



Florida Alliance
for Arts Education



Arts Integration: Teaching Artists and Others



Welcome to Webinar V: Program Delivery and Assessment

**Arts Integration
for
Teaching Artists and
Others
May 22, 2012**

Led by:

**Dr. Mary Palmer,
Project Director**



Florida Alliance
for Arts Education



Special Guests



Marian Winters

Executive Director
VSA Florida



Judy Levine

Teaching Artist,
Sarasota Arts &
Cultural Alliance



Scott Evans

Fine Arts Director
Orange County Public
Schools

Before Planning My Teaching Strategies...

What **KEY THINGS** need to be “in place?”

Special Guests



Judy Levine
Teaching Artist,
Sarasota Arts & Cultural
Alliance



Scott Evans
Fine Arts Director
Orange County
Public Schools



Marian Winters
Executive Director
VSA Florida

21st Century Teaching and Learning

Why ME?

Special Guest



Scott Evans
Fine Arts Director
Orange County
Public Schools

What does teaching and
learning in a 21st Century
Classroom look like?

Is it this?



Is it this?



Is it this?



What are 21st Century Skills?

Tony Wagner's 7 Survival Skills

- ✦ critical thinking/problem solving
- ✦ collaboration/leading by influence
- ✦ **agility and adaptability**
- ✦ initiative and entrepreneurialism
- ✦ **effective oral and written communication**
- ✦ accessing and analyzing information
- ✦ **curiosity and imagination**


How do students learn? Are they.....

- ✦ Interpersonal
- ✦ Logical
- ✦ Spatial
- ✦ Musical
- ✦ Intrapersonal
- ✦ Linguistic
- ✦ Naturalist or
- ✦ Bodily-Kinesthetic learners?

YES!

Gardner (1983) Frames of Mind.

Arts Integration strategies address the needs of 21st century learners and prepare students for success in the world of tomorrow.



How can Teaching Artists Contribute to the Development of HOTS?

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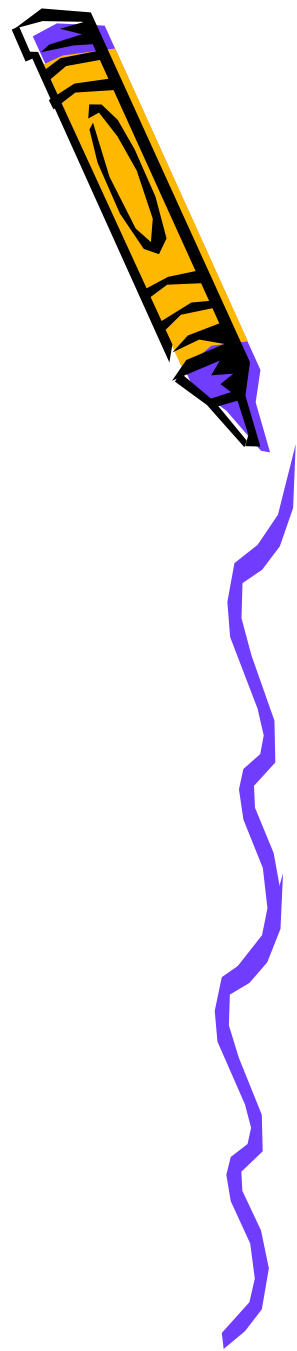
What is VSA?

- Non-profit arts organization
- Founded 1974 -Jean Kennedy Smith
- International
- A program of the John F. Kennedy Center for the Performing Arts
- *Provides arts, education and cultural opportunities for and by people with disabilities.*



VSA Florida Mission:

- To create a society where people with disabilities can learn through, participate in and enjoy the arts.



Guiding Principles



- Every person with a disability deserves access to appropriate arts learning experiences.
- All artists in schools and arts educators should be appropriately prepared to include students with disabilities in their instruction.
- All children, youth and adults with disabilities should have complete access to community cultural facilities and activities.
- All individuals with disabilities who aspire to careers in the arts should have the opportunity to develop appropriate skills.

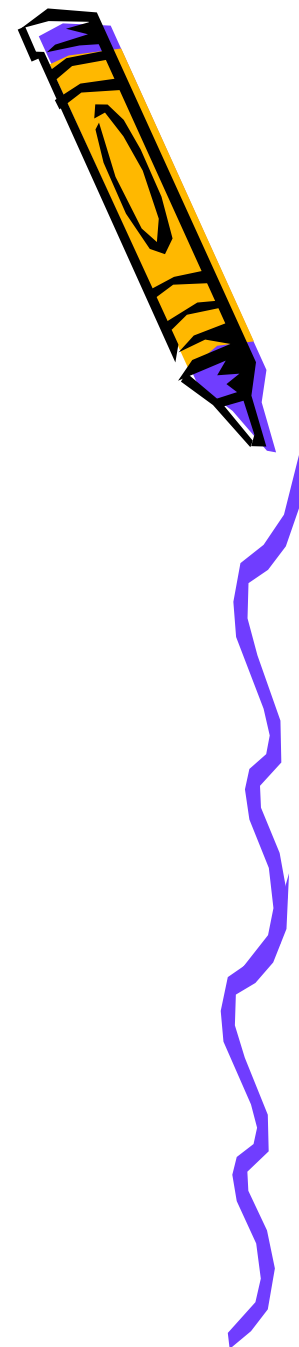


Universal Design

1. Provide multiple means of **representation** of essential concepts
2. Provide multiple means for action and **expression**
3. Provide multiple means for **engagement**



Universal Design for Learning Guidelines



I. Representation

Use multiple means of representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

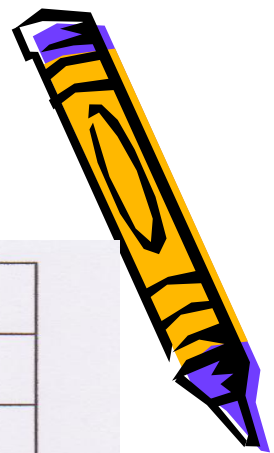
- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

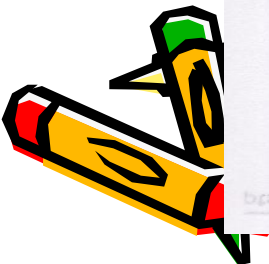


Curriculum Map

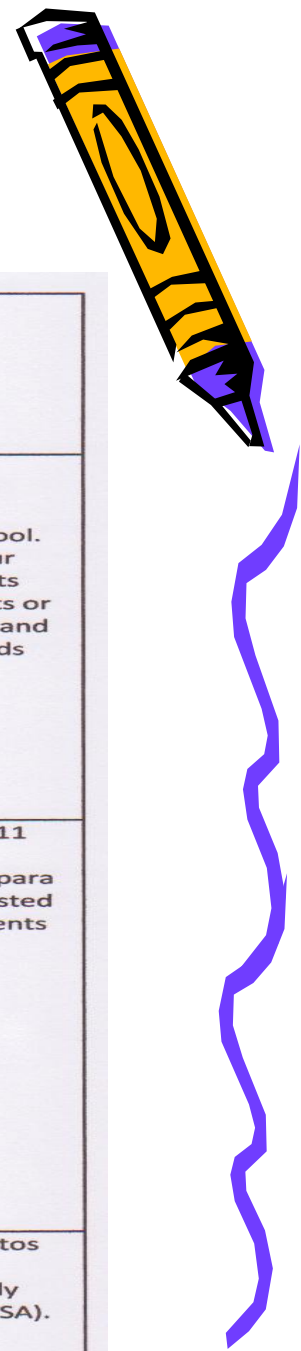


Teaching Artist:	Brenda Smoak
Site: xxxxxxxxxxxx Elementary School	County: xxxxxxxx
Residency Dates:	2/25/11 – 5/6/11
Theme/Enduring Understanding/ Essential Questions/Big Ideas:	“Who Am I and How Do I Fit into this World?”

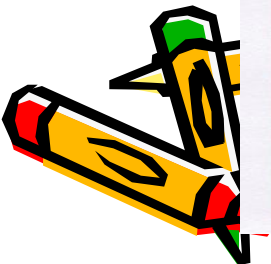
<p>Learning Outcomes: Goals:</p> <p><i>To ground the students with the knowledge that they are safe in their world while letting them explore their individual and collective importance in their community”</i></p> <p>Florida State Sunshine Standards:</p>	<p>#1 Date:2/25/11</p> <p>“What is Collage?”</p> <p>VA 3.2.2.2, VA 4.2.2.2, and VA 5.2.2.2</p>	<p>#2 Date:3/4/11</p> <p>“Who Am I? How Do I Express Myself?”</p> <p>VA 3.2.2.2, VA 4.2.2.2, and VA 5.2.2.2</p>	<p>#3 Date: 3/11/11</p> <p>“Where do I fit in? How Do I navigate my world?”</p> <p>VA 3.2.2.2, VA 4.2.2.2, and VA 5.2.2.2</p>	<p>#4 Date: 3/18/11</p> <p>“Who Am I in my Community?”</p> <p>VA 3.2.2.2, VA 4.2.2.2, and VA 5.2.2.2</p>
<p>Learning Objectives:</p> <p>(skills, content and concepts)</p>	<p>Assess manual dexterity and ability to follow directions. Teach collage concepts, free students up to be creative by doing miniature works of art. Teach recycling and repurposing of household</p>	<p>Grounding exercise to focus the students. Listening, following directions, creative and critical thinking, fine and gross motor skills, social behavior and life skills. Identify body parts, assemble</p>	<p>Instilling self-importance within their family. Identifying relationships, assessing ability to get to and from school, etc.</p>	<p>Self-Identity, Self-Esteem, Identify subject content areas, sports/play, and relationships at school – defining who their friends are.</p>



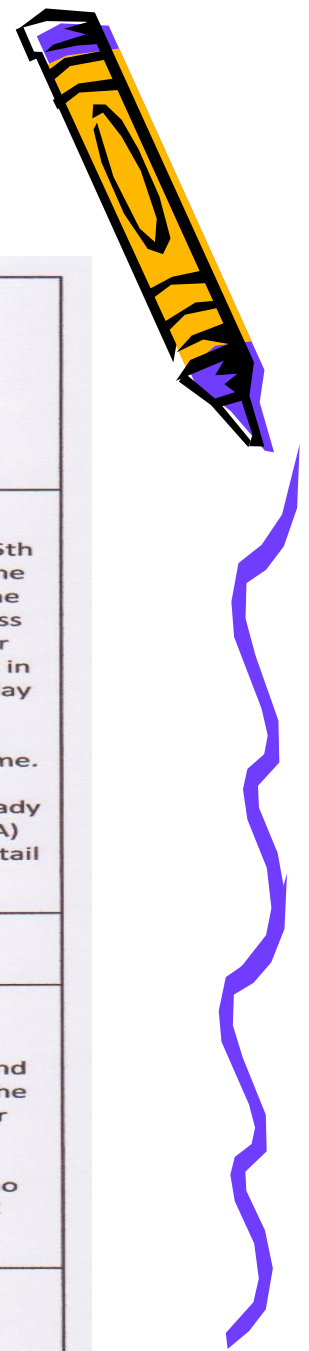
Curriculum map #2



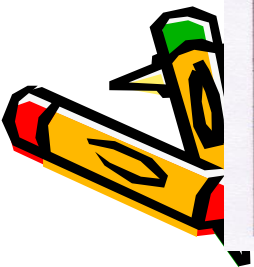
	materials. Assess learning styles and capability of following directions.	them and embellish with clothing.		
Instructional Activity	Use the cereal box cards and pick out magazine pictures or draw pictures on the cards. Use markers, oil pastels, crayons, etc. Put your name on the back of card.	Take the random body parts and glue them together to make them like your body. Dress the figures with clothing appropriate for school. Add eyes, nose, etc and think about why we need our eyes, nose and mouth.	With your pod group, draw your house, family, car or bus or bike. Draw the roads you use to get to school.	With your pod group, draw yourself at school. Show what your favorite subjects are, what sports or play you enjoy and who your friends are.
Adaptations: <i>Not Needed</i>	#1 Date: 2/23/11	#2 Date: 3/4/11	#3 Date: 3/11/11	#4 Date: 3/18/11
Accommodations:	The 4 Level 5 ESE students did not participate - they were in the back of the room with headphones on watching their computers.	The floating para helped with this task. xxxxx was not at school today. His para did not help us.	I copied their school picture in the center of each large sheet of paper and the students sat together drawing the ways they get to school.	xxxxxx had his para help him, I assisted the other students as needed.
Modifications:	<i>Completely changed my C-Map after the 1st lesson.</i>			
Assessment Evidence: (Performance tasks/rubrics/other evidence)	Most students made ATCs & forgot to put their name on the card even after repeated	The students loved this activity. Almost all finished creating and dressing their	Please see photos for Lesson 4 (previously submitted to VSA). This was the most engaging activity	Please see photos for this class.(previously submitted to VSA).



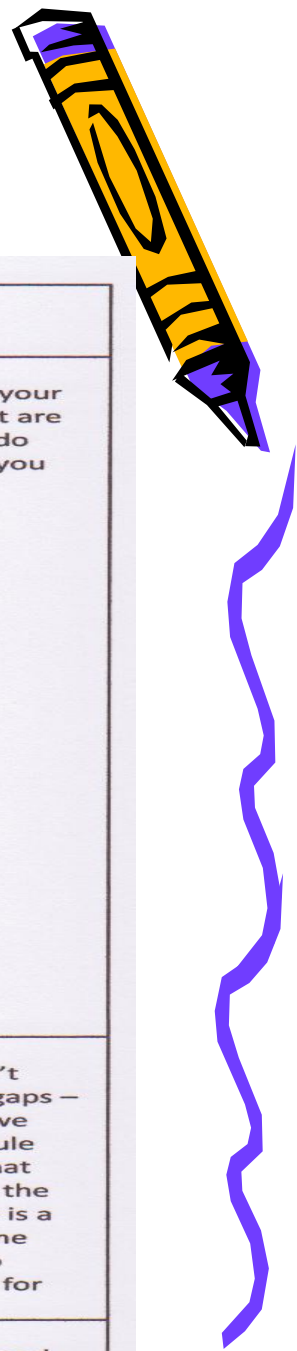
Curriculum Map #3



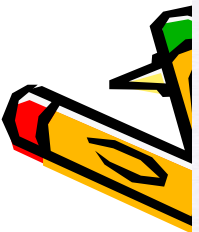
	reminding. Some students only made a single mark on the card. Please see photos for this class.	body. There was a lot of excitement about being able to share who they were and why they dressed that way to go to school.	of all of the sessions. Students enjoyed identifying family, transportation, roads, cars, animals, etc.	
Comments:	The class was out of control. The teacher was tied up and neither para helped out. Very frustrating that I could not help the level 5 students. The students need centering and focus.	Behavior was excellent today. Very good listening skills. xxxxx needs a para full-time so she doesn't continually disrupt the class. Very pleased that para helped today and the teacher was involved.	We ran overtime because the students were so enjoying this activity. I waited and we continued with the exercise after lunch. Excellent sharing, excellent detail. Xxxxx came over to his pod and drew a car and listened to what his pod members said about his drawing!	Very successful class - all of the 5th graders were gone on a field trip. The energy in the class was much calmer today. xxxxx was in a great place today and she participated and interacted with me. Please see my Reflections (already submitted to VSA) for additional detail on xxxxxx.
Learning Outcomes: Goals: <i>Same as above</i> State Standards: <i>Same as above</i>	#5 Date: 4/1/11 Review first four classes, review "collage concepts", What did you do during your spring break? Where Did you Go?	#6 Date: 5/3/11 Where Do I Fit into this World?	#7 Date: 5/3/11 Combined into Session 6	#8 Date: 5/6/11 Final Session, return of ATCs and sharing of how the 8 weeks went for the students. Students remembered who made which ATC from week 1.
Learning Objectives (skills, content and concepts)	Focus, respect, grounding and centering, recall, sharing.	Self-identity, centering, grounding, security, sense of	Combined into Session 6	Self-expression, communication, positive reinforcement.



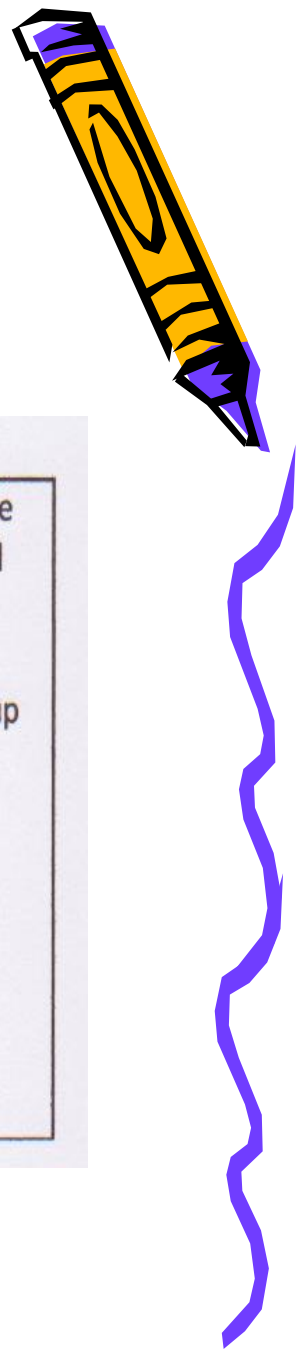
Curriculum Map #4



		own importance, pride in themselves.		
<p>Instructional Activity</p> <p>Adaptations: <i>Not Needed</i></p> <p>Accommodations:</p> <p>Modifications:</p>	<p>Share with the class what you did on your spring break by drawing us a picture. Use markers, crayons, oil pastels, or pencils to draw your idea.</p>	<p>The students were eager to hear about my trip to Boston so using Google Earth we looked at all of the places where conference participants came from (ie – Croatia, Spain, Guatemala, Venezuela, etc). We then took Google Earth and brought it down to their own streets and houses and then we followed the roads from their town to Boston.</p> <p>Not Needed</p> <p>Not Needed</p>	<p>Combined into Session 6</p>	<p>Tell us about your artwork, what are you going to do with it when you get home?</p>
<p>Assessment Evidence: (Performance Tasks/Rubrics/Other Evidence)</p>	<p>Drawing, expressing themselves verbally, social skills.</p>	<p>Everyone eagerly participated & loved seeing all the different countries. We explored how people got from their country to Boston – plane, train, metro, car, bus, etc.</p>	<p>Combined into Session 6</p>	<p>Wish we didn't have the big gaps – I don't think we should schedule residencies that coincide with the FCAT's. There is a lot of prep time that goes into getting ready for the tests.</p>
<p>Comments:</p>	<p>We missed a week due to a</p>	<p>We missed almost a month</p>	<p>Combined into Session 6</p>	<p>The students and Mr. xxxxx have</p>



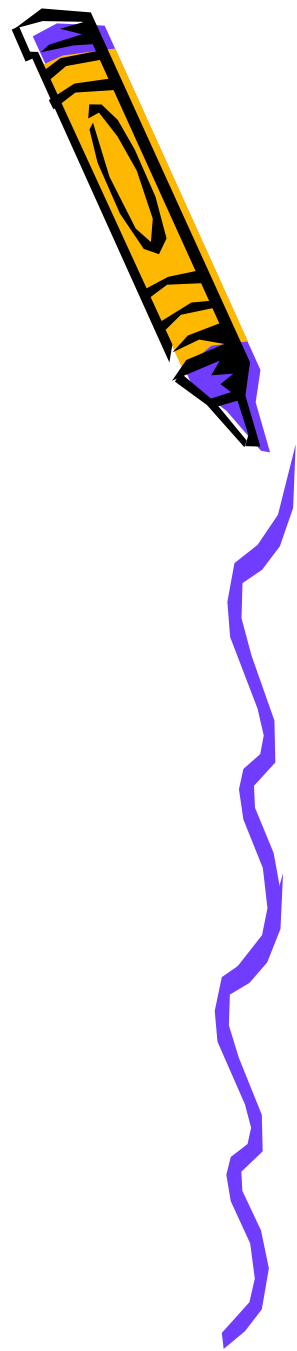
Curriculum Map #5



	spring break. I was surprised at how much the students missed me!	of classes due to field trips, my job, and FCATs. I stayed longer & the teacher and I agreed that we would make this 2 sessions so Sessions 6 and 7 were combined into a 3 hour session.		asked me to come back next fall and do another residency with them! Great group of students.
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Instructional Strategy Resources

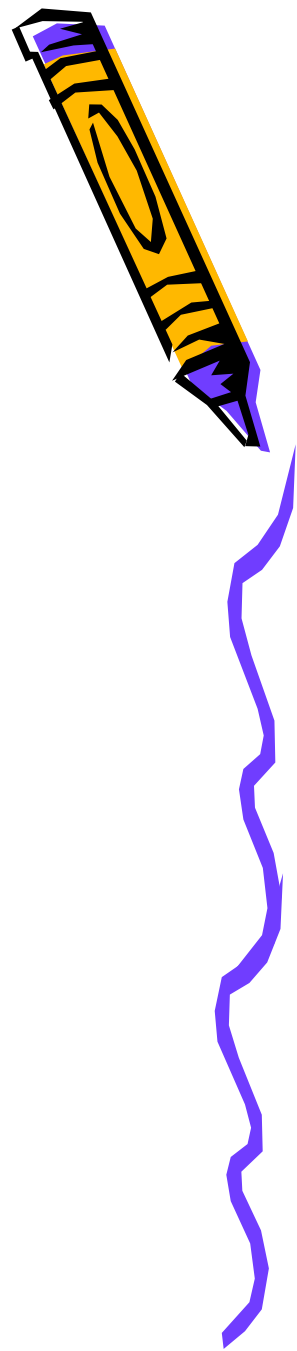


- For more information : www.vsafl.org
- Select "Archives and Resources"
- Select "Teaching Artists"
- Access:
 - Tips for Including All Children
 - Developmentally Appropriate Practices
 - Least Level of Intervention
 - Three C's of Successful Inclusion
 - What is Inclusion?
 - Evidence of Inclusion
 - Expectations of the Paraprofessional
 - State Organization Resources



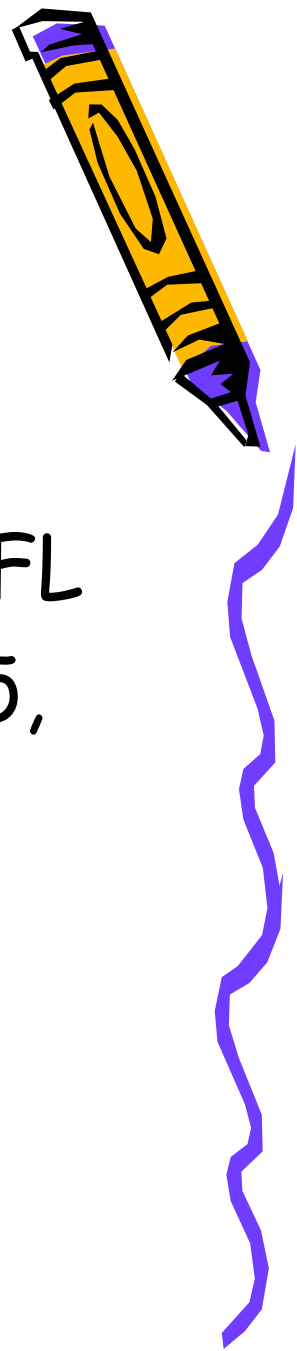
Web Resources

- www.advocacyinstitute.org/UDL
- www.udl4allstudents.com
- www.accessiblearts.org
- www.udlguidelines.edublogs.org
- www.cast.org
- www.vsafl.org



VSA Florida

- University of South Florida
- College of Education/Sp Ed/VSAFL
- 4202 E. Fowler Avenue, EDU 105,
Tampa, Florida 33620
 - 813-974-0712
 - Email: mfarber@usf.edu
 - www.vsafl.org



**What Teaching Strategies
are MOST effective in
schools?**

Special Guests



Marian Winters

Executive Director
VSA Florida



Judy Levine

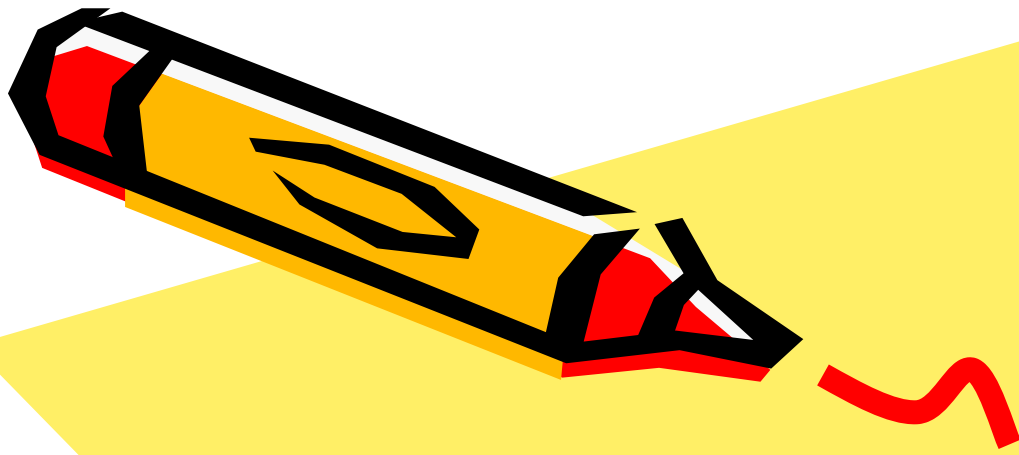
Teaching Artist,
Sarasota Arts &
Cultural Alliance



Scott Evans

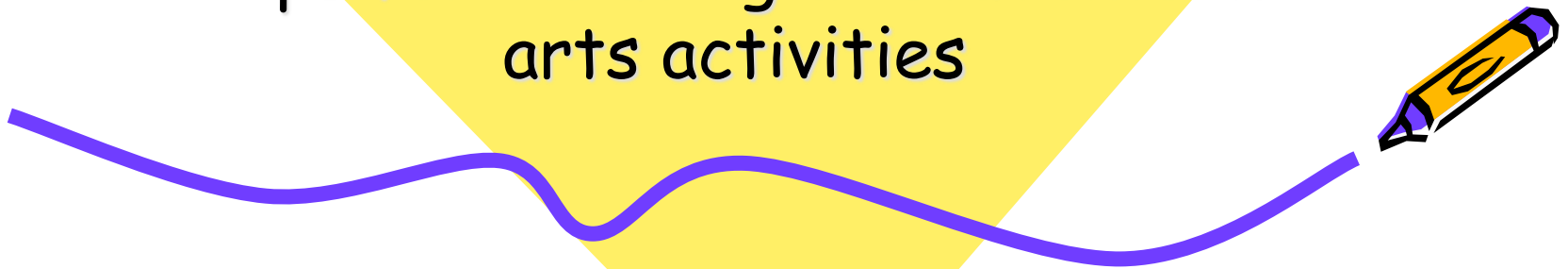
Fine Arts Director
Orange County Public
Schools

**When working with students
with SPECIAL NEEDS, what
do I need to do?**



INCLUSION

Tips for including all students in
arts activities



People First Language

- Language that puts the focus on the individual NOT the disability.





Make the circle big
enough for
EVERYONE!



Accommodations

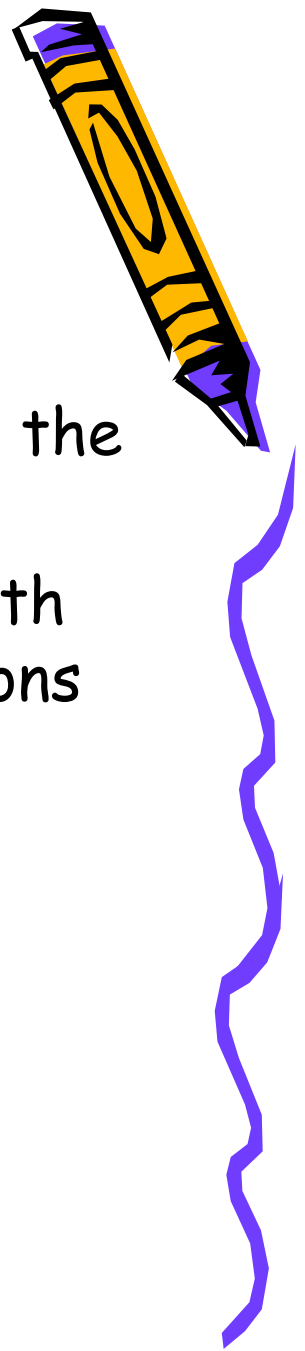
- Change the way you teach or assess student learning
- Change the materials that the student uses
- Make adaptations in the learning environment



Modifications

Involve changes to the goals and outcomes of the curriculum.

Modifications are considered for students with disabilities after appropriate accommodations have been tried.



**Is an Arts Integrated
approach different in a
non-school setting?**

What are some “best practices” in documentation of student achievement?

Special Guest



Judy Levine

Teaching Artist,
Sarasota Arts &
Cultural Alliance

MEMORYKEEPER DANCE PROJECT

MEMORIES

Judith Levine-Artist in Residence

Melissa Lodhi-Dance Teacher

BOOKER VPA High School-Sarasota, Fl.

A person that is very important to me is my dad. My father is what brings my family together. Him and I understand each other the best, We are exact replicas of each other. Out of any person I know my Dad and I have the best memorize of each other, we relate in ways that alot of my own other members in my family don't understand. As my dad always quotes "I am apart and you are a part of me. Love is only what we know to give - mountain" Hes right "blood is thicker than water". My Dad will always be there no matter what.

Students identified the person in their life they wished to honor as the subject of their Memorykeeper. Other dancers read the writings and underlined the parts to be integrated into the dance.

Women's Exchange Grant

Artist in Residence: Judy Levine

In collaboration with Melissa Lodhi, Dance Chair at Booker VPA

Reflection:

Who are you dedicating your Memorykeeper to?

My Father

Why did you select that person?

I selected my dad because he is my best friend through everything that goes on in my life. My Dad is one person that never judges me and is always there.

How did you represent (symbolize) your ideas in your Memorykeeper? Color, objects, writings?

The colors are my Dad's favorite colors that were painted on the box. The pictures of my Dad sitting and him and I dancing together.

Reflection:

Judy Levine-artist in residence with Ms. Lodhi's dance class

Booker VPA

Who did you dedicate your Memorykeeper to?

Why did you select that person?

How did you symbolize your ideas in your Memorykeeper? (colors, objects, writing)

Was your Memorykeeper or writings used in the dance, Unfolding?

How was it interpreted in the choreography?

Written student reflection used as an assessment for the project.

I'm writing this in memory of my Dad before he started using drugs. To remember the good ~~memories~~ memories. He was a nice loving Dad, he was so happy and caring. He started using and now he's a completely different person. He started using when I was 5 so it's hard to remember the good him. He use to be successful and have his own cabinet buisness a nice house and a boat. But now he lives in a small place, it seems like the life is sucked out of him. Almost like he's an evil person now. He told me, that he's sorry for not being there for me. Even though he's clean now, it's not the same. I miss my Dad, the one that didn't use.

Making a Memorykeeper sculpture touches the student's heart. This emotion was integrated into the student's original choreography.



Students constructed Memorykeeper sculptures focusing on someone special in their life.





Dancers constructed a large sculpture out of all the Memorykeepers.



The original dance interpreted the student's writings.

Women's Exchange Grant

Artist in Residence: Judy Levine

In collaboration with Melissa Lodhi, Dance Chair at Booker VPA

Reflection:

Who are you dedicating your Memorykeeper to?

My mom

Why did you select that person? I picked my mom because she's someone I remember and I love her very, very much. She's alive, but I don't visit her anymore, by choice. Lots of my memories are of her, and I thought she would be appropriate for our boxes.

How did you represent (symbolize) your ideas in your Memorykeeper? Color, objects, writings?

I put a picture of my mom in it, which is an obvious way to represent her. I wrote what one of her nicknames was in her favorite color, red. I wrote things I felt that I could tell her, but won't, like how I miss her, and I kept everything she ever made or wrote for me. I put a quote in my box that someone said about her.



ALIGNMENT:

Goals

Strategies

Assessments

Documentation

WHY?

WHAT?

HOW?



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ALIGNMENT:

Goals

Strategies

Assessments

Documentation

WHY?

WHAT?

HOW?

REALLY???

Me?????

Assess student learning?

ASSESSMENT

What WORKS?

**How do I share my
SUCCESSES?**

THANK YOU!!!



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Scott Evans

Fine Arts Director
Orange County Public
Schools

Join us for Webinar VI: *Collaborative Reflections*

**Tuesday, June 5
5-6 pm EST**

Led by:

**Dr. Mary Palmer
with YOU sharing
your work**



Florida Alliance
for Arts Education



Webinar VI Speakers

We want YOU!!!

Please contact Mary to share your work!

MPalmerAssoc@aol.com

Please share...

***YOUR* Best Practices in Arts
Integration!**

2013 FAAE BP in AI Compendium

Submission deadline: June 1

<http://www.faae.org/curricula-compendia-of-best-practices>

Contact Mary for assistance: Florida Alliance
for Arts Education
MPalmerAssoc@aol.com



Join us...

***Would you like to be a
2013 FAAE Teaching Artist?***

– Applications are DUE: JUNE 23

<http://www.faae.org/prof-dev-teaching-artists>

Florida Alliance
for Arts Education



Join us...

- ***2012 FAAE Leadership SUMMIT***

June 14 -16, Tampa

Details at www.faae.org

ARTISTS' SHOWCASE – Saturday 8 am

Florida Alliance
for Arts Education

The logo for the Florida Alliance for Arts Education features a stylized, multi-colored starburst or comet-like shape on the right side, with a blue tail and yellow, orange, and purple points. The text "Florida Alliance for Arts Education" is positioned to the left of this graphic.



Through the ARTS



THANK YOU!

**Presented by FAAE in collaboration with
the Florida Division of Cultural Affairs
and the Florida Department of
Education.**

Mary Palmer
& associates

Consultants in
Education and
the Arts

www.marypalmer.org