



UNIFIED ARTS

The impact of higher order questioning on
student learning

COLLABORATIVE WORK: THE PASSPORT PROJECT



CHINA



P.E.

- “Higher order questions prompted strategic thinking and problem solving that students were able to apply to their tasks.”

Jan Huot

- “Students feel confident enough to take risks and explore their own ideas when they are encouraged to think on a higher level.”

Beth Gattey

Music

- “Including more questions in our lessons created an environment or an opportunity that promoted higher order thinking.”

Maryrose Kristopik



Library

- “The level of student engagement increased dramatically when higher order questions were incorporated into the lessons.”

Yvonne Cech

Art

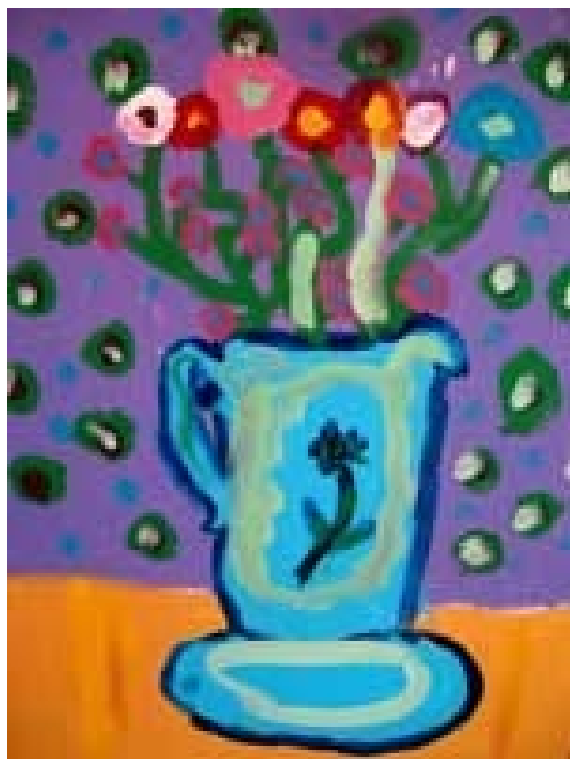
- “While we were collaborating to help each other incorporate higher order questions into our lessons, we discovered a common thread in our work.”

Leslie Gunn



ART STUDENTS

- “I think of my art as the space that I know in my mind.”



- “I think of my art as a beautiful thing explained.”



ART STUDENTS



- “I think of my art as a dream, where the impossible becomes possible. My art for me is an enjoyable activity freeing my stressful thoughts. I learned to make my art more realistic during this painting. Art lets me be as creative and free as possible.”



DISCIPLINE SPECIFIC SENTENCE STARTERS

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P.E.

- Do you know of any instance in which...
- How would you work together to...

Music

- How would you compare...
- How would you show...

Library

- How would you organize these...
- How would you use this information to find...

Art

- How would you describe...
- How would you apply what you learned to develop...



Students asked...

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“What inspired you to be an artist, author, illustrator?”



“What do you like most about creating books?”



Ee Jer Ma Da Go (The Hungry Dog)

English Words by Alice Firgau and Kim Williams

功 夫 狗 吃 肉
gong fu gou chi rou
When the dog eats the meat

收 给 书 包
shoh shuh shoo bah-oh
Home-ward from my school

看 见 父 母
kang jee-en foo moo
There where I know

父 母 对 我
foo moo dway fa
Wait-ing ther and

我 笑 嘻 嘻
waw shee-ow shee shee
ther and moth-er er kind

Hui Jia Qü (Home from School)

Words by David Eddleman
Folk Song from China

功 夫 狗 吃 肉
gong fu gou chi rou
When the dog eats the meat

收 给 书 包
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"Are You Sleeping?" Medley

English Words by Alice Firgau and Kim Williams
Collected by Mary Shamrock

(Mandarin)

三 只 老 虎 三 只 老 虎 跑 得 快
san jur lao hoo san jur lao hoo pao duh kwai
Three big ti-gers, three big ti-gers, Run-ning fast,

跑 得 快 一 只 没 有 眼 睛 两 只 没 有 尾 巴
pao duh kwai yee jur may yoh yen jing leeahng jur may yoh way bah
run-ning fast. One with eyes that see not! Two with tails that are not!

真 奇 怪 真 奇 怪
juhn chee kwai juhn chee kwai
Oh, how strange! Oh, how strange!



Student developed questions... 11

“What is the origin of Welsh castles?”

“What inspired you to be an artist, author, illustrator?”

“What do you like most about creating books?”



HOW WE CONTINUE TO BRING HIGHER ORDER QUESTIONS THROUGH OUR SUBSEQUENT WORK

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PE

- Does a game like this help?
- Why do we play games like this?
- Visualize your strategies.

MUSIC

- How can you practice your recorder songs without playing your instrument?
- Create one strategy to practice without blowing.

LIBRARY

- Justify why you think this is or is not a good research question.
- How can we broaden this question to make it a better research question?

ART

- If you could shrink yourself and go through your painting what would that be like?
- Remember your maps – where do you want to lead the eye?



REFLECTIONS

- “The process we went through made Anderson’s questions discipline-specific as opposed to a vague concept.” -- Jan Huot
- “It was a good process for us to take ownership of what applied to us and how we could make it work for our discipline.”
-- Maryrose Kristopik
- “It made me re-think how to challenge my students to guide them toward more individual involvement and deeper understanding of the material.”
-- Yvonne Cech
- “This process of working together on higher order questions showed us the common thread that is woven through all of our disciplines.”
-- Leslie Gunn

