

MANAGING TIME – PLANNING A HIGH-QUALITY ARTS LESSON

Planning time for lessons that involve a creative inquiry-based process requires not just the integration of arts content from across the two strands of making and responding. It also involves making time for processes such as:

- conceptualising
- experimenting and developing
- reflecting
- resolving
- communicating.

The diagram below represents the iterative relationship between these creative processes. The processes should be seen as interrelated, with students able to start with any aspect and also revisit a process at any stage during the creative inquiry-based process.

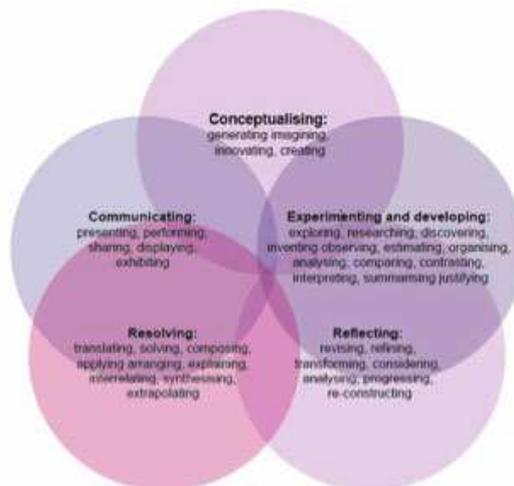


Figure 1: Learning in the Arts
(Australian Curriculum, Assessment and Reporting Authority (ACARA), [Australian Curriculum: The Arts Foundation to Year 10 Draft for consultation, July 2012, p.6.](#))