

Visual Arts Instructional Model

Purpose:

- To establish equitable instructional practices that connect the resources, standards, and assessments to accelerate student learning.
- APS Instructional Models provide content instruction that is differentiated by language proficiency levels in order to teach students the academic language necessary to engage in grade level standards.

Equitable Art instruction is grounded in...	
Elements of Instruction	<ul style="list-style-type: none"> • Backwards planning • Modeling and demonstrations • Visual interactive representations of professional art • Specific immediate feedback on student processes and artwork • Flexibility • Student reflection/critique • Time to practice learned skills • Multilayered Differentiated instruction
Parts of a Lesson	<pre> graph TD Introduction[Introduction] --> Demonstration[Demonstration] Demonstration --> WorkTime[Work Time] WorkTime --> CheckIns[Check-Ins] CheckIns --> CleanUp[Clean Up] CleanUp --> ReflectReview[Reflect and Review] ReflectReview --> Introduction </pre>
Core Resources	<p>CAEA APS curriculum Scope and sequence Curriculum at-a-glance (elementary, middle, high) Studio habits framework, 8 habits of mind CDE Unit Plans Technology Resources like Dropbox/Pinterest RAFT (Resource area for Teaching) Denver Art Museum Creativity Resources DAVA (Downtown Aurora Visual Arts)</p>

Assessments	Teacher Created Formative Assessments Student Self Evaluation Formal/informal critiques Standards Based Rubrics Body of Evidence
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Implementation Phases

The best practices implemented by teachers at each phase are foundational and build on each other to produce rigorous and relevant instruction at each phase.

Phase I	Phase II	Phase III
Transitions/Classroom Management Building Relationships District Art procedures (Art Professional Development meetings) Mentee/Complete Induction Materials Management In school displays Participate in the Festival of The Arts	Revise and Refine from Phase 1 Unpacking the standards Increase differentiation Get involved at the building, district, or state level Begin Cross Curricular integration Community Art Displays Get ELA certification	Revise and Refine from Phase 1 and 2 Sharing with other colleagues Build capacity for leadership

