Arts, STEM and Teacher Preparation

2015 California STEM Symposium

Dr. Frederick Uy
California State University, Los Angeles

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Teresa Wu
Los Angeles County Office of Education
TEAL Partnership
Enriching Lives
Los Angeles County Arts Commission
Center for Distance & Online Learning
The California Arts Project
Higher Education
Teacher Preparation Program

School Districts
81 Districts in L.A. County

Classroom Application
TEAL Goals

IHE Teacher Preparation Program

81 School Districts in LA County

TEAL Partnership

Classroom Arts Implementation
TEAL Arts Integration Tools
TEAL Website

- Access to the Most Current Resources & TEAL Partners
- PLC within the Teacher Preparation Program Courses
- Calendar of All TEAL PDs Being Delivered Throughout LA County
- Access to Available & Archived Webinars
TEAL Online Modules

TEAL Module One - Introduction to Arts Integration in the K-6 Classroom

Unit 1: Overview
- Welcome to TEAL!
- Objectives of the TEAL Project
- Objectives of TEAL Module One

Unit 2: "Art Speaks"
- Art Speaks

Unit 3: Why the Arts?
- The Arts in 21st Century Careers and Classrooms
- The Arts in the Classroom
- 10 Lessons the Arts Teach
- Arts Integration and Providing All Students with Access to the Curriculum
- The Inclusive Classroom and Arts Integration
- Additional Resources
Spring 2015 Pilot

Teacher Credentialing Pre-Requisite

Mathematic Pedagogy

Administrator Credentialing

Educational Technology

... And Much More!
Technology Enhanced Arts Learning (TEAL)

EXAMPLES
## Arts Integration Lesson Planning Worksheet

<table>
<thead>
<tr>
<th>Title:</th>
<th>Grade Level:</th>
<th>Date:</th>
<th>Duration:</th>
</tr>
</thead>
</table>

### Part 1 Content and Connections

**POINTS OF CONNECTION BETWEEN SUBJECT AREAS:**
- Skills, processes, common theme or concepts

**What will students experience (see, hear, touch) to introduce them to the art form?**

### STANDARDS

<table>
<thead>
<tr>
<th>CA Visual Arts Standards</th>
<th>CA Common Core State Standards</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Academic Area Standards</th>
<th>ELD Standards</th>
</tr>
</thead>
</table>

### 21ST CENTURY SKILLS

- [ ] Collaboration
- [ ] Communication
- [ ] Creativity
- [ ] Critical thinking

**What will this look like?**

### PRODUCT/OUTCOME

Demonstration of Learning in both Subject Areas

### ASSESSMENT

<table>
<thead>
<tr>
<th>How will the learning be assessed in Visual Arts?</th>
<th>How will the learning be assessed in Academic Area?</th>
</tr>
</thead>
</table>

### Part 2 Lesson Preparation

**PRIOR KNOWLEDGE THAT APPLIES TO THIS LESSON**
- Visual Arts
- Academic Area

**MATERIALS NEEDED**

**KEY VOCABULARY**
- Grade-level appropriate

**PROCESS – LESSON SEQUENCE OVERVIEW**

*Describe briefly the steps you would use to implement this arts integrated lesson*

- Engagement – Entry event
  - Activate Prior Knowledge
  - Application
  - Closure

- Assessment
# Arts Integration Lesson Planning Worksheet

<table>
<thead>
<tr>
<th>ACCOMMODATIONS/DIFFERENTIATION</th>
</tr>
</thead>
</table>

**Part 3 Lesson Reflection**

<table>
<thead>
<tr>
<th>STUDENT REFLECTION</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TEACHER REFLECTION</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>NOTES</th>
</tr>
</thead>
</table>
## Visual Arts Integration Rubric

<table>
<thead>
<tr>
<th>Standards</th>
<th>Processes</th>
<th>Product/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong> Visual Arts Standards: Student work shows a thorough understanding of the visual arts standards</td>
<td>Student demonstrates a high level and frequency of: - critical thinking and problem solving skills</td>
<td>Student demonstrates a thorough understanding of the connections and basis for integration between the arts and academic content</td>
</tr>
<tr>
<td><strong>3</strong> Student work shows a good but incomplete understanding of the visual arts standards</td>
<td>Student demonstrates a moderate level and frequency of: - critical thinking and problem solving skills</td>
<td>Student demonstrates a good but incomplete understanding of the connections and basis for integration between the arts and academic content</td>
</tr>
<tr>
<td><strong>2</strong> Student work shows minimal understanding of the visual arts standards</td>
<td>Student demonstrates a low level and frequency of: - critical thinking and problem solving skills</td>
<td>Student demonstrates minimal understanding of the connections and basis for integration between the arts and academic content</td>
</tr>
<tr>
<td><strong>1</strong> Student work shows a lack of understanding of the visual arts standards</td>
<td>Student does not demonstrate critical thinking and problem solving skills</td>
<td>Student demonstrates no understanding of the connections and basis for integration between the arts and academic content</td>
</tr>
</tbody>
</table>

### Points
Activity Objectives

Students will discuss topics related to group literature works, such as theme, most important events in the story, character analysis, setting, etc., prepare a literature review outline and promotional billboard for a 10 minute presentation to the whole class. As a group, students will examine the artistic characteristics of other groups’ billboards and offer suggestions for improvement. Students will also work on a personal reflection and revise their group’s billboard or create an illustrated book cover.

Students will work collaboratively to:

• Discuss and prepare notes for literary review, which will include a literary synopsis, theme, climatic events in plot development, main character analysis, setting, and any other pertinent aspects of the novel.
• Prepare a digital literature review outline using a Word document or Powerpoint slide.
• Create an illustrated promotional billboard that conveys literary theme, setting, climatic events and/or main character from their group’s literary work applying elements and principles of art
• Present a 10 minute oral report to the whole class using digital literature review outline and illustrated billboard.
• Evaluate and discuss the artistic characteristics of other groups’ billboards and offer suggestions for improvement.
• Produce a personal reflection about the application of principles and elements of visual art in billboards.
• Improve their group’s billboard and create an illustrated book cover based on their group’s literary review and personal written reflection.

Lesson Sequence

Engagement

On the projector, students will be presented the picture of a recent PG-13 motion picture. They will be prompted to share their opinion of what they think that picture communicates through images. Students’ observations will also include their speculations as to the professionals’ decision making process as it relates to layout, colors, balance, lines, props, etc. Students will be expected to substantiate their opinions with visual evidence from the picture and will be encouraged to use the language pertaining to principles and elements of arts in their observations. The engagement activity will conclude with students’ predictions about the motion picture.

Building Knowledge and Skills

Students will be using concepts related to visual arts principles and elements, as featured in the PowerPoint alluded to previously, to describe their opinions and supporting evidence about the motion picture billboard. Students will be practicing the rules involved in active participation during group discussions.

Students will apply knowledge and skills to conduct literary analysis, organize their notes to make presentations in a concise and logical sequence, apply their knowledge and skills to create and edit Word documents and/or PowerPoint slides, and apply visual arts principles to create a billboard that conveys the essence of their literature works through images and functions as a promotional tool.

Application

Students will get together in their literature circles to discuss and make notes about the following prompts:

• Create a general synopsis for your literary work.
• Create a brief analysis of the main character.
• What is the most important climatic point in the development of the story? What is the most critical turning point in the development of events? How would you illustrate those events?
• What props would you use to represent important aspects of the story?
• What is the theme of the story? What evidence is there to support your statement? How would you illustrate the theme of this story?
• How would you use the elements and principles of visual arts to create a promotional billboard for this story?

Students will agree collectively on specific individual jobs to distribute work for this project. Jobs may include: secretary, editor and proofreader, word processor, graphic designer, logistics coordinator, facilitator, illustrator, presenter, etc. Students will be expected to actively participate in the group discussion, provide written feedback for all questions, and each one of them will create an or regional illustration of one of the literary components of the story, such as setting, props, theme, climatic events in plot development, etc.

After the groups’ presentations take place, billboards will be displayed in the classroom walls for students to observe them and offer comments for improvement and/or compliments regarding the application of visual arts elements and principles.
Sample Student Lesson Plan

Student Reflection

Students will compose individual written reflections about the following questions:

- What elements and principles of art did you use to create your billboard?
- How did these elements and principles of visual art influence your group’s final billboard?
- How effectively did you communicate your group’s literature review through images?
- What did you learn from the billboards and presentations from the other groups?
- What improvements do you think you can add to your illustrated billboard?
- What information do you think professional illustrators, graphic designers, or artists consider when creating illustrated artwork?
- What information will you consider next time you work on a similar project?

Students will select one literary component of their literature circle work and create an original book cover illustration or improve their group’s illustrated billboard implementing the elements and principles of visual art, as well as the student feedback generated during whole group discussions.

Assessment Rubric

The assessment rubric will evaluate students’

- Group communication, collaboration and coordination efforts during discussion and overall development of oral presentation
- English Language Arts content knowledge and skill application in the development of literary analysis
- Visual Arts knowledge and application of principles and elements of visual arts evidenced in group billboard
- Visual Arts constructive understanding of elements and principles of visual art demonstrable in individual reflection
- Visual Arts constructive understanding and application of elements and principles of visual art demonstrable in individual recreation of group billboard or creation of original illustrated book cover

Students will be graded on a scale up to 100 points.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication, collaboration and coordination efforts during discussion and overall development of oral presentation</td>
<td>Developing 50 points</td>
</tr>
<tr>
<td></td>
<td>Proficient 15 points</td>
</tr>
<tr>
<td></td>
<td>Exemplary 20 points</td>
</tr>
<tr>
<td>Communication and collaboration and coordination efforts during discussion and overall development of oral presentation</td>
<td>Between 75% and 79%</td>
</tr>
<tr>
<td>Group members demonstrated teamwork and group work rules, focused attention and engagement during discussion and activity</td>
<td>Between 60% and 64%</td>
</tr>
<tr>
<td>Group attempted creative problem-solving approaches and use of critical thinking during discussions and presentation</td>
<td>Between 55% and 59%</td>
</tr>
<tr>
<td>Group attempted creative problem-solving approaches and use of critical thinking during discussions and presentation</td>
<td>Between 45% and 49%</td>
</tr>
<tr>
<td>English Language Arts content knowledge and skill application in the development of group’s literary analysis</td>
<td>Between 75% and 79%</td>
</tr>
<tr>
<td>Oral presentation delivery and written outline are articulate; feature an organized, comprehensive, and logical informational sequence</td>
<td>Between 60% and 64%</td>
</tr>
<tr>
<td>Oral presentation delivery and written outline are articulate; feature an organized, comprehensive, and logical informational sequence</td>
<td>Between 55% and 59%</td>
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<tr>
<td>Visual Arts knowledge and application of principles and elements of visual arts evidenced in group billboard</td>
<td>Between 75% and 79%</td>
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<td>Visual Arts constructive understanding of elements and principles of visual art demonstrable in individual reflection</td>
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<tr>
<td>Visual Arts constructive understanding and application of elements and principles of visual art demonstrable in individual recreation of group billboard or creation of original illustrated book cover</td>
<td>Between 55% and 59%</td>
</tr>
</tbody>
</table>

| Between 85% and 100%                                                |                                                                 |
| Between 75% and 79%                                                |                                                                 |
| Between 60% and 64%                                                |                                                                 |
| Between 55% and 59%                                                |                                                                 |
| Visual Arts knowledge and application of principles and elements of visual arts evidenced in group’s billboard |                                                                 |
| Between 85% and 100%                                                |                                                                 |
| Between 75% and 79%                                                |                                                                 |
| Between 60% and 64%                                                |                                                                 |
| Between 55% and 59%                                                |                                                                 |
| Principles and elements of visual art are clearly identifiable in the group’s promotional billboard |                                                                 |
| Billboard illustrations are congruent with written and oral literary review |                                                                 |
| Billboard illustrations partially convey the information from the written and oral literary review |                                                                 |
| Billboard illustrations do not convey the information from the written and oral literary review |                                                                 |

| Between 85% and 100%                                                |                                                                 |
| Between 75% and 79%                                                |                                                                 |
| Between 60% and 64%                                                |                                                                 |
| Between 55% and 59%                                                |                                                                 |
Questions?
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This project provides exclusive blended access to high quality professional development on the fundamentals of Arts Integration and Education in the classroom, while focusing on the relationships between the Visual and Performing Arts (VAPA) and California State Standards (Common Core). TEAL combines online and in-person interaction, builds confidence and knowledge capacity, and highlights best practices for implementing Arts Integration. Created exclusively for you—the K-6 public school educator in Los Angeles County.

UPCOMING NO-COST SESSIONS

- NOVEMBER 4, 6, 12
- NOVEMBER 18, 19 & DECEMBER 1
- DECEMBER 9, 14, 16
- JANUARY 20, 25, 28

APPLY NOW! cdol.lacoe.edu

The TEAL project is a partnership between the Los Angeles County Arts Commission and the Los Angeles County Office of Education, and is made possible through the generous support of the Los Angeles County Quality and Productivity Commission.
WHAT IS TEAL?
The Technology Enhanced Arts Learning (TEAL) project is a dynamic partnership between the Los Angeles County Arts Commission and the Los Angeles County Office of Education. This project will utilize technology supported lessons, tools, and resources that support blended professional development in arts integration throughout the K-6 curriculum. The project will support pre-service educators.

PURPOSE
The goal of TEAL is to significantly increase the knowledge and skills of K-6 public school educators throughout Los Angeles County in the fundamentals and best practices of arts integration education, while focusing on the relationships between the Visual and Performing Arts Content Standards and the Common Core State Standards. The educators who participate in the TEAL will develop knowledge and skills that will equip them to initiate or improve arts integration in their classrooms and schools.

CONTENT
Online modules will provide content unique to each of the Visual and Performing Arts and supports standards-based education. Best practices for developing arts-based lessons that integrate learning in other subject areas along with teaching methodologies specific to dance, media arts, music, theatre, and visual arts will be provided and modeled.

GO TO: http://cdol.lacoe.edu

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