



ISSUE #6 • SEPTEMBER 2017

# Managing Makers

Know what makes or breaks a lesson?  
Classroom Management. This issue  
provides helpful tips, resources, and ideas  
for classroom management in arts  
integration, STEAM and maker-centered  
classrooms.





# Top 10 Tips for Creative Classroom Management

By Laura Wixon | September 2017

Raise your hand if you're looking for creative classroom management tips! As a teacher, I know the importance of establishing a strong classroom management practice from the start of the school year. However it can sometimes be difficult to strike the ideal balance between corralling chaos and encouraging creativity. Here are ten tips to help you manage your classroom in a way that helps foster imagination.

**Establish a Rhythm** - If you caught my session at the Summer Conference, you know I am a big proponent of rhythm over routine. One way to establish a flexible classroom rhythm that allows young artists to thrive is to set up a Visual Journal which will be used for entrance and exit tickets as well as for illustrated and written notes at the start and end of classroom learning. Visual Journals can serve as to-do lists, agendas, sketchbooks, and notes pages all in one. I recommend starting each day with an artful thinking activity that is directly connected to what students are specifically learning in that day's lesson. Students can draw a quick sketch of a work of visual art or write a thoughtful reflection on a dance, theater, or music video. Students can then complete an artful thinking routine about that specific art "text" as the teacher transitions into the lesson for the day



(highlighting any artistic principles that might be relevant in both the artwork and the direct instruction). The artful thinking activity can act as an entrance ticket into the lesson for the day and can be completed directly in the student's visual journal as part of an established page setup.

Dividing each page of the journal in the same way everyday to create sections for different activities allows students to become accustomed to the visual breakdown and learn to set up their pages independently upon entering the classroom. Students can also take note in their journals of upcoming assignments and activities that will take place over the course of the upcoming days and months. Rhythm allows teachers to reap the benefits of flexibility in the classroom and to support students' interests as much as possible.

**Create a Monthly and Daily Log** (to help students stay organized) - In addition to having students create notes in their visual journals regarding upcoming events and assignments- it might be helpful to have an established location in the classroom where you keep a large-print list of upcoming tasks or assessments, as well as any scheduled holidays or alternate schedule days. If you as a teacher keep a date list or calendar posted in the classroom it makes it easier for students to mark changes to their own agendas when they see you remember to make those changes on your own public calendar.

**Talk like a Yoga Instructor** - Have you ever been to a yoga class? Yoga teachers know a trick that most educators are never taught. Use language that encourages students to do small, specific, actions instead of asking students to do multiple actions at once. For example instead of saying "Please be quiet and and open your books to page 47" a yoga teacher might say "Focus your eyes on me and relax your hands in your lap. Sit up



straight and tall and stretch the top of your head towards the ceiling while your hips feel rooted into your chair. Great! You are all doing an excellent job listening. Now let's take out our History books together. You will see I have written the page number on the board for you." These instructions allow students to concentrate on small individual "bite-sized" tasks instead of trying to digest a large number of directions at once. It offers students the opportunity to succeed at smaller requests so that their confidence is established when it is time to complete a larger scale project.

**Define Self Space vs. General Space** - Personal Space or Self Space is the space directly around your body. Students can physically identify Self Space by reaching their arm out and drawing a sphere around them with an "invisible piece of chalk". The space where their arms can reach without moving their feet is a student's self-space. General space is the space in the classroom you share with other students. If your classroom has a carpet where students gather to do group activities or participate in morning circle, this carpet is an example of general space. The hallways, the cafeteria, the gym, can all be examples of general space. Directly teach students the difference between personal space and general space and have students practice moving through different types of space in different ways. "Can you raise your hand at your desk in your self space? Can you walk quickly to the carpet without bumping into anyone as you walk through general space? Can you skip, hop, or spin through general space in a straight line? In a curvy line?" Giving students the opportunity to explore movement allows them to have a greater understanding of what movement is actually appropriate for different times and spaces in the school over the course of the day.



**Practice Transitions** - In addition to teaching students the difference between self space and general space- it is a great idea to specifically discuss transitions in the classroom and in the hallway and practice making those transitions. In the classroom one arts integration tip is to number the corners and walls of the classroom in accordance with the Russian Ballet Numbering system so that you can specifically describe where you would like students to move. "Please place your backpacks on the hooks on wall 3." In the hallways prompt students to think about their movement in an appropriate but creative way. Can we transition to the cafeteria moving silently as a fox?

**Create Vision Boards and Set Goals** - The beginning of the year offers an opportunity to reset the tone of the classroom and to help remind students of their personal and academic goals. Vision boards are a great way to establish SMART goals in a creative way and to get to better know your students. They can use collage, colored pencils, markers, and construction paper to create visual reminders of their goals that can be posted around the classroom and referenced by the teacher as a classroom management tool.

**Teach and Practice Warm-Ups in all Art Areas** - Students would never be expected to perform a dance in a dance studio without stretching and warming up their bodies first so why would we expect them to do this in the classroom? In an arts integrated classroom students will be making music, dancing, singing, drawing, acting, and working with technology as avenues of learning curriculum content. To help students get into the correct mindset for producing art, they should be warming up in whatever artistic area they will be exploring that day in the lesson. Practicing established art warm-ups is one way to prepare students to learn through



that art form. Eventually students should be so familiar with warm-up activities that the teacher could choose a student to lead the rest of the class in their artistic warm-up activities!

**Greet Your Students At The Door** - If your school allows it, try greeting your students individually as they enter the classroom for the day. Look in their eyes, give them a genuine greeting or handshake to let them know that they are valued and that you are excited to have them in your classroom today. If you don't have time or aren't allowed to have your students line-up in the hallway before class, give them a warm group greeting as you start your lesson. Try saying something like "I'm so glad you are here today. I'm excited to have you in my class." Little actions like these help to show your students that you care about them and foster the positive teacher-student relationships that are such a crucial part of classroom management.

**Use a Variety of Attention Grabbers** - This is a small and easy way to include arts enhanced learning in your classroom. Think about the way you get your student's attention after a period of discussion. Do you count down from five? Do you do a ASL hand signal? What ways could you make this little action more creative? Could you play a musical instrument? Could you ask students to give you their best "Mona Lisa Smile"? Could you ask students to start mirroring your movements as you move through low, medium, and high, non-locomotor movements?

**Use Engaging Curriculum!** - Finally, and perhaps most obvious- use engaging lessons! The best way to limit student behavior problems is to have them excited to participate in your lessons. How can you integrate art and STEAM learning so that students look forward to your class and the activities you do together?



**Bonus Tip: "Good News, Fun News"** - This is something I picked up from an amazing college professor I had when I was in my MAT program. When we were all in our seats and ready to learn our teacher Katy Arnett would begin every class by asking her students "Who has good news? Fun news?" It was a little action that allowed us to share positive events that were happening in our personal lives ranging from getting a new puppy to being in a wedding. This little habit allowed us to become closer as a class and also to strengthen our relationship with our teacher. I have used it in every class I have taught since Mrs. Arnett used it with me and it has always helped to foster a positive classroom environment.

Consider integrating these ideas into your classroom as you begin to purposefully organize your creative classroom management system and build positive personal relationships with your students. Cultivating a safe and trusting classroom environment is a cornerstone to the success of arts integration and STEAM learning and can help shape the way your lessons are received. Best of luck as you start the 2017-2018 school year off strong and foster creativity in your classroom!

Still looking for more creative classroom management tips and strategies? Check out some of our past articles!

[The ABCs of Classroom Management](#) - Dyan Branstetter

[The Key to Classroom Management](#) - Typhani Harris



## Back to School Invention Dimension

By Dolph Petris | September 2017

There are so many strategies and techniques 'out there' that teachers could implement and it can often be overwhelming and daunting, especially at the beginning of the school year. One activity that I find particularly engaging for everyone involved is something that I call Invention Dimension.

Essentially, Invention Dimension is probably something you have done throughout your teaching career, but perhaps not to this extent. As I am not a designated art teacher, I love integrating STEAM attributes in everything I do within my general education classroom. Doing so allows all of my students to experience their strengths in an organic creative process rather than forcefully trying to 'make' or 'create' something, all with the same arts focus. Additionally, students often do not even realize that what they are creatively doing involves all or some aspects of STEAM.



## ***Invention Dimension***

Invention Dimension can easily be conducted in one class setting. I generally use one hour as the total time limit for collaboration, design, and build. This is up to you though because I have also involved my students in *Speed Invention Dimension*, in which they have forty-five minutes, or even one-half an hour, depending on your age group.

I begin the activity by writing **Invention Dimension** on the board, and I usually do this before recess or lunch just to whet their appetites. Of course they start immediately asking what 'that is', but I don't tell them. I leave them to think and discuss it with their friends over the school break in their day.

When students return, I write these 3 requirements on the board :

1. **Must** not currently exist.
2. **Must** be beneficial to society.
3. **May** use technology that does not currently exist, as long as they are able to explain it.

At this point, the classroom is abuzz and just want to get started. What they don't yet know is that they will be working in groups of four to complete the task. I find that groups larger than four usually ends up with fewer than four of the students actually working on the design, and others within the group not participating. I let them know that they first need to collaborate as a team and brainstorm what they think they would like to design. And, before they begin actual design and building, they need to completely agree their direction as a group.

I also explain how designers and artists work in the 'real world' by first roughly sketching out their ideas. Some students will of course want to clearly define every detail of their sketch before moving on to the next step, but this is a good lesson in tried and true ideation, which is probably new to most students regardless of grade level.

### ***Let's get started!***

Once individual groups have a clear goal in mind, they are free to use any consumable material I have in the classroom. Generally the initial go-to is construction paper, which is perfectly fine, and easy to use. Students may also use scissors, paper clips, brad connectors, tape, cardboard, paper rolls, tissue paper, literally anything you may have on hand. Student creative juices really being to flow when they realize they are not limited to specific classroom materials.

This is a good time to encourage the imagination for both designer and audience. I tell them that it doesn't need to 'look' perfect because we are all just designing prototypes. This way, student creativity is not inhibited by something that doesn't look 'perfect.'

What students don't know at this point is that they will informally present their invention to the entire class and that each group member needs to participate in the presentation. Of course depending on your timeframe or grade level, you may decide to omit the presentation piece, and perhaps have the individual group members write a short description, or summary.

Depending on the grade level, and/or classroom environment that you teach, you may allow them to work in self-selected groups or you could make the group selections based on projected student-to-group projected success. Individual and group creativity throughout the entire Invention Dimension process along with the group's team building is truly amazing.

The entire activity is an outlet for organic creative expression that your students will enjoy, and grow from in more ways than you thought imaginable. The amount of Science, Technology, Engineering, Arts, and Math that are naturally integrated within each group are truly incredible.

During our Back to School 'ice-breaker' periods, I have involved my students in Invention Dimension at the multiple grade levels that I have taught throughout the years and there is *always* much excitement and energy. What's even more exciting, is that my students are the ones eager to 'do' Invention Dimension multiple times throughout the year! From the teacher's perspective, change over time and learning progression becomes exciting and obvious as does the confidence and individual creativity of each student involved.





# How to Artfully Manage Your Classroom

By Deirdre Moore | September 2017

Classroom management has been the boogie-man for many a teacher. It's one of the most important elements of a successful classroom and yet teacher training programs are infamous for not adequately training students to be ready to manage a classroom upon graduation. For those new teachers it is often trial and error. Some teachers figure it out and stick with the profession, others do not. Or, they don't figure it out but they stay in the profession and two important things happen: valuable time is lost and student learning is sacrificed. The arts and arts integration are by no means a panacea but they *can* help create a stronger classroom environment and curb some of those bug-a-boo classroom management issues.

## ***Artful Classroom Management?***

**Transitions:** This is always an area where valuable teaching time can be lost and misbehaviors can creep in but this where all teachers can learn a lesson from preschool and kindergarten. *They have a song or a chant for everything!* The songs or chants remind the students of the expected behavior and can also be a natural time setting tool. By the end of the

song, the students know where they need to be and what needs to have been done. If the students sing through the transition they are telling themselves what they need to do. This may be harder with older students but not if you enlist their help in creating the song or chant.

- Have them brainstorm *with* you the expectations and then help you write the song to a familiar tune (or create a chant that doesn't require a tune, just a steady beat).
- Use recorded music as a non-verbal cue for students to transition so long as the expectations are created and understood ahead of time.

**Differentiation:** One thing that can cause management issues is that some students are bored during an activity they find too easy while other students are frustrated with something that feels too challenging. The beauty of the arts and arts integration is that they allow for open-ended classroom activities that engage all levels of students. While the entry point might be the same, students can take it as far as they are capable of going.

**Engagement:** Related to differentiation is engagement. Lack of engagement can stem from many things including boredom or frustration. However, making art requires doing. There is nothing passive about it. Students almost have no choice but to be engaged. There will be students who resist making art but if the students are allowed to access the arts safely, they generally jump in and join with others engaged in the learning activity. Engagement means less disruptive behavior.

**Success:** Some students don't succeed in a traditional classroom. Their talents lie elsewhere. Some students don't learn well through traditional methods. Some students need to get up and move or create meaning by creating art. If you provide many opportunities for different ways to learn and express understanding, more students will be engaged and successful and that always makes for a smoother classroom environment. Kids also get to see one another in a new light which can improve classroom dynamics. When they see a student who normally does not succeed in school create an amazing clay sculpture, a new respect and new expectations develop both from the child and from her/his peers.

As you enter into your new school year think about areas that have been challenging for you in classroom management and consider how the arts might be leveraged to help you and your students have a happier and more successful school year!





## Establishing Mindful Routines for a New School Year

By Brianne Gidcumb | September 2017

Mindfulness is the practice of bringing one's attention to the present moment - our thoughts, feelings, bodily sensations, and surroundings. It allows us to honor our strengths and our limitations without judgement, to let go of past failures and the worries of the future, to live in the present moment. It has the power to help us find a sense of calm and contentment, to alleviate stress and worry, and to instill growth mindset.

So how can we promote these qualities in our students? How can we establish a community that allows for this growth mindset, this openness to the present moment, this willingness to seize learning opportunities as they arise, to play to strengths and embrace failures without judgement? Here are a few strategies to try!

**Daily Mantras.** Have students write a mantra, a goal, or an affirmation for the day on a post-it and keep it on their desk through the day. Students might even want to work with the same mantra/goal/affirmation for a period of time (a week, a month). If students need a break, they might even create a collage or a work of art related to their mantra to serve as a

visual reminder of that goal. The act of creating such a work of art might be a practice in mindfulness in itself!

**Movement Breaks.** Our students spend so much time seated, static, and sedentary. Movement is essential for a healthy body and a healthy mind. Incorporate stretching, dancing, or yoga breaks as a brain break. I'm partial to yoga myself ([Yoga 4 Classrooms](#) offers some great activity cards based in yoga and mindfulness), but you might have students choreograph something based on a menu of movements and perform it, explore physical levels and pathways, and investigate the [elements of dance](#) (body, space, time, movement, energy). Movement allows students a chance to bring themselves back to a place of physical and physiological readiness for learning... capitalize on it!

**Listening.** Music is a powerful way for students to regulate their emotions. "Soundtrack" your classroom to give students cues as to what their learning environment should look/sound like. Allow your music choices to reflect whether it is time to work quietly or to collaborate, to signal transitions, to regulate the mood of the classroom. You might also create a listening corner where students can go to listen to peaceful music if they are feeling stressed.

**Allow for arts-based differentiation.** If students are struggling with a task, see if you can offer arts-based differentiation for the task, giving students a chance to express themselves creatively. For example, if a student is

struggling with a writing task, allow them to create a piece of artwork to communicate the key points of their writing assignment, and then create an artist statement based on this artwork (see [Arts-Based Strategies for Writing](#)). Allow students the opportunity to develop self-awareness about their strengths and areas for growth, and use an area of strength to tap into that area that needs refinement.

Enjoy using these and other mindfulness strategies with your students!





## The Power of Choice

By Dyan Branstetter | September 2017

Are you looking to engage students on a whole new level? Harnessing the power of choice in the classroom may be what you need. While this is proven through research, sometimes it can be difficult to transfer best practice research to something tangible (and possible) in the classroom. In the book [The Highly Engaged Classroom](#), Dr. Robert Marzano explains why student choice is essential in our classrooms, and he offers [tips for teachers](#) on how to incorporate choice in practical ways.

Marzano found that students perceive classroom activities as more important when they are given choices. It increases intrinsic motivation, increasing student effort and task performance, which therefore boosts the amount that students can learn from an activity. To see these benefits, we need to make sure to "...create choices that are robust enough for students to feel that their decision has an impact on their learning." Students, especially advanced learners, can easily identify when activities are not meaningful.

The concept of student choice is hard to argue, but it can be hard to make the dream become a reality. In my classroom, I have had a lot of success

using a workshop approach which includes a combination of brief and explicit, targeted instruction and choice. Depending on the subject I'm teaching, this looks slightly different. It usually takes some time to guide students to make smart choices, but it takes even longer to help parents understand. Either way, the benefits outweigh this challenge, since I am helping to empower my students to become life long learners instead of passive consumers of content. In addition, it helps students practice decision making, self-regulation, time management, and organization.

### **User-Friendly Ideas for Student Choice:**

Below, you will find some ideas for managing student choice. When it comes to task development, it is important to really get to know your students and their collective interests. This will allow you to tailor learning activities to create more buy-in since students will know you have their interests in mind. However, some choices should be flexible so that students can personalize them.

Marzano explains that choice can be provided in four ways: choice of task, choice of reporting formats, choice of learning goals, and choice of behaviors. I find that it is important to offer a bit of all of these, however, it is also important to limit them so that students don't get overwhelmed by decision making. I create learning menus and choice boards for students in an attempt to rotate choices of task and reporting formats, but when it comes to learning goals, I assist students by conferencing with them individually.

## Learning Menus

During my Language Arts Class, I use a workshop approach, and many of my arts integrated, project-based units occur here because I have an extended block of time. I have found that Learning Menus work best for this model. These function as a flexible "to do" list. Students have "Must Do's", which are their "Main Courses", "Side Dishes", which are available if students finish the main dishes, and "Desserts" if students finish a side dish. This ensures that students know my idea of the order of importance, and it provides them with a checklist to chunk larger projects, making them less overwhelming.

- [Sample Language Arts Learning Menu](#)
- [Editable Learning Menu](#)

## Choice Boards

Choice boards are great for independent work time, or as an anchor activity for students when they do finish before others in the class. I design mine with a variety of enrichment choices, based on Bloom's Taxonomy, related to a topic. I use these in my math class and create one per chapter or topic. The lower level activities are worth one point, and higher level activities are worth three points. Sometimes I ask students to reach a certain amount of points by the end of the chapter, and sometimes I tell students there is a certain "mystery" box activity that will be rewarded, just to keep it interesting. Or, I ask students to complete a Tic Tac Toe pattern. Choice Boards also prevent students from ever having a moment with nothing to do. It helps with behavior problems, and it ensures that students are consistently working their brains. Below, find a sample math

choice board, which I call a “contract” and a template to use when creating your own.

- [Sample Math Choice Board](#)
- [Blank Spelling Choice Board](#)
- [Blank Choice Board Creator Template](#)

## **Monitoring Learning**

Formative assessment is crucial for all students, and it is so helpful when differentiating for our learners. When using this student choice based approach, it is very important to actively monitor the learning that occurs, so that you can assist students in making wise decisions. It is also great to get a “read” on class knowledge. If many students haven't grasped a concept you expected them to, I reteach to clear up misconceptions if necessary and design a targeted activity as a “must do” that gives some extra practice. By strategically providing this targeted choice, we are able to respond to the needs of individual learners and still tap into all the benefits that choice provides.

There are many ways to end a lesson with a quick check for understanding or misconceptions. Below, I've included a sample “Ticket Out”, or exit ticket from my math class. I pass it out at the beginning of class so that we can discuss our essential question, and then we begin with a review. At the end of class, we stop 5 minutes early for students to complete the Ticket Out the Door. The information I gather with this ticket out allows me to form my small groups for the following day. If you have access to iPads or laptops, there are some awesome tech tools for this type of quick check.

- Sample "Ticket Out the Door"
- There are many free Exit Ticket templates that work for every subject area. Find some [here](#).

**Resources:**

TAB: [Teaching for Artistic Behavior](#)

[Visit to a Choice-Based Art Classroom](#)

[Tips from The Highly Engaged Classroom](#)





## STEAM Lava Lamps

By Lauren Hodson | September 2017

Are you interested in a fun activity that deals with density, intermolecular polarity, and gas? Then I have the thing for you: Do-It-Yourself Lava Lamps! I tried this with my art classes and the results were amazing! The students were so excited to take their basic knowledge of density to another level.

These Lava Lamps can easily fit into Arts Integration or STEAM by including a discussion of color theory, performance art, or when trying to incorporate technology or musical composition into a lesson.

To change your Lava Lamps from a demonstration to an experiment, hypothesize and answer some critical questions. Check out this link from Science Bob [HERE](#).

**An example of the questions that they suggest are:**

1. Does the temperature of the water affect the reaction?
2. Does the size of the bottle affect how many blobs are produced?
3. Does the effect still work if the cap is put on the bottle?
4. Does the size of the tablet pieces affect the number of blobs created?

## Materials:

- Glass or Plastic container (I used water bottles donated to the classroom)
- Vegetable Oil
- Water
- Funnel
- Food Coloring
- Alka-Seltzer Tablets

## Process:

- Fill the glass or plastic bottle two thirds of the way with vegetable oil.
- Pour the water into the bottle, leaving about an inch at the top.
  - It is interesting to pour the oil in first and make predictions as to what will happen when the water is added. Will it settle to the bottom or rest on the top?
- Add several drops of food coloring and observe the drops as the break through to the water.
- Break an Alka-Seltzer tablet into 3 or 4 pieces.
- Once all the liquid settles and clears, drop the tablet into the bottle.
- When the tablet begins to fizz, it will create gas and carry the colored water molecules with it through the oil.
- As soon as the tablet is finished fizzing, the Lava Lamp effect will stop and you can add another tablet.



## **Tips and Insider Thoughts from the Field:**

- This takes A LOT of oil. Do this with small classes, group students together, or ask for donations from parents.
- These must stay in the classroom because they are a mess and may not be good to take home. I made that mistake once and a student ended up with an oil soaked backpack. It was not pretty. I found that generic Alka-Seltzer did not work as well.
- If the Lava Lamps starts to get cloudy after many uses, let it settle for a bit and it will sort itself out.

## **Links and Videos:**

- Why do Oil and Water never mix? Check this out [HERE](#)
- This girl uses glitter, sequins, and baby oil in this video found [HERE](#)
- Great video of the process with kid helpers! [HERE](#)
- This video uses highlighter to create a glow in the dark Lava Lamp [HERE](#)

## **Arts Connections and Other Extensions:**

- To change your Lava Lamps into an Arts Integrated Science Experiment, align some visual arts standards. This could be a fascinating color theory experiment for the younger grades. If you add two primary colors, (red, yellow, blue) will the gas bubbles mix to create secondary colors (green, orange, purple)? Document the process with photography using the rule of thirds or sketch the process.
- Take a video and compose music to go along with the giddy bubbles.
- Design a set to go behind this experiment. How could it be included in a work of art?

- Use glow-in-the-dark liquid and turn the lights off to view a lava lamp light show.
- Add glitter or some other substances like confetti or even Legos.
  - Do they travel with the gas? Can they penetrate the liquid barriers?
- Have a race to see who can get their Lava Lamp going the quickest.
  - Does the size of the bottle change the effect in any way?
- See what happens if you add a whole tablet and compare it to a smaller piece.
  - Does the effect begin sooner? Are there more bubbles? Are the bubbles bigger?
- Try it with other materials such as vinegar.
  - What is the difference if you only use water? What about another clear carbonated substance like Soda? Does it work? Why or why not?

Use DIY Lava Lamps to STEAM up your classroom or create an amazing Arts Integration lesson. They are so fun and even my middle school students were excited about them.



# Sound Mapping Lesson Plan

By Susan Riley | September 2017

Have you ever stumbled across a resource and it instantly sparked an idea for your classroom? That's exactly what happened as I was browsing websites for an upcoming presentation. I came across this fantastic site about [How to Make a Sound Map](#) and instantly thought, "this would make a great sound mapping lesson!".

This lesson explores the cross-cutting concept of how science, engineering and technology influence the world around us, as well as how music both influences and reflects our culture and environment. This is a big idea for middle school students and this sequence provides a good launchpad for exploring both of these areas.



# SOUNDMAPPING LESSON

TEACHER(S):

MAIN CONTENT:

SCIENCE &amp; MUSIC

DURATION:

60-80 MINUTES

GRADE LEVEL:

6-8

## INTEGRATION OF

- |  |  |
|--|--|
| <input type="checkbox"/> E/LA                      | <input checked="" type="checkbox"/> Visual Art |
| <input type="checkbox"/> Math                      | <input checked="" type="checkbox"/> Music      |
| <input checked="" type="checkbox"/> Science        | <input type="checkbox"/> Theater               |
| <input checked="" type="checkbox"/> Social Studies | <input type="checkbox"/> Dance                 |
| <input type="checkbox"/> Health                    | <input checked="" type="checkbox"/> Media      |

## 21ST CENTURY SKILLS

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Critical Thinking      | <input checked="" type="checkbox"/> Tech Literacy |
| <input checked="" type="checkbox"/> Creative Thinking      | <input type="checkbox"/> Flexibility              |
| <input type="checkbox"/> Collaborating                     | <input type="checkbox"/> Initiative               |
| <input type="checkbox"/> Communicating                     | <input type="checkbox"/> Social Skills            |
| <input checked="" type="checkbox"/> Media Literacy         | <input type="checkbox"/> Productivity             |
| <input checked="" type="checkbox"/> Informational Literacy | <input type="checkbox"/> Leadership               |

## STANDARDS

**SCIENCE: ETS2.B:** Influence of engineering, technology and science on society and the natural world.

**MUSIC: MU:Cn11.0.7** Demonstrate understanding of relationships between music, the other arts and other disciplines.

## KEY VOCABULARY

Sound mapping  
Acoustic environment  
Composition  
Technology

## ARTS CONCEPTS

- |  |
|--|
| <input type="checkbox"/> Create                  |
| <input type="checkbox"/> Respond                 |
| <input type="checkbox"/> Perform/Produce/Present |
| <input checked="" type="checkbox"/> Connect      |

## MATERIALS

- How to Make a Sound Map Website: <https://acousticecologyuoh.wordpress.com/2013/12/04/how-to-make-a-sound-map/>
- Garageband/Audacity
- Computers and Recording Devices
- Paper and pencils
- Speakers

## ESSENTIAL QUESTIONS

How do sounds influence a region or culture?

## LESSON SEQUENCE (Overview of activities, concepts, etc.)

1. Explore "How to Make a Sound Map" website. What is the purpose of the maps? How are they created? What similarities and differences do you see?
2. In small groups, explore the sounds in different areas of the school building. Take a small recording device and record a 30 second clip of that area.
3. As a class, listen to each sound clip. Try to guess where in the school that clip was from. Discuss why and how those sounds influence each area.
4. In small groups, create individual sound maps of their assigned areas, based on the work from the How to Make a Sound Map website.

## ASSESSMENTS

### CREATE A SOUND MAP LOOP.

Using Garageband or Audacity, have students create a set of loops that identify each area on the sound map. Overlay the original sounds with the loops to create an original composition. The influences of each "region" should be identifiable.

[DOWNLOAD THIS LESSON PDF](#)

## **Sound Mapping**

There are several ways to create and explore sound mapping. There's the basic idea of recording sounds in various areas of the world and then placing these recordings on a digital map. So students can listen in on what it sounds like at night in Nairobi or during the middle of the afternoon in London.

This alone makes some great connections with social studies and science. Learning how different cultures and environments play a role in shaping the ecosystem of a place is helpful. But there is so much more that can be done!

### **In this Lesson...**

This is more of a generalized experience surrounding the sound map. The purpose of this lesson is to familiarize students with the concept of sound mapping and then use their school surroundings to create their own sound map. They can then layer their sound recordings from the school with various loops chosen in software like Garageband or Audacity to produce a new recording that emphasizes how the sounds change in various locations based on the environment.

What if you don't have access to computers? Students can do this same activity without the tech component. They would just create their sound loops using body percussion or any musical instruments available.

## Visual Art Extension

Another version of sound mapping is in taking specific sound recordings of different areas within the school. You can then create different symbols for each area based on the sounds produced. From there, you can use cartography, color, shape, or line to create a new map of the area, just based on the sounds being produced.

## Dance Extension

It would be very easy for students to take their sound maps and produce choreography that displays the unique sound profiles of each area on their map. For example, if the sounds of the cafeteria include sudden loud noises, students could use their bodies to move in a jerking motion or jump up and down quickly. They can explore [various levels and energy](#) based on the sounds alone. They can then create a dance map using the sound map as their guide.

Sound mapping is a fascinating tool to use for [arts integration and STEAM lessons](#). What other ways have you used technology and the arts? What tips would you provide?



## Building Foundation Vocabulary in Visual Arts

By Matt & Laura Grundler | September 2017

As all educators are aware, our school year starts well before the students return. Some teachers we know start mapping out lesson plans in July.

While we, personally, may wait a bit longer, we do start thinking about where to begin and how to keep it fresh. This year we were inspired by a handful of new teachers in our school district and their need for room decor.

The Elements of Art are sensory components used to create and talk about works of art: line, color, shape, form, texture, value, space. These are the building blocks of art. So how exactly does room decor and foundation lesson planning connect? Well, it's all about basic art vocabulary, the Elements of Art and Principles of Design and how to reinforce the terms with visuals. Designing is a bit of a hobby for Laura and ever since finding [Canva](#), she's quick to create visuals, so it made sense for her to create posters for new teachers to help them decorate and plan.

While creating the graphic posters, we considered how to liven up the “standard” vocabulary introduction. One idea we had was to use posters to incorporate into your presentation; then ask students to explore them by using their devices to take photo examples of the Elements and Principles. Students could upload photos and a short statement of how the image exemplifies the Element or Principle in a shared space such as Google Classroom. They could then take it step further and use their photos and Canva or the app [Spark Post \(adobe\)](#) to create their own visuals of the Elements and Principles.

We’ve included vocabulary lists and additional resources below. Please share what you create for your students with this lesson spark and we’d love to see how you use the visuals we created for your use!

Wishing you creativity (and an AWESOME school year!),

Team Grundler

### **The Elements of Art downloads**

**Line** - In visual art, a delineation or fracturing of space in color or black and white. Line qualities can vary in width, length, gesture, color, direction, etc.

**Color** - The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of colors are hue, intensity, and value.



**Shape** - A two-dimensional area or plane that may be open or closed, organic (free form) or geometric. It can be found in nature or created by humans.

**Form** - A three-dimensional volume or the illusion of three dimensions; related to shape (which is 2-D).

**Texture** - The surface quality of materials, either actual (tactile) or implied (visual).

**Value** - Lightness or darkness of a hue or neutral color. A value scale shows the range of values from black to white and light to dark.

**Space** - The area between, around, above, below, or contained within objects. Spaces are areas defined by the shapes and forms around them and within them, just as shapes and forms are defined by the space around and within them.

## ***Additional Resources***

[https://www.youtube.com/playlist?list=PLiOil1qP-cMURN\\_8baOr3QWfySmljqKlj](https://www.youtube.com/playlist?list=PLiOil1qP-cMURN_8baOr3QWfySmljqKlj)

<http://www.projectarticulate.org/principles.php>

[http://www.getty.edu/education/teachers/building\\_lessons/elements\\_art.pdf](http://www.getty.edu/education/teachers/building_lessons/elements_art.pdf)



## 5 Essential Ideas to Improve Teaching & Learning

By Amy Traggianese | September 2017

As we begin another bright and shiny school year, I have been reflecting on the different skills and attributes of outstanding teachers. I know I always strive to be a better educator each year... Maybe you are that kind of teacher, too! Here are five teacher strategies that work for me. I hope they might resonate with you:

### ***1. Be able to learn from others, including your students.***

New initiatives can be overwhelming, so don't be afraid to learn as you teach. Are you putting students first? Or are you doing things the same old way because that's more comfortable? Check in with your teacher mindset. Do you put student needs at the top of your list?

### ***2. Be a lifelong learner.***

Unfortunately, some teachers have truly forgotten what it is like to be a student, to learn something new. How can educators develop and deliver

instruction effectively if they forgot what it is like to learn? Learning can be easy or hard for your students, family members and your colleagues. Learning differences do exist across all age levels, and needs recognition.

### **3. Let students own their learning.**

Are you providing opportunities for student voice and choice? Learners need to find their own passion and voice through their work. By giving students voice and choice, teachers can learn from them, learn more about them and develop deeper student/teacher connections. When co-teaching with fifth grade teachers, we gave the students choices on how they could [share their learning about the phases of the moon](#). When students have choice, student engagement increases!

### **4. Integrate! There isn't enough time to teach everything separately.**

Some educators believe that arts or technology integration means they have to learn to teach more "things." Often, teachers are afraid to use art or technology for fear that their students will know more than they do, which may be true. Heck, when I changed my art room to [a choice-based art studio](#), my elementary students taught me! (And they taught me a *lot*!) With technology integration, I have found that many students know how to use the devices, but *they do not know how to use them for learning*. Teachers need to feel empowered so that they can provide spaces for students to create within the arts and technology in deeper ways that are not possible without it.

### *5. Smile, reflect and self-assess.*

Learning takes time, whether you are a child or an adult. Take time to smile, reflect and self-assess. Are you making progress? More importantly, are your students making progress? Learning, and change, takes time. Reflect on teaching and learning and change things based on your needs and the needs of your students.

Have a great year!



### 3 Game-Changing (and Realistic) Understandings for Classroom Management

By Amanda Koonlaba | September 2017

When I first started teaching, my classroom management was a mess. I might as well admit it, right?

My career started in a third grade regular education classroom. I had been teaching for three years before I felt like I wasn't just trying to keep my head above water. By the fourth year, I finally felt like I had the hang of classroom management.

I wish I'd had more information about classroom management when I first started. I think that is one reason I always like to talk to teachers about the topic and work to help develop classroom management resources.



If I could go back in time to my first year teaching, I'd give myself instructions to do some very deep reflection on the following understandings about classroom management.

### **Discipline Is Not Classroom Management**

I do not think that discipline is part of classroom management. Discipline is a separate thing because classroom management should be proactive. Yes, we have to handle discipline as teachers, but a well-managed classroom will eliminate a lot of disciplinary issues.

As a beginning teacher, it was hard for me to understand that my students had to be taught how to function in my classroom. There was always a lot of talk about students being ready to learn when they start school. I really misunderstood that to mean that they would know what to do in every classroom setting. I thought it meant they held behavioral traits that would ensure they could automatically function. Then, when they didn't function well, I had to deal with discipline issues.

My thinking was backwards. Being ready to learn does not mean that students will know how to behave in every setting. Every classroom setting is different and new for them. You have to teach them how to walk, where to sit, and any other little thing that is required for your classroom to operate. This is a proactive approach.

Teach them what they need to know, give them opportunities to practice, and hold them accountable. If they know what to do, they will most likely do it. When they choose not to, you can address that. You will not have major discipline issues to handle if you teach what you expect.

### Set Up the Classroom and Leave It Alone

Setting things in motion that will prevent issues is classroom management. There needs to be a systematic and standardized way for students to take care of daily tasks.

A mistake I made was rearranging things in the classroom. I would move the folder bucket where the kids were supposed to put their take-home folders. Or, I would put it on my desk and forget to put it back in its place for the next day. The kids would be wandering around looking for it, and as they wandered around they would talk and play. Instruction was always delayed.

I didn't realize that I needed to have a plan for things like where the folder bucket would be located before the school year started. I really didn't think it mattered, but oh how I wish I'd known then what I know now. Sometimes the smallest tweaks in things like where the folder bucket is located will have a huge impact.

For instance, once I finally realized this was causing a problem, I set up a station near the door where students could put their folders, pick up sharpened pencils, and choose lunch. The only had to visit the station one time to take care of everything. It cut out all of the roaming around, which cut out all of the talking and playing. We were able to use that thirty minutes much more effectively for instruction.

It is really important to set up the classroom before school starts and have a plan. Don't change anything unless you have to once the classroom is set up. If you have to change something, make sure you teach the students about it.

## [Build Community](#)

Every classroom is unique. It is a microcosm of the school and society. As such, the whole balance of the classroom can be thrown off by getting a new student in the middle of the year or even being off for a week of school. It is delicate even with the strongest classroom management. This is why it is essential to build community within the classroom.

The physical environment impacts community. I recommend creating an artful environment where your students will feel welcomed to learn. Music playing in the background during centers, soft lighting, and artwork on the walls go a very long way. I'm not advocating for teachers to spend hundreds out-of-pocket to create a Pinterest-worthy classroom. It is

entirely possible to get a lamp at a yardsale for two bucks, turn on an app that plays classical music, and print some artwork off of the computer.

Conversations also build community. Students want to get to know their teachers as human beings. It is also human nature to want to socialize.

When I first started teaching, I thought I was supposed to be all business all the time. I also thought the students were supposed to be quiet all of the time. Neither of these things worked for me or my students. When I started making a video about myself (with pics of my dog and me telling them about my favorite color and the books I'd read over the summer) for the first day of school, I noticed a dramatic increase in the level of respect I got from students. They knew me, so they cared about me.

Additionally, when I finally started building talk-time into my lessons to allow for the human need to socialize, I saw an increase in engagement and a decrease in discipline issues.

### Admitting It Was Worth It

As I reflected about classroom management and my career, I initially had a hard time with the admission that I had not always been a good classroom manager. I am one of those with perfectionistic tendencies. It made me realize how much I have grown in this area. I feel like classroom management is one of my strongest areas as a teacher now. I'm proud of

my growth. If I can use my story to help any other teacher also grow, or feel empowered, it is worth it!

What is your classroom management story? How have you grown? What would you tell yourself if you could go back in time?





## Keep It Super Simple

By Mary Dagani | September 2017

Welcome back! It's that time of year; everything is new, full of fresh possibilities and renewed energy. Along with all this newness comes a new set of students, new expectancies, and sometimes, a new set of behaviors that you didn't quite expect. If you are anything like me as a classroom teacher, I was constantly searching for the most efficient and effective way to keep my classroom running smoothly. Yes, I've spent countless hours creating complex charts, elaborate record keeping systems, and lesson plan templates that made me look and feel like I was a great teacher.

Well, here I am 27 years later, and when I think back on all of the time I spent creating those fancy "record keeping works of art", I would give anything to have that time back. So, take some advice from an old-timer like me... when it comes to classroom management, ***Keep It Super Simple!***

## Make a List

If you need to keep track of certain part of your curriculum or student progress that has consistent goals, think about creating a thorough checklist. I'm currently work as a traveling STEAM teacher. I have as many as 26 teaching assignments every 2 weeks and I see a lot of different management systems in the classrooms I service. As a guest teacher in these classrooms, I can tell which ones work and which don't - the simpler ones always win out. Since we are only in the rooms twice a month, it is important for us to maintain communication with the classroom teachers and provide consistency with our program.

In order to do that, we've created a super-simple, yet comprehensive checklist of STEAM focus areas. We also included a space to the right where we can write our objective or an additional comment to the classroom teacher. With my primary classes, I also use the back of the 1/2 sheet to list the names of students who are demonstrating super STEAM learning behaviors. I usually draw a great big heart for my really young students and they absolutely love to see their "name in my heart".

# S.T.E.A.M. Team @-Gram

Just a quick  to let you know about our activity. Today we were:

- [ ] **Super Scientists**
- [ ] **Terrific Technologists**
- [ ] **Excellent Engineers**
- [ ] **Amazing Artists**
- [ ] **Marvelous Mathematicians**

I am looking forward to our next lesson!



Comments:



For a more detailed description of our activities, along with the standards supporting them, please visit our website: [www.tinyurl.com/dusdsteam15](http://www.tinyurl.com/dusdsteam15)



## Go Paperless

Utility and credit card companies are doing it! Why not teachers? When you really think about it, schools use a lot of paper. And where does most of it end up? Shoved in the bottom of backpacks never to see the light of day again, or (hopefully) in a recycling bin. That, along with the fact that most of our parents spend copious amounts of time on their electronic devices, why not use it to your advantage? Sounds easy-pleasy to me! I work in many classrooms where the teacher uses an app to document student work and communicate with parents all at the same time. Many of these apps are convenient and easy to use, thus saving you valuable time that could be spent with a loved one, or used to refresh your spirit. You can read more about these apps [here](#).

## **Just Simplify**

Henry David Thoreau once said, "Our life is frittered away by detail. Simplify, simplify." Oh how I wish technology was what it is today when I was a young teacher. You are lucky. Heed his words and make your school year less complicated.





## Using a Project Log as a Formative Assessment

By Susan Riley | September 2017

When it comes to formative assessment, we can all get stuck in a rut. How many times have you used the same rubric, checklist or portfolio? These are tried and true, but sometimes, they're just not the best fit for a project.

When working with maker-centered lessons and units, it's important to be able to assess students on the process as much as on the product. That's why using a project log is such a great option! I found this example from the book [Assessing 21st Century Skills](#), which is a must-have for anyone looking for assessments for arts integration, STEAM or PBL.

### What is a Project Log?

A project log assessment serves as a way for students to reflect on their learning and notate where they are in the progress of a larger project.

Many times, students work in pairs or groups when it comes to a project. And often, students feel as though their work isn't being fairly reviewed because the workload isn't evenly split in the group. Or, the group is working just fine together, but the progress is taking longer (or shorter) than expected. The project log is a tool that students can use to monitor their progress and plan for their next steps.



# Project Planner

Complete this planner to document today's progress and to identify what you plan to accomplish moving forward.

NAME:	<b>PROGRESS MADE SINCE LAST REPORT:</b> Describe specific accomplishments and outcomes. Show evidence.	<b>PLANS:</b> Short and long-term goals. What needs to happen tomorrow, next week, next month?	<b>NEXT CLASS:</b> Describe specific strategies and steps
DATE:			
<b>ACTIONS:</b>  What actions did you take? What steps were successful?			
<b>COLLABORATIONS:</b>  Who did you work with? What did you accomplish?			
<b>HABITS:</b>  What habits of mind did you use and how did you use them?			
<b>PLANS:</b>  What part of your plan was achieved? Explain what, where and how.			

Source: Greenstein, L. *Assessing 21st Century Skills*, 2012. pg. 174



[DOWNLOAD THIS PROJECT LOG](#)

## **How to Use a Project Log:**

1. After assigning a project, give each student a log. It's their responsibility to fill out the project log and turn it in before the end of class.
2. Provide 5-8 minutes at the end of class for students to complete their log. They should make a brief comment (no more than a sentence or two) in each category. This should serve as a summary of progress made since the last time they worked on the project, goals for the project, and specific next steps for the next class. This serves as a way to both reflect on their learning and set themselves up for maximum time efficiency during the next class.
3. Collect their logs and review their progress and next steps. Be on the lookout for discrepancies among group members or for a timeline/goals that seem unreasonable.
4. Hand back the logs from the previous class and provide a fresh log the next time students work on their project. Provide any redirection or helpful insights as you hand back their previous logs and remind students to look at the next steps they wrote down to guide their work for the current day.

## **When to use this kind of assessment**

Project logs are great for older elementary, middle and high school students. Your expectations for completion will be based upon the age/grade of the students. You'll also want to save these logs for longer-term or larger projects that students will be working on for several days. If you're doing a one or two day project, this log might not be the best fit.

But if your students are engaged in a project that will take place over a week or more, this offers a great way for you to monitor their learning process and for students to keep on track.

We have found these project logs to be something lots of teachers find valuable in our [Assessment for Makers](#) online class. It's one example of many formative assessment options that can be used in arts integration and STEAM lessons that you may not have thought of before. Definitely take this out for a spin in your next project and let us know how it goes!



## Using Drama to Cultivate Social Competence and Classroom Community

By Brianne Gidcumb | September 2017

Drama is a great access point for integrating the arts and ELA standards, as well as a way to tap into character. Through the exploration of characters in a story, we consider the mood of a character, motivation behind actions, and cause and effect of those actions. In short, we have a chance to step outside of our own perspectives and view a situation through another's eyes.

That kind of understanding is a way we can help our students access connections to their own thoughts, feelings, and motivations. It can also help develop empathy and emotional competence to promote a cohesive classroom community and positive interactions among peers. As many begin a new school year, here are a few things to keep in mind to help promote an emotionally and socially healthy classroom community.

**Develop a language of social competence.** As you begin to access ELA standards this year, reading and writing stories, begin to draw attention to the [Elements of Drama](#) (space, time, imitation, action, language, and energy). Make sure you are paying particular attention to space, action, language, and energy. As you explore characters and their motivations, thoughts, and emotions, conflicts, and the cause and effect of their actions, begin to develop this common vocabulary between ELA, drama, and social-emotional competence. This will serve as a cohesive way for your students to discuss motivation, thoughts, emotions, conflicts, and cause and effect in your classroom community as well as in academic content.

**Deconstruct communication.** Take a dive into voice and body language. Have students explore how vocal expression and inflection might change the intention of a sentence or story. Have students record their own voices and play back in order to allow students to develop self-awareness of how the way in which they use their voice might be interpreted by a listener. As with voice, allow students to explore how body language and facial expressions can impact how communication is interpreted.

**Tell stories.** Storytelling is a way to build community, increase knowledge, teach problem solving skills, improve vocabulary and comprehension, and develop empathy and character. You might use readers theatre, social stories, fables, or any other text of your choosing to access ELA standards, as well as to unpack social-emotional aspects of characters and promote competence. Students may even write and perform their own stories to



integrate writing standards, as well as to explore all the elements of drama. As students engage in performance, reference the language of social-emotional competence and elements of communication (voice, body, and space).

Enjoy using these starters and further develop your own routines for using drama to create a positive learning environment for your students!



### 3 Classroom Management Techniques That Work

By Lauren Hodson | September 2017

As the school year begins, it is important to outline teaching goals for yourself. Each year brings with it a brand-new group of sparkling eyes, open minds, and unique challenges. Though we all could daydream of a class that sits quietly engaged with endless creativity and kindness, that is not always the case. In fact, it rarely is.

I have tried many classroom management techniques throughout the years. Some have worked, even just for a day or two, and some have backfired horribly!

For example, I heard that with overactive kids, it can sometimes make them feel productive and responsible if you give them a task or job to focus on. They'll be so happy and feel so important that their poor behavior will change before your very eyes. I tried this my first year of teaching with a student... we'll call him Fred.

Fred was a restless boy who was always antagonizing everyone at his art table. It was to the point where the students sitting with him were growing more and more tense and anxious every art class. I decided that it was crucial to get him up and moving and give his classmates a little break, so I gave him a "job." I asked him if he'd like to help the room and clean the paint brushes in the sink for me. He was so excited to do this and his face lit up with pride. Mine did too. I showed Fred that I valued him, gifted his classmates with a respite from the stress, and got a little work done at the same time. Teacher Win!

I glanced over at him from time to time and he was diligently completing the task and was very focused on his new responsibility. I could not believe how hard he was working. I thanked him when it was time to leave and he beamed a smile back at me. When the class left for lunch, I patted myself on the back for being an amazing teacher and went over to the sink to get the clean brushes for the next group.

What I found there was not a container filled with sparkly clean bristles, but a massacre. Maybe one of the reasons Fred looked as though he was so focused was because he had quietly used a stolen pair of scissors to cut all the bristles from the brushes and they were scattered in a hairy mess in the sink basin. Not only that, but he had snapped all the wooden handles into no more than four pieces each and scattered the shrapnel as well. I had been played. Fred - 1, Teacher - 0.

Not all students are like Fred, but some are and it is up to us to figure out what works for each one so that they are successful in our classrooms. I have come a long way since the days of Fred and I believe that the best classroom management advice I can give is to keep it structured, doable, and calm.

### **Keep it Structured**

Close your eyes for a minute and picture in your head what you would like your classroom to look like and how you would want it to run. Then work backward. To have this happen, what routines will you need to put in place so students understand expectations? This should include everything from how to enter and exit the room, how to sit in their chairs during work time, how materials are collected or passed out, and how to ask questions or get your attention.

Routines must be taught. It might seem cumbersome, but it'll save many headaches in the future when you are clear and stay consistent.

During the first few weeks, focus on these routines and walk them through even easiest of tasks by demonstrating, modeling, and practicing. Provide positive feedback and revisit problem areas.

Chunk the different routines so that students are not overwhelmed. In middle and high school, students travel to many classrooms during the day and each one is different. It must be overwhelming and it is unrealistic to expect that they will remember all that you require. That does not mean that you should just throw up your hands and question your objective. It simply means that you should be compassionate with your criticism and demonstrate again what your routines look like in practice.

The first day of class, I walk them through the routines when they happen. I say things like, "When you walk into the room, sit quietly at your table and show me that you're ready to begin. What does that mean? What am I looking for as a teacher?"

The following day, I will let them come in naturally and observe what happens. If they come in after sprinting down the hall, bumble into their seats, and immediately begin gossiping with their tablemates, I will stand at the front of the room quietly and wait. Eventually they quiet down. This is usually prompted by a conscience student saying, "Guys, she's waiting!" Then I will ask the students to tell me what the routine is for entering the classroom. After that, we practice again. We go out into the hall and return to the room using the routine that has been introduced.

Eventually, this will become second nature. Teaching routines seems so tedious, but believe me, it will create an ease in your classroom and make everything run much smoother in the long run.



## Keep it Doable

Some classrooms have great success with their good-looking behavior charts with clips, stickers, color coded warnings, etc.

As an art teacher, I see many different classes a day and by the time they are in middle school, most students have seen so many behavior charts and warning systems that they are over it. I find that they are difficult to keep up with and I have set an expectation that I cannot follow through on. It demeans my credibility from the start.

You must know what kind of teacher you are and if this system is something you can implement effectively and consistently. I am not one of those teachers. So, instead I keep it super simple. I try to create an environment wherein all students feel comfortable learning, trying new things, and one they want to be in. By having good relationships with each student, it allows me the opportunity to talk with them one-on-one and realize what they require.

I also have a very clear and concise consequence system. I stick to it and show them that I am committed to providing them with the structure they need to learn and I care about holding everyone accountable for their actions. Consequences only work if you are willing to follow through on them.

## Keep it Calm

I tend to get over excited about the smallest of things. I just love what I do and I'm often so jazzed about our content that I can get overwhelming. Being this way can excite students about the content, but it can also overstimulate some to the point where they can no longer focus on learning.

It is unfair to ramp up a group of students and then yell at them to be quiet. That makes no sense! So, I have tried to channel my exuberance into a positive Zen state. I remain calm on the outside even if I am bubbling over on the inside. I feel that my enthusiasm will come out anyway, but in a more controlled way. It also helps to not appear stressed and frazzled. It looks as though I am in control and that students can trust me. I wait calmly and silently until the room quiets down and bodies stop wiggling and then I speak in a kind, but soothing tone. I can literally feel the room relax.

All teachers are different and all students react to different classroom management techniques. But I try to stick to these main 3 even if I veer off from time to time to help individual students with specific needs. Try it this school year. Remember to keep it structured, doable, and calm.

## Helpful EducationCloset Links

- 7 Hints for [Teaching Expected Behaviors](#)
- Classroom Management: How to Value Your Students [HERE](#)
- The Key to Classroom Management [HERE](#)
- Top 5 Strategies for a Smooth Structure [HERE](#)



## The Dance of Discipline

By Dyan Branstetter | September 2017

Are you in need of cutting down discipline issues in the classroom, or in need of management ideas for project-based learning? Maybe a bit of both? Read on to gain strategies on troubleshooting common behavioral problems in the classroom, as well as ideas for managing flexible learning.

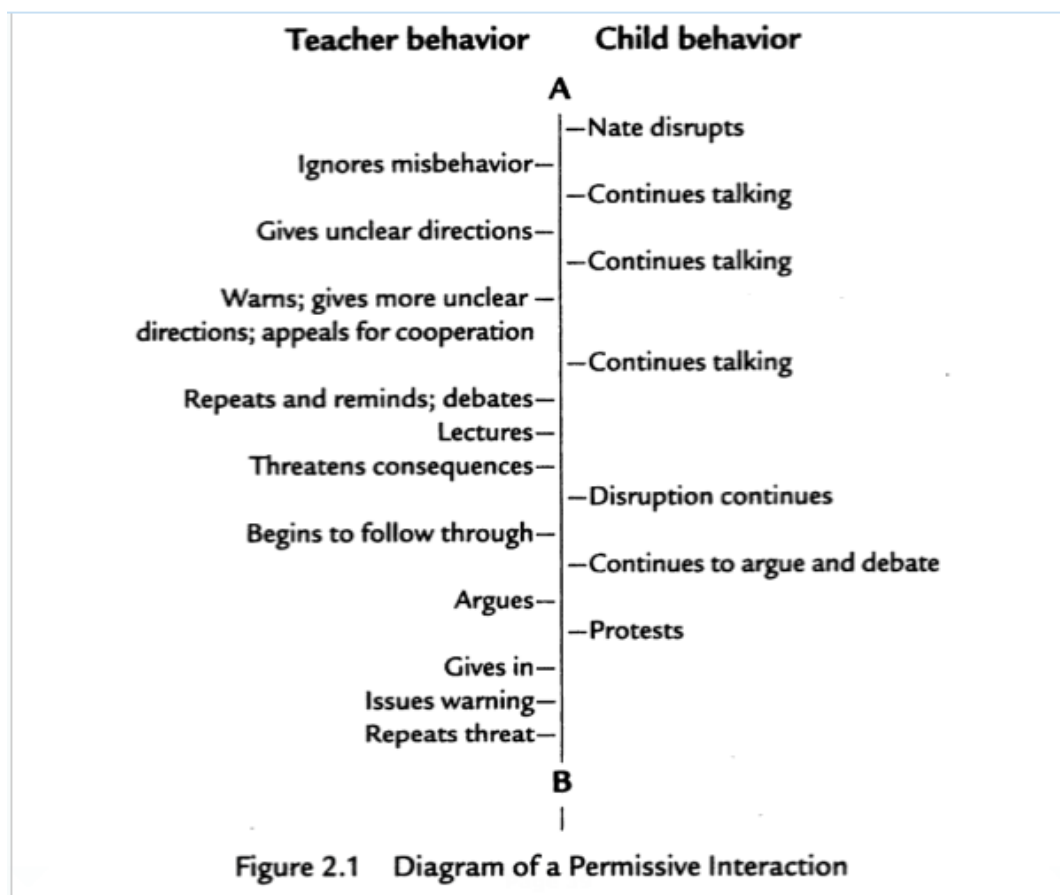
When I started out as a teacher, I was well equipped to design high-quality lessons. I was excited to share my passion for my curriculum with the young, bright-eyed students who would be eagerly ready to learn. I quickly learned that well-crafted lessons and interesting topics were not enough to keep attention seeking behaviors at bay. My seasoned colleagues gave me advice like, "Don't smile until Christmas," and suggested that I was too nice. But I knew that being "mean" wouldn't garner the respect that I was looking for, as I firmly believed that the only way to gain that respect was to give my students respect.

After that first year of teaching, I found the book "[Setting Limits In The Classroom: Moving Past the Dance of Discipline](#)" by Robert J. MacKenzie,

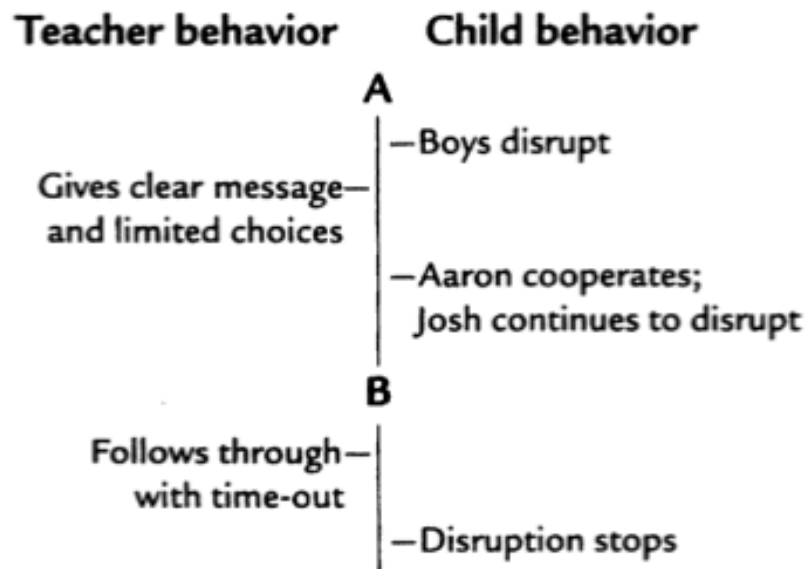
Ed.D. It helped me to analyze the problem behaviors and discipline issues that occurred in my classroom in a simple way that I hadn't done before. This book shows the "dance" as the interactions of teachers and students and identifies how teachers can properly respond in a way that cuts off a disruption, rather than unknowingly prolonging it. By using a T-chart diagram as the book did, I could plug in a common problem scenario from my classroom, and I was able to practice my responses. This helped me identify my mistakes and taught me how to end discipline issues effectively and respectfully.

In the book, Dr. MacKenzie groups problem behaviors into many categories. Here is an example of the T Chart used to diagram what he calls Permissive Interactions.

*Example:*



After diagramming and explaining other problem scenarios, he shares solutions for cutting the interactions short. Here is an example of his "Democratic Interaction":



**Figure 2.4** Diagram of a Democratic Interaction

I'm confident that many educators will identify with at least one of the scenarios explained in the book. This makes it an easy and user-friendly read for busy teachers. After reading to gain the overview, teachers can skim the scenarios until they find one that they recognize. Then they can closely read to find the solution of how to cut down on the "back and forth" banter that prolongs and encourages the behavior. This book is a great start for beginning teachers who want to be firm, but aren't sure how to do it without being "mean".



## Setting High Expectations and Holding Students Accountable

Great classrooms have lots of opportunity for partner/small group work, independent choices, and flexibility. This can be a challenge for even the most seasoned teacher to manage. This type of learning can be difficult to manage and escalate various discipline issues. Not only are there multiple things going on at once in the classroom, but it is impossible to be everywhere at once to monitor individual behaviors. In addition, if we spend all of our time correcting behaviors, we are not free to confer with students to help them extend their learning.

I find that teaching students how to hold themselves accountable helps with this. To do this, try the following steps:

1. **Explicitly teach the desired behaviors**, even if you feel they are assumed. Meet as a group. Explain what you are looking for. Have students generate the guidelines they should follow in order to be successful. (Ask students what it looks like/sounds like/feels like to do their best learning in these situations.) Post these guidelines.
2. **Test it out.** Design an activity (icebreakers work well for this!) for students that allows them to work in partner, small group, or free choice stations. As students are working, take candid pictures and/or video clips. After the activity, gather the students together to debrief. Ask them to reflect on the guidelines and how well they were able to follow them, and modify if needed. Show the video clips and pictures, and ask students to politely comment on how the students in the picture are doing in regards to the guidelines you've set. ***What can be observed from the body language you see?*** What looks good? What could be improved? Set a culture that allows students to critique each other to help each other improve, making

sure comments are not subjective and unkind, but simply observational.

### 3. Provide a self-checklist for students to hold themselves

**accountable.** Use the guidelines that were created to create a little checklist. After group or independent work, have students reflect on their work time using the checklist. The expectations will be ingrained in students after a few times of working through this list and students will begin to self-monitor as they are working so that they can successfully complete their checklist. Here's an example of a checklist I use for book study groups. I copy them four to a page so they are small, and I keep a stack of them within reach of students so I don't have to prepare them every time we do partner work. The "explain" column is optional for students.

Name:

Date:

### Partner Work Report Card

	Yes	No	Some-times	Explain:
We sat still and didn't walk away from the group.				
We <u>SLANTED</u> . <ul style="list-style-type: none"> <li>- Sat Up</li> <li>- Listened</li> <li>- Answered and Asked</li> <li>- Nodded</li> <li>- Tracked the speaker</li> </ul>				
We looked back in the book to prove or give evidence.				
We were polite.				
We stayed on topic.				
We didn't interrupt each other.				
We helped each other.				
We praised each other for specific things.				
We both participated.				

Setting these procedures and expectations at the beginning of the year will help create deeper learning in your classroom. You won't need to focus on behavior as much, which allows you the opportunity to really focus on meaningful, instead of distracted, conversations with students as you facilitate activities. Once you set guidelines for one type of learning activity, discipline issues will lessen and learning expectations will cross over to other types of learning activities. Your emphasis on behavior can turn in to maintenance, instead of behavioral expectations as your main focus point. As an end goal, students will flourish as your routines and expectations fall into place!



# The Principles of Design in Visual Arts

By Matt & Laura Grundler | September 2017

In the art room we have concepts that we revisit at the start of each year, that includes [Building Foundation Vocabulary in Visual Arts](#), as well as the Principles of Design. Another one of the key concepts, that happens to spiral and allow for visual understanding in which sophistication grows, is composition.

My personal go-to was a breakdown of the Principles of Design and simple viewfinder cut out of an index card. First, I'd have students spend time observing, looking at master works, I would pull from the 250 selected works from the [AP Art History Course](#) and look to identify works that demonstrate strong contrast, unity, rhythm etc.

Then we'd spend time going outside with our viewfinders to observe and look for possibly strong compositions. Last we'd tie it all with gesture drawing and start sketching multitudes of thumbnails, looking for the strongest composition to scale up into a larger finished work of art. This

isn't a lesson that can be taught in a "one and done", it's something that is talked about with every work and revisited constantly.

I've been guilty of being trapped in the [rule of thirds](#) and taught it without many alternatives; so I've had to break free and find more resources.

While the rule of thirds is a good start there are many other compositional methods as explained in the youtube video [10 Myths About the Rule of Thirds - Master Composition without it!](#)

However you approach composition, you'll undoubtedly circle back to the Principles of Design (more than once!) so I've included more visuals for you. Feel free to download and use the images in your presentations or print the .PDFs for posters in your classroom.

And make sure you share the work you create with your students on #FabArtsFri or everyday via #K12ArtChat - we'd love to see it!

Wishing you Amazing Compositions,

Laura and Matt Grundler

# The Principles of Design

**Balance** - A means of maintaining visual equilibrium.

**Contrast** - The differences in values, colors, textures, and other elements in an artwork to achieve emphasis and interest.

**Emphasis** - The area in a work of art that attracts the viewer's attention.

**Gradation** - A series of gradual changes.

**Harmony** - A blending elements in a pleasing way.

**Movement** - The component that leads the viewer to sense action in a work or it can be the path the viewer's eye follows throughout a work.

**Pattern** - A decorative visual repetition.

**Proportion** - The relationship of one part to another and to the whole.

**Rhythm** - Repeating an element or elements to make a work seem active or suggest vibration.

**Unity** - The arrangement of elements and principles with media to create a feeling of completeness or wholeness.

**Variety** - The combining of one or more elements to create interest.

## **Extra Resources:**

[https://www.getty.edu/education/teachers/building\\_lessons/principles\\_design.pdf](https://www.getty.edu/education/teachers/building_lessons/principles_design.pdf)

<https://www.pbslearningmedia.org/resource/459077ac-6d7d-4eef-bd7e-e38d12e7ce97/principals-of-design/#.WZupBJOGPeQ>





### 3 Ways to Integrate Literacy and STEAM

By Susan Riley | September 2017

One of the things that confounds teachers about STEAM is whether or not literacy is a part of the approach. After all, STEAM stands for Science, Technology, Engineering, the Arts and Math. What about reading and writing? Do we just drop them completely, or do we move to something else and call it STREAM (adding "reading" into the acronym)? And then... aren't we back to teaching everything?

These are all excellent questions. And the answers come down to two deep understandings:

1. Literacy is a part of every content area - always. You can be literate in math, art, reading, social studies, music and science. Literacy is an action with common components that are embedded into how we consume and share information. As such, it is naturally a part of STEAM.
2. STEAM is the intentional alignment of standards within these identified content areas and includes equitable assessment of both areas in the lesson. It's guided by inquiry and is focused on application, creation and evaluation. Adding another letter isn't the point.

With those understandings in mind, there are many ways to integrate literacy and STEAM intentionally in your classroom. Here are some examples that you may find helpful in your planning for this year.

## **Visual Thinking**

Utilizing visual thinking is drawing upon the foundation of literacy itself.

You can read a piece of art or music, the same way you can read a piece of traditional text. Visual thinking strategies are a terrific way to introduce this concept to your students and to practice literacy across all content areas.

A well-known VTS is looking at a piece of text (arts, fiction, informational, etc) and asking these three questions:

1. What's going on in this text/image/process?
2. What do you see/hear that makes you say that?
3. What more can we find?

The foundation to visual thinking is in the questions that are asked and in listening to student responses. These are also the hallmarks of STEAM, so visual thinking and literacy makes sense.

Here are some additional Visual Thinking resources to help you get started:

[OpenThink: Visual Thinking Strategies](#)

[10 Visual Thinking Literacy Strategies](#)

## **Embodying Text**

Being able to make personal meaning requires moving from the abstract to the literal. Many of the STEM areas deal with abstract concepts which are hard to visualize or feel. This can be done quickly and easily through movement. Using dance as a tool to explore a concept and then translate that into a literal interpretation is a form of writing. Just because it's done with the body doesn't make it any less of a composition.

Here are some specific strategies that use dance composition as a medium for STEAM:

[Inspiring Dance Literacy](#)

[4-Read Strategy](#)

[ARTISTIC Critique](#)

## **Reciprocal Teaching**

[Reciprocal teaching](#) is all about using comprehension strategies to have formal conversations about text. If the text is a piece of art, or if it's a scientific finding, the reciprocal teaching strategy will work regardless of content. Here's the steps you need:

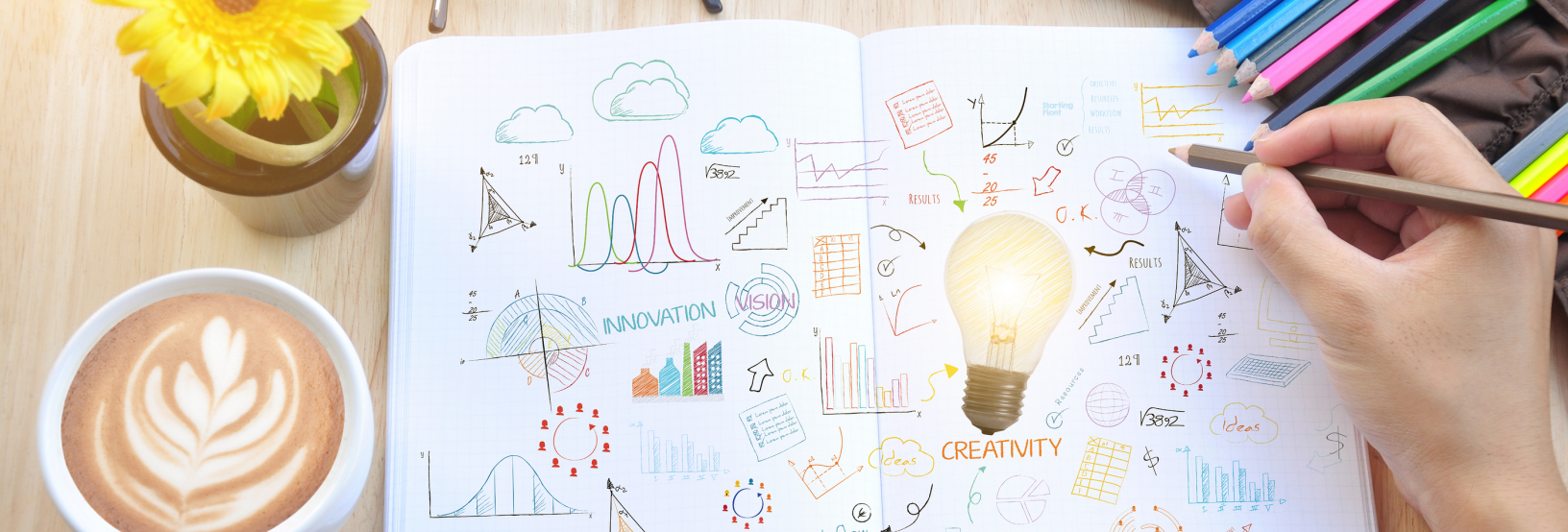
1. Predict
2. Question

3. Clarify
4. Summarize

Start by asking students to predict an outcome based on a problem, process, or artistic prompt. Then, ask some guiding questions and encourage your students to ask each other questions about the work.

Students can then point out elements of the problem, process, or arts prompt that they don't understand. They can then research answers to these questions and summarize their findings. This strategy is often used to analyze traditional text and is a core component of literacy, but can easily be applied to any content area.

STEAM and Literacy don't have to be on opposite sides of the education fence. They truly do work hand in hand to deepen learning for students and to encourage exploration and a [creative mindset](#)!



# Why a New District Initiative Doesn't Mean You Have to Abandon Arts Integration

By Deirdre Moore | September 2017

Another year, another new school initiative. Doesn't it seem that school districts are frequently embracing yet another idea that promises to improve education for our students? If you let it, it could make your head spin!

I was just visiting with a friend of mine in Vermont and his district is embracing PBL, or Proficiency-Based Learning. I did a little research and it seems to be synonymous or closely related to other ideas of teaching and learning like competency-based, mastery-based, outcome-based, performance-based and standards-based. I started to wonder if my school district decided to implement that initiative, how would that work with arts integration? While I don't pretend to be an expert on Proficiency-Based Learning and while there seem to be lots of different ideas and definitions of PBL out there, there were several things I read about PBL that seem to be well-aligned with and be supported by arts education and an arts integrated approach to teaching.



In PBL, the idea is that students must achieve mastery of a skill or of knowledge before moving on to the next lesson, level, grade or earning a diploma. Anyone who has studied an art form knows that you cannot move on until you have a certain level of mastery over a skill.

You cannot get into pointe shoes in ballet until your legs and ankles are strong enough and you have strong enough technique to be safe dancing in pointe shoes. When studying an instrument like piano, you have to learn the scales and the fingering before you can play a piece of any real difficulty and you cannot play any piece of music until you have the prerequisite skills.

Some people may move faster and achieve technique and strength more quickly than others, but everyone needs to achieve mastery before they can successfully move on. No dance or music teacher worth their salt would put a student ahead of where they can perform successfully, yet our school system is set up so that some students may be advanced to another grade or even earn a diploma simply because they put in the time and attended school, not because they actually mastered the content and skills expected or needed to be successful. PBL seems to suggest there is something to be learned from arts instruction.



[Chris Sturgis of Competency Works explains](#) that in proficiency-based learning “the guiding principles that students should be self-directed, lifelong learners and creative, practical, problem-solvers are considered equal in importance to the eight academic domains including the arts, career development, and world languages.” What is beautiful about those guiding principles is that with arts integrated projects students have more opportunities to be self-directed learners and practice creative, practical problem solving.

These are not artificial problems that are teacher or text-book created but problems that arise from trying to create something. That means students are invested in solving the problem and are more likely to stick with the process and actually find a solution to the problem learning a great deal through trial and error with guidance from the teacher and/or peers.

Another component of PBL that is supported by AI is the area of assessment. [From what I read](#), PBL is very process-oriented emphasizing formative assessment. While many people think of a product when they think of the arts (a painting or a piece of music), arts integration focuses more on the process of creating than the final product. Just as not every piece of writing needs to be revised and edited to final draft form, neither do artistic responses. Additionally, in PBL teachers are encouraged to assess in various contexts and in multiple ways. The easiest way I can think to do that is teaching and allowing students to use the arts to demonstrate their understanding and mastery of skills.

The more I thought about various initiatives and developments in public education I have encountered over the years, the more I realized that whatever the initiative, arts integration seems to work well in conjunction with them because AI is just good teaching. So if you find your school or district embracing a new initiative this year, do not lose heart. It does not mean that you need to abandon your AI practice. In fact, chances are good that using AI will strengthen and support that work too.

(Check out this [music video](#) that Vermont teachers and students co-created to talk about PBL in their state and the [making of that video](#) which gives some background on the process!)



## 3 Ways You Can Use Creative Movement for Classroom Management

By Francine Jennings | September 2017

What usually pops in our minds when we hear 'classroom management'? Phrases like *"I wish I didn't have to think about it so I can just teach"*, *"if only I could have someone else to help me to take care of this part"*, or *"teaching would be so much more fun if it didn't exist"* often invade our thinking.

Then, there are those questions like *"will my classroom management plans work for this new group of kids?"*, *"how will the new requirements impact how I control my class?"* or *"if they're giving us 90 minute blocks, how will I ever keep my kids on task that long"* which rise to the surface, especially at the beginning of the school year!

Simplistically speaking, the term 'classroom management' suggests that teachers must have systems in place to manage what goes on the classroom. More specifically, we might say that the term makes reference to possible strategies, techniques, or procedures that teachers might

employ to manage student behavior and learning activities to maintain balance and control in the classroom. Without viable classroom management, the learning environment becomes chaotic, so I'm sure we can agree that although it may not be at the top of our "can't wait to do" list, classroom management has to be at the top of our "must do" list! **But how?**



***Keep the lesson moving and find ways to get kids out of their seats!***

What a no brainer! When movement becomes part of lesson, it adds physical and mental momentum to the classroom. The endorphins

released during movement add a “feel good” component to the overall classroom climate, and, ultimately, the energy breaks up the monotony of being seated in one position. For example, asking everyone who’s traveled outside of the US to raise their hands emits a different level of energy than asking the same question and having students to stand. When students have opportunities to move, there is less of a chance for boredom; and less boredom brings about fewer behavior management issues.

### ***Keep students actively engaged!***

Think about it! We can never leave our bodies behind; therefore, if students use their bodies to learn, there is automatic engagement. Suppose you are teaching the concept of angles to your students. Reading about angles, drawing angles, and identifying angles are all outstanding teaching strategies, but how about asking students to BECOME an acute angle or to BECOME an obtuse angle? The level of engagement rises to a much more prominent position because students are using critical thinking skills to accurately position their bodies to solve a problem! High levels of engagement with the body and mind reduce opportunities for negative behavior manifestations.

### ***Gain student attention before beginning class!***

It’s seldom that students come into class totally ready to get to work. Even with graduate students, there are side conversations, involvement with social media, snacking, and a plethora of other distractions. I’ve found movement to act as a profound attention getter prior to beginning class. I

will often exhibit something with my body that will catch students' attention. If I persist, usually a few students will figure out that I'd like for them to mimic or repeat the movement I'm doing, and in no time, the entire class catches on, everyone is focused, and once we're done, I've gotten everyone's attention! A few movements I've found successful include the following:

- clapping patterns
- stomping patterns
- brain gym/ brain dance formations
- group mirroring/partner mirror
- human statues/body shapes
- different versions of the wave/high five's

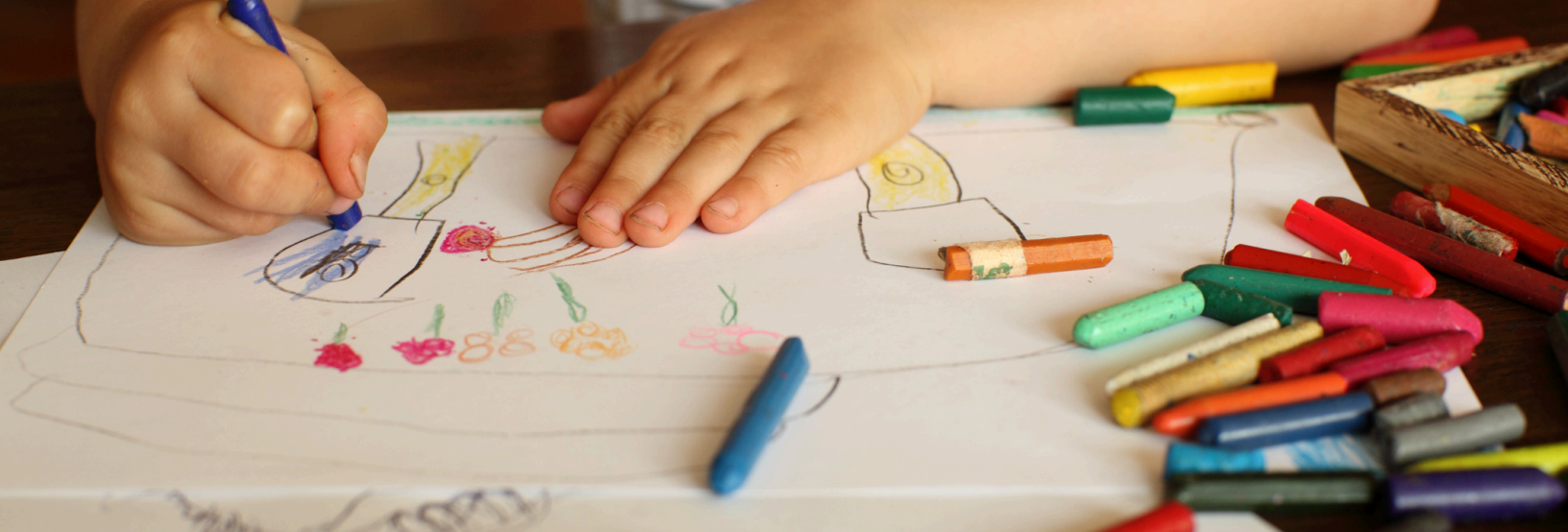
Researchers and practitioners of creative movement have all made mention of creative movement as a natural behavior management tool partially because of its ability to engage students, but also because of the natural proclivity to offer excitement and fun, something that every student, young or old, sorely needs in the learning process.

### ***Additional Resources:***

[Creative Movement and Dance](#) by Francine Jennings

[Get Moving!](#) by Francine Jennings





## It Starts with Art

By Toni Henneman, Davis Publications | September 2017

It's an unfortunate fact that many schools view art, music, and theater classes as a break for students. Students might even refer to these subjects as specials, electives, and extras, implying that the arts are a departure from real instruction. Nothing could be further from the truth.

Instead of providing a break from learning, art classes provide the space students need to process and use concepts from all disciplines. A critique of period art, for example, might be used to support a history lesson. Analyzing visual art and architecture has been used to illustrate math concepts, such as the Fibonacci sequence or symmetry.

STEAM elevates art classes from the supporting role to the main cast. Rather than simply demonstrating concepts from other subjects, art classes are a subject worthy of study in their own right—and concepts from science, math, history, and language can help support the study of art too. Additionally, the arts teach educational concepts and values in a way that

no other subject can. Studies show that an arts education is instrumental in teaching students social-emotional skills, encouraging equity, and motivating overall academic success.

## Art Builds Character

Art gives students the space to discover others' experiences, and a ready platform to share their own experiences, too. It's no wonder that a [2015 NEA literature review](#) found that participating in the arts from an early age gave young students a boost in their social-emotional development. For example, when students ranging from six-to-eight and ten-to-twelve years old engaged in drawing a house after discussing a sad event—rather than copying another picture or drawing the event itself—they showed greater ability to change and improve their mood (Drake & Winner, 2013).

Similarly, children enrolled in a twice-a-week dance group demonstrated major social gains by the end of the eight-week period. Compared to a control group, the students in the dance class also showed decreased levels of shyness, anxiety, and aggression (Lobo & Winsler, 2006).

Educators know that social and emotional skills are vital for students of every age. If we value teaching our students self-knowledge and empathy for others, the arts can take us there. Arts education doesn't just help us understand the world—it helps us live in it.

## Art Encourages Equity

As educators around the country work to ensure that every student succeeds, it's important to recognize the impact of students' social economic status on their exposure to the arts. Fran Smith, author of the Edutopia article [Why Arts Education is Crucial, and Who's Doing It Best](#), explains it perfectly: "From Mozart for babies to tutus for toddlers to family trips to the museum, the children of affluent, aspiring parents generally get exposed to the arts whether or not public schools provide them. Low-income children, often, do not."

By prioritizing an arts education within our schools, educators help level the playing field. Arts educators, then, become central players in providing opportunities to at-risk and underprivileged students. A [2012 NEA report](#) found that at-risk high schoolers who engaged in intensive art programs had a number of academic benefits compared to their peers. For example, an arts background was correlated with better academic outcomes, higher career goals, and more civic engagement. Even better: while the studies reviewed by the NEA for this report focused on the effects of art on low SES students, the findings showed that students of high and low economic backgrounds all benefitted from arts education.

## Art Supports Academic Success

Even educators that tacitly support arts education might still hesitate to give it the same priority as math or literacy instruction. After all, while a well-balanced school day might benefit students day-to-day, will art or

music class really lead to success in the same way that “academic” subjects do?

Absolutely! In fact, making art instruction a priority in a student’s school day is more likely to boost their overall academic achievement. For example, according to [the NEA report](#), “Students with access to the arts in high school were three times more likely than students who lacked those experiences to earn a bachelor's degree (17 percent versus five percent).” Similarly, the report found that students with an arts education background were more likely to choose a professional major in college and go into a field such as law, medicine, education, or management. It seems that highly prioritizing art education is synonymous with highly prioritizing academic achievement.

Changing the perception of art classes from “supporting role” to “leading lady” in a student’s education can take some adjustment, but it’s a change well worth the effort. Arts education helps students build social-emotional skills, encourages equity, and supports overall academic success. Teaching these values aren’t electives or extras—they’re essential to our students’ education.

Interested in learning more about the importance of art across a student's education? Check out these additional resource from [SchoolArts Magazine](#):

[If We Don't Advocate, Who Will?](#)

[Art to Save Animals](#)

[The Memory Project](#)

[Whirled Peace](#)

[Inception Can Be Taught](#)

[Opening the Heart through Art](#)



Editor's Note: This article was written by guest writer, Toni Henneman, Director of Marketing for [Davis Publications](#). She is also an art education advocate, art instructor, and artist passionate about furthering the awareness of the crucial impact arts have in education. With Davis Publications, she works to advance their ongoing core mission to develop quality art education and advocacy materials.