Best Practices in a Visual Art, Music or Drama Curriculum Should:

- Promote and develop basic skills and techniques that are required to produce and/or reproduce music, drama or works of art.
- Encourage the individual creativity through hands-on experiences and teach the subject matter that enables students to communicate effectively about the arts.
- Connect historical and cultural perspectives about the arts in a context that will bring relevance to the past and enable students to relate the arts to their present cultural environment.
- Provide students with the tools to evaluate, assess, and respond aesthetically to existing music, drama, art, and works of art they produce themselves.
- Teach students to make connections between music, drama, art, other disciplines, and the real world.

What Type of Assessment Should Be Used?

Assessment in the visual arts usually includes art criticism and aesthetics which gives the opportunity for reflection. Evaluation, judgement, and analysis are higher order thinking skills that should be employed in the assessment of student work. Students may discuss or write about their work. When teachers assess student work the assessment should be based on a predetermined set of criteria.

Assessment of the arts curriculum, based on the Sunshine State Standards, can take different forms from a more objective approach on basic instruction to a more subjective approach on performance or final production.

Appropriate Forms Might Be:

- Formal/Informal positive critique on specific points
- Formal/Informal portfolio
- Written
- Performance driven

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Motor Development and Learning

Many researchers verify that sensory motor integration is fundamental to school readiness. Research also suggests that the relationship between movement and learning continues throughout life.

In the same way that exercise shapes the muscles, heart, lungs, and bones, it also strengthens the basal ganglia, cerebellum, and the corpus callosum, all key areas of the brain.

Teaching students the arts has also been linked to better visual thinking, problem solving, language, and creativity (Simmons 1995).

Today’s brain, mind, and body research establishes significant links between movement and learning. Educators ought to be purposeful about integrating movement activities into everyday learning. This includes much more than hands-on activities. It means daily stretching, walks, dance, theater, drama, self-changing energizers, and physical education. The whole notion of using only logical thinking in mathematics class flies in the face of current brain research. Brain-compatible learning means that educators should weave math, movement, geography, social skills, role play, science and physical education together.

Excerpts taken from Teaching With the Brain in Mind, Eric Jensen, 1998, ASCD

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What Works for Long Term Learning?

Instructional Method

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Verbal or Written</td>
<td>5% - 15%</td>
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<tr>
<td>Visual</td>
<td>10% - 20%</td>
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<tr>
<td>Visual and Verbal</td>
<td>40% - 50%</td>
</tr>
<tr>
<td>Discussions</td>
<td>60% - 70%</td>
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<tr>
<td>Experiences</td>
<td>90%</td>
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Egdar Dale's Cone of Learning

Brain Research Suggests Several Principles:

- The brain's capacity to learn is vast, and it is constructed for much more demanding intellectual activity than that in which it is usually engaged. The key is to appreciate the interconnectedness of all the facets and to grasp the fact that learning is a product of everything that we are. Physical health is important. So is emotional health. Relaxation and stress play a part, as do the ways we communicate and our sensory preferences. The body is, in fact, "in the mind." Experiences actually shape our brains and, therefore, shape future learning. Thus, we use the brain better when we enrich our experiences so that our brains can extract new and more complex ways to communicating and interacting with the world.

- Brain research establishes and confirms that multiple complex and concrete experiences are essential for meaningful learning and teaching. Optimizing the use of the human brain means using the brain's infinite capacity to make connections and understanding what conditions maximize this process. In essence, students learn from their entire experience. In many ways, content is inseparable from context. The learner needs to be engaged in talking, listening, reading, viewing, acting, and valuing. Brain research supports this. Meaningful knowledge, however, is critical for success in the twenty-first century.

Why Fine Arts?

The Goal of the Brevard Public Schools Fine Arts Curriculum is to promote the concept that the arts are an essential part of life, integral in the development of the whole person, and a vital component for the advancement of civilization. Quality of life is improved by physical, emotional, social, and cognitive growth, self-esteem, self-discipline, cooperation, creativity, and self-motivation necessary for success both in school and in life.

As part of a rigorous curriculum, skills, and technical qualities involved in creating, recreating, and interpreting works in the fine arts provide for lifelong appreciation and learning about the arts.

The Arts

The Goals of the Brevard Public Schools Fine Arts programs are to:

- contribute to society
- celebrate culture
- develop natural talent
- address the needs and energies of our students

Philosophy

Fine Arts Education is a vital part of the curriculum for Brevard students. This curriculum, approved by the Legislature, holds schools accountable for Fine Arts Education as defined in the Sunshine State Standards. (ES. 1003.41)

Making Connections, Caine and Caine @1991 Addison