AIR Summer 2016





Our purpose

- provide some arts learning opportunities
- introduce key ideas, language, and tools for thinking about and working with the arts in education across five arts subjects
- introduce iSTAR as an important way for planning for Arts outcomes and connected curriculum
- establish learning experiences that parallel processes in contemporary classrooms

workshops

- we work with different artistic forms in connected ways (dance, drama, media, music, visual arts) to give shape to experience
- when we have a (re)presentation, this can be edited and redescribed
 - arts practice —> shape, reshape, revise and revision

educationally 3 key ideas

- students are active in their learning
 - become creative agents within the life of culture, potential makers of stories and re-makers of the self.
- students are makers (artists) using imagination and memory (future, present and past)
 - making, presenting and witnessing
- the social-aesthetic continuum

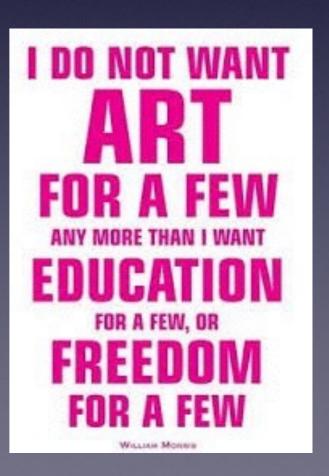


you can never learn for somebody else

think 'coach' for learning, a midwife to experience

effective learning is collaborative

 it is a cultural activity that requires constant deepening and extending

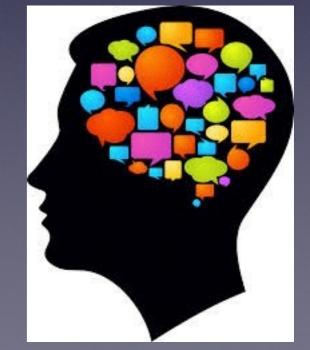


effective pedagogy (teaching and learning)

- always has an aesthetic dimension
 - we come to know through our heart (affect), hand (kinaesthetic), and head (cognition)







four elements of the creative process

preparation—'problem' investigated in all directions

part research, part planning, part right frame of mind,

part attention

WHAT WHERE

HOW WHY

ANSWERS

incubation—'unconscious processing' allows for 'new' to emerge (combinatory play)

Illumination—'ah ha' or flash of inspiration (a leap of association)



▶ verification—does the idea work? refining the final shape (form) —> trying it out

iSTAR

the fifth point where all students are given the opportunity to show the teacher progress made towards the intentional learning outcome the first point where the teacher informs all students explicitly of the purpose and intended learning outcomes

inform/inspire

the second point where the teacher shows/models all students explicitly how they will approach the learning

review/revise

show/share

apply/action

try/transfer

the fourth point where students are given the opportunity to apply/action their new learning independently of the teacher

the third point where students are given the opportunity to try and practise learning together

iSTAR gradual release

- · Inform-Inspire
 - > engagement
- Show-Share
 - > do (what you do as the teacher—modelling)
- Try-Transfer
 - > We do (teacher and student together—scaffolding)
- Apply-Action
 - > You do (student on his/her own—coaching)
- · Review-Revise

The creative process & iSTAR

Preparation

(Inform-Inspire...)

research/setting the scene

Incubation



(Show-Share...)

vision/ideas/themes

· Illumination/Insight (Try/Transfer Apply/Action)



Verification/Elaboration



(Review/Revise...)

"Who is the teacher/artist you want to be?"

inner world and outer world

