

Content Connections

Elementary Art



This past year, BVSD art teachers came together and identified effective practices that align with Boulder Valley Educator Effectiveness Standards 1 and 3. The identified connections are not evaluation criteria, but rather were created to provide examples of effective classroom instruction. This is an ongoing collaborative partnership that will continue to provide targeted examples.

Standard I: Teachers demonstrate mastery and pedagogical expertise in the content they teach

What does “Effective” look like in the classroom?	
Element a – Alignment	
Connect Learning Environment	<ul style="list-style-type: none"> ● Use Pre- and post-assessment assignments ● Classroom posters and images reflect subject matter being taught. Reference posters can be accessed for visual learners. ● Posted art objectives.
Respond to Student Misconceptions	<ul style="list-style-type: none"> ● Reteach/Reconnect on individual personal basis. ● Use pair share/small group/check-ins periodically during class periods. ● Use multiple modalities and concrete examples to reteach and check for understanding.
Collaborate Vertically and Horizontally	<ul style="list-style-type: none"> ● Connects learning objectives to previous learning, unit goals, and or real world situation with an intentional sequence. ● Collaborate with classroom teaching to integrate and extend learning opportunities.
Prepare Student for Next Level	<ul style="list-style-type: none"> ● Scaffolding instruction ● Incorporate critical thinking and creative problem solving skills.
Element b – Literacy	
Provide Literacy Instruction	<ul style="list-style-type: none"> ● Have students self-reflect on their literacy with regard to art ● Include books about artists into lessons and unit ● Combine literacy and art with student-created picture books
Teach Students How to Apply Literacy Skills	<ul style="list-style-type: none"> ● Include artist statement assignment using grammatical and literary conventions ● Have students write letters to artists
Element c – Numeracy	
Connections to Math	<ul style="list-style-type: none"> ● Use compasses and rulers in the classroom, with direct instruction on proper use ● Teach perspective drawing ● Provide lessons on color mixing

<p>Knowledge of Math Concepts</p>	<ul style="list-style-type: none"> ● Include lessons on proportions and fractions ● Point out examples of math in nature ● Use measurement in lessons and units ● Demonstrate symmetry through art
<p>Element d – Content</p>	
<p>Appropriately Sequenced Lessons</p>	<ul style="list-style-type: none"> ● Generate ideas for personal preference before introducing lessons ● Provide choice in lessons and units ● Skills and ideas build sequentially through grade levels, and within grade level.
<p>Explanations and Representations</p>	<ul style="list-style-type: none"> ● Demonstrate that personal experience is the origin of ideas ● Use preparatory drawings ● Demonstration of skills, processes, and identification of materials. ● Connections to art and artists, history, and culture.
<p>Inquiry Methods</p>	<ul style="list-style-type: none"> ● Ask open ended questions/make prediction/higher level thinking ● Have students generate questions, and reflect/answer questions. ● Use flexible grouping to foster student interaction.
<p>Element e – Connectedness</p>	
<p>Build Connections</p>	<ul style="list-style-type: none"> ● Align lessons with Colorado Visual Arts Standards ● Integrate literacy, math, science, history etc. into lessons ● Use 21st century skills and connections to technology
<p>Element f – Relevance</p>	
<p>Students Make Connections</p>	<ul style="list-style-type: none"> ● Make art history relevant to personal experience, family histories, or local community ● Translate emotions into visual form ● Use inference and empathy to connect to artwork and artists.
<p>Addresses Learning Objectives</p>	<ul style="list-style-type: none"> ● Systems and structures to monitor and guide students toward objectives. ● Objectives are clear and accessible to all students ● Objectives are flexible while still approaching the same goal.

Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students

What does “Effective” look like in the classroom?	
<i>Element a - Learning Environment</i>	
Value Diverse Perspectives	<ul style="list-style-type: none"> ● Represent a variety of artistic expression on the walls ● Include inspirational quotes from a variety of cultures and backgrounds
Model Respect for Diversity	<ul style="list-style-type: none"> ● Ask probing questions ● Talk with students fairly and equally
Conducive for Learning	<ul style="list-style-type: none"> ● Provide predictability and consistency in accessing materials ● Foster orderly movement of students throughout the art room
<i>Element b - Community</i>	
Sense of Community	<ul style="list-style-type: none"> ● Teachers build community by modeling respectful behavior ● Promote community of art room: jobs, clean up, pride in and care of materials
Effective Student Interactions	<ul style="list-style-type: none"> ● Provide a forum for honoring diversity on comments and opinions ● Ask questions to build upon others’ ideas ● Critiques ● Pair & Share, ect...
Respect for Differences	<ul style="list-style-type: none"> ● Provide for differentiation & modification ● Encourage individual creative choices
Positive Social Relationships	<ul style="list-style-type: none"> ● Model a collaborative spirit ● Model and help build empathy and compassion
<i>Element c – Student’s Strengths</i>	
Ask Challenging Questions	<ul style="list-style-type: none"> ● Ask ‘How do you know’ questions ● Ask opinion based questions
Scaffold Questions	<ul style="list-style-type: none"> ● Differentiate questions for students
Wait Time	<ul style="list-style-type: none"> ● Honor a variety of learning styles ● Ask thought provoking questions
Flexible Grouping	<ul style="list-style-type: none"> ● Honor a variety of learning styles ● Groups include styles, ELL support, levels, TAG etc

Total Student Participation	<ul style="list-style-type: none"> ● Be sensitive to varying levels of engagement ● Change the pace often/limited lecture time ● touches on background knowledge of students ● frequent check-ins
Element d – Differentiation	
Solicit Input	<ul style="list-style-type: none"> ● Seek out and be aware of MTSS, IEP, special student needs etc. ● General classroom curriculum maps / coordination with homeroom curriculum ● Communication with Parents, PTA, SAC, community, district ● Honor student input on lessons and abilities.
Differentiated Strategies	<ul style="list-style-type: none"> ● Honor different learning styles and intelligences ● Use universal design when creating lessons and activities. ● Varied instructional delivery systems (teacher-led, small groups, student-led, tech led) ● Anticipatory set, use of inquiry, sequencing of expectations
Adapt Instructional Strategies	<ul style="list-style-type: none"> ● Organize physical space to be accessible to all ● Scaffold for students that need extra assistance; student groupings, flexible goals and objectives, modeling and demonstrating, allow for student choices ● Interventions and extensions for low/high students. ● Keep reflections and records of special student needs; pre-plan for modifications and adaptations.
Challenge and Support Students	<ul style="list-style-type: none"> ● Make recommendations and suggestions for moving student achievement forward ● Critical thinking and problem solving integrated into lessons ● Tangible and varied assessment tools (self, peer, teacher, group, authentic) ● Model how to make self-supporting choices and adjust to mistakes and unexpected outcomes. ● Age-appropriate projects, ZPD, sequential skill building and thoughtful alignment between grade levels. ● TAG awareness
Element e – Home/School Connection	
Partner with Families	<ul style="list-style-type: none"> ● Notify parents of upcoming art shows and extra-curricular opportunities in art ● Have family art nights, and integrate art into school events and activities. ● Use parents and family connections to the community to advocate for art.
Coordinate Information	<ul style="list-style-type: none"> ● Update websites about the content and skills to be introduced and practiced by students ● Newsletters (digital or hard copy) ● Friday Folders (Monday Folders)

	<ul style="list-style-type: none"> ● Attend PTA meetings ● Descriptors of Art Projects on wall ● Putting up as much Art as Possible ● English/Spanish
Seek Services and Resources	<ul style="list-style-type: none"> ● Work and assist in fund-raisers ● Use parent resources in the community ● PTA
Frequent Family Communication	<ul style="list-style-type: none"> ● Newsletters ● Website ● Art shows/art competitions/email invitations and attendance at community events
Element f – Management for Learning	
Expectations Understood by Students	<ul style="list-style-type: none"> ● Student/Teacher checklists ● Students understand goals and graded aspects of lessons. ● Posted essential agreements/rules (ex: student examples) ● Observed routines
Safe and Orderly Environment	<ul style="list-style-type: none"> ● Room is set up in a way that provides ease of access to materials and equipment ● Students know/have practiced safety procedures ● Students show knowledge of procedures via quick transitions
Appropriate Response to Misbehavior	<ul style="list-style-type: none"> ● Clear behavior expectations, rewards, consequences, and modeling for students ● social emotional strategies (Second Steps, PBS, mindfulness) ● Support from teachers for emergencies. ● Record of specific student needs and strategies.
Maximum Use of Instructional Time	<ul style="list-style-type: none"> ● Use timers as needed for tasks ● Practice/master transitions ● Prepared classroom

Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students

What does “Effective” look like in the classroom?	
Element a - Child/Adolescent Development	
Adapt Lessons to Strengths and Weaknesses	<ul style="list-style-type: none"> ● Provide scaffolded levels of manipulatives and assistance ● Provide a variety of opportunities to engage students within a single lesson

	<ul style="list-style-type: none"> ● Give students choices in lessons
Implement Modifications and Accommodations	<ul style="list-style-type: none"> ● Include para-educators, volunteers, and support staff in the classroom ● Implement best practices from SIOIP ● Be knowledgeable of students IEPs, ILPs, 504s, etc. ● Allow participation opportunities for all students ● Use flexible grouping ● Provide visuals that support general art classroom and grade level projects
Knowledge of Current Developmental Science	<ul style="list-style-type: none"> ● Participate in school-wide Positive Behavior Support programs in the art classroom ● Be informed on current developmental science ● Refine classroom management strategies for grade levels
Collaboration with Colleagues	<ul style="list-style-type: none"> ● Communicate with Response-to-Intervention team ● Integrate lessons across subject areas ● Be informed of grade level plans and lessons ● Research the individual needs of students ● Collaborate at the district and building levels
Element b – Assessments	
Adjustment Based on Assessment	<ul style="list-style-type: none"> ● Utilize assessment tools ● Reflect on lessons and make changes accordingly ● Allow for flexibility in planning and curriculum
Encouraging Academic Risk	<ul style="list-style-type: none"> ● Implement extensions and interventions where appropriate ● Use students' Zone of Proximal Development to enhance learning ● Use specific and constructive language to foster growth ● Ask guiding questions ● Have clear objectives
Student Success	<ul style="list-style-type: none"> ● Provide learning adaptations to keep students on pace ● Communicate learning objectives to students, and check for understanding ● Implement horizontal and vertical articulation
Element c – Effective Practices	
Clear Lesson Objectives	<ul style="list-style-type: none"> ● Have objectives posted in student friendly language ● Check for understanding
Create Authentic Discussion	<ul style="list-style-type: none"> ● Have systems in place that allow authentic discussion ● Use resources that foster discussion ● Use inquiry strategies

	<ul style="list-style-type: none"> ● Monitor participation in discussions
Create Authentic Discussion	<ul style="list-style-type: none"> ● Have systems in place that allow authentic discussion ● Use resources that foster discussion ● Use inquiry strategies ● Monitor participation in discussions
Student Reflection on Learning	<ul style="list-style-type: none"> ● Ensure students understand system for self-reflection ● Use visuals to connect students' art to the art of others ● Model how to reflect on art ● View other students' art for connections and inspiration
Varied Instructional Strategies	<ul style="list-style-type: none"> ● Utilize Gardner's multiple intelligences and Bloom's Taxonomy ● Utilize technology, demonstration, student talk, student research, integration of general classroom content
Element d – Technology	
Research Effective Technology Approaches	<ul style="list-style-type: none"> ● Attend technology-based Professional Development ● Reflect on use of technology and connection to student understanding ● Integrate technology into instruction and planning ● Understand and use district implemented technology
Develop Student Knowledge and Skills	<ul style="list-style-type: none"> ● Model use of technology and allow for student use ● Limit use for purposeful activities and uses ● Use technology to make art when appropriate
Engaging and Motivating Experiences	<ul style="list-style-type: none"> ● Use instructional tools with visuals, language, examples, and objectives ● Include video and audio examples ● Connect art to music and stories
Digital Resources	<ul style="list-style-type: none"> ● Use computer, printers, document cameras in the classroom ● Adopt new tools when available
Element e – Critical Thinking	
Meet High Expectations with Support	<ul style="list-style-type: none"> ● Differentiate and scaffold lessons ● Allow various levels of completion ● Give formative and reflective assessments

Higher-Order Thinking and Problem-Solving	<ul style="list-style-type: none"> ● Allow for options and choice in art creation ● Model how to extend assignments ● Create and answer questions ● Ask essential questions ● Foster student-led discussions and reaction
Element f – Student Collaboration	
Grouping Matches Task and Needs	<ul style="list-style-type: none"> ● Use flexible grouping, including individual work / partner work / small group work ● Group students based on media and techniques ● Group students based on ability level to maximize peer learning
Varied Groups	<ul style="list-style-type: none"> ● Foster collaboration ● Find student experts ● Give opportunities to view other students’ work
Students’ Collaborative Efforts	<ul style="list-style-type: none"> ● Monitor participation ● Give individualized tasks and jobs
Element g – Communication Skills	
Model and Teach Effective Skills	<ul style="list-style-type: none"> ● Demonstrate studio practices and habits ● Demonstrate skills and techniques ● Model the language of art ● Present visuals to support learning ● Include student modeling
Practice Communication Skills	<ul style="list-style-type: none"> ● Include discussion protocol of think / pair / share ● Provide opportunities for self-reflection ● Include class discussions ● Model how to ask and answer questions ● Model and allow for practice of social and artistic conflict
Element h – Feedback	
Frequent Feedback	<ul style="list-style-type: none"> ● Include meaningful comments on report cards ● Communicate with parents and students through the use of newsletters, web pages, conferences, and art exhibitions ● Give specific, individualized feedback and suggestions for growth
Students Using Feedback	<ul style="list-style-type: none"> ● Connect separate lessons, using prior learning and knowledge ● Put in place student reflection systems

**Informal
Assessment
Methods**

- Use checklists, rubrics, steps of art lesson written/visual
- Check in on guiding questions throughout lessons and units
- Art critiques (teacher/student & Class, students/student & self)