

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

For more information, contact
Da-Laine Chapman • K-12 Music Resource Teacher
631-1911, ext. 338 • chapmada@brevard.k12.fl.us

or

Peggy Nolan • K-12 Art/Drama Resource Teacher
631-1911, ext. 361 • nolanp@brevard.k12.fl.us

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

Best Practices in the Arts



Brevard Public Schools



Brenda Blackburn
Associate Superintendent
Division of Curriculum
and Instruction

2700 Judge Fran Jamieson Way
Viera, FL 32940

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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. (F.S. 1003.41)

We support accountability in schools for all subjects, just as fine arts programs have been accountable for more than 75 years in evaluation processes.

We support holding schools accountable for providing a complete education to Brevard Public School students. This includes providing art, music, drama, dance instruction by certified arts educators for every school age student K-6, and the opportunity to choose elective classes in the arts at every middle and high school campus.

We support Objective "J" in Brevard Public Schools Strategic Plan, [First In Florida](#), which states that we will expand opportunities for all students to participate in the arts, including schools with specialized focus on the arts by 2006.

We support all of the findings of Brevard County's Kennedy Center Audit, January 2002.

We strive for the ultimate goal, that in order to maintain a successful arts program, full-time teachers are necessary.

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.

Making Connections, Caine and [Caine@1991](#) Addison

What Works for Long Term Learning?

Egdar Dale's Cone of Learning

Verbal or Written	5% - 15%
Visual	10% - 20%
Visual and Verbal	40% - 50%
Discussions	60% - 70%
Experiences	90%

Instructional Method

Percent of Information Retained

How Should We Teach The Arts?

Many teachers of the arts take an individual and creative approach to instruction, but the underlying and fundamental supposition is to:

-  Continue personal learning to remain highly qualified
-  Engage in consistent, weekly instruction incorporating 40-50 minute classes
-  Present a complete body of knowledge including the opportunity to read, reflect, discuss and write about the arts
-  Use multiple imagery and a full range of vocabulary associated with each lesson/unit
-  Teach proper use of materials, musical scales, stage directions and movement
-  Expect a final product that is professional and age appropriate
-  Use story to formalize the visual art produced in writing, movement or song



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