

iSTAR - Making Learning Visible (Visual Arts week 3)

a contemporary learning framework

iSTAR

- Inform-Inspire
- Show-Share
- Try-Transfer
- Apply-Action
- Review-Revise

unpacking your experience

1. What was the purpose of this lesson?

2. What made this interesting for you?

(Be *inspired*)

3. What ideas did you come up with?

(Be *creative*)

4. How did you work with others on this?

(Think *collaboratively*)

5. What made this challenging for you?

(Accept *challenge*)

6. What did you learn from working on this?

(Be *community focussed*)

Key concepts making/responding

*Visual Arts—making representations of ideas and intended meanings in different forms through materials — to communicate, challenge, and express **visually***

- processes of creating (making)
- visual elements (line, form, shape, tone, texture, colour)
- principles of design (unity, balance, contrast, pattern, emphasis, movement & rhythm)
- viewpoints (context, expressive, persuasive)

The creative process & iSTAR

- **Preparation** (*Inform-Inspire...*)

research/setting the scene

- **Incubation** (*Show-Share...*)

vision/ideas/themes

- **Illumination/Insight** (*Try/Transfer*  *Apply/Action*)

improvise/explore/generation

- **Verification/Elaboration** (*Review/Revise...*)

reflections/feedback

Shape of the lesson

iSTAR	Creative Process	Shape of the visual arts lesson	examples
Inform/Inspire	Preparation	setting the scene/warm up	sharing our practice
Show/Share	Incubation	modelling	blindfold (perceptual) drawing
Try/Transfer	Illumination/Insight	skill development	sketching (8 frames) character to short story
Apply/Action	Improvise/Explore	creating form	making picture books/pop ups
Review/Revise	Verification/Elaboration	show/responding	viewing each others storybooks

in order to *make* and *respond*

- know the context
- be warmed up
- having purpose
- giving form to feeling
- knowing/using art's languages
- thinking differently

learning in visual arts is

- both personal and social
- is connecting
- uses different languages/texts/forms of representation
- image-making
- generative
- reflective

try/transfer

the third point where students are given the opportunity to try and practise learning together

- multiple opportunities to try, interact, practice, and accomplish the learning intentions together
 - multiple ways of knowing
 - multiple ways of interacting
 - multiple opportunities for practice

‘the **practice** of learning’ ...on my own, with someone else

Key words

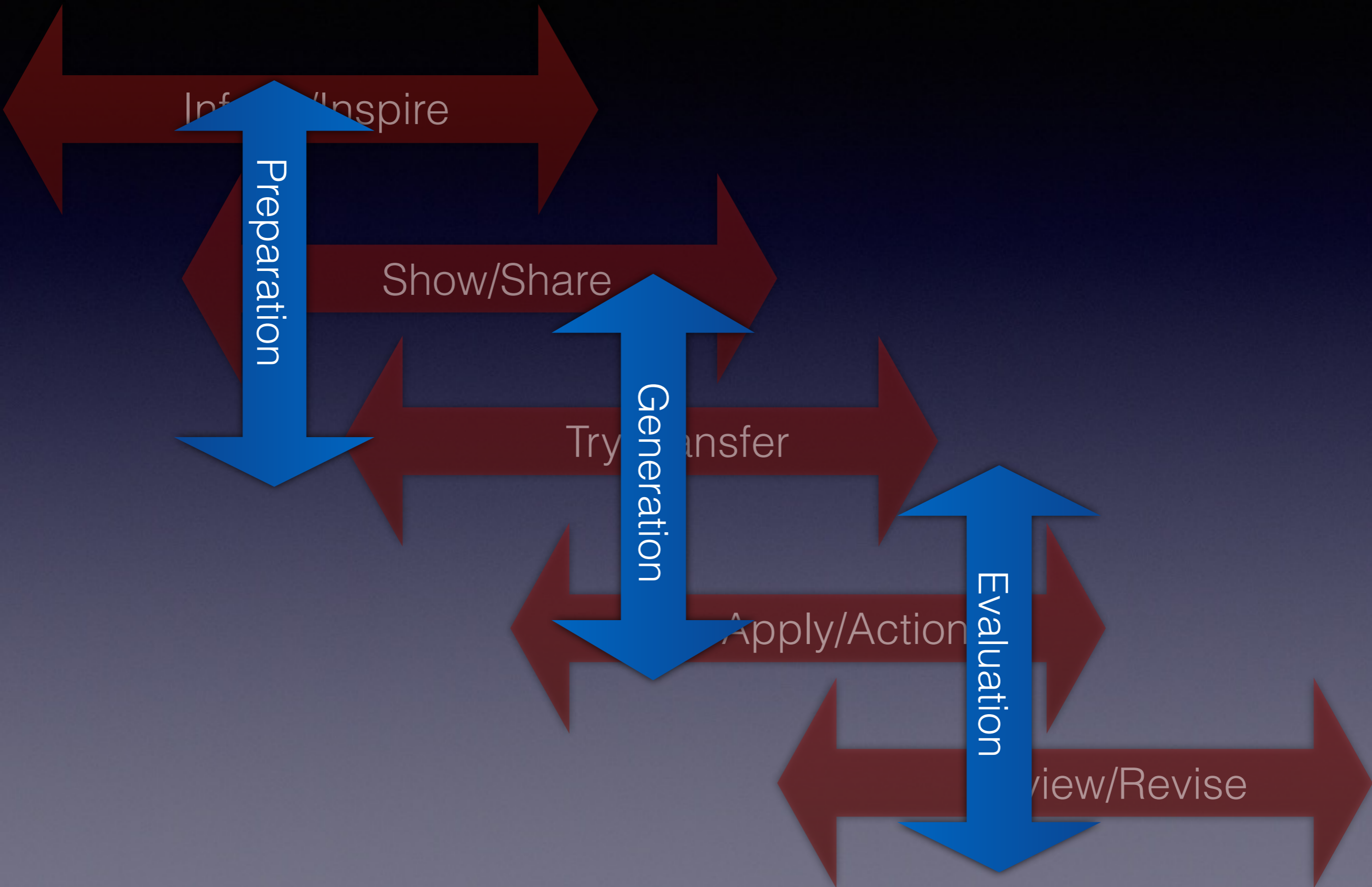
exploring, experimenting, investigating, accepting, rejecting, refining, discarding, emphasising, being open, flow, testing—gathering—distilling, adapt, change

Failure as key to change and success-going beyond ‘fear’

Investigate—Create—Express

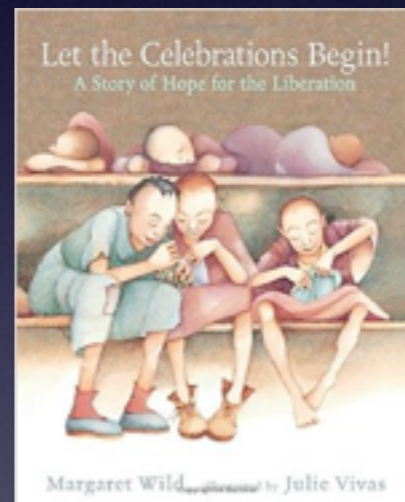
what did you do today?

Key Processes



connected curriculum
multi-literacies building bridges

Drama



Visual Arts

What links can you make?