

## Experience 3Es Example Planning Sheet

*Engage, Explore, Express*

caltoolkit.org	Framework Step	Essential Questions	Instructional Rationale	Resources To Consider
<b>E N G A G E</b>	<b>Notice:</b> Present a work and invite students to make objective observations.	What do we notice in this work of performing or visual art?	Set the tone by having students start with evidence-based thought, not assumptions or preconceptions they may bring to the work. This is especially important when centering under-represented art traditions or traditions that may be unfamiliar to some of the students.	<a href="#">See, Think, Me, We (Harvard Project Zero) (if listening to music replace "See" with Hear: Listen closely...)</a>  <a href="#">See Think Wonder (Harvard Project Zero)</a>  <a href="#">Know, Want, Learn (Scholastic)</a>
	<b>Share:</b> Invite students to share what they think about this work, the culture from which it comes, and/or the art form, techniques used, etc.	What do we think about this piece of art and its makers?	Centers students' assets, including cultural experiences and prior learning - as a valuable tool for approaching new learning. Connect the experience with prior learning.	<a href="#">Primary Source Analysis Tool (Library of Congress)</a>
	<b>Wonder:</b> Students challenge assumptions and develop questions to inform future learning.	What more do we want to explore about this work and its makers?	Generate curiosity, motivate students to prepare for a cultural experience with openness. Identify learning gaps or scaffolding that may be necessary for all students to fully benefit from the cultural experience.	
<b>E X P L O R E</b>	<b>Explore:</b> Students are involved in a cultural experience with a cultural insider.	How did our experience change how we think?	<i>This is the centerpiece of the model:</i> Connecting art traditions by learning from "cultural insiders."  <i>Engagement with a cultural insider in an authentic experience:</i> - Art/music/dance/theatre on making - Participate in a cultural experience - Viewing as an audience - Discussing an artist's work and inspiration - Learning alongside students can be a valuable way to build both teacher and student knowledge, empathy, and empowerment.  <i>Other considerations:</i> - Are there resources or support from the museum, artist, group, etc? - Collect student questions, wonders, conversations. - If it's a site visit or a performance event, find ways to make it more interactive. Provide moments for conversation (live performance) or writing support (perhaps museum-based, without a docent).	Partner with your cultural insider to curate a meaningful experience for your specific population of students. Some organizations may have education materials already available.
<b>E X P R E S S</b>	<b>Debrief:</b> Students develop and express new understanding based on their experience.	What do we know now?	Collaboratively process the experience. Allow for scaffolds to build retention. Lay the groundwork for planning the next steps.	<a href="#">I Used to Think... Now I Think (Harvard Project Zero)</a>
	<b>Respond:</b> Students will integrate what they have learned by engaging in artistic processes (creating, responding, connecting).	How will we respond, create, or perform now that we know more?	Make learning student-centered by giving voice and choice in how students will demonstrate their learning.  Here it is possible to emphasize how students can respectfully engage with original work inspired by a cultural tradition, rather than replicating or imitating it; steering clear of "cultural appropriation." Help students understand that we all benefit and grow as artists and individuals by learning about a wide variety of cultures and their art.	<a href="#">30 Essential Questions Through The Creative Process (Education Closet)</a>
	<b>Reflect:</b> As students create, perform/present, or respond, they articulate how the cultural experience informed their work.	How did we grow as artists and individuals by understanding this artistic exploration?  How can I respect others' work and/or culture in the future?	Bring back the initial "wonder" questions formulated in the engaged step."Close the loop;" synthesize new knowledge to address these questions. Consider how learning can be brought back to the community and how our thinking has shifted.  Encourage reflection on how the experience has changed the way they experience and engage with cultural works in the future.	<a href="#">Values, Identifies and Actions (Harvard Project Zero) After students discuss. Encourage them to complete these sentence starters for themselves "I see..., I think..., I value..., I will..."</a>  <a href="#"> Closings Activities (Edutopia)</a>  1. Snowstorm: Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.  2. Paper Slide: On paper, small groups sketch and write what they learned. Then team representatives line up and, one at a time, slide their work under a video camera while quickly summarizing what was learned. The camera doesn't stop recording until each representative has completed his or her summary.  3. Gallery Walk: On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix sticky notes to the posters to extend on the ideas, add questions, or offer praise.