



COLORADO
Department of Education

All Students, All Standards: Instructional Strategies Institute Research to Support High Impact Instruction in Performing Arts

Recent research has identified shifts in **performing arts educational strategies** to meet the changing educational needs of our next generation of performing artists and arts educators. A review of literature suggests a balance between teacher directed instruction and student driven collaborative work with seamless movement among three levels of guided instruction, focused instruction, and independent learning where “developing artistic literacy is a goal” (Hansen & Imse, 2016, p. 26). In addition to specific content knowledge, there is a focus on authentic life skill development and responsible citizenship meeting real world needs of the student (Johnson & Matthews, 2017).

In order to incorporate additional critical thinking, collaboration and communication, student problem solving, innovation and self-direction, teachers may:

- pose questions and facilitate discussion about performances where students collaborate and act as critics to analyze and evaluate using appropriate criteria;
- work with students to create an active learning community where students provide input for peer and self-assessment;
- allow time for students to reflect on sight-reading, composition, investigation, and scripted or improvisational performance to develop strategies for improvement in skill; and
- provide opportunities for increased responsibility for students to develop intrinsic motivation for problem finding and solving where the teacher is a guide and facilitator providing support as necessary.

To provide an emphasis on experimentation, invention, and discovery teachers may:

- demonstrate a variety of technical skills along with academic terms and vocabulary as they are needed through the process of open-ended, student-centered, creative endeavors;
- allow choices that are significant to students’ contemporary understanding, and
- provide opportunities to discover and learn through experimentation as a natural part of the creative process rather than predominantly following pre-determined steps.

Teachers may create a student-centered environment while carefully mediating students’ learning activity by:

- considering and identifying skills as well as the craft of performing while students cycle through the creative process from nascent idea until final presentation;
- 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 performance and that of others.

Resources:

- Dragon, D. A. (2015). Creating cultures of teaching and learning: Conveying dance and somatic education pedagogy. *Journal of Dance Education, 15*(1), 25-32.
- Hansen, D., & Imse, L. A. (2016). Student-centered classrooms: Past initiatives, future practices. *Music Educators Journal, 103*(2), 20-26.
- Johnson, D. C., & Matthews, W. K. (2017). Experienced general music teachers’ instructional decision making. *International Journal of Music Education, 35*(2), 189-201.
- McGreevy-Nichols, S., & Dooling, S. (2015). Digging deep into the national core arts standards in dance. *Journal of Dance Education, 15*(4), 167-168.
- Rasmussen, B. (2010). The 'good enough' drama: Reinterpreting constructivist aesthetics and epistemology in drama education. *Research in Drama Education: The Journal of Applied Theatre and Performance, 15*(4), 529-546.
- Weltsek, G. J. (2014). The local and global state of theater education research and policy. *Arts Education Policy Review, 115*(3), 63-71.