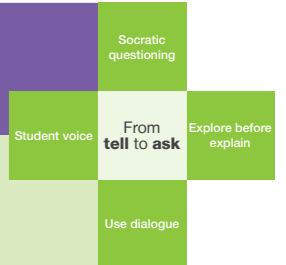

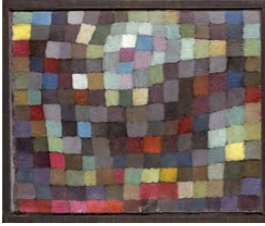




# GOAL – Getting the students doing the thinking in The Arts

## Transforming tasks strategy: From tell to ask

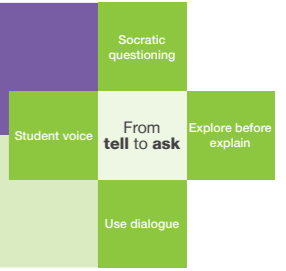






Technique Example	Before	After	Reflection: Why and how?
<p><b>Socratic questioning</b></p> <p>Ask questions that help students dig deeper.</p>	<p><b>VISUAL ARTS</b></p> <p>Read the text explaining how Darren Siwes' Gold Female and Gold Male from Oz Omnium Rex et Regina are structured and why the artist has created these artworks.</p> <p>Write a half a page about them.</p>  <p>Darren Siwes Oz Omnium Rex et Regina, Gold Female (left) and Gold Male (right) 2008 photographic print on Kodak Endura metallic paper</p>	<p>Look closely at the artworks Gold Female and Gold Male from Oz Omnium Rex et Regina (in box to left).</p> <ul style="list-style-type: none"> <li>• What do you notice?</li> <li>• How do these images compare to Australian coins? How are the coins structured and styled, and why do you think they might be styled that way?</li> <li>• What perspective does this artwork give? Explain.</li> <li>• What does the artwork make you: Think? Feel?</li> <li>• Why do you think Siwes made this artwork?</li> </ul> <p>Research the history and culture of these artworks.</p>	<p><b>Why would you use Socratic questioning when discussing the artworks, Gold Female and Gold Male coins?</b></p> <p>Students learn to analyse, synthesise and evaluate big ideas.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be inquisitive and tenacious problem solvers as they dig deeper into big questions.</p> <p>Examples of Socratic questions can be found online (For example: <a href="http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf">http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf</a>)</p>
<p><b>Explore before explain</b></p> <p>Ask students to try their ideas first.</p>	<p><b>VISUAL ARTS</b></p> <p>This is one of Paul Klee's abstracted Tunisian landscapes. Transform a photo of an Australian landscape (for example, Uluru) into coloured squares showcasing the colours of that place.</p>  <p>Paul Klee May Picture, 1925, oil on canvas</p>	<p>Paul Klee's painting is a colour study representing the light and colours of the Tunisian landscape which he loved.</p> <p><b>Have a go</b></p> <p>Can you work out a way to do this digitally, using a photo of an Australian landscape? Share your results. Explain how you did this. How is it similar/different to Paul Klee's painting?</p> 	<p><b>Why would you have students work out how do a digital colour study in their own way?</b></p> <p>Students learn to be resourceful, experimental and skilful problem solvers.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to know what to try when they don't know what to do by trying their ideas first.</p>
<p><b>Use dialogue</b></p> <p>Ask students to interact and build meaning through learning conversations.</p>	<p><b>MUSIC/DANCE</b></p> <p>Read, 'Write-a-Rap Rap' by Tony Mitten at <a href="http://www.mywordwizard.com/raps-for-kids.html">www.mywordwizard.com/raps-for-kids.html</a> Practise reading the rap, and clap the rhythm. Share with a partner.</p>	<p>Read, 'Write-a-Rap Rap' by Tony Mitten. Practise reading the rap, and clap the rhythm. Share with a partner.</p> <p>In a group of four, generate and try some ideas to add dance moves to this rap. Focus on timing, volume, speed and facial expressions. Share with the class and evaluate your rapping experience.</p>	<p><b>Why would you have students engage in dialogue with peers to generate dance moves to a rap?</b></p> <p>Students learn to compose and evaluate in a collaborative way.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to interact adventurously by composing and performing in the moment and evaluating their creativity through learning conversations.</p>
<p><b>Student voice</b></p> <p>Ask students to decide how they might do this best.</p>	<p><b>DRAMA</b></p> <p>To help commemorate the school's centenary, the principal has asked your class to devise a five-minute drama that re-enacts key events from the school's history that he has identified, and perform it on the night of the celebration.</p>  <p>Port Adelaide Public School, grade 2C, Date of original: c1916, Port Adelaide Enfield Local History Photos</p>	<p><b>It's the school centenary celebration!</b></p> <p>Devise a five-minute performing arts piece to perform. Consider:</p> <ul style="list-style-type: none"> <li>• Interviewing your family, and community members to find out what the centenary means to them.</li> <li>• How these perspectives can be developed in a five-minute performing arts piece</li> <li>• How you might engage the audience, add value and compliment other formal parts of the celebration.</li> </ul>	<p><b>Why would you have students create a performing arts piece for the school centenary from their own perspective?</b></p> <p>Students learn to collaboratively create an artwork that draws upon their own and peers' experiences.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to be task designers and decision makers when their voice is valued in the learning.</p>



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

## Transforming tasks strategy: From tell to ask



Technique Example	Before	After	Reflection: Why and how?
<p><b>Socratic questioning</b></p> <p>Ask questions that help students dig deeper.</p>	<p><b>MUSIC</b></p> <p>Listen to Gurrumul Yunipingu singing his song Wiyathul (Live). </p> <p>Read this comment posted on YouTube in response to the video clip.</p> <p><i>“Hey dude, how did you get 1.2 million YouTube hits for this?”</i></p> <p>Research the music of Gurrumul Yunipingu and explain why his music is important.</p>	<p>Listen to Gurrumul Yunipingu singing his song Wiyathul (Live). Read this comment posted on YouTube in response to the video clip.</p> <p><i>“Hey dude, how did you get 1.2 million YouTube hits for this?”</i></p> <p>Use questions such as the following to help students think about the cultural and historic significance of the work.</p> <ul style="list-style-type: none"> <li>• Why do you think he got so many hits? Explain.</li> <li>• What did you feel?</li> <li>• What was it about the song that generated those feelings?</li> <li>• Did it speak to you beyond language? If so, how? What did it say to you?</li> <li>• Think about Gurrumul and his culture and his personal story. How is this reflected in song?</li> <li>• Why do you think he wrote this song?</li> <li>• What would your personal story be?</li> <li>• What style of music, or song, would best reflect your own story?</li> </ul>	<p><b>WHY would you have students use Socratic questioning to respond to the song Wiyathu, and to think about their own personal story?</b></p> <p>Students learn to interpret, intuit, argue and develop empathy.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to connect ideas, think deeply and self reflect as they dig deeper into big questions.</p> <p style="text-align: right;"><small>Examples of Socratic questions can be found online (For example: <a href="http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf">http://courses.cs.vt.edu/cs2104/Summer2014/Notes/SocraticQ.pdf</a>)</small></p>
<p><b>Explore before explain</b></p> <p>Ask students to try their ideas first.</p>	<p><b>VISUAL ARTS</b></p> <p>Watch the painting demonstration that shows: </p> <ul style="list-style-type: none"> <li>• how secondary and tertiary colours are mixed from the three primary colours (red, yellow, blue)</li> <li>• where each of the colours fit on the colour wheel and why they belong there.</li> </ul> <p>Mix these colours yourself. Paint them neatly in the correct boxes on the colour wheel template provided.</p>	<p>Choose 2-3 colour swatches of secondary and tertiary colours. Experiment with mixing primary colour paints (red, yellow, blue) to try to match the colours of your swatches.</p> <ol style="list-style-type: none"> <li>1. Document your experiments and reflect on the techniques that you devised and how successful they were.</li> <li>2. Share your learning with a partner and then as a class group. Reflect on the success of different techniques.</li> <li>3. Watch the painting demonstration that shows:                         <ul style="list-style-type: none"> <li>• how secondary colours and tertiary colours are mixed from the three primary colours (red, yellow, blue)</li> <li>• where each of the colours fit on the colour wheel and why they belong there.</li> </ul> </li> </ol>	<p><b>WHY would you have students work out how to mix paint colours themselves?</b></p> <p>Students learn to hypothesise, test, evaluate and re-test their ideas.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students become curious about effective techniques when they try their ideas first, and understand the importance of being methodical in order to reproduce the same colour.</p>
<p><b>Use dialogue</b></p> <p>Ask students to interact and build meaning through learning conversations.</p>	<p><b>VISUAL ARTS</b></p> <p>Read the text explaining some of the main theories that attribute the Fibonacci sequence with a formula for universal beauty of people, artworks, including architecture, and geometric shapes. </p> <p>Answer the following comprehension questions.</p>	<p><i>“What do the Mona Lisa, the Parthenon and credit cards have in common? They’re all popular and that’s because their proportions fit the Fibonacci sequence.”</i></p> <p><b>Discuss in a small group</b></p> <ol style="list-style-type: none"> <li>1. What is meant by universal beauty?</li> <li>2. Does the Fibonacci sequence provide a formula for universal beauty? If so, to what extent? If not, why not?</li> <li>3. Generate some examples of things that are universally beautiful.</li> <li>4. Is there a formula for universal beauty? If so, what is it? If not, why not?</li> <li>5. Create your own example of a portrait, architecture or geometric shape that is universally beautiful.</li> </ol>	<p><b>WHY would you have students conduct their own research and share their learning in a class discussion?</b></p> <p>Students learn to constructively challenge ideas and formulate a viewpoint, backed up with facts and examples.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to listen, consider others’ ideas, speak clearly and make deeper meaning through learning conversations.</p>
<p><b>Student voice</b></p> <p>Ask students to decide how they might do this best.</p>	<p><b>MEDIA ARTS</b></p> <p>Students are shown how to use PowerPoint to incorporate text, images, music and film clips. </p> <p>Students add images and music that value add to the meaning of Martin Luther King’s, ‘I had a dream’ speech.</p>	<p>Make a media artwork to accompany something you want to say to people at an upcoming event. OR Make a ‘stand alone’ media artwork that acknowledges, celebrates, or memorialises something you feel is significant in your life.</p> <p>Combine visuals, audio and written or spoken words in a way to get <u>your</u> message or story across effectively in <u>your</u> style and in <u>your</u> way.</p> <p>How will you know whether you have been successful in creating your meaning?</p>	<p><b>WHY would you have students create a media arts piece to communicate a personal message, event or story?</b></p> <p>Students learn to compose and communicate effectively by combining words, visual texts and audio in powerful ways.</p> <p><b>HOW does this develop powerful/expert learners?</b></p> <p>Students learn to confidently communicate with their community and develop their unique identity when their voice is valued in the learning.</p>