

1 01:00:15:14 01:00:18:12 [upbeat fiddle music]
2 01:00:18:14 01:00:26:13 § §
3 01:00:51:07 01:00:53:10 (woman)
YOUR TASK IS TO COME BACK
4 01:00:53:12 01:00:56:23 AND GENERATE A WHO, WHAT,
WHEN, WHERE
5 01:00:56:25 01:01:03:15 OF MAYBE A PERSON THAT WOULD
HAVE LIVED IN THIS COSTUME.
6 01:01:03:17 01:01:06:21 JASMINE THINKS IT'S, LIKE,
A POET OR A PRINCE.
7 01:01:06:23 01:01:08:18 A KING--NOT--
8 01:01:08:20 01:01:11:05 NOT KINGISH BECAUSE A KING
WOULD MAKE SOMETHING--
9 01:01:11:07 01:01:13:00 WEAR SOMETHING MORE CAS--
FORMAL, FORMAL.
10 01:01:13:02 01:01:15:18 STEP ASIDE FOR A MINUTE.
I HAVE A QUESTION.
11 01:01:15:20 01:01:17:04 WOULD THEY WEAR
JUST THIS?
12 01:01:17:06 01:01:19:14 WHAT DO YOU THINK
WENT ON THE BOTTOM?
13 01:01:19:16 01:01:20:27 TIGHTS.
14 01:01:20:29 01:01:23:00 LIKE WHAT COLOR?
15 01:01:23:02 01:01:24:10 BLACK.
16 01:01:24:12 01:01:26:02 WHAT ABOUT THE DIFFERENT TYPES
OF FABRIC?
17 01:01:26:04 01:01:27:24 DOES THAT TELL US ANYTHING?
YOU THINK?
18 01:01:27:26 01:01:28:24 YEAH.
19 01:01:28:26 01:01:30:10 WHAT DO YOU THINK?
20 01:01:30:12 01:01:33:03 MAYBE THAT THEY WERE IN, LIKE,
COLDER CLIMATES OR SOMETHING.
21 01:01:33:05 01:01:35:14 MAYBE IT HAD SOMETHING
TO DO WITH THE CLIMATE,
22 01:01:35:16 01:01:36:14 A COLDER CLIMATE.
23 01:01:36:16 01:01:37:14 WHAT ELSE?
24 01:01:37:16 01:01:38:24 MAYBE IT HAD TO DO
WITH, LIKE,
25 01:01:38:26 01:01:41:08 THE LEVEL OF SOCIETY
YOU WERE IN.
26 01:01:41:10 01:01:43:02 OOH, I LIKE THAT ONE.
DID YOU HEAR THAT?
27 01:01:43:04 01:01:46:01 THE LEVEL OF SOCIETY
YOU WERE IN.
28 01:01:46:03 01:01:49:16 IT LOOKS LIKE SOMETHING
THAT YOU WOULD BUY, LIKE--
29 01:01:49:18 01:01:51:06 (student)
A RICH PERSON
WOULD BUY.
30 01:01:51:08 01:01:52:15 YEAH, A RICH PERSON
WOULD BUY
31 01:01:52:17 01:01:54:15 [talking simultaneously]
32 01:01:54:17 01:01:56:28 (woman)
LET'S GO BACK TO THE TABLE NOW
AND YOU WRITE YOUR--
33 01:01:57:00 01:01:58:17 ALL YOUR THOUGHTS DOWN,

34 01:01:58:19 01:02:01:11 'CAUSE WE'RE GETTING READY
TO SHARE, ALL RIGHT?

35 01:02:01:13 01:02:03:03 THE VALUE OF THE ARTS ARE THAT

36 01:02:03:05 01:02:04:25 THAT'S WHO WE ARE
AS HUMAN BEINGS

37 01:02:04:27 01:02:06:03 TO ITS VERY BASIC COMPONENT.

38 01:02:06:05 01:02:07:04 WE ARE THE ARTS.

39 01:02:08:27 01:02:13:09 IT'S AN EXCELLENT
CHRONOLOGICAL HISTORY

40 01:02:13:11 01:02:15:03 FROM THE BEGINNING OF TIME
TO DATE.

41 01:02:15:05 01:02:17:03 WE'RE EXPRESSIVE.

42 01:02:17:05 01:02:18:15 WE HAVE FEELINGS.

43 01:02:18:17 01:02:21:21 WE HAVE CONCEPTUALIZATION
IN OUR MINDS.

44 01:02:21:23 01:02:23:11 ALL OF THOSE THINGS
ARE THE ARTS.

45 01:02:23:13 01:02:26:14 SO EDUCATION BECOMES A VERY
IMPORTANT AND VITAL COMPONENT

46 01:02:26:16 01:02:28:21 BECAUSE THAT'S HOW KIDS LEARN.

47 01:02:28:23 01:02:30:20 [drumming and bells jangling]

48 01:02:30:22 01:02:35:07 (Riedlinger)
I THINK FOR SO LONG THE ARTS
HAVE BEEN VIEWED

49 01:02:35:09 01:02:38:01 AS SOMETHING THAT YOU DO
WHEN EVERYTHING ELSE IS DONE

50 01:02:38:03 01:02:39:19 OR PAID FOR.

51 01:02:39:21 01:02:42:03 WHAT THE ARTS HAVE DONE FOR US

52 01:02:42:05 01:02:44:22 HAS NOT ONLY GIVEN A SPIRIT
AND A LIFE TO OUR PROGRAM

53 01:02:44:24 01:02:47:11 THAT, TO ME, MAKES IT MAGICAL.

54 01:02:47:13 01:02:50:12 IT ALSO HAS ALLOWED US TO TEACH
SOME OF THOSE SAME THINGS

55 01:02:50:14 01:02:52:26 WE'RE TRYING TO TEACH
IN LANGUAGE ARTS, MATH, SCIENCE,

56 01:02:52:28 01:02:56:09 AND SOCIAL STUDIES WE FIND
CAN BE TAUGHT BETTER

57 01:02:56:11 01:02:58:01 WHEN THEY'RE TAUGHT
THROUGH THE ARTS.

58 01:02:58:03 01:03:02:07 WE USE BROKEN BRUSHSTROKES
TO MAKE SOMETHING

59 01:03:02:09 01:03:03:14 REALLY PRETTY.

60 01:03:03:16 01:03:06:24 AND IT'S CALLED
IMPRESSIONIST PAINTING.

61 01:03:06:26 01:03:08:19 THE CHILDREN
ARE COMING FROM HOME

62 01:03:08:21 01:03:10:11 AND GOING ON TO THEIR SCHOOL.

63 01:03:10:13 01:03:12:10 (Rodriguez-Torres)
BY PUTTING THE ARTS IN,

64 01:03:12:12 01:03:15:04 THE CHILDREN WERE ABLE TO HAVE
SUCCESS IN SOMETHING

65 01:03:15:06 01:03:17:10 THAT WAS FUN FOR THEM.

66 01:03:17:12 01:03:20:09 AND WE ADDED A WRITING COMPONENT

67 01:03:20:11 01:03:23:03 SO THE CHILDREN COULD BEGIN
TO WRITE ABOUT THE ARTS,

68 01:03:23:05 01:03:26:15 ABOUT SOMETHING THAT THEY

WERE ENJOYING.

69 01:03:26:17 01:03:28:22 AND THEN THEY STARTED READING ABOUT IT

70 01:03:28:24 01:03:30:26 AND DOING ALL KINDS OF OTHER THINGS AROUND IT

71 01:03:30:28 01:03:33:14 THROUGHOUT THE WHOLE CURRICULUM.

72 01:03:33:16 01:03:36:05 AND IT HAS HAD A GREAT IMPACT ON STUDENT ACHIEVEMENT.

73 01:03:36:07 01:03:40:08 [all playing together]

74 01:03:40:10 01:03:43:00 (McGary-Ervin)
I'M WATCHING CHILDREN COME TO SCHOOL

75 01:03:43:02 01:03:46:09 AT 7:00 FOR HONORS CLASSES.

76 01:03:46:11 01:03:47:23 THAT'S VOLUNTEER.

77 01:03:47:25 01:03:51:15 AND I'M SEEING THE ATTENDANCE IMPROVE.

78 01:03:51:17 01:03:55:13 MY TRANSIENCY RATE WAS 33% MY FIRST YEAR.

79 01:03:55:15 01:03:56:19 THIS IS MY THIRD YEAR.

80 01:03:56:21 01:03:59:06 AND NOW IT'S DOWN TO 14%.

81 01:03:59:08 01:04:02:18 I'M BUILDING A STABLE COMMUNITY.

82 01:04:02:20 01:04:08:15 SO I'M WATCHING THE ARTS CHANGE MY ENTIRE SCHOOL CLIMATE

83 01:04:08:17 01:04:11:06 AND THE CONFIDENCE LEVEL AND THE SELF-ESTEEM

84 01:04:11:08 01:04:12:28 OF THESE CHILDREN.

85 01:04:13:00 01:04:15:23 AND IT TRANSFERS OVER INTO THE REGULAR CLASSROOM.

86 01:04:15:25 01:04:17:21 [dramatic drumming]

87 01:04:17:23 01:04:20:26 [chattering]

88 01:04:26:19 01:04:31:08 THE CLOUDS ARE GOING TO GET BIGGER AND EASIER TO SEE

89 01:04:31:10 01:04:32:26 AS THEY COME CLOSER TO US.

90 01:04:32:28 01:04:35:18 *CLOSER TO THE HORIZON LINE, THE CLOUDS GET A LOT LIGHTER*

91 01:04:35:20 01:04:38:02 AND A LOT HARDER TO SEE, ALL RIGHT?

92 01:04:38:04 01:04:40:03 *SO LET'S PUT SOME LITTLE, ITTY-BITTY CLOUDS*

93 01:04:40:05 01:04:41:12 *NEAR THE HORIZON LINE,*

94 01:04:41:14 01:04:42:29 *AND WE NEED TO USE VERY LIGHT STROKES.*

95 01:04:43:01 01:04:44:27 *AND AS WE GET HIGHER AND HIGHER,*

96 01:04:44:29 01:04:47:06 *THOSE CLOUDS ARE GOING TO GET WHAT?*

97 01:04:47:08 01:04:49:07 *BIGGER, VERY GOOD.*

98 01:04:49:09 01:04:50:29 *AND YOU CAN PROBABLY USE A DARKER LINE*

99 01:04:51:01 01:04:53:11 *TO MAKE THEM TOO.*

100 01:04:53:13 01:04:56:11 (Gonzales)
ARTS EDUCATION IS A BODY OF KNOWLEDGE

101 01:04:56:13 01:04:57:17 AND SKILLS THAT WE TEACH.

102 01:04:57:19 01:05:00:18 THERE'S ARTS ACTIVITIES,

103 01:05:00:20 01:05:04:02 AND THAT'S WHERE ANYBODY

104 01:05:04:04 CAN DO ANYTHING
 01:05:06:02 IN MUSIC, VISUAL ARTS,
 DANCE, OR DRAMA.
 105 01:05:06:04 01:05:10:14 (Cunningham)
 TODAY WE ARE COMPLETING OUR
 106 01:05:10:16 01:05:12:25 STEPPING STONES FOR THE GARDEN
 TO SELL AT THE LUSHER
 CRAWFISH BOIL.
 107 01:05:12:27 01:05:16:05 AND WE ASKED THEM TO DO
 A SIMPLE GARDEN DESIGN
 108 01:05:16:07 01:05:19:06 AND THEN WE'RE GOING
 TO SELL THEM FOR \$5 TOMORROW.
 109 01:05:19:08 01:05:21:02 'CAUSE I JUST LIKE
 BUTTERFLIES,
 110 01:05:21:04 01:05:24:03 'CAUSE THEY'RE VERY COLORFUL
 AND STUFF.
 111 01:05:24:05 01:05:26:17 I PUT THIS--
 THE FLOWER IN THERE
 112 01:05:26:19 01:05:28:18 BECAUSE IT WOULD GO--
 113 01:05:28:20 01:05:31:05 THIS STEPPING STONE
 WOULD GO IN A GARDEN,
 114 01:05:31:07 01:05:33:24 AND I MADE UP
 THIS KIND OF FLOWER
 115 01:05:33:26 01:05:38:27 'CAUSE, LIKE, I DON'T LIKE
 USING OTHER IDEAS FOR FLOWERS.
 116 01:05:38:29 01:05:40:07 SO I JUST MADE UP
 MY OWN.
 117 01:05:40:09 01:05:42:07 (Gonzales)
 AND YOU HAVE ARTS ENHANCEMENTS,
 118 01:05:42:09 01:05:44:28 WHEN YOU TAKE YOUR KIDS
 TO THE SYMPHONY OR THE OPERA
 119 01:05:45:00 01:05:47:19 OR TO SEE A PLAY
 OR TO SEE SOMEBODY DANCE
 120 01:05:47:21 01:05:49:03 OR HAVE SOMEBODY ELSE COME IN
 121 01:05:49:05 01:05:51:01 THAT HELP REINFORCE
 THE ARTS EDUCATION.
 122 01:05:51:03 01:05:52:12 § I WOKE UP HUNGRY
 LAST NIGHT §
 123 01:05:52:14 01:05:54:23 § WHEN THE CUPBOARD
 WAS BARE. §
 124 01:05:54:25 01:05:56:07 § I LOOKED
 IN THE REFRIGERATOR. §
 125 01:05:56:09 01:05:57:15 § NOTHING WAS... §
 126 01:05:57:17 01:05:58:15 [together]
 § THERE. §
 127 01:05:58:17 01:05:59:26 § WENT DOWN ON THE FLOOR. §
 128 01:05:59:28 01:06:01:12 § I DETECTED THE FORM
 OF ONE LITTLE TINY §
 129 01:06:01:14 01:06:02:29 § YELLOW KERNEL
 OF... §
 130 01:06:03:01 01:06:06:08 [together]
 § POPCORN. §
 131 01:06:06:10 01:06:09:23 § POPCORN. §
 132 01:06:09:25 01:06:12:25 § POPCORN. §
 133 01:06:12:27 01:06:16:27 [acoustic blues riff]
 134 01:06:16:29 01:06:18:20 § POPCORN! §

135 01:06:18:22 01:06:19:26 § *DOO-DOO-DOO-DOO-DOO.* §
136 01:06:19:28 01:06:20:26 § *POP--* §
137 01:06:20:28 01:06:23:09 § *CORN.* §
138 01:06:23:11 01:06:24:09 § *POP* §
139 01:06:24:11 01:06:26:17 § *CORN.* §
140 01:06:26:19 01:06:30:10 [muffled plucking resembles
popping corn]
141 01:06:30:12 01:06:31:29 THEN YOU HAVE
OTHER SUBJECT AREAS
142 01:06:32:01 01:06:34:23 UTILIZING THE ARTS
AS A CONDUIT, IF YOU WILL,
143 01:06:34:25 01:06:36:18 TO TEACH OTHER AREAS.
144 01:06:36:20 01:06:40:26 (Riggins)
WE ARE USING VINCENT VAN GOGH'S
STARRY NIGHT
145 01:06:40:28 01:06:46:00 AS A ENTRANCE INTO TEACHING
ABOUT ASTRONOMY
146 01:06:46:02 01:06:49:05 AND HOW THE SLAVES USED THE
STARS TO FIND THEIR WAY NORTH.
147 01:06:49:07 01:06:50:19 SO YOU HAVE THE MASTER WORK,
148 01:06:50:21 01:06:52:10 AND YOU LEARN
A LITTLE BIT OF HISTORY
149 01:06:52:12 01:06:54:28 ALL IN THE SAME CIRCLE.
150 01:06:55:00 01:07:01:16 "WE CAME ACROSS A RAMSHACKLE
TRAIN IN THE SKY."
151 01:07:01:18 01:07:02:29 THINK ABOUT IT, NOW.
152 01:07:03:01 01:07:04:26 CAN A TRAIN REALLY BE
IN THE SKY?
153 01:07:04:28 01:07:07:06 [together]
NO.
154 01:07:07:08 01:07:11:03 IT'S FICTION.
IT'S FICTION.
155 01:07:11:05 01:07:13:20 HOLD ON.
DREW'S MIND IS WORKING.
156 01:07:13:22 01:07:15:18 IT COULD BE
A CLOUD THAT LOOKS LIKE A TRAIN.
157 01:07:15:20 01:07:17:04 (Riggins)
IT COULD BE A CLOUD--
158 01:07:17:06 01:07:18:15 *YOU HAVE A GREAT BRAIN--*
159 01:07:18:17 01:07:20:23 *IT COULD BE A CLOUD*
THAT LOOKS LIKE A TRAIN
160 01:07:20:25 01:07:22:09 *IN THE SKY.*
161 01:07:22:11 01:07:25:06 BUT WHAT HAPPENS
WHEN YOU'RE ASLEEP AT NIGHT?
162 01:07:25:08 01:07:26:06 (all)
DREAMING.
163 01:07:26:08 01:07:27:25 DREAMING.
164 01:07:27:27 01:07:33:23 AND DREAMING IS JUST ANOTHER WAY
OF USING YOUR IMAGINATION.
165 01:07:33:25 01:07:37:16 HOW IS THIS BOOK ALREADY LIKE
"*FOLLOW THE DRINKING GOURD*"?
166 01:07:37:18 01:07:39:11 THEY WERE--
THEY'RE BLACK.
167 01:07:39:13 01:07:40:12 THEY'RE BLACK.
168 01:07:40:14 01:07:42:19 THEY WERE GOING TO CANADA,
169 01:07:42:21 01:07:44:13 AND THAT'S WHERE THE SLAVES

170 01:07:44:15 01:07:46:17 (*Riggins*)
 WOULD BE FREE.
 EXCELLENT.

171 01:07:46:19 01:07:50:03 YOU AND DARRIEN ARE KIND OF
 THINKING ALONG THE SAME LINES.

172 01:07:50:05 01:07:53:09 (*Gonzales*)
 AND YOU HAVE CURRICULUM-DRIVEN
 ARTS EDUCATION

173 01:07:53:11 01:07:55:13 WHICH IS DELIVERED
 BY CERTIFICATED TEACHERS,

174 01:07:55:15 01:07:56:26 AND IT'S ASSESSABLE.

175 01:07:56:28 01:07:58:18 WE CAN ASSESS
 WHAT THE KIDS HAVE LEARNED.

176 01:07:58:20 01:08:00:11 REMEMBER, AT READER'S THEATER,
 177 01:08:00:13 01:08:04:11 WE ACTUALLY USE THE SCRIPT
 AS A PART OF THE PROP.

178 01:08:04:13 01:08:05:26 AND THAT'S
 WHAT'S IMPORTANT.

179 01:08:05:28 01:08:07:18 NOW, NORMALLY
 IT'S IN A FOLDER,

180 01:08:07:20 01:08:09:01 AND WE WOULD HOLD IT
 LIKE THIS.

181 01:08:09:03 01:08:10:18 AND WE WOULD READ IT.

182 01:08:10:20 01:08:12:14 NOW, YOU STILL NEED TO HAVE--
 WHAT DID I SAY?

183 01:08:12:16 01:08:14:27 WE STILL NEED TO HAVE
 THIS PRETTY WELL MEMORIZED,

184 01:08:14:29 01:08:16:12 THOUGH, DON'T WE?

185 01:08:16:14 01:08:18:03 AND THEN WE NEED--
 SO WE CAN LOOK UP AND DOWN

186 01:08:18:05 01:08:19:14 AT OUR AUDIENCE

187 01:08:19:16 01:08:20:27 AND INTERACT
 WITH OUR AUDIENCE.

188 01:08:20:29 01:08:22:13 LET'S START
 AT THE TOP.

189 01:08:22:15 01:08:24:05 OKAY, READY?
 FACE OUT HERE TO THE FRONT.

190 01:08:24:07 01:08:26:14 I'M JUST BORN.

191 01:08:26:16 01:08:28:17 I'M A BABY.

192 01:08:28:19 01:08:30:24 I DON'T EVEN KNOW IF

193 01:08:30:26 01:08:34:07 I'M UNDER A TREE
 OR IN A HOSPITAL

194 01:08:34:09 01:08:35:17 OR WHAT.

195 01:08:35:19 01:08:37:03 I'M JUST SO GLAD
 TO BE HERE.

196 01:08:37:05 01:08:38:20 (*Jackson*)
 OKAY, WHAT COULD THEY DO

197 01:08:38:22 01:08:39:28 TO MAKE THAT
 A LITTLE BIT BETTER?

198 01:08:40:00 01:08:41:08 ANYBODY?

199 01:08:41:10 01:08:43:07 (*student*)
 KIND OF SPEED IT UP.

200 01:08:43:09 01:08:44:18 (*Jackson*)
 SPEED IT UP? THE PACE?
 VERY GOOD.

201 01:08:44:20 01:08:46:20 NOW, WHAT THEY'RE DOING

202 01:08:46:22 01:08:49:01 NO, WE JUST
 WANT TO MAKE IT BETTER.
 203 01:08:49:03 01:08:51:08 *WHEN SOMEBODY GIVES YOU
 THIS KIND OF FEEDBACK,*
 204 01:08:51:10 01:08:52:25 IT'S CALLED
 CONSTRUCTIVE CRITICISM, RIGHT?
 205 01:08:52:27 01:08:54:11 THAT MEANS IT'S GOOD CRITICISM.
 206 01:08:54:13 01:08:56:10 SO THAT'S WHAT--
 THAT'S WHAT WE'RE DOING.
 207 01:08:56:12 01:08:59:22 OKAY, YOU GUYS, WE'RE GOING TO
 HAVE YOU TRY THAT MUCH AGAIN.
 208 01:08:59:24 01:09:02:22 *BUT LET'S HEAR SOME FEELING
 AND STUFF INTO IT.*
 209 01:09:02:24 01:09:03:12 HI.
 210 01:09:02:24 01:09:03:12 HI.
 211 01:09:03:14 01:09:04:18 I'M A BABY.
 212 01:09:04:20 01:09:06:06 WHAT DO YOU THINK
 I AM? A LOAF OF BREAD?
 213 01:09:06:08 01:09:07:22 *YOU COULD BE.*
 214 01:09:07:24 01:09:09:27 *WHAT DO I KNOW?
 I'M JUST A BABY.*
 215 01:09:09:29 01:09:12:05 I'M A BABY.
 216 01:09:12:07 01:09:15:08 I DON'T EVEN KNOW
 IF I'M UNDER A TREE
 217 01:09:15:10 01:09:17:01 OR IN THE--
 A HOSPITAL.
 218 01:09:17:03 01:09:18:16 SO WE'VE HEARD--
 THEY GOT BETTER.
 219 01:09:18:18 01:09:20:14 THEY GAVE US
 A LITTLE MORE INFLECTION.
 220 01:09:20:16 01:09:22:20 THEY'RE STILL HOLDING BACK
 A LITTLE BIT.
 221 01:09:22:22 01:09:24:14 BUT THAT'S OKAY.
 THAT'S OKAY.
 222 01:09:24:16 01:09:26:26 (Gonzales)
 RIGHT NOW
 WE ARE IN THE BEGINNING PHASE
 223 01:09:26:28 01:09:30:12 OF DOING STANDARD-BASED
 LEARNING.
 224 01:09:30:14 01:09:32:05 MOST OF OUR TEACHERS
 ARE NOW AWARE
 225 01:09:32:07 01:09:33:20 THAT STANDARDS ARE THERE.
 226 01:09:33:22 01:09:35:07 THEY'RE BEING ASKED
 TO POST THEM
 227 01:09:35:09 01:09:37:01 AND TO START
 CREATING THEIR LESSONS
 228 01:09:37:03 01:09:39:01 THROUGH A STANDARDS-BASED MODEL.
 229 01:09:39:03 01:09:41:19 AND WE'RE LOOKING AT EVERY YEAR
 AS A PROGRESSION
 230 01:09:41:21 01:09:43:08 OF STANDARDS-BASED EDUCATION.
 231 01:09:43:10 01:09:45:03 (*Bookhardt*)
REMEMBER THE STANDARDS
 232 01:09:45:05 01:09:47:01 THAT WE ARE GOING
 TO REALLY HIT TODAY
 233 01:09:47:03 01:09:48:19 AND WE'RE GOING

234 01:09:48:21 TO FOCUS ON.
 01:09:49:29 WHAT DO WE HAVE
 COMING UP SOON
 235 01:09:50:01 01:09:51:24 THAT WE HAVE
 A COMPETITION FOR?
 236 01:09:51:26 01:09:53:18 (all)
 SHAKESPEARE.
 237 01:09:53:20 01:09:56:10 *RIGHT, AND THE JUDGES*
WILL BE HERE TOMORROW, OKAY?
 238 01:09:56:12 01:09:59:17 AND THEY WILL BE JUDGING US
 ON OUR STANDARDS OF MUSIC.
 239 01:09:59:19 01:10:01:25 NUMBER ONE: THEY'RE GOING
 TO BE JUDGING
 240 01:10:01:27 01:10:03:13 HOW WE SING
 WITH OTHER PEOPLE.
 241 01:10:03:15 01:10:04:22 I JUDGE THAT
 ALL THE TIME.
 242 01:10:04:24 01:10:06:07 *DO YOU SING*
WITH OTHER PEOPLE?
 243 01:10:06:09 01:10:08:07 *DO YOU SING AHEAD,*
OR DO YOU SING BEHIND THEM?
 244 01:10:08:09 01:10:09:23 *DO YOU SING WITH THEM?*
 245 01:10:09:25 01:10:11:05 DO YOU KNOW THE WORDS?
 ARE YOU ON PITCH?
 246 01:10:11:07 01:10:12:19 ARE YOU WATCHING
 THE DIRECTOR?
 247 01:10:12:21 01:10:14:19 THEY'RE GOING TO BE
 WATCHING FOR THOSE THINGS.
 248 01:10:14:21 01:10:16:05 I ALWAYS WATCH FOR THAT,
 249 01:10:16:07 01:10:18:10 BUT YOU'LL SEE SOME
 OUTSIDE PEOPLE LOOKING AT YOU.
 250 01:10:18:12 01:10:20:09 AND IF YOU LOOK AT THEM
 WHILE WE'RE SINGING,
 251 01:10:20:11 01:10:22:11 *THEY'LL KNOW YOU'RE NOT*
WATCHING ME, OKAY?
 252 01:10:22:13 01:10:24:03 *SO PLEASE*
BE AWARE OF THAT.
 253 01:10:24:05 01:10:27:16 WE'RE GOING TO ALSO LEARN
 ABOUT HOW PEOPLE CREATED MUSIC.
 254 01:10:27:18 01:10:30:11 THAT'S ONE OF THE STANDARDS,
 STANDARD THREE.
 255 01:10:30:13 01:10:31:21 STANDARD FOUR:
 256 01:10:31:23 01:10:34:25 LISTEN TO THE MUSIC.
 EVALUATE IT ON YOUR OWN.
 257 01:10:34:27 01:10:38:22 § I PROMISE
 TO KEEP MY DREAMS ALIVE, §
 258 01:10:38:24 01:10:40:14 § BE ALL THAT I CAN BE. §
 259 01:10:40:16 01:10:41:25 (Bookhardt)
 SAY WHAT? WHAT?
 260 01:10:41:27 01:10:44:20 § I KNOW I CAN,
 AND THAT'S BECAUSE §
 261 01:10:44:22 01:10:46:09 § I BELIEVE IN ME. §
 262 01:10:46:11 01:10:48:02 (Bookhardt)
 I CAN'T HEAR YOU.
 WHAT?
 263 01:10:48:04 01:10:49:24 § I BELIEVE IN ME. §

264 01:10:49:26 01:10:51:09 *A LITTLE LOUDER!*
 265 01:10:51:11 01:10:53:24 § I BELIEVE IN ME. §§
 266 01:10:53:26 01:10:58:28 WHEN YOU FIND YOUR PARTNER,
 DECIDE WHO IS "A,"
 267 01:10:59:00 01:11:01:15 AND DECIDE WHO IS GOING
 TO BE "B."
 268 01:11:01:17 01:11:05:24 "A" IS GOING TO BE
 THE INTERVIEWER,
 269 01:11:05:26 01:11:07:15 LIKE A REPORTER
 FROM TELEVISION.
 270 01:11:07:17 01:11:10:10 OKAY, NOW YOU
 CAN ASK QUESTIONS.
 271 01:11:10:12 01:11:13:00 UM, DO I DELIVER
 ANYTHING?
 272 01:11:13:02 01:11:15:02 UM, NO.
 273 01:11:15:04 01:11:17:17 AM I A BABYSITTER?
 274 01:11:17:19 01:11:19:22 NO.
 275 01:11:19:24 01:11:21:01 A PLUMBER?
 276 01:11:21:03 01:11:23:12 *(Newberry)*
WHAT KIND OF QUESTIONS
 277 01:11:23:14 01:11:27:19 FOUND OUT THE MOST INFORMATION
 ABOUT YOUR CHARACTER? IAN?
 278 01:11:27:21 01:11:32:14 OPEN-ENDED QUESTIONS,
 UM, ACTUALLY DID BETTER.
 279 01:11:32:16 01:11:33:26 *(Newberry)*
WHY?
 280 01:11:33:28 01:11:36:28 WELL, BECAUSE I GOT
 MORE INFORMATION
 281 01:11:37:00 01:11:38:14 THAN THE CLOSE-ENDED QUESTIONS.
 282 01:11:38:16 01:11:40:04 *(Gonzales)*
 I SEE KIDS
 283 01:11:40:06 01:11:43:24 WHO ARE MORE ENLIGHTENED
 OR MAYBE MORE PREPARED TO LEARN
 284 01:11:43:26 01:11:45:16 OR HAVE MORE TOOLS TO LEARN.
 285 01:11:45:18 01:11:47:12 LET'S LOOK AT OUR PRESENT-DAY
 CSAP TESTS,
 286 01:11:47:14 01:11:50:00 THE COLORADO STANDARD
 APTITUDE TESTING.
 287 01:11:50:02 01:11:54:09 THOSE KIDS, WHEN THEY ARE ASKED
 SOME CONCEPTUAL QUESTIONS
 288 01:11:54:11 01:11:57:27 OR ASKED TO CONTRIVE SOMETHING,
 IF THEY'VE HAD ARTS BACKGROUND,
 289 01:11:57:29 01:11:59:17 THEY'VE ALREADY HAD PRACTICE
 AT IT,
 290 01:11:59:19 01:12:02:24 WHETHER IT'S IN MUSIC
 OR VISUAL ARTS OR DRAMA, DANCE,
 291 01:12:02:26 01:12:04:16 SO IN THAT FACT,
 292 01:12:04:18 01:12:06:23 I THINK WE'RE BETTER PREPARING
 KIDS TO LEARN.
 293 01:12:06:25 01:12:10:13 IT'S THE BEST SCHOOL YOU COULD
 POSSIBLY SEND YOUR KID TO.
 294 01:12:10:15 01:12:13:10 IT ALLOWS HIS CREATIVITY
 AND HIS IMAGINATION
 295 01:12:13:12 01:12:15:06 *TO RUN WILD*
IN A STRUCTURE.
 296 01:12:15:08 01:12:19:20 AND HE HAS JUST REALLY BLOSSOMED

297 01:13:33:13 AS A STUDENT AND AS A YOUNG MAN.
 01:13:35:13 (male announcer)
 FUNDING FOR THIS PROGRAM
 298 01:13:35:15 01:13:40:12 IS PROVIDED BY ANNENBERG/CPB
 TO ADVANCE EXCELLENT TEACHING.
 299 01:13:42:00 01:13:43:17 FOR INFORMATION ABOUT THIS
 300 01:13:43:19 01:13:48:15 AND OTHER
 ANNENBERG/CPB PROGRAMS, CALL:
 301 01:13:48:17 01:13:50:22 AND VISIT US AT:
 302 01:14:10:05 01:14:12:01 (male announcer)
 FUNDING FOR THIS PROGRAM
 303 01:14:12:03 01:14:16:28 IS PROVIDED BY ANNENBERG/CPB
 TO ADVANCE EXCELLENT TEACHING.
 304 01:14:19:06 01:14:22:04 [upbeat fiddle music]
 305 01:14:22:06 01:14:30:05 § §
 306 01:14:55:19 01:15:01:00 WELL, I THINK THE ARTS
 ARE PAINTING AND, UM, MUSIC,
 307 01:15:01:02 01:15:05:27 AND, UM,
 THAT'S TWO OF THE MAIN ONES.
 308 01:15:05:29 01:15:07:19 ARE THERE SOME MORE?
 309 01:15:07:21 01:15:13:15 LITERATURE,
 SCIENCE AND MATH, OPERA.
 310 01:15:13:17 01:15:19:14 LIKE WHEN YOU'RE PAINTING
 AND YOU'RE MAKING SOMETHING.
 311 01:15:19:16 01:15:23:12 AND THEN YOU CUT IT,
 AND THEN YOU COLOR THE PICTURE.
 312 01:15:23:14 01:15:27:10 DRAMA, MUSIC, STORYTELLING.
 313 01:15:27:12 01:15:31:09 MARTIAL ARTS,
 LIKE TAE KWON DO, KARATE.
 314 01:15:31:11 01:15:34:00 WRITING, JOURNALISM.
 315 01:15:34:02 01:15:36:14 DANCING, DRUMMING,
 TELLING STORIES.
 316 01:15:36:16 01:15:38:14 ART IS, LIKE,
 A WHOLE BUNCH OF THINGS
 317 01:15:38:16 01:15:40:19 YOU JUST CAN'T IMAGINE.
 318 01:15:40:21 01:15:43:18 ANYTHING THAT HAS TO DO
 WITH CREATIVITY.
 319 01:15:43:20 01:15:47:15 IT'S A WAY TO EXPRESS YOURSELF
 IN TERMS OF WRITING,
 320 01:15:47:17 01:15:49:23 IN TERMS OF DANCE,
 IN TERMS OF SONG.
 321 01:15:49:25 01:15:53:13 ART IS DIFFERENT
 FROM DANCING,
 322 01:15:53:15 01:15:56:15 'CAUSE DANCING IS WHEN
 YOU USE YOUR FEET TO DO IT.
 323 01:15:56:17 01:15:59:03 AND ART IS WHEN YOU USE
 YOUR HANDS.
 324 01:15:59:05 01:16:00:19 IT'S KIND OF HARD TO GIVE--
 325 01:16:00:21 01:16:05:10 IT'S JUST SORT OF WHAT MAKES UP
 A PEOPLE, I THINK.
 326 01:16:05:12 01:16:08:25 THEY'LL LEAD YOU TO DAYDREAM.
 327 01:16:08:27 01:16:13:24 AND THEY ENHANCE
 YOUR THINKING ABILITY.
 328 01:16:13:26 01:16:16:12 I FIRMLY BELIEVE THAT CATEGORIES
 HAVE TO HAVE SOME THINGS
 329 01:16:16:14 01:16:17:13 THAT DON'T BELONG IN IT.

330 01:16:17:15 01:16:18:26 EVERYTHING IS NOT ART.
 331 01:16:18:28 01:16:21:05 UM, AND ART IS NOT EVERYTHING.
 332 01:16:21:07 01:16:22:18 IF IT'S A CATEGORY,
 333 01:16:22:20 01:16:23:27 THEN IT HAS TO HAVE
 SOME BOUNDARIES,
 334 01:16:23:29 01:16:26:10 OR ELSE, YOU KNOW,
 KHALLA!--IT'S ANARCHY.
 335 01:16:26:12 01:16:31:13 IF IT'S ART TO YOU
 AND IT EXPRESSES YOUR INNER SELF
 336 01:16:31:15 01:16:35:06 AND IT MAKES YOU FEEL GOOD,
 IT MAKES OTHERS FEEL GOOD,
 337 01:16:35:08 01:16:36:20 THEN TO ME, THAT'S ART.
 338 01:16:36:22 01:16:41:12 STUFF YOU JUST LOVE
 AND STUFF TO EXPRESS YOURSELF.
 339 01:16:41:14 01:16:44:10 ANYTHING THAT CHANGES IN WAYS
 THAT HAVE NOTHING TO DO
 340 01:16:44:12 01:16:47:24 WITH WHAT IT DOES
 MAKES IT ART.
 341 01:16:47:26 01:16:53:02 I GUESS IT WOULD BE, UM,
 EXPRESSION,
 342 01:16:53:04 01:16:56:01 YOUR OWN PERSONAL EXPRESSION
 USING CREATIVITY.
 343 01:16:56:03 01:16:59:22 HUMANITY HAS ALWAYS
 HAD A NEED
 344 01:16:59:24 01:17:02:24 TO EXPRESS JOY AND PAIN
 AND SORROW,
 345 01:17:02:26 01:17:05:27 AND THAT'S WHAT I SEE
 COMING THROUGH IN THE ARTS.
 346 01:17:05:29 01:17:08:19 LIFE WOULDN'T BE MUCH FUN
 WITHOUT THEM.
 347 01:17:08:21 01:17:11:12 I MEAN, IT'S A WAY
 OF HUMAN EXPRESSION.
 348 01:17:11:14 01:17:14:06 THE FIRST PICTURE
 I GET IN MY MIND
 349 01:17:14:08 01:17:16:26 IS THAT SELF-EXPRESSION,
 THAT CREATIVITY.
 350 01:17:16:28 01:17:20:06 THAT JUST ADDS A SPARK
 TO A CHILD'S FACE
 351 01:17:20:08 01:17:23:24 AND TO A CLASSROOM THAT IS
 WONDERFUL TO WATCH.
 352 01:17:23:26 01:17:25:27 IF YOU'RE LOOKING AT HISTORY
 353 01:17:25:29 01:17:28:18 AND TO SEE WHERE WE'VE COME FROM
 AND WHERE WE ARE NOW,
 354 01:17:28:20 01:17:30:09 THE ARTS ARE A PERFECT MIRROR
 FOR THAT.
 355 01:17:30:11 01:17:32:07 FOR ME, IT'S MY LIFE.
 356 01:17:32:09 01:17:35:21 I COULD NOT LIVE WITHOUT MUSIC
 OR DRAMA OR DANCE.
 357 01:17:35:23 01:17:38:23 WITHOUT ART, YOU CAN'T ENVISION
 OR SEE ANYTHING
 358 01:17:38:25 01:17:40:05 THAT'S NOT THERE.
 359 01:17:40:07 01:17:44:28 SO ART KIND OF...
 FILLS YOU UP.
 360 01:17:45:00 01:17:49:29 I BELIEVE THERE'S A HIDDEN
 ARTIST IN EVERY CHILD.
 361 01:17:50:01 01:17:54:23 WE JUST HAVE TO DETERMINE

362 01:17:54:25 THE ART THAT THEY POSSESS.
 01:18:05:16 ART IS BEAUTIFUL,
 363 01:18:14:15 01:18:16:12 (male announcer)
 FUNDING FOR THIS PROGRAM
 364 01:18:16:14 01:18:20:26 IS PROVIDED BY ANNENBERG/CPB
 TO ADVANCE EXCELLENT TEACHING.
 365 01:18:22:29 01:18:24:09 FOR INFORMATION ABOUT THIS
 366 01:18:24:11 01:18:29:05 AND OTHER ANNENBERG/CPB
 PROGRAMS, CALL:
 367 01:18:29:07 01:18:31:14 AND VISIT US AT:
 368 01:18:51:16 01:18:53:16 (male announcer)
 FUNDING FOR THIS PROGRAM
 369 01:18:53:18 01:18:57:23 IS PROVIDED BY ANNENBERG/CPB
 TO ADVANCE EXCELLENT TEACHING.
 370 01:19:00:17 01:19:03:15 [upbeat fiddle music]
 371 01:19:03:17 01:19:11:14 § §
 372 01:19:36:16 01:19:38:13 ONE OF THE WAYS I KNOW
 A KID IS LEARNING
 373 01:19:38:15 01:19:42:17 OR HAS GROWN IS WHEN THEY CAN
 EVALUATE THEIR OWN WORK,
 374 01:19:42:19 01:19:45:12 CAN ARTICULATE
 WHAT THEY'VE DONE,
 375 01:19:45:14 01:19:47:17 AND ALSO THE OBSERVATIONS
 THEY MAKE
 376 01:19:47:19 01:19:50:10 ABOUT WHAT THE WORK OF OTHER--
 OR THE PLAY OF OTHER PEOPLE.
 377 01:19:50:12 01:19:55:20 WE USE REFLECTION A LOT HERE
 TO ASSESS STUDENTS' LEARNING.
 378 01:19:55:22 01:19:57:06 WHEN IT'S THEIRS,
 379 01:19:57:08 01:19:59:27 THEY INTERNALIZE
 WHAT THEY'RE LEARNING,
 380 01:19:59:29 01:20:03:02 AND THAT'S A REAL MARK FOR ME
 THAT IT'S BEEN LEARNED--
 381 01:20:03:04 01:20:05:11 NOT IF THEY MEMORIZE THE LIST
 THE NIGHT BEFORE
 382 01:20:05:13 01:20:07:13 AND DO IT WELL ON THE TEST.
 383 01:20:07:15 01:20:09:07 THE TEST ISN'T GOING TO SAY
 WHETHER A KID
 384 01:20:09:09 01:20:11:27 IS ACTUALLY LEARNING SOMETHING
 OR NOT ALL THE TIME.
 385 01:20:11:29 01:20:13:27 I THINK IT'S JUST ONE PART
 OF A MILLION OF WAYS
 386 01:20:13:29 01:20:16:10 THAT YOU CAN SHOW
 WHETHER KIDS ARE LEARNING.
 387 01:20:16:12 01:20:20:09 ASSESSMENT IS BEING ABLE
 TO HAVE AN UNDERSTANDING
 388 01:20:20:11 01:20:23:06 OF WHAT STUDENTS UNDERSTAND
 FROM WHAT THEY'VE LEARNED.
 389 01:20:23:08 01:20:26:14 ONE THING THAT I THINK
 ASSESSMENT IS NOT
 390 01:20:26:16 01:20:29:08 IS VERY CUT AND DRY.
 391 01:20:29:10 01:20:32:28 HOW DO I ASSESS
 MY STUDENTS' WORK?
 392 01:20:33:00 01:20:38:01 UM, IT MAY SOUND KIND OF SIMPLE,
 BUT I JUST WATCH THEM.

393 01:20:38:03 01:20:41:03 ASSESSMENT MEANS LOOKING
AT THE WHOLE CHILD,
394 01:20:41:05 01:20:44:12 LOOKING AT EVERY ASPECT
OF THAT CHILD--
395 01:20:44:14 01:20:46:14 NOT ONLY JUST
THE ACTUAL TEST-TAKING
396 01:20:46:16 01:20:49:09 BUT HOW THEY EVOLVE
AS A PERSON.
397 01:20:49:11 01:20:53:00 I ASSESS THEM DAILY
WHEN THEY WALK IN MY BUILDING.
398 01:20:53:02 01:20:55:13 UH, ASSESSMENT:
399 01:20:55:15 01:20:59:09 TRYING TO FIGURE OUT
IF THEY GOT IT.
400 01:20:59:11 01:21:02:12 DETERMINING HOW MUCH, YOU KNOW,
YOU'VE GROWN--
401 01:21:02:14 01:21:03:29 GONE FROM ONE PLACE TO ANOTHER
402 01:21:04:01 01:21:06:06 AND WHETHER YOU'RE GOING
IN THE RIGHT DIRECTION OR NOT.
403 01:21:06:08 01:21:09:17 ASSESSMENT IS ONGOING
AND EVOLVING.
404 01:21:09:19 01:21:12:15 ASSESSMENT IS A MEASUREMENT
OF PROGRESSION.
405 01:21:12:17 01:21:14:05 WE'RE NOT GOING
TO SIT DOWN AND SAY,
406 01:21:14:07 01:21:16:04 "OKAY, YOU GOT THIS PART.
YOU GOT THIS PART.
407 01:21:16:06 01:21:18:02 YOU UNDERSTAND WHAT YOU'RE
TALKING ABOUT."
408 01:21:18:04 01:21:19:28 THE KIDS GO HOME,
AND THE PARENTS KNOW.
409 01:21:20:00 01:21:21:20 THEY TALK ABOUT
WHAT THEY WERE DOING,
410 01:21:21:22 01:21:24:20 AND THE PARENTS KNOW
THEY'RE LEARNING...
411 01:21:24:22 01:21:26:12 JUST FROM THEIR CONVERSATION.
412 01:21:26:14 01:21:29:00 WELL, WE ASK
ON A DAY-TO-DAY BASIS
413 01:21:29:02 01:21:30:24 ON HOW WAS SCHOOL,
WHAT WAS LEARNED.
414 01:21:30:26 01:21:32:14 WHEN THEY COME HOME,
415 01:21:32:16 01:21:35:01 I TALK TO THEM ABOUT WHAT
THEY'RE LEARNING SPECIFICALLY.
416 01:21:35:03 01:21:38:15 WE HAVE RUBRICS;
WE HAVE STANDARDS.
417 01:21:38:17 01:21:40:17 AND WE EVALUATE
ACCORDING TO THAT.
418 01:21:40:19 01:21:45:01 STANDARD FORMAL ASSESSMENT,
YOU KNOW, IS A WRITTEN THING.
419 01:21:45:03 01:21:46:25 BUT ASSESSMENT IN THE ARTS
420 01:21:46:27 01:21:49:07 CAN BE DONE
SO MANY DIFFERENT WAYS.
421 01:21:49:09 01:21:50:25 SHOW ME WHAT YOU KNOW.
422 01:21:50:27 01:21:53:06 IN DANCE,
SHOW ME WHAT YOU KNOW.
423 01:21:53:08 01:21:54:12 VISUAL ARTS,
SHOW ME--

424	01:21:54:14	01:21:56:06	BY EXHIBITION, PERFORMANCE, CONCERTS.
425	01:21:56:08	01:21:59:21	CAN THE CHILDREN TELL YOU WHAT IT IS THAT THEY'VE LEARNED?
426	01:21:59:23	01:22:01:13	AND WHAT DOES IT MEAN FOR THEM?
427	01:22:01:15	01:22:05:09	I KNOW MY STUDENTS ARE LEARNING WHAT I WANT THEM TO LEARN
428	01:22:05:11	01:22:09:03	WHEN THEY START ASKING ME QUESTIONS.