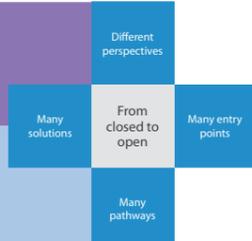


# GOAL – Getting the students doing the thinking in The Arts

## Transforming tasks strategy: From closed to open

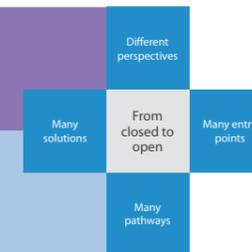


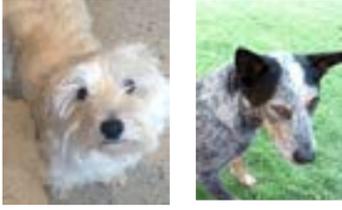
Technique	Before	After	Reflection: Why and how?
<p><b>Different perspectives</b> Our thinking can change beyond one point of view.</p>	<p><b>DRAMA</b> Do a role-play of the bullying story of David and Goliath.</p>  <p>David and Goliath by Robert Temple Ayres</p>	<p>Devise, direct and act in a series of short insightful role-plays that empower others to help counter bullying in the community. Collaboratively investigate bullying from the viewpoint of the:</p> <ul style="list-style-type: none"> <li>• bully</li> <li>• victim</li> <li>• bystander.</li> </ul> <p>Draw upon your own experiences, as well as examples from friends, family, history and literature to develop your ideas. Create insightful role-plays that illustrate each of the viewpoints and how they are connected.</p>	<p><b>WHY</b> would you... have students explore different perspectives in role-plays about bullying? Students learn to analyse their own and others' behaviour, including body language and become proactive community members. <b>HOW</b> does this develop powerful/expert learners? Students learn to be more self-aware, resilient and empathic when they explore others' viewpoints.</p>
<p><b>Many entry points</b> Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p><b>VISUAL ARTS</b> Lisa Penney likes to be safe when riding her bike and look good. .Not happy wearing workers' high visibility vests she designed her own. Visit Lisa's HEY REFLECT'O website. Choose your favourite design. Draw one of your own using bright colours.</p>  <p>Lisa Penney - HEY REFLECT'O! - www.heyrefle to.com.au</p>	<p>This is the result. What was the cause?</p>  <p>Lisa Penney - HEY REFLECT'O! - www.heyrefle to.com.au</p>	<p><b>WHY</b> would you... have students work backwards from the bike vest outcome? So students learn to research and theorise about 'why' artists create an artwork. <b>HOW</b> does this develop powerful/expert learners? Students learn to be inquisitive and think deeply when thinking about the possible uses for a product.</p>
<p><b>Many pathways</b> There are many possible ways to complete a task.</p>	<p><b>DRAMA</b> Make a clock, a wheel or a pizza out of a paper plate.</p>	<p>Individually brainstorm as many uses as you can for a paper plate. Record your ideas no matter how far-fetched.</p> <p>Choose one of the ideas to develop into a new invention.</p>  <p>www.wikihow.com/Make-a-Paper-Plate-Refle tor</p>	<p><b>WHY</b> would you... have students devise their own ending to a story? So students stretch their creative thinking by generating as many ideas as possible. <b>HOW</b> does this develop powerful/expert learners? Students learn to be creative, flexible and innovative thinkers as they explore many pathways to a solution.</p>
<p><b>Many solutions</b> Open ended solution, but thinking stretched by constraints.</p>	<p><b>VISUAL ARTS to INTEGRATED ARTS</b> Re-enact the story you have just read.</p>  <p>Summer School Drama Broadoak College August 2012</p>	<p>Read the first pa t of this (unfamiliar) story.</p> <ul style="list-style-type: none"> <li>• What might the ending be?</li> <li>• Generate several possible endings to the story.</li> <li>• Choose the most interesting ending to develop into a short play.</li> <li>• Communicate your message in the play without using words.</li> </ul>  <p>Jonas Hansel Captivated March 3, 2011</p>	<p><b>WHY</b> would you... have students devise their own ending to a story? So students think creatively in devising how they might communicate a message using methods other than language. <b>HOW</b> does this develop powerful/expert learners? Students learn to be creative, flexible and innovative thinkers.</p>



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

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Technique	Before	After	Reflection: Why and how?
<p><b>Different perspectives</b> Our thinking can change beyond one point of view.</p>	<p><b>DANCE</b> Learn to perform the Zorba dance in the customary Greek way. Learn about the history of the dance and how it reflects Greek culture.</p>	<p>View the video clips, 'Zorba meets Riverdance' and the Chooky dancers' Yolungu style performance of Zorba. Choreograph and perform your own dance to the music of Zorba using a dance style that represents your cultural or personal identity in some way.</p> <p>Also view a customary Greek performance of Zorba using this expression of Greek culture as a springboard to express your own cultural identity through dance movement. Ensure your choreography is respectful to Greek people.</p> <p>Chooky dancers' Yolungu style Zorba - <a href="http://www.creativespirits.info/aboriginalculture/arts/zorba-the-greek-aboriginal-style-a-dance-sensation">http://www.creativespirits.info/aboriginalculture/arts/zorba-the-greek-aboriginal-style-a-dance-sensation</a> Riverdance meets Zorba - <a href="https://www.youtube.com/watch?v=mpom">https://www.youtube.com/watch?v=mpom</a></p>	<p>WHY would you ... have students choreograph and dance to the music of Zorba in their own style?</p> <p>So students analyse distinguishing features of cultural identity and apply these in their dance composition.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to apply what they know to communicate their identity and make connections with the identity of other cultural groups.</p>
<p><b>Many entry points</b> Thinking does not have to be linear. Have students work backwards by providing the outcome first.</p>	<p><b>LEARNING THROUGH THE ARTS DRAMA AND LANGUAGES</b> Indonesian language class. Work in a team to make a short film that highlights contemporary life in Indonesia and showcases your Indonesian language skills.</p>	<p>Challenge yourself to make a video. The result will be a mockumentary based on "We Can Be Heroes: Finding Australian of the Year."</p> <p>Consider these questions:</p> <ul style="list-style-type: none"> <li>• How will we create five unique and funny Indonesian characters?</li> <li>• What will their values be?</li> <li>• What will their achievements be?</li> <li>• What aspects of Indonesian culture will they reflect?</li> <li>• Who will play the starring roles?</li> <li>• How can the actors exaggerate their speech and gestures to portray their unique 'Indonesian-ness'?</li> </ul>  <p>Chris Lilley, writer and star of We Can Be Heroes: Finding Australian of the Year. Photo: Eva Rinaldi</p>	<p>WHY would you ... have students work backwards from Chris Lilley's We can be heroes...?</p> <p>So students analyse distinguishing features of culture and social values to create their own imaginative, culturally nuanced artwork.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to imaginatively transfer their learning to a new context using a model as a springboard.</p>
<p><b>Many pathways</b> There are many possible ways to complete a task.</p>	<p><b>MUSIC</b> Use music creation software on a tablet or computer to play and record a musical composition using vocals and drumbeats in the hip-hop style.</p>	<p>Use music creation software on a tablet or computer to compose and record at least ten experimental musical compositions using musical styles and instruments of your choice. Choose one to perform to the class. Identify its style.</p>	<p>WHY would you ... have students devise many musical compositions?</p> <p>Students stretch their creative thinking by creating as many compositions as possible.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students develop their creativity and resourcefulness by experimenting and taking risks.</p>
<p><b>Many solutions</b> Open ended solution, but thinking stretched by constraints.</p>	<p><b>VISUAL ARTS</b> Draw a dog. Try to represent it to show exactly how it looks.</p> 	<p>Represent the essential nature of a dog in an artwork in any art form other than painting, drawings or photography.</p> <p>Consider these questions:</p> <ol style="list-style-type: none"> <li>1. What is it that makes a dog a dog and not another animal?</li> <li>2. Which features of a dog will you emphasise? How?</li> <li>3. What art form will you choose to best emphasise these qualities? (for example, sound recording, performance art, short film)</li> </ol>	<p>WHY would you ... have students represent the nature of a dog in another way besides painting, drawing or photography?</p> <p>Students learn to stretch their creative thinking by devising many possible ways that the artwork can develop.</p> <p>HOW does this develop powerful/expert learners?</p> <p>Students learn to think deeply and creatively as they explore many pathways to a solution.</p>