



Common Arts Education with Christopher Hall

Lecture 3: Implementing the Common Arts

Outline:

Implementing the Common Arts

- The five rights for beginning to approach the common arts:
 - Right Story
 - This refers to the following question: “Why are you doing these common arts?”
 - This is about participating as sub-creators in the cosmos. We are part of a larger order ourselves. We’ve been given dominion that requires a certain orderly approach to it.
 - The story sets the imagination for the students to continue exploring.
 - Right Supports
 - “What kind of help do you have out of the gate?”
 - Not just teachers, but secretaries, custodians, grandparents
 - Supports can be from any member of your community.
 - Right Scale
 - This is the antidote for, “Go big or go home.”
 - Temperance and prudence
 - How much room do you have (physical room, but also room within your program)?
 - Right Season
 - You can’t grow a tomato in the middle of winter.
 - This applies to the right season of your school and your personnel.
 - Right Skills
 - What are your learning objectives for including common arts?
 - Reverse engineering the lessons that lead you to that point, only after you consider the story.
- Paideia
 - Consider that most education today deals with facts and figures.
 - An education requires something more, the formation that goes with the information.
 - How do you enculturate them?
 - Elements of paideia:
 - Safety
 - Observation: We can teach our student’s to observe. We are very good at looking but not seeing.



- Apprenticeship: Novices, journeyman, masters (mastery begins but never ends)
- Responding to failure: Do we tolerate failure? Can we raise craftspeople with the notion that failure is one step to growth?
- Noise: When we are crafting it will be loud. There will be craft noise and conversation.
- Anchor tasks: Figure out how to do it. This frees up the learners to continue to engage at their own levels.
- Questioning: The art of questioning is a beautiful thing for teachers. This is a chance to bring the arts of language into the craft itself and the notion of apprenticeship.
 - How did you know?
 - How is that supposed to look?
 - What was the most challenging part of that experience for you?
 - Why was that the most challenging part?
- Start to think like an overhead projector.
 - Think about what kind of goals or objectives you have for the common arts and the liberal arts (augmented)
 - Can you take an experience that takes the common arts and liberal arts together and put it in your classroom?