Claude Berkman Elementary Arts Integration Academy

Creating Change
Berkman Demographics

476 Students, PreK–5th Grade

84% Economically Disadvantaged

46% English Language Learners

28% Mobility

One Way Dual Language, Opt In Available
Public Schools of Choice

Round Rock Independent School District
Why Round Rock ISD does Arts Integration?

All students deserve the best, A.I. opens the door to opportunities most of our students do not have. A.I. helps level the playing field for our students who often would not otherwise have access to the arts and or other enriching experiences. A.I. encourages differentiation for students of all levels and needs despite language or learning barriers.

We believe that through Arts Integration we can begin to strategically solve many of the challenges and problems facing our students and community.

Arts integration allows for both teachers and students to tap into their own creativity and voice making learning more personalized and relevant for all those involved.
Why Arts Integration? (What the research says)

★ Engages Community (exhibits, presentations, performances)
★ Engages students in authentic activities.
★ Encourages students as peer teachers.
★ Encourages culturally relevant curriculum.
★ Develops 21st Century skills: Creativity, Problem-Solving, Innovation.
Features of Arts Integration and Dual Language

★ Increases student engagement and motivation.
★ Naturally incorporates many cognitive activities.
★ Improves comprehension and long term retention.
★ Make content more accessible.
★ Builds community and collaborative work skills.
★ Stimulates higher level thinking.
Instructions:
1. Look closely at a small piece of an image.
   a. What do you see or notice?
   b. What might be happening?
2. Reveal more of the image.
   a. What new things do you see?
   b. Now what do you think is happening? What changed?
   c. What new things are you wondering about?
3. Reveal the entire image and repeat the questioning.

Reflect:
- How did seeing the entire image influence your thinking?
- How would your thinking have changed if I had revealed a different section of the image first?

Try it with....
Close reading of art and photographs, scientific slides, check out the Google Arts & Culture website for their zoom in features.
Visual Thinking Strategies

Instructions:
1. Select and show a piece of art.
2. Use three open-ended questions:
   a. What is going on in this picture?
   b. What do you see that makes you say that?
   c. What more can we find?
3. Remember to: Paraphrase comments neutrally, point to the area being discussed, and link/frame student comments.

Reflect:
- Did the student back up the ideas with evidence?
- Is there more than one interpretation?

Try it with....
Works of art, photographs, scientific observations, establishing setting or time period in works of literature or social studies units.
What is Arts Integration Anyway?
Arts Integration is an **Approach to Teaching** in which students construct and demonstrate **Understanding** through an **Art Form**. Students engage in a **Creative Process** which **Connects** an art form and another subject area and **meets** **Evolving Objectives** in both.
Enhanced Art Curriculum: All students have weekly classes in art, music, theater, and dance. (75 (K-5) students have violin instruction 2x a week)

After School Enrichment Program: Over 200 students stay 2 days a week and take classes. Options—Dance, theater, improv, visual arts, cooking, piano, chess etc. (Made Possible with the financial support of the RRISD Innovation Grant)

Partnerships, Training, and Sustainability: Kennedy Center, Creative Action, Paramount Theatre, and the Hideout Theater will help provide ongoing PD and support for all teachers. Art specialists work one day a week to support integration in the classrooms by utilizing creative scheduling. Teachers are invited to utilize AI strategies to enhance the learning experience for their students.
Art

Strings/Music

THEATRE
What We Have Seen So Far

❖ Increased student and parent engagement
❖ Decreases in office referrals and overall negative school behavior
❖ Increases in student achievement data as seen in both state and district test scores.
❖ Improved student attendance.
❖ Increased teacher collaboration
❖ Best teacher retention for the campus in 18 years
❖ Increased community involvement and partnerships
❖ Increased school pride by all.
Inhibitors and Solutions

Inhibitor Responses

Possible Solutions
Back To Back

Instructions:
- Facilitator demonstrates “taking a walk” with a participant.
- Ask participants to “take a walk” until a sound cue is given.
- Participants find the closest person and go back-to-back with that person.
- Facilitator gives discussion direction/topic.
- Sound cue signals facing each other to discuss.
- Repeat process for as many times as strategy is needed.
- Participant shares partner’s information to help solidify understanding and ensure active listening during Back To Back.

Reflect:
Did Back To Back create an active learning environment?
Did participants work with someone new each turn/round?
Did the strategy yield rich discussion that pushed the lesson forward?
Were participants engaged in the discussion and focused on the topic?

Try it with....
Math facts, story elements, spelling words, student reflection on text.
Inhibitors and Solutions

- I don’t have time

- Collaboration Time with Specialist is provided to help maximize how we share this responsibility. *(Schedule)*

- I’m not an “Artist”

- Find something you enjoy about the arts and start there.

- Adding something to the plate

- Arts Integration replaces the plate, it’s incorporated into how you teach and assess students.

- I don’t know how to teach that content.

- You don’t have to teach each other’s content.
Disclaimer

Arts integration is an approach, it is not a curriculum. It’s a methodology you can use when it’s appropriate. Arts integration can be inserted into various curriculum models. It’s not adding something to the already crowded plate, it replaces the plate. It changes how you deliver and assess content.
CREATE A FAIL FORWARD CULTURE

- Lead by example: They are always watching.
- Build a culture of trust
- Encourage risk taking and remember: "Frustration happens right before learning".
- Promote student collaboration
- Value voice: This takes time, but it’s worth it.
Failure Bow

Instructions:
A simple way of celebrating the moments when everything does no go as planned. This is a shift in thinking and the way we react when making a mistake promoting a growth mindset in learners. Failure bows help create a culture of failing forward and recognizing that mistakes can be just as valuable as success in the learning process.

- Participants engage in a game of “Simon Says” or repeating certain tongue twisters where failure is inevitable.
- Once participants make a mistake, instead of being out or excluded, they simply say out loud “I made a mistake” and take a bow like a performer on stage.
- Facilitators and participants can all take part in this strategy and allow it to become a learning ritual and a part of learning culture.

Reflect:
Is making a mistake alright?
Do we all make mistakes?
Can we learn from our mistakes?
How does taking a bow change the way you feel about making a mistake?

Try it with....
Everything you do.