

ArtsConnect!
Teaching Artist Professional Development
in
Arts integration
and
Universal Design for Learning
Artist Sample Curriculum Units



2013



Arts Partners:

VSA Vermont
Burlington School District: Integrated Arts Academy
Burlington City Arts
Flynn Center for the Performing Arts
Vermont Arts Council
Saint Michael's College

with support from:

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a contract with the
John F. Kennedy Center for the Performing Arts

Unit: **Clouds, Water, Weather- Let's Create!**

Content areas: **Visual art and Science**

Grade Level: **Kindergarten**

ESSENTIAL QUESTION(s): *Where do weather and water come from? How do they change? What is texture? How do artists work individually and as a group to express an idea?*

RATIONALE/OBJECTIVE:

- Students will work **individually and as part of a community** to dig deeper into science and art. They will investigate their unit about clouds, the water cycle, and precipitation through mixed media.
- With **fiber art, sculpture, drawing and painting**, kindergartners will create a group installation and mural for the school which will express and reinforce their **knowledge of science and visual art** concepts. Further, it will serve as a teaching tool for other students who view the group piece.
- At the conclusion of the integrated unit, we will hold an installation party for students and families to **celebrate their science and art learning!** The Kindergartner's work will later be installed at the **Burlington City Arts** gallery on Church Street so the greater community can see the IAA artists' work.

Kindergartners are excited about the water cycle and are proud of their artwork!



ASSESSMENT:

- Formative assessments- group review and discussion to check for science and art understanding
- Arts Integration Unit Rubric (evaluated by teacher and teaching artist)
- Checklist for teachers to assess mastery of concepts for both science and art

STANDARDS: Vermont Standards for Science and Visual Art

Art: PreK-K:11 Students perform/communicate skills in visual arts by participating in group art activities, using materials to convey ideas.
Art PreK-K:13 Students describe art using vocab (texture, line, tint, batik, brushstroke, mural)

Science: Vermont Standard PreK-K: 46- Students demonstrate their understanding of processes over time within the systems of the universe.

**ARTIST CONTACT
INFORMATION:**

Kim Desjardins
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ARTIST BIO:

I am a fun, flexible, dedicated and knowledgeable artist with experience and passion for teaching many types of media. Printmaking, clay, sculpture, painting...the list goes on! I love that there is no right or wrong in art, and there are many solutions to a problem. I approach art with an open attitude- ready for fun and exploration. I encourage children to do the same.

I have been an educator in diverse public schools for over 12 years. Currently I am an art instructor for Burlington City Arts and Hiawatha Elementary School in Essex. I previously taught in K-6 schools in Lewiston, Maine, and also worked for three years with middle school students with emotional and cognitive disabilities. Art has something for everyone, and all people can learn through art.

UNIT: Listening and Communication as a result of Plaster Sculpting

Content areas:
Visual Art, Literacy, Speaking and Listening

Grade level: 4
(adaptable to 3 and 5)

ESSENTIAL QUESTION(s): What role does empathy play when artists work together on a project? What impact can public sculpture have on a community?

RATIONALE/OBJECTIVE:

- The experience of casting one another's limb provides the opportunity for empathy training and to experience the sensation of immobilization.
- The plaster cast is made into an expressive sculpture which works as an inspiration for a real or imagined narrative. The sculpture and narrative inform and shape one another.
- To practice scientific methods skill set during the creative process of casting. Example, wonder, prediction, experiment, observe, collect data, conclude.



ASSESSMENT:

- Pre and Post-Assessment (forms designed with MRI for visualization)

STANDARDS:

Arts:

**A3-4:11 Student demonstrates PERFORM/
COMMUNICATE skills in visual arts by:**

- Participating in group art activities
- experimenting with media and materials to convey feelings or ideas

Classroom Content:

**SL.4.5 Presentation of Knowledge
and Ideas:** Add visual displays to presentations when appropriate to enhance the development of main ideas or themes

W.4.3 Write narratives to develop real or imagined experiences

ARTIST CONTACT INFORMATION:

Lisa M. Condino

lisacondino@gmail.com

802-249-2815

ARTIST BIO: Lisa Condino is a visual artist with experience in a multitude of mediums. She is closely acquainted with the power of the arts to support learning, empower individuals, and build community. She has a variety of classroom teaching experience engaging students K-College and in therapeutic settings. She also holds a certificate of Art Therapy. Providing a safe environment for creative expression and inclusion of all students are at the root of her teaching. For the past two years she has been working for VSA Vermont integrating visual arts, movement, drama and music into early childhood literacy. She thrives on working with students and collaboration.

UNIT: Immigration and Humane/character Motivation

Content areas: Social studies, Theater

Grade level: 7/8

ESSENTIAL QUESTION(s): Why do people chose to leave their homeland Family, friends, and culture to move to the United State and how does that shape the culture, economics and landscape of America? Why do Characters behave the way that they do and how does this affect the outcome of the story?

RATIONALE/OBJECTIVE:

Students will work together to create short plays that deeply reflect the motivation and actions that bring immigrants to the united states.

Students will draw on principals of acting to gain insightful and empathetic understanding as to why their families may have come and how that has shaped the culture, landscape, economics of this country.



ASSESSMENT: Scoring Criteria

- 1) Did the student Identify and express character motivation in their own work and the work of others
- 2). Does the student demonstrate character development by using vocal expression?
3. Did the student make affirming statements about the work of others?
- 4). Did the student make suggestions for change in the work of others?
- 5) Did the student discern and respond to suggestions that we're effective and justified aesthetic decisions ?

STANDARDS:

Arts: from Vermont standards A7-8:7,8:9, 8:15

Classroom Content:

8:1 students initiate inquiry by...Asking focusing and probing questions that will lead to independent research and incorporate concepts of personal, community, or global relevance.

8:8 Investigating and evaluating how events, people, and ideas (democracy, for example) have shaped the United States and the world. Describing ways that life in the United States and/or the world has both changed and stayed the same over time; and explaining why these changes have occurred.

ARTIST CONTACT INFORMATION:

Gina Fearn
ginafearn@gmail.com

ARTIST BIO: Gina Fearn has been a teaching artist focusing on educational theatre for over ten years. After receiving her BFA in Theatre at Otterbein College Gina performed with the York Theatre Company in New York City as well as companies throughout New York, Ohio, and New England. She developed her passion for arts education while creating a performing arts program at Unity Charter School in NJ. where she learned firsthand what a profound impact the arts can have in teaching children with diverse learning styles. Since moving to Vermont Gina has directed theatre at South Burlington High School, Folsom School, and Island Arts; as well as working as a teaching artist and Summer Youth Theatre Director at The Flynn Center for the Performing arts.

UNIT: Characters: From the Page to the Stage!	Content areas: Literacy and Theatre Arts	Grade level: Second
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ESSENTIAL QUESTION(s): How do writers create character? How do actors portray character?

RATIONALE/OBJECTIVE:
 Students will explore a recommended text to better understand the nature of character in writing and on the stage. During our first week we will focus on the craft of acting as well as the UDL goal (8.3) of fostering a strong sense of community and collaboration. We will work on staging, tableau, listening and ensemble. During week two we will explore emotions and character creation both in literature and as actors. In week three we will examine point of view in relation to the story. We will create short scenes from characters that we have developed. During our final week we will rehearse and present short dialogue scenes with our fellow classmates!



ASSESSMENT: Using simple rubrics and through class discussions students will be assessed and assess themselves on their ability to:

- Demonstrate knowledge of how characters respond to major events and challenges while using their body, voice and imagination to show character emotions.
- Acknowledge different points of view, including by speaking loudly in different voices for each character while reading dialogue.
- Answer questions regarding who in a text.

STANDARDS:

Arts:
 A7 8:7,8:9
 Focus on Character traits/Staying in character/Speaking loudly/Using body to express character/Showing character emotions/
 Vocabulary such as Tableau, Pantomime, Freeze, Cue and Rehearse.

Classroom Content:
 RL 2.1 Ask and answer questions re: who
 RL 2.3 Describe how character in story responds to major events.
 RL 2.6 Acknowledge differences in point of view of characters, including by speaking in different voice for a character when reading dialogue aloud.

ARTIST CONTACT INFORMATION:
 Phone: 802-655-1454 OR 802-578-6317
 e-mail: theatresusan@yahoo.com

ARTIST BIO: I am a certified K-12 Theatre Arts Teacher. I hold an MFA in theatre directing from Middlesex University in London. I have worked as a theatre teacher at Flynn Center for the Performing Arts, Vermont Commons School, The Waldorf School, Williston Central School, Essex High School, UVM and Burlington College. I am passionate about Arts Education and our need to play!

UNIT: Classification by Characteristics

Content areas: Natural Sciences, Physical Theater

Grade level: 3 and 4

ESSENTIAL QUESTION(s): How can we use our bodies to portray biodiversity in the animal kingdom?

RATIONALE/OBJECTIVE:

The Animal Kingdom is an ideal subject to engage the senses, as well as the imagination. Biodiversity offers vast territory for exploration.

Classification by Characteristics uses physical theater (movement, storytelling and silent acting) to create relationships between the students and animals studied.

Students will draw on principles of classification to embody physical traits and characteristics of the animals.

The objective is to enhance naturalistic, visual-spatial and bodily-kinesthetic awareness.



ASSESSMENT:

Using Group/Self-reflection students will demonstrate:

- Ability to use multidisciplinary performance to depict biodiversity
- Investigation and creative solutions using teamwork
- Identification and Classification of animals
- Identification of physical theater technique

STANDARDS:**Arts:****1.16 Artistic Dimensions**

Students use a variety of forms, such as dance, music, theater, and visual arts, to create projects

3.10 Teamwork

Students perform effectively on teams that set and achieve goals, conduct investigations, solve problems, and create solutions

Classroom Content:**7.13 (a, b) Organisms, Evolution, and Interdependence**

Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.

ARTIST CONTACT INFORMATION:

Trisha Denton

www.trishdenton.com

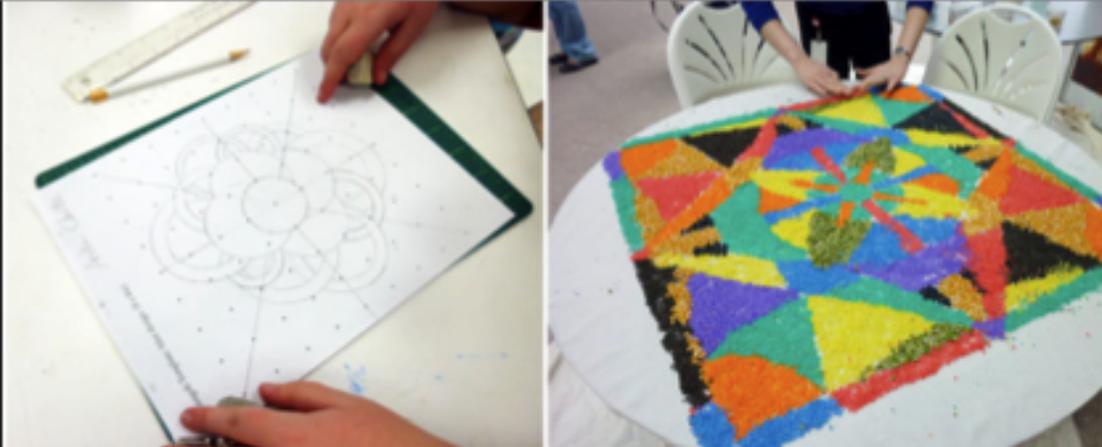
Vermont Arts Council Juried Artist

vermontartsdirectory.org/directory/listing.php?id=02879

ARTIST BIO:

Trish Denton hails from Detroit's ailing sister city – Pontiac, Michigan. A vagabond past took her through blue collar factory towns and over the sea before settling in the green mountains. The interdisciplinary artist practices writing for the stage, crafting children's stories, physical theater and character acting. She put herself through school as a fortune teller, receiving a BA from Goddard College and is currently pursuing an MA at Dartmouth. A Double Edge Theatre alumni, Trish continues to train in the performing arts at Bill Reed Voice Studios, The Flynn and Movement Theater Studio in NYC. Professionally, she directs community theater and public performance, and is an educator at Shelburne Museum.

Gowri Savor: Integrated Arts Unit.

<p>UNIT: Arts Integration: Rangoli, an ephemeral artform from South India</p>	<p>Content areas: Art and Mathematics</p>	<p>Grade level: 4</p>
<p>ESSENTIAL QUESTION(s): - What is the Relationship between Art and Maths? Focusing questions: - Can Maths be Beautiful? - Do people use Maths in Art in other countries? - How can Art be Relaxing?</p>		
<p>RATIONALE/OBJECTIVE:</p> <ul style="list-style-type: none"> - Creation of the Brain Map, brainstorming exercises demonstrating shape, mood, color, pattern and line - Creation of a Rangoli design using a grid and mathematical elements--common shapes, division, rotation, reflection, repetition and symmetry - Proportionately enlarging a portion of the Rangoli design to a tile and embellishing using mosaic techniques and creative elements from the brain map in a sticker format - Larger Mosaic squares will be placed together and displayed as a whole artwork comprising composite pieces - Experiencing ephemeral artwork through participation in a group Rangoli - completing a circle/ taking responsibility for creating and un-creating our own artwork - Experiencing mindfulness through daily mindful exercises. <p>Creation of a Mindful Doodle, using elements from the brain map</p>	 <p>Left: Designing Rangoli patterns on a grid Right: Experimenting with ephemeral Rangolis using dyed rice on a fabric background</p>	
<p>ASSESSMENT:</p> <p>VTS 1: Making observations and record during the slideshows. What shapes/ patterns do you see? Observe and identify colors, shapes, lines. Do you see examples of Maths? Use in your own designs? Group visual checklist/ rubric: Shapes, examples of symmetry, reflection, repetition, rotation? Group reflection: how do the colors make you feel? Do the designs look stronger as individual pieces or as a whole? Self assessment: use brain map to gauge progress and feelings before/ after the Mindful Moment? VTS 2: Classes discuss each other's exhibited artworks- analysis/ emotional response.</p>	<p>STANDARDS: Arts and Mathematics</p> <p>Arts: Exploring line, shape, form Handling materials A18: Creating art based on another culture A:18. Students show understanding of arts based on another culture - and their relationship with time and place A:13 Terms relating to value and form A11: Deliberate use of media to describe feeling/ ideas/ thoughts</p> <p>Classroom Content: Maths.Content.4.G.A.1/ 2 Draw points, lines, rays, angles, perpendicular & parallel lines . Identify right angled triangles Maths.Content.4.G.A.3 Recognize a line of symmetry. Draw lines of symmetry Maths.Content.4.MD.A.3 Apply area and perimeter formulas for real world math problems</p>	
<p>ARTIST CONTACT INFORMATION: Gowri Savor Tel: 802 778 0334 email: gowrisavor@gmail.com/ info@gowrisavor.com web: www.gowrisavor.com web: www.rangolibygowrisavor.wordpress.com</p>	<p>ARTIST BIO: Gowri Savor is a visual artist, working in environmental sculpture, painting and works on paper. Born in Manchester, England, Gowri was educated in Manchester and Leeds and moved to the United States in 2007. She has exhibited in the US, the UK and internationally. Gowri has work in several public collections and is the recipient of numerous grants and awards. Gowri also works towards bringing art to the community and believes passionately in the power of participatory, community art events.</p>	

UNIT: Combinations and Shapes

Content areas: math and dance

Grade level: first

ESSENTIAL QUESTION(s): How can making dance demonstrate algebraic thinking with geometric shapes? How does dance-making use math?

RATIONALE/OBJECTIVE:

Dance and early mathematics go beautifully together. Dance-making at all stages of experience engages these same mathematical concepts. In this unit, ensemble work on phrases works with concepts of addition, subtraction, combination, and separation; individual work on shapes, and shapes in combination, is paired with geometric awareness and spatial thinking.



ASSESSMENT: Observation and performance, drawings and labeling, discussion and reflection, pre- and post-unit skill rubric.

STANDARDS:

Arts: creation: three-part movement phrase; concepts: copying, leading, and following movement in a group

Classroom Content: 1.OA.A.1, algebraic operators; 1.G.A.2, composing & combining geometric shapes in 2D and 3D

ARTIST CONTACT INFORMATION:

twmacnutt@gmail.com
802-779-2748

ARTIST BIO:

I am an adaptive modern dancer/choreographer and a textile artist. In addition to making independent work and teaching on my own, I work for VSA Vermont in arts education programs for children, teens, and adults.

UNIT: Exploring a Story's Character through the Book Arts	Content areas: Visual Art & Literacy	Grade level: 5
ESSENTIAL QUESTION(s): How are characters revealed through storytelling? How can a book structure be used to convey character traits?		
<p>RATIONALE/OBJECTIVE: Students will use details from the text to determine specific descriptive traits of characters in the story.</p> <p>Students will create and use the flexagon book structure to express what they have learned about how the author reveals these character traits.</p>		
<p>ASSESSMENT: Assessment will be done informally by observing group review and discussion. The teacher and teaching artist will also use an evaluative rubric created specifically for this unit.</p>	<p>STANDARDS:</p> <p>Arts: A5-6:16: Students make connections between/among the arts and disciplines outside the arts by...communicating ideas, concepts, feelings from other disciplines.</p> <p>A5-6:20: Students develop effect, personal work habits by...demonstrating commitment and a sense of purpose (e.g. persevering to complete quality work, working to personal best).</p> <p>Classroom Content: Core Reading Standard: 5.2: Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic: summarize the text.</p>	
<p>ARTIST CONTACT INFORMATION: Elissa R. Campbell (802) 229-1342 elissa@bluroofdesigns.com www.bluroofdesigns.com</p>	<p>ARTIST BIO: I have been making books for the past 19 years and I am a member of the Vermont Arts Council's Teaching Artist Roster. I offer a range of bookbinding workshops appropriate for either students or teachers. I have worked for the past five years in both traditional and non-traditional educational settings, art centers, and community festivals. Workshops are easily adapted to make them accessible to a variety of populations.</p> <p>My training as an art therapist has fueled my desire to teach others how to create objects that allow them to tell their stories. My goal is to provide students with as much information and guidance as possible, while at the same time offering them the freedom to explore and experiment. In my classes, I want students to feel both empowered and inspired by the work.</p>	