ARTS INTEGRATION: PATHWAYS TO LEARNING

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Hello! We are...

I'm Leah! I teach 7th grade Humanities which includes reading, writing, and geography. I am in my 6th year at KA, and I LOVE integrating the arts anytime I can!

I'm Annette! I teach Art! I am in my 15th year at KA and enjoy sharing my passion for the arts with my students and colleagues!

I'm Sarah! This is my 8th year as the Instructional Coach at KA. One of my favorite parts of my job is co-planning arts integrated lessons with teachers!

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WE TEACH AT KA!

- Public Charter
- Project Based Learning (PBL)
- Arts Integration
- Low-tech this year

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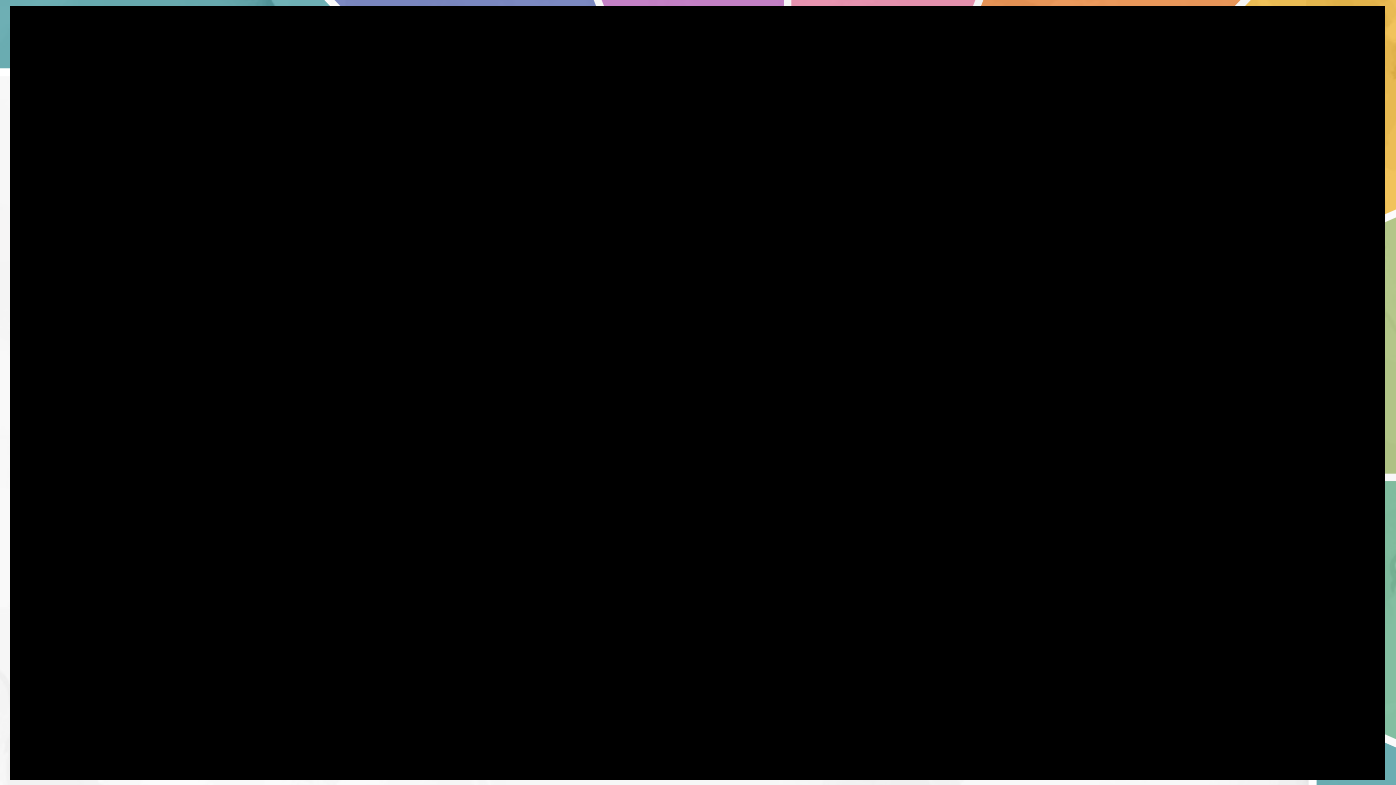

Hear from KA staff about our school's vision & mission!

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WHAT IS ARTS INTEGRATION?

Arts Integration is an **approach** to teaching in which students **construct** and demonstrate **understanding** through an art form. Students engage in a **creative process** which connects an **art form** and another **subject** area and meets evolving **objectives** in both.

- The Kennedy Center for the Performing Arts

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HERE ARE SOME EXAMPLES:

Puppetry

7th Grade:

Topic: Asia
Task: Reading fairy tales & folktales
Skills Students Learn:
-collaboration
-writing
-speaking
-creativity
-self-reflection

Exquisite Corpse

6th Grade:

Topic: Drawing
Task: Write a limerick about your exquisite corpse
Skills Students Learn:
-rhyming
-writing
-creativity

Foley Sound Waves

8th Grade:

Topic: Waves
Task: Create sound effects for a reel
Skills Students Learn:
-vocabulary
-collaboration
-writing
-creativity
-speaking

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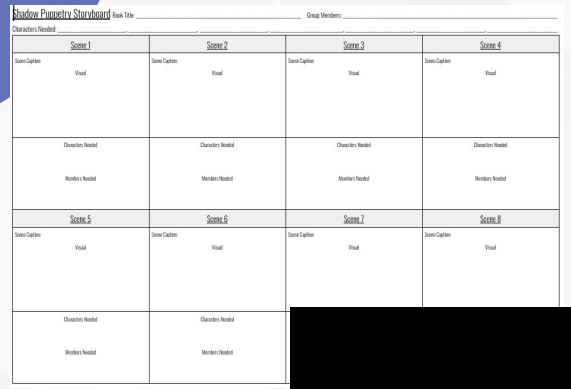
Puppetry



[Click here for student example #1]

[Click here for student example #2]

[Click here for student example #3]

1. Teach shadow puppetry origins.
2. Teach vocabulary related to shadow puppetry (arts component).
3. Students read a fairytale or folktale.
4. Students complete a storyboard.
5. Model how to make a puppet.
6. Students take the “Puppet Pledge” before starting their own puppets.
7. Show teacher example puppet show.
8. Students rehearse their puppet shows.
9. Students perform & critique while you assess learning!

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EXQUISITE CORPSE

LIMERICKS

- **Tell a Story**
  - Includes a character and/or place
  - "There once was a..."
- **5 Lines**
- **Rhymes**
  - Rhyming Scheme: AABBA
  - Syllables:
    - Line 1: 8-10 syllables (A)
    - Line 2: 8-10 syllables (A)
    - Line 3: 5-6 syllables (B)
    - Line 4: 5-6 syllables (B)
    - Line 5: 8-10 syllables (A)

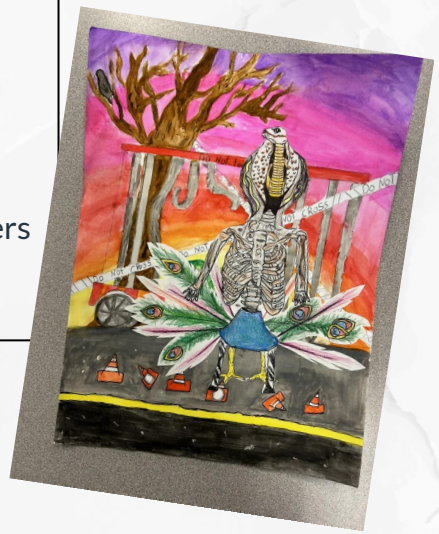
Water dripped from the flowers

From a storm that lasted hours

One popped out the ground

and bounded around

Then summoned more rain showers



1. Teach strategies for developing creative ideas for the Exquisite Corpse
2. Refine and shade with colored pencil
3. Use their Exquisite Corpse drawing to write a limerick
4. Use limericks to inspire a background (setting)
5. Create a background (setting) using watercolor and/or collage
6. Cut and glue Exquisite Corpse to the background
7. Share & display limericks!

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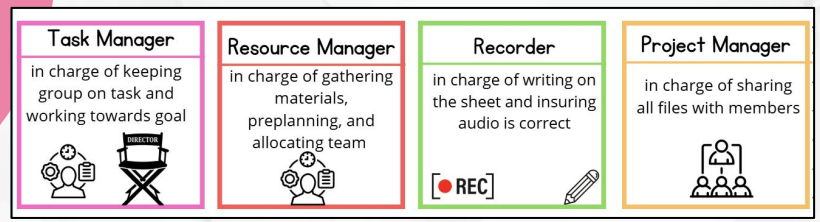
Foley Sound Waves

Foley and Found Sound Wave Final Project

What are the types of waves and what are the mediums they can travel through?

You are going to be a sound technican who creates sound effects for a 30-45 second commercial. You will pick a place, create three sounds for that place and explain how the sounds are made.



Dynamics

How loud or how soft music is played
(the size of the wave)

NAME	SYMBOL	DEFINITION
PIANISSIMO	*pp*	very soft
PIANO	*p*	soft
MEZZO PIANO	*mp*	medium soft
MEZZO FORTE	*mf*	medium loud
FORTE	*f*	loud
FORTISSIMO	*ff*	very loud

FOLEY
EXAMPLE
by Mrs. Koepke

1. Choose a setting for the commercial.
2. Determine 6 sounds for the commercial setting,brainstorm sounds.
3. Narrow the 6 sounds down to a total of 3 sounds to fit the dynamic requirements.
4. Use the found sound cart of Foley materials to experiment and create 3 sounds.
5. Sign up for a time to record Foley sounds in the Bookroom.
6. Record the 3 sounds in the “recording studio”
7. Plan and record commercial
8. Share the commercial with the class

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THE PLANNING PROCESS

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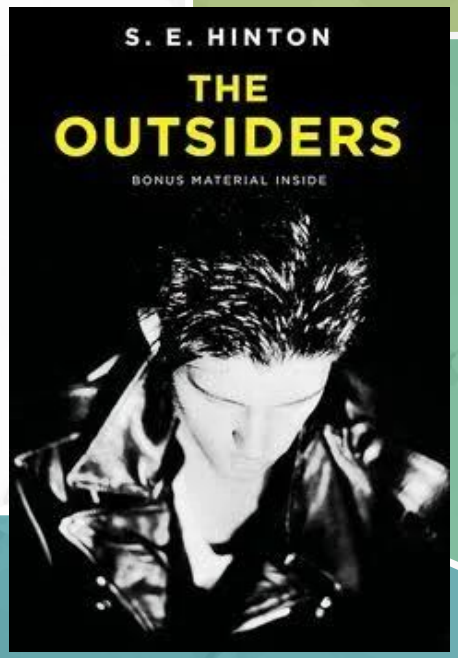
1 WHAT IS THE CONTENT?

- Begin with clear content standards and learning objectives in both arts and content-area subjects:
  - **Content Standard:** Character Analysis & Symbolism
  - **Art Standard:** TBD
- Design lessons where an art form **deepens** understanding of curricular concepts.



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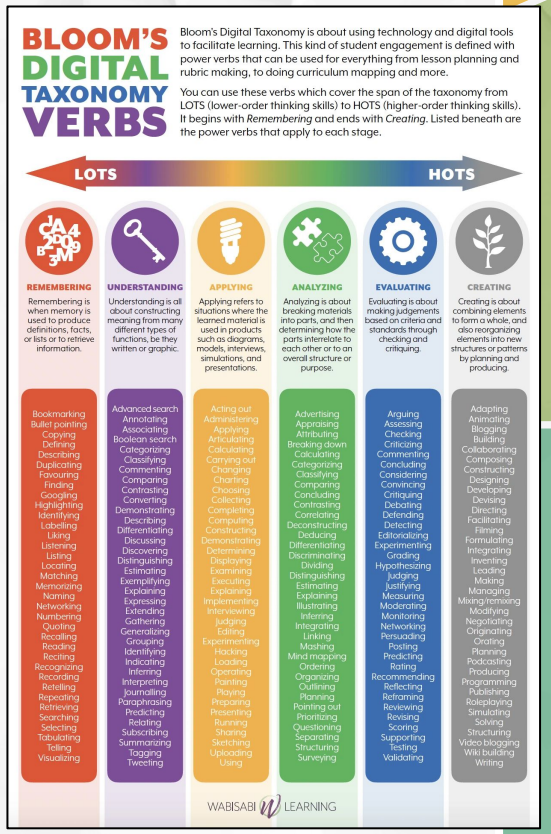
2 COLLABORATE!

Collaboration Ideas:

Art Specialists
Core Subject Teachers
EL/Special Ed. Teachers
Instructional Coaches/Department Chairs

Work together to connect the content & art standards to Bloom's, then brainstorm ideas.



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3 COMMIT & PLAN

- **Content Standard:** Character Analysis & Symbolism
- **Art Standard:** Elements & Principles of Graphic Design

TATTOOING A GREASER:
EXPLORING SYMBOLISM & IDENTITY

YOUR TASK:

Imagine that one of the Greasers decided to get two or more symbolic tattoos on his arm. Based on what you know about the character, consider what tattoos the character might choose and for what reason.

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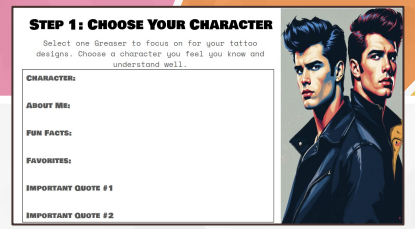
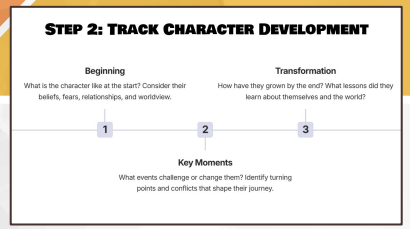
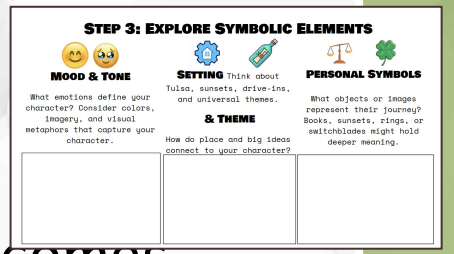
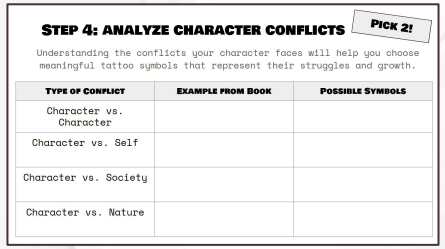
4 TEACH!!

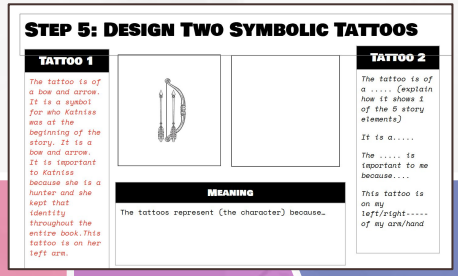
- Co-teaching opportunities.
  - Art teacher comes in, teaches the lesson.
  - Content teacher shows video, art teacher comes in for feedback.
- Present to a authentic audience.
  - Classroom
  - Community
  - Social Media











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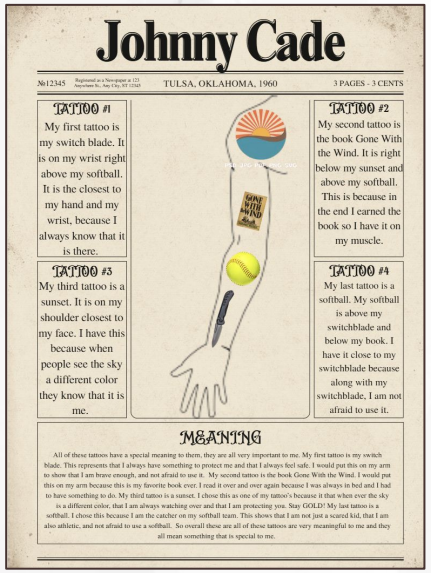
5 GRADE THE WORK

Assess both the content standard & art standard as a form of communication.



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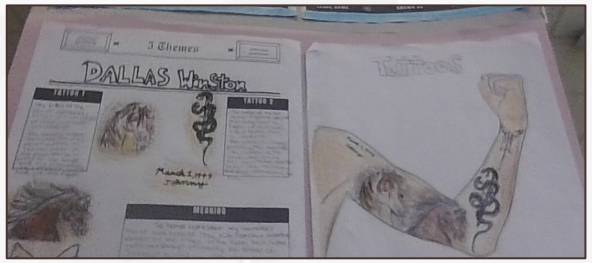
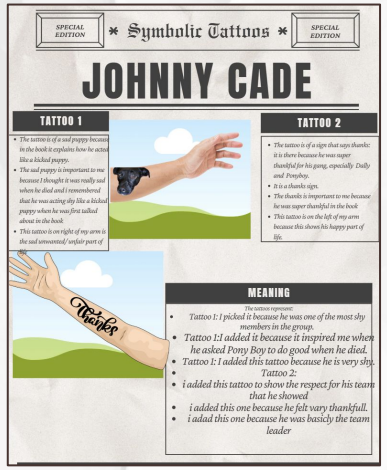
THE RESULT?

- Increase in student engagement
- A deep understanding of:
  - Characters
  - Symbolism
  - Inferences
- Connection between character growth and real-life growth
- Increased empathy by stepping into different perspectives





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HELPFUL HINTS!

START SMALL!

You don't have to involve everyone in the whole school!

Sometimes even just adding an art enhanced lesson can be a good starting point.

MAKE VIDEOS!

Don't have time to co-teach? Make a video! Teachers can go back to review and students will enjoy "seeing" you on the screen.

IT WON'T REPLACE YOUR PROGRAM

Worried this will replace the art program? Don't! It actually enhances it! Student will apply the knowledge in multiple ways and make connections to your class.

TEACH A BROAD SKILL!

Give colleagues knowledge of a broad skill will allow them to apply it in a variety of projects!

For example, watercolor techniques can be applied to a slew of projects!

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YOU DON'T HAVE TO DO THIS ALONE

- Community Partners
- Parents
- Department Chairs
- Instructional Coaches
- Special Education Teachers
- EL Teachers
- Core Subject Teachers
- Other Arts Specialists

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Helps my brain get engaged in the subject!!
-Bronwyn

Being creative in all my classes is fun!
-Anders

Arts Integration allows you to immerse yourself more in the content.
-Nora

STUDENT TESTIMONIALS

I remember my learning with arts integration. I don't remember my learning after taking a test.
-Elliot

Hear from a KA student who has been in an Arts Integrated learning environment for 3 years!

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WRAP UP!

Choose 1 of the 3 prompts below to complete.
Be prepared to whip around and share your learning with the group.

My biggest takeaway is..

An art form I plan to integrate in an upcoming lesson is..

This learning impacts my work because...

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QUESTIONS?

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THANK YOU!

Don't hesitate to reach out with successes and/or questions:

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koepkeannette@aasd.k12.wi.us

Please take 1 minute to provide feedback on today's presentation and gain access to our resource list!

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