

# NEWSLETTER

## Elmwood Arts Infusion

November 2009

### Of Special Interest:

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### *Ten Reasons Art is Good For Kids*

—adapted from Mark Wagner  
[www.reenchantingtheworldthroughart.org](http://www.reenchantingtheworldthroughart.org)

The arts are an essential part of a quality education because Art:

1) **Teaches Problem Solving:** offer more than one solution to the same problem

2) **Prepares Kids for the Future:** creative people are highly desired in all career paths

3) **Generates Love of Learning & New Ideas:** teaches risk taking, being open to other possibilities.

4) **Is Big Business:** artists create images and stories for multi-billion dollar film and video game industry as well as commercial products.

5) **Develops the Whole Brain:** strengthens focus, increases attention, develops hand-eye coordination, requires practice/ strategic thinking, and involves interacting with the material world.

6) **Improves Holistic Health:** builds self-esteem, increases motivation and student attendance, improves grades, nurtures teamwork.

7) **Supports Emotional Intelligence:** expressing complex feelings help kids feel better about themselves, understand others, and supports personal meaning in life.

8) **Builds Community:** reaches stereotypes and prejudices and creates a sense of belonging.

9) **Awakens the Senses:** opens the mind to possibilities and fuels the imagination.

10) **Is Eternal:** creativity and self-expression are essential elements of every culture.

### *Importance of Reflection*

#### Thinking and Learning

*Why the Brain Needs Reflection*

*Adapted from*

*"Teaching with the Brain in Mind"*

**Reflection:** students use creative and critical thinking to interpret a learning activity.

The value of asking students to reflect on what they learn:

- Aids personal development
- Helps students connect to others
- Develops commitment to actively participate
- Enhances understanding of content and skills
- Enables students to assess what they think about complex issues

The arts are very effective tools that encourage students to reflect. **Reflection activities using the arts include:**

- Verbal:** symbols, storytelling
- Visual:** paintings, videos, models, sculptures, murals, illustrations
- Logical:** patterns, timelines, chart
- Musical:** compositions, rhythms, harmonies, chorus, instrumental
- Interpersonal:** murals, mosaics, skits, charts, drama games
- Intrapersonal:** self portrait
- Kinesthetic:** drama, dance
- Naturalist:** photography,

Reflection challenges students to expand their perspectives; connects curriculum with the real world; can be done before, during after learning activity

### **NOV CALENDAR:**

- 11/11 Veteran's Day Holiday
- 11/18 Crazy Sock Day
- 11/18 Outdoor Ed Fundraiser Assembly
- 11/19 Powerful Parent-School Partnership
- 11/23-11/27 Thanksgiving Break

### *"If You Give A Pilgrim A Mayflower..."*



#### *Ms Andaya's Class Performs Play*

#### **Ms. Hilary Andaya's 2<sup>nd</sup>/3<sup>rd</sup> combination class**

presented an amazing performance at our Citizen of the Month assembly! The class had enjoyed reading a series of books by Laura Numeroff: *If You Give a Mouse a Cookie If You Give a Moose a Muffin, If You Give a Pig a Pancake, etc.* These books show how one event in a story leads to the next and so on (called "sequencing").

**Ms. Andaya and her class decided to write the play, "The First Thanksgiving",** using the same style as the Numeroff books. They auditioned for roles, made props, wore costumes and performed the play for Elmwood students. Great Job Ms. Andaya's Class!!!!

### *Arts Standards Quick Guide*

21<sup>st</sup> Century education recognizes the role arts play in educating the whole child. When only the "What" and "How" of the arts are addressed, the arts are seen mainly as hobbies or interesting past-times. California arts standards were created to address standards in other subjects as well as develop a sequential understanding and skill in each arts discipline.

**What:** Artistic Perception—arts vocabulary, information unique to the discipline

**How:** Creative Expression—making and doing arts  
**Where/When:** Historical & Cultural Context—place and role of arts in society

**Why:** Aesthetic Valuing—making informed judgments, developing a sense of meaning

**Who:** Connections, Relationships, Applications—applying knowledge, other subjects, arts careers