Personalization in the Arts Classroom
*A 21st Century Classroom with Competency-based Progression*

**Conference Strand:** Teaching & Learning in the Arts  
**Presentation Type:** 60-minute practice session  
**Target Audience:** Both art & classroom teachers

**A Common Problem:**
- Talented/Slow Learners are in the same classroom. How can you tailor your curriculum and instruction to suit both?
- How can you slow down content, making it accessible for some, without inhibiting other students?

**Differentiated Learning**
- Does NOT mean different assignments or projects but rather more challenging versions of the current topic
- In the Arts, use the IL Arts Standards for this “horizontal alignment”

**Competency Based Progression: CBP**
- Allows students to move on once content is mastered
- Needs frequent formative assessments (as opposed to summative)

*For both, teachers need to have a strong understanding of content and the fundamental skills needed to “master” that content. Also, a lot of front loading needs to take place in order for these efforts to be successful.*

**Activity: Skill Breakdown**
- Choose a topic & break into:
  - Goal
  - Skills needed for goal
  - Ascending order of skills
  - A 3 tiered assignment around that topic
- Topics:
  - How to play 3 Little Birds on Ukulele
  - Scoring a “breakaway” shot in hockey
  - Creating a shaded snowman
- Example: Three Little Birds
  - Students learn basic chords, play with single strums
  - Students play with “reggae strumming pattern”
  - Students “chuck” while playing and/or sing while playing
**A 21st Century CBE Classroom**

- Packets replaced by PCs
- Google Class streams direct content to students
  - Creating a Classroom
  - General Resources
  - Collecting Digital Artifacts (video, photo, mp3)
  - Student Specific Assignments
  - Personalized Feedback
- Google Docs
  - How to create a copy for each student
- Google Forms
  - Use as an entrance/exit ticket
  - Self-select grouping
  - Answer-specific responses

**What Makes a Good Assignment?**

- Backwards design with the goal/product in mind
- Breakdown essential skills
- Include multiple forms of resources (that cater to skills)
- Example of product
- Does it fit into a playlist?

*The initial iteration takes a lot of effort from the teacher, but don’t reinvent the wheel. What videos can you find online? Can you use previous classes work as examples? Re-use previous videos you’ve made.*

*Having functioning independent work time frees you up for circulation, small groups, and formative feedback!*

**Final Project**

- Same goal for all students
- Practical Application of Skills
- Personalized: Reflects Voice, Choice, & Ability

**Resources:**

- [https://www.edutopia.org/article/teaching-class-big-ability-differences-todd-finley](https://www.edutopia.org/article/teaching-class-big-ability-differences-todd-finley)