



Arts Impact 2021-2022
Creative Impact
Arts infused Mentorship Report
www.arts-impact.org

Overview

The **2021 Creative Impact Summer Institutes** provided culturally grounded training in Arts Infusion and Social Studies for early learning and elementary teachers. The goals of this collaborative learning project are to empower educators as confident leaders in standards-based art lessons as well as standards-based core curriculum lessons which the art curriculum it is infused with, and to increase equity and access to quality arts instruction infused within the core curriculum. Arts Impact works to enable teachers to teach and infuse the arts so each child can discover their strengths and thrive. When we do this systemically with a racial equity lens, we eliminate opportunity gaps, and every child can achieve at the highest levels.



35 educators from 16 elementary schools in the Bremerton, Kent, Prosser, Seattle, Sequim, and Tacoma School Districts and the Multi-Cultural Child and Family Hope Center attended 2 separate 5-day Institutes. 16 educators attended in-person at the Dumas Bay Centre in Federal Way, August 9-13. 19 educators attended virtually on Zoom, August 16-20.



“Hannah started the mentorship with some anxiety and concern that she wasn’t going to be very competent in teaching theater. She actually did very well and really pushed through her insecurity to demonstrate a solid understanding of statues, tableaux, and activated tableaux.” Dave Quicksall, Artist Mentor

“The greatest challenge was the low reading ability of several of my students... These students were so

excited to express themselves in this format [theater] because reading and writing is difficult. I LOVED THEIR STATUES AND THE SMILES!!!! Thank you for bringing some joy back into teaching.” Kathy Collier, Whitman Elementary 3rd Grade Teacher.

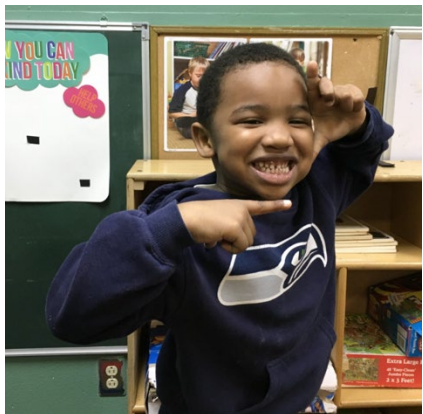
“Weeks after our dance lesson my students still recall the concepts we talked about, and they were very proud of the dance that they created together.” Breanna Haynes, Stafford Elementary 3rd Grade Teacher.

“In the future I want to incorporate more dance and movement into my lessons. The majority of the students said that this helped with their understanding of lines and angles.” Sierra Skibowski, Sheridan Elementary 4th Grade Teacher.

2021-22 Mentorships

Following the Summer Institutes, 31 out of the 35 teachers who participated in the Summer Institutes received Classroom Mentorships with a Dance, Theater or Visual Arts Artist Mentor throughout the 2021-22 school year. The 4 teachers who did not receive a mentorship was due to 2 of the teachers taking a professional leave of absence from teaching, and the other 2 teachers opted out due to personal and professional overwhelm. During these 9-hour mentorships, teachers chose a Summer Institute lesson for their Artist Mentor to model teach and co-teach in their classrooms, then developed and taught an independent arts-infused lesson with support from their Artist Mentor. These lessons were reviewed and edited by an **Arts Impact** arts-infused curriculum specialist. Lessons written by teachers with their mentors infused the arts (including Media Arts) with math, ELA, literacy, science, social studies, history, physical education, SEL and foundation lessons with preschool teachers.

650 students received arts instruction through the mentorship program throughout the school year. Most Mentorships were conducted in person this year, as students and teachers returned to classrooms as the COVID pandemic declined. However, pandemic stress continued to impact both teachers and students. Three teachers initially scheduled with mentorships, were unable to fully complete the assessment meeting due to various factors, and students were clearly still impacted by remote learning challenges, even once they returned to the classroom. Each Mentorship concluded with Artist Mentor and teacher meeting time dedicated to assessing student learning and reflecting on challenges, successes, and changes for teaching the lesson in the future.



Student Engagement

Students explored and connected with new approaches to academic content through arts infusion. During each mentorship, students responded to clear modeled expectations, made artistic choices, experienced emotional and intellectual safety in taking creative risks, worked independently and/or collaboratively, discovered new and diverse ways of learning, shared their learning with class, school, home and/or community audiences, and made authentic real-world connections. Their artistic responses also helped them develop and support a rich academic vocabulary.

Arts Infusion

The Arts Impact model of arts infusion addresses WA State K-12 Arts Standards, as well as relevant ELA, math, science, social studies standards, and social emotional benchmarks through dance, theater, visual arts, and media arts. Arts infused learning offers multiple viewpoints and



examples, and complementary ways of understanding shared concepts across artistic and academic disciplines. The Arts Impact model also incorporates social emotional learning (SEL) and the vital 21st century skills of creative and critical thinking, collaboration, communication, growth mindset and perseverance. The lesson writing collaboration between teachers and Artist Mentors produced new, innovative lessons that explored concepts or practices that the arts share with other content areas. Teachers developed lessons specifically tailored to their own students, classroom, and learning needs.

The mentorships at each school are detailed in the next section. Teacher, grade level, teacher-designed lesson title and description, enduring understanding, student art examples, and Artist Mentor and/or teacher comments are included.

Assessment of Student and Teacher Learning

Arts Impact assesses student learning with performance-based assessments (PBAs), rubrics, and self and peer reflection. Evidence is collected via checklists, photos, and video. Artist Mentors and teachers review and assess student work together to determine the success of the lesson for individual students, the class, and to inform next instructional steps.

In addition to PBAs, Arts Impact measures teacher growth in teaching and infusing the arts with a 4-point rubric, called the Autonomy Rubric for Teaching (ART). The ART rates teacher skills in planning, teaching, and assessing the arts.

Ratings of 3 or 4 correlate with Proficient and Distinguished levels on WA State teacher evaluation frameworks. The target is for 80% of teachers to demonstrate each item on the ART at a level of 3 or 4. 86.4% of 2021-22 teachers achieved this goal in all areas (page 37). (Beverly, need help verifying this)

Assessments of teacher and student learning are reviewed, analyzed for trends, and used to adjust program implementation. Arts Impact reports student assessment data back to participating schools, teachers, and funders. In 2021-22, students achieved an average of 96.8% on performance-based assessments (PBAs) of arts infused learning, which exceeds Arts Impact's benchmark of 80% success. Both Artist Mentors and teachers rated the work of the students, with ratings matching 99% of the time. This suggests that learning targets and assessment criteria were clearly written and that teachers understand how to accurately assess the concepts and skills in the arts infused lessons. Please see attached data spread sheet on page 36.



Arts Leadership Collective

In the 2021-22 school year Arts Impact expanded our Arts Leadership Collective (ALC) model, a collaborative leadership team composed of community leaders, Arts Impact staff and Artist Mentors. The purpose of the ALC is to guide the development of the Creative Impact program to close education gaps through systemic arts infused pathways to learning all subjects. The ALC also functions as a professional learning community, examining and exploring best practices in arts infused instruction to better serve our kids. Representatives from Tacoma Public School District, principals from participating schools, participating educators and artists, and several community members attended meetings throughout the year.

Multicultural Child and Family Hope Center (MCFHC) Art, Culture & Storybook Nights

Arts Impact co-facilitated and hosted three virtual Art, Culture and Storybook Hour nights for MCFHC children, families, and staff. Each night featured a book, followed by an art project (visual arts, dance, and theater). Every child received a book, art kit with enough supplies for their whole family and arts-infused lesson specifically written to accompany each book's theme and for parents/guardians to reteach and/or expand the lesson.



Visual Arts Infused Storybook and SEL Lesson

(Older Toddler to Preschool)

Featured Book: *Hair Love* by Matthew A. Cherry

Featured Teaching Artist: Eric Salisbury

Enduring Understanding:

Our hair is an expression of who we are. Hairstyles, hats, and crowns are different ways we express ourselves.

Lesson Description (Use for family reteaching and/or expanding lesson)

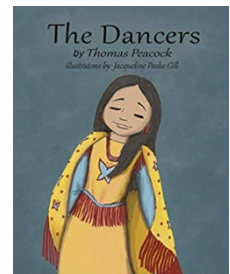
Students will participate in an interactive reading experience of the book *Hair Love* by Matthew A. Cherry. After hearing the story, teachers and students will use the story as a guide to explore different ways to express their creativity and unique style for different occasions. Teacher will guide students in creating and decorating crowns to reflect personal style for an occasion special to each student.

Dance Infused Storybook and SEL Lesson (Older Toddler to Preschool)

Featured Book: ***The Dancers* by Thomas Peacock (Anishinaabe Ojibwe)**

Note: Mr. Peacock volunteered his time to read his book to the children and personally autographed each book for every child who participated.

Featured Teaching Artist: LoVina Louie (Coeur D'Alene)



Enduring Understanding:

You can dance with your heart and your body as a prayer for people who need help.

Lesson Description (Use for family reteaching and/or expanding lesson)

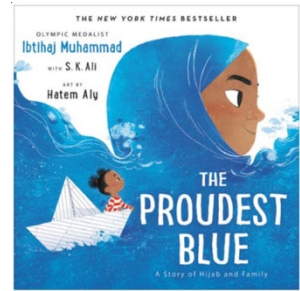
Students will participate in an interactive reading experience of the book *The Dancers* by Thomas Peacock (Anishinaabe Ojibwe). Children will learn to feel their own heartbeat and express emotions through movement.

Students will learn some pow-wow dance movements and practice dancing with a shawl. Then students will create a dance to honor a family member.

Theater Infused Storybook and SEL Lesson (Older Toddler to Kindergarten)

Featured Book: *The Proudest Blue* by Ibtihaj Muhammad

Featured Teaching Artist: Olisa Enrico-Johnson



Enduring Understanding:

Change and choice can generate feelings. Understanding feelings helps us self-regulate our emotions, actions, and responses.

Lesson Description (Use for family reteaching and/or expanding lesson)

Students will participate in an interactive reading experience of the book *The Proudest Blue* by Ibtihaj Muhammad. Using a scarf/piece of cloth students will engage in movements that express basic feelings of safety, pride, and comfort. Students will play games and sing simple call and response songs to practice naming emotions and recognizing feelings of pride in themselves and their cultures.

2021-22 MENTORSHIPS BY SCHOOL



MULTI-CULTURAL CHILD AND FAMILY HOPE CENTER (MCFHC), TACOMA SCHOOL DISTRICT

Theater with Teaching Artist Mentor Dave Quicksall

Teacher: Gia Hall

11 Students Served throughout In-Person Mentorship

Lesson Title: *Adventure of the Pond*

Theater and English Language Arts Infused Lesson (Preschool, 3-5 years old)

Enduring Understanding:

The understanding of story elements (setting, characters, and actions) can be developed through recalling and acting them out.

Lesson Description: Students will have the story *In the Small, Small Pond* by Denise Fleming, read to them and students will recall the characters and action of the book and students will act out the different actions of the book.

Student Assessment Overview

Disciplines	ELA	ELA	ELA/THEATER	Total 3
Concept	Story Elements	Characters	Action	
Criteria	Recalls the setting and action from a read aloud book.	Uses the illustrations to name the different animals that appear in the book.	Uses body movement and gesture to perform different verbs.	
Total	11/11	11/11	11/11	33/33
Percentage	100%	100%	100%	100%

“Gia did a wonderful job of leading a very kinesthetic group of preschoolers in a read aloud and response situation. All of the students were able to recall story elements either verbally or physically—many were able to respond both ways. Gia was great at giving the children the time and space to respond to her prompts and questions. Great lesson.” Dave Quicksall, Theater Artist Mentor.

GLENRIDGE ELEMENTARY SCHOOL, KENT SCHOOL DISTRICT (Title 1 School)

Theater with Teaching Artist Mentor Dave Quicksall

Teacher: Hannah Bauer

25 Students Served throughout in-Person Mentorship

Lesson Title: ***My Year in Tableaux***

Theater and SEL Infused Lesson (Grade: 4th)

Enduring Understanding:

Using activated tableaux can build understanding of how one’s emotions, and the emotions of peers, change throughout the school year.

Lesson Description: Students will learn about tableaux and the emotions they can convey through their physical actions. Next, students will explore adding vocal choices to make ‘activated tableaux’ while collaborating with peers to create 3 tableaux to express the beginning, middle, and end of their school year.

Student Assessment Overview

Disciplines	THEATER	THEATER	THEATER/SEL	THEATER/SEL	Total
Concept	Tableau	Statuses	Physical Expression	Vocal Expression	4
Criteria	Makes statues with a group to express concepts and ideas	Creates 3 statues representing the beginning, middle, and the present of the current school year.	Uses body shape, facial expression, and gesture choices to communicate what they are feeling and what they are doing	Uses pitch, volume, tempo to articulate emotions.	
Total	22/22	22/22	22/22	22/22	88/88
Percentage	100%	100%	100%	100%	100%

“The strongest connections were the student’s reflections on how their feelings have changed over the school year and how we are as a class right now. Several students made comments/reflected upon how scary the beginning of the year was and how different things are now. They also realized that we as a class have become somewhat emotional and we don’t always express these emotions in healthy ways (fighting, etc.). This was a great time to ask questions and reflect on how we want to see ourselves at the end of the school year going forward.” Hannah Bauer, Glenridge Elementary 4th Grade Teacher.



VIEW RIDGE ARTS ACADEMY, BREMERTON SCHOOL DISTRICT (Title 1 School)

Theater with Teaching Artist Mentor Dave Quicksall

Teacher: Jennifer Saurer

26 Students Served throughout In-Person Mentorship

Lesson Title: ***Recognizing Different Perspectives***

Theater and ELA/SEL Infused Lesson (Grade: 4th)

Enduring Understanding:

Recognizing the different perspectives in a situation can help build empathy for others.



Lesson Description: Students will use literature and real-life scenarios to examine how two different perspectives can exist within a given situation. Students will use statues to portray different perspectives. Students will work in groups to create tableaux of differing perspectives within a written story and real-life situations. Students will present their tableaux to the class.

Student Assessment Overview

Disciplines	THEATER	ELA	THEATER	Total 3
Concept	Statues	Summarizing	Tableau	
Criteria	Alters physical choices (posture, gesture, and facial expression) to portray alternative viewpoints of the different characters.	Writes one sentence explaining the viewpoint for each character.	Use gesture, posture, and facial expressions to portray the alternative viewpoints.	
Total	24/24	22/22	22/22	68/72
Percentage	100%	100%	100%	94%

“Students were able to show different perspectives and come up with emotions/actions for the perspectives.” What were the strongest connections between arts discipline and subject area? “The perspective tableaux for both ELA and SEL.” Jennifer Saurer, View Ridge Arts Academy 4th Grade Teacher.

WHITMAN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Theater with Teaching Artist Mentor Dave Quicksall

Teacher: Madeline Trotter

14 Students Served throughout In-Person Mentorship

Lesson Title: ***How Do We Solve Conflict through Problem Solving?***

Theater, Media Arts and SEL Infused Lesson (Grade: Kindergarten)

Enduring Understanding:

Acting out scenes with conflict between peers and their possible solutions can build confidence in problem solving strategies.

Lesson Description: With adult guidance, students will come up with conflict/problem situations they encounter in school and brainstorm solutions. In the first session, students will act out the conflict scenes and be videotaped. In session two, students will brainstorm and act out the solutions to the conflicts, again being videotaped. In conclusion, the students will be able to view the conflict/problem and solution videos in sequence.

Student Assessment Overview

Disciplines	THEATER	THEATER/SEL	THEATER/SEL	Total 3
Concept	Feelings	Conflict/Problem	Resolution	
Criteria	Uses body, facial expression, gesture, and vocal choices to present a specific emotional state.	Develops and performs a short scene with a partner that demonstrates characters in conflict/problem.	Performs a scene with a partner that demonstrates characters resolving their conflict/ problem.	
Total	11/11	11/11	11/11	33/33
Percentage	100%	100%	100%	100%

What was effective in the lesson? Why? “Having the experience of roll-playing the solutions of conflicts they have in school.” What were the strongest connections between arts discipline and subject area? “The fact that they are roll-playing, not just being told, how to solve conflict.” Madeline Trotter, Whitman Elementary Kindergarten Teacher.

CROWN HILL ELEMENTARY, BREMERTON SCHOOL DISTRICT (Title 1 School)

Theater with Teaching Artist Mentor Dave Quicksall

Teacher: Leah Witherel

21 Students Served throughout In-Person Mentorship

Lesson Title: ***Miming the Weather***

Theater and Science Infused Lesson (Grade: 2nd)

Enduring Understanding:

How weather and different environments affect us can be effectively communicated through pantomime.



Lesson Description: Students will demonstrate their knowledge of verbs, animals, weather, and environments through the use of pantomime. Students will communicate their understanding by acting out different weather-related scenarios, animal behaviors, and environmental conditions.

Student Assessment Overview

Disciplines	THEATER	THEATER	THEATER/SCIENCE	Total 3
Concept	Pantomime	Pantomime	Pantomime	
Criteria	Uses pantomime to demonstrate the attributes of a specific action.	Uses pantomime to demonstrate an array of actions particular to a given scenario.	Uses specific behaviors and actions, without using words, to communicate ideas to an audience.	
Total	16/16	16/16	16/16	48/48
Percentage	100%	100%	100%	100%

“The students were able to learn how to pantomime and to practice this concept in a safe environment with other students. They used pantomime for a variety of activities, and it

connected to the reading text we were using at the time.” Leah Witherell, Crownhill Elementary 2nd Grade Teacher.

WHITMAN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Theater with Teaching Artist Mentor Dave Quicksall

Teacher: Kathy Collier 21 Students Served throughout In-Person Mentorship

Lesson Title: **“Making A Difference” with Statues**

Theater and ELA/Social Studies Infused Lesson (Grade: 3rd)

Enduring Understanding:

By creating and performing statues of an historical person, one may personally connect to the life and experience of that person.

Lesson Description: Students will follow up their “Making A Difference” research project with creating statues of their subject. Using gesture, posture, and facial expression, students will develop and perform statues that represent at least three different events from that person’s life.

Student Assessment Overview

Disciplines	ELA	ELA/THEATER	THEATER/SOCIAL STUDIES	Total
Concept	Biography	Statues	Statues	
Criteria	Creates a written timeline in their “Making A Difference” folder.	Uses gesture, posture, and body shape to perform a verb.	Uses gesture, posture, and body shape to show 3 moments in time in the life of a person from history.	3
Total	20/21	21/21	21/21	62/63
Percentage	95%	100%	100%	98%

“[Another option we used teaching this lesson was that] We removed facial expressions and replaced with body shape and props.... By using theater, students will remember the historical figure as supposed to some boring, dry academic activity.” Kathy Collier, Whitman Elementary 3rd Grade Teacher.

GRANT CENTER FOR THE EXPRESSIVE ARTS, TACOMA SCHOOL DISTRICT

Theater and Media Arts with Teaching Artist Mentors Dave Quicksall and Michael Maine

Teacher: Erin Sand 16 Students Served throughout In-Person Mentorship

Lesson Title: **Sight Words in 3D**

Theater and ELA/SEL Infused Lesson (Grade: 1st)

Enduring Understanding:

One can better understand the function of words within a sentence by acting them out and sharing them with others through video production.

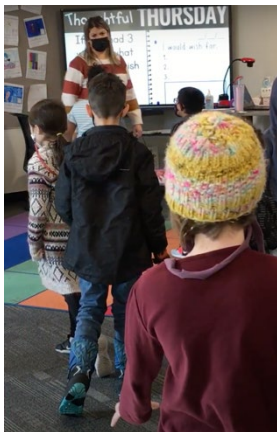
Lesson Description: Students will use gesture and pantomime to act out sentences that contain a specific article of speech. By emphasizing the article, students will become more fluent in the usage of specific, undefined words that present challenges in both reading and

comprehension. Through the use of video production and green screen technology, students will create and edit their own clip of their performance with added graphics and images.

Student Assessment Overview

Disciplines	THEATER	ELA	MEDIA ARTS	THEATER/ MEDIA ARTS	Total 4
Concept	Pantomime	Articles	Video Production	Acting for the Camera	
Criteria	Uses hands, body, and facial expressions to communicate specific words and actions.	Writes a sentence properly using an article.	Selects specific images for use in the making of a short film utilizing a green screen.	Performs a sentence while being videoed.	
Total	16/16	16/16	16/16	16/16	
Percentage	100%	100%	100%	100%	100%

“Students were very engaged with the entire process. Erin Sand did a lot of preparation work to ensure students were able to fully participate.” Dave Quicksall, Theater Artist Mentor.



GRANT CENTER FOR THE EXPRESSIVE ARTS, TACOMA SCHOOL DISTRICT

Theater and Media Arts with Teaching Artist Mentors

Dave Quicksall and Michael Maine

Teacher: Kaylin Gasparach

16 Students Served throughout In-Person Mentorship

Lesson Title: ***Emotional Zones and Self-Regulation***

Theater/Media Arts and SEL Infused Lesson (Grade: 1st)

Enduring Understanding:

Increasing awareness of one’s emotional state is a life skill.

Lesson Description: Students will use the Zones of Regulation to explore a number of emotional states using statues and tableau. Students will take photographs of classroom peers demonstrating quadrants of the zones of regulation. Students will explore self-regulating techniques through statue and tableau.

Student Assessment Overview

Disciplines	THEATER	ELA	THEATER	Total 3
Concept	Statues	Summarizing	Tableau	
Criteria	Uses gesture, facial expressions, posture, and actions to show an emotion.	Works with a group to create a representation of the various emotions within a “zone.”	Uses pantomime to demonstrate the actions of self-regulation.	
Total	15/15	15/15	14/14	
Percentage	100%	100%	100%	98%

“Students acting out their emotions independently first because they were able to pretend and express themselves. Working in small groups in a team to help foster additional ideas and give a cushion of not having to be alone in front of the class allowed for students to give more expression.” Dave Quicksall, Theater Artist Mentor.

**GRANT CENTER FOR THE EXPRESSIVE ARTS,
TACOMA SCHOOL DISTRICT**

**Theater and Media Arts with Teaching Artist Mentors
Dave Quicksall and Michael Maine**

Teacher: Sue Grote

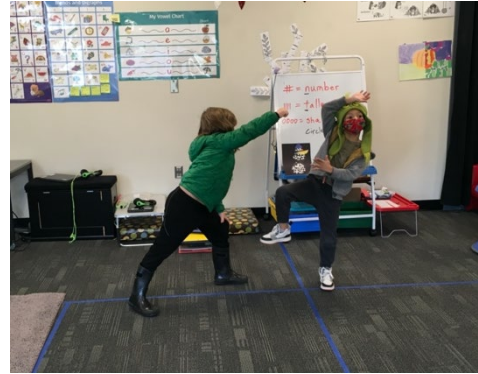
17 Students Served throughout In-Person Mentorship

Lesson Title: ***Creating the Sincere Apology***

Theater/Media Arts and SEL Infused Lesson (Grade: 1st)

Enduring Understanding:

Showing empathy for a person with hurt feelings can be communicated through a sincere apology.



Lesson Description: Students will practice kind greetings with a partner. They will explore different situations where one may have their feelings hurt. As a class, students will create an instructional video on how to deliver a sincere apology.

Student Assessment Overview

Disciplines	THEATER	ELA	THEATER	Total 3
Concept	Statues	Summarizing	Tableau	
Criteria	Uses eye contact, body language and gesture to communicate a welcoming connection.	Uses gesture, posture, and facial expression to communicate actions and feelings in a frozen picture.	Creates an instructional video to communicate how to effectively say, “I’m sorry.”	
Total	16/16	16/16	16/16	48/48
Percentage	100%	100%	100%	100%

“Students were willing to try. There was a sincere trust in the room. Students showed that they felt comfortable to get up in front of each other.” What were the strongest connections between arts discipline and subject area? “Having your voice be heard. Facing each other, eyes on the speaker and improvisational skills.” Sue Grote, Grant CEA 1st Grade Teacher.

SHERIDAN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Dance with Teaching Artist Mentor Jo Petroff

Teacher: Dora Kemp

22 Students Served throughout In-Person Mentorship

Lesson Title: ***Patterns are Everywhere***

Dance and Math Infused Lesson (Grade: Kindergarten)

Enduring Understanding:

We see patterns everywhere and we can show patterns through movements.

Lesson Description: With drums they have created, students play and then clap the cha cha rhythm in an AB pattern. They dance to the cha cha rhythm, alternating self-space and general space in an AB pattern.

Student Assessment Overview

Disciplines	DANCE & MATH		Total 2
Concept	Rhythmic Pattern	Dance Pattern	
Criteria	Plays specific rhythms on the drum and with clapping and alternates them in AB pattern.	Moves in AB patterns by alternating dancing in self-space and general space.	
Total	16/20	20/20	36/40
Percentage	80%	100%	90%

“I used [arts infused teaching] to support my math lesson in patterns. Students have the opportunity to see pattern everywhere even in dancing.... [I used the arts to foster a place of learning while building community by] parents and students came together and brought materials to build percussion instruments for the lesson.” Dora Kemp, Sheridan Elementary Kindergarten Teacher.



SHERIDAN ELEMENTARY, TACOMA SCHOOL

DISTRICT (Title 1 School)

Dance with Teaching Artist Mentor Jo Petroff

Teacher: Stacie Bullinger

24 Students Served throughout

In-Person Mentorship

Lesson Title: ***Dance of the Walrus Song***

Dance and Science Infused Lesson (Grade: 1st)

Enduring Understanding:

Students can use their bodies to create movements that imitate behaviors of animals. This in turn helps them understand how animals survive and meet their needs.

Lesson Description: Students explore the dance concepts of self and general space and shape. They use the dance concepts to dance the actions of the walrus in the story *Walrus Song*. Through movement and music, they retell the story.

Student Assessment Overview

Disciplines	DANCE	DANCE & SCIENCE	DANCE & SCIENCE	Total 3
Concept	Space & Shape	Actions	Choreography	
Criteria	Dances using 1. Non-locomotor movements (one spot) 2. Locomotor movements through the room/space. 3. Shapes.	Creates actions that demonstrate walrus behaviors.	Sequences the story and performs choreographed movements at the designated time.	
Total	19/19	19/19	19/19	57/57
Percentage	100%	100%	100%	100%

“Students were very engaged in the story learning about walrus and using dance/movement to show the story.” Stacie Bullinger, Sheridan Elementary 1st Grade Teacher.

SHERIDAN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Dance with Teaching Artist Mentor Jo Petroff

Teacher: Sierra Skibowski

25 Students Served throughout In-Person Mentorship

Lesson Title: **Angles and Lines**

Dance and Math Infused Lesson (Grade: 4th)

Enduring Understanding:

There are angles in our daily lives outside of math. Our bodies show other ways to identify types of angles.

Lesson Description: In this dance and math lesson, students identify types of angles and parallel and perpendicular lines in the world around them. They use their bodies to dance acute, obtuse, and right angles. They use their bodies to dance parallel and perpendicular lines. They create their own dances that show angles and lines.



Student Assessment Overview

Disciplines	DANCE & MATH	DANCE & MATH	DANCE & MATH	Total 3
Concept	Angles	Parallel and Perpendicular Lines	Choreography	
Criteria	Creates multiple acute, obtuse, straight, and right angles with various parts of their bodies.	Creates multiple parallel and perpendicular lines with various parts of their bodies.	Creates choreography that includes a movement for each angle and line.	
Total	18/18	18/18	18/18	54/54
Percentage	100%	100%	100%	100%

“The progression of the lesson was successful because of the scaffolding and giving students an opportunity to learn and get ideas from each other. Students did great job working together and trying ideas. They all put in good effort and seemed to understand the different types of angles.” Sierra Skibowski, Sheridan Elementary 4th Grade Teacher.

FRANKLIN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Dance with Teaching Artist Mentor Jo Petroff

Teacher: Aquilla Jackson

20 Students Served throughout In-Person Mentorship

Lesson Title: **Salmon Dance**

Dance and Social Studies Infused Lesson (Grade: 3rd)





Enduring Understanding:

By creating a dance honoring the salmon and based on stories that have been passed down through generations we can express our understanding of the traditions and culture of the First Peoples of the Pacific Northwest.

Lesson Description: Students select action phrases from “Salmon Boy.” As a whole class and in groups, they create dance movements to illustrate the action phrases. The story is retold in both words and movement.

Student Assessment Overview

Disciplines	SOCIAL STUDIES	DANCE & SOCIAL STUDIES	DANCE & SOCIAL STUDIES	Total
Concept	Action Phrases	Choreography	Performance	3
Criteria	Circles 3 action phrases in the text with pencil.	As a triad, creates 3-action phrases sequenced together to be repeated 3 times.	Sequences the entire story with their group performing its part at the designated time.	
Total	18/19	19/19	19/19	56/57
Percentage	95%	100%	100%	98%

What was most engaging for you and your students through this mentorship? “Working and learning in collaboration with our mentor teacher, Jo Petroff.” Aquilla Jackson, Franklin Elementary 3rd Grade Teacher.

FRANKLIN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Dance with Teaching Artist Mentor Jo Petroff

Teacher: Susan Isaacs

20 Students Served throughout In-Person Mentorship

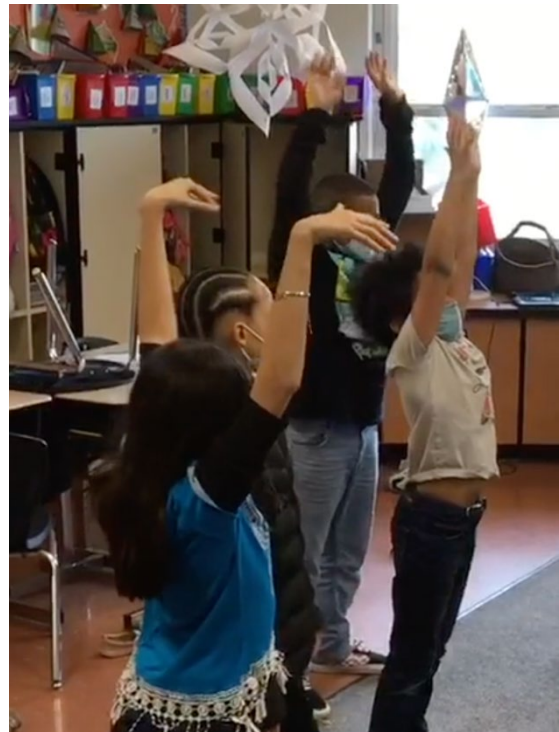
Lesson Title: **Franklin Pledge**

Dance and Social Studies Infused Lesson (Grade: 4th & 5th)

Enduring Understanding:

Students can build community by appreciating each other’s differences and similarities as demonstrated through movement choices and choreography.

Lesson Description: Students transform the words from the Panther Pledge into movement (respectful, responsible, caring, safe, learners, and panthers). They work as individuals, small groups, and the whole class to create a Panther Pledge Dance.



Student Assessment Overview

Disciplines	DANCE & SOCIAL STUDIES	DANCE & SOCIAL STUDIES	Total 2
Concept	Choreography	Performance	
Criteria	Choreographs a 4-count movement to one of the following words: respectful, responsible, caring, safe, learners, and panthers.	Sequences choreographed movement phrases that illustrate the pledge while keeping rhythm and beat.	
Total	13/13	12/13	25/26
Percentage	100%	92%	96%

“My students were moving more inside the classroom and working as a group which is an important skill to develop.” Susan Isaacs, Franklin Elementary 4th and 5th Grade Teacher.

STAFFORD ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Dance with Teaching Artist Mentors Jo Petroff and Luna Garcia



Teacher: Breanna Haynes

24 Students Served throughout In-Person Mentorship

Lesson Title: **Orca Behavior Dance**

Dance and Science Infused Lesson (Grade: 3rd)

Enduring Understanding:

Students can understand orca behaviors by representing them with movement.

Lesson Description: Students will learn the different behaviors that orcas may display and create a dance about their specific behaviors.

Student Assessment Overview

Disciplines	DANCE & SCIENCE	DANCE & SCIENCE	DANCE & SCIENCE	DANCE	Total 4
Concept	Orca Behaviors	Resting & Traveling	Choreography	Performance	
Criteria	Each group choreographs an 8-count dance phrase that represents one specific orca behavior (breaching, spyhopping, pectoral slapping, kelping, foraging, tail slap) to teach the class.	As a class, collaborates to choreograph a dance phrase to represent resting and traveling orca behaviors.	As a class, collaborates to choreograph a dance structure to go with Eric Chappelle’s “Whales.”	Performs their choreographed dance accompanied by Eric Chappelle’s “Whales.”	
Total	18/18	18/18	18/18	18/18	72/72
Percentage	100%	100%	100%	100%	100%

What were the strongest connections between arts discipline and subject area? “We couldn’t have done one without the other- the students made connections between the orca movements and their purpose and showed them through the movements that they chose.” Breanna Haynes, Stafford Elementary 3rd Grade Teacher.

STAFFORD ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)



Dance with Teaching Artist Mentors Jo Petroff and Luna Garcia

Teacher: Matt Wood

22 Students Served throughout In-Person Mentorship

Lesson Title: ***Los Machetes***

Dance and Physical Education Infused Lesson (Grade: 2nd)

Enduring Understanding:

By learning a traditional dance, students will learn about a culture and will gain a better understanding of the history, geography, and traditions within their world.

Lesson Description: Students learn the three components of Los Machetes, a traditional Mexican folk dance. Then they put the parts together and they dance the whole dance.

Student Assessment Overview

Disciplines	DANCE & PE	DANCE & PE	DANCE & PE	DANCE & PE	Total 4
Concept	Zapateado	Vuelta	Machete combinations	Los Machetes	
Criteria	Dances 3 steps footwork: self-space (in one spot) and/or general space (traveling).	Performs a turn sequence: Turn (3x), 3-Step footwork (1x).	Learns/practices Machete combinations: taps high (above head) and under legs (alternating).	Combines the 3 components of Los Machetes and performs the dance.	
Total	20/20	19/20	20/20	20/20	79/80
Percentage	100%	95%	100%	100%	99%

STAFFORD ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Dance with Teaching Artist Mentors Jo Petroff and Luna Garcia

Teacher: Sherie Kalista

26 Students Served throughout In-Person Mentorship

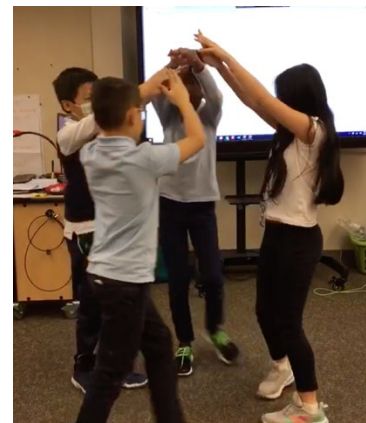
Lesson Title: ***Dancing the History of Washington State***

Dance and History Infused Lesson (Grade: 4th)

Enduring Understanding:

Movement can express and share understanding of the history of Washington.

Lesson Description: Students use movement to represent the history of Washington State. As a class, they choreograph two events of the Western Expansion. Groups choreograph sections that represent other aspects of



the state’s history. Finally, they put all the sections together in a dance of the history of Washington State.

Student Assessment Overview

Disciplines	DANCE & HISTORY	DANCE & HISTORY	DANCE & HISTORY	Total 3
Concept	Westward Expansion	Historical Events	Washington State History Dance	
Criteria	As a class, identifies two events each with an 8-count movement phrase associated with it.	In small groups choreographs an 8-count movement phrase for each of two historical events	Choreographs and performs all the various sections that we have created as a class.	
Total	18	18	18	54
Percentage	100%	100%	100%	100%

“All 18 students were engaged in creating dance movements that represented their historical events. Students learned about the different historical events and had a better understanding of what happened and how people were affected,” Sherie Kalista, Stafford Elementary 4th Grade Teacher.

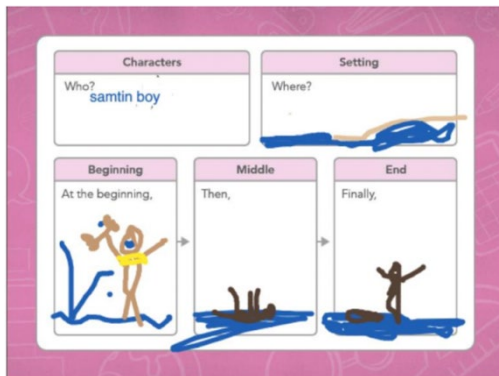
TACOMA ONLINE (TOL), TACOMA SCHOOL DISTRICT

Dance with Teaching Artist Mentor Gary Reed

Teacher: Sarah Lane

26 Students Served throughout Virtual Mentorship

Lesson Title: **Oral Traditions: Dancing Salmon Boy**



Dance and Social Studies Infused Lesson (Grade: 2nd)

Enduring Understanding:

Creating a dance sequence about a Native oral narrative can increase understanding of cultural storytelling traditions.

Lesson Description: In this Social Studies infused dance lesson, students listen and respond to the oral narrative Salmon Boy from the Haida tribe of the Pacific Northwest. Students identify meaningful events from the beginning, middle, and end to create movements to retell the story. This lesson is designed for four sessions (approximately 30 minutes per session).

Student Assessment Overview

Disciplines	READING	READING/DANCE	READING/DANCE	Total 3
Concept	Key Events	Sequence	Sequence	
Criteria	Identifies beginning, middle, and end events.	Collaborates in small groups to create a sequence of three movements to show beginning, middle, and end events.	Performs in a small group.	
Total	16/16	13/13	13/13	42/42
Percentage	100%	100%	100%	100%

“Supporting students in collaborating in small groups. They were successful in engaging with one another and sharing ideas for their movements, and were excited to be given the independent, creative freedom. In this digital setting it also helped to have Gary stay with a single group of kids needing some extra support as I moved among the other small groups.” Sarah Lane, Tacoma Online 2nd Grade Teacher.



HELEN HALLER ELEMENTARY, SEQUIM SCHOOL DISTRICT (Title 1 School)

Visual Arts with Teaching Artist Mentor Carol Gould
Teacher: Brittney Rothwell

23 Students Served throughout Virtual Mentorship
 Lesson Title: ***Depicting the Dungeness Ecosystem: River’s Edge Levee Setback Project***

Visual Arts and Social Studies Infused Lesson (Grade: 5th)

Enduring Understanding:

Humans can impact an ecosystem positively and negatively. It is important to honor the past, preserve natural habitat and have respect and responsibility for our environment.

Lesson Description: Students will create a poster showing what they imagine the Sequim/Dungeness landscape looked like before the levee construction (deer, trees, grasses, salmon) or 10 years after the

current restoration project is complete.

Student Assessment Overview

Disciplines	SOCIAL STUDIES	VISUAL ARTS & SOCIAL STUDIES	VISUAL ARTS & SOCIAL STUDIES	Total 3
Concept	Ecosystem	Drawing	Presentation	
Criteria	Contributes to a T-chart describing the Dungeness ecosystem before the 1964 Levee was built, 20 years after the Levee was created, and ten years from now.	Makes a poster with drawing and bird’s-eye view to show changes imagined and actual.	Speaks to class in a one-minute presentation describing their artwork and the process of making it.	
Total	21/21	21/21	21/21	63/63
Percentage	100%	100%	100%	100%

“The lesson was very effective. All the students were engaged in the T-chart contributing answers and sharing ideas. They completed a rough draft, and everyone took their time. For the poster, students spread around the room, engaged in conversation, and took their prior knowledge to embed it into their posters, such as salmon eggs or Native American’s hunting.” Brittney Rothwell, Helen Haller Elementary 5th Grade Teacher.

GRANT CENTER FOR THE EXPRESSIVE ARTS, TACOMA SCHOOL DISTRICT

Visual Arts with Teaching Artist Mentor Kris Vermeer/Shameka Gagnier/Grace Washington

Teacher: Deka Westcott

22 Students Served throughout In-Person Mentorship

Note: Used STI Lesson from summer. Kris Vermeer was not available to finish mentorship. Shameka Gagnier (Purapécha) led Teach 1 & 2. Grace Washington led the Assessment.

Lesson Title: **Teamwork Makes Our Dream Work; Together We Are Mighty Condensed Lesson**

Authors: Shameka Gagnier (Purapécha), Carol Gould, and Toby Syrett

Visual Arts and Social Studies-Native American focused Integrated Lesson (Grade: Kindergarten)



Enduring Understanding:

People can work together to create a better, more positive world that meets everyone’s needs. Meaningful change takes everyone’s participation. Communication across differences and ability to appreciate others’ viewpoints is necessary to create change that benefits everyone.

Lesson Description: Students will create a mural with cut out gestural drawings of themselves and each other - representing three parts of a Snoqualmie origin story that teaches the importance of Civic responsibility also known as interdependence, teamwork.

Student Assessment Overview

Disciplines	VISUAL ARTS	VISUAL ARTS & SOCIAL STUDIES	Total
Concept	Gesture Drawing	Mural	2
Criteria	Makes quick line drawings with body proportions and an extended arm, leg etc. to convey motion. Drawings may show emotion.	After listening to the story, viewing video, and participating in discussion, collaboratively creates a mural or display using individually created drawings of people in motion.	
Total	20/21	20/21	40/42
Percentage	95%	95%	95%

What was effective in the lesson? Why? “Breaking down steps and having time to share and discuss the story before jumping into the art.” Deka Westcott, Grant CEA Kindergarten Teacher.

GRANT CENTER FOR THE EXPRESSIVE ARTS TACOMA SCHOOL DISTRICT

Visual Arts with Teaching Artist Mentor Kris Vermeer/Shameka Gagnier/Grace Washington

Teacher: Theresa Hedwall

23 Students Served throughout In-Person Mentorship

Note: Used STI Lesson from summer. Kris Vermeer was not available to finish mentorship. Shameka Gagnier (Purapécha) led Teach 1 & 2. Grace Washington led the Assessment.

Lesson Title: **Teamwork Makes Our Dream Work; Together We Are Mighty Condensed Lesson**

Authors: Shameka Gagnier (Purapécha), Carol Gould, Toby Syrett

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teaches the importance of Civic responsibility also known as interdependence, teamwork.

Student Assessment Overview

Disciplines	VISUAL ARTS	VISUAL ARTS & SOCIAL STUDIES	Total
Concept	Gesture Drawing	Mural	2
Criteria	Makes quick line drawings with body proportions and an extended arm, leg etc. to convey motion. Drawings may show emotion.	After listening to the story, viewing video, and participating in discussion, collaboratively creates a mural or display using individually created drawings of people in motion.	
Total	20/22	20/22	40/44
Percentage	91%	91%	91%

What was effective in the lesson? Why? “Yes, drawing bodies, connecting story elements to visual arts, working together theme, creating a mural together to retell story.” Theresa Hedwall, Grant CEA Kindergarten Teacher.

GRANT CENTER FOR THE EXPRESSIVE ARTS, TACOMA SCHOOL DISTRICT

Visual Arts with Teaching Artist Mentor Kris Vermeer

Teacher: Joyce Winfrey

20 Students Served throughout In-Person Mentorship

Lesson Title: **Geometric Shape Animals**

Visual Arts and Math Infused Lesson (Grade: 2nd)

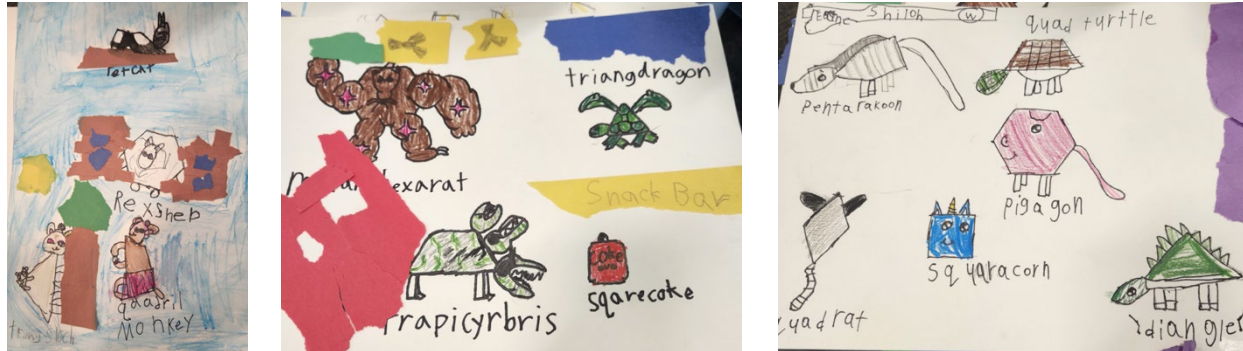
Enduring Understanding:

Geometric shapes such as triangles, quadrilaterals, pentagons, and hexagons can be identified and drawn by following geometric shape “rules”. Organic shapes are shapes that do not follow given rules.

Lesson Description: Students will learn to recognize, draw, and name the 4 basic shapes: triangles, quadrilaterals, pentagons, and hexagons. Students will learn the basic shapes by creating their own mathematically shaped animals. Each animal will have its own scientifically appropriate name, to match the name of the shape. For example, if a triangle is used, the animal may be called



triangular mouse. Students will use all 5 shapes in their composition, making 4 animals, 1 per shape. To complete the lesson, students will draw a background in the composition, using organic shapes, as a contrast. Watercolor pencils will be used on the animals only, and torn paper collage will be used for the organic shape background.



Note: Student art mistakenly sent home before scheduled assessment meeting. With the collection of photos from student work, a post assessment of a limited sampling of 35% of student work was assessed.

Student Assessment Overview

Disciplines	VISUAL ARTS & MATH	VISUAL ARTS & MATH	VISUAL ARTS	Total 3
Concept	Geometric Shapes	Organic & Geometric Shapes	Craftsmanship	
Criteria	Draws shapes with specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, and hexagons.	Identifies triangles, quadrilaterals, pentagons, and hexagons in compositions.	Uses watercolor pencils and light water and/or good gluing craftsmanship to demonstrate skills with supplies to create a final composition.	
Total	<p>7/7</p> <p><i>Times each student demonstrated criteria:</i></p> <p>Student #1: 9/ 9 times</p> <p>Student #2: 4/ 4 times</p> <p>Student #3: 4/ 4 times</p> <p>Student #4: 9/ 9 times</p> <p>Student #5: 6/6 times</p> <p>Student #6: 4/ 4 times</p> <p>Student #7: 4/ 4 times</p>	<p>5/7</p> <p><i>Times each student demonstrated criteria:</i></p> <p>Student #1: 0/ 9 times</p> <p>Student #2: 2/ 4 times</p> <p>Student #3: 4/4 times</p> <p>Student #4: 0/ 9 times</p> <p>Student #5: 6/6 times</p> <p>Student #6: 3/ 4 times</p> <p>Student #7: 4 /4 times</p>	<p>7/7</p>	19/21
Percentage	100%	71%	100%	90.5%

“The most engaging was watching the students grasp the idea and carry it further.” Joyce Winfrey, Grant CEA 2nd Grade Teacher.

SHERIDAN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Visual Art with Teaching Artist Mentor Shameka Gagnier

Teacher: Amber Wirth

21 Students Served throughout In-Person Mentorship

Lesson Title: **A Gift for Place: Salmon Seed Sculptures**

Visual Arts, Social Emotional Learning, Science and Technology Infused Lesson (Grade: 5th)

Enduring Understanding:

We all live in and make up communities, contributing and nourishing is part of the work of membership and belonging. Salmon and their contributions to their homes impact all living beings in our region, they are some of our greatest teachers about how we can better be in community.



Lesson Description: Students will create air dry clay salmon that will be a vessel for seeds to ensure the health and stability of the streams and rivers that the small fry will be released into. Students will recap their learning journey about the salmon and learn new information about ecosystems and plants that specifically support the streams and riverbeds. The Learning Community will do some personal and collective reflection on the life lessons they have learned from the salmon.

Student Assessment Overview

Disciplines	VISUAL ARTS & SCIENCE	SEL/SCIENCE	VISUAL ARTS	Total
Concept	Sculpting	Gratitude & Salmon Ecosystem	Embellish & Paint	3
Criteria	Creates 3D Salmon Sculpture using clay	Contributes to a word wall listing traits and lessons that have been gathered throughout this learning process & writes a wish to include in the seed bundle inside the salmon sculpture	Uses tools to texture, embellish paint the salmon sculpture.	
Total	21/21	21/21	21/21	
Percentage	100%	100%	100%	100%

“The lesson created an emotional and visceral connection. The working with clay, seeds, and soil. Creating something that will give to the salmon's future, their future.” Amber Wirth, Sheridan Elementary 5th Grade Teacher.

Mentor Shameka Gagnier's Reflection of



A Gift for Place: Salmon Seed Sculptures

Students were led through discussions, films, and a presentation while recapping their personal and collective journey about the salmon. Students digested new information about ecosystems and plants that specifically support the streams and riverbeds.

Students had been raising salmon from "reds" to fry and would be releasing them as a culmination of this months' long learning journey. The Learning Community shared personal and collective reflections on the life lessons they have learned from the salmon.

This invited students to make social emotional connections with salmon's self-determination and the interdependence of all the beings whose survival depends on the health and vitality of the salmon. The hope was that students would lay their clay salmon on the creek bank after the release of the fry they had watched grow. This process shared the connection between art, climate solutions, and generosity to the beings that support our lives. That art can be an answer and bridge multiple ways of learning.

Weeks later Shameka was invited to attend the fry release with Amber Wirth's class. After a school bus ride, Sheridan students were met by many other fifth grade classes from schools across Tacoma. The Stream Team took the class through stations and went over collecting water samples, identifying the health of the streams through observing the clarity, temperature, and insect populations. Students went on a plant walk to see the plant community that supports the riparian zone. Just before students were to release the fry they were met by the mayor of Tacoma, Victoria Woodards. She gave a beautiful welcome to the students, praised them for their work and learning, and then asked students what she could be doing to support their future as the acting mayor. This led to a lively discussion, group photo, and then the students began to release the fry into the waterways. Students tenderly observed their small fry, gently placed their cups into the water to watch them swim and disappear into the sandbar.

STAFFORD ELEMENTARY, TACOMA SCHOOL DISTRICT

(Title 1 School)

Visual Arts with Teaching Artist Mentor Kris Vermeer

Teacher: Jordan Ross & Kathryn Lanzillo (Instructional Coach)

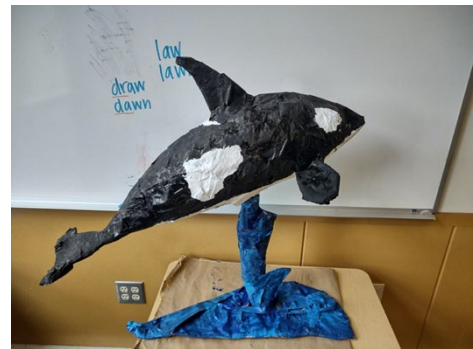
25 Students Served throughout In-Person Mentorship

Lesson Title: ***Survivors of the Northwest***

Visual Arts and Science Infused Lesson (Grade: 3rd)

Enduring Understanding:

Students will understand the connection between orca's habitat and human interaction specifically pollution.



Lesson Description: Students will research orca whales and their community, habitat, and life cycle. Students will create as a group a 3-dimensional free-standing sculpture of an orca utilizing recycled materials.

Student Assessment Overview

Disciplines	VISUAL ARTS & SCIENCE	SCIENCE	VISUAL ARTS & SCIENCE	VISUAL ARTS & SCIENCE	Total 4
Concept	Orca Diagram	Habitat	Recycled Materials	Sculpture	
Criteria	Completes worksheet to label parts of an orca and draws two items found in their habitat.	Identifies humans’ negative/positive impact on orcas.	Discusses the difference between recyclable and non-recyclable materials and is able to recognize materials used in recycled art.	Collaborates to create a 3-D orca sculpture	
Total	17/17	16/16	16/16	16/16	65/65
Percentage	100%	100%	100%	100%	100%

“Students were most engaged with the sculpture.... Making collaborative group projects enhanced student involvement.” Kris Vermeer, Visual Arts Artist Mentor.



HIGHLAND PARK ELEMENTARY, SEATTLE SCHOOL DISTRICT
(Title 1 School)

Visual Arts with Teaching Artist Mentor Mylen Tumaliuan-Huggins

Teacher: Christopher Robert, Librarian

19 Students Served throughout In-Person Mentorship

Lesson Title: ***Traditions Are Woven Through the Generations***

Visual Arts and Social Studies Infused Lesson (Grade: 2nd)

Enduring Understanding:

Having something that is passed down to us helps us to feel more connected to our culture and grounded in ourselves.

Lesson Description: Students will learn about Kikisoblu/Princess Angeline (daughter of Chief Sealth) and her great-great-great-granddaughter, Mary Lou Slaughter, through storytelling and video. Students will learn how Princess Angeline was a basket weaver and how her descendant, Mary Lou, has taken up this art form herself. Students will see images of woven baskets of Princess Angeline, Mary Lou Slaughter, and other Duwamish artists. Students will learn how to weave themselves, first practicing with strips of paper, and then moving to using a raffia to create their own woven basket.



Student Assessment Overview

Disciplines	SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS	Total 3
Concept	Traditions	Weaving	Weaving	
Criteria	Students talk with each other about traditions that are being continued in their families.	Students weave the strips of cardstock horizontally over and under the vertical ribs.	Students weave the raffia around the spokes of the basket base.	
Total	15/15	16/16	16/16	47/57
Percentage	100%	100%	100%	82%



“My interaction and collaboration with Christopher were most engaging. He was, and still is very excited and enthusiastic about the subject that we wrote together. Chris is a very reflective and pro-active teacher- he went out of his way to research Princess Angeline’s mark in our Duwamish Land – found parks, streets, businesses, and places where her personal artifacts are exhibited and included these examples in images within the lesson.” Mylen Tumaliuan-Huggins, Visual Arts Artist Mentor.

KIMBALL ELEMENTARY, SEATTLE SCHOOL DISTRICT (Title 1 School)

Visual Arts with Teaching Artist Mentor Mylen Tumaliuan-Huggins

Teacher: Rachael LeValley

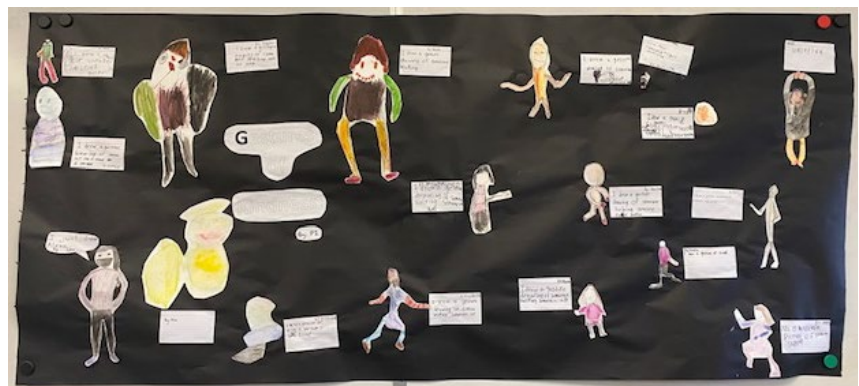
20 Students Served throughout In-Person Mentorship

Lesson Title: ***Gestures of Kindness***

Visual Art and Social Studies/SEL Infused Lesson (Grade: 3rd)

Enduring Understanding:

Kindness can be described and recognized inside of each of us and in our community. Kindness impacts us all and our greater community. What we do impacts others.



Lesson Description: Students will identify and discuss kindness and what it looks like in our school. We will look at mural art and create gestural drawings of people giving and receiving kindness. Together we will collaborate to create our own mural with the final colored and cut out gestural drawings.

Student Assessment Overview

Disciplines	SEL/SOCIAL STUDIES	VISUAL ARTS	SEL/SOCIAL STUDIES	Total
Concept	Identify ways of giving, receiving, kindness	Gesture Drawing	Collaboration	3
Criteria	Describes an example of kindness	Creates a drawing with body proportions and an extended arm, leg, etc. to convey motion	Contributes a gesture drawing to a mural showing expressions of kindness	
Total	17/19	19/19	15/19	
Percentage	89%	100%	70%	89%

What was effective in the lesson? Why? “Yes, it was because students were able to create gesture drawings, and most were able to create one that represented kindness.” Rachael LeValley, Kimball Elementary 3rd Grade Teacher.



LOUISA BOREN STEM, SEATTLE SCHOOL DISTRICT

Visual Arts with Teaching Artist Mentor Mylen Tumaliuan-Huggins

Teacher: Marie Clevering

25 Students Served throughout In-Person Mentorship

Lesson Title: ***Celilo Falls: Expressive Gestures Build Strong Communities Frieze***

Visual Arts and Social Studies Infused Lesson (Grade: 4th & 5th)

Enduring Understanding:

People working together can build a community. Each community member brings strengths that can impact a community/culture in a positive way. Emotion and action can be represented through gestural drawing.

Lesson Description: Students will make connections to the community. Students will develop a greater understanding of what different culture’s strengths are and what each community member brings. They will work together to create a frieze that highlights the working parts of a fishing native group.

As an extension and integration of this class unit on the history of Celilo Falls, students will be engaged in learning about its history. Students learn how to create mark making, gesture drawings and the concept of collage as metaphors for identifying the life and culture of the people in Celilo Falls community. Students will collaborate,



identifying the elements of a setting, practice drawing gestures by acting or role-playing as artists and models; practice and apply collage (the art of cutting and gluing paper and other flat materials such as decorative papers and fabric) to the figures that they draw. The figures they created will be collaboratively added to a setting in the form of a frieze.

Student Assessment Overview

Disciplines	SOCIAL STUDIES	VISUAL ARTS	VISUAL ARTS		Total 4
Concept	Culture	Gesture Drawing	Collage	Collaboration	
Criteria	Reads and discusses prime source documents and a fictional story that aligns with the setting. Describe what they see in the picture(s).	Makes quick line drawings with body proportions on paper.	Creates a collage with cut paper, different fabrics or magazine pages and securely glues materials to their drawings.	Fastens completed gestural drawings to a display to create a scene.	
Total	27/27	27/27	25/27	21/26	106/108
Percentage	100%	100%	93%	81%	98%

“The children really were engaged with the mannequins. Students were also engaged with Mylen’s demonstration of gesture drawing. When students were able to be models for each other, it got students highly engaged. They also loved collaging and creating their final gesture. Arts Impact having a plethora of materials made the work so much fun. Students were able to show off their creativity, even if they didn’t love their gesture or felt it wasn’t ‘good enough’. We gave choice about whether to paste the collage up or make it 3 dimensional which really helped bring our frieze to life. Lastly, some kids really loved putting the finishing touches on the frieze after their collages really created a finished feeling.” Marie Clevering, LOUISA BOREN STEM 4th and 5th Grade Teacher.

SHERIDAN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Visual Arts with Teaching Artist Mentor Shameka Gagnier

Teacher: Eileen Fagan

25 Students Served throughout In-Person Mentorship

Lesson Title: **Portraits: Honoring the People Who Hold Us**

Visual Arts, SEL, ELA, and Social Studies Infused Lesson (Grade: 2nd)

Enduring Understanding:

Life Learning Connection: Lines and shapes are combined to represent a person in a portrait. Artists create portraits using a variety of techniques and styles. Caregivers, nurturers, mentors, and those who inspire us to be our best sometimes are family or people who come into our lives at the right time. These important people and portraits of them come in all shapes and sizes and are beautiful.



Lesson Description: Students will research and list character traits of an important person in their life. Portraits will be viewed and discussed. Each student will practice drawing mini portraits and create a final portrait of their chosen “hero”. The compositions will be showcased together.

Student Assessment Overview

Disciplines	VISUAL ARTS	SOCIAL STUDIES	VISUAL ARTS	SEL	Total
Concept	Portraits	Discussion /Presentation	Drawing	Self-Reflection	4
Criteria	Views various portraits and participates in discussion about similarities, differences, and styles.	Participates in discussion after group or individual research. (Could include written or verbal responses to share knowledge.)	Creates mini portraits and a final larger one using lines, shapes, and develops details by adding light and dark tones/texture (crosshatch, wash, hard/soft lines).	Shares their portrait in a community circle.	Note: only 3 assessed
Total	Not assessed	11/15	15/15	15/15	26/45
Percentage	Not assessed	73%	100%	100%	91%

Artist Mentor Shameka Gagnier's Reflection **Portraits: Honoring the People Who Hold Us** Students were led through a few mindfulness practices, and then used color to communicate those feelings through the creation of a "body map". From this place students worked with a "sphere of influence" to help them identify the people who are in their lives that make them safe and nourished. They started with themselves in the center and worked their way out through the layers from inner circle being the people they look to for comfort and care to the outer edges that held the space for community groups and spaces students find a sense of belonging. From this place the students identified the person they wanted to create a portrait of. Once they had identified their chosen “hero” students brainstormed and crafted a list of qualities that made that person so significant in their lives. Students went back to the body map to connect those qualities with the feelings that get activated and the colors that represent those feelings. Students were led through tools and step by step instruction to draw their portrait. Lastly students were encouraged to put the words and colors in the background that they associate with their personal hero. Students shared their works of art with their learning community and their compositions were displayed together in the hall for the entire student body to see. Eileen Fagan's hope was to help students identify the people who are actively their role models and while assisting the students in recognizing how they feel, what they notice, and why this person stands out in their lives.

SHERIDAN ELEMENTARY, TACOMA SCHOOL DISTRICT (Title 1 School)

Visual Arts with Teaching Artist Mentor Shameka Gagnier

Teacher: Jennifer Dixon

25 Students Served throughout In-Person Mentorship

Lesson Title: ***Marking the Map and Our Lives Through History***

Visual Art and ELA/Social Studies Infused Lesson (Grade: 2nd)

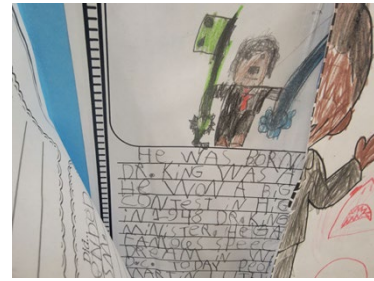
Enduring Understanding:

Throughout human existence people have sought to make the world better than they inherited it and today we are still impacted by their decisions, bravery, and dedication. Maps help us to find our way and see our place in a larger community.

Lesson Description: Students will spend weeks learning about famous Americans and their impact on our lives today. Each student will choose one person to research, prepare a report, and present their newfound knowledge to their learning community. Each student will create a visual representation of the work/impact on a map of where and when these historical moments took place. The entire class will display their maps within a large-scale United States Map for the entire school to see. We will use maps as a visual storyteller to share the work of a few.

Student Assessment Overview

Disciplines	ELA/SOCIAL STUDIES	VISUAL ARTS	ELA/SOCIAL STUDIES	Total
Concept	Research	Visual Representation	Presenting and Responding	3
Criteria	Writes a carefully researched report on a famous American.	Visually represents a famous American's contribution to community/the world.	Actively participates in the presentations by listening, asking questions, and giving feedback.	
Total	17/22	22/22	20/22	59/66
Percentage	77%	100%	91%	89%

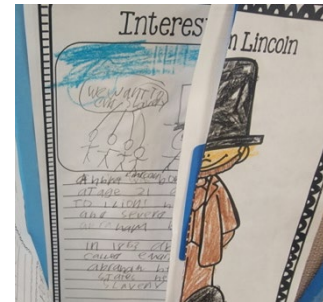




Artist Mentor Shameka Gagnier's Reflection *Marking the Map and Our Lives through History*

Over the Spring of 2022 Jennifer Dixon's 2nd Grade class spent weeks learning about famous Americans and their impacts on our lives today. Each student chose one person to research, prepare a report, and present their newfound knowledge to their learning community. During this time, participants created a visual representation of the work/impact on a map of where and when these historical moments took place. This art process heavily relied on the elements of collage and multimedia representation. Many students were challenged by the process of creating something representational about the work and impact, rather than creating a portrait, many students created both. This process was deeply informative, and many conversations were facilitated to understand why students felt connected to the people they chose and how they perceived the importance of their impact on society today. The facilitators worked to make connections between current real-world challenges and how this generation could be the ones to make the change we need to impact the future.

The entire class displayed their maps within a large-scale United States Map for the entire school to see. This created a timeline and synthesis for the learning community to see how people's commitment to justice can impact other justice movements, and how many people's actions can sustain work, inform, and inspire transformation in other regions, times, and grow possibilities.



PROSSER HEIGHTS ELEMENTARY, PROSSER SCHOOL DISTRICT (Title 1 School)

Visual Arts with Teaching Artist Mentor Gloria Gonzáles García

Teacher: Mandy Stephens, Art Specialist

26 Students Served throughout In-Person Mentorship

Lesson Title: ***Using Clay to Explore Lines, Shapes, Texture in 2D and 3D format***

Visual Arts and Math Infused Lesson (Foundation) (Grade: 5th)

Enduring Understanding:

Life Learning Connection: Clay is one medium that is all about texture. Clay takes and holds the patterns and textures from another object. Clay can promote creativity. This flexible medium is especially beneficial to young people – it helps promote self-confidence, encourages self-expression, and develops problem-solving skills.



Lesson Description: Students will spend time creating their own unique design using different lines, shapes, and textures. They will learn the process of transferring a design to a sheet of parchment paper in order to create a symmetrical design as well transferring the final design to clay that can be indented or carved with tools. The textured clay will be draped over a form of some kind to transform it from a flat rectangle to a free-standing sculpture. The final clay piece will dry as a unique 3D (three-dimensional) shape based on how students choose to let it dry having height, width, and depth.



Student Assessment Overview

Disciplines	RESEARCH/TECH	VISUAL ARTS/MATH	VISUAL ARTS/MATH	VISUAL ARTS	Total 4
Concept	Synthesis	2D 3D	2D 3D	Presentation /Reflection	
Criteria	Uses different examples shown in class. Access images through Chromebook, designs ideas, and utilizes multiple tools available.	Begins with 2D drawn shape design and then transfers the design to a piece of clay before it is formed into 3D sculpture.	Begins with 2D Creates a 3D sculpture by manipulating around an object.	Shares sculpture in a community circle and exhibits work as a class in a public space.	
Total	26/26	25/26	24/26	24/26	99/104
Percentage	100%	96%	92%	92%	95%

“It allowed students to take the ideas from other artists and apply it to their very first introduction to clay. Students were able to create a successful sculpture and confidently share their work. It’s created a desire in many students to do more clay projects in the future. I found those that needed more time than class allowed would give up their recess time to work on completion.” Mandy Stephens, Prosser Heights Elementary Art Specialist.

2021-22 Classroom Mentorship Final Evaluation

27 out of 31 teachers participated in the year end mentorship evaluation. 2021-2022 was the first year of participation for 57.69% of the teachers; for 15.38% of the teachers, it was their second and fourth year of participation and 7.69% for teachers participating in their third and fifth year of Creative Impact.

Skills and Knowledge Teachers Hoped to Gain with Mentorship:

80.76% teachers sought to learn more meaningful ways to integrate and include art in the classroom while infusing with other content subjects (especially math, social studies, ELA, SEL and Since Time Immemorial curriculum/Native American topics). Teachers mentioned the importance of play learning, how arts infusion encourages student cooperation, creativity (especially creativity in learning a new art medium), improve engagement which helps students retain more of what teachers are teaching, and creates an opportunity to show student learning

in more memorable ways. Many teachers expressed wanting to improve and become more comfortable with their art skill set by increasing their artistic knowledge, and taking artistic risks, to bring into their classrooms so that student learning may become more relevant and personable. One teacher wanted to learn multimedia management and logistics.

“The knowledge I learned was that the impact art can have for improve learning. . . . My students will remember this experience in a joyful way compared to just writing a biography.” Kathy Collier, Whitman Elementary 3rd Grade Teacher.

Teachers reflected on their experience and 100% said they gained the knowledge and skills they were hoping to attain. They expressed learning more unique ways to integrate the arts by gaining a clearer perspective on how to correctly integrate the arts with an enriched cultural lens. Teachers suggested more ongoing arts infusion training and practice to build more confidence and more creative opportunities.

“I do have much more of an understanding on my goals than I did before starting the mentorship program. I have used art as a way for my students to gain experience expressing themselves in a way they have not before, especially since the pandemic began and they have been more isolated due to COVID.” Leah Witherell, Crownhill Elementary 2nd Grade Teacher.

“I wanted lessons for art that were meaningful. They had an impact as art should.” Brittney Rothwell, Helen Haller Elementary 5th Grade Teacher.

“I found a lot of ways of saying and doing things that will improve my skills, plus the assessment of student learning.” Jennifer Saurer, View Ridge Arts Academy 4th Grade Teacher.

Lesson Writing Experience:

88.5% of teachers appreciated the lesson writing experience and described it as collaborative, productive, engaging, organic, intense, and thorough.

“The lesson planning process was insightful with incorporating the arts. It was interesting going through the planning and choosing the appropriate activities.” Kathy Collier, Whitman Elementary 3rd Grade Teacher.

11.5% of teacher found the experience to be exhausting and taking a long time making the process not sustainable time (some teachers and artist mentors put in more than the recommended 3-hour period) but very collaborative and engaging. An art infused lesson is structured on Washington Office of Superintendent of Public Instruction State Learning Standards. One teacher found the lesson writing experience challenging at first until the learning standards and enduring understanding was determined. Another teacher found the learning standards to be restrictive and would of rather of focused on the art process and materials, even though they understood the importance of the learning standards.

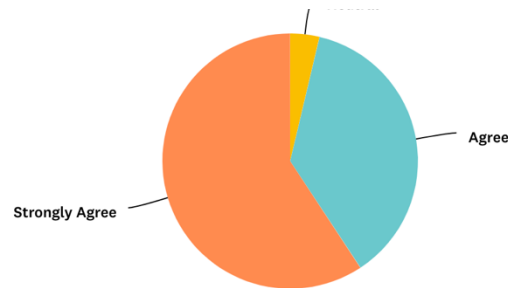
“It was a lot of fun, and I learned a lot! The hardest part for me was meeting after school for as long as we did, but scheduling has been hard for me this year due to me taking online classes too.

That was nothing against the program at all!" Breanna Haynes, Stafford Elementary 3rd Grade Teacher.

Teaching the Teacher and Artist Mentor Co-Written Lesson:

88.89% of teachers found teaching the lesson they co-wrote with their artist mentor to be successful, fun, for themselves and their students. Teachers felt fully supported by their artist mentor. Some of the lessons went as planned, some were flexible to change on the spot to further meet students where they were at the time of teaching the lesson and 11.11% of the teachers wished they had more time to teaching the lesson.

I feel more confident in teaching and integrating arts lessons in my classroom:



"Teaching the lesson was amazing! The students were super happy and engaged. They loved working with different art modalities that we typically do not use, like clay. All students felt successful. It was awesome! We could of used more time though." Amber Wirth, Sheridan Elementary 5th Grade Teacher.

"I was nervous because I don't consider myself a dancer, but we had a lot of fun with it! The kids got really creative, and I love that they are comfortable enough with each other to put themselves out there the way they did. Our final dance came together so well because we did a lot of reflection and refining as a class." Breanna Haynes, Stafford Elementary 3rd Grade Teacher.

"The kids loved it! They were so engaged and learned so much." Kathryn Lanzillo, Stafford Elementary Instructional Coach with Jordan Ross, 3rd Grade Teacher.

"We were fully supported in teaching our lesson. Students were actively involved and highly engaged in the lesson. The lesson had a great deal of scaffolding making the students very successful in the concepts being taught." Theresa Hedwall, Grant CEA Kindergarten Teacher.

Engagement:

73.08% of teachers strongly agreed they would continue to teach the arts in their classroom and 26.92% of teachers agreed with continuing to teach the arts in their classrooms.

"My students are engaged in learning by participating, paying attention, and cooperating in the lessons. I try to make the lessons fun and engaging so that the students are fully engaged and are learning something new." Joyce Winfrey, Grant CEA 2nd Grade Teacher.

"The variety of activities, Dave's humor and kindness, Michael's encouragement and patience and the overall intricate lessons. It wasn't possible to be bored!" Erin Sand, Grant CEA 2nd Grade Teacher.

"Movement and creativity were keys elements to engaged students." Dora Kemp, Sheridan Elementary Kindergarten Teacher.

"Giving them the opportunity to express their understanding in a different medium." Jordan Ross, Stafford Elementary 3rd Grade Teacher Coach with Kathryn Lanzillo, Instructional Coach.

"Being able to discuss and hear one another's ideas, be guided by two teachers/mentors, multiple engagement points and opportunities to have their voices heard (and movements reflected upon)" Sarah Lane, Tacoma Online 2nd Grade Teacher.

"The parents, family, and community members get to see what the students have done when we have open house or invitations to the classroom. The students' beautiful work is put up on the wall for all to see." Joyce Winfrey, Grant CEA 1st Grade Teacher.

"I showed parents the completed videos and had many conversations about the lessons before, during and after." Erin Sand, Grant CEA 2nd Grade Teacher.

"I shared what we were learning with my student's families. Families asked about the videos and were interested in learning more about Arts Impact!" Hannah Bauer, Glenridge Elementary 4th Grade Teacher.

"I used arts-infused teaching to support academic and social emotional learning in my classroom by providing the materials and the lessons for the arts-infused instruction." Joyce Winfrey, Grant CEA 1st Grade Teacher.

"Our lesson was integrated with SEL, because we had students reflect on their changing emotions throughout the school year." Hannah Bauer, Glenridge Elementary 4th Grade Teacher.

"Academically, students will never forget the person they chose to make statues. Socially, it was great for my shy students to come out and wonderful experience collaborating." Kathy Collier, Whitman Elementary 3rd Grade Teacher.

"We drew on student's personal experience and funds of knowledge so that students could bring their own unique perspectives into the lesson. We also used examples from local artists in our community." Rachael LeValley, Kimball Elementary 3rd Grade Teacher.

"There were some behavior barriers where I had a student who often does not participate in art because he does not think his art is worthy of sharing and thinks that he is bad to the degree of not ever even trying. When Shameka came in and we taught our lesson and used clay, this student actually participated and looked like he enjoyed and felt successful." Amber Wirth, Sheridan Elementary 5th Grade Teacher.

Assessment:

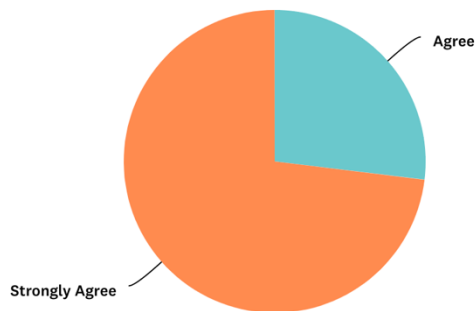
88.88% of the teachers viewed the assessment as a very positive experience. They described the process as smooth and easy due to the formative checks and clear criteria, helpful in planning their next lesson, easy to understand, very straightforward and the Autonomy Rubric for Teachers (ART) was helpful. 7.4% of teachers felt the 1.5 hours scheduled for the assessment was not enough time.

“It was good and taught me how to analyze concepts that were taught in the lesson and if students met that target.” Deka Westcott, Grant CEA Kindergarten Teacher.

“The assessment process was hard because I felt like the kids hadn't had an opportunity to really practice much before they produced their product that was being assessed. I would have liked to have done several before assessing one. I would say the assessments gave me more information on what I would like to continue to work on/teach and give students more time to practice so it felt more like a formative assessment than a summative one.” Rachael LeValley, Kimball Elementary 3rd Grade Teacher.

Going Forward:

I am likely to continue to teach the arts in my classroom:



Teachers expressed their gratitude to Arts Impact, Artist Mentors, and the Creative Impact program. Teachers cited they had an amazing time, really enjoyed the process, and were thankful for the opportunity.

“Thank you for bringing some joy back into teaching. Students were so excited doing the activities Dave provided and learned so much!!!!” Kathy Collier, Whitman Elementary 3rd Grade Teacher.

Suggested Action Steps Going Forward:

“I know time is always an issue, but I would love it if it were like a two week project or even a month project where the teaching artist came more than once per week. It would be great to get more experience with the medium and stretch out some of the lessons so that they aren't so rushed and kids can really explore with the medium, become comfortable with it, and then get creative with it. This would also give the classroom teachers and teaching artists more time to learn from one another. Maybe there could be a longer option and then still the shorter option so that schools could do what best fits their needs? Also, I always love working with Arts Impact so thank you so much for all you do!” Rachael LeValley, Kimball Elementary 3rd Grade Teacher.

“Sometimes the worksheets and steps to lesson plan feel long, tedious, and redundant.” Amber Wirth, Sheridan Elementary 5th Grade Teacher.

“A little more hands on time with the mentor artist and the students might have been nice. More carry through.” Madeline Trotter, Whitman Elementary Kindergarten Teacher.

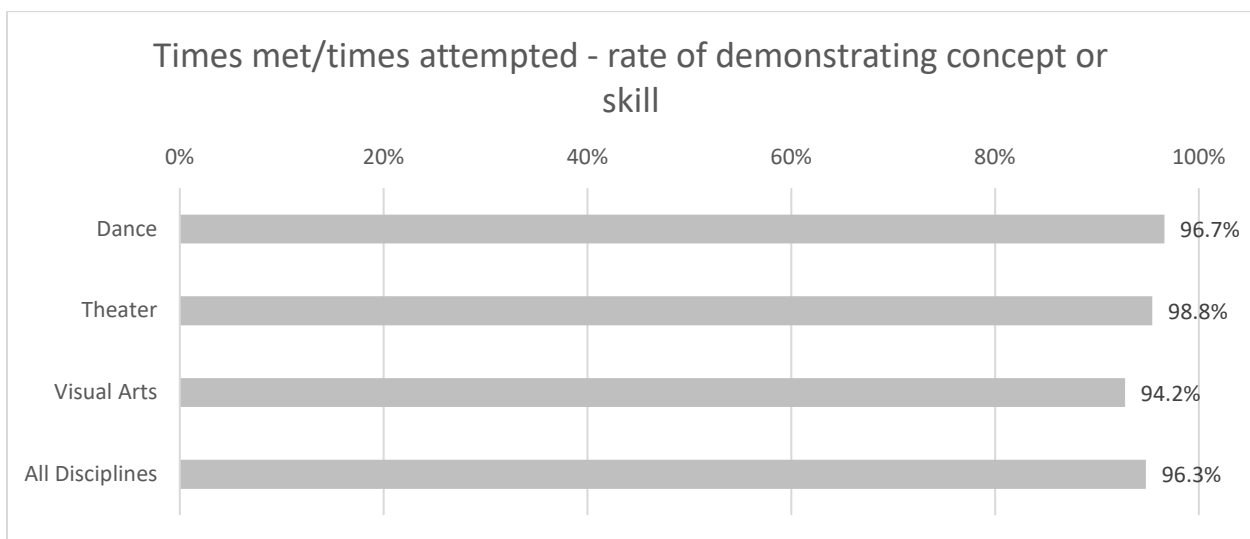
“I think in the future thinking about the summer PD and if it needs to be as long as it is. August is hard to commit a week, especially when I felt the virtual pd could have been done in much less time last year.” Sierra Skibowski, Sheridan Elementary 4th Grade Teacher.

This grant was possible for me because it was previously funded. If that was not the case, I would not have been able to participate. I am so grateful for this opportunity and hope others will get to experience it as well.” Leah Witherell, Crownhill Elementary 2nd Grade Teacher.

2021-22 Mentorship Data: Overall Results

Discipline	Students	Lessons	Lessons %		Concepts		Times attempted	Times met	Times met/times attempted - rate of demonstrating concept or skill
			>80%	Concepts	> 80%	Concepts			
Dance	161	9	9	27	27	488	472	96.7%	
Theater	152	9	9	29	29	494	488	98.8%	
Visual Arts	234	12	12	37	32	729	687	94.2%	
All Disciplines	547	30	30	93	88	1711	1647	96.3%	

In the lessons, students had the opportunity to demonstrate concepts or skills 1,711 times
Overall, students successfully demonstrated the concepts or skills 1647 times
This indicates an overall rate of demonstrating concepts or skills of 96.3%



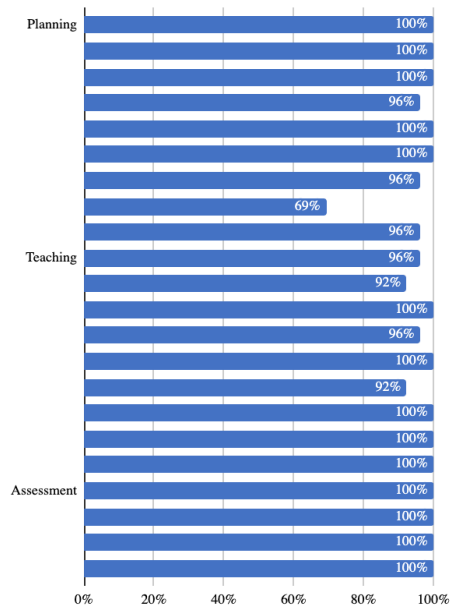
The program collected and examined performance-based assessments from 27 lessons (9 in Dance, 9 in Theater, and 12 in Visual Arts). These lessons contained 84 different concept or skills. Overall, students had the opportunity to demonstrate the concepts or skills 1,579 times and successfully did so 1,528 times. This indicates an overall rate of demonstrating arts concepts and skills of 96.8%.

Dance (161 students, 9 lessons, 27 concepts). Students had the opportunity to demonstrate the concepts or skills 488 times and successfully did so 472 times. This indicates an overall rate of demonstrating arts concepts and skills of 96.7%.

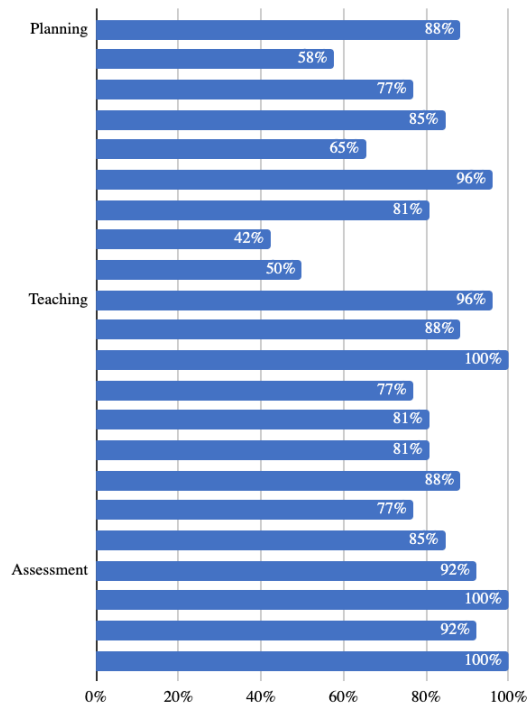
Theater (152 students, 9 lessons, 29 concepts). Students had the opportunity to demonstrate the concepts or skills 494 times and successfully did so 488 times. This indicates an overall rate of demonstrating arts concepts and skills of 98.8%.

Visual Arts (234 students, 12 lessons, 37 concepts). Students had the opportunity to demonstrate the concepts or skills 729 times and successfully did so 687 times. This indicates an overall rate of demonstrating arts concepts and skills of 94.2%.

ART: Percent of teachers scoring at the levels of 3 and 4
(N = 28)



ART: Percent of teachers scoring at the level of 4
(N = 28)



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