



# Holly Valentine

Arts Integration Specialist  
Portfolio



# Table of Contents

## **About Holly**

**Page 3**

- Resume
- Philosophy
- Arts Integration Goals
- Testimonials

## **Sample Arts Integration Lessons with Rubrics**

**Page 9**

- Intermediate ELA/Visual Arts
- 3rd Grade Science/Theatre
- 1st-2nd Grade ELA/Dance

## **STEAM Unit - 2nd Science**

**Page 22**

## **Project Based Learning Unit - High School English**

**Page 40**

## **Sample Assessment Compilation**

**Page 44**

## **Professional Developments Sample**

**Page 59**

- Agenda
- Visual slides



# About Holly

[Resume](#)

[Philosophy](#)

[Arts Integration Goals](#)

[Testimonials](#)



**Holly  
Valentine**

## Arts Integration Specialist

Holly is a an educator with a passion for bringing the arts to her students. She firmly believes that an education grounded in the arts will develop students that are well-equipped for any career path they choose. She has seen firsthand the level of engagement and success that the arts bring to the lives of students, and strives to reach more students and teachers through her work in the arts. Holly has been recognized nationally for her work in arts integration in the classroom and her curriculum is being used in venues across the country.

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## Work History

2016 - Present

### **Arts Integration Teacher on Special Assignment, Gates Chili Central School District**

- Created a new model for arts integration within the district in partnership with the Rochester Broadway Theatre League
- Write original arts integrated units that are adapted and implemented at all grade levels and subject areas
- Create and deliver professional development resources to teachers in grades PreK-12
- Recruited teachers at all grade levels to integrate the arts into their existing curriculum
- Co-teach and model arts integrated lessons and teaching strategies
- Collaborate regularly to assist in planning and implementation of arts integration lessons and units with participating teachers
- Facilitate culminating experiences of units in which thousands of students attend live Broadway performances
- Lead grant writer to acquire additional funding for the program
- Focusing on academic intervention services through arts integration

2014 - Present

### **Director of Education, Rochester Broadway Theatre League**

- Develop an educational program for each artistic season to be embedded in area classrooms throughout local and surrounding counties
- Facilitate professional development sessions for participating teachers
- Manage, oversee and organize all aspects of the *Stars of Tomorrow* program, a participant in the National High School Musical Theatre Awards
- Lead grant writer to acquire additional funding for programs

2000 - 2016

### **Elementary Teacher, Walt Disney Elementary School Gates Chili Central School District**

- Taught 4th grade for 14 years, developing lessons in all subject areas
- Taught 2nd grade for 2 years, developing lessons in all subject areas
- Developed two different extra-curricular drama programs for students
- Directed a yearly musical with students
- Designed and ran numerous family nights and activities

1996-2000

### **Company Manager, Geva Theatre, Rochester NY**

- Coordinated travel and housing for all equity and non-equity artists (actors and designers) attending the theatre

1994 - 1996

### **Stage Manager, New American Theatre, Rockford, IL**

- Provide practical and organizational support to the director, actors, designers, stage crew and technicians throughout all areas of production

## Awards

- 2014 - *League Educator Apple Award*  
Presented by The Broadway League, NYC
- 2016 - *Golden Apple Award*  
Presented by WROC News 8, Rochester, NY

## Related Experience

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- Arts Standards Writer and Reviewer, New York State Education Department
- Arts integrated curriculum developed for the National Tour of *Finding Neverland* has been picked up, distributed by, and used with the production on a national level
- 2018 - Presenter,  
Arts Integration and STEAM Education Conference, Education Closet
- Lesson writer, Education Closet (anticipated)

## Education

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- 2018 - Certified Arts Integration Specialist, Education Closet (anticipated)
- 2000 - MS Ed, Nazareth College of Rochester, Rochester NY
- 1993 - BA, Nazareth College of Rochester, Rochester NY
  - Elementary Education (K-6)
  - Theatre Arts

## References

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So much of our world is changing at a rapid pace. Yet the place where we send our future – schools – seems to remain in a pattern of consistency. Trends come and go, and as educators, we often feel frustrated that our students aren't latching on to one of them and becoming as excited about their education as we, their teachers are, when, it is not these trends that will ultimately engage and excite our students.

When I think of the moments in life that have truly made me happy, they were moments with friends that celebrated a success (maybe something created or achieved), or perhaps just sitting and processing through a problem and being able to focus and persevere with someone I trusted. Essentially, no matter what the time was, it was a time of connected to someone or something else. The arts help us relate and connect to the world, other people, and ourselves in a way that nothing else can. Through the arts, we can identify, but we also become more curious, more empathetic, and more understanding. These are all qualities that I want to bring to my students and the teachers I work with, and I can think of no better way to do this than through arts integration in our classrooms and schools.

When I first entered education, I was an elementary classroom teacher and integrated the arts into my curriculum without even realizing it as they had always been a powerful force in my own life. I watched the excitement for learning in my students grow and I realized the power the arts had in helping kids achieve. I soon wanted to share that excitement with more students than my own 25. I began a schoolwide program, largely extra-curricular in nature, but there too, I saw the power the arts had in helping kids smile. My work and partnerships with arts groups in the area led me to becoming the Director of Education at Rochester Broadway Theatre League, the primary organization I had partnered with as a teacher. Because of that, I approached my Superintendent about expanding the success my classroom was finding to the entire district, where I am now an Arts Integration Teacher on Special Assignment, reaching thousands of students in grades PreK – 12, and helping other teachers also realize the power of arts integration into their curriculums.

Embracing something new is never easy. It is by embracing the power of the possible that we can open our students' minds and allow them to see how the arts can empower and engage their own paths and journeys. Through my work with students and teachers, I look to not only bring new ways of teaching, but to celebrate the successes along the way, both big and small. The arts are my true passion, and I strive to help teachers recognize that they too are learners with unlimited potential, and look to guide them in their journey, rather than prescribe it for them. I am tireless in my own quest for professional development and look to share my knowledge with my peers. I am a connector and want to help others find the success with their students that I have been fortunate enough to find with mine. We are all growing in the educational field together, and it is my true belief that through collaborative planning, which includes the students, we can tap into the creativity, communication, and critical thinking that is so important no matter what career students choose.

It is my hope that by bringing more awareness to the importance of arts integration in our classrooms, that teachers recognize that there is more than one way for students to learn. We can no longer teach "to the middle" as it is there that we lose both our struggling learners and our enriched learners. Arts integration has the unique ability to put all students on an equal playing field in the classroom, regardless of financial status, race or gender. I have seen the arts transform both students and teachers, bringing a level of confidence they never knew existed within themselves. There is no greater joy than seeing the pride on a teacher's face who is watching the pride on a student's face as they celebrate a creation. I want nothing more than to help bring that joy and pride to all I work with. The arts make us human and are a map of this journey we are all on together.



## Goals

As an Arts Integration Specialist, my primary goals are as follows:

- Increase the levels of critical thinking, communication, problem solving and collaboration among our students
- Increase academic achievement in all subject areas by creating an environment of equity
- Empower both students and teachers in their respective classrooms
- Allow students to connect with and relate to the larger world
- Expose students to opportunities that will help them grow into well-rounded adults

## Evidence

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What my classrooms will look like</p>      | <ul style="list-style-type: none"> <li>• Art areas (music, theatre, visual/media arts and dance) will be equally visible with all content areas, and students will be working within both subjects simultaneously, or using one to increase their learning of the other.</li> <li>• The physical environment of the classroom will be very open and collaborative in nature. There will not be a teacher driven setting, and furniture arrangement will promote collaboration and creativity.</li> <li>• Work on walls will be student created and unique - not "cookie cutter" in nature. Charts that are displayed will be created with students and used as reference points for future learning. There will be a purpose for all displays.</li> <li>• When looking directly at lesson plans, standards will be addressed for both areas, as well as assessments.</li> </ul> |
| <p>Expectations for students and teachers</p> | <ul style="list-style-type: none"> <li>• Teachers and students will see each other as experts and learners. They will work collaboratively and support each other's journey. Respect and communication will be key factors from both groups towards all.</li> <li>• Teachers will not only participate in at least one arts integration based professional development session during the year, but they will also apply their learning into their own classroom</li> <li>• Students and teachers will step outside of their comfort zone at least once within a lesson or unit. The magic happens outside of the comfort zone, and through the establishment of a safe learning environment, which is collaborative, these risks will happen.</li> </ul>                                                                                                                       |
| <p>Expected behaviors by participants</p>     | <ul style="list-style-type: none"> <li>• Student-centered classrooms—students will be driving the questions</li> <li>• Active participation and engagement by students, and this may not all look the same for each person. Students will be doing what best suits their needs for understanding</li> <li>• Teachers are continually seeking out new strategies and using data-based instruction when creating lessons</li> <li>• A culture of respect - listening, commenting and building off of each other's ideas. Celebrations of success will be regular occurrences</li> </ul>                                                                                                                                                                                                                                                                                           |

# Testimonials From Past Programs & Partners



"Students are highly engaged and effort is high. There are no disciplinary incidents noted associated to times they are engaged in the work." - *Elementary Principal*



"Collaboration and co-teaching with Holly made this a special time of the week that we all (kids and teachers) looked forward to. The students responded to the integration of the arts- they were engaged and excited, willing to take risks in trying out new things (singing, dancing, acting), and really internalized new vocabulary. "  
- *3rd Grade Teacher*



"You had a strong presence in the building and it was appreciated."  
- *Middle School Principal*



"I truly loved this opportunity. It validated something I have known forever - all students can rise to meet our expectations when given choice and voice! Some students that struggled all year to read and find meaning or write a complete thought truly blossomed during this unit of study! The students couldn't wait to write about the show or go to see it! They were singing the songs all day long, and many students were able to shine with the special projects and activities involved (acting, drawing, creating, analyzing). When it was surrounding a song many students who struggle with inferring and theme throughout the year really made a connection here and were giving me some pretty deep thinking. LOVE LOVE LOVE that we are committing to this work! We are creating lifelong learners and raising kids to appreciate and be involved with the arts and culture!!!" - *3rd Grade Teacher*



"Now that I have been through the process, I see much more potential for knowing how to creatively link my curriculum to a musical production. The developed curriculum was very helpful along with your guidance." - *4th Grade Teacher*



"I absolutely loved this collaboration because it helps me as a teacher continue to show kids how art is related to all aspects of life. I was challenged in ways to teach such high level thinking and foster deep discussion, and learned that there is always a way to scaffold student thought to high levels." - *Elementary Art Teacher*



"I was skeptical of how would I fit this into my lessons but looking at the standards and lessons made me realize that various avenues of reaching those standards are perfectly acceptable. I also didn't realize the impact of their learning until the lessons subsided and the ability students are demonstrating now" - *7th grade teacher*





## Examples of Arts Integrated Lesson Plans with Assessments

- Intermediate ELA/Visual Arts with a Summative Assessment
- 3rd Grade Science/Theatre with a Formative Assessment
- 1st-2nd Grade ELA/Dance with a  
Diagnostic and a Summative Assessment

# Integrated Arts Lesson

## STEREOTYPING AND LABELING

**GRADE**

4-8

**DURATION**

(3-4) 45 minute sessions

### INTEGRATED SUBJECTS

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

### 21<sup>ST</sup> 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 checked="" type="checkbox"/> Collaborating     | <input type="checkbox"/> Initiative               |
| <input checked="" type="checkbox"/> Communicating     | <input checked="" type="checkbox"/> Social Skills |
| <input type="checkbox"/> Media Literacy               | <input type="checkbox"/> Productivity             |
| <input type="checkbox"/> Informational Literacy       | <input type="checkbox"/> Leadership               |

### ARTS CONCEPTS

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

### STANDARDS AND ALIGNMENT

#### Content Area Standards:

CCSS.ELA.RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA.RI.3: Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.

CCSS.ELA.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA.RL6: Explain how the author develops the point of view of the narrator or speaker in a text.

#### Fine Arts Standards:

VA.Cr2.3.8: Select, organize, and design images and words to make visually clear and compelling presentations.

PROCESS: Creating

ANCHOR STANDARD: Organize and develop artistic ideas and work

VA.Pr5.1.8: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

PROCESS: Presenting

ANCHOR STANDARD: Develop and refine artistic techniques and work for presentation.

### ESSENTIAL QUESTIONS

How do labels and stereotyping in society influence how we look at other people?

How does perspective shape or alter truth?

### KEY VOCABULARY

bias, convey, interpret, perceive, format, tone, mood, structure, characterization, stereotype, label, style, stanza, voice, perspective

### MATERIALS

- Article: *The Effects of Stereotyping Teenagers*, by Kristine Tucker
- Article: *No Evil Project - Making an Impact One Project at a Time*, The Pulse Magazine, May 27, 2015
- Website: [www.noevilproject.com](http://www.noevilproject.com)
- Song Lyrics: *The Wizard and I* from Wicked the Musical
- Audio track of *The Wizard and I* from Wicked the Musical

## ENGAGEMENT

- Provide students with a visual presentation of job titles, and descriptions. It will be most effective to perhaps create a simple powerpoint slide show with just a white background, and large text of words that comes up.  
i.e.: Truck Driver, Doctor, Teacher, Nurse, President, artist, athlete, successful  
*An extensive list of labels can be found at <https://www.noevilproject.com/labels>*
- Allow each word to show and freeze, during which students will independently jot down their thoughts and visualizations about each word.  
i.e: Nurse = woman, white uniform, older
- After a few words, compare their thoughts. Why did so many people tend to have the same thoughts?
- Define and ensure understanding of the words *stereotype* and *label*.  
*stereotype* = a simple, standardized conception of a person or thing held in common by a group  
*label* = a short word or phrase which describes a person, event, group, etc.

## FOCAL LESSON

- Provide students with a copy of the article, “The Effects of Stereotyping Teenagers” by Kathleen Tucker (<http://oureverydaylife.com/effects-stereotyping-teenagers-17768.html>) and ask students to read it. Depending on the students, this could be done independently, or as a jigsaw activity, with each group focusing on a different paragraph/effect.
- Identify/label places in the classroom for each effect, and have students move to the effect they feel is the strongest. Ask students to make cases for their choice, and at the end, allow students to move their location if desired.  
NOTE: This could allow for a math tie-in as well, by creating a chart or graph with data collected based on student responses.
- In focusing on growth mindset, ask students to work in their chosen effect groups, to consider a way to turn this often seen negative effect into something positive. Students need to consider how labels can acknowledge fact or truth without criticizing in order to maintain positivity.
- Show students an image of the common phrase “Hear no evil, Speak no evil, See no evil”, often shown with monkeys. Many students may not have familiarity with this phrase or image, so discuss.
- Pair students up and distribute laptops. Ask students to explore the website [www.noevilproject.com](http://www.noevilproject.com), aimed at promoting and celebrating differences. This project recognizes that everyone is labeled, but that labels don’t define you. It acknowledges that it is a good thing that everyone is different, and that people of all kinds are doing good deeds every day, breaking down the labels and stereotypes that often pervade our society.
- Ask students to identify 3 words/labels that they feel often are used about them. These should be “negative” labels, that they often do not like hearing about themselves.
- Now ask students to identify 3 words/labels they would prefer are used to represent themselves. Save these new words for the assessment portion of the lesson, as students may still keep changing their words a bit.
- Perform a lyric analysis of the song The Wizard and I from Wicked, the Musical. For a detailed description of lyric analysis, and guiding questions for during the activity, please refer to the Gates Chili Arts Integration Strategy Guide. Here is a synopsis of the strategy:
  - Students only listen to the song, and record their thinking.
  - Provide students with the lyrics, play the song again, with students annotating their thinking
  - Listen to small sections of the song, and really delve into the meaning of the lyrics, focusing on word choice, tone, and any figurative vs. literal language.
  - At the end of the session, students write their interpretation of the song, focusing on evidence that led them to their thinking.
- Helpful information about this song:  
This is the “I want” song of the show. Elphaba sings of her desire to change herself and the way other people see her. She dreams of becoming a new person, not just on the outside, but also in doing great deeds and being seen positively. Throughout the song she acknowledges the importance of how fitting in and the perception others have of her.

## INTEGRATED ASSESSMENT

- Students will be participating in the No Evil Project and be part of creating a classroom or larger school hallway display. To differentiate, this can be done individually, or with groups of three. The description of this assessment will be written as done independently, knowing adjustments could be made for small groups.  
\*\* It may be more appropriate to call the display the No Label Project
- Students will take three pictures of themselves, in each of the poses, Hear No Evil, See No Evil and Speak No Evil.
- Students will create artistic representations of the three words they chose earlier for themselves, as to how they would like to be labelled. It is up to the student how these representations are created (artistic form, style, color choices, etc) However, the representations should be two-dimensional as they will be part of the display.
- Students will find a way to combine their photographs with their word representations, choosing which words go with which pose, and how they two artistic pieces are combined.
- Students will also write a short narrative describing their representation and their choices, to be displayed as well.

### EXTENSION / DIFFERENTIATION OPPORTUNITIES:

- Ask students to complete a similar representation, focusing on the character of Elphaba or another chosen character/historical figure.
- Student could create a character profile of themselves, starting with a silhouette. On the outside, they write how they believe others see them. On the inside, will write their internal qualities, the items not always seen by others
- Students can analyze the hallway display created in the assessment, considering what the most common labels are, and how people wish to be described.

## REFLECTION OPPORTUNITIES

### STUDENT REFLECTION PROMPTS:

1. How did you decide which images to match with your chosen words?
2. How did you decide to create artistic representation of your chosen labels?
3. How did the creation of your piece, and the group display reflect the message being delivered?
4. How do words represent a person?

### TEACHER REFLECTION PROMPTS:

1. Was there a seamless connection between the art and literacy in this lesson?
2. What pieces of this lesson were a challenge? What was the most engaging for myself and for students?

|   | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Process                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Product                                                                                                                                                                                                                                                                                             |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <ul style="list-style-type: none"> <li>Student work demonstrates a clear understanding of using textual evidence to support analysis of text.</li> <li>Student work demonstrates a clear understanding of how word choice can impact meaning and tone.</li> <li>Student work demonstrates a clear understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work demonstrates clear understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul>  | <ul style="list-style-type: none"> <li>Student work/performance clearly demonstrates significant growth in use of inquiry and higher order thinking skills</li> <li>Student work/performance demonstrates significant risk-taking</li> <li>Student is highly reflective of his/her growth through the arts integration process</li> <li>Student clearly strives to build community through collaborative work</li> </ul>                                             | <ul style="list-style-type: none"> <li>The outcome of student work clearly reflects congruence between the arts and content goals for the project</li> <li>The student self assessment clearly demonstrates increased awareness of relevance and purpose of the arts integration process</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>Student work mostly demonstrates understanding of using textual evidence to support analysis of text.</li> <li>Student work mostly demonstrates understanding of how word choice can impact meaning and tone.</li> <li>Student work mostly demonstrates understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work mostly demonstrates understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul>    | <ul style="list-style-type: none"> <li>Student work/performance mostly demonstrates growth in use of inquiry and higher order thinking skills</li> <li>Student work/performance demonstrates some risk-taking</li> <li>Student is mostly reflective of his/her growth through the arts integration process</li> <li>Student participates in community building through participating in collaborative work</li> </ul>                                                | <ul style="list-style-type: none"> <li>The outcome of student work mostly reflects congruence between the arts and content goals for the project</li> <li>The student self assessment mostly demonstrates increased awareness of relevance and purpose of the arts integration process</li> </ul>   |
| 2 | <ul style="list-style-type: none"> <li>Student work demonstrates minimal understanding of using textual evidence to support analysis of text.</li> <li>Student work mostly demonstrates understanding of how word choice can impact meaning and tone.</li> <li>Student work demonstrates minimal understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work demonstrates minimal understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul> | <ul style="list-style-type: none"> <li>Student work/performance demonstrates a minimal amount of growth in use of inquiry and higher order thinking skills</li> <li>Student work/performance demonstrates a minimal amount of risk-taking</li> <li>Student is somewhat reflective of his/her growth through the arts integration process</li> <li>Student participates somewhat in community building through minimal participation in collaborative work</li> </ul> | <ul style="list-style-type: none"> <li>The outcome of the student work reflects minimal congruence between the arts and content goals for the project</li> <li>The student self assessment demonstrates minimal awareness of relevance and purpose of the arts integration process</li> </ul>       |
| 1 | <ul style="list-style-type: none"> <li>Student work does not demonstrate understanding of using textual evidence to support analysis of text.</li> <li>Student work mostly demonstrates understanding of how word choice can impact meaning and tone.</li> <li>Student work does not demonstrate understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work does not demonstrate understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul> | <ul style="list-style-type: none"> <li>Student work/performance does not demonstrate use of inquiry and/or higher order thinking skills</li> <li>Student work/performance does not demonstrate risk-taking</li> <li>Student is not reflective of his/her growth through the arts integration process</li> <li>Student does not participate in community building and/or collaborative</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>The outcome of student work does not reflect art and content goals</li> <li>The student does not self-assess and or does not demonstrate any awareness of relevance of the arts integration process</li> </ul>                                               |

Integrated Arts Lesson

# SCIENTIFIC & THEATRICAL DESIGN

**GRADE** 3

**DURATION** (2-3) 45 minute sessions

| INTEGRATED SUBJECTS                         |                                     | 21ST CENTURY SKILLS                                   |                                                  | ARTS CONCEPTS                                       |
|---------------------------------------------|-------------------------------------|-------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> ELA                | <input type="checkbox"/> Visual Art | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Tech Literacy           | <input checked="" type="checkbox"/> Create          |
| <input type="checkbox"/> Math               | <input type="checkbox"/> Music      | <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Flexibility             | <input checked="" type="checkbox"/> Respond         |
| <input checked="" type="checkbox"/> Science | <input type="checkbox"/> Theatre    | <input checked="" type="checkbox"/> Collaborating     | <input type="checkbox"/> Initiative              | <input checked="" type="checkbox"/> Perform/Present |
| <input type="checkbox"/> Social Studies     | <input type="checkbox"/> Dance      | <input checked="" type="checkbox"/> Communicating     | <input type="checkbox"/> Social Skills           | <input type="checkbox"/> Connect                    |
| <input type="checkbox"/> Health             | <input type="checkbox"/> Media      | <input type="checkbox"/> Media Literacy               | <input checked="" type="checkbox"/> Productivity |                                                     |
|                                             |                                     | <input type="checkbox"/> Informational Literacy       | <input type="checkbox"/> Leadership              |                                                     |

| STANDARDS AND ALIGNMENT                                                                                                                                |                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Area Standards:</b><br>NYS Science<br>3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets. | <b>Fine Arts Standards:</b><br>TH:Pr5.1.3.b<br>Consider and analyze technical elements from multiple drama or theatre works.<br>PROCESS: Responding<br>ANCHOR STANDARD: Apply criteria to evaluate artistic work. |

| ESSENTIAL QUESTIONS                                                                                    | KEY VOCABULARY                                                                      |
|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Why are magnets essential to our everyday lives and how do they work?                                  | attract, force, pole, repel, magnetic, design, process, costume, technical elements |
| What common materials are attracted to magnets?                                                        |                                                                                     |
| What are the challenges of making creative choices?                                                    |                                                                                     |
| How are the theater artist processes and the audience perspectives affected by analysis and synthesis? |                                                                                     |

| MATERIALS                                                                                                                                                                                                                      |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"><li>• YouTube video links as described in the lesson outline</li><li>• Magnets of different sizes and thickness</li><li>• Various materials to be used in design process as needed</li></ul> |  |

## INSTRUCTIONAL DELIVERY

### ENGAGEMENT

- Show students a variety of video clips, which focus on costume quickchanges. Suggested clips are as follows:
  - A Gentleman's Guide to Quick Changes ([https://youtu.be/E\\_I75kLxBWI](https://youtu.be/E_I75kLxBWI))
  - America's Got Talent Sos & Victoria (<https://youtu.be/nsDiG7u93hE>)
  - Cinderella at the Tony Awards (<https://youtu.be/hcP1cV3nBZI>)
  - Frozen on Broadway (<https://youtu.be/VQVpwNV1Gms>) quick change happens at 3:15
- All of these clips involve quick changes that use illusion and slight of the eye. Engage in discussions with students about how they think they are done. The Cinderella clip in particular, when played in slow motion, will let you see how it is done, as the actress had a struggle with the costume in this performance. The Frozen quick change may also inspire great conversation, particularly around magnets, if you can hit the pause button at just the right spot!

### FOCAL LESSON

*For this lesson, it is expected that students already have an understanding of magnetism, and have learned about the properties of magnets. They may still be developing their understanding, which will be further enhanced in this lesson, but the scientific instruction has already happened.*

- Students will be in groups of 3-4 for this collaboration. Ask students to decide on a character from a book or a movie that they all know and agree on. Depending on the group at hand, or other work being done in the classroom, the teacher may want to limit selection and provide characters to choose from. There are also many stories and instances students may be familiar with (like Cinderella or Elsa) who do a quick change in their story.
- If the character selected has a known quick change, students will be working with that moment from the story. If they do not, students will have to create a moment on their own.
- Students now need to collaboratively work together to design a costume change, that will be a quick change for the character. They will need to consider the two different costumes, and how the character will transform from one to the other.
- Ideas to consider:
  - Is the change happening onstage in front of an audience, or offstage, with a strict time limit?
  - Does the actor/character need to make this change happen themselves, or will they have people helping them?
  - What are the materials being used/construction of costumes?
- Within the design and solution of the quick change, students must use magnets in at least two places/ways to aid in the transformation. As part of the formative process, students should fill out the attached project plan, which may also be used in a group conference with the teacher during the design process to ensure they are thinking of all necessary parts.

## INSTRUCTIONAL DELIVERY

### INTEGRATED ASSESSMENT

- Students will need to storyboard their design process, or document the final solution to the design challenge in another appropriate method, so that observers are able to understand how the quick change will happen, using magnets and other elements (simple machines, drawstrings, etc)
- Students will include a written description of their solution to the design challenge and include the reasoning behind their design choices.

#### EXTENSION / DIFFERENTIATION OPPORTUNITIES:

- Students could also consider a design challenge/quick change for a scenic element or a prop effect that needs to take place within a given story.
- If time and materials allow, actually creating the costume quick change, and rigging the necessary elements would be beneficial. This could also be done if a prop effect was chosen.



## REFLECTION OPPORTUNITIES

### STUDENT REFLECTION PROMPTS:

1. How did you choose the methods that would be used in solving the challenge?
2. How did you decide where to place the magnets and how to use them?
3. What would you change about the process you engaged in?
4. Are you confident that your solution is effective and will work? Why or why not?

### TEACHER REFLECTION PROMPTS:

1. Was there a seamless connection between the arts and science in this lesson?
2. What pieces of this lesson were a challenge? What was the most engaging for myself and for students?



# Project Plan

Name \_\_\_\_\_

Project: \_\_\_\_\_

| Piece to be changed | Steps to take                                                             | Materials Needed:                                                                           | Thinking |
|---------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------|
|                     | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |          |
|                     | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |          |
|                     | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |          |
|                     | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |          |
|                     | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |          |

Integrated Arts Lesson

# SCIENTIFIC & THEATRICAL DESIGN

**GRADE** 1-2

**DURATION** (2-3) 45 minute sessions

| INTEGRATED SUBJECTS                     |                                     | 21 <sup>ST</sup> CENTURY SKILLS                       |                                                   | ARTS CONCEPTS                                       |
|-----------------------------------------|-------------------------------------|-------------------------------------------------------|---------------------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> ELA | <input type="checkbox"/> Visual Art | <input checked="" type="checkbox"/> Critical Thinking | <input type="checkbox"/> Tech Literacy            | <input checked="" type="checkbox"/> Create          |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Music      | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Flexibility   | <input checked="" type="checkbox"/> Respond         |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Theatre    | <input checked="" type="checkbox"/> Collaborating     | <input type="checkbox"/> Initiative               | <input checked="" type="checkbox"/> Perform/Present |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Dance      | <input checked="" type="checkbox"/> Communicating     | <input checked="" type="checkbox"/> Social Skills | <input type="checkbox"/> Connect                    |
| <input type="checkbox"/> Health         | <input type="checkbox"/> Media      | <input type="checkbox"/> Media Literacy               | <input type="checkbox"/> Productivity             |                                                     |
|                                         |                                     | <input type="checkbox"/> Informational Literacy       | <input type="checkbox"/> Leadership               |                                                     |

| STANDARDS AND ALIGNMENT                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Area Standards:</b><br>CCSS ELA R.2<br>Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.<br><br>CCSS ELA SL.1<br>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | <b>Fine Arts Standards:</b><br>DA: Cr2.1.3<br>Improvise a dance phrase with a clear beginning, a middle that has a main idea, and a clear end. Describe the movement choices made orally, in drawing, or in writing.<br>PROCESS: Creating<br>ANCHOR STANDARD: Organize and develop artistic ideas and work<br><br>DA: Cn10.1.1b<br>Perform a dance sequence that portrays the main ideas from the story.<br>PROCESS: Connecting<br>ANCHOR STANDARD: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. |

| ESSENTIAL QUESTIONS                                    | KEY VOCABULARY                                                    |
|--------------------------------------------------------|-------------------------------------------------------------------|
| What choices do choreographers make to create a dance? | summarize, beginning, middle, end, choreograph, feeling, position |
| How can dance be interpreted?                          |                                                                   |
| What does it mean to summarize?                        |                                                                   |

| MATERIALS                                                                      |
|--------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>Paper, pencils and themselves!</li></ul> |

## INSTRUCTIONAL DELIVERY

### ENGAGEMENT

- For a given story that has been used in your classroom, ask students to complete the Diagnostic Organizer to illustrate their understanding of beginning, middle and end. This will help you determine that students are able to discern major elements of a story. If, upon completion, it is clear that this is difficult (narrowing down to key elements), you may need to build in more instructional time around main idea and detail.

### FOCAL LESSON

- Discuss the story briefly with students, and point out that in stories, there are main events, and there are also details that make stories more interesting, but might not be an important part of moving the story forward. There are times when you need to quickly retell just the main parts of a story...to summarize it. Discuss the concept of a summary until you feel your students understand it.
- As a class, break the story down into six sections. Another way to think about it would be to take the picture book you are using and divide it into six "chapters". Depending on the group of students, you might be able to have them try this on their own. It does not have to be complete sentences, but more bullet points, or using post-it notes to indicate sections within the book itself.
- Once you have agreed on the six main parts of the story, break your students up into six groups - each group will be responsible for one of the sections you have identified.
- Within their assigned part of the story, the group needs to create a three point sequence of action for their section. This is tricky to do! They should not be retelling everything, but will need to identify only three main elements of their section of the story. Essentially, they are finding the beginning, the middle, and the end of just their section.
- Together, students should write a sentence for each portion they have identified. One member of their group will be a narrator and read these sentences when the group is presenting.
- As a group, students need to work together to create a SINGLE movement for each element of their part. They are creating three separate movements - each one corresponding with and "illustrating" the three sentences they wrote.
- When presenting their section to the rest of the class, the narrator of each group will read the sentences while the other members perform the movement. After performing with the narrator, the movements should then be performed smoothly and together, in order, without the narrator.
- One at a time, each group will present their choreographed sequence to the rest of the class.
- Add each group together to create a movement/dance sequence that relays the entire sequence of the story.

## INSTRUCTIONAL DELIVERY

### INTEGRATED ASSESSMENT

- Students will write their three sentences for the sections of their story part, and also indicate what the movement is that will go with each sentence.
- Students in the group should be able to explain the movement to you orally, and explain why it matches the sentence.

#### EXTENSION / DIFFERENTIATION OPPORTUNITIES:

- To simplify the requirements, after breaking the story into sections, create one movement that signifies each section, rather than three for each. Then put all six movements together to retell the whole story through movement.
- Have students work individually to tell parts of the story through movement. Challenge other students to identify how the movement symbolizes each particular section of the story.

## REFLECTION OPPORTUNITIES

### STUDENT REFLECTION PROMPTS:

1. How did you choose the moments you would represent in movements?
2. How did you create your movements?
3. What was the most challenging part of this process?
4. Do you feel confident your movement will be interpreted properly?

### TEACHER REFLECTION PROMPTS:

1. Was there a seamless connection between the arts and literacy (skill of summarizing) in this lesson?
2. What pieces of this lesson were a challenge? What was the most engaging for myself and for students?

# Beginning, Middle End

Name of Student: \_\_\_\_\_

Date \_\_\_\_\_

For the story, decide which main event happens in the beginning, in the middle, and at the end. Draw a picture and write a sentence to go with it.

| Beginning | Middle | End |
|-----------|--------|-----|
|           |        |     |

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|  |  |  |
|  |  |  |

# Dance a Story

Name of Students in group: \_\_\_\_\_

Date \_\_\_\_\_

| Criteria                                                                                                      | ☆ | ✓ | ☹ | Notes |
|---------------------------------------------------------------------------------------------------------------|---|---|---|-------|
| Students worked collaboratively in group—participating in decisions, listening to others, contributing ideas. |   |   |   |       |
| Students followed directions and broke their story piece into three parts.                                    |   |   |   |       |
| Each portion of the story (3) had an aligned movement to convey meaning.                                      |   |   |   |       |
| The group blended the 3 separate movements into one cohesive final piece.                                     |   |   |   |       |
| Presentation of dance was effectively performed and narrated, showing evidence of literacy skills and public  |   |   |   |       |
| Students were focused during presentation.                                                                    |   |   |   |       |



# STEAM Unit

How does understanding science help us  
change the world?

Grade 2 Science

## Essential Question

How does understanding science help us create change in the world?

Grade / Subject: 2 Science  
Duration: (6-10) 1-hr sessions

### Integrated Subjects

- ☐ ELA
- ☐ Math
- ☒ Science
- ☐ Social Studies
- ☐ Health

- ☒ Visual Art
- ☐ Music
- ☐ Theatre
- ☐ Dance
- ☐ Media

### 21<sup>st</sup> Century skills

- ☒ Critical Thinking
- ☒ Creative Thinking
- ☒ Collaborating
- ☒ Communicating
- ☐ Media Literacy
- ☐ Informational Literacy

- ☐ Tech Literacy
- ☒ Flexibility
- ☒ Initiative
- ☐ Social Skills
- ☐ Productivity
- ☐ Leadership

### Arts Concepts

- ☒ Create
- ☐ Respond
- ☒ Perform/Present
- ☒ Connect

#### Content Area Standards:

##### Assessed:

##### Next Generation Science Standards

- **2-PS1-2** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

##### Additional Standards Addressed

##### Next Generation Science Standards

- **2-PS1-1** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

##### NYS Common Core ELA Standards

- **RI 2.1** Ask and answer questions to determine understanding of key details in a text
- **RI 2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- **RI 2.8** Describe how reasons support specific points the author makes in a text.
- **W 2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.

##### NYS Common Core Math Standards

- **2.MD.10** Draw a picture graph or bar graph to represent a data set with up to four categories.

#### Fine Arts Standards:

##### Assessed:

##### NYS Learning Standards for the Arts

- **VA:Cr1.2.2** Create art or design with various materials and tools to explore personal interests, questions and curiosity.

##### Additional Standards Addressed

##### NYS Learning Standards for the Arts

- **VA: Cr1.1.2** Collaboratively brainstorm multiple art making approaches to an art or design problem
- **VA: Cr2.1.2** Experiment with various materials and tools to explore personal interests in a work of art or design
- **VA: Cr3.1.2** Discuss and reflect with peers about choices made in creating an artwork
- **VA: Pr5.1.2** Distinguish between different materials or artistic techniques or preparing artwork for presentation
- **VA: CN10.1.2** Identify times places and reasons that students make art outside of school.
- **VA: CN11.2.2** Brainstorm and share ideas that would improve one's personal or family life

### Key Vocabulary

- property
- texture
- flexibility
- strength
- absorbency
- material
- discover
- reflect
- purpose
- problem
- solution

### Objectives

- Students will understand that different properties are suited to different purposes.
- Students will organize and develop artistic ideas and work.
- Students will refine and complete artistic work.
- Students will relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

### Supporting Questions

- How do we describe objects?
- How can I test objects to learn more about their properties?
- What can I create to solve a problem?

### Formative Performance Tasks

- Explore/observe objects to create chart of property words.
- Test objects for flexibility, absorbency, strength.
- Complete a design plan for a new object.

### Summative Performance Task

Students will create an object using at least three different materials that will solve a problem related to their identified passion. Materials chosen will be identified as having properties best suited for the intended purpose of the object.

### Extension

Students will create an advertisement for their object, aimed at a specific audience who would be using it.



## Inquiry Description / Overview / Timeline

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Passion drives learning and allows students to connect new material to material they are engaged with and interested in. By completing this inquiry, students will be gaining new scientific knowledge and an understanding of the properties of matter. Students will then apply their learning to the design process to create a new object which will solve a problem and improve the topic of their passion.

This STEAM inquiry will follow an extensive project based learning unit students have recently completed in which they identified their passions through the creation of passion boards, and engaged in research to answer four self-directed questions to gain more knowledge. Their completed research will aid them in the questioning aspect of this unit.

Three supporting questions will guide students through the unit, focusing on gaining an understanding of the properties of matter, and the ways in which we observe and test identifiable properties. Each supporting question is designed to take 1-2 class periods, depending on the understanding of material by the students.

NOTE: While the inquiry is designed to be completed in 6-10 class periods, this time frame may expand if teachers feel their students need more time to explore thinking, to internalize the materials provided, and/or to complete the creation process. This STEAM Unit is quite flexible in nature of delivery. It could be done as a follow up to the direct content teaching in science around the properties of matter in an effort to solidify understanding from students. In that case, the unit will progress through the Supporting Question activities at a quicker pace, perhaps one question per class session, as these sessions will provide more of a review, with the expectation that if needed, teachers will adjust the timeline for any re-teaching that may need to happen. However, the unit is also designed in a way that the science content could be taught simultaneously with the idea of problem solving. If this option is chosen, the Supporting Question activities may take multiple sessions, to allow students time to acquire vocabulary and new knowledge. It is important to ensure students have a solid understanding of the properties of matter before launching in to the final Supporting Question, when students begin to create their solution.

## Content, Standards and Practice

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A strong STEAM inquiry based on curriculum will blend the content students are required to learn with the standards and practices demanded they master. This inquiry can be easily adapted to incorporate many interdisciplinary areas of study.

While assessments provided will be focused on the Science and Visual Art standards identified on the blueprint page, throughout the inquiry, the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy will combine with other content area standards and practices to allow teachers to work in an interdisciplinary way, and align engaging, high interest material with the requirements for all students. Sources provided will focus on the content areas of Science and ELA, asking students to provide evidence based thinking.

The inquiry also brings into focus the NYS Learning Standards for the Arts, with the Anchor Processes of Creating, Presenting and Connecting, as well as the standards and enduring understandings. Of particular focus will be the design process which students will be engaged with in the final supporting question and the summative performance task.

## Staging the Question

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In an effort to engage students in the inquiry, teachers should engage students in a discussion about how we solve problems. It will likely be most engaging to ask students to consider everyday objects that we have that make our life easier. (i.e: alarm clocks, microwave ovens, pencil sharpeners, etc.) Ask them to consider their passion that they have already identified. What is an object or element of their passion that has been made easier because of someone's thinking (i.e. readers now have electronic tablets allowing many books to be carried at once)

A possible source to use to promote student thinking on the topic is the following video:

- [Pee-Wee Herman's Breakfast Machine](#) This video shows a creation of a Rube Goldberg style breakfast machine. While students will find it engaging, it will also promote discussion on the creation of a machine that made the morning routine easier.

In thinking about the Essential Question, it is also important to discuss how identified inventions/creations have promoted change in the world. The change may be to everyone, or may only be to a chosen targeted audience, but they create change nevertheless. This will inevitably mean different things to different people. This may be difficult for some students. Change is likely a concept and a word that will take on more meaning throughout this inquiry and students will hopefully see that change can come in many forms and amounts.. It may - and likely should - become an evolving definition, that will also become personalized.

## Supporting Question 1

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### How do we describe objects?

This supporting question will focus on students gaining an understanding of observable properties of various objects, and the many words that can be used to describe these properties. By working together, students will be creating a common language to anchor their design process later in the unit. In order to participate effectively in the formative task, they will need to have a variety of objects to observe and also time with peers to collaborate and discuss their thinking. It may prove beneficial to also allow the use of a thesaurus in order to allow increased vocabulary to be developed.

Materials:

- Student observation sheet (provided)
- Pipe cleaner
- Marble
- Feather
- Sand paper
- Twizzlers candy
- Caramel squares
- Cotton ball
- Rock
- Popsicle stick
- Optional - hand lenses

Depending on previous science work around observation, discuss with students how we observe objects. Students will complete an observation sheet for 12-15 items, considering texture, shape, color, weight and size. They should use the objects provided above, but should also complete the task for 3-6 items of their own choosing. Challenge students to come up with different words, and to only use one word twice on their paper. (i.e: You may only use the word smooth twice) Students who struggle with vocabulary development may work with a partner, or use a thesaurus (book or electronic).

The formative task for this question asks students to participate in a collaborative discussion with the whole group. At the end of the exploration, come together to make a master list of words that describe within the categories of texture, shape, color, weight and size. Asking open ended questions during discussion will promote higher order thinking (What properties do many materials share? How can you prove that the object is light? What evidence do you have that the object is bumpy, etc). Display this chart for future inquiry reference.

## Supporting Question 2

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### How can I test objects to learn more about their properties?

This supporting question will ask students to consider properties of objects that may not be observable from merely looking at an object: strength, flexibility and absorbency. In this supporting question, students will go through the scientific process and conduct multiple tests of different objects, recording their data and coming to a conclusion. Scientific process should be followed using student's interactive notebook. These tests may be most beneficial if either broken into separate days, or jigsaw the tests, having each group do one, reporting findings to the whole group.

Materials:

- Student observation sheets (provided)

#### ABSORBENCY TEST

- Water
- Paper towel
- Sponge
- Funnel
- Graduated cylinder

#### STRENGTH TEST

- Pipe Cleaners
- Popsicle sticks
- Notecard
- Washers

#### FLEXIBILITY TEST

- Objects from description activity - see student observation sheet

Before conducting tests, ask students to hypothesize what the various outcomes will be (Which material will be the most absorbent? Which object will be the strongest? Which objects will be flexible? etc)

For the absorbency test, ask students to dip each object into a bowl of water, and then to squeeze the object's contents (water) into a graduated cylinder to see which holds the most water). For the strength test, students will determine how many washers each object will be able to hold before collapsing from weight. For the flexibility test, students will attempt to bend and tie knots in each material. Materials used in the test may vary from what is indicated here, or more tests may be done.

The formative task for this question is the completion of the aforementioned tests. This may be done independently, with partners, or with a small group. All students should complete the observation sheets and draw conclusions based on their experiments. Higher order thinking questions would ask students to consider if objects can show limited strength, flexibility, or absorbency, rather than being viewed as "all or nothing"

### Supporting Question 3

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#### What can I create to solve a problem?

This supporting question will ask students to consider a new creation that would solve a problem within the topic of their identified passion, or create something that would allow for more enjoyment of the passion. It is important to ensure that this is a true "problem". Be sure students can easily discuss the problem, and why they believe it needs a solution. This could be a writing extension, or perhaps interviewing an expert in the field of their choosing (in person or via technology). If students are truly invested in the problem and have a clear understanding of it, they will have a more invested need to solve it. Students will need to consider not only what the object to solve the problem might be and its purpose, but the best materials to choose when making a prototype of the object. Students will complete a design plan, the formative task for this question.

After the design phase of the object, students will meet with a small peer group to share their ideas and gather feedback. This is an ideal time to ask questions of portions of the task they are unsure of, and find out if others feel the object has potential for success.

Materials:

- Student planning sheets (provided)
- 

### Summative Performance Task

#### How does understanding science help us change the world?

For this task, students will be asked to move from the design plan created earlier into the development and creation of an object based on their self-identified passion. While considering its creation, students will be addressing the Essential Question, "How does understanding science help us change the world? When the creation is complete, students will be asked to present the object, with a focus on the Essential Question and their reasoning for designing their object. This will also be addressed in the self-reflection of their work. This reflection may be in a format of their choice (written, oral, technological, visual arts, media arts). No matter their format choice, they must use specific claims and relevant evidence based on the work discovered in the unit, as well as prior background knowledge that may assist.

During the creation of their object, formative assessments will continue as the teacher consults with students throughout the process, helping them to consider necessary revisions or elements which may need to be redesigned.

As in any argument, students may see differing sides to answering the question, which comes with higher levels of understanding. Their responses will vary greatly, and their claim is not as important as the ways in which they support their claim. As with most Essential Questions, there are no right or wrong answers. What is important to consider is the structure students share their work in, how they justify and express their thinking, and whether are they thinking creatively, and critically. Students may find support for their claim in their evaluation and discussions of the work they have completed.

# DESCRIBING PROPERTIES OF MATTER

| Object       | Color | Weight | Shape | Size | Texture |
|--------------|-------|--------|-------|------|---------|
| pipe cleaner |       |        |       |      |         |
| marble       |       |        |       |      |         |
| feather      |       |        |       |      |         |
| sand paper   |       |        |       |      |         |
| twizzlers    |       |        |       |      |         |
| caramel      |       |        |       |      |         |
| cotton ball  |       |        |       |      |         |

# DESCRIBING PROPERTIES OF MATTER

| Object         | Color | Weight | Shape | Size | Texture |
|----------------|-------|--------|-------|------|---------|
| rock           |       |        |       |      |         |
| popsicle stick |       |        |       |      |         |
| _____          |       |        |       |      |         |
| _____          |       |        |       |      |         |
| _____          |       |        |       |      |         |
| _____          |       |        |       |      |         |
| _____          |       |        |       |      |         |

# STRENGTH OF MATERIALS

|    |               |           |                 |
|----|---------------|-----------|-----------------|
| 40 |               |           |                 |
| 38 |               |           |                 |
| 36 |               |           |                 |
| 34 |               |           |                 |
| 32 |               |           |                 |
| 30 |               |           |                 |
| 28 |               |           |                 |
| 26 |               |           |                 |
| 24 |               |           |                 |
| 22 |               |           |                 |
| 20 |               |           |                 |
| 18 |               |           |                 |
| 16 |               |           |                 |
| 14 |               |           |                 |
| 12 |               |           |                 |
| 10 |               |           |                 |
| 8  |               |           |                 |
| 6  |               |           |                 |
| 4  |               |           |                 |
| 2  |               |           |                 |
|    | pipe cleaners | note card | popsicle sticks |

What do you notice about the strength of an object? What properties do objects with strength share? Can objects have SOME strength?

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# FLEXIBILITY OF MATERIALS

| Object         | Flexible? |    |          |
|----------------|-----------|----|----------|
|                | Yes       | No | SOMEWHAT |
| pipe cleaner   |           |    |          |
| marble         |           |    |          |
| twizzler       |           |    |          |
| yarn           |           |    |          |
| popsicle stick |           |    |          |
| marker         |           |    |          |

What do you notice about the flexibility of an object? What properties do objects with flexibility share? How can an object be SOMEWHAT flexible?

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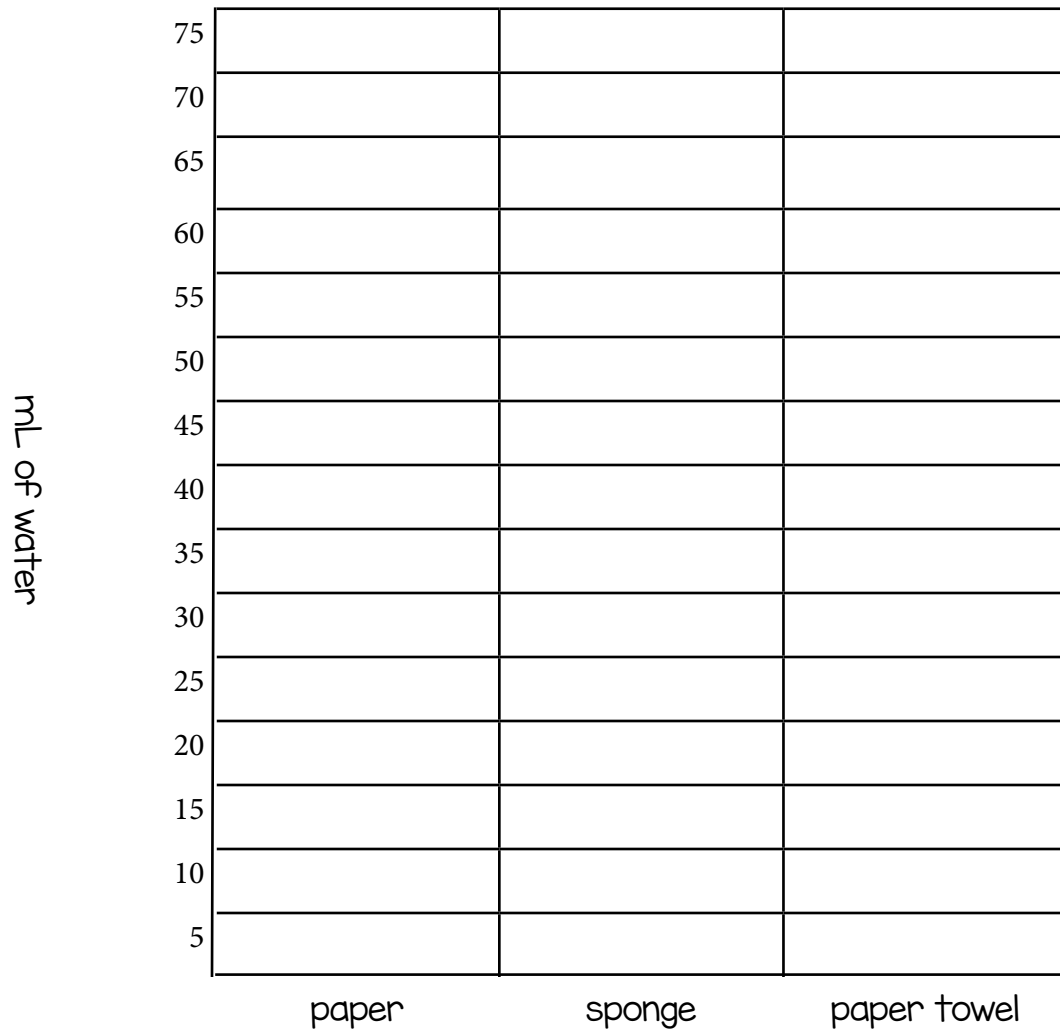


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# ABSORBENCY OF MATERIALS



What do you notice about the absorbency of an object? What properties do objects with absorbency share?

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# MY DESIGN PLAN

|                                                                         |  |
|-------------------------------------------------------------------------|--|
| <b>OBSERVE</b><br>What do you already know about your passion?          |  |
| <b>ASK</b><br>What problems are there within the topic of your passion? |  |
| <b>KNOW</b><br>What need does your passion have?                        |  |
| <b>CREATE</b><br>What could you design to help your passion?            |  |
| <b>REVISE</b><br>How will you present your design and then revise it?   |  |

# WHAT I NEED

| Material | Reason | How will I use it? (Purpose) |
|----------|--------|------------------------------|
|          |        |                              |
|          |        |                              |
|          |        |                              |
|          |        |                              |
|          |        |                              |
|          |        |                              |
|          |        |                              |
|          |        |                              |
|          |        |                              |

# MY DESIGN SKETCH

Sketch your design here. Be sure to include labels and other information that will help you bring your design to life when it is time to build.

# Self Reflection Guidelines

Along with your design and creation, you must include a self-reflection to explain your work.

Whatever format you choose, you MUST include:

- \* a detailed description of your creation
- \* the reason you chose to design this object - (what is it's purpose?)
- \* how your object will help change the world (or your passion)
- \* an explanation of the materials you used and why you chose them

Formats may include, but are not limited to:

- \* Powerpoint
- \* Flipgrid
- \* Written paragraphs
- \* Oral presentations
- \* Poster

BE CREATIVE!

## Passion Object Design: Single Point Rubric

| Exceeds Expectations | Criteria                                                                                                                                                                                                                                                       | Area(s) for Improvement |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                      | <b>Purpose:</b><br>There is a clear, intentional purpose for the design. The object created ties into your passion and answers a question or need around your passion.                                                                                         |                         |
|                      | <b>Materials:</b><br>You selected at least 3 materials which have properties best suited for the purpose of your object. The materials selected also support creative design and artistic choices.                                                             |                         |
|                      | <b>Reflection:</b><br>You completed a self-reflection about the creation of your object in the format of your choice. This includes your design choices, justification of your chosen materials, and an explanation how this object will benefit your passion. |                         |
|                      | <b>Quality / Attention to Detail:</b><br>Your work exhibits craftsmanship and pride, showing that care and consideration was put into your final presentation.                                                                                                 |                         |
|                      | <b>Design Process:</b><br>You completed a design plan, and followed a design process which included revision, testing, evaluating and redesigning your object as needed.                                                                                       |                         |

# MY END OF UNIT THOUGHTS

|                                                                   |                                                                                      |                                                                                       |                                                                                       |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| I participated in class discussions.                              |    |    |    |
| I followed directions in class activities                         |    |    |    |
| I finished my work on time                                        |    |    |    |
| I completed all of the jobs I was asked to do.                    |    |    |    |
| I worked on my own and thought of my own ideas                    |   |   |   |
| I asked for help when I didn't know what to do.                   |  |  |  |
| I tried my hardest all of the time.                               |  |  |  |
| I worked carefully and neatly.                                    |  |  |  |
| I worked well with my classmates.                                 |  |  |  |
| I created a new object with the materials that made sense to use. |  |  |  |

Teacher Reflection

|                                                             |  |
|-------------------------------------------------------------|--|
| <p>What worked well</p>                                     |  |
| <p>What I changed along the way</p> <p>What didn't work</p> |  |
| <p>What to revise next for future use</p>                   |  |



# Problem Based Learning Unit

How does understanding science help us  
change the world?





# Project Based Learning Plan

## PROJECT OVERVIEW

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Project Overview:</b> No Day But Today                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Duration:</b> 4-6 weeks (includes about 2 weeks of display) |
| <b>Content Area:</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Grade Level:</b> 11-12                                      |
| <b>Integrated Content:</b> Theatre Arts, Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                |
| <b>Project Description:</b><br>Students engaged in this PBL opportunity will be exploring how the arts can provide a platform for expressing thoughts as well as a persuasive tool to change the thinking of others. This school district has gone through times of negative press and labelling from people who do not know the district firsthand. Stereotypes are hard to break out of, and this PBL will challenge students to use an artistic voice to change or enhance (in the case of those who view it positively already) perceptions the community may have. Students will discuss the overall perceptions, and will use the arts (a format of their choice within visual, media arts and music), to document the real word inside the high school, focusing on the positive and unique aspects of the district. The will be sharing their story with the larger community outside of school walls. The format the sharing of their story takes will depend on their chosen format. Stories may be shown via the school website (videos or newly composed songs) or be on display in town centers or libraries (visual arts). This PBL will be guided and based on the Broadway musical, RENT. Students will also be engaging in an in-depth study of the script and themes of the show, in which one main character documents the lives of his friends over the course of a year. |                                                                |

**Driving Question:** *How can the arts change the community's perspective of our high school and students?*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content Standards:</b><br><b>ASSESSED:</b><br>NYS Learning Standards for the Arts:<br><ul style="list-style-type: none"> <li>Cr.1: Generate and conceptualize artistic ideas and work</li> <li>PR.6: Convey meaning through the presentation of artistic work</li> <li>Cn.10: Relate and synthesize knowledge and personal experiences</li> </ul> NYS ELA Standards:<br><ul style="list-style-type: none"> <li>SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose, and audience.</li> <li>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> </ul> | <b>Other Standards ADDRESSED:</b><br>NYS Learning Standards for the Arts:<br><ul style="list-style-type: none"> <li>CR.3: Refine and complete artistic work</li> <li>Cn.11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and in turn, how artistic ideas shape cultures past, present and future.</li> </ul> NYS ELA Standards:<br><ul style="list-style-type: none"> <li>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.</li> <li>RL.6 Assess how point of view or purpose shapes the content and style of a text.</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## INSTRUCTION

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance Objectives:</b><br><ul style="list-style-type: none"> <li>Students will demonstrate a basic understanding that through a self-created piece of art which conveys meaning, they have the ability to change thinking and influence other people.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| <b>Evidence of Success:</b><br><ul style="list-style-type: none"> <li>Students will have successfully achieved standards and objectives when they have displayed/presented their artwork to the larger community outside of school and gathered feedback from their audiences which shows new thinking.</li> </ul>                                                                                                                                                                                                                                                                                                        |
| <b>Entry Event:</b><br><ul style="list-style-type: none"> <li>Pose to students the questions: What is a community? What is a family? What is an artist? What are you passionate about? These questions will be given in a carousel style activity, with independent thinking first, and then turning into a class discussion about the questions, which will ultimately show the crossover between them all.</li> <li>Play song clips from the show RENT to students and gather thoughts ("Out Tonight", "One Song Glory", "Seasons of Love")</li> <li>Show students the 20th Anniversary Tour trailer of RENT</li> </ul> |
| <b>Content Lessons:</b><br><ul style="list-style-type: none"> <li>Will provide support for the libretto of the musical RENT, along with lessons and background information about the issues within the show (AIDS, drug use, sexuality, poverty, love) and the negative energy that often exists around the topics.</li> <li>Will provide lessons around RENT's place in musical theatre history—it was the "Hamilton" of it's time— as well as information about the composer of the show, Jonathan Larson, and how it forced it's audiences to look at hard topics in a new way.</li> </ul>                             |

## RESOURCES

| School-based resources                                                                                                                                          | Technology                                                                                                                    | Materials                                                                | Community                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Tech TOSAs</li> <li>Art teachers</li> </ul> (Above as needed depending on support students may need for final creations) | <ul style="list-style-type: none"> <li>RENT website</li> <li>Google forms</li> <li>Laptops/video cameras as needed</li> </ul> | <ul style="list-style-type: none"> <li>Books/libretto of RENT</li> </ul> | <ul style="list-style-type: none"> <li>In-person session: Kamillah Marshall, Nicolette Hart (Broadway and National Tour cast members of RENT)</li> <li>Town libraries to gather feedback and collect survey data</li> </ul> |

| ASSESSMENT AND REFLECTION    |   |                                                                    |                            |        |                            |             |
|------------------------------|---|--------------------------------------------------------------------|----------------------------|--------|----------------------------|-------------|
| 21st Century Skills          |   |                                                                    | Formative Assessment Tools |        | Summative Assessment Tools |             |
|                              |   | Assessment (if applicable)                                         | Quizzes/Tests              |        | Written product (rubric)   |             |
| Collaboration                |   |                                                                    | Journaling/Learning Logs   |        | Oral Presentation (rubric) |             |
| Communication (Presentation) | X | Self reflection, feedback data that is gathered from the community | Plans/Outlines/Prototypes  | X      | Other product (rubric)     | X           |
| Critical Thinking            |   |                                                                    | Rough Drafts               |        | Test                       |             |
| Creativity                   | X |                                                                    | Checklists                 | X      | Peer Evaluation            | X           |
|                              |   |                                                                    | Anecdotal Notes            |        | Self Evaluation            | X           |
| Reflection Tools             |   |                                                                    |                            |        |                            |             |
| Journal/Learning Log         | X | Class Discussion                                                   | X                          | Survey | X                          | Focus Group |

| PRODUCT             |                                                                                                                                           |                                                                   |                       |   |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------|---|
| Culminating Product |                                                                                                                                           |                                                                   | Presentation Audience |   |
|                     | Description                                                                                                                               | Assessment Tool                                                   | Class                 | X |
| Group               |                                                                                                                                           |                                                                   | School                |   |
|                     |                                                                                                                                           |                                                                   | Community             | X |
| Individual          | Students will present their creations to the community at large and gather feedback from accompanying surveys while the art s on display. | Arts as an Instrument of Change Rubric - (by teacher and student) | Experts               |   |
|                     |                                                                                                                                           |                                                                   | Web                   | X |

| TIMELINE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Week 1: Intention: <i>Students read, listen to , and understand the musical RENT.</i></p> <ul style="list-style-type: none"> <li>⇒ Read the book/libretto in class together, listening as much as possible through the OBC recording on Spotify.</li> <li>⇒ Discuss thematic understandings, struggles of characters, and impact of the show on society and musical theatre history.</li> <li>⇒ Be sure to discuss the characters of Mark as a filmmaker, Roger as a songwriter. Why are they so compelled despite failures and struggles?</li> </ul> <p>Week 2: Intention: <i>Conduct and analyze surveys to community and student body.</i></p> <ul style="list-style-type: none"> <li>⇒ Students will create a brief survey to be distributed within the school community and outside of it focusing on questions around the image of the school (<i>for example: How do you see Gates Chili High School? What are three words to describe Gates Chili? What do you like best about the school</i>)</li> <li>⇒ Students will also complete the survey, keeping their answers separate.</li> <li>⇒ After receiving survey data, students will analyze data, and compare it with their own thoughts. What do they want to change about other's perceptions? How can they do that...what can they present to the world outside the school walls?</li> </ul> <p>Week 3: Intention: <i>Plan out and create artwork</i></p> <ul style="list-style-type: none"> <li>⇒ Provide students examples of art as social awareness and demonstration pieces.</li> <li>⇒ Engage students in the exploration and brainstorming of various artistic formats which their creations may take.</li> <li>⇒ Provide students the time to begin creating their piece of art, along with time for peer feedback and review during the early process.</li> <li>⇒ During this week, invite Kamilah and Nicolette in to speak with the class—not just about RENT, but their path through life and facing rejection and negativity along the way. Also asking them how the arts may have changed their perspective on various topics over the years</li> </ul> <p>Week 4: Intention: <i>Refine, revise, finish artwork</i></p> <ul style="list-style-type: none"> <li>⇒ Allow for ongoing peer feedback, problem solving, questions, etc.</li> </ul> <p>Week 5 &amp; 6: Intention: <i>Share, and display creations.</i></p> <ul style="list-style-type: none"> <li>⇒ Display creations in most applicable venue (libraries, websites, town halls, etc.)</li> <li>⇒ With creations, have the survey displayed, to gather new feedback about the perception of the High School after analyzing/ watching/comprehending the artwork)</li> <li>⇒ Students will analyze new survey data, to see how perspectives have changed.</li> <li>⇒ Students will attend the touring production of RENT</li> </ul> |  |

## Project Based Learning: Interactive Rubric for No Day But Today

Name of Student \_\_\_\_\_

Date \_\_\_\_\_

### Student Rubric:

**Student will score themselves on the following criteria:**

## Generation/Conceptualization of Ideas

- 4 - Artwork/idea is unique and original, and shows deep thought/development. Chosen art style seamlessly and naturally supports perspective.
- 3 - Artwork/idea is original and shows thought. Chosen art style supports perspective.
- 2 - Artwork/idea lacks originality of ideas, exhibits minimal thought. Chosen art style is somewhat forced to express perspective.
- 1 - Artwork is a copy and/or unoriginal; lacks thought and development. Chosen art style does not align with perspective.

### Communication of Message/Perspective

- 1 - There is little to no intent/perspective exhibited in the artwork. There is little to know personal connection to the piece from the artist.
- 2 - The intent/perspective of the artwork is hard to understand. It only partially shows the artist's knowledge and experience.
- 3 - Artwork conveys the artists' intent/perspective. It conveys meaning shows the artist's knowledge and experience.
- 4 - Artwork is strong and clearly conveys the artist's intent/perspective. It conveys meaning and synthesizes the artist's knowledge and experience.

## Organization

- 4 - Piece exhibits a clear design, is laid out effectively, and uses the arts strategically/ effectively to convey meaning.
- 3 - Piece has an adequate design/layout and uses the arts to help express meaning.
- 2 - Piece has a confusing design/layout and shows minimal use of the arts to convey meaning.
- 1 - Piece has little to no design/layout and/or does not convey meaning through the use of the arts.

## Quality of Work / Effort

- 4 - Piece has the highest quality of work, corrected for mistakes, and shows high level of effort.
- 3 - Piece has high quality work. There are some errors that do not interfere with meaning.
- 2 - Piece was not carefully checked for errors and/or may not be as neat as possible.
- 1 - Piece has not been checked for errors, which may interfere with meaning. Piece is messy and/or incomplete.

What did you do well?

Would you change something if you could? Why?

### Teacher Rubric:

**Teacher will score the student on the following criteria:**

## Generation/Conceptualization of Ideas

- 4 - Artwork/idea is unique and original, and shows deep thought/development. Chosen art style seamlessly and naturally supports perspective.
- 3 - Artwork/idea is original and shows thought. Chosen art style supports perspective.
- 2 - Artwork/idea lacks originality of ideas, exhibits minimal thought. Chosen art style is somewhat forced to express perspective.
- 1 - Artwork is a copy and/or unoriginal; lacks thought and development. Chosen art style does not align with perspective.

## Communication of Message/Perspective

- 4 - Artwork is strong and clearly conveys the artist's intent/perspective. It conveys meaning and synthesizes the artist's knowledge and experience.
- 3 - Artwork conveys the artists' intent/perspective. It conveys meaning shows the artist's knowledge and experience.
- 2 - The intent/perspective of the artwork is hard to understand. It only partially shows the artist's knowledge and experience.
- 1 - There is little to no intent/perspective exhibited in the artwork. There is little to know personal connection to the piece from the artist.

## Organization

- 4 - Piece exhibits a clear design, is laid out effectively, and uses the arts strategically/ effectively to convey meaning.
- 3 - Piece has an adequate design/layout and uses the arts to help express meaning.
- 2 - Piece has a confusing design/layout and shows minimal use of the arts to convey meaning.
- 1 - Piece has little to no design/layout and/or does not convey meaning through the use of the arts.

## Quality of Work / Effort

- 4 - Piece has the highest quality of work, corrected for mistakes, and shows high level of effort.
- 3 - Piece has high quality work. There are some errors that do not interfere with meaning.
- 2 - Piece was not carefully checked for errors and/or may not be as neat as possible.
- 1 - Piece has not been checked for errors, which may interfere with meaning. Piece is messy and/or incomplete.

What did the student do well?

What would enhance your final project?



## Sample Assessments

A variety of assessment types and formats that can be used and adapted in arts integrated classrooms.

### Mind Map Organizer-(Diagnostic)

#### **Criteria:**

Students will create a brainstorm/mind map of historical, popular, current, or familial people who have paved their own way in their lives against the odds to set the stage for the inquiry. Students will identify a minimum of 5 people, and be able to briefly explain their choice through writing or orally. Students will transfer their choices to a larger class discussion board.

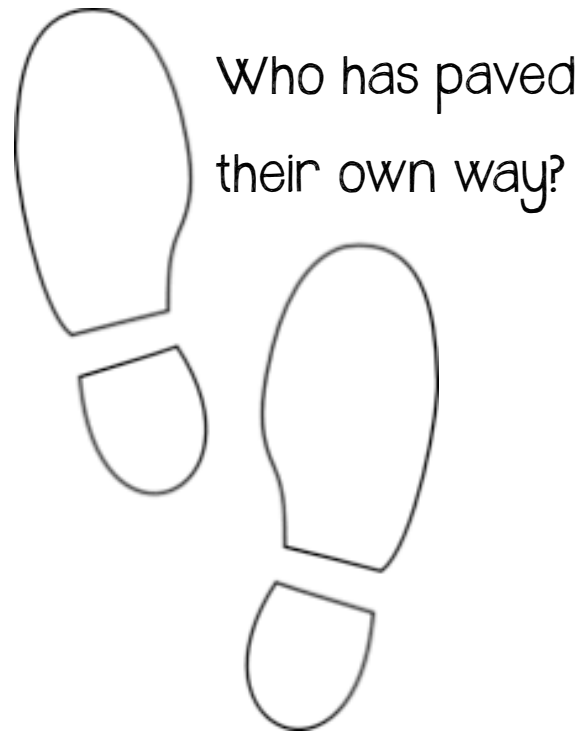
#### **Anchor Standards:**

**CCSS ELA - W.10:** Write routinely over extended and shorter time frames for a range of tasks, purposes and audiences.

**NYS Arts: Cn10:** Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

\*\* Remember when you are considering the standards:

Text is not always necessarily print. It can be art, music, dance, or other visual/auditory representations that students are working with.



## Visual Thinking (Formative)

### **Criteria**

#### **Two part assessment:**

- Students will silently consider the block dot on the paper, and jot down their thoughts about it, then share with the group.
- Secondly, students will flip over the paper, to find the dot again, only this time they will sketch a scene around it. Inevitably, these will all be quite different, but will drive home the point that we all have different visions of the same thing from the same starting place, with no right or wrong thoughts.
- Discussion should follow both portions of the assessment.

### **Anchor Standards:**

**CCSS ELA RL.2:** Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

**NYS Arts Re8:** Interpret meaning in artistic work.

\*\* Remember when you are considering the standards:

Text is not always necessarily print. It can be art, music, dance, or other visual/auditory representations that students are working with.





### Oral Presentation Checklist (Formative)

#### **Criteria:**

Teacher will complete the checklist during student's presentation, completing notes/feedback which are unbiased, objective, and focused on the learner. This sheet will be returned to the student for feedback after the presentation, and if time allows, a quick one-one session with the teacher will take place regarding their public speaking skills.

#### **Anchor Standards:**

**CCSS ELA: RI.2** Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

**CCSS ELA: SL.4** Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

**NYS Arts: Pr5:** Develop and refine artistic techniques for presentation.

**NYS Arts: Cn11:** Investigate ways that artistic work is influenced by societal, cultural and historical context and, in turn, how artistic ideas shape cultures past, present and future.

#### **\*\* Remember when you are considering the standards:**

Text is not always necessarily print. It can be art, music, dance, or other visual/auditory representations that students are working with.

# Oral Presentation Checklist

Name of Student \_\_\_\_\_

Date \_\_\_\_\_

| Criteria                                                                    | ☆ | Notes / Feedback for student |
|-----------------------------------------------------------------------------|---|------------------------------|
| The presentation clearly defined a “mistake that worked”.                   |   |                              |
| Speaker relayed the original intent of the “mistake”                        |   |                              |
| Speaker described how the mistake happened.                                 |   |                              |
| Speaker had eye contact with the audience and did not only read from notes. |   |                              |
| Speaker used a clear voice with appropriate volume.                         |   |                              |
| Speaker used an appropriate pace of delivery.                               |   |                              |

### Essential Question: Argument Rubric (Summative)

#### **Criteria:**

*At the completion of the inquiry, the student will present an argument to the Essential Question, in any form as long as criteria set by teacher is met. The teacher will then complete the following rubric for each student's argument, remembering that the answer the student gave is not part of the summative assessment. Instead, the assessment focuses on presenting an argument effectively, along with the process and overall final product.*

#### **Anchor Standards:**

**CCSS ELA: W.1** *Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*

**CCSS ELA: W.9** *Draw evidence from literary or informational texts to support analysis, reflection and research.*

**NYS Arts: Cn10:** *Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.*

**NYS Arts: Cn11:** *Investigate ways that artistic work is influenced by societal, cultural and historical context and, in turn, how artistic ideas shape cultures past, present and future.*

#### **\*\* Remember when you are considering the standards:**

*Text is not always necessarily print. It can be art, music, dance, or other visual/auditory representations that students are working with.*

# Essential Question-Argument-Rubric

Name of Student \_\_\_\_\_

Date \_\_\_\_\_

| ELA Content |                                                                                                                                                                                                                                                                           | Process                                                                                                                                                                                                                                                                                                   | Product                                                                                                                                                                                                                                                                                                              |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4           | <ul style="list-style-type: none"> <li>Student work demonstrates a clear understanding of using argument and supporting claims.</li> <li>Student work demonstrates strong ability to draw evidence from texts to support analysis, reflection and research.</li> </ul>    | <ul style="list-style-type: none"> <li>Student work demonstrates a clear understanding of the realization of multiple solutions and/or answers to a given question.</li> <li>Student work clearly demonstrates strong growth in the use of inquiry driven learning and higher thinking skills.</li> </ul> | <ul style="list-style-type: none"> <li>Student work shows a very clear, refined structure to showcase their argument.</li> <li>Student work/ideas are completely original and self-generated.</li> <li>Student work is clearly informed by personal experiences which are synthesized into final product.</li> </ul> |
| 3           | <ul style="list-style-type: none"> <li>Student work demonstrates an understanding of using argument and supporting claims.</li> <li>Student work demonstrates ability to draw evidence from texts to support analysis, reflection and research.</li> </ul>                | <ul style="list-style-type: none"> <li>Student work demonstrates an understanding of the realization of multiple solutions and/or answers to a given question.</li> <li>Student work demonstrates strong growth in the use of inquiry driven learning and higher thinking skills.</li> </ul>              | <ul style="list-style-type: none"> <li>Student work shows a structure to showcase their argument.</li> <li>Student work/ideas are mostly original and self-generated.</li> <li>Student work is informed by personal experiences which are synthesized into final product.</li> </ul>                                 |
| 2           | <ul style="list-style-type: none"> <li>Student work demonstrates a partial understanding of using argument and supporting claims.</li> <li>Student work demonstrates partial ability to draw evidence from texts to support analysis, reflection and research.</li> </ul> | <ul style="list-style-type: none"> <li>Student work demonstrates a partial understanding of the realization of multiple solutions and/or answers to a given question.</li> <li>Student work demonstrates some growth in the use of inquiry driven learning and higher thinking skills,</li> </ul>         | <ul style="list-style-type: none"> <li>Student work shows a loose structure to showcase their argument.</li> <li>Student work/ideas are partially original and self-generated.</li> <li>Student work is partially by personal experiences which are synthesized into final product.</li> </ul>                       |
| 1           | <ul style="list-style-type: none"> <li>Student work demonstrates little to no understanding of using argument and supporting claims.</li> <li>Student work demonstrates weak ability to draw evidence from texts to support analysis, reflection and research.</li> </ul> | <ul style="list-style-type: none"> <li>Student work demonstrates weak understanding of the realization of multiple solutions and/or answers to a given question.</li> <li>Student work demonstrates little growth in the use of inquiry driven learning and higher thinking skills,</li> </ul>            | <ul style="list-style-type: none"> <li>Student work shows little to no structure to showcase their argument.</li> <li>Student work/ideas are not original or self-generated.</li> <li>Student work is not informed by personal experiences which are synthesized into final product.</li> </ul>                      |

### Project Plan - (Formative)

#### **Criteria:**

Crucial to the success of this lesson is that students take the time to map out and plan the design work they are about to embark on. This planning sheet serves as both a student tool to be used for their guidance and to keep them on track, and as a formative assessment teaching piece. In looking at the completed plans, consider similarities and differences between students who may be struggling or successful later in the task. There is also a reflection space for students, which can be used along the way of the project, or as a summative piece.

#### **Anchor Standards:**

- CCSS ELA: W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS ELA: W.9** Draw evidence from literary or informational texts to support analysis, reflection and research.
- NYS Arts: Cr1:** Generate and conceptualize artistic ideas and work.
- NYS Arts: Cr2:** Organize and develop artistic ideas and work.
- NYS Arts: Re7:** Perceive and analyze artistic work.

#### **\*\* Remember when you are considering the standards:**

Text is not always necessarily print. It can be art, music, dance, or other visual/auditory representations that students are working with.

# Project Plan

Name \_\_\_\_\_

Project: \_\_\_\_\_

| Task | Steps to take                                                             | Projected completion date:                                                                  | Reflection |
|------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------|
|      | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |            |
|      | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |            |
|      | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |            |
|      | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |            |
|      | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul> |            |

### Wants vs. Needs Placemat (Diagnostic)

#### **Criteria:**

To set the stage for the ensuing inquiry, this placemat activity will ensure that students have an understanding of needs vs. wants.

- Place students in groups of 4, with each student getting their own outer square in the placemat.
- Independently, have each student write their answers to the question, using pen (so that it is not erasable)
- Students compare their answers, and with guidance of the teacher, assess if the items they wrote are needs or wants.
- With two different colored highlighters, students will highlight their words with one color for needs, and one color for wants.

#### **Anchor Standards:**

**CCSS ELA: SL.3** Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

**NYS Arts: Cr1:** Generate and conceptualize artistic ideas and work.

**NYS Arts: Cn10:** Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

\*\* Remember when you are considering the standards:

Text is not always necessarily print. It can be art, music, dance, or other visual/auditory representations that students are working with.

## Wants vs. Needs Placemat

Names of Students in Group \_\_\_\_\_

Date \_\_\_\_\_

|  |  |  |  |
|--|--|--|--|
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|  |  |  |  |

**What do  
I need?**



### Role Play Continuum (Formative)

#### **Criteria:**

*This assessment is designed as a summative self-reflection for the student, at the end of the role-play experience with a group. If time allows, following up the reflection in a conference, or having the teacher complete and compare the same rubric would be extremely beneficial for the student as they move forward in their learning.*

#### **Anchor Standards:**

**CCSS ELA: RL.6** Assess how point of view or purpose shapes the content and style of a text.

**NYS Arts: Re9:** Apply criteria to evaluate artistic work.

\*\* Remember when you are considering the standards:

*Text is not always necessarily print. It can be art, music, dance, or other visual/auditory representations that students are working with.*

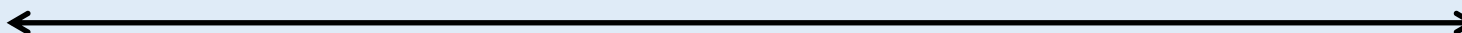
# Role Play Continuum

Your name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Place an X on the line where you think it matches up with the level of work in this lesson. In the space below the line, write a few thoughts about why and how you made your choice, along with how you might adapt your performance/work the next time you participate in a group experience.

## Planning:



*I did not think about the scene before we performed.*

*I thought the scene through and considered appropriate choices.*

Reflection:

## Collaboration:

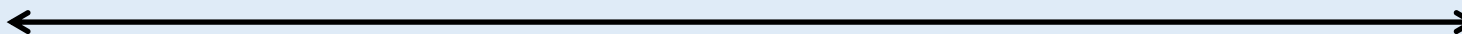


*I did not work with my group cooperatively.*

*I actively listened and was a strong team member in my group.*

Reflection:

## Performance:



*I did not take this activity seriously.*

*I was very focused and professional when we performed.*

Reflection:



## Professional Development

The following pages are the outline and accompanying slides for a full day professional development session designed to begin educating teachers around arts integration.

It is embedded with video and interactive sections which advance the work while providing teachers with new instructional strategies.



# Foundations of Arts Integration Professional Development Day

Superintendent's Conference Day, October 6, 2017

8:00 am – 3:00 pm

Facilitated by Holly Valentine, Arts Integration TOSA

## Intended Outcomes:

by the end of the day, participants will know and/or be able to:

- understand the definition of AI
- understand the AI continuum and the role of participating teachers
- discover opportunities for AI that exist among current curriculum
- explain what an AI lesson looks like
- engage in the collaborative process of building an AI lesson
- explore/brainstorm/gain experience with writing an AI lesson
- create a takeaway plan for next steps and a goal towards AI

*While we have done a year of work around arts integration, much of the staff view the arts as an event, so this PD day will approach things from a fresh viewpoint, to get everyone on the same page. We will start with a focus on self and in the afternoon, begin to move into more of a task focus.*

*\*\* Participants will have been asked to bring a set of their standards with them.*

*\*\* As participants are arriving, they pick up a binder and presentation notes sheet from sign-in table. These will be used throughout the day to begin creating their own A.I. Resource*

- *Tabs will be pre-labeled: Strategies, Lesson Planning Guides, Info and Research*
- *Each group table has supplies box with: highlighters, markers, post-its*

| Time              | Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Slide | How                          | Materials                                                                                            |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------|------------------------------------------------------------------------------------------------------|
| As group arriving | As participants enter, there will be 4 large pieces of chart paper hanging on one side of the room and each has one of four headings: Art, Music, Theatre, Dan. Each chart is designed as a T-Chart with one side labeled "participate in", one side labeled "watch/listen". Students will be asked to go add a check mark to one or both sides of any or all charts they feel apply to them.<br>(i.e: I enjoy participating and watching Theatre, so I would put a check mark in both of those columns, while I would put a check mark only in the "watch" category of the Dance chart) | # 1   | Directions on Opening Slide  | <ul style="list-style-type: none"> <li>• 4 Pieces Chart Paper</li> <li>• Markers on table</li> </ul> |
| 8:00 (5)          | <b>Welcome / Housekeeping</b> <ul style="list-style-type: none"> <li>• Go over Agenda – break times, lunch, big topics</li> <li>• Bathroom locations</li> <li>• Discussion about the binders they picked up upon entering. They are already tabbed with sections and intended to become a working resource as participants gain more knowledge and information around arts integration. The resources are endless, and they will be encouraged to not only put today's materials in it, but to add to it in subsequent sessions and as they find their own resources.</li> </ul>         |       | Facilitator led discussion – | <ul style="list-style-type: none"> <li>• Agenda</li> </ul>                                           |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                                         |                                                                       |
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| 8:05<br>(15) | <b>AI Strategy #1 – Headlines</b> <ul style="list-style-type: none"> <li>• Use Gloria Estefan photograph</li> <li>• 2-3 minutes to create headline – share with table group and decide one to share with whole group</li> <li>• Begin to write story that goes with it</li> <li>• Ask to share 2 stories</li> <li>• Give participants true backstory<br/>(Picture taken at 1991 AMA Awards, her first performance after a major accident in which she was almost killed and was told she might never walk again)</li> <li>• Discuss classroom use possibilities and variations<br/>(tool for struggling writers, summarizing, beginning or closing a lesson, drawing conclusions; could have groups combine headlines to form a new one)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | #2 - 3 | - Facilitator led<br>- Independent work<br>- Group work |                                                                       |
| 8:20<br>(10) | <b>Find a Date</b> <ul style="list-style-type: none"> <li>• There will be times today when we need to share ideas or discuss learning. This is always best with someone who sparks an interest!</li> <li>• Take 5 minutes and “Speed Date” around the room. Try to talk a bit to people you may not know well, and discover things that interest you.</li> <li>• When the music goes off, you will have two minutes to pair up with a morning date and an afternoon date.</li> <li>• You will then introduce your morning date to the group, and explain what drew you towards them!</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | #4     | Group movement                                          | <ul style="list-style-type: none"> <li>• Music on computer</li> </ul> |
| 8:30<br>(15) | <b>What is Arts Integration?</b> <ul style="list-style-type: none"> <li>• Ground everyone in on the working definition               <ul style="list-style-type: none"> <li>○ Equitable does not mean equal</li> <li>○ This is NOT a curriculum</li> <li>○ Mindset Shift</li> <li>○ Teachers become more connected and support each other through collaboration</li> <li>○ You don’t have to be an expert in all the areas! Rely on each other.</li> <li>○ Start in your comfort zone! Consider the 4 charts we marked this morning! You all have a place to enter from. Think about what you enjoy as a person outside of school. Take the pressure off of yourself.</li> </ul> </li> <li>• A brief overview of the research and typical results               <ul style="list-style-type: none"> <li>○ Enhances, supports and deepens the highest levels of Bloom’s Taxonomy (application, presentation and creating)</li> <li>○ Give out brochure. Distribute as two single sheets rather than folded brochure. Ask them to focus on the research. Articles there are current and brief and very valuable, engaging reading. We are not taking the time here today to read any of them because our time is so limited and we want to engage with each other and ensure we are all on the same page!</li> <li>○ Typical results are from schools with FULL integration</li> <li>○ It’s time to start tracking our own results through our targeted challenging standards</li> </ul> </li> </ul> | #5 - 7 | Facilitator led discussion                              | <ul style="list-style-type: none"> <li>• AI Brochure</li> </ul>       |

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |         |                                                                                                                       |                                                                                                                                  |
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| 8:45<br>(10) | <b>Take A Look #1</b> <ul style="list-style-type: none"> <li>• Video overview of Bates Middle School, Maryland</li> <li>• Speak to art integration as the key and credit for turning their school around</li> <li>• Follow up with quick debrief – what stood out to you/what were the takeaways?</li> </ul> <p>Creativity Quote – George Couros</p> <ul style="list-style-type: none"> <li>• Tie this quote in to the work the district has been doing around “The Innovator’s Mindset”</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | #8 – 9  | Video, discussion                                                                                                     |                                                                                                                                  |
| 8:55<br>(45) | <b>What’s Our Why?</b> <ul style="list-style-type: none"> <li>• Ask, don’t assume, and invite people on the journey</li> <li>• Give participants the teacher interest survey – after taking, ask them to talk in their groups about findings. Come back as a whole, notice the range of differences with a show of hands. Kids learn the same way...all different! As adults we would be given choice for our learning....why not kids too?</li> <li>• Show slide #10 <ul style="list-style-type: none"> <li>○ Not easy questions! They are designed to make you think.</li> <li>○ In your table groups...take a few minutes to discuss them. Not looking for full out answers, but considerations. Don’t go for the obvious answers....be specific</li> <li>○ De-brief as a group</li> <li>○ AI is not a fix-all to these questions, but it does cause a change. We need to know our baseline to transform what we don’t like and support what we do!</li> </ul> </li> <li>• AI Continuum <ul style="list-style-type: none"> <li>○ Slowly and carefully go through each phase.</li> <li>○ Emphasize there is no right or wrong place to be – they are levels of AI</li> <li>○ 1: using the arts to support/isolated lessons</li> <li>○ 2: some discussion may happen for lesson</li> <li>○ 3: portion of lesson taught in each class; starting a shift towards AI, but still not connected to standards; using an E.Q. to dive into a concept in both areas</li> <li>○ 4: scheduling makes this one tough; a bridge but both teachers tend to stay in their bubble of expertise</li> <li>○ 5: standards aligned; co-planned; equitably assessed</li> </ul> </li> <li>• Get with your date. Discuss where you think you fall on the continuum, and where your team tends to fall. What evidence do you have?</li> <li>• Not convinced yet? <ul style="list-style-type: none"> <li>○ Go through major misconceptions, and what the “answers” are</li> </ul> </li> <li>• Before you take a break, take a dot sticker from the center and place it on the large chart continuum. Totally anonymous.</li> </ul> | # 10-12 | <ul style="list-style-type: none"> <li>- Facilitator led</li> <li>- Independent work</li> <li>- Group work</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Interest Survey</li> <li>• Chart paper with continuum already on it.</li> </ul> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |                                                         |                                                                                                  |
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| 9:40<br>(15)  | <b>15 Minute Break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | #13     |                                                         |                                                                                                  |
| 9:55<br>(20)  | <b>Artful Connections</b> <ul style="list-style-type: none"> <li>There are commonalities and differences between the arts areas, and they each have different emphases</li> <li>Making connections is the key, and often overlooked</li> <li>Helps students make connections across subjects and to see how meaning of words can vary depending where you are</li> <li>PROCESS FIRST! When you focus on the process, the product will take care of itself! <ul style="list-style-type: none"> <li>If we are constantly teaching to a test or outcome(product), there will always be a gap; once something is presented that is a deviation in any way, they will get flustered and have no idea what to do (process)</li> </ul> </li> <li>Give participants 3 minutes to independently find vocabulary words key to their area...the standards they brought with them</li> <li>Participants pair up/make small groups so that there are content and arts teachers together. Go through their independent lists, find the commonalities</li> <li>Share thoughts (common vocabulary can be a great jumping off place to tying two areas together and linking an arts strategy to a content lesson)</li> <li>Hand out common vocabulary sheet</li> </ul> | #14     | - Facilitator led<br>- Independent work<br>- Group work | <ul style="list-style-type: none"> <li>Common Vocabulary sheets for Math and Literacy</li> </ul> |
| 10:15<br>(10) | <ul style="list-style-type: none"> <li>Couros quote: experiencing something different <ul style="list-style-type: none"> <li>We are helping to design a culture – it's not a project</li> </ul> </li> </ul> <b>Take A Look #2</b> <ul style="list-style-type: none"> <li>Video from Central York High School, PA</li> <li>AP Gov't and Art teacher share their strategies for creating successful integrated projects</li> <li>This video found on Edutopia.org and on that site includes the resources and student sheets from the video</li> <li>Follow up with quick debrief – what stood out to you/what were the takeaways?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | #15, 16 | Video                                                   |                                                                                                  |
| 10:25<br>(10) | <b>So what does it look like on paper?</b> <ul style="list-style-type: none"> <li>Pass out and go through exemplar lesson plan</li> <li>Standards are side by side = Equal weight!</li> <li>Highlight common vocabulary</li> <li>E.Q. should align with both content and arts areas</li> <li>21<sup>st</sup> century skills – will inevitably use 2 or more</li> <li>After you identify standards, go right to the assessments so that your lesson doesn't veer off track and lose focus. This keeps lesson together.</li> <li>Look at rubric – identify assessment of both areas and all identified standards.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | #17, 18 | Facilitator led discussion                              | <ul style="list-style-type: none"> <li>Exemplar lesson plan</li> </ul>                           |
| 10:35<br>(20) | <b>AI Strategy #2: iNotice 3</b> <ul style="list-style-type: none"> <li>Examine the art piece</li> <li>Identify 3 details – be specific!</li> <li>Note/Write down 3 observations about each detail</li> <li>Call on someone to share on detail and ONE observation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | #19,20  | - Facilitator led<br>- Independent work<br>- Group work |                                                                                                  |

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|               | <ul style="list-style-type: none"> <li>• They call on someone else to make notice of that same detail – whether or not they chose it themselves.</li> <li>• Continue a 3<sup>rd</sup> time and repeat with another detail</li> <li>• How could you use this/adapt this in your classroom?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |         |                                                                                                                       |                                                                |
| 10:55<br>(15) | <b>Climbing the Ladder of Integration</b> <ul style="list-style-type: none"> <li>• AI will not happen overnight. It's sequential</li> <li>• No matter where you are, it is a process</li> <li>• All that matters is you have started the climb!</li> <li>• Stage 1: Showcase the program, see that it's possible! We've looked at other schools, where is it happening for us?</li> <li>• Stage 2: strategies will evolve into lessons...start here...gets you started!</li> <li>• Stage 3: where the rubber meets the road! This is challenging and will take significant time. It is the biggest step and a critical push <ul style="list-style-type: none"> <li>◦ Start with those verbs, and identify just 2-3 standards to start. Make it doable!</li> </ul> </li> <li>• Stage 4: Quality vs quantity! Start small with just 2-3 AI lessons per year. The lesson occurs AFTER needed skills have been taught.</li> <li>• Stage 5: You have to see the progress so you don't get lost in the work! Have to note where you started, where you ended up, and where you are going.</li> </ul> | #21     | Facilitator led discussion                                                                                            |                                                                |
| 11:10<br>(15) | <b>Check in</b> <ul style="list-style-type: none"> <li>• Get with your date...how are you feeling right now?</li> <li>• Write down single feeling words on a note card and give to facilitator. As many words as you need to</li> <li>• Lunch time assignment: Think of a show and tell from your classroom of something positive you have done</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | N/A     |                                                                                                                       | <ul style="list-style-type: none"> <li>• Note cards</li> </ul> |
| 11:25<br>(60) | <b>Lunch Break</b><br><i>** During lunch, facilitator takes all words and enters them into Answer Garden or Wordle to create word splash to start with after lunch. If able to print, have a copy for each participant at their seat when they return. Before starting up the afternoon...let them see they aren't alone in feeling a variety of emotions!</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | #22     |                                                                                                                       |                                                                |
| 12:25<br>(5)  | <ul style="list-style-type: none"> <li>• Get with your afternoon date. Share your show and tell</li> <li>• When back in whole group – ask for two people to share their date's story.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | #23     | Partners                                                                                                              |                                                                |
| 12:30<br>(20) | <b>AI Strategy #3: The Actor's Toolbox</b> <ul style="list-style-type: none"> <li>• Explain that actors have 5 main tools they use when they are creating a scene</li> <li>• Stand in a circle and repeat after me: <ul style="list-style-type: none"> <li>◦ I take my box, I open it up wide, I look around, and see inside....my voice, my body, my imagination, my concentration, my cooperation</li> <li>◦ Take group through a few tools, (be sure to include different levels of tools – low medium high) but be sure to stop and work on concentration</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | #24, 25 | <ul style="list-style-type: none"> <li>- Facilitator led</li> <li>- Independent work</li> <li>- Group work</li> </ul> |                                                                |



|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |                                  |                                                                                                                                                                                               |
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|               | <ul style="list-style-type: none"> <li>○ We don't teach this to kids and it probably is the one we ask them to use the most! We ask them to focus all day long <ul style="list-style-type: none"> <li>▪ Stand in a concentration circle and focus on one point.... try to get them to break</li> </ul> </li> <li>• How could you use this/adapt this in your classroom?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |                                  |                                                                                                                                                                                               |
| 12:50<br>(25) | <b>How Do I Begin?</b> <ul style="list-style-type: none"> <li>• The key to the whole process is collaboration, but at the right times! Do some of the legwork yourself so that collaboration times can be as strategic and useful as possible.</li> <li>• Brainstorm and select topics from your area which align themselves to collaboration, or perhaps choosing a topic that is often a struggle for you to teach (or kids to learn) and really start to think outside the box.</li> <li>• Use the Opportunity Finder in tandem with the topics list <ul style="list-style-type: none"> <li>○ Do this independently and then compare with an arts teacher or vice versa</li> </ul> </li> <li>• PRE-PLANNING: Start independently to maximize together time – you don't want to waste 30-40 minutes! Go through pre-planning sheet and discuss</li> <li>• COLLABORATIVE PLANNING: Takes 30-40 minutes tops if pre-planning has been done. This is critical! Without a framework, you will be all over the place. Once this work is done, creating the lesson is quick!</li> <li>• Review AI Lesson Plan – This time in template form</li> </ul> | #26-30 | Facilitator Led Discussion       | <ul style="list-style-type: none"> <li>• Topic list</li> <li>• Integrated Opportunity Finder</li> <li>• Collaborative Planning Sheets (both)</li> <li>• Blank lesson plan template</li> </ul> |
| 1:15<br>(15)  | <b>15 Minute Break</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | #31    |                                  |                                                                                                                                                                                               |
| 1:30<br>(40)  | <b>Your turn!</b> <ul style="list-style-type: none"> <li>• Participants will get in pairs or small groups and begin going through the process of mapping out an AI lesson, beginning with pre-planning and working way through template.</li> <li>• In no way will anyone finish the process, but they can begin to experiment and work with the tools</li> <li>• Facilitator will circulate and help, discuss as needed with pairs or groups</li> <li>• Allow 5-10 minutes at end of this block to come back and share AI lesson ideas and talk about things they grappled with</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | #32    | Independent and small group work |                                                                                                                                                                                               |
| 2:10<br>(5)   | <b>Assessing your own work</b> <ul style="list-style-type: none"> <li>• Checklist: Do this after planning out the lesson to be sure you haven't missed anything</li> <li>• Adjustment Guide: Important for you to do self reflection, and start with the positives!</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | #33    | Facilitator led discussion       |                                                                                                                                                                                               |
| 2:15<br>(6)   | <b>Take A Look #3</b> <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Grade – Washington DC Charter School</li> <li>• Overview of AI using Science and Art</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        | Video                            |                                                                                                                                                                                               |

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| 2:21<br>(15) | <b>AI Strategy #4: Sequencing</b> <ul style="list-style-type: none"> <li>• Get with your afternoon date and choose three words to describe how you are currently feeling</li> <li>• Create a single movement for each word, and decide how your voice will announce each word.</li> <li>• Put the 3 words together in a sequence</li> <li>• Share out sequences!</li> <li>• How could you use this/adapt this in your classroom?</li> <li>• Give out Strategy Guide. Explain colored sections and logos on top of pages as they file new sheets in future.</li> </ul>                                                              | #35-36  | Group work                 | <ul style="list-style-type: none"> <li>• Strategy Guide</li> </ul>       |
| 2:35<br>(5)  | <b>Teamwork and Collaboration</b> <ul style="list-style-type: none"> <li>• Don't try to do it alone!</li> <li>• Lead India Video....The Tree</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | #37     | Video                      |                                                                          |
| 2:40<br>(10) | <b>Snowball Fight</b> <ul style="list-style-type: none"> <li>• Each person sets up a white piece of paper as shown in the slide</li> <li>• N= what you feel you need</li> <li>• W= what worries you have</li> <li>• S=Current Stance on AI</li> <li>• E=What has you excited?</li> <li>• Jot down words/ thoughts quickly</li> <li>• Crumple up paper....throw around the room...20 second snowball fight</li> <li>• Grab a snowball, open it up, add to each quadrant or comment on something</li> <li>• Repeat</li> <li>• Facilitator collects – will correlate responses and distribute via email follow up/check in</li> </ul> | #38     | Group game                 | <ul style="list-style-type: none"> <li>• Plain white paper</li> </ul>    |
| 2:50<br>(5)  | <b>Triangle Goals</b> <ul style="list-style-type: none"> <li>• Distribute triangle goal paper</li> <li>• Give 5 minutes only to record: <ul style="list-style-type: none"> <li>○ 4 things you will do this school year</li> <li>○ 3 big ideas from today</li> <li>○ 2 a-ha moments</li> <li>○ 1 goal</li> </ul> </li> <li>• Share 3 sets of responses. Participants take these with them</li> </ul>                                                                                                                                                                                                                                | #39     | Independent                | <ul style="list-style-type: none"> <li>• Triangle goals paper</li> </ul> |
| 2:55<br>(5)  | <b>Closure</b> <ul style="list-style-type: none"> <li>• The magic happens outside of your comfort zone</li> <li>• You got this!</li> <li>• Use me, use each other</li> <li>• Watch for further PD opportunities and collegial circles.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  | #40-#41 | Facilitator led discussion |                                                                          |



# Welcome!

Before we officially get started with our day, please take a moment to stop at the 4 charts on the side of the room. Please use a marker from your table and put a check mark in each column that applies to you. You may mark as many or as few are as applicable to YOU!

| ART                      |                        |
|--------------------------|------------------------|
| I enjoy doing/making art | I enjoy looking at art |
| ✓                        | ✓                      |



# Visual Strategy: Headlines



- Examine the picture for 1–2 minutes
- Create a 6 word headline for the picture. Be ready to share.



# *Visual Arts Strategy:* **Headlines**

## **TABLE TALK**

How could you adapt this and use it in your own classroom?



# Need a Date?



# Arts Integration?

Arts Integration is an approach to teaching and learning through which content standards are taught and assessed equitably in and through the arts.

# What the research says about Arts Integration



Research consistently supports that integrating the arts is a high-leverage strategy in improving student understanding, application, and presentation of knowledge, as well as increasing attendance and removing behavior barriers.



Access to the arts and using them in the academic curriculum positively affects the cognitive abilities that are assessed with standardized test scores (Appel, 2006)



Using the arts within the classroom to teach academic subjects have led to significant increases in achievement for diverse populations. (Rabkin, 2006)



The arts affords students the opportunity to learn a concept that is personalized to their own learning. (Goldburg, et.al, 1998)





# What about the data?

Typical results from schools with full arts integration



## Standard Achievement Results

10–15% higher for all students  
15–20% higher for minority groups  
20% + higher for special education populations



## Attendance

5–10% increased attendance rates



## Student Behavior

20% + reduction in classroom disruptions and behavior incidents (including detentions, suspensions)



## Take a Look #1



Integrate the Arts, Deepen the Learning  
Bates Middle School, Maryland





Creativity is where we start to think differently, and innovation is where creativity comes to life."

—George Couros,  
The Innovator's Mindset

# What's our Why?

- ★ What thoughts & initiatives are core to our district?
- ★ What do we already do well?
- ★ Who are we currently serving well?
- ★ Who are we currently not serving?
- ★ What are our core beliefs about our students and schools?
- ★ How are the arts viewed and represented currently in our community?
- ★ When we think about an ideal learning environment, what do we want to see, hear, and feel?



# Arts Integration.....It's not just about the show!

**MINDSET SHIFT:** It's not a curriculum....it's aligning two sets of standards

## The Arts Integration Continuum

1

### Enhancement

Using the arts to support a lesson, or content to support the arts. Little to no discussion between teachers.

2

### Theme-Based

Lessons are based on a common theme in two or more different areas. The themes connect the subjects.

3

### Inquiry-Driven

Lessons in both areas center around an Essential Question. Some lesson collaboration. The "tipping point" in a shift towards integration.

4

### Co-Taught

Lessons are co-taught by two different teachers. A bridge, but teachers tend to stay in "their bubble". Not directly integrated.

5

### Integration

Lessons are co-planned and grounded in equitably teaching and assessing standards in both areas. Planning occurs together.

# Not convinced yet?



"I don't have time / It's another thing on my plate!"



There are all sorts of ready made lesson plans, and it weaves right into what you are doing.



"I am not an artist."



Think about what you enjoy and are comfortable with. Start there!



"We will lose our jobs"



On the contrary! Arts teachers will be needed more than ever as it isn't possible until students learn the arts skills.



"Students will not be using high level skills"



By actively working with classroom teachers, you can correct poor implementation and ensure proper methods.



"It's not in the budget"



Grant opportunities and sponsorships are in the plan!



# Take a break!

See you in 15 minutes!

# Artful Connections



All arts areas include four basic components:  
Skills, Application, Historical Context, and Critique



All arts focus on the process first followed by the product



All arts areas have sets of standards



While the arts have common threads in and through their standards, each art form has some distinctive areas of emphasis and sequencing





We rarely create  
something different until  
we experience something  
different.

-George Couros,  
The Innovator's Mindset



## Take a Look #2



Schools That Work: Mixing Art and Politics  
Integrated Social Studies in High School – Central York, Pennsylvania



# What does it look like?

## Integrated Arts Lesson STEREOTYPING AND LABELING

**GRADE** 4-8

**DURATION** (3-4) 45 minute sessions

| INTEGRATED SUBJECTS                     |                                                | 21 <sup>ST</sup> CENTURY SKILLS                       | ARTS CONCEPTS                                       |
|-----------------------------------------|------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------|
| <input checked="" type="checkbox"/> ELA | <input checked="" type="checkbox"/> Visual Art | <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Create          |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Music                 | <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Respond                    |
| <input type="checkbox"/> Science        | <input type="checkbox"/> Theatre               | <input checked="" type="checkbox"/> Collaborating     | <input checked="" type="checkbox"/> Perform/Present |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Dance                 | <input checked="" type="checkbox"/> Communicating     | <input checked="" type="checkbox"/> Connect         |
| <input type="checkbox"/> Health         | <input type="checkbox"/> Media                 | <input type="checkbox"/> Media Literacy               |                                                     |
|                                         |                                                | <input type="checkbox"/> Informational Literacy       |                                                     |
|                                         |                                                | <input checked="" type="checkbox"/> Tech Literacy     |                                                     |
|                                         |                                                | <input type="checkbox"/> Flexibility                  |                                                     |
|                                         |                                                | <input type="checkbox"/> Initiative                   |                                                     |
|                                         |                                                | <input checked="" type="checkbox"/> Social Skills     |                                                     |
|                                         |                                                | <input type="checkbox"/> Productivity                 |                                                     |
|                                         |                                                | <input type="checkbox"/> Leadership                   |                                                     |

### STANDARDS AND ALIGNMENT

#### Content Area Standards:

CCSS.ELA.RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA.RI.3: Analyze in detail how a key individual, event or idea is introduced, illustrated and elaborated in a text.

CCSS.ELA.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA.RL6: Explain how the author develops the point of view of the narrator or speaker in a text.

#### Fine Arts Standards:

VA.Cr2.3.8: Select, organize, and design images and words to make visually clear and compelling presentations.

PROCESS: Creating

ANCHOR STANDARD: Organize and develop artistic ideas and work

VA.Pr5.1.8: Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

PROCESS: Presenting

ANCHOR STANDARD: Develop and refine artistic techniques and work for presentation.

### ESSENTIAL QUESTIONS

How do labels and stereotyping in society influence how we look at other people?

How does perspective shape or alter truth?

### KEY VOCABULARY

bias, convey, interpret, perceive, format, tone, mood, structure, characterization, stereotype, label, style, stanza, voice, perspective

### MATERIALS

- Article: *The Effects of Stereotyping Teenagers*, by Kristine Tucker
- Article: *No Evil Project - Making an Impact One Project at a Time*, The Pulse Magazine, May 27, 2015
- Website: [www.noevilproject.com](http://www.noevilproject.com)
- Song Lyrics: *The Wizard and I* from *Wicked the Musical*
- Audio track of *The Wizard and I* from *Wicked the Musical*

### INSTRUCTIONAL DELIVERY

#### ENGAGEMENT

- Provide students with a visual presentation of job titles, and descriptions. It will be most effective to perhaps create a simple powerpoint slide show with just a white background, and large text of words that comes up.  
i.e.: Truck Driver, Doctor, Teacher, Nurse, President, artist, athlete, successful  
*An extensive list of labels can be found at <https://www.noevilproject.com/labels>*
- Allow each word to show and freeze, during which students will independently jot down their thoughts and visualizations about each word.  
i.e: Nurse = woman, white uniform, older
- After a few words, compare their thoughts. Why did so many people tend to have the same thoughts?
- Define and ensure understanding of the words *stereotype* and *label*.  
*stereotype* = a simple, standardized conception of a person or thing held in common by a group  
*label* = a short word or phrase which describes a person, event, group, etc.

#### FOCAL LESSON

- Provide students with a copy of the article, "The Effects of Stereotyping Teenagers" by Kathleen Tucker (<http://oureverydaylife.com/effects-stereotyping-teenagers-17768.html>) and ask students to read it. Depending on the students, this could be done independently, or as a jigsaw activity, with each group focusing on a different paragraph/effect.
- Identify/label places in the classroom for each effect, and have students move to the effect they feel is the strongest. Ask students to make cases for their choice, and at the end, allow students to move their location if desired.  
NOTE: This could allow for a math tie-in as well, by creating a chart or graph with data collected based on student responses.
- In focusing on growth mindset, ask students to work in their chosen effect groups, to consider a way to turn this often seen negative effect into something positive. Students need to consider how labels can acknowledge fact or truth without criticizing in order to maintain positivity

### INSTRUCTIONAL DELIVERY

#### INTEGRATED ASSESSMENT

- Students will be participating in the No Evil Project and be part of creating a classroom or larger school hallway display. To differentiate, this can be done individually, or with groups of three. The description of this assessment will be written as done independently, knowing adjustments could be made for small groups.  
\*\* It may be more appropriate to call the display the No Label Project
- Students will take three pictures of themselves, in each of the poses, Hear No Evil, See No Evil and Speak No Evil.
- Students will create artistic representations of the three words they chose earlier for themselves, as to how they would like to be labelled. It is up to the student how these representations are created (artistic form, style, color choices, etc) However, the representations should be two-dimensional as they will be part of the display.
- Students will find a way to combine their photographs with their word representations, choosing which words go with which pose, and how they two artistic pieces are combined.
- Students will also write a short narrative describing their representation and their choices, to be displayed as well.

#### EXTENSION / DIFFERENTIATION OPPORTUNITIES:

- Ask students to complete a similar representation, focusing on the character of Elphaba or another chosen character/historical figure.
- Student could create a character profile of themselves, starting with a silhouette. On the outside, they write how they believe others see them. On the inside, will write their internal qualities, the items not always seen by others
- Students can analyze the hallway display created in the assessment, considering what the most

### REFLECTION OPPORTUNITIES

#### STUDENT REFLECTION PROMPTS:

- How did you decide which images to match with your chosen words?
- How did you decide to create artistic representation of your chosen labels?
- How did the creation of your piece, and the group display reflect the message being delivered?
- How do words represent a person?

#### TEACHER REFLECTION PROMPTS:

- Was there a seamless connection between the art and literacy in this lesson?
- What pieces of this lesson were a challenge? What was the most engaging for myself and for students?





# What does it look like?

|   | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Process                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Product                                                                                                                                                                                                                                                                                             |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <ul style="list-style-type: none"> <li>Student work demonstrates a clear understanding of using textual evidence to support analysis of text.</li> <li>Student work demonstrates a clear understanding of how word choice can impact meaning and tone.</li> <li>Student work demonstrates a clear understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work demonstrates clear understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul>  | <ul style="list-style-type: none"> <li>Student work/performance clearly demonstrates significant growth in use of inquiry and higher order thinking skills</li> <li>Student work/performance demonstrates significant risk-taking</li> <li>Student is highly reflective of his/her growth through the arts integration process</li> <li>Student clearly strives to build community through collaborative work</li> </ul>                                             | <ul style="list-style-type: none"> <li>The outcome of student work clearly reflects congruence between the arts and content goals for the project</li> <li>The student self assessment clearly demonstrates increased awareness of relevance and purpose of the arts integration process</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>Student work mostly demonstrates understanding of using textual evidence to support analysis of text.</li> <li>Student work mostly demonstrates understanding of how word choice can impact meaning and tone.</li> <li>Student work mostly demonstrates understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work mostly demonstrates understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul>    | <ul style="list-style-type: none"> <li>Student work/performance mostly demonstrates growth in use of inquiry and higher order thinking skills</li> <li>Student work/performance demonstrates some risk-taking</li> <li>Student is mostly reflective of his/her growth through the arts integration process</li> <li>Student participates in community building through participating in collaborative work</li> </ul>                                                | <ul style="list-style-type: none"> <li>The outcome of student work mostly reflects congruence between the arts and content goals for the project</li> <li>The student self assessment mostly demonstrates increased awareness of relevance and purpose of the arts integration process</li> </ul>   |
| 2 | <ul style="list-style-type: none"> <li>Student work demonstrates minimal understanding of using textual evidence to support analysis of text.</li> <li>Student work mostly demonstrates understanding of how word choice can impact meaning and tone.</li> <li>Student work demonstrates minimal understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work demonstrates minimal understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul> | <ul style="list-style-type: none"> <li>Student work/performance demonstrates a minimal amount of growth in use of inquiry and higher order thinking skills</li> <li>Student work/performance demonstrates a minimal amount of risk-taking</li> <li>Student is somewhat reflective of his/her growth through the arts integration process</li> <li>Student participates somewhat in community building through minimal participation in collaborative work</li> </ul> | <ul style="list-style-type: none"> <li>The outcome of the student work reflects minimal congruence between the arts and content goals for the project</li> <li>The student self assessment demonstrates minimal awareness of relevance and purpose of the arts integration process</li> </ul>       |
| 1 | <ul style="list-style-type: none"> <li>Student work does not demonstrate understanding of using textual evidence to support analysis of text.</li> <li>Student work mostly demonstrates understanding of how word choice can impact meaning and tone.</li> <li>Student work does not demonstrate understanding of how an author develops point of view through a narrator or speaker in text.</li> <li>Student work does not demonstrate understanding of the connection between literacy and visual art to make visually clear and compelling presentations.</li> </ul> | <ul style="list-style-type: none"> <li>Student work/performance does not demonstrate use of inquiry and/or higher order thinking skills</li> <li>Student work/performance does not demonstrate risk-taking</li> <li>Student is not reflective of his/her growth through the arts integration process</li> <li>Student does not participate in community building and/or collaborative</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>The outcome of student work does not reflect art and content goals</li> <li>The student does not self-assess and or does not demonstrate any awareness of relevance of the arts integration process</li> </ul>                                               |



## Visual Strategy: iNotice 3



- Examine the piece for 1–2 minutes
- Pick 3 details
- Identify 3 observations about each detail



# *Visual Arts Strategy:* **iNotice 3**

## **TABLE TALK**

How could you adapt this and use it in your own classroom?





# Get ready to climb the ladder of integration

Successful arts integration isn't going to happen overnight!

It doesn't matter where you are on the ladder....

What matters is that you climbed on!





# Lunch break!

Your assignment: Think of your show and tell!

See you in 60 minutes!



I THINK.  
I QUESTION.  
I DESIGN.  
I CREATE.  
I STRUGGLE.  
I COLLABORATE.  
I TRY.  
I SOLVE.  
I INVENT.  
I REFLECT.

**I LEARN.**

VENSPIRED.COM

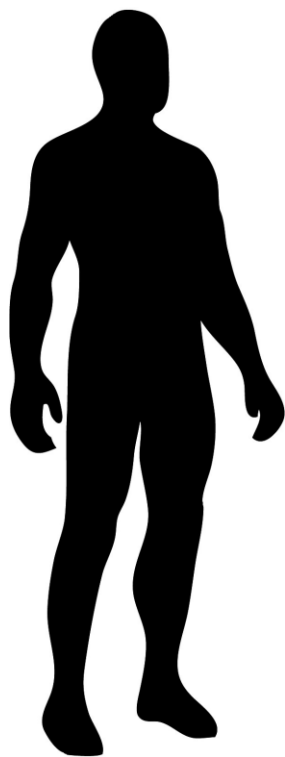
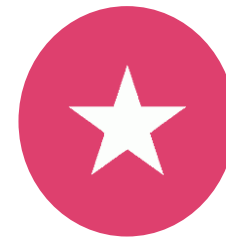


Welcome back!

Find your  
afternoon date  
and share your  
Show and Tell!



# Drama Strategy: The Actor's Toolbox





# ***Drama Strategy: Actor's Toolbox***

## **TABLE TALK**

How could you adapt this and use it in your own classroom?



# How do I begin?



Brainstorm topic ideas



Select a topic



COLLABORATE!



## TOPICS LIST

Here is a list of topics in English Language Arts, Math, Science, Social Studies, World Language, Technology and the Fine Arts which lend themselves to integrated learning opportunities.

### ENGLISH/LANGUAGE ARTS

- Figurative Language
- Sentence Structure
- Vocabulary
- Text Analysis
- Writing and Composition

### MATH

- Comparing
- Counting
- Division
- Fractions
- Geometry and Spatial Reasoning
- Measurement
- Mixed Operations
- Patterns
- Ratios and Proportions
- Word Problems
- Trigonometry

### SCIENCE

- Biology
- Chemistry
- Physics
- Earth Science
- Weather

### SOCIAL STUDIES

- Economics
- Culture
- History
- Geography

### WORLD LANGUAGE

- Personal and Public Identity
- Global Issues and Challenges
- Communications and Media
- Beauty and Aesthetics

### FINE ARTS

- Ideas
- Processes
- Elements/Principles
- Critique
- Connections to History and Culture

### TECHNOLOGY

- Multimedia and Presentation Tools
- Coding
- Copyright and Plagiarism
- Communication and Collaboration
- Research



Use the opportunity finder in tandem with the topics list.



Be independent at first!



**COLLABORATE** – Do Next Steps with an arts teacher!



## EXPLORATION

# INTEGRATED OPPORTUNITY FINDER

Use this worksheet to help brainstorm the opportunities that already exist in your curriculum for integrating the arts. Grab your curriculum documents and go through each question. As you move through each item, jot your observations into the space on the right.

- What are the key verbs in your standards?

- What are the major topics you are addressing? What questions are you asking?

- What key vocabulary are you using?

- What projects are already included in your curriculum?

- What standards do your students most struggle with in your curriculum?

**NEXT STEPS:** **Review** the items you have jotted down. **Look** at the fine arts elements and standards. **Circle or highlight** the items that make a connection in your point of view. **Discuss** these with a fine arts teacher or arts coordinator.

# Collaborative Planning

| What topic/big idea do we want our students to explore? | What skills, processes and knowledge do our students already have surrounding this topic? |            | What skills, processes and knowledge in this topic are a challenge to our students? |            |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------|------------|
|                                                         | CONTENT AREA:                                                                             | ARTS AREA: | CONTENT AREA:                                                                       | ARTS AREA: |
|                                                         | COMMON SKILLS/PROCESS/KNOWLEDGE IN BOTH AREAS:                                            |            | COMMON SKILLS/PROCESS/KNOWLEDGE IN BOTH AREAS:                                      |            |



# Collaborative Planning

| What do we want our students to learn about this topic/idea? |       | How do we know they have learned? |       | What do we do if they have not learned? |       | What are we doing to extend learning for those students who have learned? |       |
|--------------------------------------------------------------|-------|-----------------------------------|-------|-----------------------------------------|-------|---------------------------------------------------------------------------|-------|
| CONTENT:                                                     | ARTS: | CONTENT:                          | ARTS: | CONTENT:                                | ARTS: | CONTENT:                                                                  | ARTS: |
| TOGETHER:                                                    |       | TOGETHER:                         |       | TOGETHER:                               |       | TOGETHER:                                                                 |       |



# Collaborative Planning

Integrated Arts Lesson

GRADE \_\_\_\_\_

DURATION \_\_\_\_\_

| INTEGRATED SUBJECTS                                                                                                                                                             | 21ST CENTURY SKILLS                                                                                                                                                                                                                             | ARTS CONCEPTS                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> ELA<br><input type="checkbox"/> Math<br><input type="checkbox"/> Science<br><input type="checkbox"/> Social Studies<br><input type="checkbox"/> Health | <input type="checkbox"/> Visual Art<br><input type="checkbox"/> Music<br><input type="checkbox"/> Theatre<br><input type="checkbox"/> Dance<br><input type="checkbox"/> Media                                                                   | <input type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Creative Thinking<br><input type="checkbox"/> Collaborating<br><input type="checkbox"/> Communicating<br><input type="checkbox"/> Media Literacy<br><input type="checkbox"/> Informational Literacy |
|                                                                                                                                                                                 | <input type="checkbox"/> Tech Literacy<br><input type="checkbox"/> Flexibility<br><input type="checkbox"/> Initiative<br><input type="checkbox"/> Social Skills<br><input type="checkbox"/> Productivity<br><input type="checkbox"/> Leadership | <input type="checkbox"/> Create<br><input type="checkbox"/> Respond<br><input type="checkbox"/> Perform/Present<br><input type="checkbox"/> Connect                                                                                                                        |

STANDARDS AND ALIGNMENT

Content Area Standards: \_\_\_\_\_

Fine Arts Standards: \_\_\_\_\_

ESSENTIAL QUESTIONS \_\_\_\_\_

KEY VOCABULARY \_\_\_\_\_

MATERIALS \_\_\_\_\_

INSTRUCTIONAL DELIVERY

ENGAGEMENT

FOCAL LESSON

INTEGRATED ASSESSMENT

EXTENSION / DIFFERENTIATION OPPORTUNITIES:

REFLECTION OPPORTUNITIES

STUDENT REFLECTION PROMPTS: \_\_\_\_\_

TEACHER REFLECTION PROMPTS: \_\_\_\_\_



Standards side by side  
Equal weight!



Highlight common vocabulary



Essential questions should  
align with content and arts



Start with a strategy!



Identify how you will assess  
BOTH standards!





# Take a break!

See you in 15 minutes!



# Your turn!

# Lesson Evaluation

## STRATEGIC FRAMEWORK

### LESSON PLANNING CHECKLIST

Here are some essential items to check over before finishing up on that Arts Integration/STEAM lesson plan. Fill this out to ensure your lesson plan is of the highest-quality possible.

- ☐ Grade level selected: \_\_\_\_\_
- ☐ Content area standard selected: \_\_\_\_\_
- ☐ Fine arts standard selected: \_\_\_\_\_
- ☐ Core concept addressed: \_\_\_\_\_
- ☐ Essential question(s) outlined?
- ☐ Does the lesson equitably address each standard?
- ☐ Does my lesson include an assessment that addresses each standard in an equitable way?
- ☐ Does my lesson provide opportunities for student choice, reflection and revision?



- Use after planning to ensure you haven't missed anything!

## STRATEGIC FRAMEWORK

### LESSON PLANNING ADJUSTMENT GUIDE

Once you've delivered your lesson plan, it's time to reflect on its effectiveness. Use this guide to think about what went well and how you can adjust your lesson in the future.

#### CHECKLIST:

- ☐ The assessment truly measured the stated objectives.
- ☐ Both the content and the fine arts standards were taught throughout the entirety of the lesson.
- ☐ My transitions were smooth and connective.
- ☐ Students were on task and engaged throughout the lesson.

My final reflections:

How did my lesson meet/exceed my expectations?

What were 3 successful elements to my lesson?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are two things that I would have changed about this lesson?

1. \_\_\_\_\_
2. \_\_\_\_\_

When were my students most engaged in this lesson?

What does the student assessment tell me about this lesson?

- Reflection is so important!



## Take a Look #3



Using the Arts to Synthesize Student Understanding  
2<sup>nd</sup> grade - Two Rivers Public Charter School, Washington DC



# Dance / Movement Strategy: Sequencing



Find your date



Together, choose three words to describe how you are feeling now, at the end of the day.



Create a single movement for each word, as well as decide how your voice will announce each word.



Put the 3 words/movements together in a sequence



Be ready to share your sequence!



# ***Dance/Movement Strategy: Sequencing***

## **TABLE TALK**

How could you adapt this and use it in your own classroom?



# Collaboration and Teamwork!



*You can't do this alone....so don't try!*



# Let it go!

Fold and  
divide a  
piece of  
paper into  
fourths and  
label as  
shown:

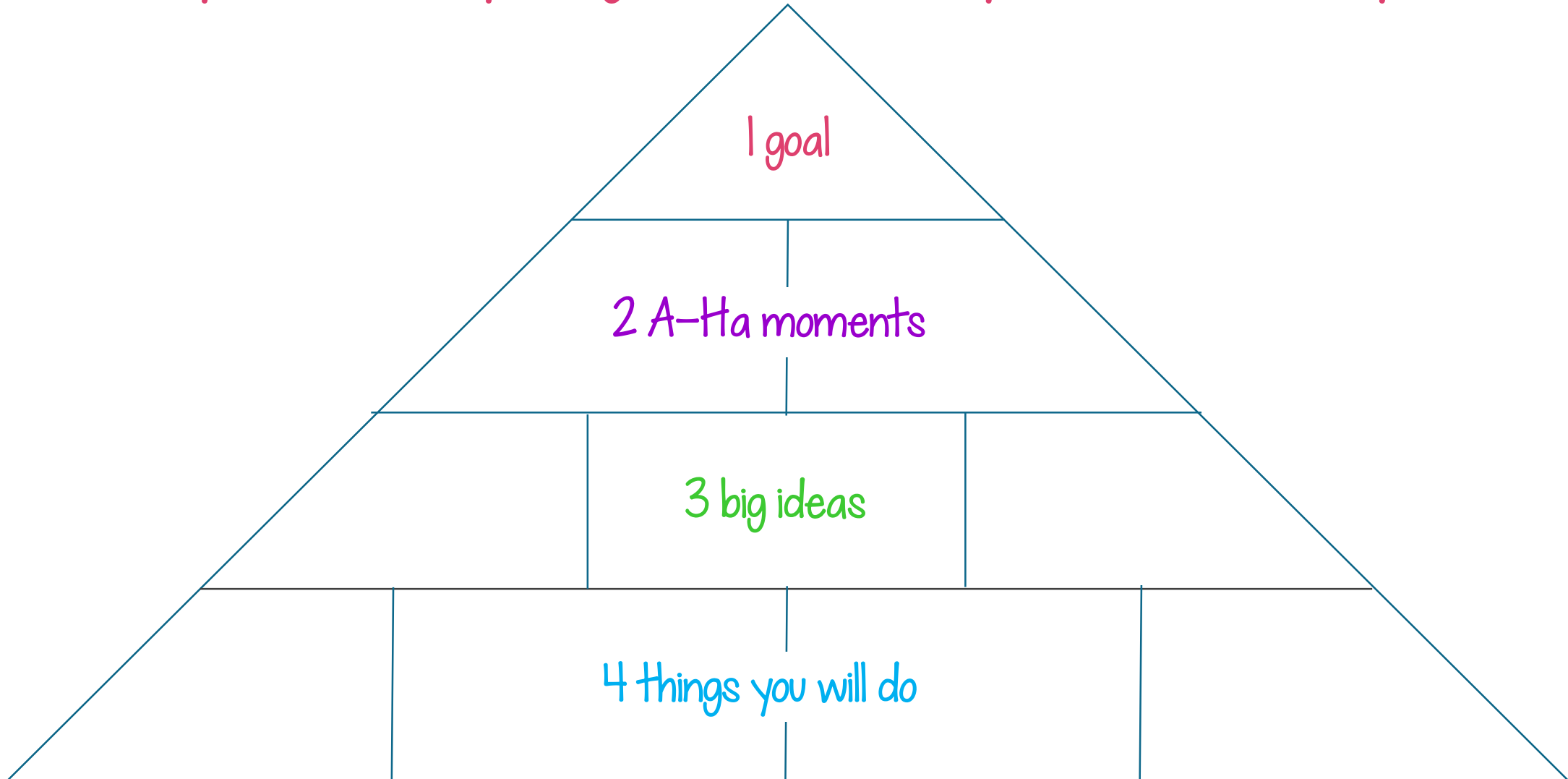
|   |   |
|---|---|
| N | E |
| S | W |





# Where do we go from here?

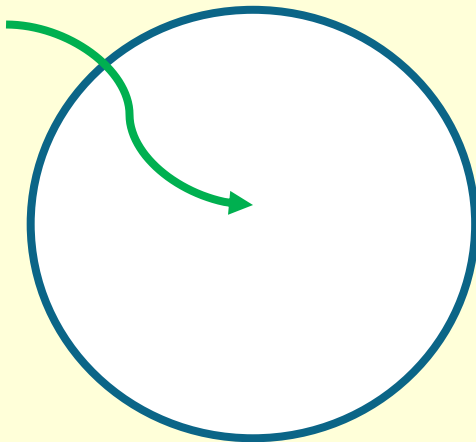
Try for 1-2 fully integrated lessons by the end of the year!

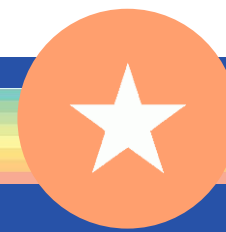




# Remember...

Your  
comfort  
zone





# You've got this!

