Guiding Points for Creating a Know-Do/Inquire-Understand Chart

A Guide for Artists on Tour

The intention of creating a Know-Do/Inquire-Understand chart (formally a Know-Wonder-Learn or KWL chart) is to increase student learning before, during and after a performance. The KDU 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. KDU 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-Do/Inquire-Understand 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.

← LOW LEVEL THINKING SKILLS ———→   ←——— HIGH LEVEL THINKING SKILLS →

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

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

Application
To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

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

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.

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:

Knowledge			Comprehension			Application			Analysis			Synthesis			Evaluation		
Choose	Observe	Show	Ask	Extend	Outline	Act	Employ	Practice	Analyse	Examine	Prioritize	Adapt	Estimate	Plan	Agree	Disprove	Measure
Copy	Omit	Spell	Cite	Generalise	Predict	Administer	Experiment	Relate	Appraise	Find	Question	Add to	Experiment	Predict	Appraise	Dispute	Opinion
Define	Quote	State	Classify	Give examples	Purpose	Apply	with	Represent	Arrange	Focus	Rank	Build	Extend	Produce	Argue	Effective	Perceive
Duplicate	Read	Tell	Compare	Illustrate	Relate	Associate	Group	Select	Assumption	Function	Reason	Change	Formulate	Propose	Assess	Estimate	Persuade
Find	Recall	Trace	Contrast	illustrate	Rephrase	Build	Identify	Show	Breakdown	Group	Relationships	Choose	Happen	Reframe	Award	Evaluate	Prioritise
How	Recite	What	Demonstrate	Indicate	Report	Calculate	Illustrate	Simulate	Categorise	Highlight		Combine	Hypothesise	Revise	Bad	Explain	Prove
Identify	Recognise	When	Discuss	Infer	Restate	Categorise	Interpret	Solve	Cause and effect	In-depth discussion	Reorganise	Compile	Imagine	Rewrite	Choose	Give reasons	Rate
Label	Record	Where	Estimate	Interpret	Review	Choose	Interview	Summarise	Choose	Inference	Research	Compose	Improve	Simplify	Compare	Good	Recommend
List	Relate	Which	Explain	Match	Show	Classify	Link	Teach	Classify	Inspect	See	Construct	Innovate	Solve	Conclude	Grade	Rule on
Listen	Remember	Who	Express	Observe	Summarise	Connect	Make use of	Transfer	Differences	Investigate	Select	Convert	Integrate	Speculate	Consider	How do we know?	Select
Locate	Repeat	Why			Translate	Construct	Manipulate	Translate	Discover	Isolate	Separate	Create	Invent	Substitute	Convince		Support
Match	Reproduce	Write				Correlation	Model	Use	Discriminate	List	Similar to	Delete	Make up	Suppose	Criteria	Importance	Test
Memorise	Retell					Demonstrate	Organise		Dissect	Motive	Simplify	Design	Maximise	Tabulate	Criticise	Infer	Useful
Name	Select					Develop	Perform		Distinction	Omit	Survey	Develop	Minimise	Test	Debate	Influence	Validate
						Dramatise	Plan		Distinguish	Order	Take part in	Devise	Model	Theorise	Decide	Interpret	Value
									Divide	Organise	Test for Theme	Discover	Modify	Think	Deduct	Judge	Why
									Establish	Point out	Comparing	Discuss	Original	Transform	Defend	Justify	
												Elaborate	Originate	Visualise	Determine	Mark	

Actions / Outcomes:

Actions: (Knowledge)	Outcomes:	Actions: (Comprehension)	Outcomes:	Actions: (Application)	Outcomes:	Actions: (Analysis)	Outcomes:	Actions: (Synthesis)	Outcomes:	Actions: (Evaluation)	Outcomes:
Describing	Definition	Classifying	Collection	Carrying out	Demonstration	Attributing	Abstract	Constructing	Advertisement	Attributing	Abstract
Finding	Fact	Comparing	Examples	Executing	Diary	Deconstructing	Chart	Designing	Film	Checking	Chart
Identifying	Label	Exemplifying	Explanation	Implementing	Illustrations	Integrating	Checklist	Devising	Media product	Deconstructing	Checklist
Listing	List	Explaining	Label	Using	Interview	Organising	Database	Inventing	New game	Integrating	Database
Locating	Quiz	Inferring	List		Journal	Outlining	Graph	Making	Painting	Organising	Graph
Naming	Reproduction	Interpreting	Outline		Performance	Structuring	Mobile	Planning	Plan	Outlining	Mobile
Recognising	Test	Paraphrasing	Quiz		Presentation		Report	Producing	Project	Structuring	Report
Retrieving	Workbook	Summarising	Show and tell		Sculpture		Spread sheet		Song		Spread sheet
	Worksheet		Summary		Simulation		Survey		Story		Survey

Questions:

Knowledge
Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

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

Application
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 ...?

Analysis
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 ...?

Synthesis
What changes would you make to solve...?
How would you improve ...?
What would happen if...?
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...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
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 ...?

Evaluation
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