



2012 Arts Integration Professional Development for Teaching Artists Guided Residency Program Crystal Haralambou

Residency Site?

Name: Ruth Eckerd Hall and The Marcia P. Hoffman Institute for The Performing Arts
Skycrest Elementary and Lealman Elementary
Location: Clearwater and St. Petersburg, Florida
Pinellas County

This residency encompassed 4 grades levels. I served the entire grade level at both Lealman and Skycrest Elementary. Jared O'Roark is the Program Coordinator and there was a lead teacher assigned from each grade.

Name: Tara McClintick 5th Grade Lead Teacher Skycrest Elementary

Brandy Cravin 3rd Grade Lead Teacher Skycrest Elementary

Lissette Vazquez 1st Grade Lead Teacher Lealman Elementary

Faith Panagiotacos 4th Grade Lead Teacher Lealman Elementary

Who are your students?

Age group: 1st Grade (6-7), 3rd Grade (8-9), 4th Grade (9-10), 5th Grade (10-11)

Number of students: Each class had a range of 17-24 students. I met with 5 classes for 1st grade and 5 classes for 5th. I met with 3 classes for 4th, and 6 classes for 3rd grade.

Description of the group:

Many students had the previous experience with the Passport Program in prior years and they were highly responsive in my first visits. The teachers were some of the best, with most of them engaging alongside the class from my first visit. The classes were well structured for the most part, and only one stands out as a class with behavior distractions early on. Students were excited to participate, a little nervous, but willing to jump in.

Title of your residency?

PASSport to The Arts

What are your GOALS for this residency?

The following goals were created by both the teaching artist and the grade level teachers.

1st Grade-Curricular Focus-Our Universe (Lealman Elementary)

Development of Cognitive Learning Objectives

Demonstrate understanding of Earth in Space and Time

Use creative writing to tell stories

Developing and learning Earth in Space vocabulary

Development of Arts Skills

Develop and demonstrate the creative process

Use voice and body to communicate performance skills
Building story through improvisation
Development of Social Skills
Team Building and Group Work
Building Self-Confidence
Problem Solving

3rd Grade-Grade Level Curricular Focus-Continents (Skycrest Elementary)

Development of Cognitive Learning Objectives
Develop the Relevance of Landmarks in a specific continent
Understand other cultures
Develop vocabulary using the Thesaurus.
Development of Arts Skills
Demonstrate the creative writing process
Using Improvisation to develop character
Implementation of the actor's toolkit

Development of Social Skills
Work cooperatively in small groups
Problem solving using oral communication
Building a confident stage presence

4th Grade-Grade Level Curricular Focus-Florida History (Lealman Elementary)

Development of Cognitive Learning Objectives
Understand a 4 major time periods in Early Florida History and demonstrate knowledge to establish a simple timeline of Florida History
Use critical thinking to connect Florida History to today.
Demonstrate knowledge of significant figures in Early Florida History

Development of Arts Skills
Use improvisation to understand sequencing, story elements, and major events.
Build short scenes using simple play-making
Understand the structure of a stage and the essential etiquette on and off stage.

Development of Social Skills
Develop strong vocal and physical awareness
Work as a team with classmates
Listen and communicate better

5th Grade-Grade Level Curricular Focus-Science (The Solar System, Weather, Body Systems and Organs, Animal Habitats and Adaptations, and The Rock Cycle) (Skycrest Elementary)

Development of Cognitive Learning Objectives
Demonstrate and Understand Science Content
Demonstrate and Understand Science Vocabulary
Understand and use the writing process

Development of Arts Skills
Building physical and vocal awareness for presentation
Develop and demonstrate the creative process
Use improvisation to develop a script

Development of Social Skills
Interact collaboratively with respect
Build confidence
Communicate effectively with words and actions

What is the TIME FRAME of your residency?

No. of Days: 2 days per month per class
Amount of Time/day: 45 minute classes-various times and days
Specific Schedule: With 18 classes this varied but there was a set schedule in the beginning of

the year.

Please see the specific schedule at the end of this document. Some dates were added at the end of the residency to better prepare students for the play performance. These dates were volunteered on my part and completed without compensation.

Specific STRATEGIES to be used? (Daily structure; how lessons build)

Lessons were formed with the following structure in mind

Welcome and Overview of the Essential Questions, Theme, or Goal for the day.

Warm Up/Icebreaker

Focused Activity

Main Activity

Discussion

Review/Closing/Warm Down

Lessons were built around the curriculum of a core subject (chosen by the grade level teachers at the end of the summer) and the subject of theater. At the beginning of the year I began with trust exercises and team building but they often included vocabulary from the subject area, or

Specific MATERIALS needed? (Daily needs)

This varied day to day and was dependent on the technology in the classroom. (An iPad would be handy for sure, but perhaps next year). Sometimes I would incorporate a ball, index cards with given circumstances, pictures, copies, markers and crayons to name a few.

Will you have a “CULMINATING EVENT?” Yes! Each class began the play making process in January and completed a script by Spring Break. From April to the end of May, students work on their play with both the classroom teacher and the artist to prepare it for a presentation. The styles of the presentation varied, however each of the 18 classes did a short play ranging in length from 10-20 minutes. Leaman Elementary chose to have this on a special morning for each grade. Skycrest Elementary has an evening where family and friends can visit any classroom and see a play.

How will you ASSESS your outcomes?

Simple recall/review at the start of each class

Student daily work

Student submission of scenes and monologues embracing the content

Daily exercises

End of Class verbal review and peer review

Play-making process, memorization, delivery

Presentation of final work

How will you DOCUMENT the teaching and learning? Curriculum outlines were completed at the beginning of the year and lesson plans were written. Time sheets were also turned in to the administration at The Marcia P. Hoffman Institute for The Performing Arts.

How will you use your outcomes to ADVOCATE for arts education

and for your program?

I will site specific examples where children have clearly grown or have been impacted directly by the work.

I will defend such programming firsthand.

I will speak of the collaboration between teacher and teaching artist that makes it highly effective.

I will find ways to tell others the impact it has had.

REFLECTIONS: Artist, Teacher/Program Director, Mentor, Students, others

