Changing the way we think about learning and go
CONNECTING AT OUR CORE:
Using the Arts to Develop Conceptual Understanding

Changing the way we think about learning and go about teaching
How do the arts create opportunities for higher order thinking necessary to individual conceptual understanding?
Principle of the Arts

RHYTHM:
A repetition of components that creates a sense of movement

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Stages of a Lesson

- Engage
- Introduce
- Lead
- Guide
- Reflect
- Apply & Assess
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Common Core Standards
Student-driven Learning
Peer Instruction
Peer Discussion

Siting Evidence from Text
Gustave Doré,
*Little Red Riding Hood*
Tableau

An 3-dimensional image created with humans using few or no props

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Tableau creates image of scene from story
2. Tableau includes characters, setting and plot
3. Tableau includes levels and 3 dimensions
4. All actors are still and focused

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Depth of Knowledge

4th Applying

1st Listing

2nd Summarizing

3rd Critiquing

Level One (Recall)

Level Two (Skill/Concept)

Level Three (Strategic Thinking)

Level Four (Extended Thinking)

Describe
Explain
Interpret

1. Draw
2. Identify
3. List
4. Label
5. Illustrate
6. Measure
7. Infer
8. Categorize
9. Collect and Display
10. Identify Patterns

11. Graph
12. Classify
13. Organize
14. Construct
15. Modify
16. Predict

17. Separate
18. Cause/Effect
19. Estimate
20. Compare
21. Relate
22. Distinguish
23. Use Context Cues
24. Make Observations
25. Summarize
26. Show

27. Appraise
28. Develop a Logical Argument
29. Assess
30. Construct
31. Compare
32. Investigate

33. Use Concepts to Solve Non-Routine Problems
34. Explain Phenomena in Terms of Concepts
35. Formulate
36. Hypothesize
37. Cite Evidence
38. Differentiate
39. Draw Conclusions

40. Prove
41. Critique
42. Formulate
43. Hypothesize
44. Cite Evidence
45. Differentiate
46. Draw Conclusions
47. Prove
48. Critique
49. Formulate
50. Hypothesize
51. Cite Evidence
52. Differentiate
53. Draw Conclusions

54. Prove
55. Critique
56. Formulate
57. Hypothesize
58. Cite Evidence
59. Differentiate
60. Draw Conclusions
61. Prove
62. Critique
63. Formulate
64. Hypothesize
65. Cite Evidence
66. Differentiate
67. Draw Conclusions
Common Core Standards
Real World Connections
Comparison Analysis
Non-standard Unit

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Multiple Learning Pathways

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Choreography = movement + sequence

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Common Core Standards
Conceptualization of Function
Articulation of Process

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<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choreography</strong></td>
<td>Choreography balances loco-motor and non-loco-motor movements</td>
<td>Choreography uses loco-motor and non-loco-motor movements</td>
<td>Choreography needs to balance loco-motor and non-loco-motor movements</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choreography</strong></td>
<td>Choreography has 4 steps</td>
<td>Choreography has 3 steps</td>
<td>Choreography needs to have 4 steps</td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Choreography shows all 4 levels of understanding</td>
<td>Choreography shows 3 of 4 levels of understanding</td>
<td>Choreography needs to show all 4 levels of understanding</td>
<td></td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>Dancer shows focus, cooperation, control and creativity throughout</td>
<td>Dancer shows focus, cooperation, control and creativity &gt;75% of the time</td>
<td>Dancer needs to show focus, cooperation, control and creativity throughout</td>
<td></td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td></td>
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</tr>
</tbody>
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Changing the way we think about learning and go about teaching
Depth of Knowledge

1st Listing
- Define
- Identify
- List
- Label
- Illustrate
- Measure
- Infer
- Categorize
- Collect and Display
- Identify Patterns

2nd Summarizing
- Graph
- Classify
- Organize
- Construct
- Modify
- Predict
- Interpret
- Distinguish
- Make Observations
- Summarize
- Show

3rd Critiquing
- Revise
- Apprise
- Use Concepts to Solve Non-Routine Problems
- Explain Phenomena in Terms of Concepts
- Draw Conclusions
- Differentiate
- Investigate
- Cite Evidence

4th Applying
- Prove
- Appraise
- Develop a Logical Argument
- Construct
- Compare
- Relate
- Use Context Cues

Level One
- Recall

Level Two
- Skill/Concept

Level Three
- Strategic Thinking

Level Four
- Extended Thinking
Essential Question

How do the arts create opportunities for higher order thinking necessary to individual conceptual understanding?
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With Elizabeth Foos
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