

Annenberg/CPB
Video Library Guide

Connecting With the Arts

A Teaching Practices Library, 6–8

A 12-part video library for teachers in the middle grades

**Produced by Lavine Production Group in collaboration with
EDC's Center for Children and Technology, and
the Southeast Center for Education in the Arts**

Connecting With the Arts: A Teaching Practices Library, 6–8

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Table of Contents

Introduction	1
About This Teaching Practices Library	1
Viewing Suggestions	5
Tips for Facilitators	6
About the Contributors	7
 <u>Library Programs</u>	
Revealing Character	13
Breathing Life Into Myths	17
Two Dance Collaborations	21
Constructing a Community	27
Making Connections	31
Exploring <i>Our Town</i>	35
Creating a Culture—The Story Begins	39
Analyzing a Culture—The Story Continues	43
Folk Tales Transformed	47
Preserving a Place for the Arts	51
Can Frogs Dance?	55
Finding Your Voice	59
 Appendix	 65
Credits	65

About This Teaching Practices Library

Overview

This teaching practices library is a resource for teachers in grades six to eight who are interested in integrating the arts into their curriculum. Through the library's programs, viewers visit classrooms around the country where arts specialists and other subject-area teachers are collaborating to make student learning more meaningful. In each program, participating teachers tell their own arts integration stories, providing ideas, activities, and insights that viewers can take back to their own classrooms.

Why Integrate With the Arts? As many teachers know, meaningful integration of the arts with other subjects is a valuable key to student engagement and success in the middle grades. Teaching the arts in conjunction with other subjects helps create flexible thinkers, and encourages students to synthesize new relationships between ideas. It also reinforces the arts as core subjects in their own right.

Arts integration enables students to accomplish the following:

- Discover natural connections among subject areas
- Deepen understanding of important concepts that transcend individual disciplines
- Engage in the artistic processes of creating, performing, and responding
- Think and work using aural, visual, and kinetic modalities and multiple intelligences
- Communicate using various media and symbol systems
- Combine knowledge and methods from different disciplines
- Apply what they learn in one area to challenges encountered in another

What Is Arts Integration? Arts integration combines curriculum and teaching in arts and non-arts subjects, or among the different arts disciplines themselves, including dance, music, theatre, and visual art. Integration can take many forms, but it involves two key elements—*instructional models* and *curricular connections*. Here are three ways that teachers often collaborate using the arts:

INSTRUCTIONAL MODELS

Independent	Teachers in different disciplines teach in their own classrooms.
Team Teaching	Two or more teachers plan and teach together.
Community Resources	Teachers work with artists, educators, and other resources from the community.

Curricular connections between arts and non-arts disciplines range from informal to interdependent. Here are three common ways teachers forge curricular connections:

CURRICULAR CONNECTIONS

Informal	Connections are informal, with the arts often supplementing learning in other subjects.
Complementary	There are links between the arts and other subjects. One area may be emphasized more than another.
Interdependent	All subjects receive equal attention, with each discipline supporting the others.

About This Teaching Practices Library, cont'd.

The middle schools featured in these library programs employ a variety of approaches to arts integration. The chart below indicates which approaches are prominent in each program.

FORMS OF INTEGRATION

	INSTRUCTIONAL MODELS			CURRICULAR CONNECTIONS		
	Independent	Team Teaching	Community Resources	Informal	Complementary	Interdependent
Revealing Character		X				X
Breathing Life Into Myths	X				X	
Two Dance Collaborations		X				X
Constructing a Community		X	X		X	
Making Connections	X			X		
Exploring <i>Our Town</i>		X			X	
Creating a Culture — The Story Begins		X				X
Analyzing a Culture — The Story Continues		X	X			X
Folk Tales Transformed		X	X		X	
Preserving a Place for the Arts	X			X		
Can Frogs Dance?		X				X
Finding Your Voice		X				X

How Do These Programs Address Standards? Teachers in these programs are helping their students meet learning goals defined in the National Standards for Arts Education, as well as a host of non-arts standards. Major standards addressed can be found in later sections of this guide, listed under each program. The standards are taken from the McREL Compendium of Standards and Benchmarks, a synthesis of national standards in each of the disciplines. More detail about the McREL compendium can be found on the McREL Web site at <http://www.mcrel.org/compendium/browse.asp>.

About This Teaching Practices Library, cont'd.

Components of This Teaching Practices Library

The Programs

Connecting With the Arts: A Teaching Practices Library, 6–8 includes 12 half-hour programs, offering access to a variety of arts integration approaches taking place in middle school classrooms around the country. The programs are:

Revealing Character

A language arts teacher and a visual art teacher ask eighth-graders to demonstrate their understanding of a novel's characters by creating unusual ceramic place settings.

Breathing Life Into Myths

Puppetry provides a lively way for a language arts teacher to engage her sixth-graders in exploring Greek myths. For help with puppetry techniques, she draws on the expertise of her school's theatre teacher.

Two Dance Collaborations

In a first-time collaboration, a dance teacher and a science teacher combine forces to explore the laws of motion with a seventh- and eighth-grade dance class. At another school, a dance teacher and a math teacher work with sixth-graders on imaginative interpretations of the idea of circles.

Constructing a Community

A visual art teacher and a social studies teacher use the distinctive architecture and history of their school's neighborhood to help eighth-graders see their community in a new light.

Making Connections

Teachers of music, visual art, and theatre build thoughtful connections to topics their seventh-graders are working on in social studies and language arts.

Exploring Our Town

Seventh- and eighth-grade students explore Thornton Wilder's classic play *Our Town* from the perspectives of theatre, visual art, music, language arts, and social studies.

Creating a Culture — The Story Begins

Sixth-graders develop their own cultures, complete with language, clothing, artwork, and rituals. Weeks of hard work culminate in a surprising twist. This program is the first of two parts.

Analyzing a Culture — The Story Continues

Students become archaeologists, analyzing artifacts from other student-created cultures. They then design a museum exhibit from those artifacts. This program is the second of two parts.

Folk Tales Transformed

A visiting theatre artist works with a language arts teacher and a visual art teacher to help eighth-graders transform folk tales into original scenes that the students perform.

Preserving a Place for the Arts

When faced with budget cuts, the staff of a rural middle school finds innovative ways to keep the arts a viable part of the curriculum.

About This Teaching Practices Library, cont'd.

Can Frogs Dance?

A dance teacher and a science teacher ask seventh-graders to compare the anatomy of frogs and humans. Then a language arts teacher coaches the students in a lively debate about whether a frog should be allowed to join a ballet company.

Finding Your Voice

Drawing on themes of conflict and genocide that eighth-graders are studying in their World Cultures class, four arts teachers organize an interdisciplinary unit that encourages students to use their artwork as a form of protest.

The Library Guide

This print guide provides information about the library programs as well as ideas for viewing and using these programs in your school, preservice or professional development program, or community. It features pre- and post-viewing discussion questions centered on each program.

The Web Site

On the Web site for this teaching practices library at www.learner.org/channel/libraries/connectingwitharts, you can access more resources about specific programs in the library. Materials on the Web site include profiles of featured schools; Q & A interviews with teachers; selected materials from the featured units; and related print and Web resources. The Web site also includes all the ideas for viewing and using the programs found in this print guide.

Companion Resource

This teaching practices library is a companion to *Connecting With the Arts: A Workshop for Middle Grades Teachers*, a professional development workshop funded by Annenberg/CPB. The workshop is broadcast on the Annenberg/CPB Channel and available for purchase from Annenberg/CPB. For more information, go to www.learner.org or call **1-800-LEARNER**. The workshop consists of the following:

- Eight one-hour video programs that introduce key concepts and strategies in middle school arts integration. Excerpts from programs in the teaching practices library are used to introduce these ideas.
- A Web site featuring online activities keyed to the workshop sessions and a guide for participants and facilitators of local workshop sessions.
- A print guide containing information for participants and facilitators, including ideas for viewing and discussing the workshop programs, summaries of the programs, and plans for conducting local workshop sessions.

The workshop Web site can be found at www.learner.org/channel/workshops/connectingwitharts. Viewers of the workshop are eligible to receive continuing education credit. For more information, go to www.learner.org/channel/workshops/graduate_credit.html.

Viewing Suggestions

This teaching practices library presents successful approaches to arts integration being pursued by middle school educators around the United States. Together, these programs communicate some of the reasons why advocates of arts integration believe so strongly in its benefits. The programs, along with the Web site, provide a wealth of practical strategies and examples of arts integration that viewers can adapt for their own schools.

Who Should Watch

- **Teachers**—to aid in curriculum planning or professional development.
- **Preservice teachers**—to observe actual classroom events.
- **Teacher educators and professional development providers**—to enhance their instruction, introducing preservice teachers to the realities of middle school arts integration. Each program could be used as a case study to examine and assess teacher planning and implementation, teacher and student attitudes, and the ways in which each lesson succeeds or could be improved.
- **Administrators**—including supervisors, principals, and group or team leaders.
- **Community educators**—to disseminate to parents and community members as examples of what successful arts integration can look like in middle school.

Here are some of the ways you can use these programs:

- **For professional development.** Districts, schools, or teacher teams that want to integrate the arts with other areas of study can use the library programs to build instructional skills in various aspects of arts integration. Use one or more programs for inservice courses or workshop sessions, watch a program as part of a team or department meeting, or make individual programs available for teachers to view on their own.
- **For parent and community information.** By highlighting middle schools that have greatly enhanced students' experiences through the arts, these library programs make strong statements about the value of arts integration that can speak powerfully to parents and community members.
- **As a supplement to the companion workshop.** These library programs illustrate in greater detail the concepts and lessons explored in the companion workshop programs.

Tips for Facilitators

The teaching practices library programs can be viewed on their own or in combination with other programs. Facilitators have a great deal of latitude in using the programs with a variety of audiences and in many different situations. The half-hour length of the programs makes them easy to use as a discussion starter or as the heart of a presentation.

Here are some suggestions for making your presentation successful:

- **Set your objectives.** Why are you showing this program to this audience? What is the insight, information, or skills that you want viewers to come away with?
- **Know your audience.** What are participants' interests, goals, and biases? Anticipate how they might react to the program, and plan how you would answer possible questions.
- **Build a presentation.** Plan how you will use the library program to achieve your objectives. Identify aspects of the program that you especially want the audience to see, and draw their attention to these things before you watch the program. You may wish to distribute in advance discussion questions (those provided within this guide, or your own) that the audience can consider while viewing the program. After the program has ended, take a few minutes to discuss it before you move on.
- **Know the topic.** Use the library Web site to learn more about the schools, teachers, and lessons in these programs. The Web site offers additional resources, including Web links, for each program.
- **Prepare the audience.** Provide participants with information that can help them get the most out of the program. For example, you might distribute profiles of the featured teachers or schools. This information is available on the companion Web site.

Materials Needed

To watch these library programs, you will need the following materials:

- The appropriate videotapes or a broadcast of them via the Annenberg/CPB Channel
- A television monitor and videocassette player
- This guide
- Background information about the program, available on the library Web site (some also provided in this guide)

For professional development, team-building sessions, or facilitated discussions, you also may need the following materials:

- Copies of your own learning objectives and the discussion questions listed in this guide for each program
- Flip chart and markers
- Pads and pens for individual notes and reflections

About the Contributors

Featured Schools

Clarkton School of Discovery, Clarkton, North Carolina

Featured in "Preserving a Place for the Arts"

Clarkton School of Discovery is a public magnet middle school located in rural Bladen County, North Carolina. The school serves 350 students in grades six to eight, a population divided nearly equally among white and African American students. One-third qualify for a free or reduced-price lunch.

Clarkton is one of North Carolina's 30 A+ Schools. A+ Schools believe that the arts stimulate in-depth learning and holistic knowledge in students, resulting not only in higher achievement, but also in lowering the incidence of behavioral problems and absences from school.

For several years, Clarkton used magnet grant funding to retain its arts teachers. But when the funding ended, the school had to figure out a way to preserve the presence of the arts. The visual art teacher received her certification in science, and the dance teacher became certified to teach language arts. Each of them now teaches non-arts classes in the morning and arts electives in the afternoon.

The practice of mixing the arts with academics is core to the way Clarkton operates. Students explore four core areas of learning—language arts, math, science, and social studies—in the morning. In the afternoon, the students have a choice of more than 50 different electives.

School information compiled from SchoolTree.org: <http://www.schooltree.org/370039000113.html>

FAIR School, Crystal, Minnesota

Featured in "Two Dance Collaborations," "Creating a Culture — The Story Begins," "Analyzing a Culture — The Story Continues," and "Finding Your Voice"

The Fine Arts Interdisciplinary Resource (FAIR) School is a grades four-to-eight magnet school located in Crystal, Minnesota. that provides intercultural learning opportunities to 558 students from Minneapolis and the surrounding suburban school districts. The mission of FAIR School is tri-fold: intercultural learning, fine arts performance, and academic excellence.

FAIR School was created by the West Metro Educational Program (WMEP), a voluntary consortium of 10 urban and suburban school districts in the Minneapolis metropolitan area that was formed in 1989 to cooperatively address integration issues. WMEP's mission is to promote student success and community acceptance of differences by providing opportunities for students, families, and staff from diverse backgrounds to learn from and with each other.

Student admission for FAIR School is based on an enrollment lottery held in each district. While there is no formal audition, it is important that students enjoy some level of success and interest in at least one area of the fine arts. Fine arts offerings include dance, vocal and instrumental music, theatre, visual art, and media arts.

School information compiled from the FAIR School Web site: www.rdale.k12.mn.us/fair/about.html

Hand Middle School, Columbia, South Carolina

Featured in "Breathing Life Into Myths" and "Making Connections"

Hand Middle School, located in Columbia, South Carolina, serves a diverse group of sixth- to eighth-graders. The school has received a host of awards for its academic programs, most notably *Time* magazine's Middle School of the Year. The school attributes much of its academic success to its commitment to the arts throughout its curriculum.

The fine arts mission statement at Hand Middle School reads, "At Hand Middle School, all students should be enriched by exposure to the fine arts through high-quality, comprehensive fine arts courses and the integration

About the Contributors, cont'd.

of fine arts into every subject.”

Arts Integration at Hand Middle School exists on three levels:

- Teachers design integrated lesson plans on their own.
- Teachers on the same grade-level team share a common planning period, and plan integrated units together throughout the year.
- A team of teachers, dubbed the “the Renaissance Team,” guides the planning of a school-wide culminating arts festival.

Through these three levels of arts integration, the school ensures not only that 85% of its students are enrolled in fine arts classes, but also that art reaches every child at Hand.

School information compiled from the Hand School Web site: <http://hornet.richlandone.org/>

Hilltown Cooperative Charter School, Haydenville, Massachusetts

Featured in “Exploring Our Town”

Hilltown Cooperative Charter School, located in the western Massachusetts town of Haydenville, has been in operation since 1995. The school serves 138 students from several surrounding communities, in kindergarten through eighth grade. The mission of the Hilltown Cooperative Charter School is to involve students, teachers, parents, administrators, and members of the surrounding community in sustaining a non-discriminatory, rural learning environment. The school is committed to nurturing the innate curiosity and creativity of children and believes that this stimulates exploration of the arts and sciences. At Hilltown, the belief is that an integrated curriculum leads to personal empowerment, critical thinking, joy of learning, and appreciation of the importance of diversity and cooperation.

The curricular philosophy at Hilltown is both arts-integrated and project-based. Hilltown Cooperative uses a curriculum that draws heavily on the expressive arts as well as on students’ own experiences to spur creative thinking. Students explore lessons and present their learning through writing, art, music, movement, construction, and drama.

At Hilltown, students are grouped developmentally in multi-age classrooms and have a schedule that allows for both parental involvement and further arts integration.

School information compiled from the Hilltown Cooperative Charter School Web site: <http://www.hilltown-charter.org>

Intermediate School 230, Jackson Heights, Queens, New York

Featured in “Constructing a Community”

Intermediate School 230, located in the historic Jackson Heights neighborhood in the borough of Queens in New York City, is a large urban public school that serves 973 students in grades six to eight. The school’s diverse population is comprised predominantly of Hispanic and Asian students, a high percentage of whom are on free or reduced-price lunch programs. The school is committed to a safe learning environment where all students can meet a high standard of excellence. The educational mission of the school is to create a community of active learners, through personal development, development of basic communication and learning skills, and instruction in the major knowledge areas of language arts, mathematics, science, and social studies.

School information compiled from New York City Department of Education Web site: <http://www.nycenet.edu/OurSchools/Region4/Q230/>

About the Contributors, cont'd.

Intermediate School 237, Flushing, Queens, New York

Featured in "Folk Tales Transformed"

Intermediate School 237, located in the Flushing neighborhood in the borough of Queens in New York City, serves over 1,200 seventh- to ninth-graders, primarily students of Hispanic, Asian, and African American descent. The majority of students at I.S. 237 receive free or reduced-price lunch. I.S. 237 is committed to integrating the arts into all forms of education. Resident artists work with teachers and students to promote interdisciplinary instruction, raise school spirit, and strengthen students' communication skills. I.S. 237 also offers Talent Classes in band, strings, chorus, and visual art and holds two annual Arts Festivals to highlight the artistic achievements of its students.

School information compiled from the I.S. 237 Web site: <http://www.is237.org>

Mineral Springs Middle School, Winston-Salem, North Carolina

Featured in "Revealing Character" and "Can Frogs Dance?"

Mineral Springs Middle School is located in Winston-Salem, North Carolina. Its 410 students are mostly African American, with a growing number of Hispanic students and a minority of students of Caucasian and racially mixed backgrounds.

Arts play a fundamental role at Mineral Springs. Mineral Springs is one of more than 30 A+ Schools across the state, all emphasizing the arts. The philosophy of the A+ Schools derives from Howard Gardner's theory of multiple intelligences: a belief that the arts stimulate in-depth learning and holistic knowledge in students, resulting not only in higher achievement, but also in lowering the incidence of behavioral problems and absences from school. The staff at Mineral Springs includes full-time teachers of dance, vocal music, instrumental music, visual art, and drama. Through the creative use of allocated positions, Mineral Springs has resisted arts funding cuts and maintained a high number of professional arts faculty to carry out its mission.

The Mineral Springs curriculum includes classes for sixth-, seventh-, and eighth-graders in visual art and photography, orchestra and band, choral music and piano, drama and video production, modern dance, and performance arts. Artists who have state teaching certification and professional status in the arts community teach these classes. Collaborations among arts faculty include student exhibits, concerts, performances, demonstrations, and "informances" scheduled during the entire school year. In addition to this selection of arts courses, the non-arts teachers routinely include the arts in their instruction.

School information compiled from the Mineral Springs Middle School Web site: <http://web2k.wsfcs.k12.nc.us/MSpringsMS/info/aplus.htm>

Sheridan Global Arts and Communications School, Minneapolis, Minnesota

Featured in "Two Dance Collaborations"

Sheridan is a K-8 fine arts magnet school, located in Minneapolis, Minnesota, which serves an urban population of predominantly Asian, African American, and Caucasian students. Global arts and communications form the core of Sheridan's philosophy of education, with the arts and foreign languages central to all learning at Sheridan. The school and its students work with community arts partners to integrate the arts, global studies, and communications within learning activities.

The arts at Sheridan are infused throughout the curriculum and in the weekly and daily schedules. In seventh and eighth grade, students choose an art form to study every other day all year long. Course offerings range from drama, dance, choir, and band to visual art, ceramics, and African music. At Sheridan, part of the school philosophy is that students become literate by producing performances, exhibits, and publications as part of the learning process. The students must also demonstrate their acquired understandings and skills to real audiences for authentic purposes.

About the Contributors, cont'd.

Sheridan is actively involved with community arts partners and institutions, including the Walker Arts Center, Northeast Minneapolis Arts Association, the Bell Museum of Natural History, the Perpich Center for Arts Education, and area universities.

School information compiled from the Sheridan Global Arts and Communications School Web site: <http://sheridan.mpls.k12.mn.us/>

Project Advisors

Mary Belfi, National Board-certified visual art teacher at a public middle school in New York City for 33 years; instructor in art education at Hofstra University

Deborah Brzoska, design coach for the Small Schools Initiative of the Bill & Melinda Gates Foundation; founding principal of the Vancouver (Washington) School of Arts and Academics; group leader for the arts for the National Assessment of Educational Progress

Richard Deasy, director of the Arts Education Partnership in Washington, D.C.

Stephen Gonzales, Denver Public Schools manager of curriculum and instruction for music education and advanced placement; middle and high school instrumental music specialist

Mac Arthur Goodwin, president of the National Art Education Association; board member of the National Board for Professional Teaching Standards; middle and high school visual art teacher; Special Consultant in arts education to the South Carolina Department of Education

Joseph Juliano, Jr., director of fine arts for the Hamden (Connecticut) School District; past president of the American Alliance for Theatre and Education; chair of the Interdisciplinary Committee of the Consortium of National Arts Education Associations

Donald Killeen, national program manager of the National Arts Education Consortium at The Ohio State University; national project director for the Transforming Education Through the Arts Challenge, a national education reform initiative

Marilyn Stewart, professor of art education at Kutztown University in Pennsylvania; general editor of Davis Publications' *Art Education in Practice* series

Hank Troy, professional musician; former social studies teacher; co-founder of a public arts magnet school in Denver; administrator of an arts-in-education program

About the Contributors, cont'd.

Content and Instructional Advisors

Instructional guidance for *Connecting With the Arts: A Teaching Practices Library, 6–8* was provided by the Southeast Center for Education in the Arts (SCEA), which also provided instructional design for the companion workshop. Located at The University of Tennessee at Chattanooga, SCEA is a think tank and laboratory for creative inquiry into teaching and learning. Among other distinctions, SCEA was the 2003 recipient of the Tennessee Governor's Arts Leadership Award. SCEA's multi-arts focus on comprehensive arts education and arts integration provides a dynamic approach to innovative professional development and education reform. Following are key SCEA staff members on the project:

Kim Wheatley, director of the Southeast Center for Education in the Arts, holds The University of Tennessee Lyndhurst Chair of Excellence in Art Education. He served on the writing committees for the National Standards for Arts Education and the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Teachers.

Joel Baxley, director of visual art at SCEA, has taught, exhibited his artwork, and created stage sets. He is in charge of designing and teaching the visual art components of the professional development programs. He also team-teaches a course in arts integration for education majors at The University of Tennessee at Chattanooga.

Scott Rosenow, director of theatre at SCEA, has taught and directed theatre at the elementary, middle, high school, and university levels. As part of his responsibilities at SCEA, he team-teaches a course in arts integration for education majors at The University of Tennessee at Chattanooga.

