



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

These national newsletters are produced by the **Secondary Student Achievement** national facilitation team, as part of supplementary PLD support for schools, from the University of Auckland and Mau ki te Ako project partners (University of Canterbury, University of Otago and Te Rūnanga o Ngāi Tahu).

National Newsletter: The Arts

Information and resources for middle leaders in secondary schools | Term 1 2016

Greetings to you all. Kia ora, Talofa lava, Taloha ni, Mālō e lelei, Bula vanaka, Kia orana, Faka'alofa lahi atu

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. (NZC)

Welcome to the Arts newsletter for term 1, 2016. By now you will be well aware of how your students fared in last year's external exams and will be networking with other teachers to discuss the outcome and make the necessary adjustments to your programme thinking, if required. There are often some surprises with the external standards, both exciting and challenging.

We hope you managed to get some well-earned personal time either around home or on holiday, and are feeling ready for the new challenges ahead. We wish you and your students' success and fulfillment for the coming year.

We would like to welcome Melanie Ashby-Klaassen (Drama and Dance), as our new Arts facilitator joining the North and Central North Region this year. It is great to have her as part of our team. Sadly, we farewell Gillian Payne who has moved to Christchurch. We wish her all the very best.

Ki te kahore he whakakitenga ka ngaro te iwi.
Without foresight or vision the people will be lost.

In this newsletter the focus will be on:

- Integrated planning – discussion continued from our term 4, 2015 national newsletter
- Pacific literacy
- Regional Arts national workshops – RAPs 7



Drama Association Installation from the joint Drama NZ/Drama Australia Conference held in Sydney, July 2015.

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Integrated planning in the Arts

This discussion is continued from the term 4, 2015 national newsletter.

An integrated approach within all the Arts disciplines has the potential to address the issues of credit-prioritised practices, isolated 'silo' delivery, and fragmented learning.

A further evolution of the management of delivery and assessment in the Arts is the integration of all delivered achievement standards into a more cohesive programme of learning.

This approach raises a number of questions:

- Does the integration of standards reduce teacher workload?
- Does the integration of standards reduce student workload?
- Does the integration of standards enhance student engagement?
- Does the integration of standards enhance student achievement?
- What assessment issues arise? (For example; how can teachers assess specific criteria within a multi-faceted, year-long body of work?)
- What affect does this approach have on the relationship between internal and external standards in terms of delivery and assessment?
- How can teachers provide achievement feedback to students throughout the year? (Credits gained and achievement results)

(With grateful thanks to Publius.)

An example from Visual Art

The integration or linking of standards over the course of a year's programme is an appropriate approach to teaching and learning and is seen as best practice. For instance, a student centred (student choice) course, based on an internal body of work that shows evidence for any combination of 2.2/2.3/2.5, interspersed by research 2.1, can then inform the external folio 2.4. The course options offered should enable a student to gain 16+ credits within the subject in the current year. This would support NCEA expectations of 80+ credits for a Level 2 certificate. This way of working is verified by NZQA. "Within the parameters of NCEA, student work from one standard may legitimately be assessed against another standard. Students working in a standards based system are working to meet the requirements of the standard. Drawing on evidence from other course work is an option for students. Student work submitted for assessment provides students with the best opportunity to achieve results that accurately reflect their ability. Essentially, work submitted for assessment must be valid (to the standard), verifiable, and authentic."



Installation using film, glass and acetate - Year 13 Visual Art.

RAPs national workshops

Focus areas are:

- Key Competencies in the Arts
- Effective evidence/data collection and action
- Formative assessment
- Student-centred pedagogy

National workshop title

Title: Classroom Communities; Engaging learners through effective planning in the Arts.

Starting with the students; building relationships in the classroom and extending to the wider community; where have they come from? Where are they at? Where are they going?

Invercargill	Tues 15 th March
Dunedin	Wed 16 th March
Christchurch	Tues 22 nd March
Hokitika	Wed 23 rd March
New Plymouth	Tues 5 th April
Wellington	Wed 6 th April
Blenheim	Thurs 7 th April
Napier	Thurs 5 th May
Whangarei	Mon 16 th May
Auckland	Tues 17 th May
Tauranga	Wed 18 th May

What's new?

Visual Art

ANZAAE's next national conference will be in partnership with UCOL at the Whanganui School of Design, 18-20 July, 2017. The theme will be "Looking Back, Moving Forward" and will have a specific focus on moving image/digital media and how the new opportunities in the Visual Arts curriculum can be used effectively. No conference for 2016.

Music

Cubadupa, 18-20 March
 NZ Chamber Music Regionals: 7-17 June
 NZSM NZ Youth Jazz Festival: 8-11 June
 Big Sing regionals: 14-16 June

Drama

Drama NZ Conference: Meet me at the River/*Tutakina mai ahau ki te awa*.
 Dates: 21-23 April, 2016
 Venue: St Patricks College, Silverstream, Wellington.
 Register: www.org.nz for information. Early bird registrations available now.

Pacific literacy: Principles for effective teaching of Pasifika learners in the Arts

For any principles to be effective it is essential that the teacher knows the learner and has built positive relationships in the classroom.

Positive relationships with families and community

Students learn best when they feel accepted and enjoy positive relationships with their fellow students and teachers.

Teachers have a culturally responsive pedagogy

This is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.

High expectations

A relationship that conveys high expectations so students can internalize these beliefs and by doing so, develop their self-esteem and self-efficacy. Teachers need to support students to read and write challenging texts (not avoid them) and to learn strategies to develop their own skills and strategies. This is key to the UC and CI strands in the Arts.

Culturally re-shaped curriculum

When cultural differences are ignored in classrooms, students' fears and alienation increase. To include the cultural milieu of the student in the classroom, the teacher must know the learner and provide explicit opportunities for them to bring their culture into the programme.

Active teaching methods

- Learners have the ability to retain:
 - 10% of what they read
 - 20% of what they hear
 - 30% of what they see
 - 50% of what they see and hear
 - 70% of what they say as they talk
 - 90% of what they say as they do a thing.
- Teacher as a facilitator: Less teacher talk - more student do!
- Student control of portions of the lesson. In the Arts we have many opportunities for students to respond to, and explore, their own ideas and to include their own cultural identity.
- Instruction around groups and peers: Group learning can lower anxiety and allow time to share ideas and think critically about the performance/artwork. Increase student talk time e.g. Think, care, share.
- Demand critical thinking: Some Pacific students may seem quiet in your classroom. They are taught to respect their elders by not questioning their authority. Teach critical thinking by allowing them to analyse readings, argue points of view, analyse their work and talk about their decision making process and the reasons why they made the decisions they did.
- Build student's vocabulary: This must go beyond a glossary on the wall! Subject specific vocabulary is very important. In general, the more vocabulary they are able to learn, the more they are able to cope with and learn from complex academic tasks. (Hiebert & Kamil, 2005). Students need to know, understand and use the new vocabulary by speaking it as well as writing it.
- Provide multiple ways to receive feedback and feed forward: This is feedback that moves the learner forward and engages the learner in the process of learning. Critiques, discussions, interviews, written feedback, peer and self-assessment, personal plans are all useful opportunities to engage in learning tasks.

This has been adapted with permission from research by Alana Madgwick, Secondary Literacy Online Facilitator and National Pasifika Facilitator for Health Promoting Schools.

Dance

'Moving with Change'
Teachers' Refresher Course
Committee, 18–21 April.

This course is for teachers of dance in primary, intermediate and secondary schools to continue learning together.

Key themes: the dance of change-innovation and community in Aotearoa; evolving ideas in dance curriculum and assessment; changing the space and place of dance-e-learning and environment; moving forward - inclusion and success stories.

Venue: Rangī Ruru Girls' School, Christchurch
Cost: \$387 (live out) or \$574 (live in). There are some travel-subsidised places available.
Facilitators: Polly Thin-Rabb, Kerri Fitzgerald, Sarah Franks, Fleur de Thier, Caroline Gill (in association with DSANZ).
Contact: www.trcc.org.nz
Email: info@trcc.org.nz

NZQA Arts resources

Art History

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/art-history/levels/>

Dance

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/dance/levels/>

Drama

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/drama/levels/>

Music

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/music/levels/>

Visual Art

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/visual-arts/levels/>