

2011 Florida Compendium of Exemplary Arts Integration Practices

1. Whole School Change Through the ARTS



Purpose:

Through the ARTS is a program of Mary Palmer & Associates. Our focus is on “whole school change” through the arts; we empower educators to implement effective arts integration strategies to change teaching in order to have greater impact on student engagement and achievement. Mary and her expert team of consultants work directly with client schools and community arts organizations to design professional development programs to meet specific needs and interests.

Who is Involved?

Administrators, arts teachers, classroom/subject area teachers, special needs teachers, teaching artists and others all participate in *Through the ARTS*. The approach emphasizes collaboration and encourages “team” participation.



Program Frequency:

Ongoing



Approximately how many Florida students are reached annually through this program?

10,000

Why is this program important?

Through the ARTS provides ongoing support for the

implementation of new approaches to teaching and learning. Multiple studies of this program clearly show its impact on student engagement and achievement. The program spans from Pre-K through high school and emphasizes teacher development both in-service and pre-service. Documentaries of various aspects of the program are available at:

www.powersmediaservices.com/video/throuthearts.mp4

Working with a Community Artist to re-envision the school environment:

[Arts Integration at Grand Avenue Primary Learning Center](#)

How is the program funded?

This program is funded by individual schools and arts organizations through professional development funds, grant support, or private donations.

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Position: Change Agent

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2. Community Arts and Arts Organization

Imaginations Alive!**Purpose:**

During this interactive lesson, students will demonstrate a basic understanding of internal story grammar and collaborate with classmates to build and improvise a story of their own creation. Orlando Shakespeare Theatre's Actor/Educators use a series of interactive games and theatre exercises to help students effectively employ the elements of character, setting, and problem and solution.

Who is Involved?

Imaginations Alive! is truly a collaborative effort between the visiting actors and educators from Orlando Shakespeare Theatre and classroom teachers. Dramatic exercises and techniques are employed to give students a working knowledge of story grammar. Classroom teachers take part in the lesson from start to finish. The exercises shared empower the classroom teachers to revisit the concepts during future lessons.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

1500

Why is this program important?

Imaginations Alive! is important because the lesson actively engages learners of every level. The lessons celebrate each student's unique creative process and encourage critical thinking, while building strong interpersonal skills.

How is the program funded?

Imaginations Alive! is currently funded by each school that is participating in the program. The Imaginations Alive program is new to Orlando Shakes and was launched at Hunters Creek Elementary School in the fall of 2010.

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Professional Development for Teacher Training Workshops**Purpose:**

The Museum of Contemporary Art provides Professional Development Teacher Training Workshops, in partnership with Miami-Dade County Public Schools. These workshops offer support, instruction and training for Miami-Dade educators. Originally made possible in part by a \$10.4 million grant from the U.S. Department of Education, Professional Development Teacher Training Workshops are open to teachers in all of Miami-Dade schools and to educators of all levels and subject areas. The purpose of the program is for participants learn effective, engaging, and inspiring techniques and strategies to implement into their classrooms. Workshops are hands-on and encourage educators to apply successful methods into their lessons and delivery.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

MOCA's continued partnership with the Miami-Dade County Public Schools promotes art integration by training faculty members in using educational methodology that incorporates art and object/project based learning as a means to encourage critical analysis, invention and problem solving, as well as stimulate visual literacy and build communication skills. MOCA's Curatorial and Education Department Staff host over 20 teacher training workshops per year. Partnered with classroom visitations, MOCA models integration of art into the curriculum, as well as object/project based learning. In addition, MOCA provides opportunities for visiting artists to work within the schools and with the students in creating cooperative and interdisciplinary artwork with curricular connections.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

20,000

Why is this program important?

The impact of MOCA's Professional Development Teacher Training Workshops is exponential. An estimated 400 educators and 26,000 students are reached annually by offering these opportunities. MOCA has established a reputation within the community for hosting workshops that are engaging, effective, useful, and creative. MOCA's commitment to serving the community is demonstrated in the dedication of the staff to provide over 20 professional development opportunities in which participants can be awarded in-service points toward teacher recertification. Workshops are free for MOCA members and only \$10 for guests. MOCA gives back to its Educator Members by offering such events. MOCA has seen an increase in membership directly related to the Professional Development Teacher Training Workshops with as many as 75% of participants becoming members after taking the first workshop.

The impact of this program was recognized by the Florida Art Education Association, recognizing MOCA's efforts to serve the community, students, and educators locally in South Florida, as well as in the State by naming Curator of Education, Lark Keeler, and Museum Educator of the Year. Local partner schools working with MOCA have seen an increase in student achievement, testing gains, attendance, and graduation rate. Schools have improved in letter grade scoring and have attracted students from outside of the community to attend the North Miami Museum Magnet Schools.

Overview of 2010-2011 Teacher Training Workshops:

- *Plant the Seed - Art and Plants*

PLANT THE SEED focuses on hands-on projects thematically based around plants. From photosynthesis to terrariums, botanical illustrations to pizza gardens, this workshop demonstrates how to create memorable lessons that engage students. Literature, mathematics, writing, science, and art educators learn effective ways of incorporating object and project based learning in a cross-curricular method using a multi-sensory approach.

- *BZZZzzzz Cross-Curricular Pollination with Bees*

BZZZzzzz demonstrates hands-on projects thematically based around bees that encourage educators to develop their own thematic lesson unit. The workshop investigates the life of bees - the bee culturally and historically, and how we depend on pollinators to supply 1/3 of our food source. Products that come from bees like wax, honey, royal jelly, and pollen are explored. Literature, mathematics, writing, science, and art educators learn engaging and effective ways of incorporating object and project based learning in a cross-curricular method using a multi-sensory approach.

- *Wonder Women - 16 Contemporary Female Artists*

Wonder Women focuses on the biography, concepts, media, skills, and techniques that 16 contemporary female artists are using making artwork today. Participants learn how to incorporate the artists into cross-curricular lessons that infuse reading, writing, mathematics, and science - while learning to bridge gaps in gender equity in the classroom.

- *Up-Cycle - Going Green with Art Making*

Up-Cycle focuses on hands-on projects thematically based around the idea of re-using normally discarded materials to create “upgraded” artworks, while going green in the process. The process of recycling is explored and participants create multiple projects with a variety of reusable materials. Literature, mathematics, writing, science, and art educators learn engaging and effective ways of incorporating object and project based learning in a cross-curricular method using a multi-sensory approach.

How is the program funded?

Annual cost of this program is \$25,000. Teacher Development Workshops are funded in part by Miami-Dade County Cultural Affairs, The City of North Miami and Costco

Name: Lark Keeler

School/Organization: Museum of Contemporary Art, North Miami

Position: Curator of Education

County: Miami-Dade

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The Thrill of West African Culture

Purpose:

The purpose of our program is to foster, in students and in the community, an understanding and awareness of African cultures throughout the Diaspora. We desire to use our programs to assist students and the community in discovering the function and usefulness of African arts and culture. Beyond being a fun thing to do, African arts provide incredible opportunities for learning

by integrating many core subject areas and all of the senses. Besides, the African arts have cathartic properties for the mind body and spirit.

We believe that it is important for all people, especially those with African roots, to maintain a close identification with the positive aspects of African culture (i.e. family and community values, sense of oneness with the community, etc.) as well.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Teachers and Counselors assist with recruitment, retention, behavior management, reinforcing lessons and they actually participate in the lessons. Principals and Program Directors assist with recruitment, retention, behavior management, logistics and they also sometimes participate in lessons. Parents, Volunteers and of course children are involved in participating in the lessons, recruitment and retention.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

2,000 +

Why is this program important?

So many people tend to judge other people's actions and ways of life by their own cultural values. The media often depicts Africa as place of deserts, savannas and animals or of starving children and adults who live in rural areas where they're being tormented by flies and dying of terminal diseases. As a result, when teaching about Africa, stereotypes and biases naturally creep in. We need to steer away from this ethnocentric view. Learning about Africa through the arts is a fun way to promote, in students, a feeling of understanding and appreciating rather than fearing its cultures and societies and improving chances of academic success in the process.

How is the program funded?

The program is funded indirectly through various public (i.e. Broward County Board of County Commissioners, Children's Services Council, The Children's Trust, Miami-Dade County, Creative Puls, etc.) and private funds (i.e. Individual and Corporate Donations). We are paid directly through the schools and programs we serve for our services.

Name: Trina Soumare

School/Organization: Enaissance Village Project

Position: Founder/Director

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Historic Site Visits in Miami

Purpose:

The Historic Site Visits Program is designed to help students gain a better understanding of Miami's history. This is done through a program which takes students out of the classroom and on site at various historic landmarks around the city of Miami. The students then use their creative muscles to create a book about what they experienced while visiting the historic sites.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

The program involves students in 4th - 12th grade, their classroom teachers, and our museum educators. The principal and arts administrators are welcome to participate with the program; however the program is run by our museum educators.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

840

Why is this program important?

This program has been grant funded for three years now, allowing us to offer the program for free to public school teachers in Miami-Dade County. This allows many teachers, in schools where the funds may not be available for learning expeditions, to take their students on a trip to see the history of Miami. For a large number of the students we serve this trip is the first chance they have had to visit some of Miami's historic sites. Many of the students have told us over the three years we have had this program that it has been one of the greatest experiences they have had while in school. The creation of the book also brings a hands-on approach to the visit, allowing for a deeper learning experience.

How is the program funded?

The program is funded through a grant provided by the Cultural Affairs Department of Miami-Dade County. The number of schools and students we are able to service is directly correlated to the amount of funding we are granted. Every year we have more teachers wishing to participate than we have funds for and if the funds were available we would service more students. This year we received \$43,549 in grant moneys.

Name: Sarah Coles

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Creative Expression through Puppetry

Purpose:

MicheLee Puppets empowers lives through the art of puppetry. Our project Creative Expression through Puppetry (CETP) brings teaching artists into the lives of students who might otherwise never be introduced to puppetry. The purpose of CETP is to give students a structured creative environment where they have the opportunity to practice academic and life skills in the context of collaborative project completion. By involving students in the development as well as the performance aspects of the final performance project, CETP fosters student investment and creates an environment where students feel responsible for the work they produce. Students hone their reading, critical thinking, problem solving, and social skills not because they have been assigned to do so, but because they understand the completion of the project depends on their contributions. In addition, students gain an understanding of the creative process and are exposed to both visual and performance arts.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Creative Expression through Puppetry directly incorporates teaching artists from the community and the adults regularly involved with the students during our class time. Teaching artists lead the class and work directly with the students. Classroom teachers or youth facilitators communicate specific student needs to our teachers and assist the teaching artists during their lessons.

We encourage school principals to observe classes and provide input throughout the production process. All outreach is overseen by our executive director and evaluated by our program development staff.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

100

Why is this program important?

CETP is important because it uses puppetry as the main tool. Puppets give students exposure to self-expression through art. Performing with a puppet can be less intimidating than performing alone, and students can feel safer talking about certain thoughts and issues through puppets than they do in person. Also, puppetry is a multidisciplinary art form. If a participating student is not drawn to performance but loves to draw, they will have opportunities within the workshop to explore their visual artistry while gaining an appreciation for performance as well as an understanding for how the visual and performance arts might work together.

Teachers bring us in to work with their students because we offer creative projects that incorporate their classroom learning goals. An example of this is our collaboration with the Fern Creek Elementary Gifted Program. Specific successes have included clear improvements in teamwork and creative initiative. At the beginning of the last project with the Fern Creek gifted

students, the class was divided into two groups, each with their own teaching artist. The sense of competition was immediately evident as students spied on the other group and even critically evaluated the work of their group mates. Students would not compromise or acknowledge the value of the ideas of their classmates to the point that groups were not moving forward in their projects. By the end of the project students were voluntarily compromising and were delegating among each other to maximize on the specific skills of their group members. Each group even praised the other on a job well done!

We work with community organizations to help reach and heal the children in their care. Collaborations with Harbor House, Orange County's Domestic Violence Shelter, allowed us to help their child residents heal emotionally while giving the staff the opportunity to observe the children in directed play. The children at Harbor House have undergone emotional and physical trauma, and this observation time allowed their staff to identify children who needed more support in other areas.

How is the program funded?

This program is funded through fees and grants. The annual cost of the program is dependent on the number of workshops completed. In general, the completion of a six-week project costs about \$3,500 including material preparation, evaluation, and adaptation of lesson plans.

Name: Rebekah Lane

School/Organization: MicheLee Puppets

Position: Grants Administrator

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Studio V Gallery

Purpose:

The purpose of Studio V Gallery is to reach out to high school and college students in Sarasota County. This gallery will provide a venue where younger artists can gain a business experience including what it is like to be a professional artist while they are still young. My name is Victoria Miller and I recently graduated from the University of South Florida with a Bachelor's degree in Fine Art. I have opened an art gallery on Miami Ave. here in Venice, FL and I am trying to help out my community by bridging the gap between young artist and our community. In an economy such as this many look at me as if I am crazy for opening an art gallery, however I believe this is the exact time when young artists will need this support and affirmation that artists are very important and needed. For opening night I have students from Sarasota High School, Venice High School, and Ringling.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Young professional artists that are just starting their careers here in Sarasota County are involved

including me, Mark Britton, Jennifer Vare, Dustin Nichols and more. Student artists are involved from Venice High School, including Clyde Butcher's granddaughter, Kayla Obendorf, Ainya Khachetoorian, Analise Vazquez, Marina Quaretti, and Jeliena Courville. From Sarasota High School I have about ten students involved and I have been in communication and contact with Debra Markley teacher at Sarasota High School.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

50

Why is this program important?

The program or gallery is very important because it is in the beginning stages. It is now when the relationships are built and the opportunities for the students are great. Awareness in our county is crucial, and a way for Venice to support and advance our young artists is needed. Showing and educating the parents and community on how important artwork is to our youth, needs to be available.

How is the program funded?

The Gallery has just started, my start-up costs were roughly \$15,000.00 I will strive very hard to succeed and keep this venue open for Sarasota County's young artists!

Name: Victoria Miller

School/Organization: Studio V Gallery

Position: Owner

County: Sarasota

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Exploring Jacksonville's Art in Public Places

Purpose:

The Exploring Public Art curriculum is designed to educate Duval County students, grades K-12, about our city's public art collection through lessons which teach and reinforce the Sunshine State Standards in science and in visual art. The secondary component addresses Sunshine State Standards in visual art, language arts, technology and social studies. Ultimately we are building civic pride as well as appreciation for the role that visual art can play in the quality of life of a community and of an individual while we encourage and support the use of arts integration methods at all grade levels.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

The elementary component is designed for use by general classroom teachers (K-5). We

encourage teachers to use their school's art expert as a resource as well as collaborating with each other. These curriculum kits are housed in elementary school libraries and some librarians use these lessons in their library programs. The secondary curriculum targets middle and high school visual art classrooms with projects in art history and studio art. Each unit expands this learning with a range of projects to share with language arts, technology, and social studies teachers.

The Cultural Council produced and distributed the curriculum to every Duval County Public School. The Education Programs Manager promotes the curriculum through presentations to educator groups and administrators, school visits and workshops to increase teacher awareness of this resource.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

123,000

Why is this program important?

Over the past 8 years, the city of Jacksonville added a large number of artworks to its "Art in Public Places Collection". These works are scattered all over the county in public libraries and other public places. Across the population, there is limited knowledge of the collection.

Our goal is to educate members of our community about the existence, location and artistry of the 24 artworks in our public collection. I believe that if we excite our young people about these artworks then they will share their learning as they move around the city with their families. With lessons for every grade level, students' exploration of Jacksonville's Art in Public Places Program can be continuous throughout their schooling.

We are committed to improving education through the use of arts integration methods and have created this tool for teachers to assist and encourage their increased use of these engaging methods. These materials are written to be easily used by even those who are new to these methods.

Ultimately we are building civic pride as well as appreciation for the role that visual art can play in the quality of life of a community in Jacksonville's future leaders and citizens.

How is the program funded?

FUNDING was provided by the National Endowment for the Arts, Florida Department of State; Division of Cultural Affairs and the Florida Arts Council: City of Jacksonville, and the Cultural Council of Greater Jacksonville.

The budget for creation, production, and promotion was roughly \$60,000. (Similar work can be done at a much lower costs by limiting the scope and format of the work.)

Name: Martha McManus

School/Organization: The Cultural Council of Greater Jacksonville

Position: The Education Programs Manager

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Everything Is Energy

Purpose:

The purpose of all Art Studio programs & partnerships are based in alignment of our Art Studio Mission & Vision:

MISSION: Provide Creative-Holistic Art Integration to At-risk Youth. The mission of Art Studio Inc, a 501c3 non-profit organization, is to empower young minds by providing a safe location where youth are inspired and guided by artists, teachers, professionals and mentors who support the student's education and career development through the integration of creative-holistic arts.

VISION: Healing Systemic Poverty with Creative-Holistic Art Integration. The Vision of Art Studio Inc., is to collaboratively advance the sponsorship and implementation of (creative-holistic) art integration in impoverished communities and schools. By utilizing all arts & wellness mediums, we promote solutions that support human rights, life skills, education, career development and environmental consciousness. With these tools our at-risk 'cradle to prison' youth will be empowered and guided out of systemic poverty, towards a path of healing and success.

Our core program is: EVERYTHING IS ENERGY

PROGRAM STAGES:

Stage 1) AWARENESS: I AM & I LOVE ME

Introduces youth to self-esteem & character building, awareness of basic human developmental functionality in relation to Body (physical-nutritional), Mind (mental-emotional), Soul (spiritual-energetic) and awareness of our relationship to the planet. It includes a basic overview of green careers and introductions to educational and career path options.

Stage 2) COMMUNITY: WE ARE & I DO CARE

Introduces youth to a natural progression from learning to care for and respect themselves to developing and implementing community-based projects that build social skills and entrepreneurial skills. Professionalism is highlighted further in this stage as is developing a professional website, resume and biography.

Stage 3) CONNECTION: OUR WORLD & WE ARE ONE

Introduces youth to global opportunities through travel based service projects that include writing projects, film and media documentation and video/photographic journalism that continues to reinforce self-esteem and career options.

Who is Involved?

In 2007 Art Studio opened its doors in Little Haiti, Miami with a goal of partnering with the local 33150 schools to support students and teachers by being a catalyst for providing consistent arts integration.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

50

Why is this program important?

Art Studio is located in the heart of the Little Haiti, Miami FL community, serving at-risk youth, primarily of Haitian descent, with Creative-Holistic Art Integration programs. The severity of the poverty seen here is shockingly similar to 3rd world poverty with youth living in horrific conditions far below the USA poverty line.

According to A 'Case Study' about the Little Haiti, Miami community from The Enduring Challenge of Concentrated Poverty in America: Case Studies from Communities Across the U.S. RESEARCH: www.frbsf.org/cpreport/docs/miami_fl.pdf

How is the program funded?

The core volunteer team at Art Studio does fundraising online, through events; sponsorships; RFF's from foundations and individuals; and grants.

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Position: Founding Director

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3. General Curriculum

Music + Art + Literacy = ENGAGEMENT

Purpose:

The purpose of our program is to show teachers how to effectively integrate the arts, specifically music and visual art, with their classroom literacy instruction. We have found that struggling readers especially benefit from adding music and art elements into their reading program. We incorporate music and lyrics, as well as various visual art mediums and children's trade books,

for comprehension, vocabulary, and fluency development. These activities have also shown to increase student participation, excitement, and engagement.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

We are two reading resource/intensive reading teachers who have researched this as a means to aid our struggling students. We have presented this workshop in multiple settings, sharing our discoveries and resource lists with many teachers. Other classroom teachers in our school have inquired how to use these materials to aid their own students.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

100+

Why is this program important?

Numerous teachers have shown interest in this approach. We have shared the books, song selections, art pieces, and lessons with any teacher who is looking for additional means to help their students grow in literacy. With our workshops and presentations, this information can become a real means of reaching beyond our school site to promote arts integration. I also have worked directly with students from Ringling College of Art to create arts integrated projects to further enrich and enhance the learning of key literacy skills in my students. It has been a great partnership.

How is the program funded?

Most of the materials have been ones that we buy personally, at reduced cost websites when possible. Both of us have written grants for karaoke machines and music, as well as some books that have song lyrics as the words. The Ringling Partnership I has, along with their YEA (Youth Experiencing Art) foundation, funded several arts integration projects for me directly. I continue to search for appropriate materials to build my personal resource bank; the gain is worth the personal expense. Annual cost is really undeterminable as we continuously search for new materials to meet our needs.

Name: Sandy Waite

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Position: Reading Resource Teacher

County: Sarasota

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Integrated Movement, Integrated Curriculum

Purpose:

Our program is to integrate the arts into everyday curriculum practices in all content areas. Through integration and pairing of the arts with our content, we have been able to engage our students in ways that go beyond books and paper. We have brought drama, music, and dance movement in our classrooms and expanded the role of the arts to reach beyond the walls of just the art or music rooms. Through applying what we have learned at our district's arts workshops we have been able to create excitement and involvement among our students and teachers at all levels.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Our teachers, administrators, and students are involved in the process of integrating the arts in our school/program. Our students have also been instrumental in teaching other students as well as teachers and future teachers. Most recently our students were invited to demonstrate their knowledge to current education majors at our local university as well as give a demonstration to our central area assistant principals' meeting. Our music teacher pushes into classes to help teach lessons in math (fractions) and poetry (meter, rhyme); our arts teacher also works in tandem with grade levels to incorporate their content lessons including proportion and scale (math) and social studies (Houses for Haiti). Students are teaching students and teachers how to create tableaux and integrated dance to help students visualize main idea in reading, vocabulary, and science/social studies. The school's principal and assistant principal are fully supportive of these endeavors and have worked with students and staff to tie in arts integration with 21st Century Learning by making funds available to secure flip video cameras (students can videotape their work, edit, and perfect) as well as helping to create blogs so students can compare and comment on ongoing curriculum and learning opportunities.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

650

Why is this program important?

The importance of this program is the ultimate impact experienced not only by students, but by teachers, parents, and administrators. The learning that is taking place is engagement and requires movement by participants (in some way). The result is a growing and expanding program at our school that supports the multiple intelligences and various learning styles including tactile and high level critical thinking. The program, especially the tableaux and integrated dance movement, have been especially well received and effective with students with learning disabilities. These students, and those with ADD/ADHD, benefit from movement that helps stimulate their interest, allows them to move, and visualize what they are learning (often a difficulty with visually impaired learners).

How is the program funded?

Our program is funded through our PTO, School Advisory Committee, and administrative support. Workshops are paid for annually that allow teachers to attend and then share out what

has been learned. Currently the estimated annual cost of our program is less than \$1,000. We also take advantage of free resources and collaboration provided by our district contact as well as our Professional Learning Community at our school (teacher to teacher sharing/pairing).

Name: Debbie Duschi
School/Organization: Suntree Elementary
Position: Teacher
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Towards a More Authentic Integration of the Arts

Purpose:

Working in concert with classroom educators, we explore possibilities of creating a more authentic integration of the arts into regular classroom learning.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Involvement is determined on an as-needed basis, by a school or organizations individual needs. (E.g. Brainstorming with teachers, hands on assist with in-class activities, etc.)

Program Frequency:

Ongoing

Why is this program important?

Integration requires multiple perspectives. If we allow ourselves to be open to variety of approaches, we have more chance for success in our efforts of arts integration.

How is the program funded?

Our organization and its services are entirely voluntary with no monetary budget or funding.

Name: David Dybiec
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Position: Consultant/Educator
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4. Arts Curriculum

The Arts at Avon



Purpose:

The Arts at Avon is held each spring to showcase original artwork of the students from the current school year. Students attend art class one period per week. This community and parent outreach activity, held in the evening, has consistently attracted a large audience. Every student has at least one item on display. Included with the visual arts displays, guest may also enjoy student created short stories, poetry, class books, reader's theatre, creative movement and public speaking.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Avon's art resource teacher is chairperson for the event and works with classroom teachers in preparing and selecting work for the displays. Throughout the school year, classroom teachers meet with the art teacher to review classroom curriculum. The art teacher then uses this information to integrate appropriate art activities that support and enhance these areas of curriculum. This looks different at the various levels of instruction, kindergarten through fifth grade. The principal meets with the district staff each spring to gain support/permission to use a unit to fund the art resource teacher. The School Advisory Council and PTO both lend support through approval of the program and by providing the needed materials.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

618

Why is this program important?

Every student and teacher plays an important role in making this event the success that it has become. Students take pride in displaying their individual creations. Classes also display work that has been completed co-operatively. At Avon Elementary, we feel that it is important to educate the whole child and to offer learning opportunities apart from the assessed curriculum. Parents, teachers, and community members support this endeavor.



How is the program funded?

The art resource teacher has scheduled classes each day. This allows every student to attend art

one time per week. The teacher unit used for this comes from our district allocations. Our school PTO donates the materials used in the classes. This is usually done at a cost of \$3000-\$4000 per year. Door prizes for the event come from local donations. These prizes are all art materials that students would use.

Name: Pamela Burnham

School/Organization: Avon Elementary School

Position: Principal

County: Highlands

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Phone: (863) 452.4355

Academy of FAME: Fine Arts and Multi-Media Entertainment

Purpose:

Our Academy of FAME is committed to a high-quality education in the field of fine arts and multi-media entertainment through academy, performance, and technical coursework in preparation for the 21st century work force and post-secondary educational arena. All of our Academy students (grades 9-12) enroll in a cohort of FAME classes including Academy Honors



English, Academy Honors Social Studies and Academy electives such as theatre, dance, chorus, band, orchestra, drawing, painting, ceramics, photography, cinematography, stagecraft design, digital arts, and web-design. The Academy teachers' team teaches to deliver instruction that is arts-integrated across the curriculum.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

As the Academy director, I organize guest speakers, field trips and events to provide a hands-on approach to learning about the fine arts industry. In addition, there are over a dozen Academy Advisors who serve on a board to help design projects and mentorships to benefit the Academy students.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

100

Why is this program important?

Our Academy of FAME students improve in grades, test scores and fine arts skills through the hands-on arts integration approach. Throughout the school day, they identify with their FAME

colleagues as they work on projects, listen to guest speakers and mentors, and attend field trips to museums, performances and businesses in the industry.

How is the program funded?

The annual cost of our Academy of FAME program is \$10,000 which is funded through our Academy Advisory Board as well as through the Brevard Public Schools district office.

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5. Higher Education

ABC Literacy: Art, Books, Community Parent Involvement

Purpose:



The primary purpose of the program is to increase parental involvement in supporting the development of basic concept knowledge and literacy skills of their kindergarten children through arts-infused activities. This program is a series of 6 workshops held in the evening for an underserved population. Another critical component was to help prepare UNF education majors to work effectively with at risk families. The workshops were held at a local urban school in Duval County at a time that was convenient for the families. This opportunity was embedded in an arts-integration course and

provided students a firsthand experience implementing art-infused activities to develop academic skills that define school readiness. Students had opportunities to talk with the adults at the workshop and between sessions on the phone. At the end of the series, we had an art show for the families featuring all of the art they had created- adults and children.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

There were 3 professors involved with this project, 25 UNF education students, 8 UNF graphic art students and 10 families. The families brought their kindergarten age child and their

siblings. We provided dinner for all who attended each session. This semester, UNF education students were in charge of delivering instruction to the kindergarten children and modeling effective read alouds for the adults. In addition, the UNF students helped to prepare take home activity bags to reinforce targeted skills and to enhance the home learning environment. Each week in the take home bag, children were provided picture books, art materials, activities and a community focused workbook targeting the basic concept for each week. One week, the mascot Moki went to visit a local art museum as children learned more about positional words. The workbook contained art from the museum.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

40

Why is this program important?

Each week we collected a survey from the participating families and the comments were very positive about the workshop experience as well as recognition of the value of the home activities provided for the children.

Each week the adults became closer and formed a community which began relying on one another for support. The extended social network was palpable.

Each week the UNF students felt more comfortable and more competent working at an urban school and talking with the adults. Each week the UNF students felt more comfortable delivering instruction to the children and modeling a read aloud for the adults.

The children made gains on their basic concept knowledge targeted through the workshop and home activities.

How is the program funded?

This program was funded by a Transformational Learning Opportunity Grant by the University of North Florida.

Name: Gigi David

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Position: Professor

County: Duval

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Ringling College of Art and Design Summer Art Teacher Institute

Purpose:

Ringling College of Art and Design's Summer Art Teacher Institute provides teachers with

professional development opportunities to improve both pedagogical approach and personal practice.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

The program features one week workshops offered by Ringling College of Art and Design faculty members using a variety of creative technologies, including Photoshop, ZBrush, Flip cameras and the iPad. In addition to the institute's educational activities, cultural and social events are also scheduled. All instruction, special events, materials and technology are provided at the Summer Art Teacher Institute. Participants can earn up to 3 CEU credits. The skills learned in these workshops can be directly transferred to arts and arts integration projects in a variety of curricular models.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

N/A

Why is this program important?

Using a Teach the Teachers approach, the Art Teacher Institute provides residential workshop experiences designed to fill a critical gap in the art education of an entire generation of teachers: their skill and comfort with technology as a tool used in contemporary visual communication. The workshops Summer Art Teacher Institute are designed for those who want to bring their digital skills up to par; and perhaps along the way, reinvigorate their own practice as artists.

How is the program funded?

The program is supported by Ringling College of Art and Design.

Name: Kevin Conlon

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Literacy through Art and Music

Purpose:

The purpose of this program is to encourage literacy through music and visual art while integrating reading comprehension, literature, geography, history, foreign language and world cultures.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Musicians from the South Florida Chamber Ensemble, the Artists-in-Residence of the Broward College Visual and Performing Arts department are involved as performers and educators in this project. The Associate Dean of the Visual and Performing Arts department at Broward College oversees the project.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

300-3000

Why is this program important?

The literacy rate in Broward County is significantly lower than the national average. This program encourages students as well as their parents to read by making the stories come to life with music and narration, all while teaching participants about history and world cultures. Teachers can use the program materials, such as recordings of the foreign language, PowerPoint presentations, and assessments to prepare students for the performance and evaluate student success reading comprehension.

How is the program funded?

Originally this program was funded by a mini grant from the Broward Cultural Commission but we are now seeking to continue the program in the Broward School system with funds from a Target grant as well and an application for the SEAS program. We have been able to produce the program annually for a budget of \$2000.00.

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Integrated Arts Focus in UCF Elementary Education Program

Purpose:

UCF Elementary Education program has integrated arts as one of its themes; each specialization course integrates an aspect of arts within that discipline. Pre-service teachers also take a required course entitled Integrated Arts and Movement in the Elementary School. Students have an option to intern in Arts Integration classrooms during final internship via a program with Orange County Public Schools coordinated by Dr. Mary Palmer. Two documentary films spotlighting Dr. Palmer's work with us have recently been released:

www.powersmediaservices.com/video/throuthearts.mp4 - Working with a Community Artist to re-envision the school environment

[Arts Integration at the University of Central Florida: 3 minute](#)
[Arts Integration at Grand Avenue Primary Learning Center](#)

Who is Involved? Undergraduate and graduate students in elementary education at the UCF College of Education.

Program Frequency:
Ongoing

Approximately how many Florida students are reached annually through this program?
1000

Why is this program important?

Most university teacher preparation programs do not include an integration of the arts focus. Most include isolated courses in visual arts or music that focus on methods of teaching art or music in elementary school on a “stand-alone” course in arts integration. The focus in the UCF Elementary Education program is to integrate arts within the discipline courses to show pre-service teachers how arts can be used to enable K-6 children to better understand content in discipline (language arts, social studies, math, and science).

How is the program funded?

This program is funded through tuition and UCF support.

Name: Karri Williams

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Position: Elementary Education Coordinator

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Interdisciplinary Arts Seminars on Creativity and Collaboration

Purpose:

This project began in order to recognize that students in the arts disciplines in university do not share common courses in the arts, common vocabulary in the arts, or have artistic goals which could be positively enhanced through working with artists from other disciplines. Bringing them together in seminars to discuss key ideas of creativity and collaboration could enhance that. Many of the students enrolled have a goal of teaching in PK-12, and most of the process of the course could be done on a PK-12 level. This was a pilot project.

Two interdisciplinary seminars in the arts have been offered this semester, one focused on exploring creativity, the other focused on exploring collaboration. In each seminar, the students (predominantly theatre) discussed a definition of the concept (from Wikipedia) and how accurate they felt it to be in relation to their own discipline. Guest speakers from each of the other arts disciplines presented their ideas of what the terms meant, the importance to their discipline, and provided examples to support that point of view. In the Creativity seminar, the leading questions to the guests were 1) how do you define creativity in your discipline and 2) how do you recognize it or evaluate it when you see it? In the collaboration seminar, the leading questions were 1) what were your goals in exploring a collaborative project, 2) how did you establish a collaborative process, and 3) how has that experience affected your individual process?

The end result of the two seminars is a presentation of modifications and/or embellishments to the Wikipedia definitions, and potentially in the collaboration seminar a manifesto.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

Each seminar was intended to have 5 students from each of 5 disciplines: theatre, dance, music, art, and architecture. In practice for this first offering, there were eight theatre and two architecture students in the creativity seminar, and eight theatre, one dance and one music student in the collaboration seminar.

Faculty guests were drawn from all 5 disciplines.

My role was as moderator and in periodically focusing sessions on comparing and contrasting what was learned from the guest presentations.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

Unknown

Why is this program important?

The arts tend to silo themselves. This is clearly not in the best interest of valuing the arts as a methodology of both learning and expressing ideas. Efforts to unify and to more fully appreciate the dynamics of other arts disciplines can only enhance, not detract, from the clarity of focus that a student in the arts has.

How is the program funded?

Currently, these courses are a pilot project and are being offered completely as an overload assignment for the course teacher of record and as donated time and effort for the faculty guest presenters.

Name: Marc Powers

School/Organization: School of Theatre and Dance, University of South Florida

Position: Director

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Progressive Music Education Methods

Purpose:

The purpose of the two-semester sequence of classes at the undergraduate level is to give students an opportunity to think like a writer and producer of their music education students as opposed to thinking solely in terms of themselves as a music director. The difference is subtle, but distinct when considering that a director comes to the music making exchange with the goal of imposing her own ideas of what the final product should sound like, while the writer and producer approach the same exchange with the hopes of bringing music out of students that is already there.

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

The undergraduate students and music education faculty in the University of South Florida's undergraduate music education program are involved. The plan is to get these USF students involved in school outreach initiatives. The program is at the beginning stages of implementation. It officially starts in the fall 2011 semester.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

500

Why is this program important?

This program demonstrates alternative ways to conceive of school music. Music in society is doing very well. Music education in the schools should reflect this better than is presently does. This initiative is the beginning of what hopes to be a fruitful relationship with the Hillsborough County school district and the University of South Florida.

How is the program funded?

So far, the program is funded by the music education department at USF. If the program takes off, then we will need additional funding sources.

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6. Community Organizations

Leaping the Hurdles: How to Create Winning Arts Integration Collaborations

Purpose:

- Arts Integration and Collaborations
- Involvement of all types of art (multiple intelligences) to engage all kids, different types of classes gifted and inclusion.
- To introduce the use of reusable/recycled materials (LITTLE OR NO SUPPLY BUDGET!)
- To make a lasting impact

Who is Involved? How is each involved? What is the role of the school principal or the arts organization administrator in the program?

The organization Resource Depot and Teaching Artist Jennifer O'Brien, collaborated with Roosevelt Middle School, a Title 1 school in Palm Beach County. Ms. O'Brien worked with 2 sixth grade Social Studies teachers and a total of 4 classes (80 students) to create an art installation about Mesopotamia. Beyond the in-school activities, students participated in a field trip to Resource Depot and learned how we are affecting the future with the waste we are leaving behind, soon to be our mark on history. Resource Depot administrator handled the documentation and provided materials for the project. 6th grade Social Studies teachers, worked with the teaching artist and the organization during the planning, classroom time and final presentation. The principal and administrators allowed the project to be brought into the school/classroom and chose the teachers to work with. The funder provided workshops for the organization, teaching artist and teachers.

Program Frequency:

Ongoing

Approximately how many Florida students are reached annually through this program?

80

Why is this program important?

This program is important for teachers and students to learn how to work with a teaching artist. Also, because the teachers and students are able to gain new knowledge and ideas about using arts integration processes successfully. Finally, the program increases student achievement with arts integration and builds partnerships with teaching artists, cultural organizations, teachers, and the community.

The Resource Depot collaborated with the Palm Beach County Cultural Council in the project shown here: www.palmbeachculture.com/fertilecrescent

How is the program funded?

The program was funded by the Palm Beach County Cultural Council.

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