

Annenberg/CPB  
Professional Development Workshop Guide

# Connecting With the Arts

## A Workshop for Middle Grades Teachers

An eight-part professional development workshop  
for middle grades teachers of the arts and other subjects

**Produced by Lavine Production Group in collaboration with  
EDC's Center for Children and Technology, and  
the Southeast Center for Education in the Arts**

## ***Connecting With the Arts: A Workshop for Middle Grades Teachers***

is produced by  
Lavine Production Group in collaboration with  
EDC's Center for Children and Technology, and  
the Southeast Center for Education in the Arts

© 2005 The Annenberg Foundation  
All rights reserved.  
ISBN: 1-57680-768-1

Funding for  
*Connecting With the Arts: A Workshop for Middle Grades Teachers*  
is provided by Annenberg/CPB.

Annenberg/CPB, a unit of The Annenberg Foundation, uses media and telecommunications to advance excellent teaching in American schools. Annenberg/CPB funds educational series and teacher professional development workshops for the Annenberg/CPB Channel. The Channel is distributed free by satellite to schools and other educational and community organizations nationwide, and streamed via broadband on the Web.

The notable series, workshops, and activities of Annenberg/CPB include *American Cinema*, *Art of the Western World*, *The Arts in Every Classroom* workshop and library, *Connecting With the Arts* workshop and library, and *Exploring the World of Music*.

To purchase copies of our videos and guides, or to learn more about our other professional development materials and the Annenberg/CPB Channel, contact us by phone, by mail, or on the Web.



1-800-LEARNER®

P.O. Box 2345  
S. Burlington, VT 05407-2345

[info@learner.org](mailto:info@learner.org)

[www.learner.org](http://www.learner.org)

# Table of Contents

---

<b>Introduction</b> .....	1
About This Workshop .....	1
Workshop Components .....	2
Hints for Facilitators.....	3
Materials Needed .....	5
Meet the Teachers.....	6
<b>Workshop 1. What Is Arts Integration?</b> .....	9
<b>Workshop 2. Why Integrate the Arts?</b> .....	15
<b>Workshop 3. How Do We Collaborate?</b> .....	23
<b>Workshop 4. What Roles Do Students Take On?</b> .....	27
<b>Workshop 5. What Are Connecting Concepts?</b> .....	31
<b>Workshop 6. What’s the Big Idea?</b> .....	37
<b>Workshop 7. Identifying What Students Are Learning</b> .....	41
<b>Workshop 8. Reflecting on Our Practice</b> .....	49
<b>Appendix</b> .....	53
Credits .....	53



# About This Workshop

---

## Overview

This video workshop shows middle school teachers why and how to integrate the arts with other subjects, including language arts, social studies, science, and math. Extensive classroom examples present teachers working together to create rich integrated learning experiences for their students. A group of arts educators discusses each of the classroom examples and shares their own experiences with arts integration.

The eight programs guide viewers in discussing key elements of arts integration, enabling them to begin integrating the arts more effectively in their own schools. Participants define what arts integration means, plan collaborations with colleagues, clarify student roles in the artistic process, work on designing instruction that helps students explore Big Ideas, and examine assessments to determine what students are learning.

In combination with this print guide and the companion Web site, this video workshop provides a stimulating learning experience for individual teachers and professional development groups.

## Program Summaries

### 1. What Is Arts Integration?

This program presents three instructional models for arts integration: independent instruction, team teaching, and collaborations with community resources. You'll also explore three types of curricular connections used in integrating the arts: informal, complementary, and interdependent.

### 2. Why Integrate the Arts?

This program looks at how integrating the arts with other subjects increases student engagement, addresses diverse learning styles by exploring content in many ways, establishes the relevance of learning for the student, and provides the student alternative ways to communicate.

### 3. How Do We Collaborate?

This program illustrates a variety of teaching partnerships. You'll see how teachers integrating the arts can benefit from collaborating with fellow teachers, visiting artists, and community resources.

### 4. What Roles Do Students Take On?

This program examines the artistic process of creating, performing, and responding. You'll see students assuming various roles as they research, write, plan, design, direct, create, perform, and critique.

### 5. What Are Connecting Concepts?

This program presents strategies for planning lessons that integrate the arts with other subjects. You'll see how teachers organize instruction around themes and through concepts.

### 6. What's the Big Idea?

This program is about planning and teaching toward Big Ideas. You'll see how arts-integrated instruction enables students to make deeply personal connections to what they are learning.

### 7. Identifying What Students Are Learning

This program investigates ways to identify what students have learned in and through the arts. You'll see teachers using arts-based performance tasks to assess student understanding.

### 8. Reflecting on Our Practice

This program explores methods for assessing instructional practice. You'll see teachers reflecting and interacting with colleagues to evaluate and refine their planning and teaching.

# Workshop Components

---

This guide provides everything you need to know to conduct this workshop, either with colleagues or on your own. The workshop consists of activities carried out with your colleagues on-site (Workshop Sessions) and those to do on your own (Between Sessions). See Helpful Hints for Facilitators on the next page for more information on preparing for workshop sessions.

## Workshop Sessions (On-Site)

Weekly workshop sessions may be scheduled around live broadcasts, in which case you will want to begin at least 30 minutes before the scheduled broadcast. You may prefer to pre-record the programs on videocassette, or purchase the programs on videocassette, and schedule the sessions at a time that is convenient for all participants. Programs can also be viewed "on demand" from the Annenberg/CPB Web site. Sessions work best when scheduled for a minimum of two hours.

Each session consists of three parts:

### Get Ready

In preparation for watching the program, you will engage in 10-30 minutes of discussion and activity. Typically you are asked to respond to a quotation or question that will set the stage for viewing the program.

### Watch the Workshop Video

Then you will watch the 60-minute video program. Within each program, there are opportunities to pause the tape for discussion. The questions offered in this guide will also appear on screen in most cases; use these moments as occasions to pause and discuss what you have seen.

### Activities and Discussions

After viewing the program, engage in an additional 20-30 minutes of discussion and activity, using the materials and supports provided in this guide.

## Between Sessions (On Your Own)

The *Connecting With the Arts* workshop Web site has a number of resources and interactive activities that reinforce the ideas you will be learning in the workshop sessions. Between workshop sessions you should visit the Web site, available at [www.learner.org/channel/workshops/connectingwitharts](http://www.learner.org/channel/workshops/connectingwitharts), for related readings and activities.

### Ongoing Activities

You may want to carry on these activities throughout the course of the workshop.

#### Keep a Journal

You are encouraged to keep a journal, including thoughts, questions, and discoveries from the workshop itself and learning experiences that take place in your own classroom.

#### Visit the Web Site: [www.learner.org/channel/workshops/connectingwitharts](http://www.learner.org/channel/workshops/connectingwitharts)

Go online for materials and resources to deepen your understanding of the ideas and practices shown in the workshop.

#### Share Ideas on Channel-Talkarts68@learner.org

You can subscribe to an email discussion list and communicate with other workshop participants online. To subscribe to **Channel-Talkarts68**, visit:

<http://www.learner.org/mailman/listinfo/channel-talkarts68>

# Helpful Hints for Facilitators

---

You can use the workshop to provide professional development activities for teachers in a variety of settings:

- with seasoned arts and non-arts teachers interested in cross-curricular collaborations
- with new teachers who are trying to broaden their range of teaching methods
- in a district or school workshop
- for individual teacher study of a specific topic or instructional method
- in professional development mentoring programs.

The following facilitator tips can enhance the professional development experience.

## Designate Responsibilities

Register your group with the Annenberg/CPB Channel so that participants can receive certificates of completion. Then, each week someone should be responsible for facilitating the course sessions. This may be a professional facilitator or a volunteer from among the participants, or you may choose to divide and rotate duties among several participants.

## Prepare for the Session and Bring the Necessary Materials

The facilitator should review the entire session in this guide prior to arriving for the session, as well as reviewing the Materials Needed for that session. The facilitator will be responsible for bringing enough materials for all the participants. If you are viewing the programs on videocassette, the facilitator may want to preview the programs.

## Before the First Session

You may want to photocopy this guide for all participants so they may follow along, refer back to ideas covered in the session, or have discussion materials handy. Or, you may direct them to the course Web site at [www.learner.org/channel/workshops/connectingwitharts](http://www.learner.org/channel/workshops/connectingwitharts) to print the guide themselves (direct them to "Support Materials"). Either way, you will want participants to have the guide prior to the first session, so they will come prepared.

## Keep an Eye on the Time

We have suggested the amount of time you should spend on each question or activity. These estimates assume a two-hour workshop session—one hour spent watching the video program, and one spent in activities and discussions before, during, and after the viewing. While these times are merely guidelines, you should keep an eye on the clock, particularly if you are watching a live broadcast. You may want to set an alarm clock to ensure that you won't miss the beginning of the program. If you are watching the programs on videotape, you will have more flexibility if your discussions run longer.

# Helpful Hints for Facilitators, cont'd.

---

## Record Your Discussions

We recommend that someone take notes during each discussion, or even better, that you tape record the discussions. The notes or audiotapes can serve as make-up materials in case anyone misses a session.

## Share Your Discussions on the Web

The course sessions serve as a starting point to share and think about ideas. Encourage participants to continue their discussions with participants from other sites on Channel-Talk at the course Web site at [www.learner.org/channel/workshops/connectingwitharts](http://www.learner.org/channel/workshops/connectingwitharts).

# Materials Needed

---

To use these workshop programs for professional development, you will need the following materials:

The appropriate videotapes, a broadcast of them via the Annenberg/CPB Channel, or access to the Web for on-demand viewing of the programs

- A television monitor and videocassette player
- This workshop print guide
- Background information about the program, available in this print guide and also on the Web site.

For professional development or facilitated discussions, you also may need:

- Copies of any handouts for the workshop sessions (available at the end of each chapter in this guide)
- Copies of the discussion questions listed for each workshop session
- Flip chart and markers
- Pads and pens for individual notes and reflections.

Individual sessions may require that you make copies of handouts in this guide. See each chapter for materials needed.

# Meet the Teachers

---

## Discussion Leaders

### **Joel Baxley, Director of Visual Art, Southeast Center for Education in the Arts**

Joel is in charge of designing and teaching the visual art components of the professional development programs at SCEA. He also co-teaches a course in arts integration for education majors at The University of Tennessee at Chattanooga.

Prior to joining SCEA, Joel was a teaching principal at a facility for adolescents in state custody in Jackson, Tennessee. He also established and taught a visual art program at West Elementary School in Mt. Juliet, Tennessee. Joel's artwork has been recognized in national and local exhibitions, and he has produced illustration and design in print and electronic media for clients in Florida and Tennessee. He has also designed stage sets and scenery for numerous productions with college and community theatre groups.

Joel holds a Bachelor of Arts degree in visual art and English, and a Master of Education in curriculum and instruction, both from Freed-Hardeman University in Henderson, Tennessee.

### **Scott Rosenow, Director of Theatre, Southeast Center for Education in the Arts**

Scott is in charge of the theatre components of the professional development that SCEA presents. As part of his responsibilities at SCEA, he co-teaches a course in arts integration for education majors at The University of Tennessee at Chattanooga.

Scott has taught and directed at Fossil Ridge High School in Texas and at Buckeye Woods Elementary School and Kilbourne Middle School in Ohio. He directed and taught summer drama programs at Omaha Community Playhouse, Otterbein College in Westerville, Ohio, and the University of Texas at Austin. During his four years in Hawaii, he taught at the Honolulu Theatre for Youth, the Hawaii Baptist Academy, Chaminade University, and the University of Hawaii. Scott's doctoral dissertation is an exploration of educational drama as a framework for concept-based curriculum integration in the elementary classroom.

Scott holds a Bachelor of Arts degree in theatre arts from California State University, Northridge, and a Master of Fine Arts in creative drama and children's theatre from the University of Texas at Austin. He is working on his doctorate in drama/theatre education at The Ohio State University.

# Meet the Teachers, cont'd.

---

## Teacher Participants

### **Noël Grady-Smith, Dance Teacher, Mineral Springs Middle School, Winston-Salem, North Carolina**

Noël Grady-Smith is passionate about the arts and the impact of mixing quality arts instruction with creative teaching in the classroom. She attended the College of New Rochelle in New York as a performing arts major for two years before receiving a Bachelor of Arts in education from the University of North Carolina at Chapel Hill. She also received a Dance Education Teaching Certification from the University of North Carolina at Greensboro.

Noël owned and operated a dance studio for 13 years in Chapel Hill before becoming an itinerant dance teacher for the Winston-Salem/Forsyth County Schools in 1989. She has been the dance teacher at Mineral Springs Middle School since 1993, and she is lead dance teacher for the Winston-Salem/Forsyth County Schools. In this capacity she serves as a mentor and coordinator for 12 other dance educators, while providing demonstration lessons and staff development in her own school. Noël is the first teacher in the United States to receive National Board Certification while teaching full time as a dance educator. She was named National Dance Educator of the Year by the American Alliance for Health, Physical Education, Recreation, and Dance, and she is a past-president of the Dance Association for North Carolina Educators.

### **Rachael Hoffman-Dachelet, Visual Art Teacher, FAIR School (Fine Arts Integrated Resource School), Crystal, Minnesota**

Rachael Hoffman-Dachelet studied photography, painting, drawing, art history, and creative writing, earning a Bachelor of Arts degree in visual art. Realizing that the best way to merge all these interests was to become a visual art teacher, she returned to college and received a teaching license and eventually a Master of Education in art education. She was renowned early in her teaching career for making her students write as much for visual art as they did in language arts, and for giving vocabulary and history tests while still expecting high-quality art work.

Rachael currently teaches at FAIR School, a fine arts, interdisciplinary, desegregation school near Minneapolis that serves grades 4-8. At FAIR she puts her love of music, her theatrical nature, and her interest in science to good use teaching interdisciplinary visual art classes that find connections among all areas of learning. Rachael had the good fortune to help with the architectural planning committee for FAIR School, which opened in 2000, and she has the coolest art room in the world. When not teaching, Rachael can be found in her garden, reading a book, making art, training in the martial arts, or cooking with her family.

### **Jane Percival, Seventh- and Eighth-Grade Language Arts/Math Teacher, Hilltown Cooperative Charter School, Haydenville, Massachusetts**

Jane Percival has taught for more than 30 years in a variety of settings that include public schools (grades 3-12) and private residential schools (grades 6-12). She has worked primarily with middle-schoolers, the age group with which she began her teaching career and one that she thoroughly enjoys. She has taught in self-contained classrooms, on a four-person instructional team as the language arts and/or science teacher, and in departmental settings as the English teacher or literacy specialist. In 2000, Jane left her position as assistant professor in the Education Department of the University of New Hampshire at Keene to join the Hilltown Cooperative Charter School, a public school in western Massachusetts, where she began the school's middle school program.

Building on students' strengths has always been a focus of Jane's. Therefore, it was inevitable that she would make certain that the arts were integrated into her classroom curriculum, along with the traditional academic subjects for which she was responsible. Early in her career, she found integrating theatre a natural way to help students enter worlds foreign to them and then express their understandings of those worlds. At the Hilltown Cooperative Charter School, Jane plans weekly with her team, including the visual art teacher and music teacher, to integrate the arts consistently into the ongoing program of studies. Jane holds a doctorate degree in education.

# Meet the Teachers, cont'd.

---

## **Mary Lou Schweickert, Band Teacher, Hand Middle School, Columbia, South Carolina**

Mary Lou Schweickert is in her 23rd year as the band teacher at Hand Middle School in Columbia, South Carolina. Under Mary Lou's guidance, the band program at Hand has grown to include well over 200 students each year, and has won the South Carolina Band Directors Association Outstanding Performance Award 12 times.

Mary Lou has been involved in the Arts in Basic Curriculum (ABC) project at Hand since its inception in 1999, including serving as the project director. The goal of the ABC project is to ensure that every child in South Carolina has access to a quality, comprehensive education in the arts, including dance, drama, music, visual art, and creative writing. Mary Lou is an active performer on the trombone, and has been a member of the South Carolina Philharmonic since 1981. She holds bachelor's and master's degrees in music education from the University of South Carolina.

## **Rick Wright, Sixth-Grade Teacher, FAIR School (Fine Arts Integrated Resource School), Crystal, Minnesota**

Rick Wright spent part of his childhood in Europe, where his parents dragged him to art museums. He developed a fascination with the Flemish artists Brueghel, Bosch, and van Eyck. After high school in Bath, Maine, he attended the Minneapolis College of Art and Design, where he received a Bachelor of Fine Arts degree. It was during a junior year abroad in Nepal, while teaching English to the children of Tibetan refugees, that he discovered a love of teaching. He received a Bachelor of Arts degree in elementary education from Augsburg College, and has been a teacher for 13 years. He taught first in inner-city Minneapolis, and now teaches at FAIR School near Minneapolis. There, he continues to integrate his love of art into the academic curriculum of sixth grade.

During vacations, he and his daughter guide kayak trips on Lake Superior, and the whole family sails on their wooden sailboat, *Chrysalis*.