

Engaging ELs in Visual Arts

Make learning visible



- Establish content and connected language targets to support students in comparing forms and works of art, sequencing steps for projects, explaining their responses to art, evaluating works of art, etc.
- Draw attention to patterns and relationships in works of art
- Refer to student-generated word walls and skill/style anchor charts to support language development and understanding of fine arts concepts and practices, e.g., elements and properties of art
- Complement word walls and anchor charts with visuals, e.g. water color technique samples
- Use (and encourage students to use) motion and real items to support understanding and retention of new concepts and key terms, e.g., perspective, balance, proportion

Support the language of Visual Arts

- Provide multiple opportunities for students to communicate about their works of art or their ideas about others' art
- Explicitly teach the language of visual arts beyond a focus on vocabulary to support conceptual understanding
- Provide sentence starters to support *Visual Arts Standards of Learning* (SOL) and communication of art and design strategies, processes, and thinking, e.g.,
 - Evaluate works by self and others:
My/Your/the work can be improved by _____.
When painting/sculpting, I/you/the artist can improve technique by _____.
 - Recognize properties and characteristics of art works:
I see _____ (elements) in this work of art.
_____ (title of work) uses _____ (technique).
 - Compare and contrast aspects of visual arts:
These two art pieces are (similar/different) because _____.
The element that makes this art (unique/different) is _____.
 - Articulate preferences regard art:
This art work makes me feel _____ because _____.
I think this art work represents because _____.
 - Understand historical and cultural influences:
_____ was a popular form in art during (time period) because _____.
_____ work of art may have been impacted/influenced by _____.
 - Inquire about art:
I wonder why the artist _____?
Which art techniques may help to express/represent _____?



Connect learning to students' backgrounds and skills



- Make connections between artwork and tasks with students' lives
- Highlight artistic contributions and innovations from a variety of cultures
- Facilitate opportunities for artistic processes to be explained in student's home language
- Model respectful analysis of a variety of perspectives

Use cooperative learning structures and strategies

- Structure opportunities for students to collaborate and communicate ideas as they work toward a common goal
- Use flexible and fluid grouping of students
- Co-create norms and agreements for sharing and caring for art materials and workspaces. Reinforce those norms with modeling and explaining often.
- Ask students to “Notice” and “Wonder” about works of art together
- Teach “talk moves” so students can engage in academic conversations about theatre, e.g., I would like to build on your idea. I have a different idea to share. Can you please clarify what you just said?



Reduce cognitive load and allow processing time



- Break tasks and prompts into smaller sections and organize texts using bullet points versus complex paragraphs
- Read tasks and texts out loud
- Use simple sentences and include only details needed to complete the task within reading texts
- Show and explain model and sample products that meet product or performance expectations
- Provide adequate thinking and processing time, and flexible time frames for completing tasks

High expectations, asset-based thinking, and a growth mindset are key to student success!

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