

arts

IDAHO

Making Learning Visible
TIP SHEET

These guidelines help you prepare material for the Arts Education Annual Projects grant Final Report. Although you will not complete the Report until after your event, it's important to compile information as you develop and facilitate your project. Reading the guidelines in advance ensures that you collect the evidence that will be necessary for reporting.

You will report on FIVE CATEGORIES that reflect how the arts come to life. You will make learning visible for others and tell the story through the eyes of the teachers, artists, and students.

Category 1: OVERVIEW

Summarize the basics. Include:

WHO was involved? (people, organizations, schools) WHAT was the goal of the project? (In 2-3 sentences, describe the project) WHERE did the project take place? WHY did you select this particular project?

Category 2: ESSENTIAL QUESTION AND ANSWERS

Name the Essential Question that guided your project's focus. Refer to your original grant proposal.

To answer this question, use the Arts Core Standards as a guide to identify what you wanted students to know or be able to do as an outcome of your planned activities or experiences.

Category 3: STUDENT RESPONSE

Share the story of your project through the eyes of the students. Organize this section by identified Core Arts Standards and briefly describe how students responded to relevant questions. Use student work as evidence of outcomes to the standards.

EXAMPLE 1

The activity is a dance performance addressing the following question and standards:

Essential Question: HOW IS DANCE UNDERSTOOD?

Standard 7/ Responding: Perceive and analyze artistic work

Standard 8/ Responding: Interpret intent and meaning in artistic work

Consider doing the following:

1. Interview individual students on camera and include a short video clip. Possible questions include:
 - *What do you think the choreographer or dancer wanted you to see?*
 - *What dance image can you recall that surprised or delighted you?*
 - *What was unique or memorable in the dance images you saw?*
2. Take photos of students reacting as audience members.
3. Conduct a written or online survey and include a summary of the data.

EXAMPLE 2

The activity is a visual arts project addressing the following question and standards:

Essential Question: WHAT CONDITIONS, ATTITUDES, AND BEHAVIORS SUPPORT CREATIVITY AND INNOVATION?

Standard 1 pre-K/ Creating: Engage in self-directed play with materials

Standard 1 grade 6/ Creating: Combine concepts collaboratively to generate ideas for creating art.

Consider doing the following:

1. Interview individual students on camera and include a short video clip. Possible questions include:
 - *What kinds of choices did you make when you created your work?*
 - *Which details would you like someone to notice?*
 - *What feeling or idea did you convey in your work?*
 - *What did you like most about this project?*

2. Take photographs throughout the project, capturing the learning process.
3. Take photographs of finished student work.
4. Conduct a written or online survey and include a summary of the data.

Category 4: IMPACT

Describe the unique outcomes of your project. Share a compelling lesson or an a-ha moment. These sentence starters may help you begin:

- *By the end of the project, I noticed that...*
- *I was surprised how...*
- *One of my favorite moments happened when...*

Category 5: REFLECTION

When the project is complete, you will reflect on the project as a whole. What worked best? What would you do differently? If someone else completed a similar project, what recommendations would you have for others?

USING STUDENT PHOTOS IN YOUR REPORT

The Family Educational Rights and Privacy Act (FERPA) provides guidance for the release of student photos. Schools ask parents and guardians if they wish to prohibit any public release of their student's image. The schools maintain a list of students whose parents have opted out.

As you are taking photos for documentation, please note the school. As you select photos for your report:

- *Email the selected photos to the school office manager or principal and request that the school kindly cross-check the FERPA list to make sure your photos do not include any students who are on this list. Ask that they reply with an "all clear" or to identify any student images that cannot be released.*
- *Include the email replies from the schools referencing "all clear" to the ICA as a part of your final report.*

Out of school projects

- *If your project is for students outside of the school day, please include photo release forms signed by a parent for any students included in the documentation of your project.*

Arts Education

Photo Release

I, the undersigned, hereby grant the Idaho Commission on the Arts and its assigns the right to photograph my child and/or my child's work as part of the Arts Education Project, and to reproduce, publish, exhibit, or distribute these photographs. It is understood that these rights extend only to educational and non-profit uses, and that further permission will be required for commercial uses for profit.

Signature of Project Participant

If a minor, then Parent or Guardian Signature.

Print Name of Student _____

Print Name of Parent or Guardian _____

Address _____

Date _____