

# **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*

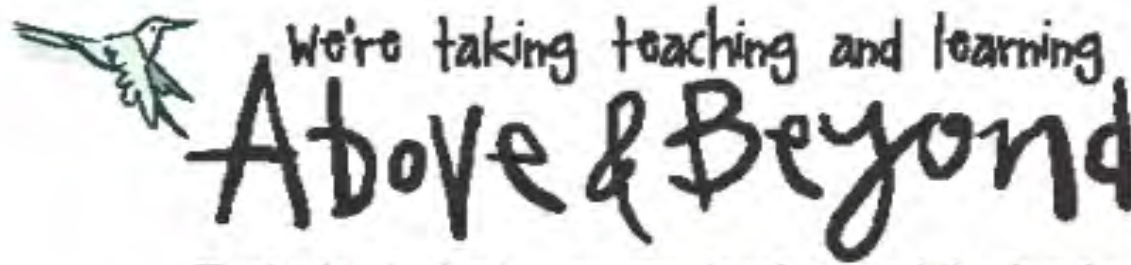


# Norms

- 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



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



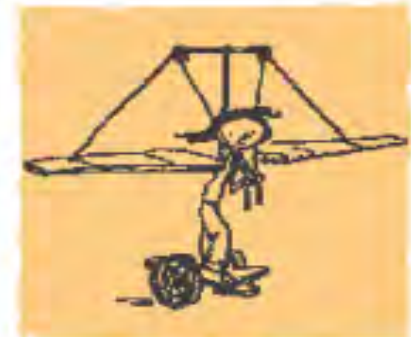
## Collaboration

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](http://www.p21.org/4Cs)



PARTNERSHIP FOR  
21ST CENTURY SKILLS





# 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



# Arts Education Quiz

# FALSE

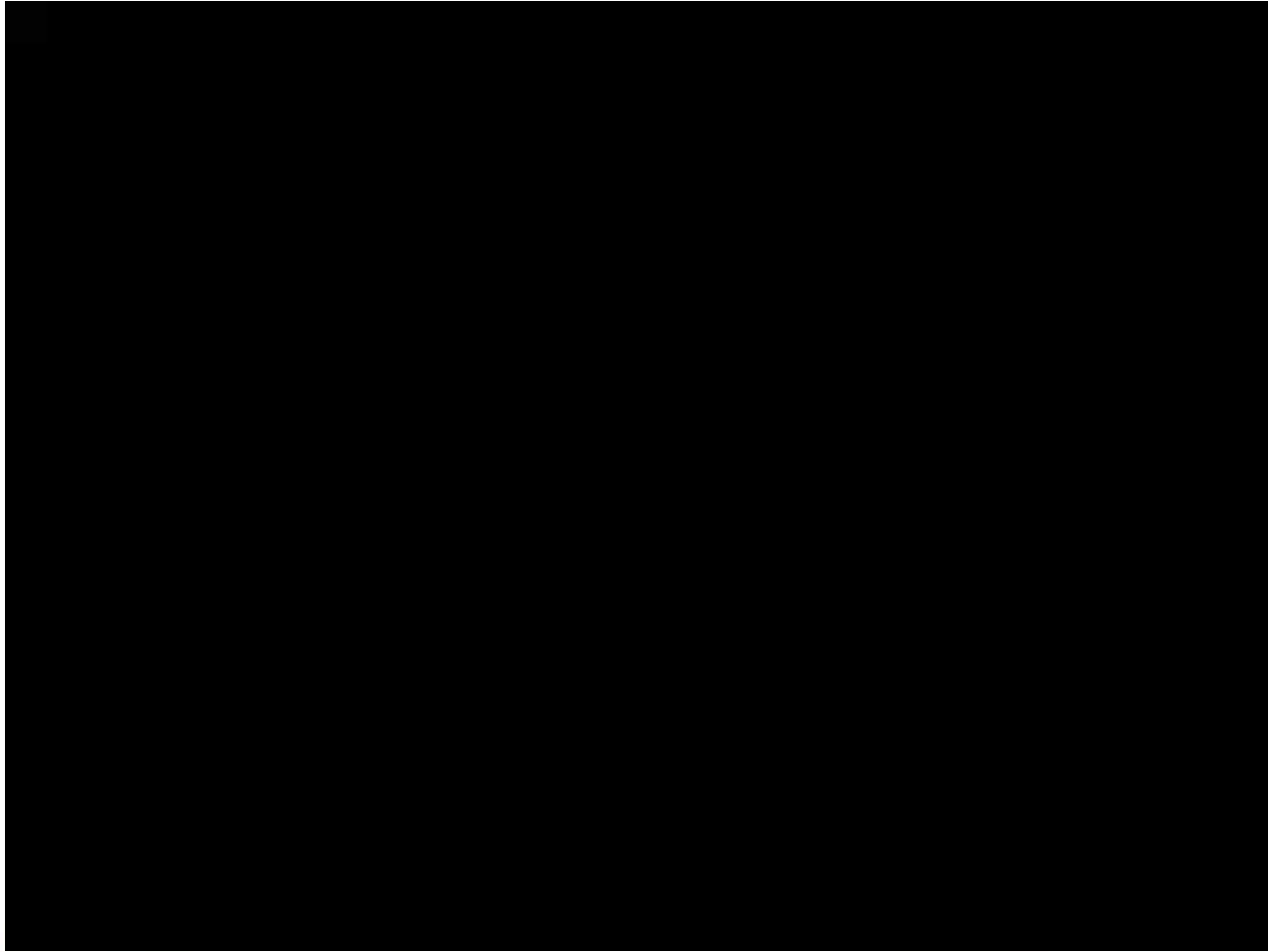
A May 2005 Harris Poll on the attitudes of Americans toward arts education, commissioned by Americans for the Arts, revealed strong public support. Among the findings:

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





# Arts Education Quiz



# Arts Education Quiz

# 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 – knowledge, process and production – is intertwined, and each needs to be represented and accounted for in the assessment system.



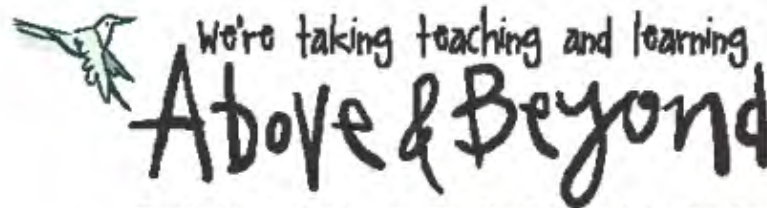
# Art & CC

*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 21<sup>st</sup> Century Skills



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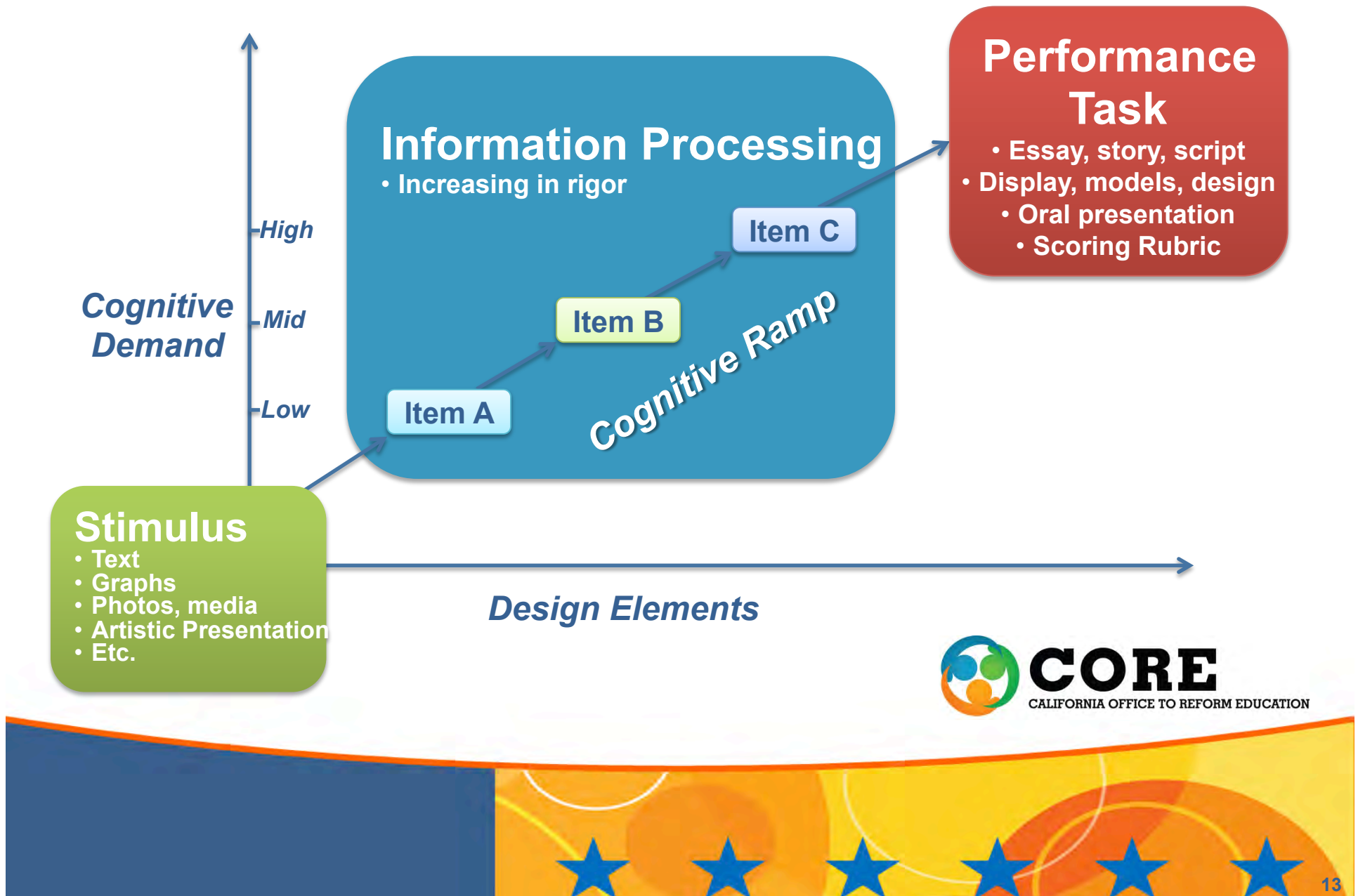
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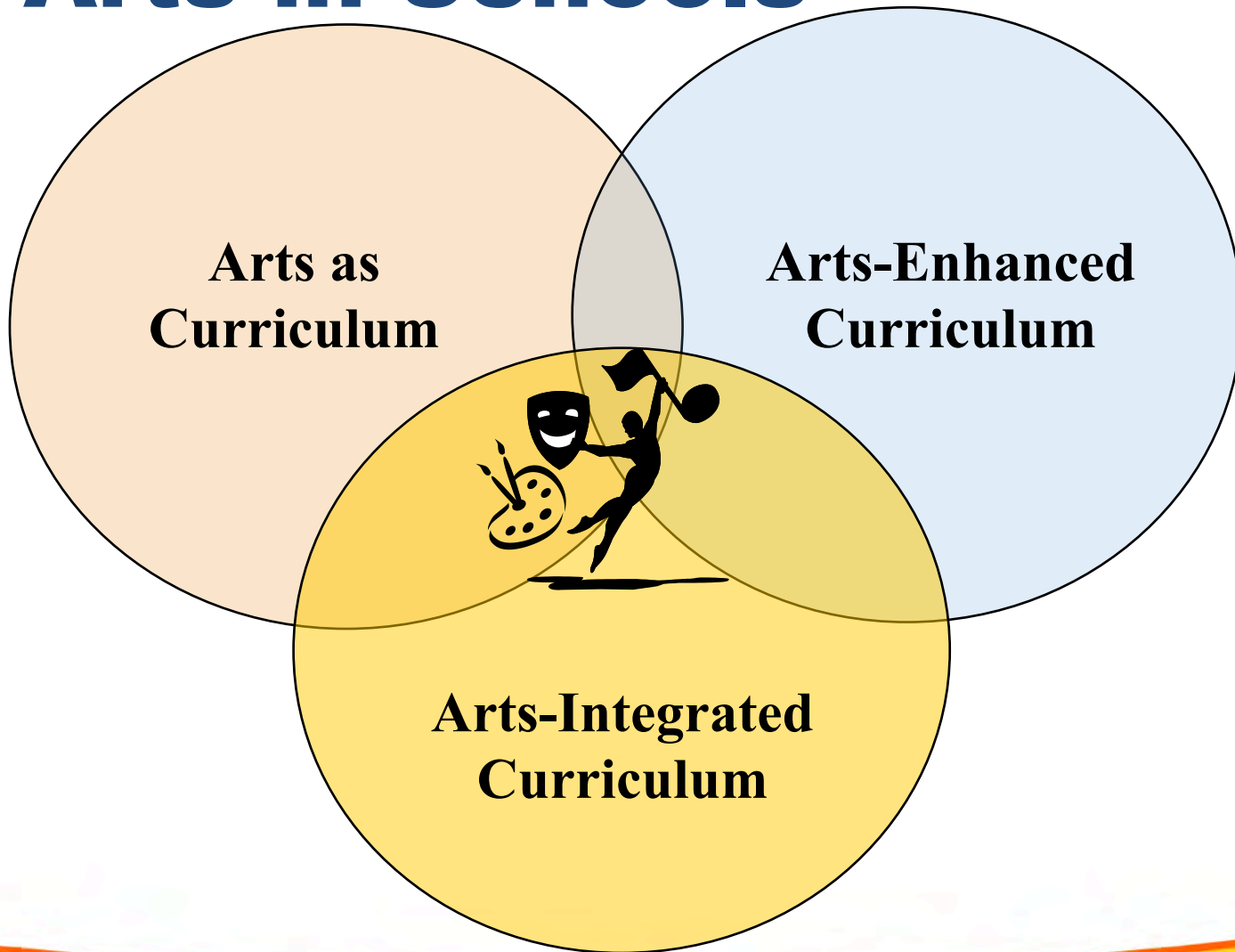


# Smarter Balanced Assessment Consortium

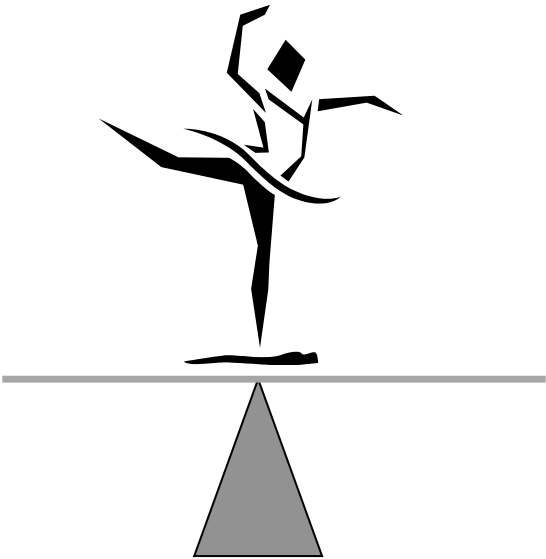
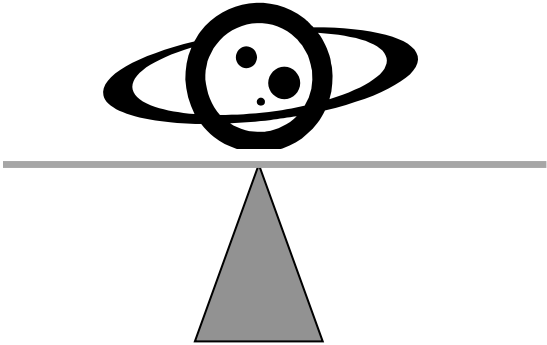




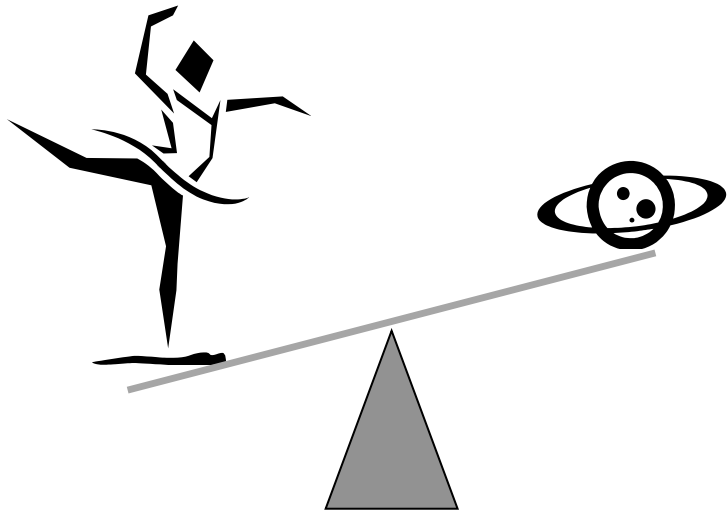
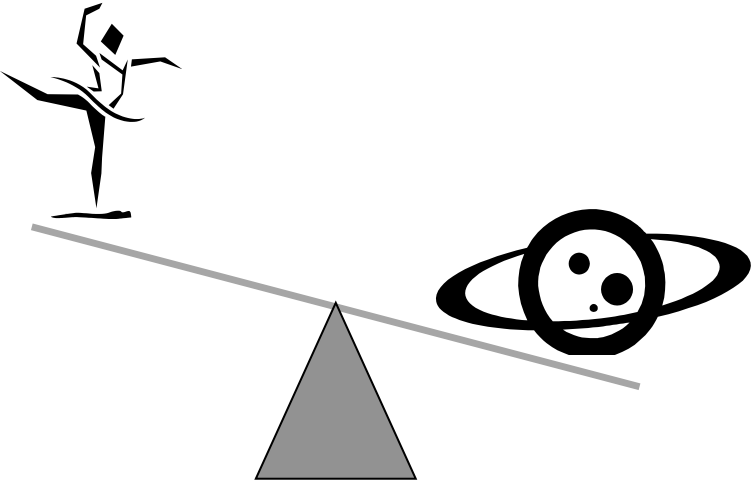
# The Arts in Schools



# Balance of Instruction

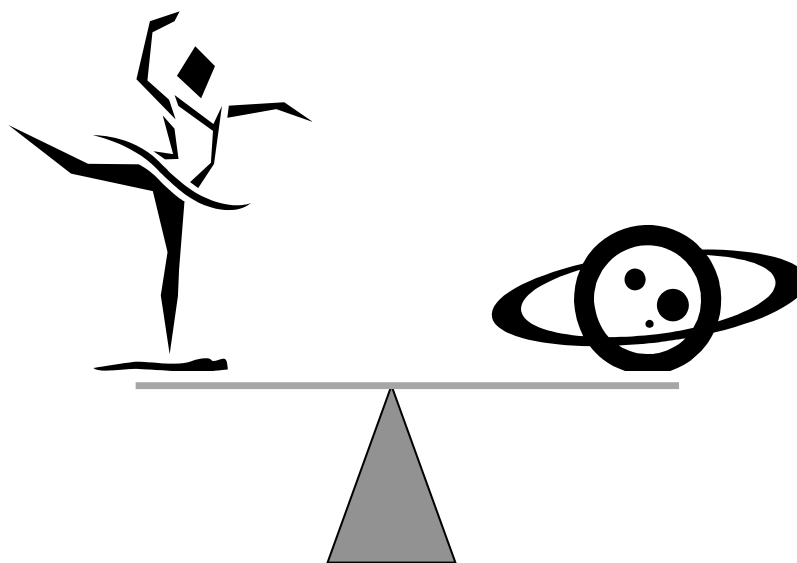
LESSON 1: Only Dance	LESSON 2: Only Science
	

# Balance of Instruction

LESSON 3: More Dance Than Science	LESSON 4: More Science Than Dance
 A balance scale is shown, tilted upwards on the right side. On the left side, which is lower, is a stylized black silhouette of a ballerina in a dynamic pose. On the right side, which is higher, is a small cartoon planet with a face and a ring. The scale is supported by a grey triangular fulcrum.	 A balance scale is shown, tilted downwards on the right side. On the left side, which is higher, is a stylized black silhouette of a ballerina in a dynamic pose. On the right side, which is lower, is a large cartoon planet with a face and a ring. The scale is supported by a grey triangular fulcrum.

# Balance of Instruction

## LESSON 5: Dance and Science Balanced



# DEFINITION

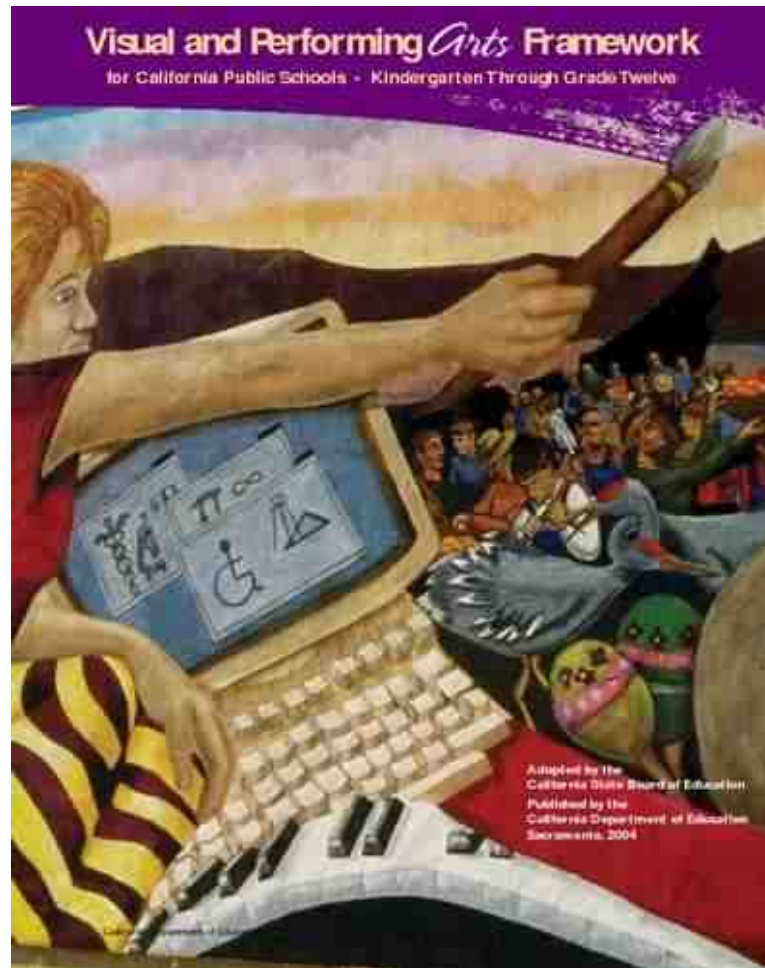
***Arts Integration*** is...

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in which students construct and demonstrate  
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which **CONNECTS** an art form and  
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**EVOLVING OBJECTIVES**  
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# VAPA – California State Frameworks



# Visual and Performing Arts Standards

## *“Fandango” Puppet Style*



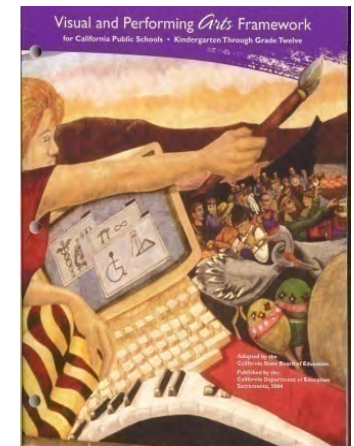
# Performance Task

*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

Disciplines	Strands
Dance Music Theatre Visual Arts	Artistic Perception
	Creative Expression
	Historical & Cultural Context
	Aesthetic Valuing
	Connections, Relationships, Applications





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.





# CRcodile





# Hippopotamus



# Where/When Do These Puppets Come From?



Foto: Passarinho/Pref. Olinda





# ASs



# Aesthetic Valuing

**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?**

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



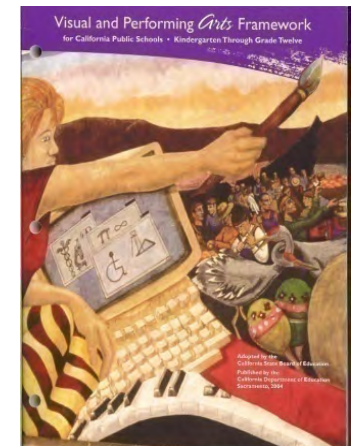
# CRAb





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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

Category	Criteria
Fandango Puppet	Represents animal from the VAPA framework as portrait or profile
Puppet Script	Demonstrates understanding of concepts from the correlating VAPA strand



- *Build a “Fandango” puppet representing one of the VAPA strand*
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We're taking teaching and learning  
**Above & Beyond**

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 and embracing the 4C's — "super skills" for the 21st century!



**Communication**

Sharing thoughts, questions,  
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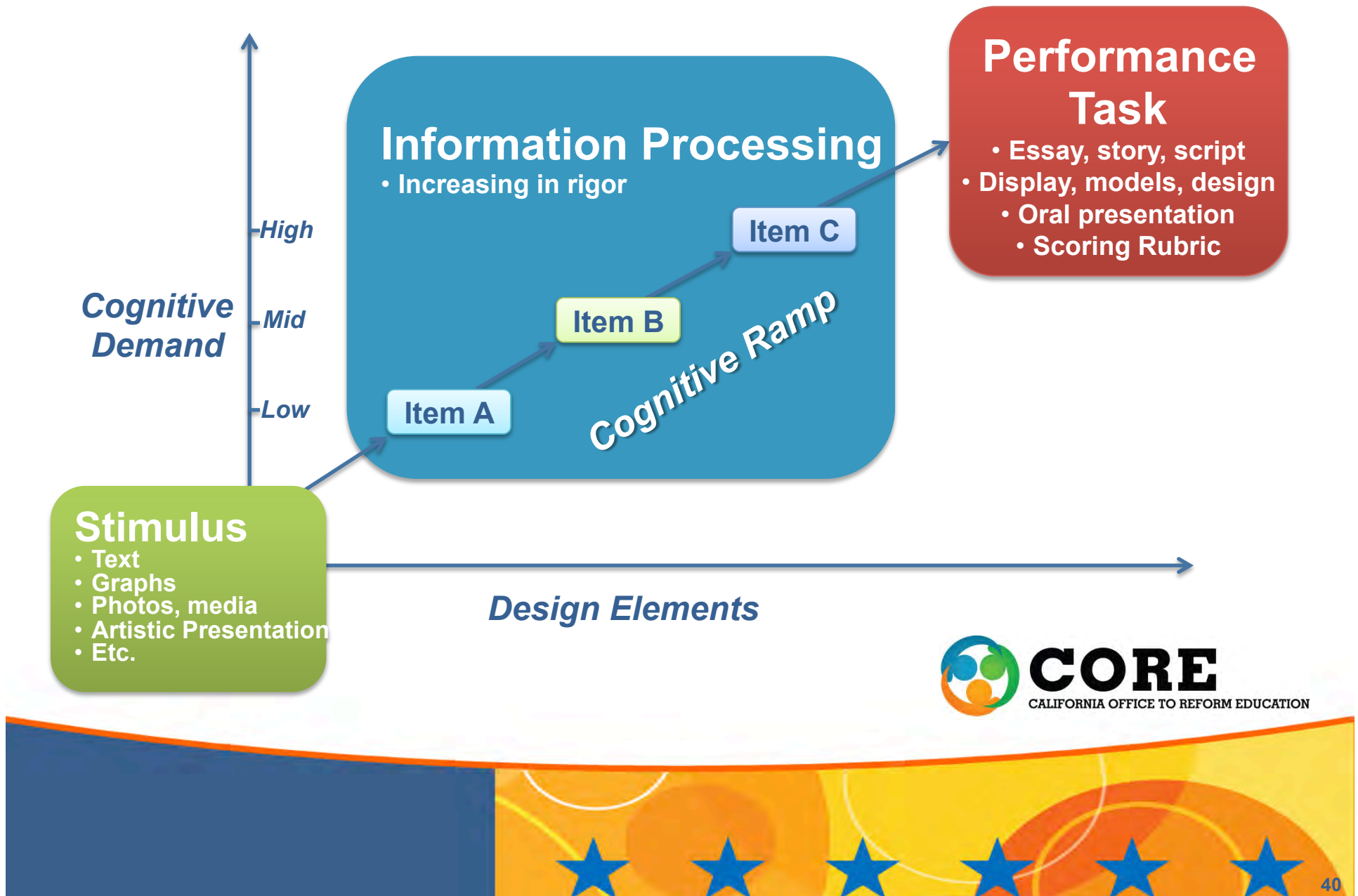
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# Smarter Balanced Assessment Consortium



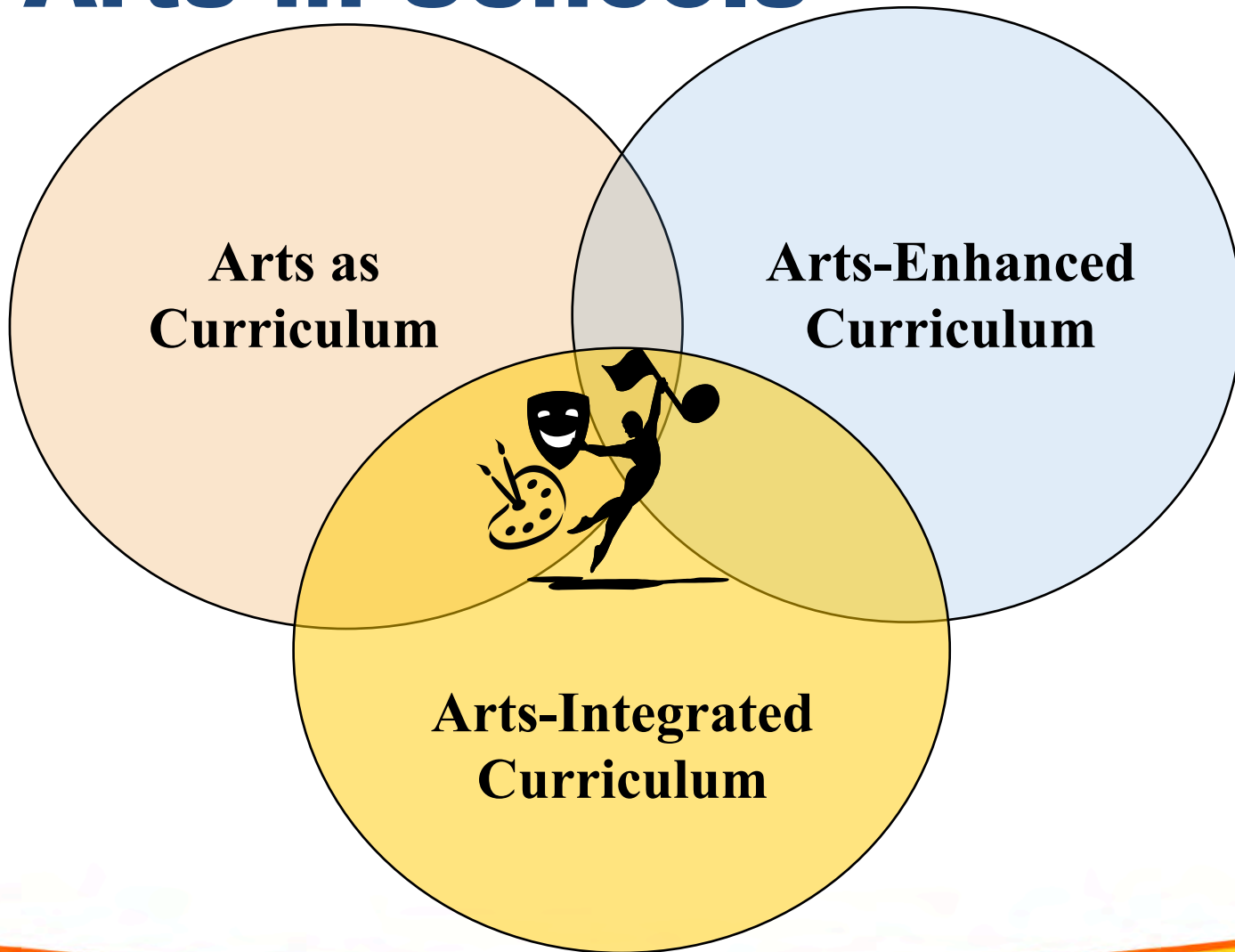
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***Arts Integration** is...*

*an **APPROACH** to **TEACHING**  
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*Students engage in a **CREATIVE PROCESS**  
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# The Arts in Schools



# Martin's Big Words

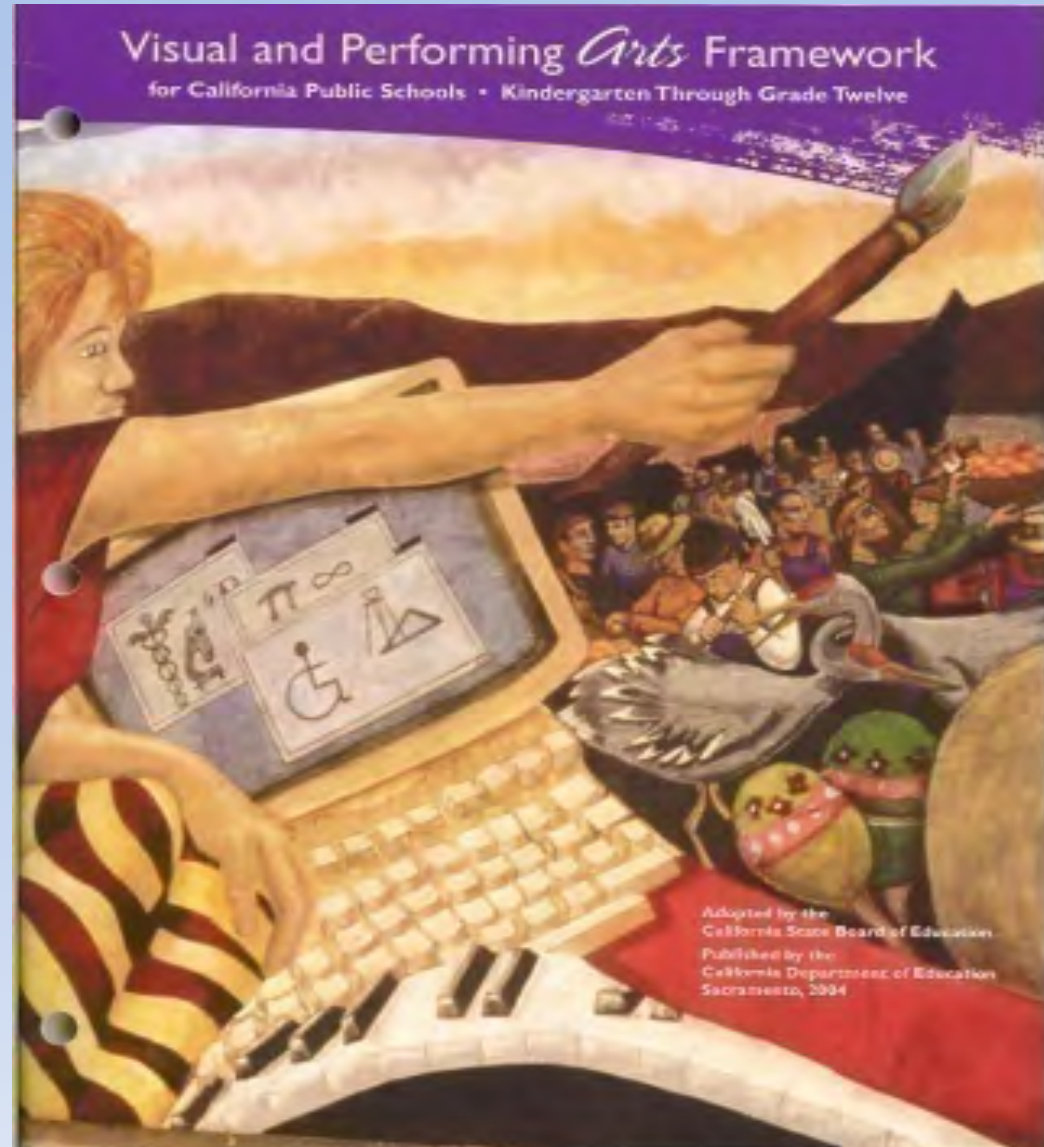




# **Transitioning to Common Core Standards with the ARTS!**

## **Pecha Kucha Style**





Adopted by the  
California State Board of Education  
Published by the  
California Department of Education  
Sacramento, 2004





The rippled texture  
looks like real metal

Who invented high-heels?  
Those are so retro!

Which ones will  
look best with my  
outfit?

What about  
adding a zipper?

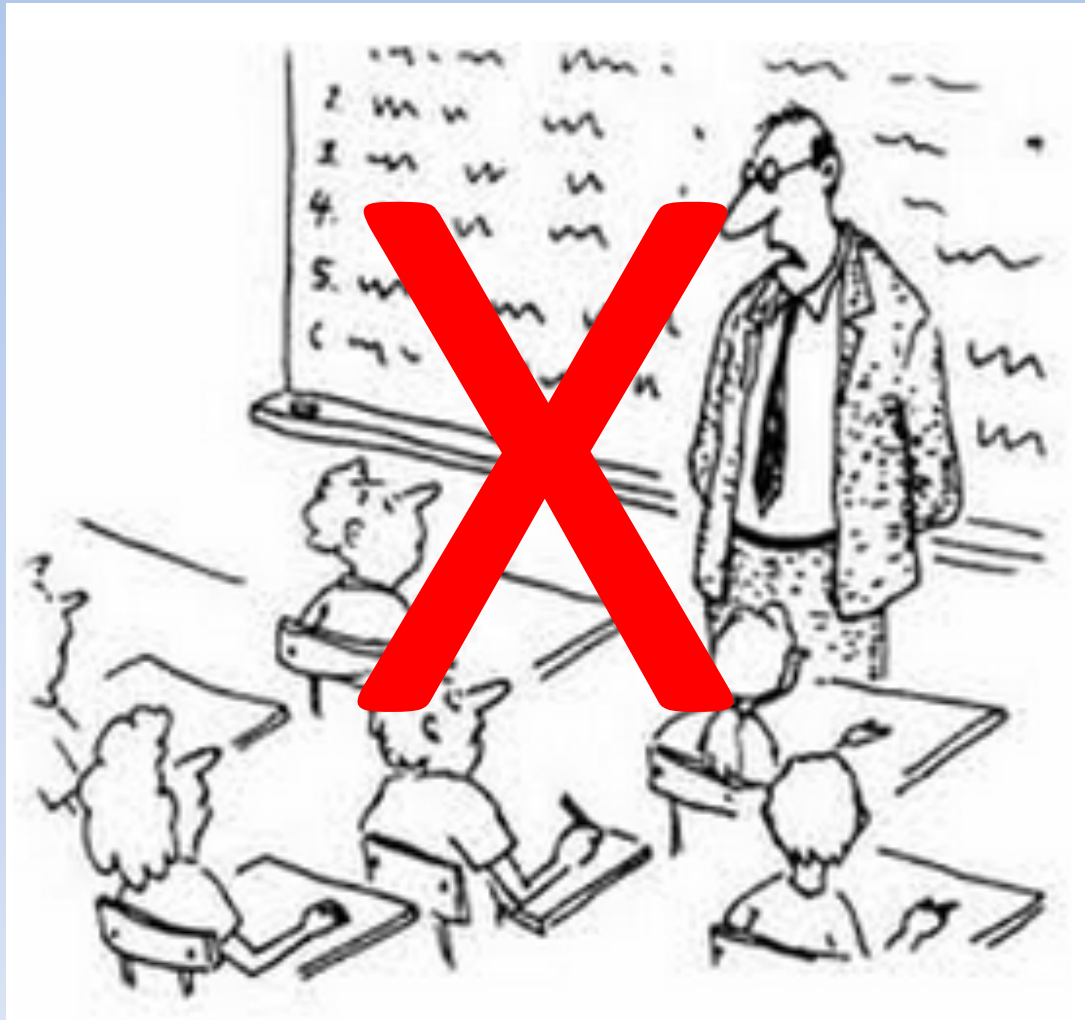


I'm going to be a designer



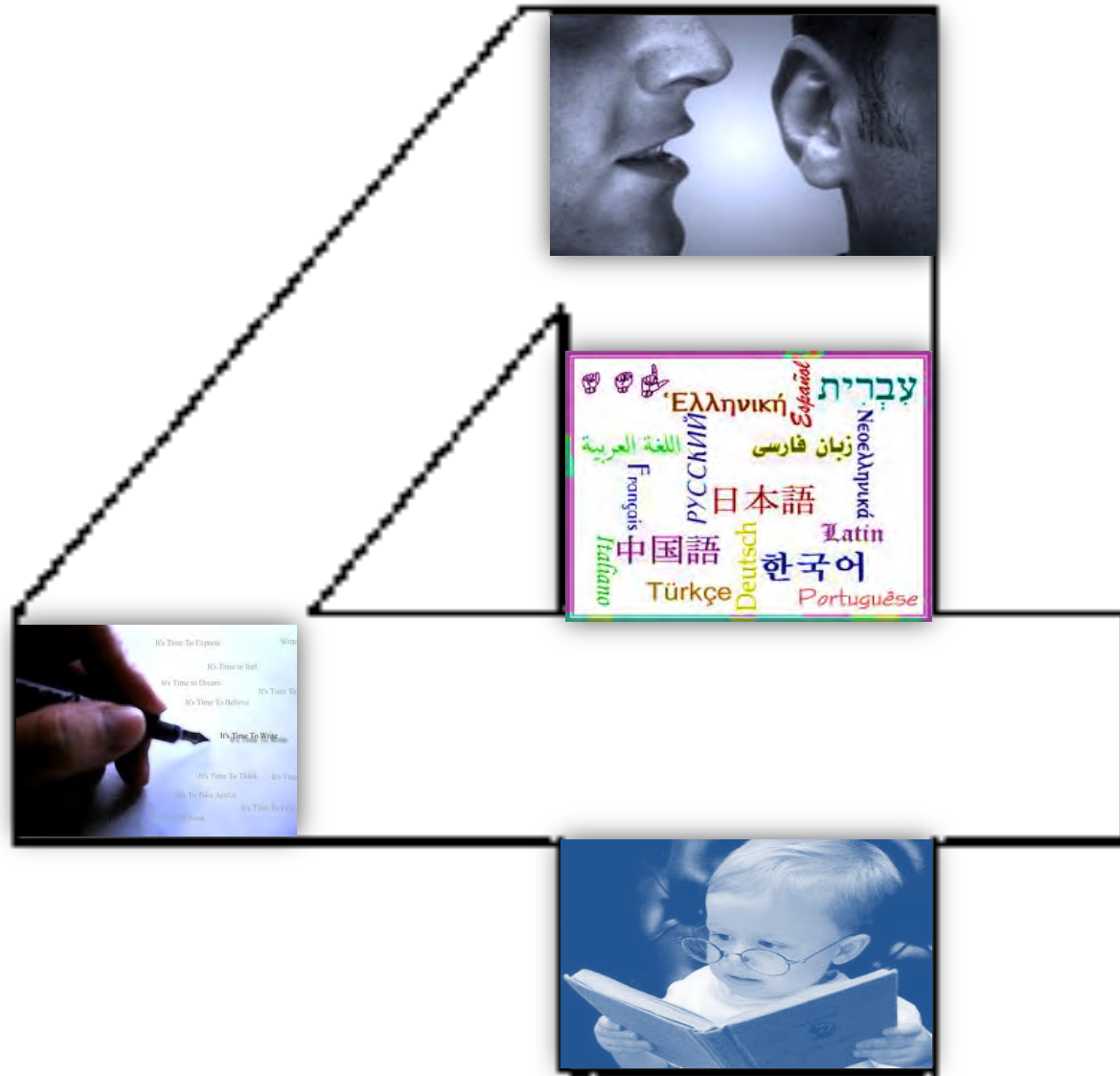
I wasn't expected;  
I was selected!

Adoption  
help put **art** back into a child's life

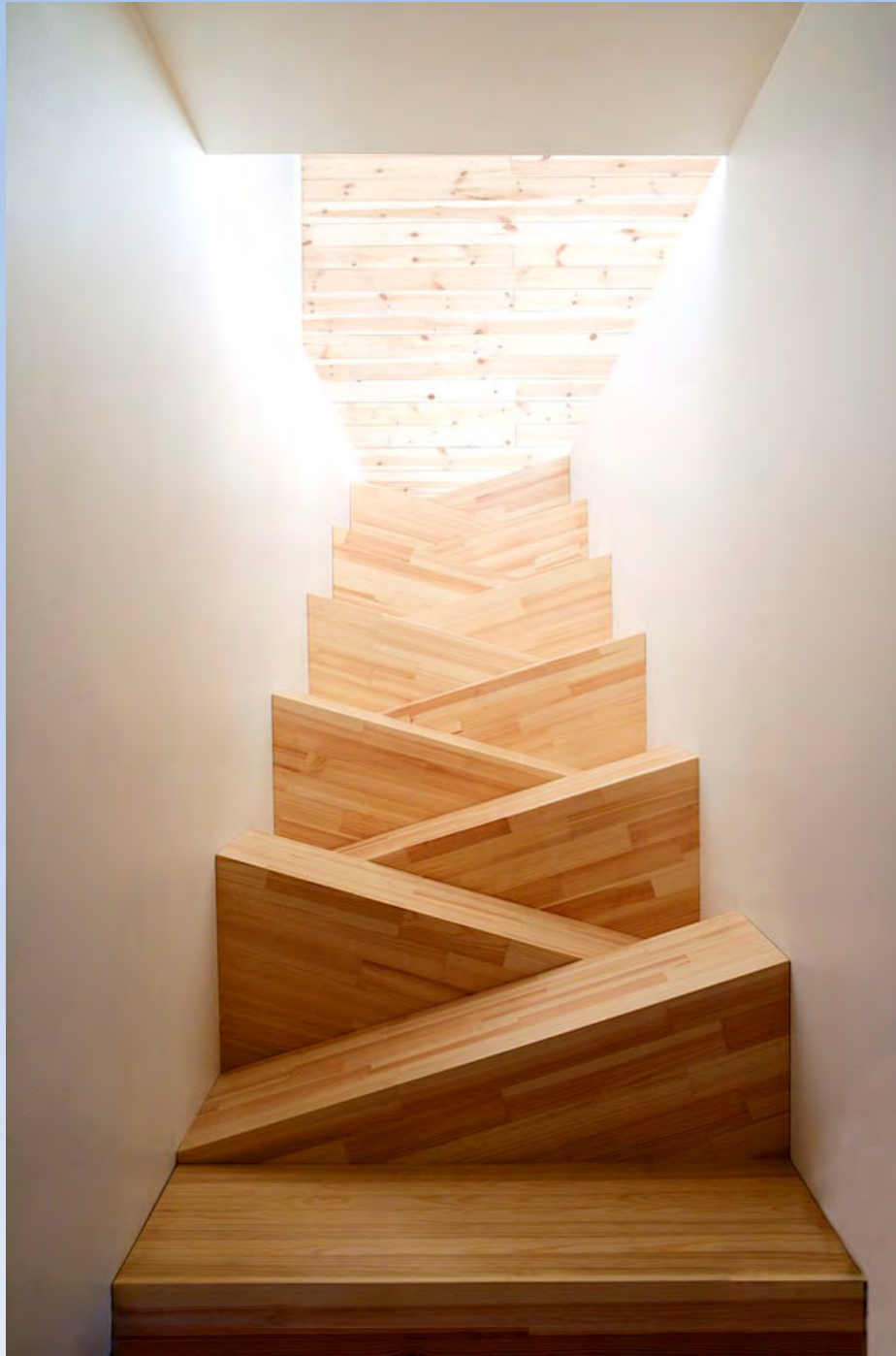




# ELA Standards





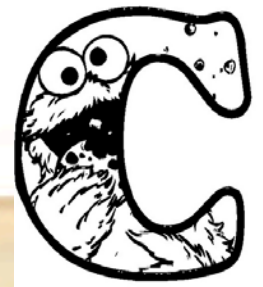






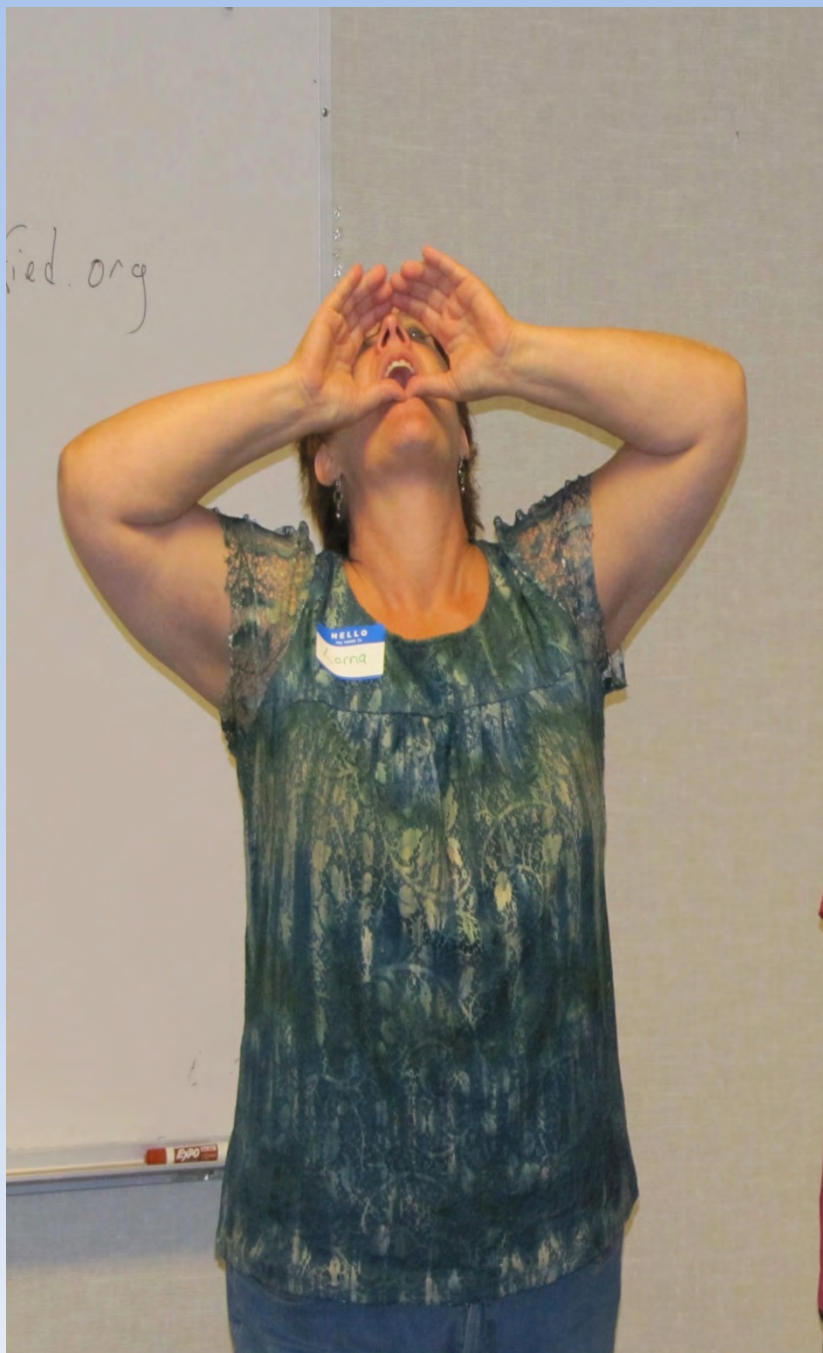
## Student Sample: K, Narrative

This narrative is a process piece that was produced in class.



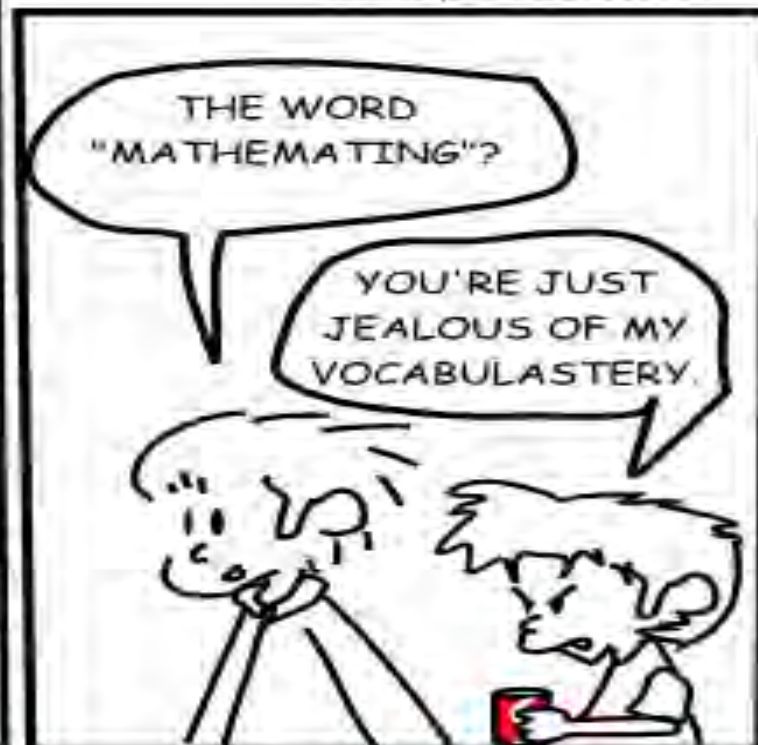
Suzanne [redacted] January 30, 2002  
I went to Disneyland we went  
from the desert.  
I had a fun on vacation.  
at Disneyland I see lot of rides.  
~~I went to my house.~~







(cc) MCJEVANS 2007  
[www.alpha-release.com](http://www.alpha-release.com)



# ARTS

**EMBEDDED**







STEP 1

$$\begin{array}{r} 1 \\ \overline{)892} \\ -7\cancel{X} \\ \hline 19 \end{array}$$

STEP 2

$$\begin{array}{r} 12 \\ \overline{)892} \\ -7\cancel{X}\cancel{X} \\ \hline 19 \\ -14 \\ \hline 52 \end{array}$$

STEP 3

$$\begin{array}{r} 127 \\ \overline{)892} \\ -7\cancel{X}\cancel{X} \\ \hline 19 \\ -14 \\ \hline 52 \\ -49 \\ \hline 3 \text{ remainder} \end{array}$$

vs.



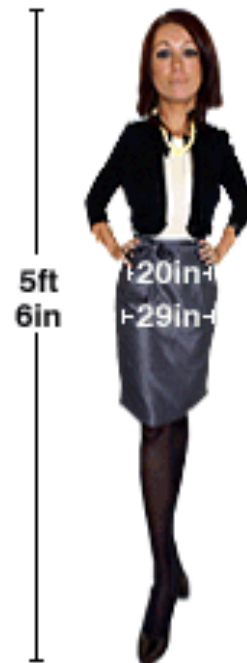
## HOW WOULD A REAL WOMAN LOOK WITH BARBIE'S PROPORTIONS?



Barbie  
(not to scale)



Libby



Libby, 5ft 6in  
tall, with  
Barbie's  
proportions



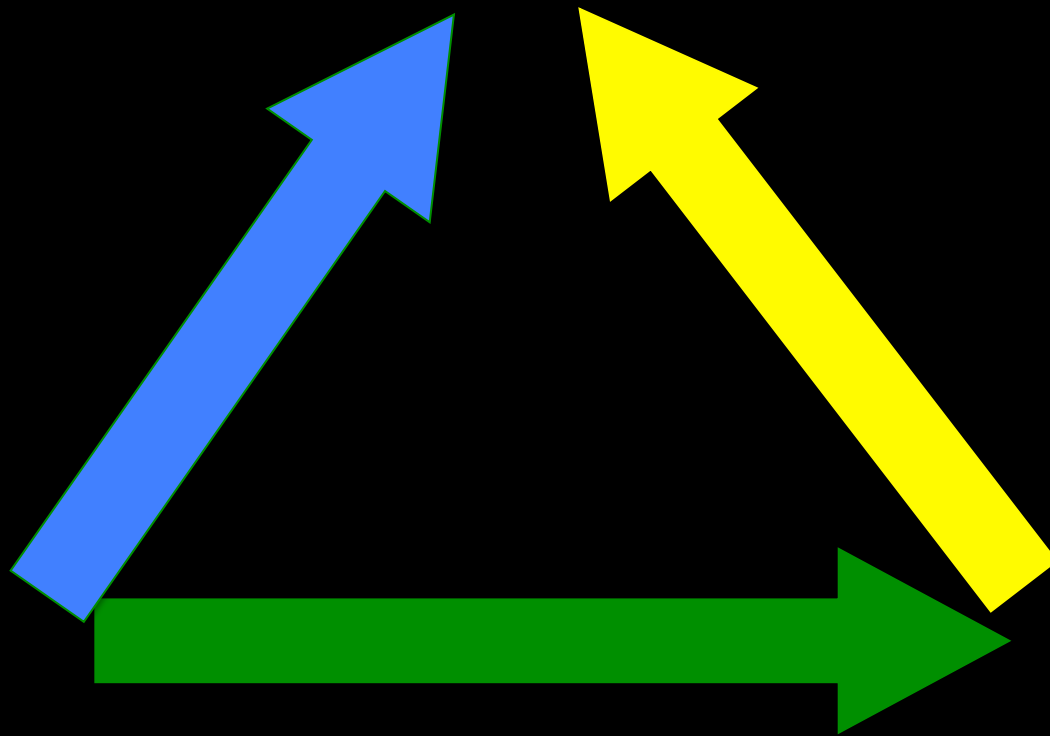
Libby with  
a waist of 28in  
and Barbie's  
proportions

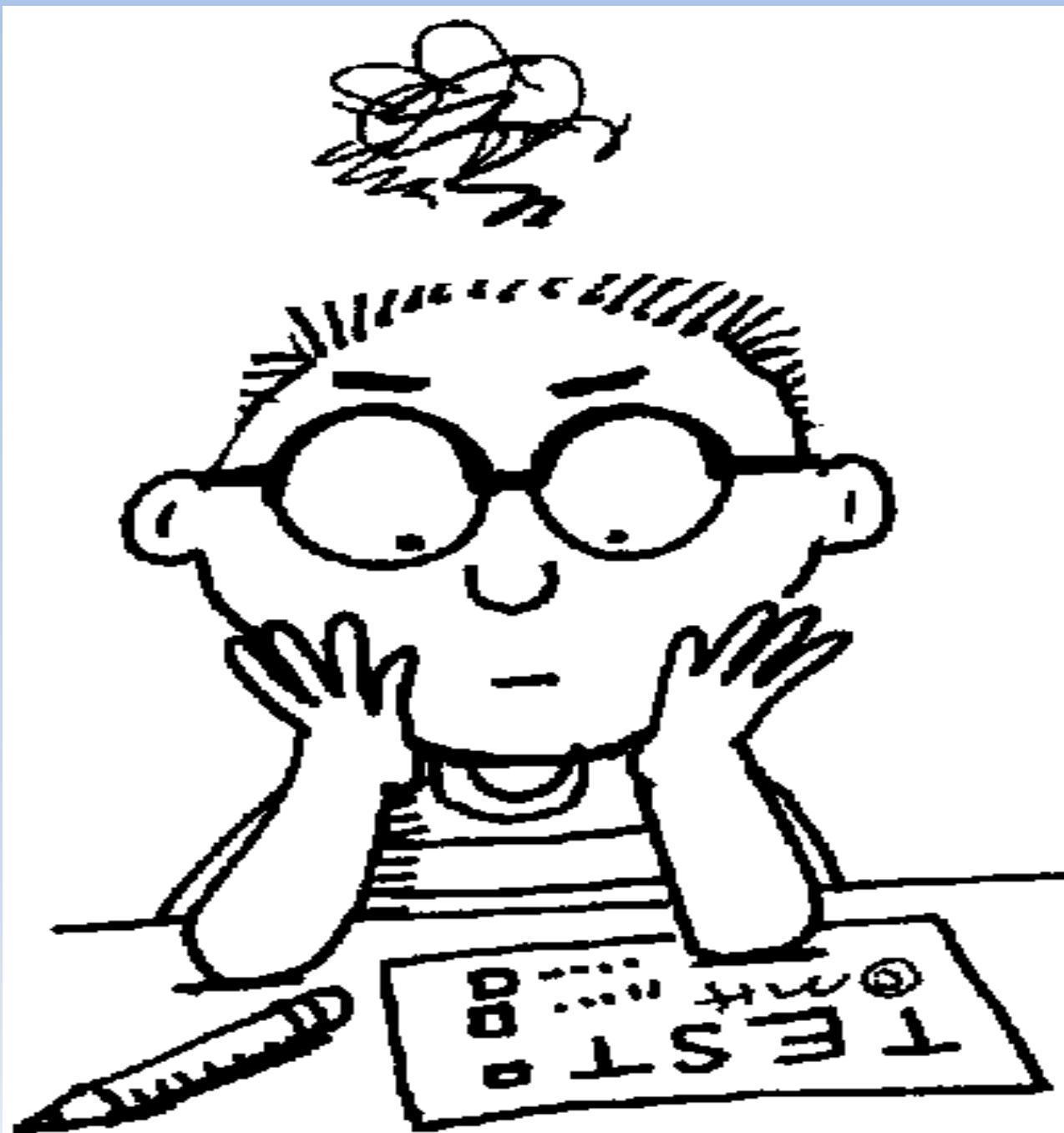






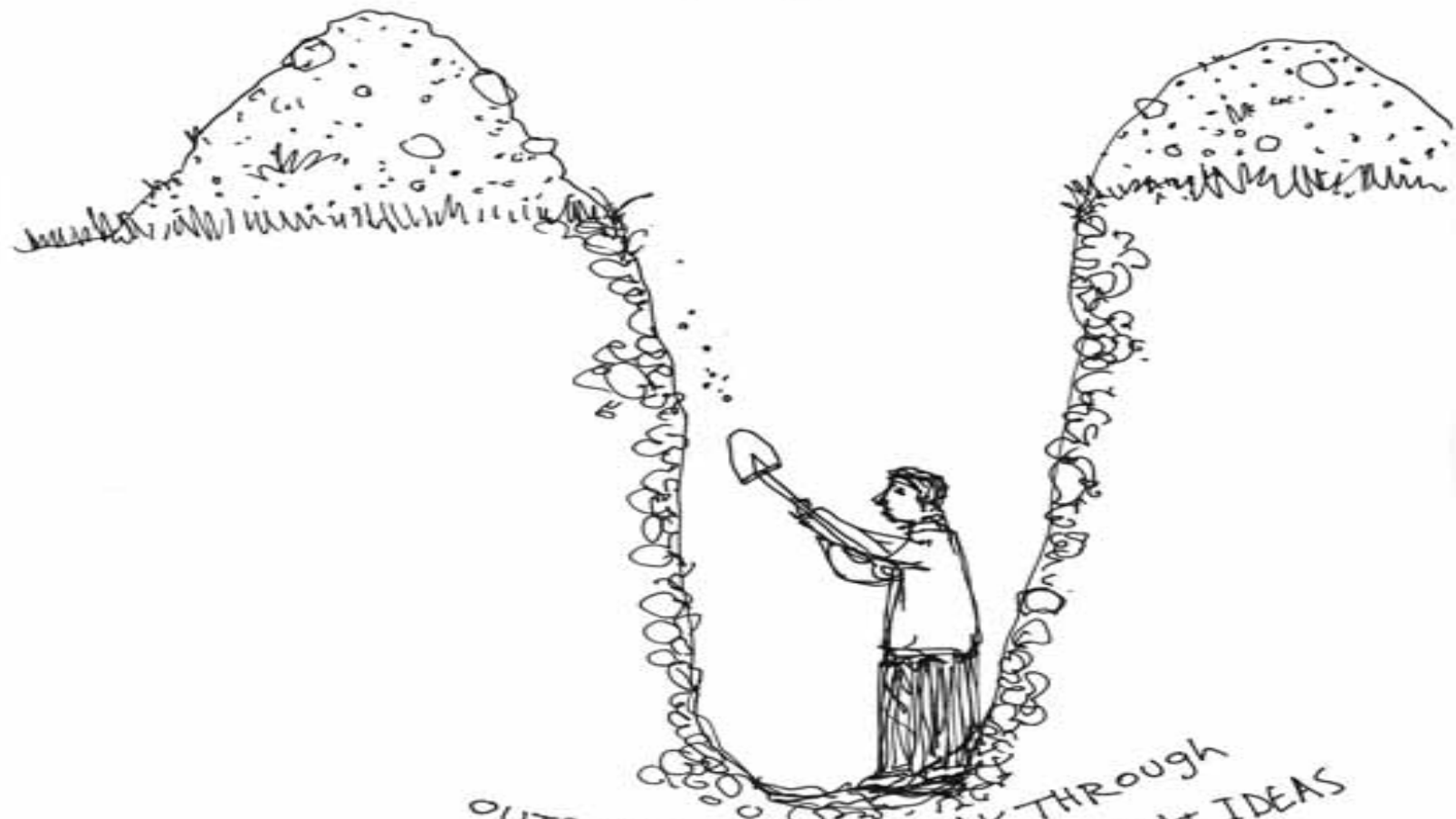
2013-2014







# Digging Deeper



OUTSTANDING  
MASTERPIECE  
WORKING HARD TO GET TO THE GOOD STUFF.

BREAKTHROUGH  
BRILLIANT WORK  
GREAT IDEAS

Tim Cappay







# 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*



# DEFINITION

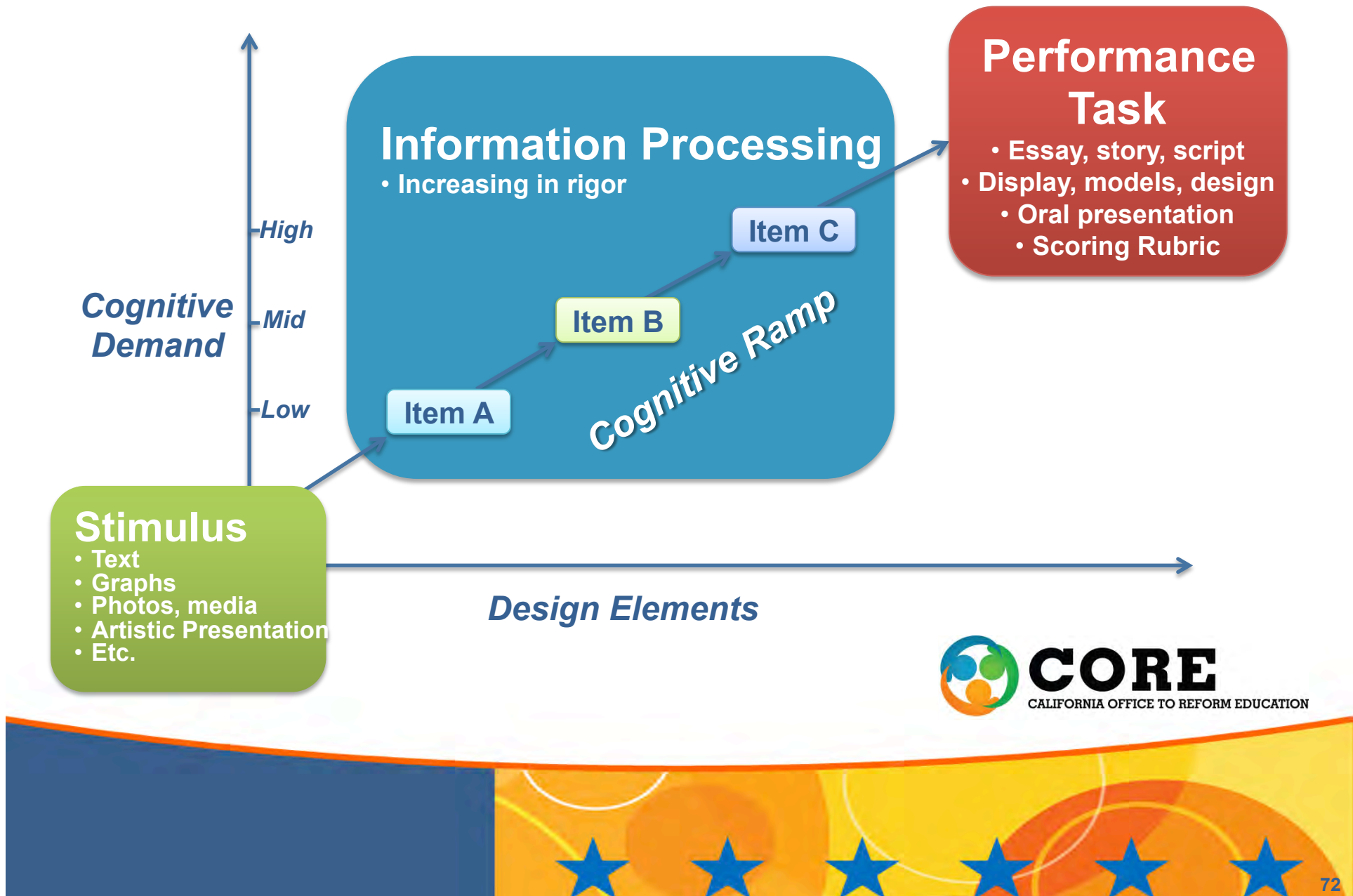
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# Smarter Balanced Assessment Consortium





# **A Short Walk through the Pyramids and through the World of Art**

**Isaacson, Phillip.. New York: Knopf, 1993**

*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...*

*Taken from Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects  
Appendix B: Text Exemplars and Sample Performance Tasks*



# 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





# Connections to Literacy Anchor Standards & DOK



www.k12.wa.us/SMARTER | www.corestandards.org

## ELA California Common Core State Standards

Kings County Office of Education  
Tim Brown - County Superintendent of Schools

READING K-5 Content Standards • Literacy • Informational Text • Foundational Skills • Literacy in History/Social Studies, Science & Technical Subjects	6-12 Content Standards • Literacy • Informational Text • 6-12 Literacy Standards • History/Social Studies, Science and Technical Subjects	WRITING K-5 Content Standards • Literacy in History/Social Studies, Science & Technical Subjects 6-12 Content Standards 6-12 Literacy Standards • History/Social Studies, Science and Technical Subjects	SPEAKING & LISTENING K-5 Content Standards 6-12 Content Standards	LANGUAGE K-5 Content Standards 6-12 Content Standards
10 Anchor Standards	10 Anchor Standards	6 Anchor Standards	6 Anchor Standards	6 Anchor Standards
<b>Key Ideas &amp; Details</b> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <b>Craft &amp; Structure</b> 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. <b>Integration of Knowledge &amp; Ideas</b> 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <b>Range of Reading &amp; Level of Text Complexity</b> 10. Read and comprehend complex literature and informational texts independently and proficiently.	<b>Text Types &amp; Purposes</b> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>Production &amp; Distribution of Writing</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <b>Research to Build and Present Knowledge</b> 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>Range of Writing</b> 10. Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>Comprehension &amp; Collaboration</b> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, or orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <b>Presentation of Knowledge &amp; Ideas</b> 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate.	<b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>Knowledge of Language</b> 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <b>Vocabulary Acquisition &amp; Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<b>Language Key Features</b> • Language is a shared responsibility within the school. • 21st Century skills, express self using formal English in writing and speaking. • Determine word meaning and nuance.
<b>Reading Key Features</b> • Reading is a shared responsibility within the school. • Emphasis on complex non-fiction text. • Gain knowledge from text. • Read closely and critically.	<b>Writing Key Features</b> • Writing is a shared responsibility within the school. • Write logical arguments with sound reasoning and relevant evidence. • Research both short, focused projects and longer, in-depth inquiry research. • Use technology when creating, refining, and collaborating on writing.	<b>Speaking &amp; Listening Key Features</b> • Speaking and Listening is a shared responsibility within the school. • Emphasize effective communication. • Focus on academic discussion and presentation.	<b>Language Key Features</b> • Language is a shared responsibility within the school. • 21st Century skills, express self using formal English in writing and speaking. • Determine word meaning and nuance.	<b>Language Key Features</b> • Language is a shared responsibility within the school. • 21st Century skills, express self using formal English in writing and speaking. • Determine word meaning and nuance.
<b>Claim 1:</b> Students can read and comprehend a range of increasingly complex literature and informational texts.	<b>Claim 2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.	<b>Claim 3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>Claim 4:</b> Students can engage in research and inquiry to investigate topics, and to analyze, integrate and present information.	<b>Claim 5:</b> Students can skillfully use and interpret language across a range of literary texts.

Highlight 3 connections.



# 6<sup>th</sup> 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>

- *CCSESA Arts Initiative*

<http://ccsesaarts.org>

- *Kennedy Center*

<http://artsedge.kennedy-center.org/educators.aspx>



# Synthesis of the Day

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

