

**WE Innovative: Arts for Learning**

**POLICY ISSUE/SITUATION**

As part of regular reports to the Board on the District's Four Pillars of Learning, an update on the Investing in Innovation (i3) Arts for Learning Grant is submitted for Board review and discussion.

# Beaverton School District Arts for Learning Lessons Program

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## **Fact Sheet**

**What are the Arts for Learning Lessons?** *A set of instructional lessons that utilize art-integration techniques and learning science to raise student achievement in reading and writing.*

**What is a Unit?** *A classroom teacher-led curriculum that leverages learning through a particular art form and is anchored in at least one well-recognized literary work. Each Unit has several key literacy concepts as its focus.*

**How many hours of instruction are in each Unit?** *9-19. Many teachers dedicate one hour a day for 15 consecutive days to the Unit and, therefore, finish within three weeks. Some teachers choose every other day, depending on other curriculum needs and take six to eight weeks. The units are flexible and can be taught based on the teacher's schedule and classroom needs.*

**What is a Residency?** *A Young Audiences' teaching artist-led curriculum that consists of five, 50-min sessions in the classroom, which is essentially the last five lessons of the Unit. Each residency is designed to strengthen a Unit by supporting key literacy skills and also expanding into new vocabulary and techniques in the art form.*

**What is a Teaching Artist?** *A teaching artist is a practicing professional artist with the complementary skills, curiosities and sensibilities of an educator, who can effectively engage a wide range of people in learning experiences in, through, and about the arts. (Definition by Eric Booth)*

**Who is involved?** *The pilot year of spring 2011 involved 48 lead teachers in 16 schools. The following fall of 2011 incorporated all teachers in grades 3-5 in those 16 participating schools. District-wide implementation will begin in the 2014-15 school year.*

*List of Schools that began in 2010-11:*

- |                    |                    |
|--------------------|--------------------|
| 1. Beaver Acres    | 9. McKinley        |
| 2. Bethany         | 10. Nancy Ryles    |
| 3. Chehalem        | 11. Raleigh Park   |
| 4. Cooper Mountain | 12. Ridgewood      |
| 5. Findley         | 13. Rock Creek     |
| 6. Fir Grove       | 14. Springville    |
| 7. Kinnaman        | 15. Terra Linda    |
| 8. McKay           | 16. William Walker |

**When do the Lessons happen?** *Each grade level has been assigned two Units that are based on appropriate grade level curriculum. Teachers implement one Unit in the fall, beginning as early as September. The second Unit implementation window is January to May, which does include a companion residency.*

**Who are the project partners?** *Development: Young Audiences, Inc. based in New York and University of Washington in Seattle; Implementation: Young Audiences of Oregon & SW Washington based in Portland; Evaluation: WestEd based in San Francisco*

# Beaverton School District Arts for Learning Lessons Program

## Year 3 (2012-13) Progress Report



Young Audiences' Teaching Artist Aaron Nigel Smith keeps the beat at Cooper Mountain

*"There was a tremendous gain in **critical thinking**. My students had to think about how the musical sounds fit together with character analysis. They went to a **deeper level** than they normally get to do during our literacy time. Our teaching artist, Aaron, provided a time for **real collaboration**. He was relentlessly positive and encouraging to kids. We had **100% engagement**."*

—5<sup>th</sup> grade teacher at McKinley Elementary



Jailah and her peers mirroring each other to increase their movement vocabulary at Fir Grove Elementary

*"This is what my kids will remember from their 3rd grade year. It was **experiential**—and something that they were **very proud** of. Of everything I taught them—I think **A4L will stand out** as the one thing that we did together all year."*

—3<sup>rd</sup> grade teacher at Kinnaman Elementary



Young  
Audiences  
Arts for  
Learning

Oregon & SW Washington



### 2012-13 SCHOOL YEAR

**Students:** approx. 5,000  
**Classroom Teachers:** 155  
**Grade Levels:** 3–5  
**Teaching Artists:** 9  
**Schools:** 16

- Beaver Acres
- Bethany
- Chehalem
- Cooper Mountain
- Findley
- Fir Grove
- Kinnaman
- McKay
- McKinley
- Nancy Ryles
- Raleigh Park
- Ridgewood
- Rock Creek
- Springville
- Terra Linda
- William Walker

Beaverton School District's *Arts for Learning (A4L) Lessons Program*  
Investing in Innovation (i3) Development Grant

**Year 3 Executive Summary, 2012-13 School Year**

**Grant Overview**

In the fall of 2010, the Beaverton School District solidified its long-term commitment to arts education after receiving the prestigious Investing in Innovation grant (i3) from the U.S. Department of Education to implement the *Arts for Learning (A4L) Lessons*. Through close partnership with Young Audiences of Oregon & SW Washington to implement *A4L*, students learn crucial literacy skills through a variety of art forms such as dance, theater, music and visual arts. All lessons directly correspond to Oregon Curriculum Standards and the newly released Common Core State Standards and have shown strong preliminary findings of a significant increase in reading and writing skills. This five-year project will serve over 13,000 students in grades three through five, district-wide.

**Summary of Progress & Continued Development**

As per the original grant outline, Year 3 activities included:

- Refinement of Unit materials, including printed Teacher Guides and Student Workbooks
- Positively received classroom teacher professional development and implementation support
- Successful collaboration time for grade-level teams to plan and prepare their arts-integrated Units and Residencies
- Development of an *A4L* website to house the online curriculum for the Beaverton teachers as well as other sites nation-wide (including video of classrooms in action)

**Preliminary Findings**

- *A4L* promoted student engagement during literacy instruction time, according to the majority of classroom teachers
- *A4L* provided effective tools that will change their teaching practice, according to the majority of classroom teachers
- A significant advantage in literacy skills was found for 4<sup>th</sup> grade students who participated in *A4L* compared with those 4<sup>th</sup> grade students who did not

**Looking Ahead**

- Year 4 (2013-14): Professional development and preparation for district-wide implementation along with targeted classroom observations in 4<sup>th</sup> grade to explore the preliminary positive program effects
- Year 5 (2014-15): District-wide adoption of the *A4L Program* in grades 3-5; Rollout of the *A4L* online curriculum
- Year 6 & beyond: Arts education as part of best practices

## Beaverton School District's Arts for Learning Lessons Program: Scope of Units & Residencies

Classroom teachers in grades 3-5 implement one A4L Unit in the fall. The winter/spring includes one A4L Unit plus a Companion Residency with a Young Audiences' Teaching Artist.

| Grade Level Assignment                 | Unit & Title                                         | Primary Literacy Concepts & Skills                                             | Art Form, Specific Art Techniques & Elements                                                                                      | Text Genre & Literary Work(s)                                                                                                                                        | Primary CCSS Addressed                                                                                                                                                                                                                  |
|----------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 <sup>rd</sup> grade<br>Fall          | <b>Character Clues in Action</b>                     | Character perspective, Character traits, Making inferences, Story elements     | <i>Theater</i> : tableau, facial expression, vocal expression, gesture, body shapes, levels, playing space                        | Fiction/Fairytales: <i>The Three Little Pigs</i> ; <i>The True Story of the Three Little Pigs</i> by John Scieszka; <i>Toys Go Out</i> by Emily Jenkins              | Describe characters in a story (traits, motivations or feelings); Compare and contrast two or more characters respond in a story, drawing on specific details in the text.                                                              |
| 3 <sup>rd</sup> grade<br>Winter/Spring | <b>Words in Motion</b><br>+ Artist-in-Residence      | Word meaning, Speaking with expression, Free-verse poetry, Synonyms & antonyms | <i>Dance/Choreography</i> : shape, levels, place, shared space, mirroring, improvisation                                          | Poetry/Free-verse: Ralph Fletcher, Mark Vinz, Georgia Heard, and more                                                                                                | Demonstrate understanding of word relationships and nuances in word meanings; Read poetry orally with accuracy and expression.                                                                                                          |
| 4 <sup>th</sup> grade<br>Fall          | <b>Authors &amp; Actors</b>                          | Narrative writing (Strong leads and endings, Sensory details)                  | <i>Theater</i> : idea-generating and kinesthetically-driven activities                                                            | Personal Narratives: <i>The Wall</i> by Eve Bunting; <i>Knucklehead</i> by Jon Scieszka; <i>Best Friends</i> by Mary Beth Olsen                                      | Write narratives to develop real experiences using effective technique, descriptive details, and clear event sequencing; Use sensory details to convey experiences.                                                                     |
| 4 <sup>th</sup> grade<br>Winter/Spring | <b>Everyday Heroes</b><br>+ Artist-in-Residence      | Synthesizing, Determining importance, Drawing Evidence, Note-taking            | <i>Visual art/Collage</i> : shape, size, line, color, space, emphasis, balance, symbol, texture/implied texture                   | Nonfiction/Biography & Informational Text: <i>Roberto Clemente</i> by Jonah Winter; <i>Romare Bearden: Collage of Memories</i> by Jan Greenberg; Reference Materials | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably; draw evidence from text to support analysis, reflection and research.                                                |
| 5 <sup>th</sup> grade<br>Fall          | <b>Graphic Story Adventures</b>                      | Fiction writing (Sequels), Story elements, Visualization, Author's choice      | <i>Visual art/Graphic Novels</i> : drafting, sketching, line, thought and voice bubbles, embedded text, narrative text, text type | Fiction/Fantasy & Adventure: Newbery-winner <i>My Father's Dragon</i> by Ruth Stiles Gannett; <i>Meanwhile</i> by Jules Feiffer                                      | Use narrative techniques, such as dialogue and description to develop events or show the responses of characters to situations; Analyze how visual and multimedia elements contribute to the meaning or tone of a text (graphic novel). |
| 5 <sup>th</sup> grade<br>Winter/Spring | <b>Planting a Community</b><br>+ Artist-in-Residence | Theme, Annotating text, Making inferences, Text-to-text connections            | <i>Music/Composition</i> : tempo, rhythm, pitch, melody, motif, duration, dynamic, tone color                                     | Fiction: <i>Seedfolks</i> by Paul Fleischman                                                                                                                         | Determine a theme of a story, including how characters respond to challenges; Include multimedia components (sound) in presentations to enhance the development of main ideas or themes.                                                |

### Learning and Life Skills promoted and practiced in Arts for Learning Lessons

▪ Critical & Creative Thinking ▪ Collaboration ▪ Problem Solving ▪ Planning ▪ Presenting ▪ Building Cultural Awareness

### Individual Qualities Nurtured by the Units and Residencies

▪ Confidence ▪ Self Esteem ▪ Initiative ▪ Responsibility ▪ Respect ▪ Flexibility ▪ Love of Learning ▪ Curiosity ▪ Perseverance

***2014-2015 School Timeline***

|                                   |                                                                                                                                                         |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>September 3-5</b>              | Student materials distributed to schools                                                                                                                |
| <b>September 15 (A) or 17 (B)</b> | Unit Training* (4 <sup>th</sup> grade)                                                                                                                  |
| <b>September 18 (A) or 22 (B)</b> | Unit Training* (5 <sup>th</sup> grade)                                                                                                                  |
| <b>September 24 (A) or 25 (B)</b> | Unit Training* (3 <sup>rd</sup> grade)                                                                                                                  |
|                                   | *Full-day fall unit content training for teachers new to A4L. Grade level teams are assigned to either Cohort A or Cohort B (see Cohorts below)         |
| <b>September 29-November 13</b>   | Collaboration meetings for fall units during the 2-day 90-minute Science Release times (facilitated by Allison and/or Rebecca)                          |
| <b>September 22-December 19</b>   | Implementation window for fall unit                                                                                                                     |
| <b>January 7 (A) or 8 (B)</b>     | Unit Training** (4 <sup>th</sup> grade)                                                                                                                 |
| <b>January 9 (A) or 14 (B)</b>    | Unit Training** (3 <sup>rd</sup> grade)                                                                                                                 |
| <b>January 15 (A) or 16 (B)</b>   | Unit Training** (5 <sup>th</sup> grade)                                                                                                                 |
|                                   | **Half-day spring unit content training for all teachers (see Cohorts below)                                                                            |
| <b>January 20-March 6</b>         | Collaboration and residency planning meetings for spring units during the 2-day 90-minute Science Release times (facilitated by Allison and/or Rebecca) |
| <b>January 12-May 29</b>          | Implementation window for spring unit                                                                                                                   |
| <b>February 3-June 5</b>          | Companion Residencies, scheduled by each team                                                                                                           |
| <b>May 14-June 5</b>              | Collaboration meetings for fall units during the 1-day 90-minute Science Release times (facilitated by Allison and/or Rebecca)                          |

| <b>Cohort A</b>  | <b>Cohort B</b> |
|------------------|-----------------|
| Aloha-Huber Park | Bonny Slope     |
| Barnes           | Elmonica        |
| Cedar Mill       | Hazeldale       |
| Errol Hassell    | Hiteon          |
| Greenway         | Montclair       |
| Jacob Wismer     | Raleigh Hills   |
| Oak Hills        | Scholls Heights |
| Sexton Mountain  | West TV         |
|                  | Vose            |