All Students, All Standards
Research to Support High Impact Instruction in Visual Art

Recent research has identified shifts in **art educational strategies** to meet the changing educational needs of our next generation of artists, designers, thinkers, and inventors. A review of literature suggests patterns around a focus on artistic process, creative and critical thinking, student agency, and intrinsic motivation. "We cannot continue to claim that the arts promote creativity and problem solving if our curricula and pedagogies provide students with limited abilities to make choices…"(Gates, 2016, p. 18). These pedagogical shifts allow students to, "increasingly understand artmaking as an investigative process, recognizing and using inquiry methods of observation, research, and experimentation as a means for exploring their own evolving interests and concerns as well as for construction of new knowledge and insights" (Stewart, 2014, p. 10).

The first pattern involves teaching for understanding and transfer beyond what students should know and be able to do within a short time frame, *including:*
- planning lessons around ideas that endure when details and minimal skills fade away;
- concepts and skills that are demonstrated rather than simply recalled; and
- giving students increasing responsibility for their own intrinsic motivation for problem finding and solving where the teacher is a guide and facilitator providing support as necessary.

The second pattern involves an emphasis on experimentation, invention, and discovery *by:*
- teaching a variety of skill along with art terms and vocabulary as they are needed through the process of open-ended, student-centered, creative endeavors;
- allowing choices that are significant to students' contemporary understanding, and
- providing opportunities to discover and learn through experimentation as an natural part of the creative process rather than following pre-determined steps.

The third pattern involves teachers carefully mediating students' learning activity *by:*
- considering studio and thinking habits while students cycle through the creative process from nascent idea until final presentation of their work of art;
- encouraging discussion, questioning, and metacognition about their decisions through a range of meaning – making strategies;
- encouraging collaboration with others to be able to experience various perspectives and ultimately make their own interpretations; and
- reflecting and thinking deeply about his or her work and the work of others.

Resources:
Gates, L. (2016). Rethinking art education practice one choice at a time. *Art Education, 69*(2), 14-19.
Gude, O. (2009). The 2009 Lowenfeld Lecture: 2009 NAEA National Convention / Minneapolis, Minnesota: Art education for democratic life. *Art Education, 62*(6), 6 -11.
Jaquith, D. (2011). When is creativity? Intrinsic motivation and autonomy in children's artmaking. *Art Education, 64*(1), 14-19.
National Core Arts Standards: A Conceptual Framework for Arts Learning Retrieved on October, 2, 2016 at:
    http://www.nationalartsstandards.org/content/conceptual-framework#sthash.heDwSQC0.dpuf
Sabol, R. (2013). Seismic shifts in education landscape: What do they mean for arts education and arts education policy?, *Arts Education Policy Review, 114*(1), 33-45.
Stewart, C. (December, 2016) Personal communication.
Stewart, M. G. (2014). Enduring understandings, artistic processes, and the new visual arts standards: A close-up consideration for curriculum planning. *Art Education, 67*(5), 6-11.
Sweeny, R. (2014). Assessment and next generation standards: An interview with Olivia Gude. *Art Education, 67*(1), 6-12.
Thompson, C. M. (2015). Constructivism in the art classroom: Praxis and policy. *Arts Education Policy Review, 116*(3), 118-127.

Instructional Shifts in Visual Art

Moving from less of…		Moving to more of…		(*some*) Resources to Support Instruction
Memorization and recall of art terms as evidence of learning		Art terms and academic vocabulary learned through process while developing plans, working through iterations, and determining when a work of art is finished		Projects for Postmodern Principles Elements and Principles as a Tool Practical Application of Principles Depth of Knowledge in the Arts
Creating works of art designed to adhere to a particular aesthetic		Works of art created in response to big ideas, conceptual understandings and areas of inquiry that cross content and are meaningful to the student artist		Conceptual Framework NCAS Concepts in the CAS Integrated learning CAS Integrated Units Samples
Providing sequential steps to design problems that students follow		Students finding problems, experimenting, and engaging in the artistic process with teacher guidance and support		Sketchbooks Planning Brainstorming Ideation
Posing project assignments to students with known and predictable outcomes		Multiple investigations driven by student's questions and interests with a range of possible outcomes where the application of the artistic process is the goal		Problem-based learning Intrinsic Motivation in Artmaking Process and Product Constructivism in Art
Learning objectives based on the activity		Learning objectives based on transferrable learning gained in the process of artistic creation		Studio Habits of Mind Arts and the Scientific Method Getty Museum Lesson Writing Guide
Lectures about master artists, styles, or interpretation of a work of art or content		Students exploring a work of art as a "text" through deep reading of an image or object and determining meaning through their own investigations and schema of understanding		Artful thinking routines Visual thinking strategies Continua of artful thinking Cultures of thinking continuum
Working in the style of a master artist or culture		Exploring an artist's inspiration and response to their time, culture, and context then transferring this artistic behavior as students develop their own artistic responses		Think-aloud Student Directed Meaning Traditional and Contemporary Culture A Study in Change
Teaching artistic skill and technique as an end result		Students applying artistic skills and techniques as best fits their intended meaning in a work of art to be able to transfer this learning to multiple situations in the future		Teacher Modeling Student Modeling Reflection and Critique Transfer
The idea that creativity happens in isolation		Creativity inspired by collaborating with others and incorporating ideas and inspiration from multiple sources and points of view		Steal Like an Artist Discussion Strategies Assessing Creativity Conditions that Foster Creativity Connecting Creativity to Understanding
Primarily emphasizing individual self-expression		Considering personal expression within a broader realm of human experience that has the potential to affect change		Art and Community Activism Art and Social Impact Sample Project Ideas