

Each of the arts workshops has two parts:

- ◆ in the first part, led by the Teaching Artists, students directly experience the art form
- ◆ the second part is led by Murdoch staff and focuses on teaching the arts subject

The planning for the arts form part of the workshop is provided as a separate file on the web site.

What can you expect in the second part of each workshop?

Purpose: a conversation about teaching the arts subject to help you focus your reflecting for your Learning Journal.

Our aim is to share personal perspectives/stories of the classroom experience, and together discuss the implications that lived/life experience has (Roland, Colella and Blessing 2014, p. 485). Through our stories we build on the capacity of narrative to render personal and social lived/life experiences as meaningful and relevant (Connelly & Clandinin, 1990).

ABOUT 10 MINUTES

In your small group of 4, discussion:

- ◆ Your thoughts and feelings about (DANCE/DRAMA/MEDIA ARTS/MUSIC/VISUAL ARTS) **before/at the start** of the workshop
- ◆ What you thought and felt **during** the workshop
- ◆ Name what you learnt about the art form. Be specific.
- ◆ Identify what you still need to know.

ABOUT 15 MINUTES

Whole group discussion:

- ◆ What was noticeable about the workshop?
 - ◆ What happened?
 - ◆ What practice was modelled?
- ◆ Structure of the workshop: warm up/introduction of ideas/knowledge, skills and processes/warm down
- ◆ What was the learning: what **making/responding/viewpoints** did you explore?

ABOUT 10 MINUTES

Whole group and small group discussion:
the content of the arts subject

- ◆ The knowledge, skills and processes of (DANCE/DRAMA/MEDIA ARTS/MUSIC/VISUAL ARTS)

ABOUT 10 MINUTES

Whole group and small group discussion:
progression in the arts subject

- ◆ How does students' learning develop across the years of school in (DANCE/DRAMA/MEDIA ARTS/MUSIC/VISUAL ARTS)?

ABOUT 10 MINUTES

Whole group and small group discussion:
ideas for teaching the arts subject
affirming capacity to teach the arts subject as a generalist primary classroom teacher

What's the Theory supporting our approach?

The research literature suggests the follow ways of learning to become an arts teacher in primary schools.

(i) analogue experiences

providing teachers with similar learning experiences that they need to facilitate for their students (Borko & Putam, 1995; and Morocco & Solomon, 1999)

(ii) content focus

providing unambiguous content description (Garet, Porter, Desimone, Birman & Kwang, 2001; and Desimone, Porter, Garet, Kwang & Birman, 2002)

(iii) active learning where teachers are engaged in the analysis of teaching and learning - learning from other teachers and from own teaching

reviewing examples of effective teaching practice(Franke, Carpenter, Fennema, Ansell & Behrend, 1998; Nelson, 1999; Morocco & Solomon, 1999; Garet, Porter, Desimone, Birman & Kwang, 2001; and Desimone, Porter, Garet, Kwang & Birman, 2002)

(iv) dialogue amongst teachers - belonging to a community of drama teachers

participating in discussion with practicing teachers (Richardson 1990, 1994; Guskey 1995, 2003; Morocco & Solomon, 1999; Wilson & Berne, 1999; Garet, Porter, Desimone, Birman & Kwang, 2001; Richardson & Placier, 2001; Desimone, Porter, Garet, Kwang & Birman, 2002)

(v) long term support and feedback

providing support beyond the immediate experiences in the workshop (Borko & Putam, 1995; Guskey, 1986, 1995, 2002)

This unit is designed to launch your arts teaching career. You will learn to become a arts teacher in your own right over time and through experience. You will build your own repertoire of content knowledge and pedagogical content knowledge through your experiences as a teacher. You will build competence and confidence through your teaching.

Remember that in this unit we have limited time to cover these concepts. There is more that could be included if there was time.