

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

		CAN DO ANYTHING
104	01:05:04:04	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
		STEPPING STONES FOR THE GARDEN
106	01:05:10:16	01:05:12:25 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

WOULD BE FREE.

170 01:07:44:15 01:07:46:17 (*Riggins*)
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 ISN'T WRONG, IS IT?
 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
 235 01:09:50:01 COMING UP SOON
 01:09:51:24 THAT WE HAVE
 236 01:09:51:26 A COMPETITION FOR?
 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

		AS A STUDENT AND AS A YOUNG MAN.
297	01:13:33:13	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 AND...THAT'S IT.
 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
 394 01:20:41:05 01:20:44:12 AT THE WHOLE CHILD,
 395 01:20:44:14 01:20:46:14 LOOKING AT EVERY ASPECT
 396 01:20:46:16 01:20:49:09 OF THAT CHILD--
 397 01:20:49:11 01:20:53:00 NOT ONLY JUST
 398 01:20:53:02 01:20:55:13 THE ACTUAL TEST-TAKING
 399 01:20:55:15 01:20:59:09 BUT HOW THEY EVOLVE
 400 01:20:59:11 01:21:02:12 AS A PERSON.
 401 01:21:02:14 01:21:03:29 I ASSESS THEM DAILY
 402 01:21:04:01 01:21:06:06 WHEN THEY WALK IN MY BUILDING.
 403 01:21:06:08 01:21:09:17 UH, ASSESSMENT:
 404 01:21:09:19 01:21:12:15 TRYING TO FIGURE OUT
 405 01:21:12:17 01:21:14:05 IF THEY GOT IT.
 406 01:21:14:07 01:21:16:04 DETERMINING HOW MUCH, YOU KNOW,
 407 01:21:16:06 01:21:18:02 YOU'VE GROWN--
 408 01:21:18:04 01:21:19:28 GONE FROM ONE PLACE TO ANOTHER
 409 01:21:20:00 01:21:21:20 AND WHETHER YOU'RE GOING
 410 01:21:21:22 01:21:24:20 IN THE RIGHT DIRECTION OR NOT.
 411 01:21:24:22 01:21:26:12 ASSESSMENT IS ONGOING
 412 01:21:26:14 01:21:29:00 AND EVOLVING.
 413 01:21:29:02 01:21:30:24 ASSESSMENT IS A MEASUREMENT
 414 01:21:30:26 01:21:32:14 OF PROGRESSION.
 415 01:21:32:16 01:21:35:01 WE'RE NOT GOING
 416 01:21:35:03 01:21:38:15 TO SIT DOWN AND SAY,
 417 01:21:38:17 01:21:40:17 "OKAY, YOU GOT THIS PART.
 418 01:21:40:19 01:21:45:01 YOU GOT THIS PART.
 419 01:21:45:03 01:21:46:25 YOU UNDERSTAND WHAT YOU'RE
 420 01:21:46:27 01:21:49:07 TALKING ABOUT."
 421 01:21:49:09 01:21:50:25 THE KIDS GO HOME,
 422 01:21:50:27 01:21:53:06 AND THE PARENTS KNOW.
 423 01:21:53:08 01:21:54:12 THEY TALK ABOUT
 424 01:21:54:12 01:21:57:00 WHAT THEY WERE DOING,
 425 01:21:57:00 01:22:00:00 AND THE PARENTS KNOW
 426 01:22:00:00 01:22:03:00 THEY'RE LEARNING...
 427 01:22:03:00 01:22:06:00 JUST FROM THEIR CONVERSATION.
 428 01:22:06:00 01:22:09:00 WELL, WE ASK
 429 01:22:09:00 01:22:12:00 ON A DAY-TO-DAY BASIS
 430 01:22:12:00 01:22:15:00 ON HOW WAS SCHOOL,
 431 01:22:15:00 01:22:18:00 WHAT WAS LEARNED.
 432 01:22:18:00 01:22:21:00 WHEN THEY COME HOME,
 433 01:22:21:00 01:22:24:00 I TALK TO THEM ABOUT WHAT
 434 01:22:24:00 01:22:27:00 THEY'RE LEARNING SPECIFICALLY.
 435 01:22:27:00 01:22:30:00 WE HAVE RUBRICS;
 436 01:22:30:00 01:22:33:00 WE HAVE STANDARDS.
 437 01:22:33:00 01:22:36:00 AND WE EVALUATE
 438 01:22:36:00 01:22:39:00 ACCORDING TO THAT.
 439 01:22:39:00 01:22:42:00 STANDARD FORMAL ASSESSMENT,
 440 01:22:42:00 01:22:45:00 YOU KNOW, IS A WRITTEN THING.
 441 01:22:45:00 01:22:48:00 BUT ASSESSMENT IN THE ARTS
 442 01:22:48:00 01:22:51:00 CAN BE DONE
 443 01:22:51:00 01:22:54:00 SO MANY DIFFERENT WAYS.
 444 01:22:54:00 01:22:57:00 SHOW ME WHAT YOU KNOW.
 445 01:22:57:00 01:23:00:00 IN DANCE,
 446 01:23:00:00 01:23:03:00 SHOW ME WHAT YOU KNOW.
 447 01:23:03:00 01:23:06:00 VISUAL ARTS,
 448 01:23:06:00 01:23:09:00 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.