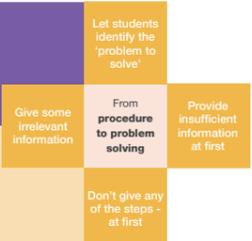


# GOAL – Getting the students doing the thinking in The Arts

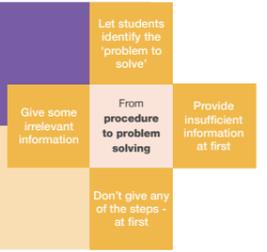
## Transforming tasks strategy: From procedure to problem solving



Technique	Before	After	Reflection: Why and how?
<p><b>Students identify the 'problem to solve'</b></p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>Research the main characteristics of the Impressionist painters and what influenced them.</p>	<p>The term 'Impressionist' was first used as an insulting term for a new style of painting. The paintings were exhibited in Paris in 1874.</p> <p>Look at these impressionist paintings. What are you wondering?</p> <p>Claude Monet, rainstacks at Giverny, sunset, 1888-9 Study of a Figure Outdoors: Woman with a Parasol, facing left, 1886</p>	<p><b>WHY would you have students find out why the Impressionists were considered to be radicals?</b> So students learn to research the answers to their own questions, to connect ideas, question, infer and reason.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students learn to actively make meaning and be inquisitive and creative when they are presented with a provocation and asked to determine the problem to solve.</p>
<p><b>Provide insufficient information at first</b></p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<p>Learn an existing dance based on the movements of an Australian animal. Perform it for an audience.</p> <p>Eastern Grey Kangaroo Photo by David Jenkins</p>	<p><b>Some people do not think animals really dance. What do you think?</b> 'Watch a short montage of videos of wild animals moving, for example: <a href="http://www.youtube.com/watch?v=SFwgCh1hh4U">www.youtube.com/watch?v=SFwgCh1hh4U</a> and <a href="http://www.youtube.com/watch?v=uclolc2Q_Wg">www.youtube.com/watch?v=uclolc2Q_Wg</a> Watch the clips with the sound off. Then watch them with the sound on.</p> <p>Create an animal 'dance'. What do you need to know or include that will make it 'dancing' and not just moving?</p>	<p><b>WHY would you have students investigate whether animals dance, and then choreograph a dance using the information from research?</b> So students learn to compare, theorise and create.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students learn to be resourceful and imaginative when they are given a perplexing problem and are slowly provided with information in response to their questions.</p>
<p><b>Don't give any of the steps - at first</b></p> <p>Provide prompts and support to scaffold the learning as needed.</p>	<p>Learn to do the choreographed Vogue dance that the visiting Vogue dancer teaches you. Perform the dance to an audience.</p>	<p>Work in a small group to choreograph a Vogue dance.</p> <p>Ensure you incorporate the five elements as well as your own personal style.</p> <p>How will you get ongoing feedback on your progress?</p> <p>Kevin, Battle Move, Washington DC 2008</p>	<p><b>WHY would you have students learn choreograph their own Vogue dance without being shown the steps?</b> So students learn to research (how) and apply their skills to their own choreography.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students learn to know what to try when they don't know what to do when they are not given all the steps to solve a problem.</p>
<p><b>Include some irrelevant information</b></p> <p>Give additional information that is not required to do the task.</p>	<p>The colours in the colour wheel below are all pure colours because they have no black or white in them.</p> <p>Paint a picture using only pure colours.</p>	<p>The original colour wheel chart was created by Sir Isaac Newton, in 1666. His focus on the nature of light and colour and his experimentation by slitting sunlight with a prism led to the design of a colour circle. The bands of colour were dispersed in wedges, arranged around a circle. By the mid 1900's, a German theorist, Johannes Itten, developed the colour wheel we know today. His colour wheel was based on the primary colours and contains 12 colours.</p> <p>These 12 colours are: Primary – red, blue, yellow Secondary – purple, green, orange Tertiary – red-violet, blue-violet, blue-green, yellow-green, yellow-orange, red-orange</p> <p>Primary colours are thought of as traditional colours and cannot be mixed or formed by any combination of other colours. All colours are derived from them. The secondary colours are formed by mixing the primary colours and the tertiary colours are formed by mixing a primary and a secondary colour.</p> <p>The colours in the colour wheel above are all pure colours because they have no black or white in them.</p> <p>Paint a picture using only pure colours.</p>	<p><b>WHY would you give students information about a colour wheel that is not relevant to the task?</b> So students learn to critique the relevance of information and identify the information they need.</p> <p><b>HOW does this develop powerful/expert learners?</b> Students learn to use reasoning skills to identify and clarify relevant information and ideas.</p>

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Technique	Before	After	Reflection: Why and how?
<p><b>Students identify the 'problem to solve'</b></p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>What are the five most popular internet memes?</p> <p>Provide a written report. For each meme, include:</p> <ul style="list-style-type: none"> <li>• title</li> <li>• medium (for example photo, animation, etc)</li> <li>• number of hits</li> <li>• description (1-2 paragraphs).</li> </ul>	<p>The original Nyan Cat video has received 113,570,384 views on YouTube as of 13 October 2014.</p> <p>▶ What questions do you have?</p>  <p>Nyan Cat - April 2011</p>	<p><b>WHY would you have students investigate the overwhelming popularity of Nyan Cat?</b></p> <p>Students learn to theorise, reason and to research why.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to actively make meaning and be inquisitive when they are presented with a provocation and asked to determine the problem to solve.</p>
<p><b>Provide insufficient information at first</b></p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<p>Research one of the key musical styles of the 20th century, such as jazz, rock and roll and punk. Present your findings in a written assignment that includes the style's:</p> <ul style="list-style-type: none"> <li>• origins i.e. social, historical, political</li> <li>• characteristics</li> <li>• influences on music that followed</li> <li>• influences on people and society.</li> </ul>  <p>Paul Townsend, Youth Culture - Teddy Boys 1950s</p>	<p>Music has long been held responsible for leading youth astray and causing the breakdown of society.</p> <p>It also unites communities in times of celebration and chaos.</p> <p>▶ What do you need to know so that you can discuss whether these statements are true? Can both statements be true?</p>  <p>Big Day Out 2013, Sydney, Photo by Eva Rinaldi</p>	<p><b>WHY would you ...have students analyse whether two conflicting statements about modern music could be true, without giving sufficient background information?</b></p> <p>Students learn to research (why), synthesise information, reason and justify their viewpoint.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be self-evaluative, collaborative, socially aware and inquisitive when they are slowly provided with information in response to their questions about a perplexing problem.</p>
<p><b>Don't give any of the steps - at first</b></p> <p>Provide prompts and support to scaffold the learning as needed.</p>	<p>You and your classmates are at the beach for a swim. You don't have your bathers on and there are no change rooms. You can't swim in your clothes. You need a sturdy framework to use as a temporary change room.</p> <p><b>Design brief</b></p> <ol style="list-style-type: none"> <li>1. Build an enclosure large enough for one adult to stand up with elbow room.</li> <li>2. The walls must conceal the person inside.</li> <li>3. The structure will have a roof but no floor.</li> <li>4. Use newspaper tubes for both the framework and walls.</li> </ol> <p>Materials: newspaper, string</p> <p><b>Before you start:</b></p> <p>Watch the demonstration of how paper tubes can be assembled into a sturdy framework. Look at the examples of the paper buildings of Shigeru Ban. Use a 'Design, Make, Appraise' process to guide you.</p>	<p>You and your classmates are at the beach for a swim. You don't have your bathers on and there are no change rooms. You can't swim in your clothes.</p> <p>In a group of three, build a free-standing structure to use as a change room. It must be large enough for one person to stand up inside with elbow room.</p> <p>You have only newspaper and string and a specified amount of time to build the structure.</p> <p>▶ Use research and the 'Design, Make, Appraise' process to guide you.</p>	<p><b>WHY would you ...have students design and build a solution to a problem, without giving the steps?</b></p> <p>So students devise a problem solving strategy, hypothesise possible outcomes, test ideas, manipulate materials and evaluate the outcome.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students think creatively, skilfully solve problems and evaluate their reasoning in authentic contexts.</p>
<p><b>Include some irrelevant information</b></p> <p>Give additional information that is not required to do the task.</p>	<p>Max Ernst was one of the pioneers of both the Surrealism and the Dada art movements. He was deeply interested in psychology, the art of the mentally ill, and in creating art from his unconscious and dreams. Ernst had fought in the German army in World War I, and had emerged deeply traumatised and highly critical of western culture. As a result he perceived the modern world as irrational, an idea that became the basis of his surrealist artwork.</p> <p>One technique was to mock the middle class through the use of collage to create strange and mysterious images of well-dressed people with animal features.</p> <p>Create a surrealist collage in the style of Max Ernst using some nineteenth century illustrations and engravings which you have sourced online. Think of a title for the collage you have created.</p> 	<p>Max Ernst was born on April 2, 1891, in Bruhl, Germany., the third of nine children. He was one of the pioneers of both the Surrealism and the Dada art movements. He was deeply interested in psychology, the art of the mentally ill, and in creating art from his unconscious and dreams. His first exhibition was in in Cologne 1912, which was the same year the Titanic sank.</p> <p>Ernst had fought in the German army in World War I, and had emerged deeply traumatised and highly critical of western culture. As a result he perceived the modern world as irrational, an idea that became the basis of his surrealist artwork. One technique was to mock the middle class by using collage to create strange and mysterious images of well-dressed people with animal features. He escaped to America in 1941 after being questioned by the Gestapo, as the Nazi Party deemed his art degenerate. It is believed two of his paintings were destroyed by the Nazis. Ernst was married four times. He was married to his fourth wife, artist Dorothea Tanning for nearly 30 years. She died in 1976 at the age of 101.</p> <p>Create a surrealist collage, in the style of Max Ernst, using some nineteenth century illustrations and engravings which you have sourced online. Think of a title for the collage you have created.</p>	<p><b>WHY would you ...give students information that is irrelevant to the task?</b></p> <p>So students think learn to use reasoning to distinguish which information is important and which is not, before applying relevant information to the task.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be analytical and organised in conducting background research.</p>