



ARTS INTEGRATION RESIDENCY 2012-2013

Teaching Artist Nzingah Oniwosan Email: sankofaschild@gmail.com Phone: 561-880-7700

Site: Royal Palm School County: Palm Beach County Residency Dates 3/6/13, 3/13/13, 3/20/13, 3/27/13, 4/3/13, 4/10/13, 4/24/13, 5/1/13, 5/15/13

Site-Based Collaborator: Hope Bernstein Position: Lead teacher

Collaborator Contact Information: Email: hope.bernstein@palmbeachshool.com Phone: 561-676-4228

<p>Residency Title: I can play...You can play</p>	<p>Arts Integration Strategy: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</p>
<p>Age Group/Grade Level: (Residency is designed for intact classes of students with special needs.)</p>	<p>Total Number of Sessions:9 Length of Each Session: 45 minutes</p>
<p>NGSSS: Music: MU.3.F.3.1 MU.3.S.1.1</p>	<p>NGSSS: Subject Language Arts: TP.PK12.ST.1.1 TP.PK12.OP.1.1 SA.PK12.CM.1.1</p>

<p>Vocabulary: Arts: Djembe, Shekere, Taca tacka, Agogo, Pandera, Cabasa, Talking Drum</p> <p>Subject Language Arts: Stop, Go, Yes, No</p>	<p>Materials: Books: Giraffes Can't Dance</p> <p>Fine Art Prints:</p> <p>Music:</p> <p>Video:</p> <p>Supplies:</p> <p>Other:</p>
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Residency Outline:

<p>DAY 1: DATE 3/6/13 Specific Goals for Today: Students will be engaged by story told and respond to visual and verbal cues. Students will respond when asked their name through name song.</p> <p>Collaborator's Role DURING Session :</p> <ul style="list-style-type: none"> • Observe Lesson • Participate in lesson • Assist students
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Teaching Artist will make an introduction. With the assistance of paraprofessionals the students will introduce themselves through the name song. 2. Students will be told a story. 3. Students will be introduced to instruments <p>Adaptations/Modifications/Accommodations for Students with Special Needs: Each instrument can be played is modified based on the student's ability. Response for the name song is modified for non-verbal students to include the sound that they are able to produce for their name.</p>
<p>Assessment of Today's Student Learning: Students participate in the name song. Students will play the instrument with modifications.</p>
<p>Summary of today's lesson: The lesson was designed as introduction. So that the teacher, paraprofessionals and students can begin to be comfortable with the teaching artist. In addition to the teaching artist getting to know the staff and students better.</p>

<p>It essentially was an icebreaker.</p>
<p>Collaborator's TO DO Before Next Session:</p> <ul style="list-style-type: none"> Repeat a learning experience from this session
<p>Teaching Artist Comments: The staff and students were very receptive to the process.</p>
<p>DAY 2-6: DATE3/13/13, 3/20/13, 3/27/13, 4/3/13, 4/10/13, Specific Goals for Today: Students will begin to explore and play a variety of instruments. Students will respond when asked their name through name song</p> <p>Collaborator's Role DURING Session (circle):</p> <ul style="list-style-type: none"> Participate in lesson Assist students Document learning experiences: process and products (photos, written notes, observations of specific students)
<p>Procedures:</p> <ol style="list-style-type: none"> Session will begin with name song students will respond individually when asked their name. Students will be introduced to instruments, shown how it can be played, and then engage with the instruments. <p>Adaptations/Modifications/Accommodations for Students with Special Needs: Each instrument can be played is modified based on the student's ability. Response for the name song is modified for non-verbal students to include the sound that they are able to produce for their name.</p>
<p>Assessment of Today's Student Learning: Students participate in the name song. Students will play the instrument with modifications.</p>
<p>Summary of today's lesson: Students were allowed to explore different instruments so that they could find one that they like the most.</p>
<p>Teaching Artist Comments: Students began to become more adept with playing a specific instrument,</p>
<p>Collaborator Comments: Students who had issues with self-initiation are beginning to self direct without assistance.</p>
<p>Collaborator's TO DO Before Next Session (circle):</p> <ul style="list-style-type: none"> Repeat a learning experience from this session

- Provide related/extended instruction

DAY 7-9: DATE4/24/13, 5/1/13, 5/15/13

Specific Goals for Today: Date: Students will play their specific instrument in a group. Students will play when signaled to play and stop when signaled to stop. Students will produce sound for song.

Collaborator's Role DURING Session (circle):

- Assist Teaching Artist
- Assist students
- Document learning experiences: process and products (photos, written notes, observations of specific students)

Procedures:

1. Session will begin with name song students will respond individually when asked their name.
2. Students will play their individual instruments.
3. Students will learn to play alongside songs

Adaptations/Modifications/Accommodations for Students with Special Needs:

Each instrument can be played is modified based on the student's ability.

Response for the name song is modified for non-verbal students to include the sound that they are able to produce for their name

Assessment of Today's Student Learning: Students participate in the name song. Students will play the instrument with modifications.

Summary of today's lesson: Students are able to play their instrument in a group in addition to playing alone when signaled in addition to following instructions to stop.

Teaching Artist Comments: The improvement I have seen has left me in awe. Every time we have a new session the students amaze the staff and myself.

Collaborator Comments: The milestones we reached are immeasurable! Outstanding

Collaborator's TO DO Before Next Session (circle):

- Repeat a learning experience from this session
- Provide related/extended instruction
- Share experience with other teachers

Culminating Experience (FINAL Assessment):

Description: *The students we impacted profoundly by the residency. Students who were nonverbal have begun to become more verbal. Students who were limited tactilely have shown improvement. It is in the opinion of the staff and the teaching artist that extended residency is needed in order to continue and further the work that was accomplished during the residency.*

Documentation of Student Learning:





Plan for Building Public Awareness of This Work:

We performed at the Kravis Center, which is a major performing arts center for Palm Beach County. We also performed for the school and a DVD was recorded of that performance which we are sharing.