

Culturally & Linguistically Responsive Arts Teaching and Learning in Action

Strategies that Increase Student Engagement and Achievement





STRATEGY: TABLEAU

This strategy is part of a larger publication entitled *Culturally and Linguistically Responsive Arts Teaching and Learning in Action: Strategies that Increase Student Engagement and Achievement*.

This publication is the result of a yearlong process undertaken by the CCSESA Arts Initiative and the CISC Regional Arts Leads who serve on the Curriculum and Instruction Steering Committee/Visual and Performing Arts Subcommittee. CCSESA's Creativity at the Core Initiative recognizes the transformative power of the arts in the lives of our students as they develop critical thinking skills and capacities that ensure success in our complex, multifaceted, globalized world. To download the entire publication, go to downloads in this module.

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IMPROVING LIFE OUTCOMES FOR YOUNG PEOPLE THROUGH EDUCATION

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“ *I believe it is impossible to make sense of life in this world except through art.* **”**

- Daniel Pinkwater

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AUDIENCE

This handbook is designed with two primary users in mind.

Administrators/Other Leaders

Administrators and other arts and educational leaders can use this handbook to help them in designing professional development services, especially as those are focused on expanding teacher's repertoire of culturally and linguistically responsive, interactive instructional strategies. Not only will the information in this handbook provide administrators and teacher leaders with a concise overview of key aspects of culturally and linguistically responsive pedagogy, but it will also provide an approach or template for thinking about how to select specific instructional strategies that translate that culturally and linguistically responsive pedagogy into classroom practice. By providing arts-specific examples of these strategies in action, teachers will be able to identify those that are most appropriate for their own settings. What's more, the strategies and examples are likely to prompt leaders to recall other strategies already in their repertoires that they can revive, and to create new strategies of their own design.

Classroom Teachers/Teaching Artists/Arts Specialists

Classroom teachers, teaching artists, and arts specialists can use this handbook to help them design learning experiences for their students. The organization of each instructional strategy allows for teachers to understand the objectives and processes, and to adapt them to their own settings and students by customizing the content of the activities. As teachers make decisions about which strategies to incorporate into their learning plans, they will be able to construct sophisticated learning sequences designed to engage students actively in the learning, to build new learning opportunities that take full advantage of students' languages, cultures, and prior experiences/ knowledge, and to invite students into reflection and metacognitive activities that can spiral their learning to new levels.

STRATEGY TEMPLATE *(See Figure 1)*

Each strategy featured in this handbook is organized according to a format that includes the following:

Introductory Information

- Strategy Name
- Strategy Source
- Targeted Objectives
- Applicable Grade(s)
- Time Required
- Materials Required
- Grouping Recommendations

VAPA Connection

- Rationale for Use of the CLRP Strategy in VAPA Classroom Settings

Implementation Process

- Steps for Using the Strategy with Students
- Synthesis, Reflection/Debriefing Suggestions



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STRATEGIES IN ACTION

(See Figure 2)

This handbook also provides examples of each strategy as it might be used in one of the arts disciplines (dance, music, theatre arts, visual arts, media arts, or integrated arts). These examples are organized according to a consistent format. This format includes:

Introductory Information

- Strategy Name
- VAPA Discipline Targeted
- Creativity at the Core Module Alignment
- Applicable Grade(s)
- Time Required
- Materials Required
- Grouping Recommendations
- Required Student Prior Preparation

Planning Information

- Theme/Big Idea
- Performance-Based Assessment
- Teacher Resources
- Learning about the Students

Implementation Process

- Assessing & Building Background Knowledge
- Engaging in the Activity
- Synthesis, Reflection, & Debriefing
- Applying Learning in New Contexts

Pedagogical Principles & Specific CLRP Practices

- Targeted Principles and Practices & How Addressed
 - Language & Culture
 - Learning Community
 - Student Agency, Voice, and Mindset
 - Stretching & Bridging

USING THE STRATEGIES

Teachers can make the best use of these strategies by thinking of them as instructional planning resources. Once a teacher has identified the big rational (the actual work to be accomplished) and experiential (the experience we want students to have as they work) outcomes, s/he can review the available strategies and determine which is most likely to address those outcomes. The teacher

can then select from that subset of strategies the one that is the best fit for the target students (age, grade, language proficiency, background knowledge) and the content.

Educators can either select a particular strategy to use as part of a larger learning sequence, or they can create an extended learning sequence (unit of study, for example), by ordering/sequencing and integrating a series of strategies.

One recommendation we make to educators is that the first time they introduce a strategy to students, they do so with low-demand content so that students don't have to manage both learning the strategy and addressing cognitively demanding content at the same time. Over time, if a teacher recycles a strategy with different content, students will become expert at the strategy and will be able to carry it out more smoothly. In fact, students can become so expert at the strategies that as new students come into the classroom, students themselves can induct new students into how the strategies work. The fact that the strategies are LEARNABLE by students supports the development of autonomous, self-confident, and efficacious learners.

CONNECTION TO THE CREATIVITY AT THE CORE MODULES

Each strategy in action is tied to a particular *Creativity at the Core* module housed on the CCSESA Arts website at www.ccsesaarts.org. This connection is indicated in the introductory information provided for each strategy in action. A particular strategy can be used in the context of a *Creativity at the Core* module but also used independently as it's integrated it into other curricula. As teachers become more familiar with the strategies, not only will they find new ways of using the strategies in their own arts disciplines, but they will also find themselves creating new versions of the "strategy in action".

In the strategies in action, the arts learning has been integrated in each strategy to create a classroom interaction that will not only provide learning in the arts, but present that learning in a way the enhances students' confidence and academic mindset.

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FIGURE 1: STRATEGY TEMPLATE

NAME OF STRATEGY			
A CLRP STRATEGY			
Brief Introduction to Strategy and Its CLRP Connections			
OBJECTIVES		MATERIALS	
GRADE(S)	GROUPING	SOURCE	TIME NEEDED
PROCESS			
Using the Strategy			
Synthesis, Reflection/Debriefing			

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FIGURE 2: ACTIVITY TEMPLATE

(This is directly tied to a specific STRATEGY, and should explain how to use a particular STRATEGY in an actual classroom with real arts content.)

NAME OF STRATEGY A CLRP STRATEGY CONNECTED TO DANCE			
<i>Brief Introduction to the Arts Activity</i>			
VAPA DISCIPLINE	CONTRIBUTING REGION/ ARTS LEAD	SOURCE	MODULE ALIGNMENT
TARGET GRADE(S)	GROUPING	TIME NEEDED	MATERIALS
THEME/BIG IDEA		ARTS DISCIPLINE OBJECTIVE	
LEARNING ABOUT THE STUDENTS		TEACHER RESOURCES	
STUDENT PRIOR PREPARATION OR REQUISITE SKILLS/ KNOWLEDGE		PERFORMANCE-BASED ASSESSMENT	
ASSESSING & BUILDING BACKGROUND KNOWLEDGE			
PROCESS			
SYNTHESIS, REFLECTION/DEBRIEFING		APPLYING LEARNING IN NEW CONTEXTS	

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FIGURE 2: ACTIVITY TEMPLATE *(continued)*

PEDAGOGICAL PRINCIPLES AND PRACTICES ADDRESSED BY THE STRATEGY		
 Check if addressed in the strategy.	SPECIFIC PEDAGOGICAL PRINCIPLES <i>These essential pedagogical principles should inform our specific classroom practice. (Adopted by Creativity at the Core from Jackson's Pedagogy of Confidence)</i>	HOW ADDRESSED BY STRATEGY? <i>This strategy addresses and enacts these essential pedagogical principles, which operationalize our values around cultural and linguistic responsiveness.</i>
	Identifying and building on student strengths.	
	Establishing powerful relationships that nurture success.	
	Eliciting high intellectual performance.	
	Engaging students actively in the learning process.	
	Creating environments of enrichment rather than remediation.	
	Situating learning in the lives of students.	
	Addressing the prerequisites for learning.	
 Check if addressed in the strategy.	SPECIFIC CLRP PRACTICES <i>How will this strategy contribute to creating a culturally and linguistically responsive learning environment?</i>	HOW ADDRESSED BY STRATEGY? <i>How does this strategy addresses, contributes to, and/or enacts one or more of these features of culturally and linguistically responsive learning environments?</i>
LANGUAGE/CULTURE		
	Asserting the legitimacy of students' languages and dialects and using students' languages, cultures, experiences, and skills to create new successes.	
	Building a broad array of language/literacy, crosscultural, and multimedia communication skills.	
	Celebrating, respecting, and appreciating our language and cultural diversity.	
	Taking advantage of cultural traditions to help students process information more efficiently and effectively.	
	Being responsive to the lives of our students and families.	

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FIGURE 2: ACTIVITY TEMPLATE *(continued)*

 Check if addressed in the strategy.	SPECIFIC CLRP PRACTICES <i>How will this strategy contribute to creating a culturally and linguistically responsive learning environment?</i>	HOW ADDRESSED BY STRATEGY? <i>How does this strategy address, contribute to, and/or enact one or more of these features of culturally and linguistically responsive learning environments?</i>
LEARNING COMMUNITY		
	Developing a sense of community, self-determination, trust, and democracy.	
	Providing affirmation, mutual respect, and validation.	
	Minimizing social threats, and maximizing opportunities to connect with others in community.	
	Creating a safe learning environment and modeling high expectations for learning.	
	Promoting assets-based rather than deficit-focused perspectives and behaviors.	
	Explicitly addressing the impact of the context in which students of color live and helping them develop counter-narratives to the resulting negative portrayals of them and their families.	
STUDENT AGENCY, VOICE, & MINDSET		
	Honoring students' voices and creating environments where student voice permeates the classroom instruction.	
	Helping students create a counter-narrative about their identity as learners.	
	Providing students with the language to talk about their learning and thinking (metacognition) and to mark/assess their progress.	
	Supporting students in using their learning to create new knowledge, art, and understanding.	
	Activating students' ability to direct their attention to their own learning.	
	Providing a clear process for reflecting and acting on teacher/peer feedback.	
STRETCHING & BRIDGING		
	Intentionally connecting new learning to students' background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.	
	Challenging students and providing opportunities for them to "stretch," expanding their potential to do more complex thinking and learning.	



Featured CLRP Strategies

“The arts are an essential part of American culture as a whole. It is very important that every young person come into direct contact with the arts — not only as a passive observer, but also as an active participant.”

**- Derek E. Gordon, Executive Director,
Lincoln Center**



Featured Strategy Description

TABLEAU A CLRP STRATEGY

Students are kinetic and visceral beings and this mode of teaching can tap into strengths and understandings that supersede the written word. Allowing students to demonstrate physically their knowledge assists those with communication needs and is inclusive in nature. Creating opportunities for students to determine and design other content areas to mime present using tableau brings cross-disciplinary learning and expands the probability that students will be able to draw from their own home/community learning and knowledge to establish deeper learning connections.

OBJECTIVES • Connect with student expertise and competencies • Build learning partnerships • Develop oral language, artistic, and cognitive skills • Develop cooperative and organization skills • Develop critical thinking skills • Structure application/synthesis, creativity • Use communication and listening skills		MATERIALS • Tableau Topic Descriptions/Handouts • Role Descriptions • Map/Chart • Sentence Strips (for Plaque Descriptions) • Markers	
GRADE(S) K-Adult	GROUPING Group and/or Whole Class	SOURCE Unknown – Late 17th Century	TIME NEEDED 60 Minutes

PROCESS

Using the Strategy

- Students work in groups of four. Each group is responsible for creating a “tableau” using their bodies that represents an important aspect of the topic/theme they have been studying. The tableau includes a “plaque” or sign that has one descriptive phrase or sentence that captures the heart of the topic of the tableau.
- All group members participate in the tableau. Each group member also takes on a specific role, i.e., sculptor, plaque writer, spokesperson, graphic designer.
- Group members read their handout. Each group gets a different handout. For example, if the topic of study is patterns, the handouts might be: patterns in nature, the environment, and works of art. If the topic of study is the life cycle of a butterfly, then the handouts might be: egg, caterpillar, chrysalis, butterfly.
- As an alternative, every group can focus on the same aspect of the topic. The result will be different interpretations of the same topic, rather than different aspects of the same topic.
- Group members brainstorm ideas for the tableau; decide what the tableau’s plaque should say.
- The teacher can also provide a map or chart and ask each group to use the map/chart to place the tableau geographically, historically, biologically, artistically, etc.
- Group members “build” their tableau, and then “perform” by “freezing” and letting the other students guess the nature of their tableau. Then the group chorally recites its plaque statement.
- The audience takes notes while watching other tableaux and asks questions about the other groups’ interpretations of their assignment.

Synthesis, Reflection/Debriefing

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about your topic? How did this activity help you learn new things about this topic?
- How can we use this same strategy (tableau) to help us learn/teach other things we are studying?
- How did this task help you (1) build stronger relationships and connections with your team/class; (2) develop respect for your team’s/class’ perspectives; (3) take responsibility for your/your team’s learning; and/or (4) connect to learning that is important/interesting to you?
- How will you be able to use what you did/learned today to help you in future learning tasks?
- What helped you/your team succeed at the task? What kept you/your team from being as successful as you would have liked?
- Did you feel that you and your classmates cooperated and listened well and communicated effectively?



Using the Featured CLRP Strategies with Arts Content



“ *Creativity is now as important
in education as literacy.* **”**

– Sir Ken Robinson

Strategy in Action with Arts Content

TABLEAU			
A CLRP STRATEGY CONNECTED TO THEATRE ARTS			
This strategy engages students in a kinetic experience as a means to more deeply understand concepts being learned and then demonstrate their learnings.			
VAPA DISCIPLINE Theatre Arts	CONTRIBUTING REGION/ ARTS LEAD 1 – Stacy Young	SOURCE Stacy Young	MODULE ALIGNMENT 18 – STEAM Reuse
TARGET GRADE(S) K-2	GROUPING Whole Class and/or Small Groups	TIME NEEDED 60 Minutes	MATERIALS • Space
THEME/BIG IDEA Shifting Academic Mindset: Reframing Mistakes as Information		THEATRE ARTS OJECTIVE Create a skit or tableau to demonstrate understanding of the “life cycle” of paper (from tree to the recycle bin).	
LEARNING ABOUT THE STUDENTS Teachers will need to know what students perceive as their role in recycling/re-using.		TEACHER RESOURCES • http://www.theteachertoolkit.com/index.php/tool/tableau • http://inspiremykids.com/2011/tableau-bringing-theater-to-the-classroom-and-with-it-new-ways-of-learning/	
STUDENT PRIOR PREPARATION OR REQUISITE SKILLS/ KNOWLEDGE Students will have completed the module, made paper, and created a final art project.		PERFORMANCE-BASED ASSESSMENT Assessment will be through the evaluation of the student portfolios. Students will reflect on the understanding they have of these awards and the purpose. The awards also assist with the presentation and performing of their art discipline, in this case musical theatre. The connection of understanding the level of presentation can be directly connected to the understanding of what is delivered and what will also be assessed of the student understanding as they reflect in their student portfolios.	
ASSESSING & BUILDING BACKGROUND KNOWLEDGE • Teachers need to assess students’ ability to create tableaux or pantomime. • Teachers need to facilitate basics of theatre: audience, focal point, freeze, levels, gesture.			
PROCESS • Students work in groups of four. Each group is responsible for creating a “tableau” using their bodies that represents a “story” about what they have learned about recycling/re-using. • Students work out the different parts of their story and begin to identify how they can communicate it through a frozen picture using their own bodies and expressions. • All group members participate in the tableau. Each group member also takes on a specific role. • Group members “build” their tableau, and then “perform” by “freezing” and letting the other students guess the story they are communicating. • The audience takes notes while watching other tableaux and asks questions about the other groups’ interpretations of their assignment.			
Alternate Strategy • Students can choose to prepare a skit or a pantomime rather than a tableau.			

Strategy in Action with Arts Content

TABLEAU (continued)

A CLRP STRATEGY CONNECTED TO THEATRE ARTS

SYNTHESIS, REFLECTION/DEBRIEFING

The teacher engages students in a discussion around the following questions:

- What did our performances have in common? What were the differences?
- What did we learn about using something like tableau or pantomime to communicate our message?
- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about recycling or re-using? How did this activity help you learn new things about this?
- How can we use this same strategy (tableau) to help us learn/teach other things we are studying?
- Did you feel that you and your classmates cooperated and listened well and communicated effectively?

APPLYING LEARNING IN NEW CONTEXTS

- What other “stories” can we communicate through tableau or pantomime to demonstrate understanding and help others learn?

PEDAGOGICAL PRINCIPLES AND PRACTICES ADDRESSED BY THE STRATEGY

✓ Check if addressed in the strategy.	SPECIFIC PEDAGOGICAL PRINCIPLES <i>These essential pedagogical principles should inform our specific classroom practice. (Adopted by Creativity at the Core from Jackson's Pedagogy of Confidence)</i>	HOW ADDRESSED BY STRATEGY? <i>This strategy addresses and enacts these essential pedagogical principles, which operationalize our values around cultural and linguistic responsiveness.</i>
	Identifying and building on student strengths.	
	Establishing powerful relationships that nurture success.	
✓	Eliciting high intellectual performance.	Analyzing, synthesizing, and creating something new is the highest form of learning in Bloom's Taxonomy.
✓	Engaging students actively in the learning process.	Having students create a tableau to demonstrate understanding will require critical thinking, communication, creativity, and collaboration. This is a highly engaging activity.
	Creating environments of enrichment rather than remediation.	
	Situating learning in the lives of students.	
	Addressing the prerequisites for learning.	
✓ Check if addressed in the strategy.	SPECIFIC CLRP PRACTICES <i>How will this strategy contribute to creating a culturally and linguistically responsive learning environment?</i>	HOW ADDRESSED BY STRATEGY? <i>How does this strategy addresses, contributes to, and/or enacts one or more of these features of culturally and linguistically responsive learning environments?</i>

LANGUAGE/CULTURE

	Asserting the legitimacy of students' languages and dialects and using students' languages, cultures, experiences, and skills to create new successes.	
	Building a broad array of language/literacy, crosscultural, and multimedia communication skills.	
	Celebrating, respecting, and appreciating our language and cultural diversity.	

Strategy in Action with Arts Content

TABLEAU <i>(continued)</i> A CLRP STRATEGY CONNECTED TO THEATRE ARTS		
LANGUAGE/CULTURE <i>(continued)</i>		
	Taking advantage of cultural traditions to help students process information more efficiently and effectively.	
	Being responsive to the lives of our students and families.	
LEARNING COMMUNITY		
✓	Developing a sense of community, self-determination, trust, and democracy.	Creating together develops these skills.
✓	Providing affirmation, mutual respect, and validation.	If students are given voice in decision making, these skills are deployed.
	Minimizing social threats and maximizing opportunities to connect with others in community.	
	Creating a safe learning environment and modeling high expectations for learning.	
	Promoting assets-based rather than deficit-focused perspectives and behaviors.	
	Explicitly addressing the impact of the context in which students of color live and helping them develop counter-narratives to the resulting negative portrayals of them and their families.	
STUDENT AGENCY, VOICE, & MINDSET		
	Honoring students' voices and creating environments where student voice permeates the classroom instruction.	
	Helping students create a counter-narrative about their identity as learners.	
	Providing students with the language to talk about their learning and thinking (metacognition) and to mark/assess their progress.	
✓	Supporting students in using their learning to create new knowledge, art, and understanding.	Creating a tableau to demonstrate understanding, supports students' learning.
	Activating students' ability to direct their attention to their own learning (awakening the RAS).	
	Providing a clear process for reflecting and acting on teacher/peer feedback.	
STRETCHING & BRIDGING		
✓	Intentionally connecting new learning to students' background knowledge and experiences. Helping students bridge from prior knowledge/learning to new learning.	Asking students in what other content areas could we "act" is important to making connections.
	Challenging students and providing opportunities for them to "stretch", expanding their potential to do more complex thinking and learning.	



Student Reflection & Debriefing



“ *The arts are a major area of human cognition, one of the ways in which we know about the world and express our knowledge. Much of what is said in the arts cannot be said in another way.* **”**

– Dr. Howard Gardner, Harvard Graduate School of Education

Student Reflection & Debriefing⁷

We have a responsibility to help our students develop autonomy as learners. That means helping them to develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies that help them figure out how to be better learners.

By providing students with structures that help them reflect and think metacognitively about their learning, we allow them to make meaning and contextualize and synthesize learning. By thinking about HOW they accomplished a cognitive task, students are learning about learning. They learn how to learn by thinking critically and using information creatively. We can also provide them with questioning/reflection strategies and structures that, used regularly, help students not only learn more about their learning processes, but also begin to organize their learning strategies.

One of the issues for many students is that they may not realize that there ARE strategies they can use to help them be more successful. It's critical, therefore, that students have plenty of opportunities to debrief their learning experiences. We can do that by engaging students directly in using reflection and debriefing protocols and prompts.⁸

REFLECTION

Provide questions for students to reflect on their learning through the strategy/activity.

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic? How did this task help you become a better learner?
- How did this task help you (1) build stronger relationships and connections with others; (2) develop respect for others' perspectives; (3) take responsibility for your/others' learning; and/or (4) connect to learning that is important/interesting to you?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

PROCESS DEBRIEFING

Identify questions and sentence starters that help students think about their learning and how they accomplished the task.

- Appreciation & Recognition
 - » It helped me when . . .
 - » I appreciated . . .
 - » Thank you for . . .
 - » It felt good when . . .
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?
- Did you feel that the people in your class/group
 - » Cooperated?
 - » Listened well and communicated effectively?
 - » Included all members?
 - » Facilitated learning/growth for all members?

REFLECTIVE PRACTICE

As you consider incorporation of specific strategies into your instructional planning, reflect on this key question. How can this strategy or activity facilitate learners' growth in the following areas?

- Academic/Cognitive Development?
- Linguistic Development?
- Social/Affective Development?
- Artistic/Creative Development?
- Metacognitive Development?

When your selection and integration of specific interactive strategies facilitates students' development simultaneously in all of these areas, you dramatically magnify the power of your instructional approach.