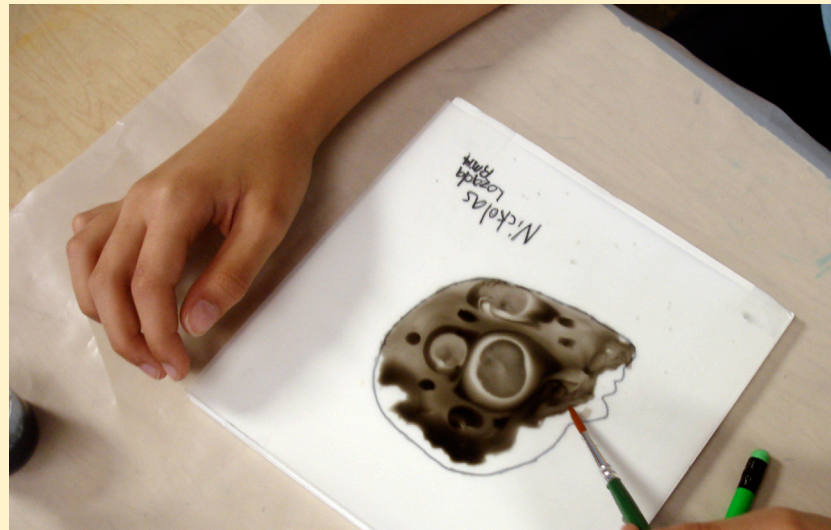




The School District of Philadelphia
&
Philadelphia Arts in Education Partnership



ARTS BRIDGES



BUILDING LITERACY THROUGH AN INTEGRATED ARTS COLLABORATIVE MODEL TOOLKIT

A Project Funded by the United States Department of Education, Office of Innovation and Improvement
Arts in Education Model Development & Dissemination Grant

ARTS BRIDGES INTRODUCTION

The Philadelphia Arts in Education Partnership (PAEP) and The School District of Philadelphia (SDP) began their collaboration in 2006-2007 on *Arts Bridges: Building Literacy Through an Integrated Arts Collaborative Model*, a grant of federal funds to The School District of Philadelphia by the United States Department of Education, Office of Innovation and Improvement, under the Arts in Education Model Development & Dissemination Grant Program, to implement a comprehensive arts-integrated program. The intent of this grant is to demonstrate that the arts will improve literacy skills of 4th, 5th, and 6th grade students.

PAEP concluded from ongoing formative and summative assessments of the program that to produce the most effective method of integrating the arts to build literacy skills, an approach that was specific and highly directed toward teacher-identified literacy goals was needed. Working with consultants, PAEP devised a model in which arts skill sets are aligned with literacy goals taken directly from The School District of Philadelphia literacy curriculum. This alignment provides the infrastructure for the design and implementation of arts interdisciplinary projects in Arts Bridges schools. Since matched skill sets drive the arts processes, whether it is in the literary residencies or the visual or performing arts residencies, connections between the specific art skills and their matched literacy skills are made apparent to the students. Classroom teachers, arts specialists, literary artists, and the visual or performing artists constantly reinforce this learning from multiple perspectives. Additionally, all of these projects make connections to other core subject areas such as social studies or science. Many schools also incorporate affective skills development into their projects, touching on building self-esteem, working together cooperatively, and reinforcing pro-social behaviors.

The Skills Alignment Worksheets and Co-Teaching Lesson Plan Templates are completed by cohort teams at each school consisting of the grade level teachers, art specialist, music specialist, literary teaching artist, a performing or visual teaching artist, and the arts organization partner who functions as the project coordinator for each school site. The School District of Philadelphia has a set literacy curriculum for each grade. Classroom teachers use this as their guide to determine what they will teach. Literacy learning objectives for the Arts Bridges projects are chosen with input from the school's administration, and activities to reinforce that specific literacy skill are then developed. The arts skills sets that are matched to the literacy learning objectives are selected from the Commonwealth of Pennsylvania Arts and Humanities Standards. What the teaching artists will teach is drawn from the Standards as well, and activities are designed to reflect skill acquisition from multiple perspectives. The art and music specialists from each school create activities that provide further reinforcement for literacy learning. Final products more often demonstrate a process of learning in and through the arts in which goal attainment is demonstrated through a series of smaller projects that contribute thematically to the whole.

This project template was created to demonstrate the steps PAEP, its arts partners and teaching artists, and The School District of Philadelphia teachers have taken to develop a replicable model for using the arts to build literacy skills. We hope they may be of use to you.

~ The Philadelphia Arts in Education Partnership and The School District of Philadelphia

SKILLS ALIGNMENT TEMPLATE

Artist and Educator Skills Alignment Planning Form

School:

Grade Level:

Classroom Teacher			Literary Teaching Artist		
Literacy/Reading Content Descriptors	Instructional Model – What I Will Teach (Skill)	What Activities Will Support Skill Learning	Arts Performance Content/Descriptors	What I Will Teach (Skill)	What Activities Will Support Skill Learning

SKILLS ALIGNMENT TEMPLATE

Artist and Educator Skills Alignment Planning Form – School _____ Grade Level: _____ Date _____

Visual Art Specialist			Visual Teaching Artist		
Arts Performance Content Descriptors	What I Will Teach (Skill)	What Activities Will Support Skill Learning	Arts Performance Content/Descriptors	Instructional Model – What I Will Teach (Skill)	What Activities Will Support Skill Learning

SKILLS ALIGNMENT TEMPLATE

Artist and Educator Skills Alignment Planning Form – School _____ Grade Level: _____ Date _____

Music Specialist			Other Core Content Areas		
Arts Performance Content Descriptors	Instructional Model – What I Will Teach (Skill)	What Activities Will Support Skill Learning	Core Content Areas Content Descriptors	Instructional Model – What I Will Teach (Skill)	What Activities Will Support Skill Learning

ARTS BRIDGES CO-TEACHING LESSON PLAN TEMPLATE

School:

Grade:

Teacher:

Artist:

Lesson #	Date:	Day's Activity:
Literacy Objective:		Matched Arts Skill:
Other content area objective:		
Priming for learning (pre-lesson): What activity will we do to prepare the students to learn?		
Teacher: The literacy connections I can make to what the students will be doing are:		Teaching Artist: The components of the project I will teach today are:

<p>Teacher: When the teaching artist does this, I will say that:</p>	<p>Teaching Artist: When the teacher says this, I will make connections to that:</p>
<p style="text-align: center;">Student Assessment: How will we know that students understand and make the correct connection?</p>	
<p style="text-align: center;">Closure: What will we do to reinforce learning and close the lesson for today?</p>	
<p>Teacher: Post lesson - What recommendations can I make to improve student understanding of the literacy goal?</p>	<p>Teaching Artist: Post lesson - What recommendations can I make to improve student understanding of the literacy goal?</p>

ARTS BRIDGES PROJECT COHORT PLANNING TEMPLATE

Directions: This template will lead you through the process of planning your arts-based, literacy integrated project and serve as a guide in the implementation and assessment of the project. As you answer each question, you are creating a document that not only specifies what you will be doing and how you will be doing it but also defines each participant's role and responsibilities with a timeline of activities and an assessment plan to capture student learning. PAEP anticipates that this document will grow and change over time.

- I. Project Description:
 - a. What literacy goal(s) have you selected?
One to two major goals are sufficient for an in depth approach.
 - b. What arts skills will be connected to those literacy objectives?
Complete the Skills Alignment Worksheets to set those goals.
 - c. Is there a theme, topic or essential question for your project?
 - d. How will other curricular connections be integrated into the project?
 - e. What other learning objectives do you expect students to achieve?
List objectives for each area of integration. You need only two or three goals per content area.
You may also have an affective learning goal such as: Students will learn to collaborate better.
 - f. What student work, such as performances, exhibits, products, and writings will be created?

- II. Description and Roles of All Partners:
Please define the role of each partner in the project.
 - a. Classroom teachers
 - b. Visual arts specialist
 - c. Music specialist
 - d. Teaching artist (literacy)
 - e. Teaching artist (visual or performing)
 - f. Arts organization partner

- III. Timeline: Please provide a calendar of project activities including a start date and a completion date.

- IV. Assessment and Evaluation:
Devise an assessment and evaluation plan that:
 - a. Identifies critical skills and learning objectives in each discipline including literacy skill development listed in the project description; and
 - b. Identifies any affective skill objectives targeted in the project description; and
 - c. Describes what kind of change in each of these skill areas you anticipate; and
 - d. Describes where students should be at the end of the project; who will be responsible for tracking and reporting that change; and how you will track and report that on it. This can be accomplished through multiple assessment strategies including maintaining process portfolios.

USING AN ARTS-INTEGRATED PLANNING GUIDE

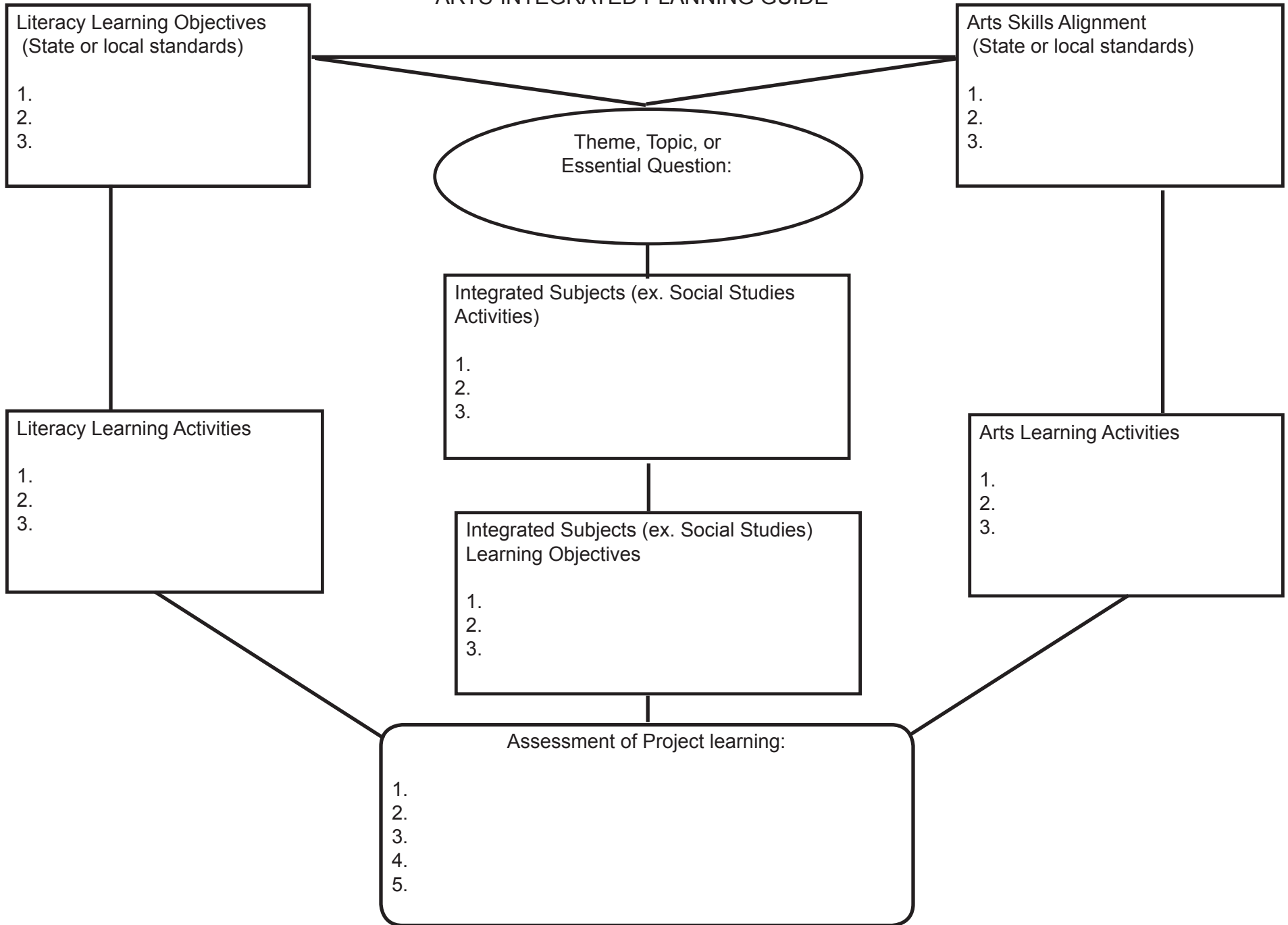
Critical components of integrated projects:

- Planning that connects the arts to core curriculum and literacy
- Using a topic, theme, or essential question as an organizing structure
- Making the learning project-based or experiential
- Provides opportunities for differentiated instruction
- Assessing student learning from multiple perspectives

What arts-based interdisciplinary projects accomplish:

- Teach students how to transfer knowledge
- Involve the whole community as a learning environment
- Teach students how to analyze, explain, and apply knowledge
- Orient students to achieve results
- Teach students how to make decisions
- Teach students how to work more cooperatively
- Encourage individual growth and pro-social behaviors
- Improve students' retention of knowledge
- Provide meaning to students' experiences

ARTS-INTEGRATED PLANNING GUIDE



Examples:

Skills Alignment Template

Co-Teaching Lesson Plan

Artist and Educator Skills Alignment Planning Form

Example

Grade Level: 4

Classroom Teacher			Literary Teaching Artist		
Literacy/Reading Content Descriptors	Instructional Model – What I Will Teach (Skill)	What Activities Will Support Skill Learning	Arts Performance Content/Descriptors	What I Will Teach (Skill)	What Activities Will Support Skill Learning
-Summarize the major ideas, themes, or procedures of the text.	-Identify and use main idea and supporting details in a work of narrative fiction. -Identify cause-and-effect relationships in a literary text and use them to understand plot development.	-Students will read and discuss a story of the Pilgrim's voyage to the New World. -Students will identify "courage" as the main idea of the story. They will identify for supporting details. -Working in small groups, students will identify a variety of ways that the Pilgrims and early settlers demonstrated courage and the supporting details that revealed a cause and effect relationship.	-Know and demonstrate how playwriting can communicate, experiences, stories or emotions -Retell or summarize the major ideas, themes or procedures of the text	-Know and use elements and principles of playwriting to create works. Know and use fundamental playwriting vocabulary.	-Explore that an effective play tells a story <i>theatrically</i> --with a main idea (character want and conflict) and supporting details. -Differentiated (hands-on, etc.) exploration of a play's key elements, e.g. character want and conflict (main idea) and supporting details.
-Write narrative pieces (e.g., stories, poems, plays) -Revise writing to improve detail and order by identifying missing information and determining whether ideas flow logically.	-Use effective paragraphs and the writing process in writing a summary.	-Students will write a group story about one of these acts of courage creating details that support the main idea and demonstrate cause and effect relationship to move the plot from the beginning of the story to the end. - Students will relate a story, in paragraph form, of a time when they were courageous in their own lives. They will use details that demonstrate the cause and effect relationship. - Students will share and revise their paragraphs in small groups.		-Identify and use main idea and supporting details in a work of narrative fiction.	-Guide and support students' creation of a group-authored play (apply main idea/details) through multiple means, including large group discussion and on-your feet activities. Play themes will be based on acts of courage. -Create outline of play's story--apply main idea and supporting details, etc. -Explore that revision ensures the playwright's effective communication of main idea (character want and conflict) and supporting details to an audience.

Artist and Educator Skills Alignment Planning Form:

Grade Level: 4

Literacy Objective: Summarize the major ideas, themes or procedures of the text.

Visual Art Specialist			Visual Art Teaching Artist:		
Arts Performance Content Descriptors	What I Will Teach (Skill)	What Activities Will Support Skill Learning	Arts Performance Content/Descriptors	Instructional Model – What I Will Teach (Skill)	What Activities Will Support Skill Learning
-Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts. -Identify subject matter, symbols, and ideas in works of art from historical periods.	-Identify and understand the meaning of symbols and ideas in works of art and artifacts. -Summarize major ideas from each work of art.	-Show students a variety of paintings about the early settlers (Pilgrims) and their life in the beginning of the colonies. Discuss with students how artists used principles and elements of art to create the work. -Have students identify how the principles and elements were used to display the main idea and supporting details of the works. -Students will work in small groups creating a diorama that depicts the courage of the Pilgrims/early settlers identifying main idea and supporting details using art principles and elements.	-Recognize, know, use, and demonstrate a variety of appropriate art elements and principles to produce, review, and revise original works in the arts. -Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.	-Identify several solutions for expressing an idea, emotion, or experience in a work of art.	-Students will be shown examples of self-portraiture by artists and discuss the symbolism in each, explaining how these symbols are supporting details that help reinforce the main idea or theme of the portrait. -Using the theme of courage, students will name figures in history who performed acts of courage and create a portrait of that person using symbols to represent their acts of courage.
-Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art.		-Students will write a story and illustrate it about an act of courage they had or someone they knew had. Illustrations should highlight the main ideas of their story and how they will demonstrate the main idea of their painting using the principles and elements of art.	-Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works of art. -Summarize the major ideas, themes or procedures of the text.	-Use art (3-D ceramic sculpture) to illustrate this main idea with the supporting details.	-Students will relate their own story about their own act of courage using that as the theme to create a self-portrait in clay. -Students will relate their story to the class, review, and discuss the various ways in which their classmates illustrated the main idea of courage through the supporting details of line, color, shape and symbolism.

Artist and Educator Skills Alignment Planning Form:

Grade Level: 4

Literacy Objective: Summarize the major ideas, themes or procedures of the text.

Music Specialist			Other Core Content Areas:		
Arts Performance Content Descriptors	What I Will Teach (Skill)	What Activities Will Support Skill Learning	Arts Performance Content/Descriptors	Instructional Model – What I Will Teach (Skill)	What Activities Will Support Skill Learning
-Recognize and examine the elements and principles used in a selection of music from its historical perspective. -Recognize and use fundamental vocabulary to identify sounds of voices and instruments	-Identify subject matter, symbols, and ideas in works of music from historical periods. -Summarize major ideas from each work of music.	-Students will listen to a variety of traditional English ballads from the late 17th to the early 18th century. -They will identify the instruments and the major themes of the work.			
-Demonstrate how music can communicate emotions, actions, and experiences.	-Explore how major and minor harmonies communicate a different feeling.	-Students will listen to music that communicates a different feeling through major and minor harmonies. -Students will work in small groups to create songs (music and lyrics) about courage based on the way the music makes them feel. -They will summarize their songs and share them pinpointing how the main ideas for their songs came from the music they heard.			

ARTS BRIDGES CO-TEACHING LESSON PLAN TEMPLATE - EXAMPLE

School: **Grade:** 4 **Teacher:** **Artist:**

Lesson # 1		Date:	Day's Activity: Understanding and identifying elements of a play as a means to help students understand Main Idea and supporting details.
Literacy Objective: Demonstrate after reading understanding and interpretation of fiction; emphasis on Main Idea.		Matched Arts Skill: Read and understand elements of a play: conflict + character want = main idea	
Other content area objective: Relate topic of play to Social Studies unit – Pilgrims and their acts of courage.			
Priming for learning (pre-lesson): What activity will we do to prepare the students to learn? Students will have read a story and teacher has been teaching students about the narrative elements of a story such as characters, plot, etc. Have actors demonstrate conflict with improvisation. Briefly have students define the term: Courage.			
Teacher: The literacy connections I can make to what the students will be doing are: Read, Identify, and use various elements and principles of the short story, <i>Emelia and Eleanor Go For A Ride</i> : <ul style="list-style-type: none"> a) characters b) plot c) quotations d) descriptions e) prose f) past, present, and future tenses g) sentence structure h) internal thoughts 		Teaching Artist: Students will read a play. Based on that play, the components that I will teach today are: Identify and use various elements and principles of playwriting using a play about bullying, which fits with our theme of courage: <ul style="list-style-type: none"> a) characters b) conflict c) plot d) character goal e) monologue f) dialogue g) stage directions h) action 	

<p>Teacher: When the teaching artist does this, I will:</p> <p>Relate elements of a story to elements of a play: Quotations vs dialogue of a play Prose descriptions verses stage directions of a play Past and future versus present tense of play Internal thoughts versus internal monologue of a play POV shifts Literary versus stage performance of a play</p>	<p>Teaching Artist: When the teacher says this, I will make connections to that:</p> <p>When the teacher talks about elements of a narrative story I will have the students compare/contrast elements of a play. It is important that the students always make the link between what we are teaching:</p> <p>Relate elements of a story to elements of a play: Quotations vs dialogue of a play Prose descriptions verses stage directions of a play Past and future versus present tense of play Internal thoughts versus internal monologue of a play POV shifts Literary versus stage performance of a play</p>
<p style="text-align: center;">Student Assessment:</p> <p style="text-align: center;">How will we know that students understand and make the correct connection?</p> <p style="text-align: center;">We will understand that students have made the correct connection when they can read a play and identify the various elements that make up the play and relate those elements to the narrative elements in a short story. Students will be able to describe acts of courage in different settings.</p>	
<p style="text-align: center;">Closure:</p> <p style="text-align: center;">What will we do to reinforce learning and close the lesson for today?</p> <p style="text-align: center;">To close out the lesson, students will share what aspects of this play they really liked and might want to use in their plays and why.</p>	
<p>Teacher: Post lesson - What recommendations can I make to improve student understanding of the literacy goal?</p> <p>Have students write a short story similar to the one they read in class about acts of courage.</p>	<p>Teaching Artist: Post lesson - What recommendations can I make to improve student understanding of the literacy goal?</p> <p>Have students read stories/plays and identify the various narrative or dramatic elements.</p>

ARTS BRIDGES CO-TEACHING LESSON PLAN TEMPLATE - EXAMPLE 2

School: t **Grade:** 4 **Teacher:** **Teaching Artist:**

Lesson # 3 Date: Day's Activity: Students will finish a self portrait in clay showing emotion.	
Literacy Objective: Retell or summarize the major ideas, themes or procedures of the text	Matched Arts Skill: Recognize that choices made by artists regarding subject matter and themes communicate ideas through works in the arts and humanities. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
Other content area objective: Arts and Humanities: Know and use the elements and principles of modeled sculpture in clay to create works of art. Vocabulary within the medium of clay.	
Priming for learning (pre-lesson): What activity will we do to prepare the students to learn? Students will be shown actual examples of clay portraits created by Claymobile teachers, as well as pictures of portraits by professional artists.	
Teacher: The literacy connections I can make to what the students will be doing are: remind students that in the stories we've read, the authors used different ways to express moods that the characters might have been feeling because of a particular event. The moods of those characters become facial and physical expressions that help tell the story as a visual piece. (What are you telling people about yourself through your body and facial language?)	Teaching Artist: The components of the project I will teach today are: -With the closed hollow form as the head and the pinch pot for the shoulders, a small 3-D self portrait will be constructed. The students will impart an emotional expression to their self portrait. -Discuss how major ideas and themes can be represented visually using facial expression. Ask students if ideas like courage can be portrayed through facial expression.

<p>Teacher: When the teaching artist does this, I will say that:</p> <p>I will reinforce the idea that there are themes in a portrait sculpture that are the same as the themes in a descriptive paragraph that can be conveyed with universally understood emotional cues.</p> <p>Through the sculpture you are creating, you can portray ideas such as emotional content. It will help you understand the meaning of subjects that can be difficult to explain.</p>	<p>Teaching Artist: When the teacher says this, I will make connections to that:</p> <p>When the teacher points to past readings in the classroom in which the author portrayed emotion with descriptive words, I will comment that facial expression is a cross-cultural language of its own. I will explain what is meant by the term cross-cultural.</p>
<p>Student Assessment:</p> <p>How will we know that students understand and make the correct connection? Students will have successfully completed a self portrait bust with an emotion portrayed by the facial expression.</p>	
<p>Closure:</p> <p>What will we do to reinforce learning and close the lesson for today? Volunteer sharing comparing and contrasting differences between creating the portraits in colored pencil the previous week and the experience of working in clay.</p>	
<p>Teacher: Post lesson - What recommendations can I make to improve student understanding of the literacy goal? I will have the students describe their self portrait and explain in words what they have done.</p>	<p>Teaching Artist: Post lesson - What recommendations can I make to improve student understanding of the literacy goal?</p> <p>Have students write a short piece relating how they felt while working the clay during the lesson: frustration, nervousness, confidence or lack thereof, pride and feeling of accomplishment, for example.</p>

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