

## Performing 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 Performing Arts instruction is grounded in...				
Elements of	<ul style="list-style-type: none"> <li>• Backwards planning</li> <li>• Modeling and Repetition</li> <li>• Specific immediate feedback to daily rehearsal and performances</li> <li>• Multilayered Differentiated Instruction</li> <li>• Flexibility</li> </ul>			
Parts of a Lesson				
Standards	<b>Performance</b>	<b>Creation</b>	<b>Theory</b>	<b>Aesthetic Valuation</b>
Best Practices for Students	Collaboration and Self-Monitoring Not Rehearsing Mistakes Repetition to reinforce skills Actively engaged in producing music individually and in the ensemble	Application of theory and practice to create, extend, or enhance a performance. The demonstration of musical literacy to communicate musical ideas	Understand and demonstrate concepts of music theory and demonstrate in performances	Developing and demonstrating appropriate audience and performance behaviors. Developing an appreciation for all performing arts. Evaluating the quality of a music performance.
Best Practices for Teachers	Whole Group Rehearsal Constant evaluation of student performance Instantaneous feedback Repetition to reinforce skills	Provide opportunities and guide students through the improvisational and compositional process.	Plan for instruction and application of music theories in practice and performance.	Provide students opportunities to practice audience and performance behaviors. Differentiated instructional materials to encourage diverse learning.

<b>Resources</b>	Basic Curriculum: Quaver and Sound Innovations Supplemental Curriculum Technology: YouTube, Dropbox, Promethean, iPads, Music Theory Websites, Software Teacher Created Materials and Sheet Music Teacher Leaders		
<b>Assessments</b>	Teacher Created Formative Assessments Individual and Ensemble Performance Based Assessments Basic and Supplemental Curricular Assessments Peer or Self-Evaluations of performances District Performance Rubric		
<b>Implementation Phases</b> 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.			
<b>Phase I</b> Pacing Rehearsal planning Classroom Management/Transitions Building Relationships District Music procedures Mentee/Complete Induction	<b>Phase II</b> Revise and Refine from Phase 1 Unpacking the standards Increase differentiation Get involved at the building, district, or state level Begin Cross Curricular integration Get ELA certification	<b>Phase III</b> Revise and Refine from Phase 1 and 2 Sharing with other colleagues Build capacity for leadership Continue Education through professional development	
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