Arts Integration as a Model of Rigorous Instruction

Connecting Arts Learning with the Common Core

Created by CCSESA Regions 2, 6, and 7
Welcome & Logistics

• Housekeeping

• Who is in the room?
Experience with the Arts

• Tell about a positive experience you had with the arts as a youth or in school.

• What is your most recent positive arts experience as an adult?

• Describe a positive experience using the arts in your own classroom.
Objectives

• Understand the connections among arts processes, Visual and Performing Arts Standards, and CCSS

• Construct and interpret art work that demonstrates understanding of foundational knowledge in the arts

• Identify and apply strategize for arts integration and performance based assessment

• Teach, document, and share a unit of study that integrates the arts with ELA or Math Common Core standards

• Analyze the effectiveness of arts integration on student learning by using both summative and formative assessment

• Determine arts resources that are available to teachers through technology, at school sites, and in the community
Norms

• ENJOY and make the most of this time.
• ASK for what you need.
• Be a TENACIOUS learner.
• Please place technology in BUSINESS mode.
Arts Education Quiz

1,500 CEOs surveyed by IBM ranked _______ as the most important leadership quality they are looking for in their workers.

CREATIVITY

“We need people who think with the creative side of their brains – people who have played in a band, who have painted, been involved in the community as volunteers. It enhances symbiotic thinking capabilities, not always thinking in the same paradigm, learning how to kick-start a new idea or how to get a job done better, less expensively.”

Above & Beyond

Today’s students are moving beyond the basics and embracing the 4C’s — “super skills” for the 21st century!

Communication
Sharing thoughts, questions, ideas, and solutions

Collaboration
Working together to reach a goal — putting talent, expertise, and smarts to work

Critical Thinking
Looking at problems in a new way, linking learning across subjects & disciplines

Creativity
Trying new approaches to get things done equals innovation & invention

For more 4C resources from the Partnership for 21st Century Skills, including the animated film ABOVE & BEYOND by Peter H. Reynolds & FableVision, journey to www.p21.org/4Cs

PARTNERSHIP FOR 21ST CENTURY SKILLS

FableVision
Arts Education Quiz

TRUE

Impact on Students

Arts integration and arts education, in various formats, have positively and consistently been linked to increased student engagement, motivation, and persistence… The arts can engage students who are not typically reached through traditional teaching methods.

Excerpt from Changing Education Through the Arts: Final Evaluation Report
A May 2005 Harris Poll on the attitudes of Americans toward arts education, commissioned by Americans for the Arts, revealed strong public support. Among the findings:

93% agree the arts are vital to providing a well-rounded education for children, a 2% increase over 2001.
Arts Education Quiz

T   F    Arts are more located in the right brain where the processing is more creative.

FALSE*
“Doing” and “making” are critical components of arts education. Arts knowledge is assessable and so is the process of making art as well as the artwork itself. Each of these components is intertwined, and each needs to be represented and accounted for in the assessment system.
So, how does this all relate to Common Core?

"The standards are not the curriculum, they are the building code. They reflect important, desirable outcomes and we must meet them, but we don't cover them check-by-check ... we want to create an interesting, rich curriculum where teachers and students want to live," says Jay McTighe.
4 C’s of 21st Century Skills

We’re taking teaching and learning Above & Beyond

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The Arts in Schools

Arts as Curriculum

Arts-Enhanced Curriculum

Arts-Integrated Curriculum
Balance of Instruction

LESSON 1: Only Dance

LESSON 2: Only Science
## Balance of Instruction

| LESSON 3: More Dance Than Science | LESSON 4: More Science Than Dance |

- **LESSON 3:** More Dance Than Science
- **LESSON 4:** More Science Than Dance
Balance of Instruction

LESSON 5:
Dance and Science Balanced
DEFINITION

Arts Integration is…

an APPROACH to TEACHING in which students construct and demonstrate UNDERSTANDING through an ART FORM.

Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both.
VAPA – California State Frameworks
Visual and Performing Arts Standards

“Fandango” Puppet Style
Performance Task

Collaborate in groups to construct Fandango puppet performances that demonstrate an understanding of the strands from the VAPA California State Frameworks.
# Visual & Performing Arts Framework

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Artistic Perception</td>
</tr>
<tr>
<td>Music</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Theatre</td>
<td>Historical &amp; Cultural Context</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Aesthetic Valuing</td>
</tr>
<tr>
<td></td>
<td>Connections, Relationships, Applications</td>
</tr>
</tbody>
</table>
APe
Visual Arts Vocabulary

- **Observational drawing skills.** Skills learned while observing first hand the object, figure, or place.

- **Line.** A point moving in space. Line can vary in width, length, curvature, color, or direction.

- **Shape.** A flat area surrounded by edges or an outline. Lines meet to create shapes.
Crocodile
Hippopotamus
Where/When Do These Puppets Come From?
ASs
Aesthetic Valuing

Responding to, analyzing, and making critical assessments about works of a given art form

Aunt Marty is character going to her 20th high school reunion. She wants to “dress to impress.” Which dress should the costumer design for her?

Uncle Arty is a character in a haunted house. Which dress should he wear?
CRAb
## Visual & Performing Arts Framework

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• **Build a “Fandango” puppet representing one of the VAPA strand**
  - Paper bags, construction paper, etc.

• **Write a script that demonstrates the meaning of a VAPA strand**
  - Sentence frames provided

• **Share puppet “informances” following puppetry conventions**

• **Use a rubric to evaluate progress**
  - Rubric developed by the class
Puppetry Conventions

- *Puppet moves when talking.*
- *Puppeteer moves the puppet while an actor reads the script.*
- *Puppeteers may be visible or behind a screen.*
- *Some puppets have mouths that move; others do not.*
Scripts

• (Animal Sound) “I am a(n) _____.

• I represent ________________________, which is when students____________________________.

• I am a good symbol for artistic perception because I like to ________________, and ________________.

• You can remember me because ________________.

• I always say ______________________________.

• I am a(n) _____.” (Animal Sound)
## Develop a Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fandango Puppet</td>
<td>Represents animal from the VAPA framework as portrait or profile</td>
</tr>
<tr>
<td>Puppet Script</td>
<td>Demonstrates understanding of concepts from the correlating VAPA strand</td>
</tr>
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PARTNERSHIP FOR 21ST CENTURY SKILLS
Information Processing
- Increasing in rigor

Performance Task
- Essay, story, script
- Display, models, design
- Oral presentation
- Scoring Rubric

Stimulus
- Text
- Graphs
- Photos, media
- Artistic Presentation
- Etc.

Cognitive Demand
- Low
- Mid
- High

Design Elements

Smarter Balanced Assessment Consortium
DEFINITION

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Arts-Integrated Curriculum
Martin’s Big Words
Transitioning to Common Core Standards with the ARTS!

Pecha Kucha Style
I'm going to be a designer

The rippled texture looks like real metal

Who invented high-heels?
Those are so retro!

What about adding a zipper?

Which ones will look best with my outfit?
I wasn't expected; I was selected!
ELA Standards
This narrative is a process piece that was produced in class.

I went to Disneyland. We went from the desert.

I had a fun time there.

At Disneyland, I see lots of rides.

I went to my house.
NO, REALLY. WHY DIDN’T YOU GO TO COLLEGE?

I WASN’T VERY GOOD AT MATHEMATING.

I’M GUESSING YOU WEREN’T VERY GOOD AT ENGLISH EITHER.

THE WORD “MATHEMATING”?

WHAT MAKES YOU SAY THAT?

YOU’RE JUST JEALOUS OF MY VOCABULASTERY.
ARTS
EMBEDDED
<table>
<thead>
<tr>
<th>STEP 1</th>
<th>STEP 2</th>
<th>STEP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>3 remainder</td>
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</tbody>
</table>
HOW WOULD A REAL WOMAN LOOK WITH BARBIE’S PROPORTIONS?

Barbie (not to scale)  Libby  Libby, 5ft 6in tall, with Barbie’s proportions  Libby with a waist of 28in and Barbie’s proportions

5ft 6in  5ft 6in  5ft 6in  7ft 6in
28in  28in  20in+  28in
32in  32in  29in  40in
ONE WAY
Digging Deeper

Outstanding Breakthrough Great Ideas
Masterpiece Brilliant Work
Working hard to get to the Good Stuff.

Tim Coppens
Unscramble the definition...

Students engage in a CREATIVE PROCESS an APPROACH to TEACHING which CONNECTS an art form and another subject area and meets UNDERSTANDING through an ART FORM. Arts Integration is...

Evolving OBJECTIVES in both in which students construct and demonstrate
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Design Elements
At Giza, a few miles north of Saqqara, sit three great pyramids, each named for the king – or Pharaoh – during whose reign it was built…
Creative Expression

- Using the blank sentence strips provided, each person will write at least one each of the following in a phrase or sentence. (5 min.)
  - A rich sensory description that captures an observation of some aspect of the painting (S)
  - A reflection using one of the memorable words or phrases in the informational text (!)
  - A thought-provoking connection between the written text and the visual arts text (#)
Performance Task

Using the sentence strips you have just read at your table, collaborate to arrange the phrases into a poem that expresses your group’s understanding of the two pieces of text. Next, use the theatre checklist to create a spoken word performance of your poem.
Theatre Checklist

• Use effective vocal expression, gesture, facial expression and timing.
• Use two or more choral reading techniques
  • whole group/small group/solo
  • echo words or phrases
  • montage or overlapping phrases and/or sounds
  • repetition of key words or phrases
  • sound effects
• Use two or more staging techniques
  • tableau (frozen stage picture)
  • pantomime (acting without words)
  • choral movement (same movements at the same time)
  • split focus (two important things happening at the same time)
  • levels (high, medium, low)
Spoken word ensemble
Highlight 3 connections.
6th Grade VAPA – Theatre Standards

• CE 6.2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.

• HCC 6.3.1 Create scripts that reflect particular historical periods or cultures.

• CRA 6.5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history–social science of how persuasion and propaganda are used in advertising.
Sharing of Arts Integration Resources

• *Arts at the Core*
  [http://teacharts.org](http://teacharts.org)

• *CCSESA Arts Initiative*
  [http://ccsesaarts.org](http://ccsesaarts.org)

• *Kennedy Center*
Synthesis of the Day

- **Objective** – What?
- **Reflective** – Gut?
- **Interpretive** – So What?
- **Decisional** – Now What?