

Developing 21st Century Skills through the Arts



Catherine Estrada
Educator Representative
California Association for the Gifted (CAG)
Mission Area (Los Angeles County)

LAUSD Principal
San Jose Street Elementary and
Highly Gifted Magnet

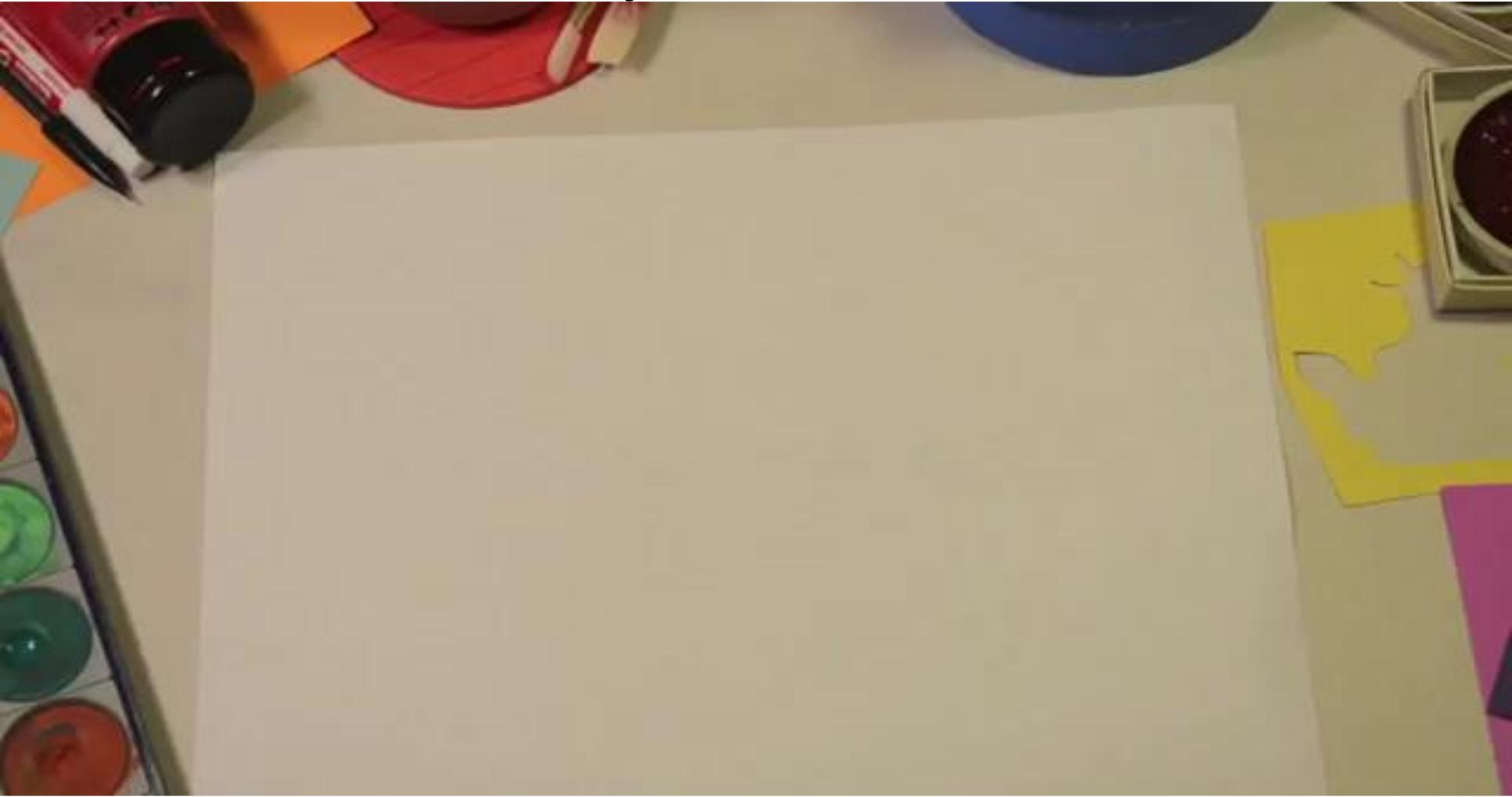
Today's Objectives

- Apply Common Core State Standards in Reading to Arts Education
- Integrate the Arts with close reading and text-dependent questioning to develop critical thinking and analysis skills
- Introduce how the Creative Process can be used to plan and implement Arts-integrated lessons that reinforce literacy skills



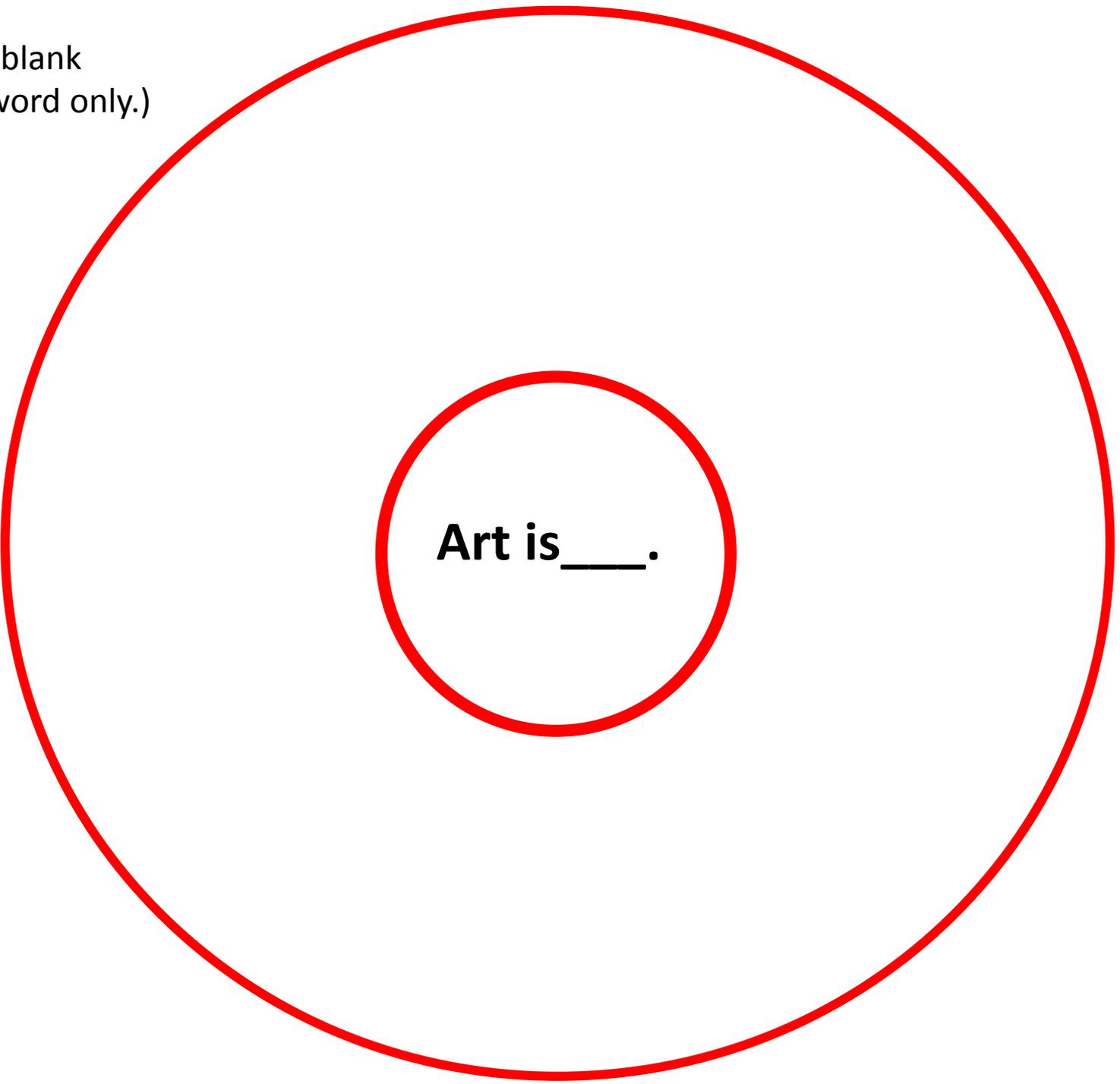
Video Clip

“Why the Arts?”



<https://www.youtube.com/watch?v=1M5hs6ahcKU>

(Fill in the blank
with one word only.)



Art is ____.

Art is...

21st Century Learning

C Creativity
& Innovation

C Critical Thinking
& Problem Solving

C Communication

C Collaboration

Art is also...

integral in reinforcing skills that help students meet and exceed California Common Core State Standards that help prepare them for college and career.



What is Assessed on the CAASPP in English Language Arts/Literacy?

- ✓ **Reading:** How well do students understand stories and information that they read?
- ✓ **Writing:** How well do students communicate in writing?
- ✓ **Listening:** How well do students understand spoken information?
- ✓ **Research/Inquiry:** How well can students find and present information about a topic?

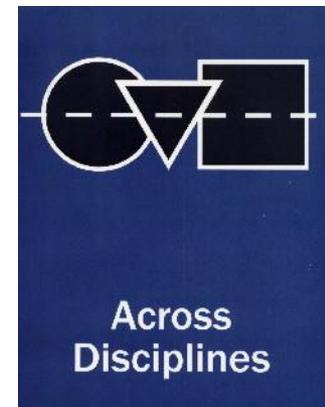


What implication does this have for Arts Education?

“...reading will no longer be the domain of ELA teachers, as it has been in most schools...”

“...content teachers can help kids carry their literacy learning across the disciplines.”

From *Pathways to the Common Core: Accelerating Achievement*
Lucy Calkins, Mary Ehrenworth, Christopher Lehman (2012)



Art at the Heart of CCSS

The great news is that the standards call on so many things the arts do well. The tradition of careful observation, attention to evidence and artists' choices, the love of taking an artist's work seriously lies at the heart of these standards.

-David Coleman, CCSS architect,
president, College Board
[ARTSblog, 17 September 2013](#)



Slide from "Art and the Common Core"

Education Week webinar

<http://www.aep-arts.org/wp-content/uploads/2013/02/Education-Week-Webinar-Slides.pdf>



“Art education opens the door for students to explore new concepts through creation and critique.”

“Through this process, students learn to attain a higher level of thinking and strengthen their creative minds.”



Bloom's Taxonomy



Webb's Depth of Knowledge (DOK)

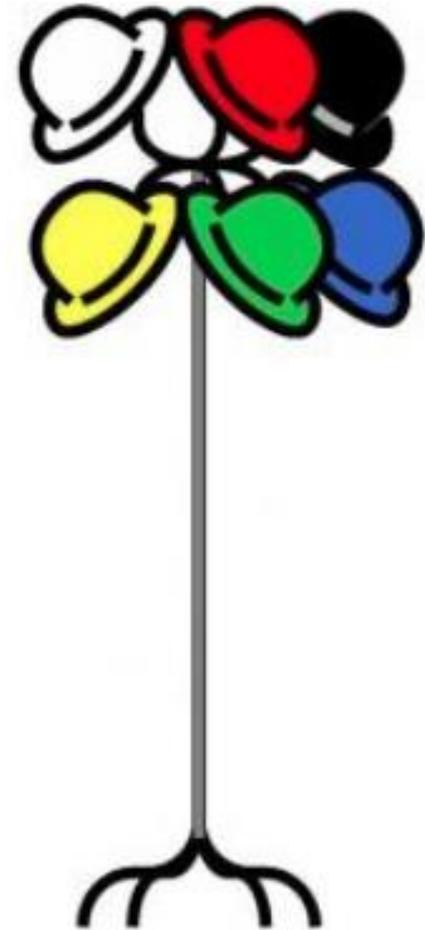
YouTube, *“Why Art Education is Important”*
https://www.youtube.com/watch?v=98_xT1bzMRk

Think Like a Disciplinarian

Put on your

- *Dancer/Choreographer*
- *Actor/Director/Producer*
- *Vocalist/Lyricist/Composer/
Musician/Conductor*
- *Artist/Painter/Sculptor/
Photographer/Illustrator*

hat!



Analyzing Common Core College and Career Standards (“Anchor Standards”) in Reading through the Lens of an Artist

- Key Ideas and Details: #1,2,3
- Craft and Structure: #4,5,6
- Integration of Knowledge and Ideas: #7,8,9
- Range of Reading and Level of Text Complexity: #10



How can this Anchor Standard be applied to the Arts?

Key Ideas and Details

1. Read closely to determine what the *text* says explicitly and to make logical inferences from it; cite specific *textual* evidence when writing or speaking to support conclusions drawn from the *text*.



How can this Anchor Standard be applied to the Arts?

Key Ideas and Details

2. Determine central ideas or themes of a *text* and analyze their development; summarize the key supporting details and ideas.



How can this Anchor Standard be applied to the Arts? How can it be adapted/rephrased to relate to the Arts?

Key Ideas and Details

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.



Briefly review the rest of the CCSS
Anchor Standards in Reading (#4-10).

How can these standards also be applied
to the Arts?



Connecting Literacy and the Arts

How can the practice of text-dependent questioning and close reading be integrated with Arts Education to reinforce literacy skills?





Applying Common Core Habits to Arts Lessons

www.teachingchannel.org

Questions to Consider

- How does Ms. Jackson talk about addressing the standards through **close reading**?
- How can Common Core habits be applied to arts-integrated lessons?
- How can **text-dependent questions** be adapted when looking at art?

“Art-Dependent” Questions for “Close Looking/Viewing” *Connections to the Common Core*

- Key Ideas and Details: *What is it?*
- Craft and Structure: *How was it created?*
- Integration of Knowledge and Ideas:
What does it mean?



Follow-up Questions

- How do you know?
- What makes you say/think that?
- Cite specific evidence.
- Support your thinking with evidence from the (painting, music, film/theatrical piece, dance)?
- What is your proof?





More examples of “Art-Dependent” Questions for “Close Looking/Viewing”

- What **genre** of (painting, music, film/theatre, dance) is this?
- **When** do you think this (painting, music, film/theatrical piece, dance) was created?
- What other (painting, music, film/theatrical piece, dance) does it **remind** you of?
- What **adjectives/metaphors** can you use to describe this (painting, music, film/theatrical piece, dance)?
- What **theme/s** does the artist/creator wish to express to the audience? Is the artist/creator convincing in getting his/her message across?
- How does the (painting, music, film/theatrical piece, dance) express the artist’s/creator’s **point of view**?
- Now let’s survey the elements of each work to better understand the decisions each artist/creator made in order to achieve the effect they did. What **techniques** did the artist/creator use?
- What does the **title** of the (painting, music, film/theatrical piece, dance) suggest to the viewer? What other title could you give this piece?

Adapted from “Art and the Common Core,” Education Week webinar

<http://www.aep-arts.org/wp-content/uploads/2013/02/Education-Week-Webinar-Slides.pdf>

Integrating close viewing/looking with *Creative Practices*

Creative Practices

Imagine

To form a mental image or concept

Investigate

To observe or study through exploration or examination

Construct

To make or form by combining parts or elements

Reflect

To think deeply or carefully about

From *“The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework”*

College Board

Creative Practice in Action

Imagine

Have you ever experienced or witnessed bullying?

What did you see/hear/feel?

Can you imagine what it feels like to be the bully?

Can you imagine what it feels like to be the victim?



PLAYGROUND BULLY

THE PULSE

DISCOUNT
DANCE SUPPLY

PREMIER PERFORMER

Investigate

"A Letter to the Playground Bully, by Andrea, Age 8 ½"

Written and Recorded by Andrea Gibson

Performed by Nataly Santiago (dancer)



Creative Practice in Action

Investigate

Closely **read** the poem, “A LETTER TO THE PLAYGROUND BULLY, FROM ANDREA, AGE 8 ½” by Andrea Gibson.

- What theme/s does the author wish to express to the audience? Is the author convincing in getting his/her point of view across?
- How does the author’s use of metaphor and word choice shape the tone of this poem?
- What does the title of the (painting, music, film/theatrical piece, dance) suggest about the author? What other title could you give this piece?



Creative Practice in Action

Investigate

Closely **listen** to how Andrea Gibson, a spoken-word artist, recites the poem.

- How does the poet's voice, pitch, expression, intonation and phrasing impact the emotion, power and intensity of the poem?



Creative Practice in Action

Investigate

Closely observe how dancer, Nataly Santiago, interprets the poem.

- What artistic techniques did Nataly Santiago use in her interpretation of the piece? How did they add to the emotional impact of the dance?
- Is the dancer convincing in getting Andrea Gibson's point of view across? Why or why not.
- What movements had the most effect? Why?
- What feedback would give to this dancer?

Creative Practice in Action

Construct

How can students respond to the poem through the arts to reflect their own experience and /or point of view on bullying?

What techniques/academic language would you need to teach?



Creative Practice in Action

Reflect



We do not learn from
experience...we learn from reflecting
on experience.

— *John Dewey* —

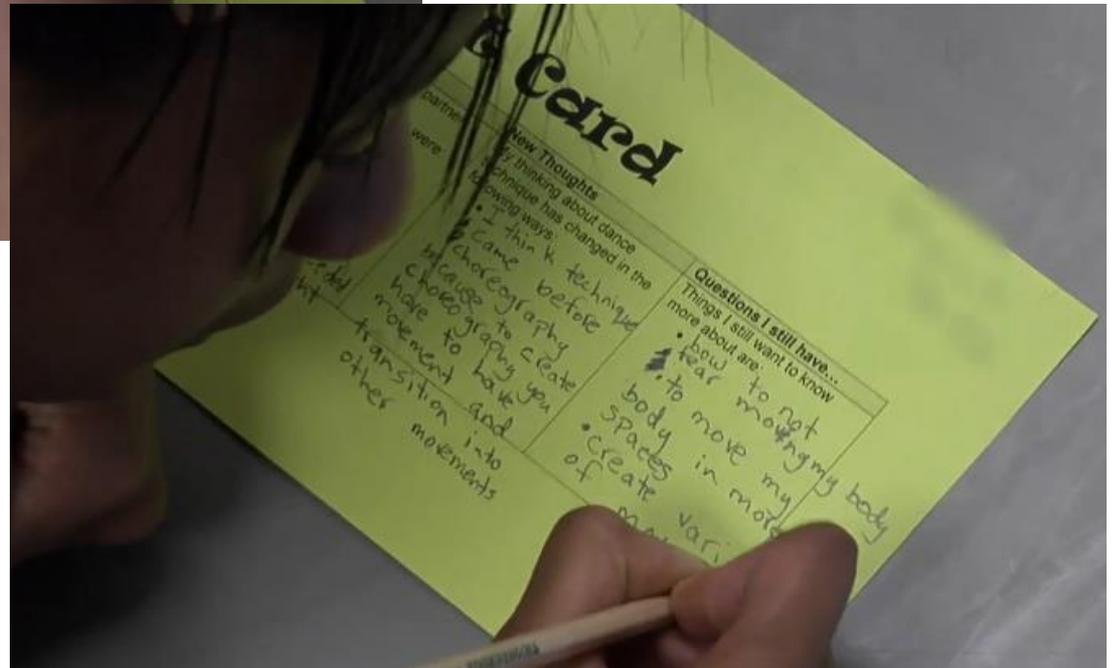
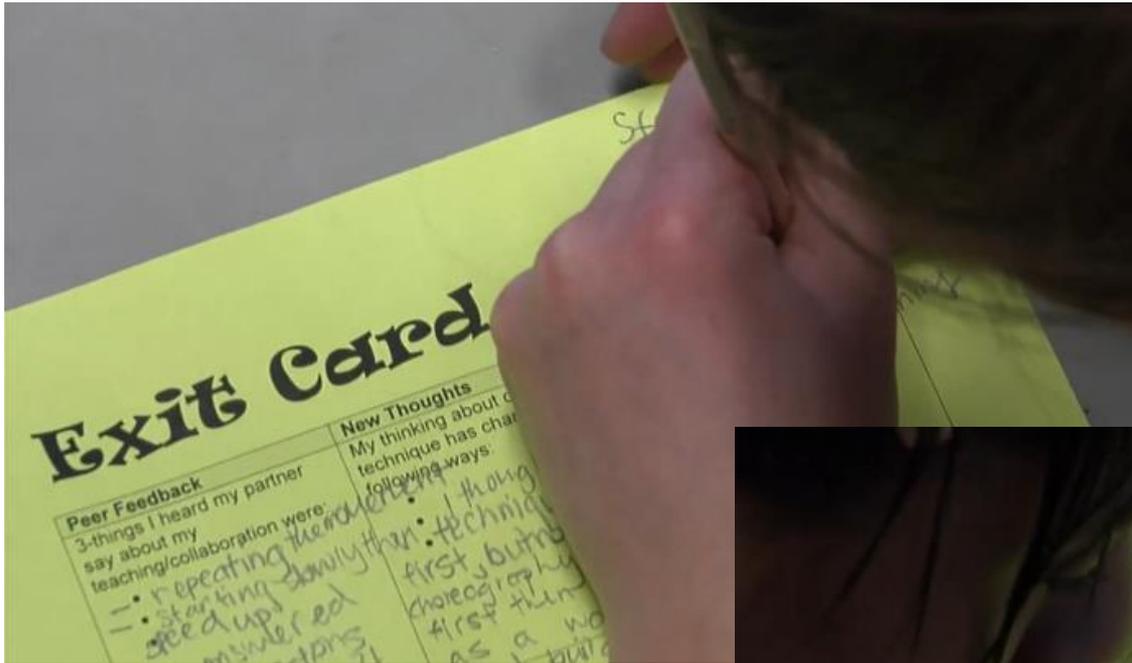
AZ QUOTES

“Exit Cards” for Reflection

Peer Feedback

New Thoughts

Questions I still have...



From video-
“Modern Dance:
Three Dimensional Vocabulary”
www.teachingchannel.org

Elementary Example

Exit Ticket

ASSIGNMENT Picasso Double face painting  I feel great

I worked on a cubist painting
with front view and side view.

I learned about the painter
Pablo Picasso 1881-1973.

I wonder how many paintings
he did his entire life.

I worked on _____

I learned _____

I wonder _____

Exit Ticket

ASSIGNMENT Flower painting  I feel good

I worked on creating my own
Flower painting like Georgia O'Keeffe.

I learned How to mix Primary
and Secondary to make intermediate

I wonder ^{also} if I in person
could see Georgia O'Keeffe's
art gallery

Project Reflection

Name _____ Per _____

Project _____

Review the process you went through to create this artwork and the success of the product itself. Use the space below to organize your thoughts and then write a paragraph reflection below.

List the steps you went through:	What did you do best during this project?
List any key vocabulary terms:	If you could re-do this what would you improve/change?

Project Reflection (Secondary)

Rubric: Fill in the criteria and self-evaluate your project.

Criteria	Excellent	Good	Okay	Needs Work	Not Good
Use of Time					
Craftsmanship					
Requirements (follow directions)					
Design/Composition					
Overall					

Other Examples

EXIT SLIP

<i>Distinguished</i>	4	I understand it very well, and I could teach it to someone else.
<i>Proficient</i>	3	I can do this on my own! I understand, but I sometimes get stuck.
<i>Apprentice</i>	2	I'm starting to get it, but I still need help.
<i>Novice</i>	1	I'm just starting to learn this, and I don't really understand it yet. HELP!



I created...



I see...



I learned...



I love...



I wish...

 Today's Tweet

@ _____

What did you learn today?



EXIT

I did really well today on my test. I was happy to study and learn.

I learned a lot about the history of the world today.

My friend and I played a game today and I won!

I will try to be a better student.

I learned how to play a game today.



Considering our Choices

“It matters WHAT art students look at (listen to, view, observe, experience, etc.), just as it matters what books they read and discuss.”

“Art must be selected as carefully as texts in order for the work to be an effective and engaging tool for meeting the CCSS.”

“Art and the Common Core”

Education Week webinar

<http://www.aep-arts.org/wp-content/uploads/2013/02/Education-Week-Webinar-Slides.pdf>

Selecting “Text Exemplars”

(Appendix B: Text Exemplars and Performance Tasks
Common Core State Standards, ELA/Literacy)

The process of text selection was guided by the following criteria:

- Complexity
- Quality
- Range



Selecting “~~Text~~ Art Exemplars”

The process of ~~text~~ art selection ~~was~~ can also be guided by the following criteria:

- Complexity
- Quality
- Range

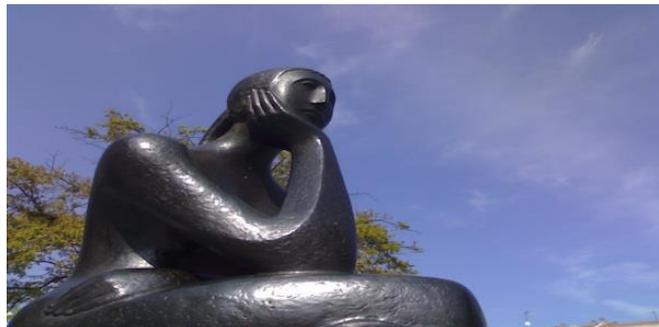


Reflecting on our own Practice

Think about It

What type of visual/performing art are your students exposed to and/or experience in your class/school?

What criteria is used in selecting the type of visual/performing art presented to your students?



Performing Arts Education Resources



- Center Theater Group, Educator Hub/Activities (drama and theater games)
<http://thegrid.centertheatregroup.org/index.php/site/page/educator-hub>
- LA Opera, Common Core Planning Materials (lesson plans also available)
<http://www.laopera.org/DocumentsLAO/education/lessons/Common%20Core%20Planning%20Materials.pdf>
- The Music Center, Artsource® Curriculum (lessons, glossaries and assessments for dance, music, theater)
<http://www.musiccenter.org/education/Teacher-Resources/Artsource-Curriculum/>

Visual Arts Education Resources



- J. Paul Getty Museum, Classroom Resources/Lessons that Address Common Core Standards

http://www.getty.edu/education/teachers/classroom_resources/index.html

- LACMA (Los Angeles County Museum of Art), Resources for Educators/Grade-Level Curriculum (K-8)

<http://www.lacma.org/programs/education/resources-educators>

- The Metropolitan Museum of Art, “Speaking and Listening in Art Museums” (Common Core connections)
<http://www.youtube.com/watch?v=sv7LBAr6HLo&spfreload=10&edufilter=zGUy2baYqkDZkZN3MS9B7Q>

- The Open Book, *First Look, Second Look, Third Look: Close “Reading” with Book Art* <http://blog.leeandlow.com/2014/11/09/first-look-second-look-third-look-close-reading-with-book-art/>

General Arts Education Resources



- Arts Education Partnership, *Common Core and the Arts*
<http://www.aep-arts.org/resources-2/common-core-and-the-arts/>
- Atrium Museum, *Education/Lesson Plans* (including Visual and Performing Arts connections)
<https://theatrium.org/education/teachers-and-school-groups/lesson-plans>
- College Board, *"The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework"*
<https://nccas.wikispaces.com/file/view/Arts+and+Common+Core++final+report1.pdf>
- YouTube, *"Arts and the Common Core,"* The Center for Arts Education
<https://www.youtube.com/watch?v=HlNtkZv26t4>



**SAVE
THE
DATE!!**

**56TH
ANNUAL
CALIFORNIA
ASSOCIATION
FOR THE
GIFTED
CONFERENCE**

**SHINING A
LIGHT ON
GIFTED
EDUCATION**

**MARCH
2 - 4
2018**

**SAN DIEGO
SHERATON
HOTEL AND
MARINA**

**FOR MORE
INFORMATION:
www.cagifted.org**



Registration
available
now at
www.cagifted.org
as well as the
Call for Presenters
form

Final Thoughts...

*“Art educators provide the tools and establish a base for students to develop skills that they will carry through **life.**”*

*“As arts educators, we help students understand the past, question the present, and **prepare for the future.**”*



YouTube, “Why Art Education is Important”

https://www.youtube.com/watch?v=98_xT1bzMRk

Thank you and remember...
Together **Everyone Achieves More!**



www.cagifted.org

Catherine Estrada
cathye661@gmail.com