websites to research ideas and skills</li> </ul>
<b>Engaging and Motivating Experiences</b>	<ul style="list-style-type: none"> <li>● Share relevant and current artists and techniques with video</li> <li>● Use online tutorials</li> <li>● Utilize engaging online art programs that support curriculum</li> </ul>
<b>Digital Resources</b>	<ul style="list-style-type: none"> <li>● Give digital assignments</li> <li>● Provide digital demonstrations to watch and learn from</li> <li>● Use image and resource sites</li> </ul>



<u>Element e – Critical Thinking</u>	
<b>Meet High Expectations with Support</b>	<ul style="list-style-type: none"> <li>● Encourage students to refine skills and rework projects</li> <li>● Show examples of high, middle and low quality work</li> <li>● Demonstrations of skills and process</li> <li>● Connecting the creative process in art with student learning in other subjects</li> </ul>
<b>Higher-Order Thinking and Problem-Solving</b>	<ul style="list-style-type: none"> <li>● Scaffold lessons so that over time students can take on greater challenges</li> <li>● Give choice in large projects so students can demonstrate their learning in different ways</li> <li>● Show examples to inspire learning and thinking</li> <li>● Creating an environment in which students are allowed to innovate, fail, learn and retry.</li> </ul>
<u>Element f – Student Collaboration</u>	
<b>Grouping Matches Task and Needs</b>	<ul style="list-style-type: none"> <li>● Give group work while maintaining individual integrity</li> <li>● Vary grouping for assignments</li> <li>● Differ table and seating arrangements</li> <li>● Collaborate on larger projects</li> </ul>
<b>Varied Groups</b>	<ul style="list-style-type: none"> <li>● Use groups to brainstorm and pair / share</li> <li>● Create groups for different purposes and skill levels</li> <li>● Encourage students to choose grouping that will grow themselves as artists</li> </ul>
<b>Students' Collaborative Efforts</b>	<ul style="list-style-type: none"> <li>● Create groups to troubleshoot and practice listening</li> <li>● Teach group skills of collaboration, leadership, learning, presenting and listening</li> <li>● Fostering a safe environment that encourages students to articulate objective analysis of art</li> </ul>
<u>Element g – Communication Skills</u>	
<b>Model and Teach Effective Skills</b>	<ul style="list-style-type: none"> <li>● Show exemplars of student work at different levels</li> <li>● Show exemplars of teacher work and model artistic process for students</li> <li>● Model demonstrations</li> <li>● Give written, visual and verbal input</li> </ul>
<b>Practice Communication Skills</b>	<ul style="list-style-type: none"> <li>● Practice skills with artist statements, reflections, and presentations</li> <li>● Choose students randomly during discussions</li> <li>● Use think/pair/share strategies to encourage communication</li> </ul>
<u>Element h – Feedback</u>	
<b>Frequent Feedback</b>	<ul style="list-style-type: none"> <li>● Circulate, observe, and discuss work with students daily</li> <li>● Give written feedback on evaluations</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide informal, formal, and summative assessments</li> </ul>
<b>Students Using Feedback</b>	<ul style="list-style-type: none"> <li>● Foster students giving and receiving feedback in peer critiques, check-ins, and reflections</li> <li>● Have students summarize feedback in writing</li> <li>● Self-critiquing during the creation process</li> </ul>
<b>Informal Assessment Methods</b>	<ul style="list-style-type: none"> <li>● Incorporate critiques throughout the creation process.</li> <li>● Have students solicit feedback from teacher and peers.</li> <li>● Encourage students to view art from multiple visual perspectives (vary distance, lighting, angles) to inform progress and critique work.</li> </ul>