

Developing Literacy in Performing Arts

<p>Strategies to ensure you read like a Performer</p>	<ul style="list-style-type: none"> • Word walls and displays • Developing background knowledge to improve comprehension from multiple sources such as news articles, opinion pieces, analysis, current performance events to develop culture capital • Decipher texts by summarising key points • Student-led reading • Breakdown reading • Connect text to real world implications through examples • Consider source and reliability of text • Self-evaluation when comparing mechanics and technique to that of a performer • Re-reading texts
<p>Strategies to ensure you write like a Performer</p>	<ul style="list-style-type: none"> • Developing spelling of Tier 1, 2 & 3 vocabulary • Instructional scaffolding • Use of models - I do, We do, You do. • Sentence stems • Chunking of coursework tasks into a logical order • Example pieces of previous work • Checklists to sequence work
<p>Strategies to ensure you speak like a Performer</p>	<ul style="list-style-type: none"> • Discussion • Peer learning through group work /pair work • Debate current events and 'hot' topic points within the literature to expand knowledge when evaluating • Developing spoken expression and performing specific tier 3 vocabulary • Correct incorrect technique when modelled by teacher • Guided Discovery through open and closed questioning • Consistent formative feedback • Chunking instruction to improve working memory • Instructional Scaffolding when demonstrating techniques and discussing tactics