



Guiding Points for Creating a Know-Wonder-Learn Chart

A Guide for Artists on Tour

The intention of creating a Know-Wonder-Learn (KWL) chart is to increase student learning before, during and after a performance. The KWL chart should include applicable information, questions and possible activities to enhance student learning. Because of the educational nature of performing in schools, it is ideal to include links to the curriculum in order to draw educational connections.

The following are meant as points of direction for performing artists. KWL charts should be one page long (two pages maximum) to encourage teachers to use them. Due to time constraints in the classroom it is ideal to provide a more succinct resource to be easily reviewed and used by teachers.

Know-Wonder-Learn Content

About the Artist

- Include a current picture.
- Where did art start for you? In this section you can talk about your artistic journey and where your passion for your medium is rooted. Including this allows students to realize that a career in the arts is achievable.
- Artist's vision and/or professional goal.
- What inspired you to perform in schools?

About the Performance

- Discipline
- Duration: The length of the performance; sequence of events.
- What to expect during the performance: A brief description of the performance.
- What is expected of the audience? eg. Do students clap along? Will you require volunteers?
- The brief description is intended to provide a context for the performance and teachers can seek further information from links provided if time permits.
- Technical requirements of the performance
- Optional links include artist websites or additional resources for teachers to access.

About the Art Form

- A brief history of the art form.
- Main themes or guiding concepts for students to be aware of during the performance. What is the message that you hope students take away from the performance?
- Technical information about instruments or props is optional.
- Optional links include additional resources for teachers to access.

Links to the Curriculum

- Two or three learning objectives of the performance that are linked to the prescribed learning outcomes in the provincial curriculum. A curriculum overview for Arts Education and cross curricular connections will be provided.

Pre-Performance Discussion Questions for Students

- Two or three informational questions that build on student knowledge prior to performance.
- Refer to the Bloom's Taxonomy Questioning chart included at the end of this document for guidance in generating meaningful questions.
- Questions for students that evoke personal connections to the art form. Examples are included below.

Storytelling: "Do you have a favorite story? Do you know when that story was first told?"

Music: "What are some everyday objects that can be used to make music? Do you think music is everywhere?"

Drama: "Have you acted before? What do actors do?"

Dance: "Is there a dance that reminds you of a certain time or place?"

- Introductory activities leading up to the performance are optional.

Post-Performance Activities for Students

- Activities will enhance learning and understanding of the themes and concepts in the performance and should be connected to the links to the curriculum if possible. Briefly citing of the goals of activities is encouraged.
- 10-20 minutes per activity is ideal. These are meant to enhance learning from the performance and allow students to experiment with an aspect of the medium. Hands-on activities are encouraged.
- Activities are most successful if they do not require comprehensive preparatory work or supplies to be provided by the teacher. Links to websites with further activities are encouraged, but optional.

Post-Performance Discussion Questions for Students

- Two or three inquiry-based questions for students that provoke further individual thinking, questioning and learning. Questions that ideally cannot be answered with a simple “yes” or “no”.
- Refer to the Bloom’s Taxonomy Questioning chart included at the end of this document for guidance in generating meaningful questions.
- Below are some examples of questions for different disciplines:
 - Storytelling: “What role do you play in passing stories on?”
 - Music: “How does location influence the type of music that is made?”
 - Drama: “What do you think an actor’s most important tool is?”
 - Dance: “How does movement represent different moods or ideas?”

Bloom’s Taxonomy Questioning Chart

The following is intended to be used as a guide to develop effective questions for students according to the different levels of fundamental questioning as outlined by Benjamin Bloom.

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose
Copy
Define
Duplicate
Find
How
Identify
Label
List
Listen
Locate
Match
Memorise
Name
Observe
Omit
Quote
Read
Recall
Recite
Recognise
Record
Relate
Remember
Repeat
Reproduce
Retail
Select
Show
Spell
State
Tell
Trace
What
When
Where
Which
Who
Why
Write

Key words:

Ask
Cite
Classify
Compare
Contrast
Demonstrate
Discuss
Estimate
Explain
Express
Extend
Generalise
Give examples
Illustrate
Indicate
Infer
Interpret
Match
Observe
Outline
Predict
Purpose
Relate
Rephrase
Report
Restate
Review
Show
Summarise
Translate

Key words:

Act
Administer
Apply
Associate
Build
Calculate
Categorise
Choose
Classify
Connect
Construct
Correlation
Demonstrate
Develop
Dramatise
Employ
Experiment
Relate
Represent
Select
Show
Simulate
Interpret
Interview
Link
Make use of
Manipulate
Model
Organise
Perform
Plan

Key words:

Analyse
Arrange
Assumption
Breakdown
Categorise
Cause and effect
Choose
Classify
Differences
Discover
Discriminate
Dissect
Distinction
Distinguish
Divide
Establish
Examine
Find
Focus
Function
Group
Highlight
In-depth
Inference
Inspect
Investigate
Isolate
List
Motive
Omit
Order
Organise
Point out
Prioritize
Question
Rank
Reason
Relationships
Reorganise
Research
See
Select
Separate
Similar to
Simplify
Survey
Take part in
Test for
Theme
Comparing

Key words:

Adapt
Add to
Build
Change
Choose
Combine
Compile
Compose
Construct
Convert
Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate
Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Discuss
Original
Originate
Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Support
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask
Cite
Classify
Compare
Contrast
Demonstrate
Discuss
Estimate
Explain
Express
Extend
Generalise
Give examples
Illustrate
Indicate
Infer
Interpret
Match
Observe
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Distinguish
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Motive
Omit
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Test for
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Comparing

Key words:

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Model
Modify
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Originate
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Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Support
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse
Arrange
Assumption
Breakdown
Categorise
Cause and effect
Choose
Classify
Differences
Discover
Discriminate
Dissect
Distinction
Distinguish
Divide
Establish
Examine
Find
Focus
Function
Group
Highlight
In-depth
Inference
Inspect
Investigate
Isolate
List
Motive
Omit
Order
Organise
Point out
Prioritize
Question
Rank
Reason
Relationships
Reorganise
Research
See
Select
Separate
Similar to
Simplify
Survey
Take part in
Test for
Theme
Comparing

Key words:

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Combine
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Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate
Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Discuss
Original
Originate
Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Support
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt
Add to
Build
Change
Choose
Combine
Compile
Compose
Construct
Convert
Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate
Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Discuss
Original
Originate
Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Support
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Key words:

Agree
Appraise
Argue
Assess
Award
Bad
Choose
Compare
Conclude
Consider
Convince
Convince
Criteria
Critique
Debate
Decide
Deduct
Defend
Determine
Disprove
Dispute
Effective
Estimate
Evaluate
Explain
Give reasons
Good
Grade
How do we know?
Importance
Infer
Influence
Interpret
Judge
Justify
Mark
Measure
Opinion
Perceive
Persuade
Prioritise
Prove
Rate
Recommend
Rule on
Select
Support
Test
Useful
Validate
Value
Why

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree
Appraise
Argue
Assess
Award
Bad
Choose
Compare
Conclude
Consider
Convince
Convince
Criteria
Critique
Debate
Decide
Deduct
Defend
Determine
Disprove
Dispute
Effective
Estimate
Evaluate
Explain
Give reasons
Good
Grade
How do we know?
Importance
Infer
Influence
Interpret
Judge
Justify
Mark
Measure
Opinion
Perceive
Persuade
Prioritise
Prove
Rate
Recommend
Rule on
Select
Support
Test
Useful
Validate
Value
Why

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving
Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Carrying out
Executing
Implementing
Using
Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring
Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Outcomes:

Advertising
Film
Media product
New game
Painting
Plan
Project
Song
Story

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring
Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Can you explain what is happening . . . what is meant . . . ?
How would you classify the type of . . . ?
How would you compare . . . ?
How would you rephrase the meaning . . . ?
What can you say about . . . ?
What facts or ideas show . . . ?
What is the main idea of . . . ?
Which statements support . . . ?
Will you state or interpret in your own words . . . ?

Questions:

How would you use . . . ?
What examples can you find to . . . ?
How would you solve . . . using what you have learned . . . ?
How would you organise . . . to show . . . ?
How would you show your understanding of . . . ?
What approach would you use to . . . ?
How would you apply what you learned to develop . . . ?
What other way would you plan to . . . ?
What would result if . . . ?
Can you make use of the facts to . . . ?
What elements would you choose to change . . . ?
What facts would you select to show . . . ?
What questions would you ask in an interview with . . . ?

Questions:

What are the parts or features of . . . ?
How is . . . related to . . . ?
Why do you think . . . ?
What is the theme . . . ?
What motive is there . . . ?
Can you list the parts . . . ?
What inference can you make . . . ?
What conclusions can you draw . . . ?
How would you classify . . . ?
How would you categorise . . . ?
Can you identify the difference parts . . . ?
What evidence can you find . . . ?
What is the relationship between . . . ?
Can you make a distinction between . . . ?
What is the function of . . . ?
What ideas justify . . . ?

Questions:

What changes would you make to solve . . . ?
How would you improve . . . ?
Can you elaborate on the reason . . . ?
Can you propose an alternative . . . ?
Can you invent . . . ?
How would you adapt . . . to create a different . . . ?
How could you change (modify) the plot (plan) . . . ?
What could be done to minimise (maximise) . . . ?
What way would you design . . . ?
Suppose you could . . . what would you do . . . ?
Can you formulate a theory for . . . ?
How would you estimate the results for . . . ?
What facts can you compile . . . ?
Can you construct a model that would change . . . ?
Can you think of an original way for the . . . ?

Questions:

Do you agree with the actions/outcomes . . . ?
What is your opinion of . . . ?
How would you prove/disprove . . . ?
Can you assess the value/importance of . . . ?
Would it be better if . . . ?
Why did they (the character) choose . . . ?
What would you recommend . . . ?
How would you rate the . . . ?
What would you cite to defend the actions . . . ?
How would you evaluate . . . ?
How could you determine . . . ?
What choice would you have made . . . ?
What would you select . . . ?
How would you prioritise . . . ?
What judgement would you make about . . . ?
Based on what you know, how would you explain . . . ?
What information would you use to support the view . . . ?
How would you justify . . . ?
What data was used to make the conclusion . . . ?

Bloom's Taxonomy: Teacher Planning Kit