

Meaningful Integration of the Arts for Learning

MiT-- Winter 2014

This quarter we will begin to explore ways to integrate the Arts into your teaching. We are fortunate to be able to collaborate with teaching artists from *Arts Impact*. The folks from this professional development organization are committed to developing teachers' capacity to infuse the arts into lessons with other core subjects. Their approach involves examining Big Ideas and concepts both within and through Art. A particular aim of this group is to explore how integrating and developing students' literacy in the Arts might also support the kinds of habits of mind, student thinking and problem solving that are described in the CCSS and that are relevant to important learning outcomes in the different content areas.

Through our work together, you will learn to:

- Distinguish and explain the different strategies for Arts Integration (thematic, contextual, infused)
- Identify and use arts-infused resources for Arts Integration in your classroom.
- Engage professional noticing: Use participation in Arts integrated lessons to analyze the learning opportunities and important strategies/scaffolding a teacher needs to provide for effective Arts Integration.
- Create the art that your students would create in your lesson.
- Become familiar with Elements and Principles of Art

You'll engage the following tools to develop this understanding:

- Readings on Arts integration
- Pre-workshop explorations of:
 - The elements and principles of visual arts, theater & dance.
 - Existing arts integration resources & lesson banks
 - Current research on arts integration as a strategy for student and school success.
- Engaging in Arts Infusion through workshops by *Arts Impact*
- Post-workshop assignments:
 - Partner reflection & analysis posted on moodle: Discuss the workshop and the resources you found: (i) Identify 1-2 ideas for using this art form to teach a concept in your content area. (ii) Identify *and explain* 1-2 insights you gained from both this week's workshop that could help you effectively structure and scaffold conceptual learning in your content area through the arts. (iii) *For two of these reflections you will also complete an analysis of a lesson (see directions below)*

You will demonstrate your learning through:

- Pre-workshop and post workshop assignments
- Two annotated arts integrated lessons that you and your partner could use in your classroom next quarter. Include the following details in each of your annotations:
 - (i) What specific content area learning outcome would you use this lesson for?
 - (ii) What type of Arts integration does it illustrate? Provide evidence for your claim.

- (iii) What are the Arts concept and skills that students would make use of in this lesson?
 - (iv) How might it support student in accomplishing the conceptual content area learning outcome?
 - (v) What would you need to learn in order to help students learn, think and create with the Art?
- Presentation of one of these lessons to the class. For this 15 minute presentation you and your arts integration partner will:
 - a) Describe an arts integrated lesson you could imagine teaching using questions (i)-(v) above.
 - b) Bring an example that *you created* of the art work students would create to learn about the concept. For example: If you are presenting a visual arts lesson that makes use of block printing, then you would both make and bring examples of the block prints that students would create through this lesson. If you are presenting a theater lesson that makes use of a “tableau,” come prepared to share the tableau you both created to make sense of the concept of your lesson.
 - c) Explain how creating the art work effected your thinking and understanding of the concept and what you’d need to build into this lesson if it is to deepen students understanding of the art and the content area concepts.
 - Final portfolio that includes (i) final reflection on learning; (ii) the pre- & post- workshop assignments; (iii) the two annotated lessons; and (iv) presentation outline with photos of art work.

SCHEDULE OF ACTIVITIES AND ASSIGNMENTS

	Workshop	Workshop Preparation
Week 2 Jan 17 th	Arts Impact Workshop with Beverly Harding Buehler <i>Authentic Connections: Arts Infused Learning and CCSS</i> <i>What common ground do artists and scientists share?</i>	<ul style="list-style-type: none"> • Carefully read: <ul style="list-style-type: none"> – Authentic Connections – Visual Arts Standards pgs 1-11; <u>plus</u> GLE’s for grade level you may teach next quarter (e.g. 4th grade, 8th grade or 11th grade, etc). • Explore: content area lessons that integrate the <i>visual arts</i> (see links below). Post on moodle links to: 2 lessons that you might be able to adapt for your teaching. • Be familiar with: <ul style="list-style-type: none"> – The Arts and Achievement in At-Risk Youth
Week 3 Jan 24 th	Peer review of first post workshop reflection (in class)	<ul style="list-style-type: none"> • Post 1st workshop reflection on moodle • Post & Bring first completed lesson analysis to class
Week 4 Jan 31 st	Arts Impact Workshop with Dave Quicksall <i>What common ground do actors and readers share?</i>	<ul style="list-style-type: none"> • Carefully read: <ul style="list-style-type: none"> – Theater Arts Standards pgs 1-11; <u>plus</u> GLE’s for grade level you may teach next quarter (e.g. 4th grade, 8th grade or 11th grade, etc). • Explore: content area lessons that integrate the <i>Theater arts</i> (see links

		below). Post on moodle links to: 2 lessons that you might be able to adapt for your teaching.
Week 5 Feb 7 th		<ul style="list-style-type: none"> • Post 2nd post workshop reflection • Post 2nd lesson analysis today or next week.
Week 6 Feb 14 th	Arts Impact Workshop with Debbie Gilbert <i>What common ground do dancers and mathematicians share?</i>	<ul style="list-style-type: none"> • Carefully read: <ul style="list-style-type: none"> – Arts Standards through Dance pgs 1-11; plus GLE's for grade level you may teach next quarter (e.g. 4th grade, 8th grade or 11th grade, etc). • Explore: content area lessons that integrate the <i>Dance</i> (see links below). Post on moodle links to: 2 lessons that you might be able to adapt for your teaching.
Week 7 Feb 21 st		<ul style="list-style-type: none"> • Post 3rd post workshop reflection • Last day to post 2nd lesson analysis
Week 9 MONDAY March 3 rd	Presentation of Art Integrated lesson, analysis and Art/Performance.	
FRIDAY March 7 th	Submit final Arts Integration portfolio to Sonja – 9am	

Arts Integration Resources:

- **Readings:**
 - **Authentic Connections: Interdisciplinary Work in the Arts**, The Consortium of National Arts Education Associations: AATE, MENC, NAEA, NDEO, (2002), <http://www.arteducators.org/research/InterArt.pdf>
 - **WA State Arts Standards**, <http://www.k12.wa.us/Arts/Standards/default.aspx>
 - **The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies**, James Catterall (UCLA), National Endowment for the Arts, (2012) <http://arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>
- **Sample Arts Integration lesson plans and resources:**
 - Arts Impact: Empowering teachers through the Arts: <http://www.arts-impact.org/lessonplans/>
 - ArtsEdge Kennedy Center: <http://artsedge.kennedy-center.org/educators.aspx>
 - “Artful Thinking: Stronger thinking through the power of the arts” Project Zero <http://www.pzartfulthinking.org/index.php>
- Database for Research on Arts in Education from *Arts Education Partnership*: <http://www.artsedsearch.org/>