

IBSC PRESENTATION 2018 KA, WR, SR

All materials, both theoretical and AV: video links, handouts, unit examples, are available online.

3 Important factors underpin our Visual Art Curriculum:

1. National Curriculum recommendations for the Visual Arts

“Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens” (National Curriculum).

2. Integration of Key Learning Areas, General capabilities, and Cross Curriculum priorities from ACARA, into the Art program

3. Boys’ learning styles

Key Learning areas

The eight key learning areas of the Australian Curriculum include: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. One strand of ‘The Arts’, is Visual Art. The following General Capabilities and Cross Curriculum Priorities are integrated into all Key learning Areas including the Arts.

General Capabilities

Literacy
Numeracy
Information and Communication Technology capability
Critical and Creative Thinking
Personal and Social Capability
Ethical behaviour
Intercultural Understanding

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures
Asia and Australia’s Engagement with Asia
Sustainability

NOTES on Boys' Learning styles.

<http://boysalive.com/boy-friendly-classroom-strategies/>

The Visual Arts classroom can be an ideal environment for BOYS to thrive.

CLASSROOM STRATEGIES:

1: BUSY HANDS Allow his hands to be occupied when he has to sit still and listen.

2: BUSY BODIES Allow movement around the classroom during lessons. Too much sitting compresses the vertebrae, leading to fatigue and even more wiggles.

- Clipboards for doing work on the floor
- Regular stretch breaks collect supplies (rather than having everything in the desk)
- Stand-up art desks work stations
- More physical space for boys (Girls are comfortable six to a table, boys do better with four.)
- Drawing and painting outdoors! (It has been shown that natural light increases outcomes.)

4: ADD variety TO YOUR LESSON Adding variations to your lessons will accommodate learning and active boys! Be sure to include competition – boys love it.

Try these:

- Stand up and read
- Stand up when called upon
- Rotate tasks from desk-to-desk or centers
- Draw before writing

Make learning fun and active and you'll soon wonder where all your "behavior issues" have gone!

Extracted from the Brain Based Learning Manual, available at

www.andrewfuller.com.au

Andrew Fuller

When you make an instruction use a back up visual that you can point to for boys who have difficulty listening.

Move regularly.

Teaching boys is like being a cross between a matador and a traffic cop. Keep on the move and mingle with the crowd.

Boys see things best in motion. Use visuals and animations as often as you can. As James

(2009) notes boys love targeting. If you have ever watched boys place rubbish into bins you will see that they don't place it, they take a shot. For this reason movement and aiming to achieve a set target are powerful strategies with boys.

Control where they sit

Move boys who do not appear to be paying attention to the front. Proactively shift the seating of boys who seem unsettled or distracted. They will often be playing up to impress their local audience.

Boys need quiet times

In order to reflect and re-energise boys need quiet times to think, read and at times quietly chat with others. Arrange schools so that there are quiet spots for thinking.

<https://www.goodtherapy.org/blog/how-boys-learning-styles-differ-0211134>

Studies utilizing PET scans and MRIs show that boys learn very differently than girls. One of the pioneers studying [gender](#) learning-style differences, Michael Gurian, reports several key factors differentiating girl/boy learning:

- Boys show more areas in the brain dedicated to spatial-mechanical strengths, whereas girls generally demonstrate a focus on verbal-emotive processing.
- Girls are generally hardwired to be less impulsive, enabling them to sit still, focus, read, and write at an earlier age than boys.
- Boys are often [misdiagnosed](#) with [learning disabilities](#) and [attention-deficit issues](#) when educators are not aware of the delicate neurology of the male developing brain.
- Boys' brains need more rest times during a day of learning. When bored, boys tend to "zone out" more than girls and require rest periods before reengaging in learning.
- Boys are hardwired to be single-task focused, whereas girls' hardwiring demonstrates strength in multitasking. Transitions are more difficult for boys due to this [lateralization](#) of the brain versus typical female cross communication of brain hemispheres.
- Less oxytocin in the brain of males leads to more aggression and playful rough-housing. Girls, on the other hands, are more predisposed to cooperative negotiation, have a much easier time with impulse control, and can sit "criss-cross-apple-sauce" in the reading circle with ease. Many boys have a difficult time sitting still to hear the teacher's story, as they are movement-driven (kinesthetic) in their learning process (research and findings cited from Gurian, 2006).

1. Visual stimulation

2. Boys are energized and motivated by movement. Teaching styles which encourage the experiential/kinesthetic learning modality support boys' natural biochemistry, helping them to stay engaged and focused.
3. Spatial-visual tools (pictures/graphics) assist with boys' neurological needs in achieving literacy. Storyboards depicting images a boy is imagining can assist with translating story into words.
4. "Boys do their best work when teachers establish authentic purpose and meaningful, real-life connections." (Gurian, 2006). Topics of learning particularly interesting to boys include ideas they can directly apply to their lives (science projects involving the germination of a seed, etc.).
5. Single-gender groupings for projects can be beneficial. Girls tend to verbalize during problem solving via cooperation and interactive learning. Boys are single-task driven neurologically, and enjoy a gentle banter that may include a camaraderie of innocuous, aggressive male bonding in the form of sarcastic (but innocent) put-downs and/or rough-housing (kinesthetic bonding not unlike playing football or karate).
6. Allow boys to choose topics in reading that appeal to them (superheroes, nonfiction works, etc.).
7. Parental assistance with homework accountability. Help your son stay organized by overseeing weekly assignments and highlighting the importance of a designated homework time after allowing for kinesthetic movement and discharging of school-day stresses.

For more on boys' learning styles:

1. Gurian, M. & Stevens, K. (2005). *The Minds of Boys: Saving Our Sons from Falling Behind in School and Life*. San Francisco: Jossey-Bass.
2. Gurian, M. (2006). *The Wonder of Boys*. New York: Tarcher-Putnam.
3. James, Abigail Norfleet (2007). *Teaching the Male Brain: How Boys Think, Feel, and Learn in School*.