



**Model Standards for Licensing Classroom  
Teachers and Specialists in the Arts:  
A Resource for State Dialogue**

**June 2002**

**Developed by  
Interstate New Teacher Assessment and Support Consortium  
INTASC Arts Education Committee**

*Draft for Comments*

## Summary of INTASC's Core Principles

The charge to INTASC's Arts Education Committee was to take INTASC's Core Principles (listed below) and translate what they look like when teaching the arts. This document is organized according to these principles. The summary phrase at the end of each principle below indicates the focus of that principle.

**Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students (Subject Matter Knowledge)

**Principle #2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (Child Development)

**Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Diversity of Learners)

**Principle #4:** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Instructional Strategies)

**Principle #5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Learning Environment)

**Principle #6:** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (Communication)

**Principle #7:** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (Planning/Integrated Instruction)

**Principle #8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. (Assessment)

**Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. (Self-Reflection/Professional Development)

**Principle #10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (Community Involvement)

**Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**

*Teachers understand the cognitive, social, physical and sensory development of students and keep abreast of current research in these areas. They understand that individual students move through developmental levels at different rates and that they will vary individually within and across developmental areas. Teachers respect these differences. To support student development in all areas, teachers design and implement developmentally-appropriate sequential arts instruction that provides opportunities for students to participate actively in the artistic processes of creating, performing, and responding in all four arts disciplines (dance, music, theatre, and visual arts).*

#### Classroom Teachers and Arts Specialists

Teachers design and implement instructional experiences in the arts that are congruent with and support students' cognitive development. They understand that quality instruction in the arts promotes the development of higher order thinking skills and are able to facilitate development of students' creative and critical thinking skills by posing artistic problems that students will solve through active inquiry and the artistic processes of creating, performing, and responding. Teachers design arts experiences that enable students to explore, test, and refine different creative solutions to artistic problems (create/perform), and to reflect upon, critically analyze, and explain their artistic choices and preferences (respond). They take student's levels of cognitive development into account when designing these learning experiences.

*For example, a first grade teacher may plan a series of activities to help students learn about and demonstrate through drawing the spatial concepts of near and far. The teacher asks students to look at various objects up close and from far away, guiding them to consider whether the objects look larger or smaller and the differing amount of detail they can see. The teacher then asks students to look at and discuss examples of art works that demonstrate these concepts. Finally, students observe and draw the same object from near and far away, incorporating the concepts they have learned. Recognizing that some children may grasp the concept more readily than others, the teacher works with students individually during the creative process to check and guide their understanding of the concepts. S/he then has students reflect on their finished work.*

Teachers design and implement instructional experiences in the arts that are congruent with and support students' social development. They recognize that arts instruction offers students opportunities to engage actively in group activities that promote the development of important social skills. For instance, teachers facilitate development of the skills of collaboration and respect for others by having students work together to perform a play, create a mural, make music

in an ensemble, or work with a partner to create a dance. They are sensitive to students' social readiness to participate in certain arts experiences.

Teachers design and implement instructional experiences in the arts that are congruent with and support students' physical development. They are aware of how students develop physically including the progression from large to small muscle development in children. They plan instructional experiences that take physical development into account and are sensitive to any constraints that might hinder students' physical participation in artistic activities.

*For example, teachers recognize that manual dexterity is required to play certain musical instruments such as the recorder and that dexterity develops at different rates among children. Some third and fourth-grade children may be able to lift fingers independently to play different pitches, while others are not yet able to do so.*

Teachers understand that students vary in their rates of sensory development, which affects their ability to perceive and represent the world visually, aurally, and kinesthetically. For example, teachers know that young children tend to focus on one perceptual element at a time when dancing or listening to music, and that their ability to perceive more than one element simultaneously changes as they mature. Teachers encourage students to use all of their senses to gain information that will allow them to better represent the world through the arts. They design and implement instructional experiences in the arts that give students choices and allow them to use a variety of perceptual abilities. For example, rather than limiting students to giving a traditional book report, the teacher may allow students to select an art form (dance, music, visual art, or a monologue inspired from the text) to present the theme or retell the story of the book.

*In another example, a middle school teacher may ask students to read a poem out loud to a partner. The poem, which is perceived through the auditory sense, contains descriptive language about feelings or emotions. The teacher has students create a dance demonstrating with their bodies the emotions described in the poem. Their dance is performed to music the students select to amplify the idea of the emotions.*

### Arts Specialists

Arts specialists have a sophisticated understanding of how children learn and develop in their respective arts discipline and use this information to frame their expectations for students' abilities, performances, and progress. They design and implement developmentally-appropriate, sequential instruction that supports and facilitates students' artistic development.

*For example, a theatre specialist would not ask very young students to memorize dialogue and perform a scripted play. Instead, the specialist would allow students to speak in their own words when they dramatize a story they have read. By the time students are in middle school, however, they are able to learn lines written by a playwright and can concentrate on how to use their voices and bodies to create convincing characters.*

Arts specialists facilitate students' artistic development but do not require students to work beyond their physical or emotional level of development. For example, a music specialist would not choose a song for third-grade students that is beyond their pitch (vocal) range, that has sophisticated lyrics beyond their vocabulary, or that is so long it requires students to focus well beyond their normal attention span.

Arts specialists collaborate with classroom teachers and colleagues in other disciplines to design educational experiences in their arts discipline that are artistically appropriate, sensitive to each student's developmental needs, and represent best practices of the field.

*For example, in a school system that has specialists in each arts discipline, arts specialists and classroom teachers may plan parallel units of study on a period in U.S. history (e.g., Westward Expansion, the Harlem Renaissance, Decade of the Sixties) with the culmination to be an all-school program. Social studies teachers may have students research the major artistic, social, and cultural accomplishments of the period. Language arts teachers may have younger students write simple poems about events from the period and older students write biographies of seminal figures. The theatre specialist may help students explore ways they can dramatically present their poems and their biographies using dialogue, costumes, and other visual and aural elements. The visual arts specialist may help older students design and develop a graphic timeline that visually depicts the contributions and accomplishments of the period. The music specialist may help students understand the musical accomplishments of the period and teach younger students to sing a song appropriate to their abilities (one with a simple melody and repetitive lyrics), while older students learn a more sophisticated song (one with multi-part harmony and more complex lyrics and melody). The dance specialist may have younger students recreate dance steps made popular during that era, while older students research a prominent dancer/choreographer of that time and create a short piece of choreography in the style of that individual.*

**Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

*Teachers believe that all students can learn the knowledge and skills that make up the arts. They recognize that students experience and learn about the arts in a variety of ways and design learning opportunities that take these differences into account. Teachers continually observe and interact with students to learn more about them as individual learners, particularly their strengths and preferences, and use this information to encourage and facilitate each student's learning in the arts.*

#### Classroom Teachers and Arts Specialists

Teachers understand that students vary in their approaches to learning and creating/performing/responding in the arts and use their knowledge of different learning styles and multiple intelligences to design instruction that uses student strengths as a basis for growth. They know that some students think more concretely and need structure and sequence as they analyze a work of art while others think more abstractly and comprehend images, sound or movement more holistically. Teachers provide arts experiences that address a diversity of learning styles.

Teachers ensure access to the arts curriculum for all by adapting instructional experiences to meet the learning needs of students with special physical, cognitive, psychological, and perceptual needs. They collaborate with special education teachers and arts specialists to design and implement accommodations that meet individual student needs.

*For example, a classroom teacher is puzzled by a student's inability to explain the meaning of a story she has just read aloud to the class. The teacher consults with the reading specialist, and they determine that while the student can read and correctly pronounce words, she has difficulty comprehending the meaning of the text. The teacher has the class act out scenes from the story, paying particular attention to the sequence of events. The student begins to discover the relationship between the words and movements (symbols) and the ideas (meaning).*

Teachers recognize that students come from an increasingly wide variety of cultures and many have a first language other than English. They understand that all students bring to school their own community and cultural norms and a variety of prior learning experiences. In addition, teachers recognize that students may have varying levels of exposure to the arts. Teachers acknowledge, value, and respect the varying perspectives and life experiences that individual students bring. They incorporate students' experiences and cultural traditions into instruction in authentic ways in order to make appropriate connections between students and the arts curriculum.

Teachers introduce students to artistic traditions from a wide variety of cultures other than their own. To do this effectively, teachers expand their knowledge of other cultures and work to ensure that they present a culture in an accurate and authentic way.

*For example, the classroom teacher may design a unit of study on Native Americans that includes the study of homes and shelters. The teacher helps students explore and make models of varied types of Native American shelter: grass and mud homes, adobe homes, teepees, cliff dwellings, etc. They research the diversity in the types of shelter that Native Americans used and then use authentic materials (sticks, cloth, hide, clay, etc.) to build their models. Students study the structures, symbols and designs as well as the materials of various shelters and then report on why they were used by particular tribes or settlements. Through this unit students learn about form, function, and construction techniques for various materials and how they are influenced by the use of indigenous materials.*

Teachers understand that instruction in the arts presents a unique opportunity to celebrate cultural commonalities and diversity. They facilitate a sharing and discussion of the similarities and differences of the art works and traditions of a variety of cultures. They are aware that this interaction can lead to greater cross-cultural understanding.

### Arts Specialists

Arts specialists have high expectations for all students in the arts and use strategies to help all students achieve their highest potential. They maintain rigorous standards in the arts for all students within their range of abilities.

*For example, the dance specialist may create a dance that will enable a student in a wheelchair to participate and whose movements (e.g., gliding chair patterns) become an integral part of the performance. By effectively adapting the dance learning experience, the teacher allows the student to be held to the same performance standards as other students.*

Arts specialists use broad-based knowledge of their arts discipline to adapt arts instruction to the various learning styles and needs of their students. They are able to draw upon a wide variety of strategies, examples, repertoire, and resources to create instructional opportunities that are adapted to diverse learners.

*To adapt an accompaniment to the needs of individual students, the music specialist may change the key of a song to one in which a specific student can sing, ensure instruments are available that students with disabilities can play, or direct students to the computer-assisted composition program that is most appropriate for their needs.*

In the case of a gifted or talented student, specialists are able to adapt instruction to allow the student to extend his/her skills in a way that is artistically sound and socially responsible (i.e. does

not overshadow other students' performances or disrupt the learning environment of the classroom). They provide opportunities for students who study privately or who have special talent to use their skills in individual and group settings and to enhance the experiences of other students (e.g., accompanist, soloist, tutor).

Arts specialists help students develop a deep understanding of cross-cultural similarities and differences. They design learning experiences that demonstrate that cultural groups may have differing interpretations of artistic concepts and that the same image, sound or movement may have different meaning and significance in various cultures.

*For example, in preparation for a performance of the story of Cinderella, the theatre specialist may have two seventh-grade classes research the story of Cinderella. During their research, the students discover there are hundreds of cultural variations on the story, including the French folk tale that features a fur slipper rather than a glass one. They also uncover versions from Korea, Appalachia, Egypt, and Zimbabwe. Together the specialist and students decide that each class will take one of the versions, study the cultural setting and symbolism, and dramatize Cinderella's story for the other class.*

As a result of their knowledge of the arts and artistic traditions of a wide variety of cultures, arts specialists are sensitive to cultural mores and issues of authenticity. They cultivate a large network of cultural resources and access these resources to research cultural issues. They are aware of the cultures represented by students in their school and collaborate with classroom teachers to provide relevant learning experiences in the arts that reflect and expand on students' cultural experiences.

*For example, a choral music teacher may introduce a freedom song from South Africa to students and engage them in a discussion about the history of South Africa to place the song in cultural and social context. Next, the music teacher introduces an African-American spiritual about freedom and invites the students to discuss the cultural and social context of that song. S/he then plays examples of both types of songs and helps the students compare the singing styles. Students are then asked to find and share examples of freedom songs from other cultures or groups or to think of freedoms they find precious and create their own freedom song in their own style.*

**Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

*Teachers understand that planned sequential arts instruction provides excellent opportunities for students to develop creative and critical thinking skills. Through the arts students learn that problems may have multiple solutions. Teachers help students discover individual or unique solutions to the same problem and guide them through a process of critically evaluating their solutions.*

#### Classroom Teachers and Arts Specialists

Teachers use a variety of strategies to guide students through the artistic processes of creating, performing, and responding. These strategies may include direct instruction, group discussion, cooperative learning, guided practice, independent and collaborative problem-solving, and inquiry-based learning. Teachers vary their roles in the instructional process becoming instructor, facilitator, director, coach, performer, and audience as necessary to serve the purposes of instruction and the needs of students. During instruction, they are flexible and reciprocal, adapting their strategies to student responses, ideas, and needs. They move about the classroom monitoring individual student progress, offering encouragement and feedback, and individualizing instruction as needed. Teachers use an array of instructional strategies as part of a planned sequential instructional program that promotes effective arts learning.

Teachers guide students in developing creative and critical thinking skills by posing problems they will solve through the artistic processes and active inquiry. Teachers present learning experiences in the arts by framing questions, such as “How can we use theatre to solve a school conflict?” or “How can we express a specific emotion visually or through movement?” Teachers encourage students to work individually or in groups to brainstorm questions and possible solutions to questions/problems, to actively investigate possibilities, make choices, reflect upon those choices, and evaluate them. Throughout the entire artistic process, teachers encourage students to reflect upon, refine/rehearse, revise, and improve their work. During this inquiry process, the teacher’s role is that of facilitator and coach, encouraging students to take risks, think more deeply, and investigate a wider variety of choices. Teachers recognize that this process produces a number of intermediary arts products and may culminate in a final product. They understand that both process and product are integral to effective arts learning.

Teachers understand that in the arts student learning is the primary goal rather than the production of a perfect work of art. They design and use instructional strategies that foster creative and critical thinking skills and that nurture student exploration and achievement in the arts.

*For example, as part of a unit on American history, a fifth-grade teacher may have students create a mural in the hallway depicting the variety of cultures that have become part of American society. The teacher divides students into groups to research the history and circumstances under which each cultural group came to this country beginning with Native Americans who were already here, progressing through the migrations of Europeans, Africans, Latinos, Asians, and others. The teacher guides students in thinking through the mural process. First, they decide how to represent their ideas visually, how to divide the mural space among student groups, how to create a unifying theme so the mural is visually pleasing, etc. The teacher works through these problems with students in small groups and as a full group. Students negotiate how the whole mural will work, discuss drawing to scale, work through the math processes for working to scale (e.g., measuring the wall, calculating proportions and ratios), do a layout on butcher block paper, etc. In this long-term creative problem-solving project, the process is slow and comprehensive because the goal is learning as well as creating an end product of technical and artistic quality.*

Teachers understand that presentation of student work in the arts can take many forms and use a variety of strategies to exhibit student work, such as sharing works in class, organizing art exhibitions, or arranging public performances of dance, music or theatre.

### Arts Specialists

Arts specialists use knowledge of their respective arts discipline to design and implement a variety of instructional strategies appropriate for effective arts learning and that engage students in active learning opportunities. They know how to enhance arts learning through the use of a wide variety of instructional materials and resources, such as specialized visual art materials, musical instruments, acting methods, and advanced technologies. Arts specialists assume the roles of artist and instructor, actively modeling and demonstrating artistic processes, techniques, and skills for students.

*For example, in the mural example above, the visual arts specialist would bring deeper arts learning to the activity. The specialist might present a series of lessons on how to draw human figures and have students do preliminary sketching prior to painting the mural; discuss with students concepts in art that unify a large painting (e.g., background colors, linear patterns, spatial relationships); discuss different media that students might use to create different visual effects; help students make the best use of space by discussing elements of perspective that influence where figures are placed on the mural and how to create the sense of three-dimensional space.*

Arts specialists collaborate with classroom teachers and colleagues in other disciplines to ensure that educational experiences in their arts discipline incorporate an appropriate variety of instructional strategies that reflect best practices in their field. They

work to ensure that instruction includes activities that involve critical and analytical thinking and historical understanding as well as activities that involve creative problem solving and the creation of art works.

*For example, the middle school music specialist may collaborate with the classroom teacher during a six-week unit on American history focusing on the 1800s. The music specialist may help students learn the songs "Sweet Betsy from Pike," "Clementine," and other folk songs about westward expansion, life on the trail, and the Gold Rush. The classroom teacher may engage students in critical thinking about life on the trail through examining the lyrics of songs. For instance, s/he might help students trace the route of the travelers in "Sweet Betsy from Pike" and guide them in researching the provisions necessary for travel in covered wagons (critical thinking). The music specialist helps students determine the kinds of instruments available to travelers on the trail. S/he assigns small groups the task of learning accompaniments for trail songs. Each group selects appropriate instruments and learns over the six-week period the accompaniment for one song (problem solving). Groups then accompany class singing, which is incorporated in a class presentation about life on the trail (performance).*

**Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

*Teachers recognize that the arts are a motivational force that contributes in unique ways to the creation of a positive learning environment in which students are actively engaged as participants and audience members. They know how to build on children's instinctive nature to draw, sing, tell stories, and dance as well as their interest in listening to music and stories, and looking at pictures and dances.*

#### Classroom Teachers and Arts Specialists

Teachers create and maintain a positive learning environment conducive to the support of students' personal expression in the arts. They create an atmosphere in which students' opinions, responses, and artistic expressions are respected. They allow students room for creativity and flexibility within the learning goals of the curriculum in order to nurture their expressive tendencies. Teachers challenge students to explore their own questions and answers and do not limit students to answering the teacher's questions or finding the one right answer. They make evaluative comments in a constructive and sensitive manner while a work of art is being created or performed. Teachers create a psychologically and emotionally safe learning environment in which students feel comfortable taking risks, doing solo performances, or assuming roles outside of their realm of experience. For example, before teachers ask students to audition, recite, perform or exhibit in front of other students, they make certain that appropriate preparation has been done to ensure students' acceptance and support of others' efforts. This involves more than simply telling students to behave or be polite but requires creating over time an atmosphere of trust, respect, and consideration for others.

Teachers ensure that students assume responsibility for themselves and one another, and that they work collaboratively as well as independently throughout the arts processes. Teachers understand how social groups function to create and perform works of art and help students work productively and cooperatively toward the completion of a project or performance. They recognize the importance of peer relationships and encourage students to promote one another's learning. Teachers enable students to reflect on their own work and the work of others in a constructive manner.

Teachers use effective classroom management strategies to promote positive relationships and purposeful learning. They inform students of expectations for appropriate behavior before and during arts exercises and teach students how to move around and interact in the classroom while respecting personal and group space. Teachers recognize that instruction in the arts often results in an active, messy, noisy classroom and are able to maintain a controlled, safe learning environment under these conditions. They carefully plan out the logistics of each arts activity and monitor the class during the activity.

*For example, classroom teachers may develop a repertoire of signals and strategies for use during independent student practice, small-group rehearsals, improvisation and composition activities, etc., to manage the learning activity. Strategies may include assigning group monitors to perform various duties (e.g., passing out and collecting scripts or music), establishing a time when everyone will stop what they are doing when they hear the sound of an instrument (e.g., a gong), and developing a pantomime signal that students can imitate, such as tracing arches in the air, that indicates when students should perform a certain function (e.g., get in line).*

Teachers create an environment in which students can safely pursue learning in the arts. They know the correct use of equipment and materials and require students to follow safety procedures. They understand how to adapt arts instruction to a variety of venues (e.g., classrooms, stages, art and dance studios, rehearsal halls, gymnasiums) and help students to focus and work safely and efficiently in a particular venue.

### Arts Specialists

Arts specialists create a learning environment that allows students to expand their abilities to create and perform works of art. They offer students an arts-rich learning environment with a range of choices and opportunities related to their arts discipline. They have a thorough understanding of safety issues related to instruction in their arts discipline and collaborate with others to ensure that the arts take place in a physically, emotionally, and psychologically safe environment. Specialists understand the emotional and psychological investment and risks involved when students participate in challenging arts experiences and know how and when to provide students with appropriate support.

Arts specialists have a repertoire of effective classroom management strategies related to their arts discipline to get students focused quickly on task. They know strategies for getting materials set up and put away quickly, for getting students to quietly and efficiently move their desks to create an appropriate environment for arts-learning tasks, and for engaging students in appropriate warm-up or preparation exercises. They collaborate with the classroom teacher to incorporate effective classroom management strategies into arts instruction.

*For example, the music specialist may collaborate with the kindergarten and first-grade teachers to construct and assemble music learning centers in their classrooms. They find the best placement for centers in each room (e.g., where sound created in one center provides minimum interference to those working in another center). They discuss management issues for center use (e.g., limiting the number of students per center; modeling how to use equipment, manipulatives, or instruments in the center) and they make adjustments as students use the center.*

**Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

*Teachers are able to communicate effectively both verbally and nonverbally with students. Because they understand that the arts are fundamentally a means of communication and that art works may be interpreted in many ways, they promote communication that is open to a variety of viewpoints. Teachers observe, listen, and communicate with students in ways that encourage continued exploration in the arts.*

#### Classroom Teachers and Arts Specialists

Teachers use their understanding of basic communication theory and techniques to foster effective communication, both verbal and nonverbal, with students. For example, with regard to verbal communication, teachers might familiarize themselves with the meaning of current slang so that they do not use words inappropriately in class or misinterpret a student's remark. With regard to nonverbal communication, teachers understand that their use of nonverbal clues can promote or hinder a student's participation in learning experiences and therefore monitor their use of eye contact, facial expressions, gesture, posture, distance, and stance in the same way they carefully monitor their use of words and the tone of their voice. They demonstrate sensitivity to cultural and gender differences in both verbal and nonverbal communications. For example, teachers understand that in some cultures it is disrespectful for a person to maintain direct eye contact with another and that a downcast gaze may not indicate disinterest or lack of respect.

Teachers foster active inquiry by engaging students in the analysis of art works. They ask students probing questions in order to assist them in finding meaning in art works. They help students speculate individually and collectively about possible artistic intent. They encourage students to identify contexts in which art works were created in order to help them develop and support personal judgments about works of art. Teachers understand that a specific art work can be interpreted in multiple ways and therefore they develop a culture in the classroom that respects various viewpoints and promotes effective interaction and collaboration. Teachers check students' understanding by asking appropriate questions.

Teachers use technology appropriately to support, enhance, and supplement instruction in the arts. They understand that technology is not a substitute for instruction but a tool to be used as part of a well-planned lesson that has an arts-specific learning goal.

*For example, teachers may use a museum exhibition on the web or a CD-ROM of famous paintings to illustrate a style of painting their students are*

*studying. Teachers might also set up an e-mail network of Internet buddies so that students studying the same art works can share ideas and insights.*

### Arts Specialists

Arts specialists have a clear understanding of how their arts discipline communicates ideas and feelings. Their experience with a broad and varied repertoire of art works in their discipline enables them to employ a variety of communication techniques to promote historical, critical and aesthetic inquiry. They use their sophisticated knowledge of their arts discipline to construct questions that allow students to think more deeply about the arts. They also use metaphors, analogies and stories to promote a richer understanding of the meaning and value of art works.

*For example, a music specialist may engage students in discussing the concept of interpretation in music performance by playing two different performances of the same work (e.g., the song "Over the Rainbow"-- one by Judy Garland and one by Patti LaBelle). The specialist helps students research contextual information about each recording and biographical information about each performer. Students listen to the recordings again and compare the performances both verbally and in writing. Finally, the specialist guides small groups of students as they develop and perform their own interpretations of the song. Alternatively, students are asked to find two different recordings of another song, share them with the class, and analyze and describe the differences in the interpretations of the song and why they might be different.*

Arts specialists are knowledgeable about a broad range of computer software and technologies specific to their arts discipline and use this knowledge to enrich student learning in the arts.

*For example, the dance specialist may illustrate dance concepts for students by using computer software that allows dances to be composed and then performed on the screen by animated dance figures; the theatre specialist may use computerized light boards that enable students to easily experiment with lighting design for a theatre production; the visual arts specialist might have students use computer software as a tool for creating, manipulating, and storing works of art; and the music specialist might have students use Midi and electric keyboards to help them in composing and arranging their own music.*