



**FLIPGRID.**

# Building a K12 Fine Arts Flipgrid Community

K12 Flipgrid integration guide

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## How can Flipgrid enhance Fine Arts classes?

One of the major goals of a fine arts class is to help students communicate effectively. Educators often report wanting to help students develop voice in order to communicate verbally what they have learned. Unfortunately, many educators have trouble finding ways to incorporate this type of instruction into their lessons. <sup>[1]</sup> Flipgrid is designed to do just that -- give students a fun and creative avenue to develop voice and provide educators with a simple way to integrate it in their classroom. With each video creation, students consider how they are perceived, the content of what they have shared, and are given opportunities to make changes in response to feedback. Through this process, Flipgrid helps students become stronger communicators and involved digital citizens.

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## Introducing Students to the Social Aspect of Flipgrid

### Grades K-5

Young students typically have little experience communicating ideas to a larger audience. Flipgrid gives them both the opportunity to develop voice and to learn how to present themselves online. Repeated experience using Flipgrid increases their feelings of social connectedness and improves academic performance. <sup>[2]</sup> Even the youngest students have the opportunity to participate as digital citizens, and Flipgrid provides a safe environment to begin learning how to interact online. When encountering Flipgrid for the first time, young students need to know that this is a safe space where creativity is encouraged so that they can develop confidence with continued use of Flipgrid.

### Grades 6-8

Many students in middle school feel especially sensitive to the evaluations of their peers (we all remember this), but those who feel supported by educators and their peers perform better academically. <sup>[3]</sup> Even though students may have experience with posting videos, the idea of their videos being viewed by other students may make them uncomfortable; therefore, several uses of Flipgrid may be needed before students feel more confident in their use of voice. It may be especially important to remind students that they can do as many takes as they want before posting their video. Gaining confidence in self-expression and the respect of others is important for this age group.

### Grades 9-12

Students in high school may already be regular users of social media like Snapchat, Instagram, Facebook, or Twitter. The first few times students use Flipgrid, they may feel uncomfortable because the topics that are discussed on Flipgrid are likely different from the topics students voluntarily post on social media. For this reason, Flipgrid is a valuable tool to help students learn to share their thoughts on important topics. Additionally, educators may open their grids to students in other locations around the world. Open grids help students learn to respect community voice, gain a deeper understanding of citizenship, and experience a wider diversity of perspectives.

Regardless of the age of your students, one of the best ways to help students feel at ease with Flipgrid is to model it yourself by creating a video to introduce the topic and record the first video in your topic to share your thoughts.

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## When are you starting to use Flipgrid?

### Beginning

If you want to use Flipgrid from the very beginning of the class, you can actually start using Flipgrid before your first meeting. Invite the students to introduce themselves on Flipgrid or use Flipgrid to gauge students' knowledge and experience on the general course content.

### Middle

Adding Flipgrid in the middle of a class is a great way to add variety and energy to material. You may want to use Flipgrid as a way to gauge how students are feeling about the class and to gather suggestions for where they would like things to go in the future. Flipgrid can help students practice describing what they learned, explain how what they learned relates to their own experiences, and indicate areas where they need clarification or additional resources. This is a great time for students to use their voice to connect ideas to their own experiences.

### End

Even if you are at the end of a class, Flipgrid can be a powerful tool to invite students to share what they learned over throughout the class and to make suggestions for improvements. Encourage students to be creative in their responses and collaborate with others both inside and outside the classroom.

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## Timely Uses of Flipgrid

### Course Introductions

As previously mentioned, for those of you who are planning to use Flipgrid in a class that hasn't started, videos are a great way to have students introduce themselves in advance of the class. Flipgrid is also a positive avenue to gauge interest and knowledge in a unit or lesson that you are about to introduce. Sometimes Flipgrid is more about finding out what students don't know and what they would like to know, rather than it is a report on what they have already learned.

### One time Uses of Flipgrid

1. Check in on how students are doing, what they are learning, how they are feeling, or how they want to improve and move forward.
2. Evaluate the end of a unit or project.

3. Gather opinions on a major event or specific holiday.
4. Encourage student voice by asking students to make connections to personal experiences.

## Ongoing Uses of Flipgrid

Flipgrid can be used every day or multiple times a day if students have frequent access to technology. Educators who use it every day are likely to use it as a part of regular assignments. They may use it to find out what students know at the beginning of a unit, to help students dive deeper into explaining and applying the content in a myriad of creative ways, or to evaluate the content at the end of the unit. Frequent users may also use Flipgrid as a way to start the day by involving every student in a discussion. Educators could feature a different student's response every day. In order to take advantage of the active social nature of Flipgrid, frequent users can allocate time for students to respond to each other's Flipgrid responses, either face-to-face or on the grid. Educators might also encourage students to post their own questions and topics to Flipgrid to start new conversations. Now is the time to think more critically about how you can connect Flipgrid to the content and purposes of your classroom.

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## Example Topics, Questions, and Themes Mapped to specific Learning Techniques

### 1. Make it Personal <sup>[4]</sup>

- Ask students to share a favorite piece of art, theater, dance, or music and explain what it is they like about it.
- Instruct students to create an original work in the style of one of their favorite artists.

### 2. Invite Comparison <sup>[5]</sup>

- Challenge students to compare multiple variations or renditions of the same work, or different artistic responses to the same event or literary passage.
- Invite students to compare how an artist's work has changed over time.
- Encourage students to compare different genres of music, art, or drama.

### 3. Find Meaning <sup>[6]</sup>

- Ask students to make progressive drafts or takes and explain the process by which they made adjustments.

#### 4. Be Current <sup>[7]</sup>

- Encourage students to respond artistically to a current event or holiday.
- Ask students to use different types of art forms to describe a current event.

#### 5. Use Visuals <sup>[8]</sup>

- Since fine arts are visual and auditory by nature, challenge students to combine mediums by adding Flipgrid as a dramatic component to visual artwork.

#### 6. Collaborate <sup>[9]</sup>

- Encourage students to work together to produce original dramas, music, dance, or artwork.
- Have different students continue a story (as an art form) so that the class together produces an original work.

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## Grades K-5 Topics, Questions, and Themes <sup>[10]</sup>

### 1. Make it Personal

- Instruct students to create self-representations in artwork and then describe how and why the piece represents them.
- Ask students to create an artistic portfolio and explain why each work was chosen to be included.
- Encourage students to categorize artwork that they like from artwork they don't like and provide reasons for the categorization.
- Invite students to create artwork to tell a personal story.

### 2. Invite Comparison

- Instruct students to imagine and compare several different approaches to an art or design problem.
- Challenge students to create their own artistic, musical, or dramatic technique in response to an established artistic technique.
- Encourage students to create artwork that contrasts natural and constructed environments.
- Invite students to discuss their ideas before and after trying out a new art form.

### 3. Find Meaning

- Suggest that students create multiple art projects on the same theme.
- Encourage students to develop criteria by which to judge and categorize various types of art, music, and drama.

### 4. Be Current

- Recommend that students use everyday objects as inspiration for art, design, music, or drama.
- Invite students to explore local art and describe how it reflects the values of the community.

### 5. Use Visuals

- Encourage students to find ways to include a variety of materials and art practices in one art project.
- Ask students to combine as many different forms of media as possible by including music, art, and a dramatic presentation all in one video.

### 6. Collaborate

- Instruct students to collaborate in designing multimedia tools.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Grades 6-8 Topics, Questions, and Themes

### 1. Make it Personal

- Challenge students to combine multiple ideas to come up with an even more innovative approach to a project.
- Encourage students to work together to create artwork that is useful to their community.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

## 2. Invite Comparison

- Have students imagine and compare several different approaches to an art or design problem.
- Challenge students to create their own artistic, musical, or dramatic technique in response to an established technique.
- Encourage students to create artwork that contrasts natural and constructed environments.
- Invite students to discuss their ideas before and after trying out a new art form.

## 3. Find Meaning

- Instruct students to distinguish between the relevant and non-relevant contextual information in the development of an art form.
- Ask students to create multiple art projects on the same theme.
- Encourage students to develop criteria by which to judge and categorize various types of art, music, and drama.

## 4. Be Current

- Recommend that students use everyday objects as inspiration for art, design, music, or drama.
- Encourage students to look for ways that the current political, social, or local situations may influence contemporary art and the art chosen for local display.

## 5. Use Visuals

- Invite students to find ways to include a variety of materials and art practices in one art project.
- Encourage students to combine as many different forms of media as possible by including music, art, and a dramatic presentation all in one video.

## 6. Collaborate

- Invite students to work together to create artwork that is useful to their community.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Grades 9-12 Topics, Questions, and Themes

### 1. Make it Personal

- Ask students to evaluate different works of art using their own established criteria and the criteria of experts.
- Instruct students to combine personal, social, and cultural messages into a piece of art, music, drama, or dance.

### 2. Invite Comparison

- Encourage students to compare different analyses of a work of art to create their own critical analysis.
- Ask students to imagine and compare several different approaches to an art or design problem.
- Challenge students to create their own artistic, musical, or dramatic technique in response to an established technique.
- Invite students to create artwork that contrasts natural and constructed environments.
- Encourage students to discuss their ideas before and after trying out a new art form.

### 3. Find Meaning

- Ask students to distinguish between the relevant and non-relevant contextual information in the development of an art form.
- Invite students to create multiple art projects on the same theme.
- Encourage students to develop criteria by which to judge and categorize various types of art, music, and drama.

### 4. Be Current

- Recommend that students use everyday objects as inspiration for art, design, music, or drama.
- Ask students to look for ways that the current political, social, or local situations may influence contemporary art and the art chosen for display locally.

### 5. Use Visuals

- Encourage the use of visuals to display standard and/or iconic notation to correspond with original musical writing.
- Invite students to find ways to include a variety of materials and art practices in one art project.

## 6. Collaborate

- Encourage students to work together to create artwork that is useful to their community.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Example Social Feedback (Assessment) <sup>[11]</sup>

1. Building feedback -- provide feedback that helps move students toward the next level of critical thinking on a topic.
2. Highlight student videos in class -- every day or after every use of Flipgrid, be sure to show a few example videos in class and have students discuss the videos and provide feedback.
3. Encourage students to provide feedback on Flipgrid in response to other students' videos on the grid. Students can then respond to those responses, creating response chains that continue growing on interesting topics. Encourage students to keep those conversations going!
4. Students can also evaluate their own work in a Flipgrid video by discussing what they would do differently if given the opportunity to repeat the project.
5. Celebrate excellent videos by embedding them on your classroom website or sharing them with the broader community through other social networking sites, school organizations, or parent organizations.

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## Standards Alignment

We are giving you just a few of many standards that could be met using Flipgrid. Once you start using Flipgrid, you will find many ways the platform can help meet standards in your classroom.

### 1. Standards that align well with "Make it Personal"

- **VA:Cr1.2.6a V**  
Formulate an artistic investigation of personally relevant content for creating art.
- **VA:Pr4.1.Ka**  
Select art objects for personal portfolio and display, explaining why they were chosen.
- **VA:Cn10.1.Ka**  
Create art that tells a story about a life experience.

## 2. Standards that align well with “Invite Comparison”

- **VA:Cr1.1.4a**  
Brainstorm multiple approaches to a creative art or design problem.
- **VA:Re8.1.IIIa**  
Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.

## 3. Standards that align well with “Find Meaning”

- **VA:Cr1.2.IIIa**  
Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- **VA:Re8.1.6a**  
Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood.

## 4. Standards that align well with “Be Current”

- **VA:Cr1.2.8a**  
Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
- **VA:Cn11.1.IIa**  
Compare and contrast cultural uses of artwork from different times and places.

## 5. Standards that align well with “Use Visuals”

- **VA:Cr1.2.IIa V**  
Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

## 6. Standards that align well with “Collaborate”:

- **VA:Cr1.1.5a**  
Combine ideas to generate an innovative idea for art-making.

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