**Ways of Teaching – The Arts Transcript**

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Narrator: The ways of teaching guide has been developed to assist teachers with the transition from the syllabus to effective classroom practice. The diagram is a visual representation of the creative process typically undertaken in the Arts when students are making and responding.

Purpose phase.

The beginning of the creative process is the selection of a purpose. The purpose becomes an organiser through which the learning journey is undertaken by students and includes a creative dimension.

Teacher 1: Today we’re going to be looking at mono-printing and self-portraiture.

Teacher 2: We are learning to…

Students: We are learning to…

Teacher 2: …create a narrative…

Students: …create a narrative…

Teacher 2: …on Puppet Pals.

Students: …on Puppet Pals.

Narrator: The purpose in all five arts subjects may include a specific goal and processes, materials, media or techniques that students are going to use to achieve that goal.

Preparation phase.

Once students are familiar with the purpose, the teacher may devote some time to preparing students for that purpose. To prepare students for the particulars of the Arts, an effective warm-up will include activities to safely prepare the body, the voice, their imagination, their willingness to work with others and to work with the available space.

Teacher 2: Narrative.

Students: Narrative.

Teacher 2: Setting.

Students: Setting, character, problem, resolution. Ding!

Teacher 2: Well done.

Teacher 3: Holding your chewing gum. Boo…

Teacher 3 and students: Boo…

Teacher 3: And grab another with the other hand.

Teacher 3 and students: Boo…

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Teacher 4: What often happen … happens in blues music and um a lot of African American music is that instead of playing an E natural against a C major chord, that ..’Music’.. E flat is often played.

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Teacher 1: So does anybody remember the technical term when the paper is … is smaller than the print?

Student 1: Bleed print.

Teacher 1: A bleed print, fabulous. Okay.

Teacher 5: So nose first…and it will click across.

Narrator: After a suitable warm up, other activities to help students explore the purpose may include revision time, audio/visual examples and question and answer sessions.

Skills and processes development phase.

Teacher 3: I want you to play with the transformations from snaps to what we might call a morph.

Teacher 6: Three around four, out five, down six, roll across, seven transfer eight and…

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Narrator: The teacher may invite students to engage in a range of activities that allows them time to acquire relevant knowledge and skills. These knowledge and skills are critical to the creative process and purpose.

In all phases of the learning journey, the teacher will provide opportunities for students to practise and refine the knowledge and skills and to facilitate further discussion and fine-tuning as required, the zone of proximal development.

Feedback phase.

At different points in the learning journey, students should share their progress in the creative process. These informal exchanges with the teacher, or the class, will allow students to consider what is effective and what they can improve. Students can also receive from the teacher and their peers meaningful feedback about what they can work on next.

Student 2: Mine has spikey hair and he has a spider, he also has …

Student 3: A little creature.

Teacher 2: A little cane, a little sceptre…that evil characters usually do have.

Student 4: Do we do that too late?

Teacher 5: Yeah. No, no. It’s just your framing. So here, you’ve got, you’re going to a medium-long shot which is half way down the thighs and you’ve got, in this shot, you’ve got a medium shot you’ve drawn in there.

Student 4: Oh, okay, so should I zoom in a little bit more?

Teacher 5: Yep, zoom in just a little bit more.

Student 5: Okay.

Student 6: All the detail and the background, the foreground.

Teacher 2: What’s in the foreground?

Student 6: The playground.

Teacher 2: And you’ve even got grass.

Student 6: And the background is the … the … Kindy and the pre-primary’s playground… the classrooms and the gate and the grass.

Teacher 2: Good boy.

Student 7: Firstly, I got my, um, photo and I cut-out, like, the stencil sort-of-thing.

Student 8: Well, far we’ve had like a drop for our suspension for, like, wave kind of movements and we’ve had a lot of ,like, sharp things for like the ebb and the flow.

Teacher 3: That’s good, but I want to see that snap clearer.

Student 9: Okay.

Teacher 3: Okay so it’s … (inaudible), it’s DA!

Narrator: It should be noted that it is not uncommon for the feedback phase, or any other phase, to lead to a rethink by students of their approach and their work. That is, students return to an earlier phase of the creative process. Sometimes students will refine their ideas and their techniques to improve the impact of their work. The creative process in the Arts can be non-linear, iterative, collaborative and unpredictable.

Summative phase.

Teacher 7: Tableau 2, birthday. Tableau 2, wedding and christening, or christening.

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Teacher 4: Make a C…, C…,G…

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Narrator: While students may like more time to keep refining their work, there comes a point in the creative process when a final showcase of their work is undertaken. This formal performance or presentation is assessed by the teacher and will usually be used towards decisions about progress and achievement.

Reflecting phase.

Teacher 2: What did you guys do well? What do you think was good about yours?

Student 10: Um, um, we we, um, add a lot of detail for our um settings and then there, um, we also have some coloured in things for the water.

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Student 11: They had flowy moments when they went out and then they came back in which was sharp and it, like, contrasted.

Teacher 6: Yeah, so the contrast made it really effective.

Narrator: The summative phase may also include some time for reflecting and responding on how students felt their work achieved the purpose. They may also be encouraged to consider the impact and quality of the work of their peers. Often these reflections and responses will shape and inform further work in the Arts.

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