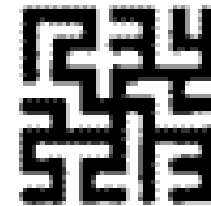


Living Sky School Division



Arts Education Inservice: September 25/06



Arts Education Teacher Leaders

- ◆ Sherron Burns, Living Sky Arts Education Consultant
- ◆ Christine Gibson, McKitrick
- ◆ Jackie Kroczyński, Bready (currently on leave)
- ◆ Byrna Luyben-Cronk, Cut Knife Elementary
- ◆ Jim Shevchuk, Battleford Central
- ◆ Rae Short, Medstead
- ◆ Renee Torwalt, Norman Carter, Wilkie
- ◆ Carol Wiebe, Medstead
- ◆ Anne-Marie Merle, Superintendent of Curriculum & Instruction



Proposed Schedule

9:30 am – 10:30am

- **Philosophy of Arts Education**
- **Curriculum Overview**
- **Importance of 3 Components**



Schedule Continued...

- **10:30 – 10:45pm**
Coffee Break



- **10:45 - 3:00pm**

Grade Workshops

Hands On

Sample Units

Resources



Create a Metaphor

Take a moment to consider this photograph.
Create a metaphor for the arts



Philosophy of Arts Education

Aim: to enable students to understand and value arts expressions throughout life.



Arts Education allows for:

- a diverse range of experiences
- a “unique way of knowing” about the world and human experience
- inclusive participation – not dependent on “talent”
- exploration and expression of ideas
- multicultural connections
- continued research in brain development and learning
- needs of all students (whether as a career or as a life long learner)

Food for the Soul

How do we percieve the value of the arts in our society?



Personal Perceptions & Values

How would you rate your confidence in your abilities?

What is your attitude towards the Arts?

“The only dancing I do is with two left feet, and I can’t draw a straight line, so how can I teach Arts Ed?”

Do you have any answers? Discuss with a partner.

Research to Support the Arts & Learning

Studies show students enrolled in Arts Education programs have increased confidence and improved:

- **Interpersonal skills**
- **Conflict resolution skills**
- **Problem solving skills**
- **Arts related skills**

(Dr. Wright, McGill University)

At Risk students improved:

- **Self esteem and confidence**
- **Assumed leadership roles**
- **Improved overall school performances**

Research to Support the Arts & Learning

“I have enough on my plate with teaching kids to read, write and do arithmetic – how can I make time for the Arts?”

Arts Education Impacts Academics

Dance:

Specific types of movements can stimulate the release of the body's natural motivators, such as **noradrenaline and dopamine**, which wake up learners and help them feel good, maximize their energy levels, and improve their storage of information and retrieval.



(Jensen, 2000)

Arts Education Impacts Academics



Drama:

In a Chicago elementary school in which 84% of the students come from families in poverty and 30% do not speak English, once a strong dramatic arts program was implemented, the percentage of students **reading at grade level increased from 38% to 60%** and the percentage doing **math at or above grade level increased from 49% to 68%**.

(Leroux & Grossman, 1999)

Arts Education Impacts Academics

Music:

Low socioeconomic 8th through 12th graders who took music lessons increased not only their **math scores but also their reading, history, geography and even social skills (by as much as 40%)** when compared to their peers who had no music instruction.



(Catterall, Chapleau & Iwanaga, 1999)

Arts Education Impacts Academics

Visual Arts:

A seven month study of 96 first graders resulted in **significantly higher reading and math test scores** for those in arts-enriched classes as opposed to those who experienced the standard curriculum.



(Gardiner, 1996)

Let's make a Rainstorm





Courtney midNo

Curriculum Overview

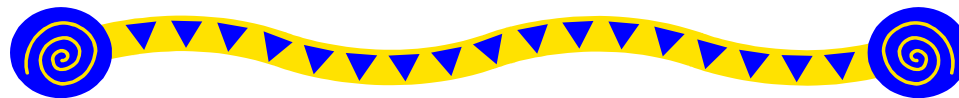
In your grade workshop you will use coloured tags to indicate:

- ❖ **Foundational Objectives**
- ❖ **Overview Charts**
- ❖ **Planning Process**
- ❖ **Learning Objectives checklist**
- ❖ **Evaluation Rubrics**



These are found in each strand:

DANCE, DRAMA, MUSIC, VISUAL ART



Overview Charts

These charts are essential to planning your program for the year:

 **Dance**

 **Drama**

 **Music**

 **Visual Arts**

Dance Unit Overviews and Sample Topics for Grades 1 to 5

	Unit 1: Learning About Motion	Unit 2: Ideas and Inspirations	Unit 3: Making Sense of Things	Unit 4: The World of Dance
Grade 1	Mini-unit: Our Bodies in Motion Sample Topic: On the Spot and Through the Air	Mini-unit: Points of Inspiration Sample Topic: Music and Motion	Mini-unit: A Sense of Order Sample Topic: Beginning, Middle, and End	Mini-unit: Dance and Daily Life Sample Topic: Dance in Different Neighbourhoods
	Mini-unit: Motion and Expression Sample Topic: Gesture – Hello, Goodbye	Mini-unit: Using Student Ideas as Inspiration Sample Topic: My World	Mini-unit: A Sense of Purpose Sample Topic: The Fair	Mini-unit: Dance Study Sample Topic: Cultural Celebrations
Grade 2	Mini-unit: Our Bodies in Motion Sample Topic: One + One = a Duet	Mini-unit: Points of Inspiration Sample Topic: Literature – Fables and Tales	Mini-unit: A Sense of Order Sample Topic: Connecting Movements and Phrases	Mini-unit: Dance Events Sample Topic: Home, School, Community
	Mini-unit: Motion and Expression Sample Topic: Songs for Work or Play	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Street Games	Mini-unit: A Sense of Purpose Sample Topic: Friends	Mini-unit: Dance Artist Study Sample Topic: Canadian Dancer
Grade 3	Mini-unit: Our Bodies in Motion Sample Topic: Leapin' Lizards and Things That Fly	Mini-unit: Points of Inspiration Sample Topic: Music and Motion	Mini-unit: A Sense of Order Sample Topic: Phrasing	Mini-unit: Dancers and Choreographers Sample Topic: Dance in the Media
	Mini-unit: Motion and Expression Sample Topic: Metamorphosis	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Wishes and Dreams	Mini-unit: A Sense of Purpose Sample Topic: Chance	Mini-unit: Dance Artist Study Sample Topic: Canadian Dance Artist Margie Gillis
Grade 4	Mini-unit: Our Bodies in Motion Sample Topic: Balance, Tumble, and Fall	Mini-unit: Points of Inspiration Sample Topic: Powwow	Mini-unit: A Sense of Order Sample Topic: Canon	Mini-unit: The Life and Work of a Dancer Sample Topic: A Dancer's Life
	Mini-unit: Motion and Expression Sample Topic: Feelings	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Cartoon Characters	Mini-unit: A Sense of Purpose Sample Topic: Narrative	Mini-unit: Dance Artist Study Sample Topic: Dancer/Choreographer Peggy Baker
Grade 5	Mini-unit: Our Bodies in Motion Sample Topic: Amazing Feet – Amazing Feat	Mini-unit: Points of Inspiration Sample Topic: Dances We Have Seen	Mini-unit: A Sense of Order Sample Topic: Surprise Endings	Mini-unit: Dance and Daily Life Sample Topic: Dance History
	Mini-unit: Motion and Expression Sample Topic: In and Outer Space	Mini-unit: Using Student Ideas as Inspiration Sample Topic: Humour	Mini-unit: A Sense of Purpose Sample Topic: My Story	Mini-unit: Dance Artist Study Sample Topic: Dancer/Choreographer Christopher House

Note: The mini-unit themes listed in this overview are required. The topics listed, however, are samples or examples. Teachers may choose other topics to express the required mini-unit themes. Mini-units in bold-faced type have been developed in the curriculum as sample units with lesson plans using the sample topics listed (available on CD-ROM and on Saskatchewan Learning website).

Sample Units

- There are 4 similar units in each strand (developed for each grade). They are divided into 8 required mini-units to help you as you plan.
- The topics listed in each unit are suggested – not required. You may develop other topics to compliment resources available.
- The units listed in bold font have been expanded as Sample units. They are completely developed with full lesson plans. You can print them from the CD-ROM sent to your school, or from the Evergreen website.



What are the 4 Strands?

- ★ **Dance**
- ★ **Drama**
- ★ **Music**
- ★ **Visual Arts**



Includes fine arts, popular arts, traditional arts, commercial arts, and functional arts

Importance of 3 Components

- **Creative/Productive**

“Just do it!”



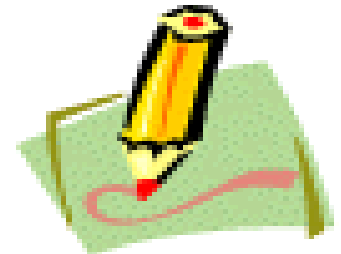
- **Cultural/Historical**



“Where does it come from?”

- **Critical Responsive**

“Want to know what I think?”



Timetable Allotment

Core Curriculum policy states 200 minutes of Arts Education a week:

- **50 minutes dance**
- **50 minutes drama**
- **50 minutes music**
- **50 minutes visual art**

Example:

This means you should plan for about 5 classes (50 minutes each) per mini-unit.

(Locally determined options may be gained by reducing areas by no more than 20%)

Connections to Curriculum

You may ask yourself:

“How will I find the time when there is so much to teach in a day?”

Take a moment to consider all the ways in which topics overlap and areas where disciplines integrate naturally in your curriculum.

Sample Topics Across Areas of Study



[Link](#)

[..\Curriculum\topics.html](#)

Evaluation

The Teacher Leaders have undergone training with SaskLearning & have made a 4 year commitment to help teachers become familiar and comfortable with the Renewed Arts Education curriculum.

We really need your feedback and evaluation to help us better understand your needs as a teacher.

Be sure to complete the evaluation form at the end of the day and turn it in to your Session leader.



Schedule Continued

10:45am – 12:00pm and 1:00pm - 3:00pm

Grade Group Sessions will look at:

- Curriculum Awareness**
Hands-on activities (utilize 3 components where possible)
- Getting to Know the Sample Units**
- Evaluation: objectives and checklists (samples in the document)**
- Resources available (in my school/community/division/province and on-line)**
- Arts Education Inservice Evaluation**

Schedule Continued

10:30am

Coffee Break and Break into Grade Groupings as follows:

➤ **Grade 1/2**

Byrna & Christine in the Drama room/studio (room 218, upstairs by the café)

➤ **Grade 3/4**

Jim, Carol & Renee in the Music Room (in the technical wing, main floor – used to be the Small Lecture Theatre)

➤ **Grade 5**

Rae & Sherron in the gym

Thank you & have a productive day!