

Elmwood Arts and Academic Achievement School

Arts Integration Blueprint



*Painting on the Canvas of our Future
Revised April, 2011*



Vision

Every student at Elmwood Arts and Academic Achievement School will receive a high quality education in which the arts are an integral part of the core curriculum. Thus, classroom instruction integrates specialized arts instruction and specialized arts instruction integrates classroom instruction. The arts are used as investigative tools and are viewed as strategies that empower teachers to design meaningful learning experiences for all students.

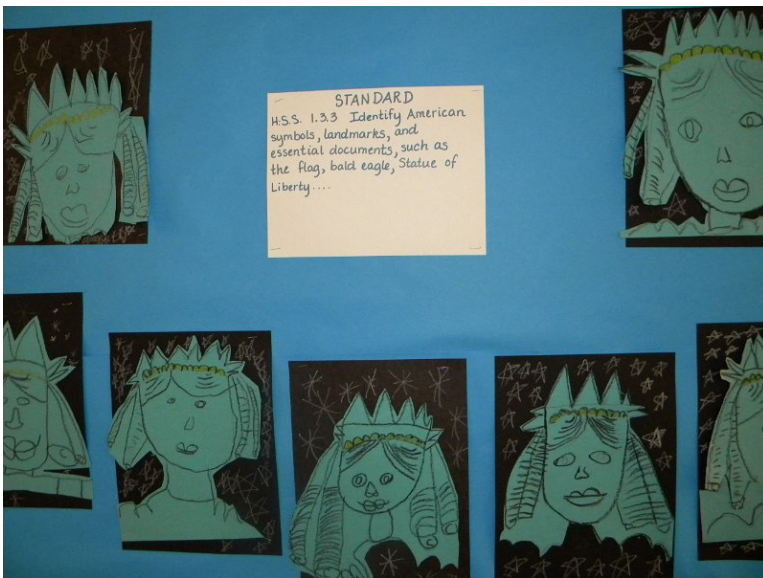
Shared Beliefs

- It is essential to educate the “whole child”.
- All students can achieve high standards in and through the arts.
- A learning environment that is rich in the arts will have effects that extend not only to the school, but to the entire surrounding community.
- Learning in and through the arts is motivating for students, especially those who have experienced limited success in more traditional environments.
- Language acquisition occurs more naturally and quickly while learning in and through the arts.
- The arts are a gateway to learning in other disciplines.
- Extensive collaboration among teachers is key to the success of integration.
- Exposure to and participation in the arts has been demonstrated to enhance student creativity, critical thinking skills, and problem solving abilities.
- The arts enable students to build self esteem and self discipline, to work cooperatively within groups, and to effectively express themselves.
- Infusing the arts into other subject areas not only improves academic achievement but increases student engagement, improves attendance, increases test scores, promotes involvement, and encourages disciplined behavior.
- Continuous professional development for classroom teachers and administration is essential for success.
- Keeping parents informed and giving them opportunities to learn more about the arts and arts infusion will ensure continued success for students and continued interest in the community.



Mission Statement

The Elmwood community strives to provide rigorous, relevant and engaging instruction that not only covers the California Content standards but *uncovers* them, exploring their mysteries and creating meaningful experiences in all academic areas. Instruction is infused with the Visual and Performing Arts, within a flexible, supportive and culturally sensitive learning environment. The Elmwood staff, parents, and the community work collaboratively to nurture a love of learning and a deep respect for the arts.



The Journey

2006-2007 Academic Year

- Full-Time Music and Visual Arts specialists join staff
- Teachers commit to plan and implement one arts infused lesson per week
- October 2006: “*Rhythm Magic*” assembly presented by percussionist Michael Bayard
- December 2006: Annual Winter Program
- May 2007: *Fantasy Theatre* assembly
- May 2007: Third grade students and teachers partnered with *Kudos Theater* in a presentation of “*Letters to the Past*”, a musical celebrating San Joaquin County’s past
- June 2007: All students perform at the first annual Elmwood “Fandango” dance festival



2007-2008 Academic Year

- Full time Dance specialist joins teaching staff
- Teachers plan and implement arts infused lessons daily; additional training continued throughout the year. “*Art Attack*” days (one per month) are scheduled for the school year.
- December 2007: Students in grades 7 and 8 participate in *Shakespeare workshop* brought to school site
- December 2007: Crocker Art Museum’s traveling exhibit, “*The Art Ark*” is housed at Elmwood for two weeks
- December 2007: Winter music and dance concert
- December 2007: Annual Winter Program
- March 2008: Assembly featuring music of celtic group, Golden Bough
- May 2008: *Fantasy Theatre* assembly
- May 2008: Elmwood Arts Month (Family Art Night, Dance Concert, Music Concert, Dance Festival)

2008-2009 Academic Year

- Teachers plan and implement arts infused lessons daily, collaborating with arts specialists and academic coaches in arts/literacy and numeracy. Additional training continued throughout the year.
- September 2008: Assembly featuring professional musician, *Robert Bonfiglio* on harmonica
- October 2008: UOP sponsors “*Brundibar*” opera assembly for grades 5 and 6; VAPA 7th and 8th grade students visit UOP for the play
- November 2008: Assembly featuring *Stockton Symphony* conductor *Peter Jaffe*, highlighting the music of Aaron Copeland to accompany “*Lincoln’s Portrait*”
- December 2008: Winter music and dance concert
- December 2008: Annual Winter Program, “Giving Thanks”
- January 2009: Grades 2-8 partner with *Theater of All Possibilities* in the presentation of “*The Spirit of America*” assembly performance
- March 2009: Assembly featuring professional musician, *Sharon Isbin* on guitar
- March 2009: Assembly featuring *Stockton Symphony* conductor *Peter Jaffe*, highlighting music to accompany the works of photographer Ansel Adams
- May 2009: *Fantasy Theatre* assembly
- May 2009: Elmwood Arts Month (Dance Concert, Family Arts Night, Music Concert, Dance Festival)
- May 2009: Some students and teachers participate in “Stockton Arts and Multicultural Celebration” at Weber Point in downtown Stockton



2009-2010 Academic Year

- Teachers plan and implement arts infused lesson daily, collaborating with arts specialists and academic coaches in arts/literacy and numeracy. Additional training continued throughout the year

- September 2009-May 2010: Student performances incorporated into monthly Citizen of the Month assemblies
- September 2009-February 2010: Grade level teacher release days scheduled in order to reflect on and plan for instruction
- September 2009: 7th and 8th grade students attend “*West Side Story*” at Hutchins Street Square, Lodi.
- October 2009: Arts in Action Day for Elmwood community
- December 2009: Grades 5 and 6 attend play at UOP.
- December 2009: Winter dance performance
- December 2009: Annual Winter Program, “Simple Gifts”
- February 2010: Kindergarten classes attend Greg and Steve concert
- February 2010: Grades K-8 African drum assembly in honor of African American History Month
- May 2010: Elmwood Arts Month (Dance Concert, Music Concert, Dance Festival, Talent Show)



Philosophy and Research on the Impact of the Arts on Learning

- Elliot Eisner, *The Arts and the Creation of Mind*
 - ✚ *The distinctive forms of thinking needed to create artistically crafted work are relevant not only to what students do, they are relevant to virtually all aspects of what we do, from the design of curricula, to the practice of teaching, to the features of the environment in which students and teachers live.*
 - ✚ *The “visions and versions” of arts education include Discipline Based Arts Education, Cultural Relevance, Creative Problem Solving and Project Based Learning, Creative Self Expression, Preparation for the World of Work, Integrated Arts, Cognitive Development, Using the Arts to Promote Academic Performance.*
- Champions of Change, *The Impact of the Arts on Learning*
 - ✚ *This report includes seven major studies that provide new evidence of enhanced learning and achievement when students are involved in a variety of arts experiences.*
 - ✚ *Champions of Change researchers found that learners can attain higher levels of achievement through their engagement with the arts. Moreover, one of the critical research findings is that the learning in and through the arts can help “level the playing field” for youngsters from disadvantaged circumstances.*
- Critical Links, *Arts Education Partnership*
 - ✚ *The reviews of 62 outstanding arts education studies—and the interpretive essays—in Critical Links reveal important relationships between learning in the arts and cognitive capacities (thinking skills) and motivations that underlie academic achievement and effective social behavior.*
 - ✚ *The studies suggest that for certain populations – students from economically disadvantaged circumstances, students needing remedial instruction, and young children – learning in the arts may be especially helpful in boosting learning and achievement.*
- Habits of Mind, Arthur Costa and Bena Callick
 - ✚ *Theories that identified 16 dispositions that incline a person to use thinking tools and strategies that assist them in achieving success when faced with problems where solutions are not readily apparent.*
 - ✚ *Eight of these include persisting, thinking and communicating with clarity and precision, listening with understanding and empathy, creating, imaging and innovating, taking responsible risks, thinking flexibly, thinking independently, and applying prior knowledge to new situations.*

Roles and Responsibilities

Classroom Teachers

- Commit to growth of skills, knowledge, and content in the arts
- Commit to growth of skills, knowledge, and content in core content areas
- Plan and implement daily arts infused lessons addressing VAPA standards and core content standards, appropriate to the grade level
- Work collaboratively with colleagues in planning and teaching arts infused lessons in the classroom.
- Meet monthly with Coaches/Support Staff to enhance arts infusion in core content areas.
- Attend professional development activities that will enhance instruction.

Coaches/Support Staff

- Serve as instructional coaches to classroom teachers in order to facilitate reflective teaching
- Meet monthly with teachers to enhance arts infusion in content areas
- Be available as a resource for professional development
- Meet monthly with administration to plan and coordinate school-wide arts infusion
- Facilitate communication between teachers and administration

Administration

- Provide leadership and support for arts education
- Oversee school-wide implementation of policy and assessment of student learning in the arts
- Provide release time for co-planning between teachers, artists, and arts organizations
- Develop partnerships within the community to promote arts education and bring artists to Elmwood
- Allocate funds for ongoing professional development for teachers

Essential Components

- Standards based instruction using the California State Content Standards and Frameworks
- Implementation of instructional minutes in Reading and Mathematics, strategic support, intensive intervention, and English Language Development as outlined by the California Frameworks.
- Use of district instructional guide and assessment calendar
- Continue utilizing instructional strategies which focus on standards, appropriate lesson structure, student engagement/feedback and consistent classroom management
- Fully credentialed teachers as defined by NCLB
- Program, Literacy, and Numeracy Specialist to support classroom instruction and monitor implementation of the district adopted curriculum
- Literacy and Numeracy Specialists provide teachers with cognitive coaching services to foster and maintain best teaching practices
- Bimonthly Teacher Collaboration planning meetings
- Use of multiple assessments to monitor progress and inform instruction
- Partnership with University of Pacific (UOP) and The California Arts Project (TCAP) with ongoing Professional Development facilitated by Master Artists.
- Support for parents through monthly parent workshops on topics such as VAPA disciplines, arts infusion, core academic content, California Standardized Assessments, and Support for English Language Learners.
- Maintain current website (www.elmwoodschool.net) in order to share philosophy and information with community as well as to archive events.



California Content Standards

- Each teacher has a firm knowledge of the content standards for their grade level in the core content areas as well as the VAPA standards.
- Learning objectives are based on these standards
- Learning objectives based on arts standards are taught by teachers and then interwoven with core curriculum standards during core subjects
- Learning is activated around Big Ideas, challenging themes, and interesting questions that bring the content standards to life.
- Instructional minutes for the core curriculum, as well as strategic support, intensive intervention and English Language Development are implemented as per the California framework.



Professional Development

The teachers at Elmwood School engage in ongoing professional learning community activities.

- August 2006: Staff members attended a six hour professional learning community activity (PLCA) giving an overview of arts infusion using *PAVALA Tutti* methods and strategies. Each teacher also received an “*ArtSmart*” binder of pre-built lessons.
- November 2006: Teachers attended a PLCA focused on integrating music and visual arts into the classroom (presented by site music specialist and art specialist)
- July 2007: Staff members attended a PLCA to have a clear picture of what an arts infused lesson is.
- July 2007: Staff members attended week long *Orff Training* with Janet Greene.
- September 2007 – January 2008: Twenty staff members attended PUAD (*Pathways to Understanding Arts Disciplines*) training at UOP once a week and some Saturdays.
- October 2008: *Barbara Cox* from the Minnesota Perpich Center for Arts Education visited Elmwood for a week. Staff attended a workshop on the *Artful Handbook* she helped author. She also consulted with Arts Specialists and teachers individually.
- January 2009: Grade level collaboration integrating Visual and Performing Arts standards with academic content standards.
- February 2009: Grade level collaboration integrating Visual and Performing Arts standards with academic content standards.
- March 2009: Staff members attended a PLCA presented by SUSD VAPA teacher, *Allison Savage*, focused on using line and perspective in creating a piece of art to accompany reading selections in adopted English Language Arts curriculum.
- April 2009: Grade level collaboration integrating Visual and Performing Arts standards with academic content standards.
- May 2009: Staff members attended a PLCA focused on integrating VAPA and ELA standards into daily warm-ups, energizers, and daily lessons. Presented by site Arts/Literacy specialist.