

A Brief Guide to Teaching

Teaching is an art, not a science. There are no hard-and-fast rules and no absolutes. The following items should assist you in determining the content and process of your teaching.

This list is somewhat sequential, but may be used in any order or as needed.

1. Begin.

Ask yourself: Why should I teach? What can I give? How can this experience aid my Artistic development? Keep your answers in mind as you set goals for your students and yourself.

2. Inventory.

Consider your personal resources. What do you know, what do you have, and what can you

Get to aid your teaching?

- A. Personal: What can I do? What knowledge, skills, and attitudes can I share? How do my experiences reflect those of my students?
- B. External: What informational or curricular materials are available for other arts Organizations?
- C. Participants: What are the students interested in? What art forms do they already Engage in?

3. Consider learning styles.

People learn in different modes or combinations of modes: visually, aurally, and experientially. Use different modes sequentially or in tandem: Lecture, have discussions, record information on a blackboard or flip chart, and incorporate hands-on experiences.

4. Personalize.

Most middle and high school students are in the early stages of esthetic development. Learners in the earliest stage require a personal connection to the work of art. Assist them in

Discovering connections to their own backgrounds, cultures and experiences. More developed

Learners desire some factual information; provide them with historical, biographical, or technical information.

5. Know your Audience.

Adolescents often feel like adults and are generally more concerned with personal issues

(jobs, friends,) than art issues. So treat them like adults, and help them see connections between art and their personal issues or between art and contemporary culture.

6. Motivate.

Create an atmosphere in which students want to participate. Devise group objectives. Devise problems for solving or tasks for completing. Support risk-taking

7. Teach to stimulate.

Provide variety: Lecture, discussion, performance, demonstrations, videos, recording, slides, readings, participatory experiences and through choices of curriculum and activities. Use cooperative learning techniques: Learning in small groups, problem-solving and task completion in groups, collaborative art works can all develop more emotional involvement and greater commitment.

8. Be a good teacher.

Present material within student's capacity to learn, that is, age-appropriate concepts and skills. Challenge.

Expect students to be successful. Give supportive feedback: informative, specific, corrective, positive, timely.

9. Clarify.

Set goals. What attitudinal changes and awareness of opportunities do you want to see in your students?

(Students will develop new approaches to understanding and interpreting art form or students will gain

pleasure from art form, for example.) Set objectives (aim by which changes in behavior or skills can be

measured). What ideas, skills, etc. do you want students to acquire? What products do want them to create?

(Students will be able to recognize or discover a quality of the art form, or compare qualities within the art form, or create and artwork.)

10. Imagine.

List as many concepts and activities related to your goals and objectives as you can. Evaluate the possibilities

and refine the list. Consider age-appropriateness, variety, and time limits.

11. Organize.

Order the concepts and activities to logically lead to your objectives. List the concepts in order and match

related activities to them or vice-versa. Be flexible. Revise as needed.

12. Conclude.

Allow for closure. Devise an ending: performance, exhibition, critique.

Design an informal evaluation so you know how successful the program was: pre-and post-program questions on knowledge or attitude, written comments and suggestions, group critique.