6-12 PERFORMING AND VISUAL ARTS INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

SUGGESTED STRATEGIES

- Allow student choice in scheduling individual learning times to meet learning expectations
- Provide consistent weekly communication - may include written (email, Google Doc), video, regular office hours, and/ or telephone communication
- Consider having students share a demonstration of a skill virtually or via a take-home resource, then collaborate with peers to practice and refine the skill
- Prepare and provide access to activity packets (paper documents) of essential content for those without electronic access
- Explore creative thinking skills through the use of Choice Boards
- Exhibit citizenship skills through responsible source and media use in the creation
- Collaborate with peers to exhibit or perform work
- Communicate and reflect on progress throughout the learning process
- Include connections to social/emotional learning
- Provide opportunities for student voice/choice
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities
- Include tech and no tech opportunities
- Include learning activities aligned to the curriculum that students are missing
- Include options for varying levels of engagement - those who will engage at a low level, up to those who are looking for a challenging opportunity
- Support instructional opportunities that make use of materials on hand, and ways to engage with the world around them in their home environment
- Support students in reflection of learning as a form of assessment

RESOURCES

- [6-12 Online Resources](#) - additional resources

SAMPLE WEEKLY AGENDA

Average 2.5 hours per week. (Teachers may adjust the time based on the need and skill set of the student.)

With Technology Access:

- The teacher introduces and explains the project, discusses standards and objectives, and establishes expectations and desired outcomes. This may be presented live and/or provided via media for students to view at a later time.
    - o Include ancillary materials (videos, materials list, support plans, rubrics, etc.)
    - o Provide opportunity for group discussion and collaboration to define problems and concerns.
- Students submit individual project plans to the teacher and begin work, either individually or collaboratively as desired.
- Teacher schedules regular "office hours" to allow for clarifying questions and feedback.
- Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions.
- The teacher will use student-generated feedback to determine the necessary support needs of students and determine responses and support needs for the following week's class/group meeting.
- This weekly process may be adjusted to support students and families as needed and would continue until the conclusion of the project.

Without Technology Access:

- Via regularly scheduled distribution:
- Students will receive a copy of the outlined assignments and print-based (or hard copy media-based materials) to support the completion of the project. The outline should include a list of options from which the learner may choose.
- Teacher schedules phone accessible 'office hours' to allow for questions and feedback as needed.
- Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions.

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

TEACHER-CENTERED MODEL

SUGGESTED STRATEGIES

- Direct instruction for a variety of learning modes (visual, audio, movement, etc).
- Demonstrate a skill virtually or via a take-home resource, then direct students to practice the skill.
- Use virtual meetings to teach a concept, within a division-approved platform.
- Have students respond to teacher questions about the content area.
- Create a list of projects or activities that can be completed to meet the required competencies and/or skills.
- Include connections to social/emotional learning.
- Provide opportunities for student voice/choice.
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities.
- Include tech and no tech opportunities.
- Include learning activities aligned to the curriculum that students are missing.
- Include options for varying levels of engagement - those who will engage at a low level, up to those who are looking for a challenging opportunity.
- Support instructional opportunities that make use of materials on hand, and ways to engage with the world around them in their home environment.
- Students engage in reflection of learning as a form of assessment.

RESOURCES

- [6-12 Online Resources](#) - additional resources

SAMPLE WEEK-LONG AGENDA

Average 2.5 hours per week. (Teachers may adjust the time based on the need and skill set of the student.)

With Technology Access:

Monday:
Set up class/group meeting to introduce and explain the project and/or assignment, discuss standards and objectives, and establish expectations and desired outcomes.
- Provide ancillary materials (videos, materials list, support plans, rubrics, etc.).
- Provide opportunity for group discussion and collaboration to define problems and concerns.

Tuesday:
The student submits an individual plan to the teacher and begins work, either individually or collaboratively as desired. Teacher schedules "office hours" to allow for questions and feedback as needed.

Wednesday-Thursday:
Students work individually or collaboratively as desired to complete the project/assignment. The teacher schedules regular "class time" via division approved resources.

Friday:
Student submits evidence of performance to teacher, including reflections, concerns, challenges, and suggestions. The teacher will use the feedback to determine the support needs of students and determine responses and support needs for the following week's class/group meeting.

Without Technology Access:

Monday:
Students receive a copy of the outlined assignment and print-based (or hard copy, media-based materials) to support the completion of the project. The project outline should include a list of options from which the learner may choose. The student works with the teacher to develop a plan for completion of the project.

Tuesday through Thursday:
Students work individually or collaboratively, as determined by the teacher, on phases of the project. The teacher schedules phone accessible 'office hours' to allow for questions and feedback as needed.

Friday:
The student submits evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions. The teacher will use the feedback to determine the support needs of students and determine responses and support needs for the following week's class meetings.

This weekly process may be adjusted to support students and families as needed and would continue until the conclusion of the project. Bi-weekly project schedules could accommodate exchanges via mail as needed.

6-12 HEALTH AND PHYSICAL EDUCATION INSTRUCTIONAL MODELS

HYBRID MODEL

SUGGESTED STRATEGIES

- Students use Choice Boards with "menus" of options.
- Students learn through experiential learning.
- The teacher and/or students demonstrate a skill virtually or via a take-home resource, then students are directed in appropriate methods to practice the skill.
- Students conduct independent research and inquiry, selected from a list of essential questions (student choice).
- Students develop questions for inquiry related to the content area.
- Teachers use virtual meetings to teach a concept, within a division-approved platform.
- Teachers collaborate to create a list of projects or activities that can be completed to meet the required competencies and/or skills.
- Include connections to social/emotional learning.
- Provide opportunities for student voice/choice.
- When possible, collaborate with core content areas for the integration of arts and movement in multiple learning activities.
- Include tech and no tech opportunities.
- Include learning activities aligned to the curriculum that students are missing
- Include options for varying levels of engagement - those who will engage at a low level, up to those who are looking for a challenging opportunity.
- Support instructional opportunities that make use of materials on hand, and ways to engage with the world around them in their home environment.
- Engage students in reflection of learning as a form of assessment.

RESOURCES

- [6-12 Online Resources](#) - additional resources

SAMPLE WEEKLY AGENDA

Average 2.5 hours per week. (Teachers may adjust the time based on the need and skill set of the student.)

With Technology Access:
The teacher introduces and explains the project, discusses standards and objectives, and establishes expectations and desired outcomes. This may be presented live and/or provided via media for students to view at a later time.

- Provide ancillary materials (videos, materials list, support plans, rubrics, etc.).
- Provide opportunity for group discussion and collaboration to define problems and concerns.

Students submit individual project plans to the teacher and begin work, either individually or collaboratively as desired.

Teacher schedules regular "office hours" to allow for questions and feedback. Students may ask clarifying questions, get feedback on work and have an opportunity for making adjustments.

Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions.

The teacher will use student-generated feedback to determine the necessary support needs of students and determine responses and support needs for the following week's class/group meeting.

This weekly process may be adjusted to support students and families as needed and would continue until the conclusion of the project.

Without Technology Access:
Via regularly scheduled distribution:
Students will receive a copy of the outlined assignments and print-based (or hard copy media-based materials) to support the completion of the project. The outline should include a list of options from which the learner may choose.

The learner develops a completion plan.

Teacher schedules phone accessible 'office hours' to allow for questions and feedback as needed.

Students submit evidence of progress to the teacher, including reflections, concerns, challenges, and suggestions. The teacher will use the feedback to support the needs of students and determine responses and support needs for the following week's project.