

# Best Practices in Visual Arts: ECE and Kindergarten

Look for	Best Practice	Highly Effective
<b>Program and Lesson Components</b>	<b>Plans and teaches lessons to support full implementation of visual arts program</b>	<p>Use of <i>Adventures in Art</i> and other support materials from Davis Publications and district arts curriculum (i.e., matrix, pacing and planning on DPS Arts Web site)</p> <p><b>Lesson Components</b></p> <p><b>Lessons incorporate the following elements</b></p> <ul style="list-style-type: none"> <li>• Standards</li> <li>• Long-term and daily objectives</li> <li>• Materials</li> <li>• Rubrics and assessments</li> <li>• Differentiation (modifications and adaptations)</li> <li>• Time frames (to accommodate .5 teachers)</li> <li>• Content integration</li> </ul> <p><b>Core Activity</b>—Connects to objectives and introduces new content skills, concepts, and media</p> <p><b>Teaching Options</b>—Explores content of core activities through:</p> <ul style="list-style-type: none"> <li>• Differentiation.</li> <li>• Connections to content.</li> <li>• Variety of student groupings: whole and small groups, centers, independent work.</li> <li>• Variety of materials and techniques.</li> </ul> <p><b>Half-day kindergarten incorporates core activities into half-day kindergarten instructional plan.</b></p> <p><b>Full-day kindergarten incorporates core activities and creates works of art that communicate personal events (e.g., self, family, community).</b></p>
		<p><b>Pacing</b></p> <ul style="list-style-type: none"> <li>• Teacher follows district arts curriculum (i.e., matrix, pacing and planning).</li> </ul>
<b>Classroom Environment</b>	<b>Establishes physical classroom environment to support visual arts learning</b>	<p><b>Rituals and Routines</b></p> <p>Teacher establishes rituals and routines for:</p> <ul style="list-style-type: none"> <li>• Accessing student materials, tools, sketchbooks, and/or portfolios.</li> <li>• Storing student work.</li> <li>• Using instructional textbooks and teacher resources.</li> <li>• Transitioning to clean up.</li> </ul>
		<p><b>Space Arrangement</b></p> <p>Teacher arranges space according to learning objectives and student needs.</p> <ul style="list-style-type: none"> <li>• Gathering area structured for introductions and demonstrations</li> <li>• Center or small group activity area</li> <li>• Independent work area</li> <li>• Clean-up area, including sink with drying area</li> <li>• Safe and secure area for toxic materials</li> <li>• Space arranged for appropriate technology and storage</li> </ul>
		<p><b>Displays</b></p> <ul style="list-style-type: none"> <li>• Art standards and specific space allocated and organized for all grade-level objectives, supported with visuals</li> <li>• Interactive word wall/vocabulary wall, supported with visuals</li> <li>• Rubrics and student artwork examples</li> <li>• Classroom and hallway displays and exhibitions of student artwork to provide examples of learning and skill acquisition</li> <li>• Art history wall or displays of master artists' work</li> </ul>
		<p><b>Tools</b></p> <ul style="list-style-type: none"> <li>• Appropriate variety of tools and media related to objectives and/or lessons</li> </ul>

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<b>Classroom Environment</b>	<b>Establishes classroom climate or culture focused on student-centered learning</b>	<b>Students' Self-Management of Learning</b> <ul style="list-style-type: none"> <li>Students explore processes.</li> <li>When needed, students select materials or media for intended learnings.</li> <li>Students are actively involved in most classroom aspects (e.g., distributing and collecting supplies).</li> </ul>
		<b>Ownership of Learning</b> <ul style="list-style-type: none"> <li>Students can clearly state what they are learning and why.</li> <li>Students can communicate their strengths and challenges of their own conceptual understandings and set goals appropriately.</li> </ul>
<b>Teacher Support for Students' Self-Management of Learning</b> <ul style="list-style-type: none"> <li>Teacher provides opportunities for student-student, student-self, student-teacher, and student-group interactions to promote student-centered classroom environment.</li> <li>Positive recognition for high achievement builds intrinsic motivation.</li> </ul>		
<b>Teacher Questions</b> Teacher asks questions that: <ul style="list-style-type: none"> <li>Promote deep understanding of artistic ideas and probe deeper (Will that technique work with a different media?).</li> <li>Extend thinking (Can you imagine what would happen if...?).</li> <li>Clarify thinking (Can you tell why that color represents your feelings?).</li> <li>Make connections (Which picture shows what you do in the morning? What do you do next?).</li> <li>Are open-ended.</li> </ul>		
	<b>Promotes artistic discourse</b>	<b>Teacher Role</b> <ul style="list-style-type: none"> <li>Teacher routinely provides experiences that allow varied forms of communication and processes as a natural component of a visual arts classroom.</li> <li>Teacher routinely incorporates arts-specific vocabulary.</li> <li>Teacher routinely expects students to explain their thinking and gives them many opportunities to talk with and listen to their peers.</li> </ul>
<b>Program Assessment Opportunities</b>	<b>Uses assessment to support student learning</b>	<b>Assessment Strategies</b> <ul style="list-style-type: none"> <li>Teacher regularly incorporates balance of standards-based, program-specific assessments and a variety of age-appropriate observational assessments.</li> </ul> <b>Ongoing Assessment</b> <ul style="list-style-type: none"> <li>Teacher observes students during the process of creation.</li> <li>Teacher observes and discusses with students self-expression, reflection of process, interests, skills, understanding of media, and development of problem-solving strategies.</li> </ul> <b>Informing Instruction</b> <ul style="list-style-type: none"> <li>Rubric with examples supports student understanding of lesson expectations.</li> </ul> <b>Periodic Assessment</b> includes use of teacher-made mid-year and end-of-year assessments, which teacher uses for informative and summative purposes.