

West Linn–Wilsonville School District
The Arts
Classroom Indicators of Excellence

July 2006

What Teachers Do	What Students Do	The Arts Classroom Environment
<ul style="list-style-type: none"> • Model and encourage behaviors and qualities that characterize strong personal and social character: <ul style="list-style-type: none"> - sound work ethic - collaboration - compassion and respect for all - cultural understanding • Promote appreciation for and engagement with the arts (within the school and the community): <ul style="list-style-type: none"> - encourage an open mind to the different ways others think, work, and express themselves - foster healthy and open discussion around the critical analysis of art (complexity, ambiguity, subjectivity, “value”) - educate as to the value and benefits of the arts • Provide every student with a superior learning experience: <ul style="list-style-type: none"> - recognize individual strengths and weaknesses and value each student’s personal voice - accommodate varied learning styles - maintain a consistent level of high, attainable expectations - use assessment to guide and refine learning • Guide students in making connections among the arts, their own lives, and the world at large: <ul style="list-style-type: none"> - the intrinsic and instrumental worth of the arts - the significance and value of the arts for daily life - the real-world professions and careers connected to the arts - the cultural and historical contributions of the arts - an avenue of freedom of inquiry and expression - a way to express one’s self and communicate with others - connections among and across the arts and other disciplines 	<ul style="list-style-type: none"> • Engage with learning and diligently work to achieve skill and understanding: <ul style="list-style-type: none"> - embrace challenging problems - take risks and make mistakes - participate in classroom dialogue and activities, sharing personal experience and expertise - demonstrate leadership/initiative in learning content/choices • Extend, apply, and assume responsibility for learning: <ul style="list-style-type: none"> - make new connections from experience and problem solving and apply new understandings to different situations/contexts - explore and understand own arts aptitudes and abilities and develop personal forms of expression - practice critiquing and reflecting on own and others’ work, taking time to make changes based on feedback - help develop and monitor progress against classroom expectations • Develop competencies in the arts through the use of an array of knowledge and skills: <ul style="list-style-type: none"> - communicate through specific discipline vocabularies, materials, tools, techniques, technologies, and intellectual methods - analyze art works from structural, historical, and cultural perspectives - gain familiarity with exemplary works of art from different cultures and periods and acquire a basic understanding of historical development in each discipline, across the arts as a whole, and within cultures - give an aesthetically pleasing formal presentation – explain process and educate viewer 	<ul style="list-style-type: none"> • Physically supports, promotes, and enhances the learning process: <ul style="list-style-type: none"> - involves hands-on approach - emphasizes collaborative work, reflecting students’ needs for socialization - contains a variety of visual cues and an extensive array of materials/resources - allows for sufficient space and equipment to accommodate artistic processes - provides access to historical and current arts works through a variety of media and technologies - showcases students’ work, linking to curriculum topics and understanding • Provides a social climate conducive to learning: <ul style="list-style-type: none"> - fosters imagination and creativity - encourages risk taking and mistakes - offers opportunities for a variety of ways to perceive and think - promotes enriching art experiences with a sense of fun and adventure - advances significant learning, recognizes hard work, and rewards excellence • Honors a community of learners: <ul style="list-style-type: none"> - abounds in opportunities for the expression and communication of ideas through the arts while developing both creative and cognitive skills - engages students in a variety of grouping techniques; e.g. whole class studies, group projects, independent projects, internal/external collaborative efforts - provides opportunities for students to reflect on and share their work - supports individual learning