



Florida Alliance
for Arts Education



Arts Integration: Teaching Artists and Others



Welcome to Webinar VI: *Voices of Experience*

**Arts Integration
for
Teaching Artists
and Others
June 5, 2012**



Florida Alliance
for Arts Education



Led by:

**Dr. Mary Palmer,
Project Director**

Mary J. Kelly

**Storyteller
Teaching Artist
Sarasota County**

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Florida Alliance
for Arts Education





RCMA 2011 Summer Program

“Familiar Friends in Faraway Places”

Structure for Visual Arts & Story Theatre

Sigrid Tidmore & Mary J. Kelly

Sigrid Tidmore, Inc.
Ideas to Awaken the Mind

Goals for Story Theatre Learning:

Storytelling & Story Theatre Sessions

- ❖ Set a tone of lightness and fun—the optimal learning state
- ❖ Engage the whole brain
- ❖ Provide a non-threatening environment to communicate the language of emotions
- ❖ Bring the group together
- ❖ Foster self-confidence, creativity, energy, and productivity
- ❖ Validate the importance of human issues
- ❖ Provide the opportunity to explore new learning in more depth

Promote the opportunity to

- ~ learn simple story structure
- ~ learn about other cultures
- ~ dramatize a story
- ~ share and compare experiences
- ~ clarify confusing issues
- ~ provide a setting for expression

Goals for Visual Arts Learning:

The selected, age-appropriate projects will help children and youth:

- ❖ Develop Sense of Self & Others
- ❖ Build confidence through personal expression
- ❖ Increase dexterity and coordination
- ❖ Expand spatial concepts
- ❖ Teach planning and organization
- ❖ Offer new art-making skills
- ❖ Encourage children to be less judgmental and trust the process of creation

In addition the projects will:

- ~ support the oral tradition of storytelling
- ~ teach recognition of cultural symbols
- ~ emphasize the unifying themes shared by human populations

Story Theatre

Introduction to the concepts of “oral traditions” and story theatre

ACTIVITY	DESCRIPTION
PURPOSE	Teaching Artist outline the class schedule so students know what will be expected of them throughout the class.
WARM-UPS TOOLS FOR TELLING & PERFORMANCE	Physical warm-up teaches correct posture, body awareness, flexibility and stretches for each major muscle group. Vocal warm-up teaches breath control, diction, tonality, rhythm, posture, and good vocal production. Acting/movement games emphasize creativity and character development, diction and projection, and improvisation. Students may work as a group, individually or they may be divided into small groups. The ability to communicate with one another and work as a team, as well as individually, is essential.
STORYTELLING DRAMA	The stories will reflect the cultural theme we have chosen for the two weeks. Utilizing the above skills the students will learn how to tell a story. The teens will perform a play.
WRAP-UP	Each class ends with a discussion in which students are given a chance to talk about what they have learned. The Teaching Artist will give individual/group feedback and assignments for next session.



**Develop a plan to get there:
content, activities, and teaching strategies.**

Story Theatre Elements

1. Elements of a story/play
2. Reading the story/play
3. Character Development
4. Voice, Gestures, Movement
5. First telling/Rehearsal
6. Revisions/Rehearsal
7. Rehearsal
8. Performance

How do we get there?

- Basic story structure: Beginning, Middle, End--(Who, What, When, Where, Why)
- Story sources, Pre selected stories & play
- Learning & editing the story/play
- Theatre activities learning about the characters—cont. learning/editing the story
- Stage positions & movement
- Students will rehearse their story or their lines
- Putting it all together (story/play & props, scenery, staging)
- Rehearsals
- Culminating Event/Performance

Literary structure of story/play

Story Structure: Beginning, Middle, End

When = time,

Where = place, scenery

Who

What

Why

Details = describe all the above "Ws"

Who = character/s

Expression of a Character

Emotion

Body language and gesture

Facial Expression

Tone of voice

(advanced) Inner thoughts or "subtext"

What = problem, plot

Explain the problem

May be theme based

Picture inferred

Student actual/fiction situation

Why = motivation, action

Why does the character take this action perceived or incurred?:

Anger

damage/injury

Revenge

Evil

Resolution/ Ending the story: *the characters must/may find a solution for the problem.*



Developing Our Tools

***Grades K-2**

Facial Expression & Gesture

Vocal Expression

Dialogue

Choral Speaking

Partnering: Mirroring, Shadowing

Stage Pictures/Tableaus

***Grades 3-5**

All (K-2) tools

Solo spoken words and phrases

How to make an entrance and an exit

Basic blocking: Center, Left, Right

Agreement to Pretend

**Students need to know that imagination is essential for live performance, unlike TV and film*

***Grades 6-8**

All the above

(advanced) Inner thoughts or "subtext"

Incorporation of Music, Dance, Props


**Storytellers have many different presentation styles they may incorporate techniques utilizing any of the art forms such as drama, music, dance and visual arts.*

One Hour Lesson Plan for K - 2

THE TEACHING ARTIST WILL:		THE STUDENTS WILL:
1) Introduction/Review Introduce self/art form	10 min	Participate in a warm-up activity (introduction game)
2) Performance/Demo Demonstrate storytelling vs. acting focuses on story	10 min	Listen then dramatize the story through play
3) Guided Practice Describes how students will collaborate to tell/perform a story Read (Story) Lead students in creating a series of scenes	20 min	Learn new skills and how they are applied to create a story theatre performance Create the story adding dialogue, sound effects & movement
4) Perform & Inform	5 min	Replay/Perform scenes

One Hour Lesson Plan for Grades 3-8

THE TEACHING ARTIST WILL:		THE STUDENTS WILL:
1) Introduction/Review Introduce self/art form	10 min	Participate in a warm-up activity (introduction game)
2) Performance/Demo Review (Story/Play) Introduce story theatre concept vs. acting focuses on story/play, story theater will grow from a series of scenes with dialogue	10 min	Demonstrate how the scenes they create will come together as the story theatre performances Discussion making creative choices
3) Guided Practice Describes how students will collaborate to build a story theater performance adding the dialogue, sound effects, character movements. Lead students in creating a series of scenes	20 min	Learn new skills and how they are applied to the to create a story theatre performance Create the story adding dialogue, sound effects & movement
4) Perform & Inform	5 -10 min	Perform scenes without comments
5) Reflect & Revise Freeze scenes & leads class discussion	10 min	Perform scenes a second time



The teens will	Be role models for behavior
Side coach small and large group activities	Rehearse scenes with younger students
Hand out materials	Provide assistance as needed

Play: The Clever Trickster Anansi		Africa
The Officer of Heaven	China	
The Golden Reed Pipe	China	
Coyote and Locust	Native American	
The Trickster Tricked	Native American	

VISUAL ARTS:

Introduction to the concepts of culture & symbolism

ACTIVITY	DESCRIPTION
PURPOSE	Teaching Artist outline the class schedule so students know what will be expected of them throughout the class.
WARM-UPS TOOLS TO BUILD IMAGINATION	Brain Gym (hand & eye movements to engage both sides of brain) Review of day's project and the art techniques and materials that will be used. A discussion about what we will learn with this exercise, with special attention on what students can do to make their creation unique and personal Students may work as a group, individually or they may be divided into small groups. The ability to communicate with one another and work as a team, as well as individually, is essential.
ART MAKING	The projects will reflect the cultural themes we have chosen for each of three units. They will also support the story-telling and theatre activities. The teens will mentor small groups of younger students.
WRAP-UP	Each class ends with a discussion in which students are given a chance to talk about what they have learned. Students will also be asked to participate in cleaning up their areas and cleaning and putting away shared supplies.

Overview of Activities – K thru 5th Grade

Age-appropriate adaptations as needed

Week	Focus	Activity
1	Big World	Introduction to Cultural Art & Symbols Make Passports
2	China	Introduction to Chinese Art & Symbols Group Activity: Animal Kites
3	China	Make Dragon Hats
4	Native American	Intro to Native American Art & Symbols Make 2-Faced, Shape-shifter Puppets
5	Native American	Make Maracas (percussion instruments)
6	Africa	Kumba Dancers (2 performances) Intro to African Art & Symbols Make African Shields
7	Africa	Make African Masks
8	Africa	Presentation of Teen's Play (2 performances) Warrior Body Painting

Overview of Activities – Teens

Week	Focus	Activity
1	Big World	Introduction to Cultural Art & Symbols Make Passports, Mentor Training
2	China	Introduction to Chinese Art & Symbols Assist Group Activity: Animal Kites
3	China	Assemble Components to Make Dragon Hats
4	Africa	Intro to African Art & Symbols Planning for Set for Play
5	Native American	Assist Making Maracas Building Set for Play
6	Africa	Kumba Dancers (2 performances) Building Set for Play
7	Africa	Assist Making African Masks
8	Africa	Presentation of Teen's Play (2 performances) Warrior Body Painting

Passport – Supply List



- ◆ Global Backdrop
- ◆ Camera, Tripod
- ◆ Computer Printer
- ◆ Pocket Folders *(for teens)*
- ◆ 11x17 Cover Stock
- ◆ 11x17 Lt. Weight Interior Stock
5 sheets/child
- ◆ Pre-designed Stamps
- ◆ White Glue, Clear Tape
- ◆ Scissors, Hole Punch
- ◆ Stapler
- ◆ Gold Seals
- ◆ World Maps

African Masks & Shields – Supply List

- ◆ Paper Plates
- ◆ Pipe Cleaners
- ◆ Large Cardboard Sheets (may come from old boxes)
- ◆ Construction Paper
- ◆ Assorted Crepe Paper
- ◆ Assorted Beads, Painted Noodles
- ◆ White Glue
- ◆ Scissors, Hole Punch, Craft Knife
- ◆ Poster Paints & Brushes
- ◆ Newspapers



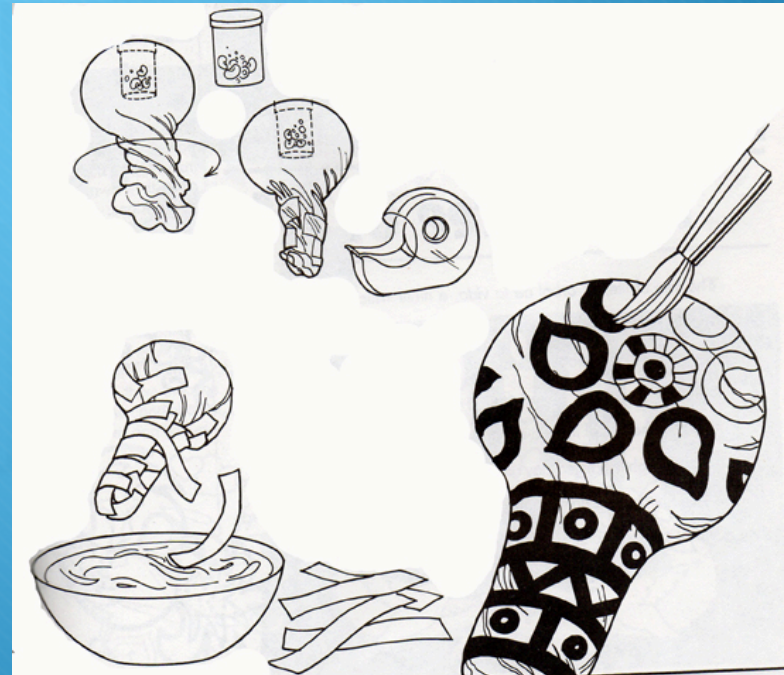
Chinese Dragon Hats – Supply List

- ◆ Bright Colored Construction Paper (best if imprinted with shapes for cutting)
- ◆ 12”x18” Green Sheet Construction Paper (one/student)
- ◆ 6”x12” Green Sheet Construction Paper (one/student)
- ◆ White Glue, Clear Tape
- ◆ Scissors, Hole Punch
- ◆ Stapler
- ◆ Something Gold: Glitter, Paint, Marker, Paper Scraps, etc.



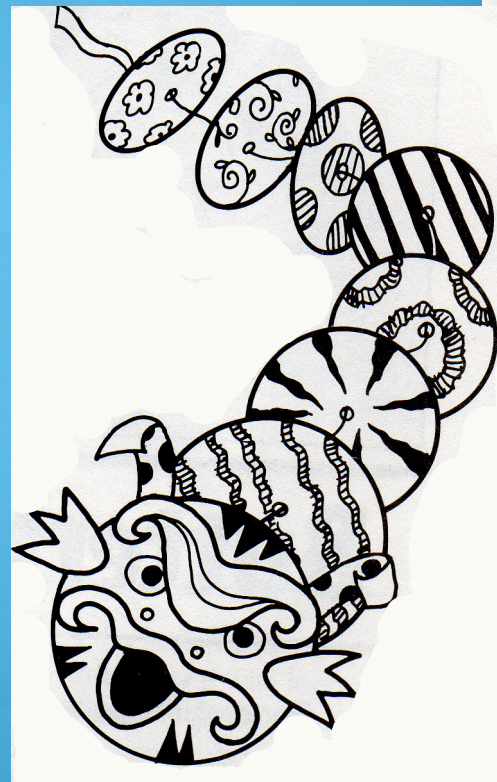
Native American Maracas – Supply List

- ◆ Small Plastic Bottles (vitamin, medication, film canister, etc.)
Hard Plastic is best
- ◆ Beans or Beads
- ◆ Lots of Newspaper
- ◆ Masking Tape
- ◆ Feathers, Ribbons
- ◆ White Glue, Clear Tape
- ◆ Scissors
- ◆ Poster Paint & Brushes



Chinese Animal Kites – Supply List

- ◆ White Paper Plates
- ◆ Yarn, Ribbon, String
- ◆ Colorful Construction Paper
- ◆ Colorful Crepe Paper
- ◆ Feathers
- ◆ White Glue, Clear Tape
- ◆ Scissors, Hole Punch
- ◆ Stapler
- ◆ Something Gold: Glitter, Paint, Marker, Paper Scraps, etc.



African Body Painting – Supply List

- ◆ Face Paints
- ◆ Brushes
- ◆ Cold Cream to remove paint
- ◆ Tissue Paper or Soft Rags
- ◆ Pictograph Sheets
- ◆ Plain Paper
- ◆ Crayons



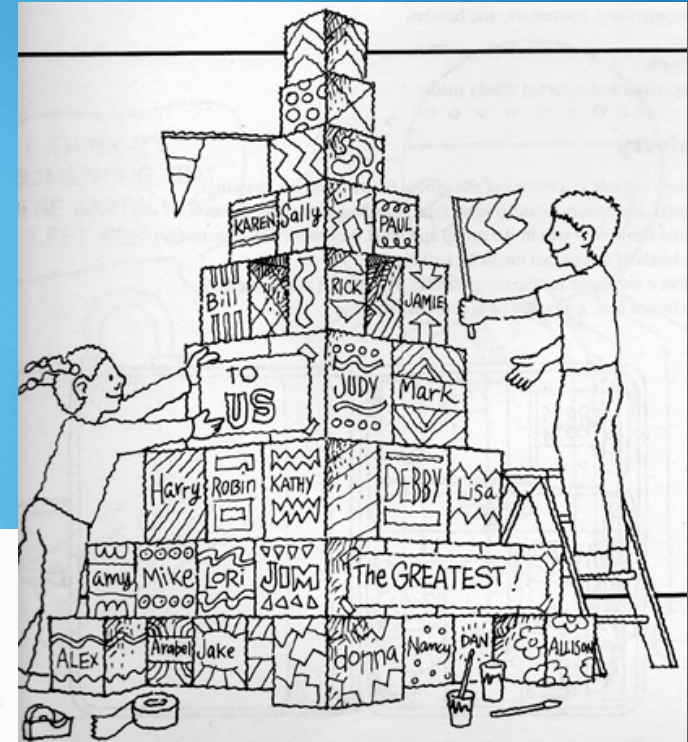
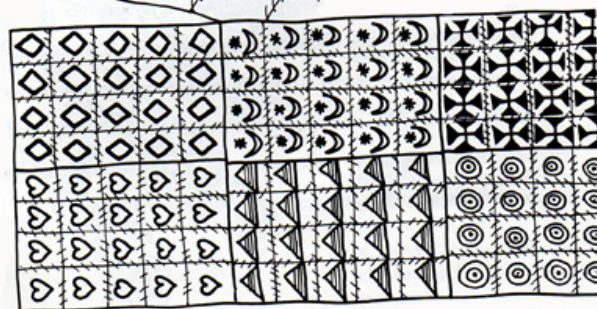
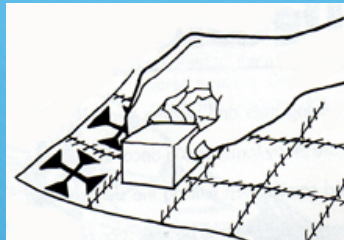
Boxes Stage Set for Play – Supply List

Boxes decorated with African symbols are the living set for the theatre presentation

- ◆ 45 Boxes *(like cans come in at a grocery store)*
- ◆ White and Brown craft paper
- ◆ Black, Orange, Red, Green Tempera
- ◆ Cardboard for Stencils
- ◆ Styrofoam Packing Backs

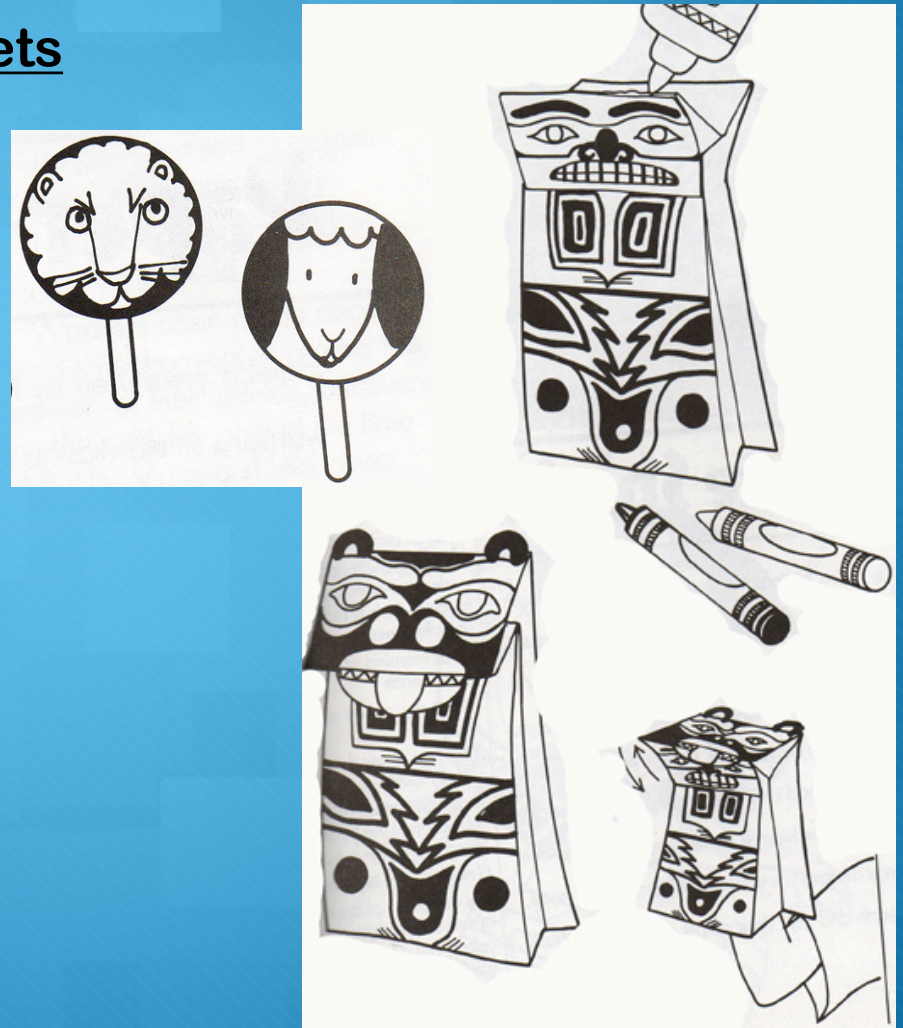
(like the kind that come with large appliances – cut in 2” squares)

- ◆ White Glue, Clear Tape
- ◆ Scissors, Hole Punch
- ◆ Paper Clips
- ◆ Fine Line Markers
- ◆ Paint Brushes



Native American Trickster Puppets With Two Faces -- Supply List

- ◆ Lunch-size Paper Bags
- ◆ Yarn, Ribbon, String
- ◆ Colorful Construction Paper
- ◆ Colorful Crepe Paper
- ◆ Feathers
- ◆ White Glue, Clear Tape
- ◆ Scissors, Hole Punch
- ◆ Pencils, Crayons, Markers
- ◆ Tongue Depressors





OTHER NEEDS:

- ◆ **Screen for Projected Images
(We have an LED Projector)?**
- ◆ **Teaching Assistants?**
- ◆ **Storage Space for projects
in progress?**
- ◆ **Storage Space for collected
recycled items & purchased
supplies?**
- ◆ **Photocopy Facilities?**

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Ideas to Awaken the Mind

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Story Theatre



Visual Arts



Piñata Party



Let's **CHAT**...



Click on **CHAT** to share your ?s or
comments ...

Mary J. Kelly

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Florida Alliance
for Arts Education



Nzingah Oniwosan

**Multidisciplinary
Teaching Artist
Palm Beach County**

**FAAE 2012 Arts
Integration
Teaching Artist**

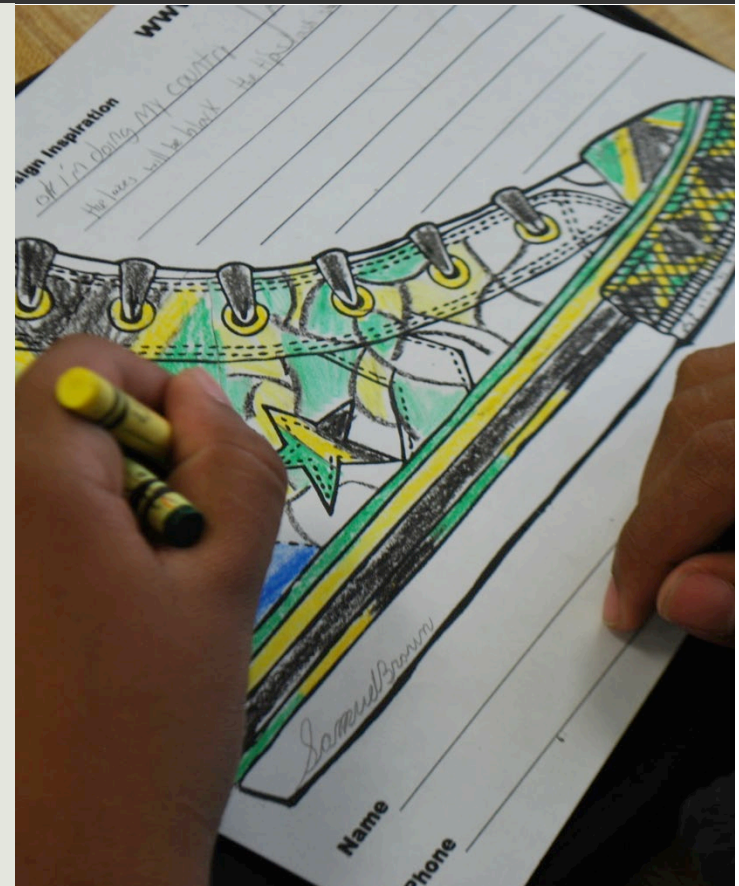


“Sole”cial “Art”ivism

Teaching Artist Nzingah Oniwosan

Who? What? Why?

"SOLE"cial "ART"ivism is where social activism merges with artistic exploration.. Fifty-six students from Gulf Stream Middle School dealt with the topic of hunger in their re-creation of Converse All Star shoes. Then the shoes were given to a local homeless shelter to children who were in need. This project offered the children the opportunity to explore different ways art can be executed while fulfilling a major act of service. In doing so, it offers them the opportunity to build their self esteem, a sense of social responsibility, and to understanding their roles as members of society.





Who was involved?

Gulfstream Middle school

Sole Plus

Broward Cultural Division

Jobs for Florida's Graduates program (JFG)

The Process

Students were asked to create a design that had a social message. Students were given feedback on how to improve on their ideas and to make connections with the big idea.





Translation

Students implementing their designs.



Mission Accomplished

JFK 7th Grade Class

Community Connection

Several press releases were sent out and the local paper covered our culminating event. The Broward School Board featured the project during a session, and provided funding for another project.

Covering history

Historian discusses railroad's Key West extension

By JONATHAN D. MARCUS
Staff Writer

An area historian and author recently spotlighted the importance of Henry Flagler and the Key West railroad extension.

Seth Bramson's talk, part of the Fort Lauderdale History Center's speaker series, highlighted Flagler's achievement in financing, planning and directing the 128-mile-long stretch from Homestead to Key West in the early 1900s.

Bramson, who teaches history at several area universities, recently detailed the experience in his book "The Greatest Railroad Story Ever Told: Henry Flagler & the Florida East Coast Railway's Key West Extension."

Flagler was a wealthy and influential entrepreneur who owned and developed the FEC railway and was a principal in the Standard Oil Company.

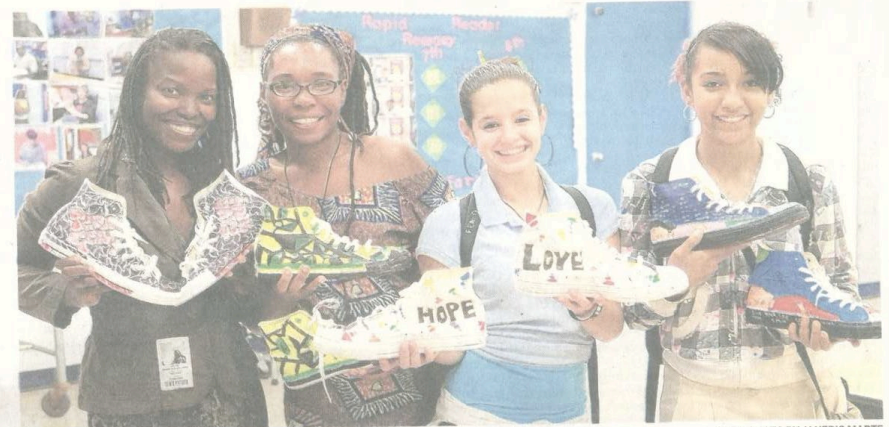
The extension — called the Overseas Railroad or Over-the-Sea Railroad — cost \$50 million and took from 1904 to 1912 to build, Bramson said.

"Almost everything they did at the time was new and innovative. This was the first time that anybody had bridges over water gaps of this distance. Almost 19 miles of extension are actually over water," he said.

Flagler took his first train trip on the Overseas Railroad Jan. 22, 1912, but the entire project wouldn't be finished for another four years. Work was needed to shore up embankments, add fill, and convert some of the wooden bridges to concrete, Bramson said.

A hurricane in 1935 extensively

A creative way to help the needy



STAFF PHOTO BY JANERIS MARTE

From left, Nzingah Oniwosan, Keachia Bowers, Ivonne Alvear, 14, of Hallandale Beach, and Fatimah Cruell, 14, of Hallandale, display some of the shoes decorated by Gulfstream Middle School students that will be donated to the Broward Partnership for the Homeless.

Hallandale students decorate shoes, donate them to the homeless

By SERGY ODIDURO
Staff Writer

Students at Gulfstream Middle School in Hallandale Beach are using their creativity to help the less fortunate.

The youngsters, who are enrolled in the Jobs for Florida's Graduates program, were recently given the opportunity to put their designs on a pair of Converse All Star sneakers. The sneakers will be donated to children at the Broward Partnership for the Homeless.

Fatima Cruell, one of the 56 students who participated, said she learned a lot.

"At first, I really didn't understand the project, but then after hearing stories about homeless people, it really gave me a reality check,"

Some people make fun of people's shoes, but at least they have them."

Kylee Richards, who designed a shoe inspired by Bob Marley's song "One Love," was happy to contribute.

"It was very inspirational," she said. "It made me think about not taking things for granted and that at any moment, everything can be taken away from you with a snap of a finger."

Visual artist Nzingah Oniwosan facilitated the program.

"I wanted to do a project that would not only help others, but help the students themselves," Oniwosan said. "... The arts can be used for beyond the beautification of a home. It can be used to heal mentally, spiritually and

Keachia Bowers, career coach and social worker at the school, said she wanted students to know that it doesn't take a lot to effect change.

"Coming from a single-parent household, my family had experiences with homelessness and I know how it feels to be hungry, but we want people to know that it doesn't take much to make a difference," she said. "... These are not rich children that are helping. Even though some of the students are experiencing difficulties themselves, they were still able to do the project anyway."

Students recently exhibited their finished work at a school assembly. The goal was to help the homeless and help inspire other students to also give back to the community.

Principal Brian Kingsley challenged youngsters to give back.

"My mission in life is to help others," Kingsley said. "What's yours?"

Serov Odiduro can be reached at sodiduro@

Let's **CHAT**...



Click on **CHAT** to share your ?s or
comments ...

How do you spell SUCCESS?



Nzingah

Brenda Smoak

**National VSA
Teaching Artist
Fellow**

**Artist in Schools
Sarasota County**





Learning Takes Flight

**A Mural, Clay, and Waterfall
Project**



Haille Middle School Mural

B Gen



STAGE 1 – DESIRED RESULTS

Unit Title: Learning Takes Flight - A Mural, Clay and Waterfall Project

Established Goals: There are 90 ESE students at [REDACTED], FL) who are shunned by the rest of the student body, physically located in the trailers at the rear of the school, and 17 of those students are at risk of dropping out of middle school according to their teachers. The goal of this project is to bring these students into focus in a positive, "cool" way, have them take pride in their school, get them to re-commit to staying in school and teach them math and science in the process.

Understandings: *Students will understand that...*

- (1) Working together as a team can produce outstanding results. (2) The students, as individuals and as a group, are no less important than any other student at their school. (3) Their individual contributions to the project help create the total concept.

Students will know:

- How to make a visual impact on a community. That they are valuable to the process.

Essential Questions:

- (1) What is my place and purpose here at [REDACTED]? (2) How can working together build and strengthen relationships? (3) What gifts do I have to contribute to this project, and to my future?

Students will be able to:

- Transfer a drawing to a large scale wall to create an outdoor mural. Create in clay. Build a waterfall (with step by step guidance). Identify plantings.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Students will work in math class to learn how to enlarge a picture drawn expand it to the size of a 33 foot by 10 foot exterior wall.

Students will work in math class to figure out how much clay needs to be purchased for each of the 90 students to create to clay leaves (each student gets 1/2 pound of clay)

Students will work in science class to learn about water flow, how water pumps work, and what types of plants are native to Florida.

Students will come up with a one word description of their dreams or aspirations to carve into their clay leaves.

Other Evidence:

Students will participate in certain phases of the project as pre-assigned by the teachers.

Some students will be working within strict Rules of Conduct which they have agreed to and signed.

Key Criteria:

Students will work in the area of their choice (mural, waterfall, or clay). Students will adhere to the Code of Conduct and self-monitor their emotions, asking for help or time out, as needed. Students will work within their assigned groups at their assigned times and they will follow all safety precautions and rules set by the staff and teachers.

Brenda says....

Color me
happy!

I loved doing
this project!



Let's **CHAT**...



Click on **CHAT** to share your ?s or
comments ...

Charon Luebbers



VSA Florida Artist

Associate

Artist-in-Residence,
Atlantic Center for the
Arts

Volusia County







Our Champions
We are the best
We are winners
Even though we are
We are strong.
Chorus:
We are the best
We are winners
Even though we are
We are strong.

Black
Smart
Berries
endangered
Fish

Environmentally a Great Place to Live
Champion

THPOLE
LIBERTY

WILSON
DANCE

Let's **CHAT**...



Click on **CHAT** to share your ?s or
comments ...

Charon Luebbers

VSA Florida Artist

**Associate Artist-in-Residence,
Atlantic Center for
the Arts**

Volusia County



Let's hear from YOU!!!

Please indicate your willingness to
share by typing in **CHAT...**

Special THANKS!



SUSAN BURKE

FAAE Executive
Director and

Webinar Series
Technical Director

“Susan in Action” by 1st grader
at Ivy Hawn FAAE Arts
Integration School.

Please share...

Best Practices in Arts Integration!

2013 FAAE BP in AI Compendium

Submissions accepted until June 25

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

Contact Mary for assistance:

MPalmerAssoc@aol.com

Florida Alliance
for Arts Education



Join us...

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

– Applications are DUE: JUNE 25

<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. The shape is composed of several lines radiating from a central point, with colors including blue, orange, red, and purple. To the left of this graphic, the text "Florida Alliance for Arts Education" is written in a serif font, with "Florida Alliance" on the top line and "for Arts Education" on the bottom line.



Through the ARTS

THANK YOU!

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