

# **SKILLS IN PRACTICE**

## **K-12 STUDENT LEARNING IN HAMMER ACADEMIC PROGRAMS PEDAGOGY**

By participating in tours led by Student Educators or Academic Programs staff, K-12 students will practice the following standards-aligned skills.

# DEFINITIONS

Hammer Academic Programs Pedagogy cultivates **five standards-aligned skills**:

## OBSERVATION

Identifying and describing visual elements.

## ANALYSIS

Interpreting and inferring the meanings of visual elements.

## INTEGRATING CONTEXTUAL KNOWLEDGE

Relating artwork to information about its social, cultural, and political context.

## PRESENTING IDEAS

Exploring and expressing one's own feelings, thoughts, and beliefs in relation to artwork. Relating artwork to their own personal identities and experiences.

## COLLABORATIVE COMPREHENSION

Actively listening to and engaging with others' perspectives.

The following pages provide further details about these skills and their alignment with California Arts Standards, California Common Core State Standards for English Language Arts (CCSS for ELA), and social emotional learning (SEL).

## PERCEPTION

Observing, identifying, and describing visual elements.

### CA ARTS ANCHOR STANDARD 7. PERCEIVE AND ANALYZE ARTISTIC WORK

#### 7.1 Enduring understanding:

“Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.”

#### 7.1 Essential questions:

- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?

#### 7.2 Enduring understanding:

“Visual imagery influences understanding of and responses to the world.”

#### 7.2 Essential questions:

- What is an image?
- Where and how do we encounter images in our world?
- How do images influence our views of the world?

### CCSS FOR ELA: COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

#### Key Ideas and Details

“1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.”

## ANALYSIS

Interpreting and inferring meaning of visual elements.

### CA ARTS ANCHOR STANDARD 8. INTERPRET INTENT AND MEANING IN ARTISTIC WORK

#### 8.1 Enduring understanding:

“People gain insights into meanings of artworks by engaging in the process of art criticism.”

#### 8.1 Essential questions:

- How can the viewer “read” a work of art as text?
- How does knowing and using visual arts vocabularies help us understand and interpret works of art?

## INTEGRATING CONTEXTUAL KNOWLEDGE

Relating artwork to information about its social, cultural, and political context.

### CA ARTS ANCHOR STANDARD 11. RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING

#### 11.1 Enduring understanding:

“People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.”

#### 11.1 Essential questions:

- How does art help us understand the lives of people of different times, places, and cultures?
- How is art used to impact the views of a society?
- How does art preserve aspects of life?

### CCSS FOR ELA: COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

#### Integration of Knowledge and Ideas

“7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*”

## PRESENTING IDEAS

Exploring and expressing one’s own feelings, thoughts, and beliefs in relation to artwork. Relating artwork to their own personal identities and experiences.

### CCSS FOR ELA: COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING & LISTENING

#### Presentation of Knowledge and Ideas

“4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.”

“6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.”

### T-SEL COMPETENCIES: SELF-AWARENESS (source: CASEL / CDE)

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose. Self-awareness includes abilities such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one’s emotions

- Demonstrating honesty and integrity
- **Linking feelings, values, and thoughts**
- **Examining prejudices and biases**
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose
- Reflecting on one's personal role and contributions within a community

(Adapted from the Collaborative for Academic, Social, and Emotional Learning 2020)

## COLLABORATIVE COMPREHENSION

Actively listening to and engaging with others' perspectives

### CCSS FOR ELA: COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING & LISTENING

#### Comprehension and Collaboration:

"1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."

### T-SEL COMPETENCIES: SOCIAL AWARENESS (source: CASEL / CDE)

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities and practices to feel compassion for others; understand broader historical, cultural, and social norms for behavior in different settings; and recognize family, school, and community resources and supports. Social awareness includes abilities such as:

- **Leaning into others' perspectives with curiosity**
- Recognizing and acknowledging the inherent strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- **Identifying diverse cultural and social norms, including unjust ones**
- Recognizing situational demands and opportunities
- Understanding the influences of biased and racist systems and structures on mindset, behavior, and actions
- **Creating and maintaining a just and caring community.**

(Adapted from the Collaborative for Academic, Social, and Emotional Learning 2020)