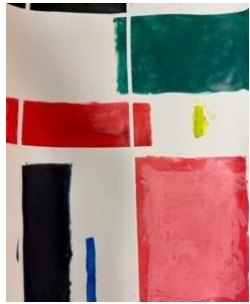




Creative Impact!

Mentorship Report 2022-2023

www.arts-impact.org



Overview 2022-2023 Teacher Professional Development

The 2022-2023 Creative Impact program provided culturally grounded arts infused training to 30 PreK-5th grade teachers, reaching 574 students. This year's arts-infused math focus created 30 new lessons with students demonstrating shared arts and math skills at a rate of 91.9% success.

The 2022 Creative Impact Summer Institutes provided culturally grounded training in Arts Infusion with Math and Social Emotional Learning (SEL) 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, 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.

The Virtual Institute (August 8th through the 11th) consisted of seven schools with a combined number of twelve teachers, from four school districts. (Midway Elementary from Highline School District; Highland Park Elementary and Kimball Elementary School from Seattle School District; Helen Haller Elementary from Sequim School District; Sheridan Elementary, Stafford Elementary, and Tacoma Online from Tacoma School District).

The In Person Institute (August 15th through 19th) was held at the Federal Way Dumas Bay Centre. Eight schools with a combined number of eleven teachers, from three school districts participated. (Gregory Heights Elementary from Highline School District; Prosser Heights Elementary from Prosser School District; Blix Elementary, Fawcett Elementary, Grant Center for the Expressive Arts Elementary, Manitou Elementary, Tacoma Online and Whitman Elementary from Tacoma School District).

Peninsula Professional Development Trainings consisted of twelve teachers, four from three

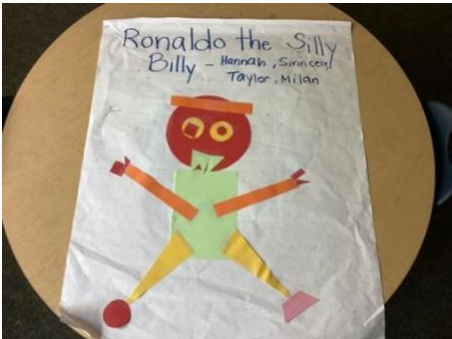




schools (Minter Creek Elementary, Discovery Elementary and Purdy Elementary). There were three trainings throughout the school year: August 26, 2022, at Purdy Elementary; January 27, 2023, at Purdy Elementary; and March 17, 2023, at Peninsula High School. Each professional development training was open to all teachers and admin from each of the three elementary schools. Each training consisted of approximately 50 professionals – including the twelve teachers enrolled in Creative Impact. Dance, Theater and Visual Arts professional development arts infused training were offered at the August and January trainings. Visual Arts was offered at the March event, which was a Peninsula district wide training.

Mentorship Structure

Each mentorship is structured with an Artist Mentor and classroom teacher consultation meeting followed by a Model and Co-Teach. During the Model Teach, the Artist Mentor models teaching the first part of one of the eight lessons from the summer institutes. Both the Artist Mentor and teacher co-teach the second part of the lesson. (The teacher chooses which institute lesson they would like their students to experience at the consultation meeting.) The three-hour collaborative lesson planning and writing follows the Co-Teach. Each Artist Mentor and teacher lesson is written for the specific needs for the teacher’s current students. The customized lesson is then taught by the teacher, with the assistance of the Artist Mentor if needed, to the students in the Teach One and Teach Two. The lesson, teaching and student understanding are all assessed and documented by the teacher and Artist Mentor. The last meeting is the Assessment Visit, which the Artist Mentor and teacher assesses the strength of the co-written lesson, student understanding and teaching of the lesson. Evidence of student understanding is verified through student work (artwork from visual art assignments and Artist Mentor recorded video of performance art assignments). Each lesson’s identified targets and criteria determine what is assessed. The aesthetics of each student’s visual art or performance is not assessed. Aesthetics are subjective, while the targets and criteria give concrete evidence of student learning.



Math Pre- and Post-test Informal Data Sampling

This was the first year Creative Impact implemented a pre- and post-test to be given to students before and after the teaching of the Model and Co-Teach lesson. A pre- and post-test was designed for each institute lesson. The majority of the lessons were written to be adapted for different grade levels. A few of the lessons were written specifically for kindergarten to second grade and third to fifth grade. Teachers chose which lesson their students experienced at the Consultation Meeting. Each lesson’s pre- and post-test were designed for third grade and

above, resulting in a smaller participation. Two classes returned their pre- and post-test (the other classes only returned their pre-test. Because of these two factors, only a sampling of data was collected. The unscientific study did not have a control group. The desire of the study was to get an additional glimpse of the effectiveness of arts infused learning.

Geometric Cityscapes Pre-Post Test for 3rd Grade Class (Title 1 School)

Visual Arts and Math Infused Lesson

Authors (2021): Sarah Lane (classroom teacher) with Carol Gould (Arts Impact Artist Mentor)



Enduring Understanding

Geometric shapes have specific attributes and can be partitioned and combined. Warm, cool, and neutral colors can convey a setting and/or mood.

Lesson Description (Use for family communication and displaying student art)

Students review attributes of shapes and parts of shapes in art and in a story. They discuss shapes that are seen in their environments. Students imagine and create a cityscape composed from shapes and use warm, neutral, and cool colors in the final, colored composition.

Geometric Cityscapes Pre- and Post-Test Targets and Criteria

Disciplines	MATHEMATICS	MATHEMATICS AND VISUAL ARTS	VISUAL ARTS
Concept	Geometric Shape	Composing with Shapes	Color
Target	Makes geometric shapes with specific attributes and understands the division of shapes.	Identifies and uses geometric shapes to compose new and larger shapes.	Identifies and uses warm, cool, and neutral colors.
Criteria	Uses a ruler and/or template to create and divide multiple shapes.	Uses mostly geometric shapes to create an image of a cityscape.	Fills their drawn cityscape with warm, cool, and neutral colors using watercolor pencil and watercolor.

Third Grade Class Results (Title One School)

	Model 12/2/2022 and Co-Teach 12/9/2022			
	Pre-Test 12/1/2022	Pre-Test Percentage	Post-Test Scores: 12/15/2022	Post-Test Percentage
Student 1	0/8	0%	4/8	50%
Student 2	1/8	13%	5/8	63%
Student 3	absent	n/a	1/8	13%
Student 4	3/8	38%	5/8	63%
Student 5	0/8	0%	2/8	25%
Student 6	1/8	13%	1/8	13%
Student 7	absent	n/a	3/8	38%
Student 8	absent	n/a	1/8	13%
Student 9	absent	n/a	6/8	75%
Student 10	0/8	0%	3.5/8	44%
Student 11	1/8	13%	0/8	0%
Student 12	1/8	13%	2/8	25%
Student 13	2/8	25%	6/8	75%

Student 14	0/8	0%	3/8	38%
Student 15	0/8	0%	6/8	75%
Student 16	absent	n/a	4/8	50%
Student 17	0/8	0%	3/8	38%
Student 18	2/8	25%	absent	n/a
Student 19	absent	n/a	1/8	13%
Student 20	1/8	13%	5/8	63%
Total	10/104	10%	45.5/104	44%

Note: total of 13 students tests scores analyzed. (Students absent on either test day was excluded from data.)

Geometric Cityscapes Pre- and Post-Test Analysis

On December 1, 2022, a third-grade teacher at a Title One school administered the *Geometric Cityscapes* Pre-test to the thirteen students. There were a total of twenty students in the class, but 7 students were absent on either the pre-test or post-test day. Test scores of absent students were excluded from the total calculations because there was no way to determine whether student knowledge increased, decreased or stayed the same. On the next day, December 2nd, the Arts Impact Artist Mentor model taught the first half of the lesson *Geometric Cityscapes* to the class for the teacher. This was the students first experience with the lesson The teacher first experienced the lesson at an Arts Impact teacher professional development training. Seven days later, December 9th, the teacher and Artist Mentor co-taught the second half of the lesson. On December 15th, seven days after the co-teach and fourteen days after the pre-test, the teacher administered the post-test to the class. The pre-test and post-test were the same test. Only the results of students present for both test days were calculated (13 students).

Pre-Test Results: Six students scored zero points on the eight-point test. Five students scored 1 point or 13%. One student scored 2 points, or 25% and one student scored 3 points or 38%. Overall, the class scored 10/104 or 10%.

Post-Test Results: One student scored zero, in the pretest the same student scored 1 point. This was the only student whose test score decreased between the pre and post-test. One student scored 1 on the post-test and had the same score on the pre-test. This was the only student whose knowledge remained the same and their test answers were identical on both tests. Two students scored 2 on the post-test. One of the students scored zero and the other scored 1 on the pretest. Two scored 3 and one scored 3.5, with all three scoring zero on the pre-test. One student scored 4 points and zero on their pre-test. Three students scored 5 points with their respective pre-test scores of two scoring 1 and one student scoring 3 on their pre-tests. Two students scored 6 with pre-test score of zero and 25%. Overall, the class scored 44.5/104 or 44%. This was an increase of 340%.

Conclusion: The significant overall class percentage increase of 340% can be attributed to the lesson being taught within a short amount of time, with no long breaks in between teaching and testing. Another factor is visual arts and math both share authentic concepts, which allows for an infused model of teaching. An infused model of teaching is when the teaching is defined by a concept shared by both subjects with the same concept meaning the same thing in both disciplines. Infused teaching allows for students to learn the same concept in multiple ways.

How Do I Relate? for 5th Grade Class (Non-Title 1 School)

Theater and Math/SEL Infused Lesson

Authors: Michael B. Maine (Media Artist Mentor) and Dave Quicksall (Theater Artist Mentor)

Enduring Understanding

The ways numbers relate can build understanding of how we interact with each other and our environments.

Lesson Description (Use for family communication and displaying student art)

Students will learn how math integrates with daily life and how numbers can increase our understanding of various systems. We will divide into several different groups and mathematically examine how these groupings relate to one another. We will use a combination of theater techniques such as movement, gesture, tableau, and vocal expression to show how our feelings affect our bodies and interactions with others.

How Do I Relate Pre- and post-test Targets and Criteria

Disciplines	MATH	MATH	THEATER & SEL	THEATER & SEL
Concept	Mathematical Comparisons	Equations	Emotions	Tableau
Target	Understands the relationship between groups of numbers	Solves problems using mathematical functions.	Demonstrates awareness of how emotions influence one's own behavior.	Understands an activated tableau.
Criteria	Identifies how the groups relate to each other numerically (e.g., which group is larger, smaller, are they the same size, fractions of the whole, etc.).	Creates an equation that involves either addition, subtraction, multiplication, or division.	Creates a statue using body, gesture and facial expression showing a specific feeling or state of being.	Uses gesture, body movement , facial expressions, and vocal choices to show a specific feeling within a group tableau.

Fifth Grade Class Results (Non-Title One School)

	Model 11/28/2022 and Co-Teach 2/14/2023			
	Pre-Test 11/28/2022	Pre-Test Percentage	Post-Test Scores: 2/14/2023	Post-Test Percentage
Student 1	4/7	57%	3/7	43%
Student 2	5/7	71%	4/7	57%
Student 3	4/7	57%	6/7	86%
Student 4	4/7	57%	5/7	71%
Student 5	4/7	57%	4/7	57%
Student 6	4/7	57%	2/7	29%
Student 7	6/7	86%	7/7	100%
Student 8	3/7	43%	6/7	86%
Student 9	2/7	29%	4/7	57%
Student 10	0/7	0%	2/7	29%
Student 11	2/7	29%	absent	n/a
Student 12	5/7	71%	5/7	71%
Student 13	5/7	71%	3/7	43%
Student 14	6/7	86%	5/7	71%
Student 15	4/7	57%	5/7	71%
Student 16	6/7	86%	4/7	57%
Student 17	3/7	43%	3/7	43%
Student 18	4/7	57%	6/7	86%

Student 19	5/7	71%	3/7	43%
Student 20	2/7	29%	3/7	43%
Student 21	3/7	43%	5/7	71%
Student 22	5/7	71%	3/7	43%
Student 23	5/7	71%	6/7	86%
Student 24	3/7	43%	4/7	57%
Student 25	5/7	71%	2/7	29%
Student 26	4/7	57%	absent	n/a
Student 27	1/7	14%	2/7	29%
Student 28	5/7	71%	4/7	57%
Total	103/182	57%	106/182	58%

Note: total of 26 students tests scores analyzed. (Students absent on either test day was excluded from data.)

How Do I Relate Pre- and Post-Test Analysis

On November 28, 2022, a fifth-grade teacher at a Non-Title One school administered the *How Do I Relate* Pre-test to all twenty-eight students. 2 students were absent on either the post-test day, therefore their test scores were excluded from the total calculations because there was no way to determine whether student knowledge increased, decreased or stayed the same. Later, that same day, the Arts Impact Artist Mentor model taught the first half of the lesson *How Do I Relate* to the class for the teacher. This was the students first experience with the lesson. The teacher first experienced the lesson at an Arts Impact teacher professional development training. Eleven weeks later, February 14, 2023, the teacher and Artist Mentor co-taught the second half of the lesson. On the same co-teach day, February 14th, seventy-eight days after the pre-test, the teacher administered the post-test to the class. The pre-test and post-test were the same test. Only the results of students present for both test days were calculated (26 students).

Pre-Test Results: 1 student scored zero points and another student scored one (14%) on the seven-point test. 2 students scored two at 29%; 4 scored three at 43%; and 7 scored four points at 57%. Eight students scored 5 at 71% and three students scored 6 points at 86%. Overall, the class scored 103/182 or 57%.

Post-Test Results: 4 students scored 2 at 29%, in the pretest the same students scored 0 points; one point at 14% and four points at 57% and five points at 71%. Out of these students, two students’ scores decreased between the pre and post-test (from 57% to 29% and from 71% to 29%) The other two students in this group increased their scores (0 to 29% and 14% to 29%). 6 students scored three points. Within this group 4 students’ scores decreased from the pre-test scores (from 57% to 43%; three students from 71% to 43%; one student’s score stayed the same and another student’s score increased 29% to 43%). Another 6 students scored four points. In this group, 3 scores decreased (2 students from 71% to 57%; and one from 86% to 57%). One students’ score stayed the same and two students’ scores increased (29% to 57% and 43% to 57%). Out of the 5 students who scored five points, three increased their scores (2 students from 57% to 71%; one student 43% to 71%). One student's score stayed the same and 1 students’ score decreased from 86% to 71%. 4 students scored six points with all students’ scores increased (1 student from 43% to 86%; 2 students from 57% to 86% and 1 student from 71% to 86%). 1 student scored 100% on the post-test (increased from 86% to 100%). Overall, the class scored 106/182 or 58%. This was an increase of 1.8%.

Conclusion: The minor overall class percentage increase of 1.8% can be attributed to the lesson being taught over a long period of time, with a long break of seventy-eight days in between the Model Teach and Co-Teach. The data received does not indicate the amount of time, if any, was spent on reviewing before the co-teach. Another factor is theater and math were taught in a thematic model, not an infused model. Thematic integration is when two or more subjects use the same thematic organizer at the same time. An infused model of teaching is when the teaching is defined by a concept shared by both subjects with the same concept meaning the same thing in both disciplines. Infused teaching allows for students to learn the same concept in multiple ways.

Why the Arts?

Dance Infused Learning and Teaching



Dance infused teaching and learning supports students in collaborative group learning while encouraging self-confidence and a mutual respect for self and others. When students are asked to analyze and communicate their choreography, both verbally and in written format, they are strengthening their English vocabulary through engaging real-world experiences. The Washington State K-12 Arts Learning Standards for Dance focus on the artistic process of creating; performing, presenting, producing; responding and connecting. Kearney (2020) stated “Creating, Performing, Responding, and Connecting... requires the ability to communicate through the English language, whether it is through listening, reading, speaking, or writing.” (p. 13).

Dance is also a natural partner when teaching math concepts. In understanding the natural partnership of dance and math, Dr. Karl Schaffer stated “embodying the problem is memorable, it’s sociable, it’s creative. It makes the mathematical ideas assessable” (Schaffer, n.d.). Dance and math infused learning supports student collaborative group learning while encouraging safe cognitive and physical risk taking, which creates self and mutual respect. Combining the body with learning helps to connect the abstract with the real. Dance as a math strategy allows for developmentally appropriate full body experience, while increasing mathematical vocabulary, which is essential for English Language Learners. Dance as a math strategy also increases classroom time for instruction. There is no need for distribution and set up of objects because the body is the skillful means to teach math.

Kearney, B. (2020). English Language Learners in the Dance Classroom: Building Bridges to Rigorous Language Acquisition
Schaffer, K., & Stern, E. (n.d.). *TEDxManhattanBeach*. *TEDxManhattanBeach*. Retrieved from https://www.youtube.com/watch?v=Ws2y-cGoWqQ&feature=emb_logo

Theater Infused Learning and Teaching

Theater infused ELA teaching and learning supports students in collaborative group learning while encouraging a mutual respect for self and others, relating knowledge and personal experience, and developing and strengthening English Language Development. Theater defines success as group success, focusing on building individual confidence, comfort in speaking in front of others, and multiple opportunities to work cooperatively and effectively with different types of people. Theater outcomes include social acceptance, participation in a safe creative



environment, supporting each other's individual unique contributions while working cooperatively together. There are multiple opportunities for communication in language accompanied with developing effective physical expressions (action, movement, gesture, and/or facial expressions) for clear understanding in simple and complex exchange of ideas and/or information. Theater celebrates and encourages creative and critical problem-solving skills, initiative, and perseverance. These strengths are brought to the forefront of the classroom and education through culturally

responsive theater infused teaching and learning.

Math concepts typically are not associated with theater, but math and theater are natural partners in the professions of theatrical design (set, lighting, costume). The professions of theater design use math concepts to help create the look and mood of the world imagined by the directors, playwrights and producers. "Set designers make frequent use of geometry to calculate angles, lengths, and area of common shapes, which are then translated into large scale painted or constructed components of the stage" (Seamster, 2020). Actors use language and physical expressions to communicate clear understanding in simple and complex exchange of ideas and/or information. Lighting, angles, and positioning of objects on stage can communicate tension, contrast, and the mood of a theatrical piece. Set designers also use math when building sets. Theater set designers celebrate and encourage creative and critical problem-solving skills, initiative communication, collaboration, and perseverance. When students get opportunities to create their own theatrical designs, they can design production elements that speak to, represent and celebrate their culture.

Seamster, J. (2020, April 16). Theatrical Math. Metaphoric Math Life Lessons Through a Mathematical Lens. Retrieved from <https://metaphoricmath.com/theatrical-math/>

Visual Arts Infused Learning and Teaching

Visual Arts infused English Language Arts (ELA) teaching and learning encourages student engagement in both subjects. Art is a universal language that expresses culture, identity and promotes self-expression with personal meaning. Visual arts give students opportunities to show and demonstrate what they know, while expanding and developing a deeper vocabulary when interpreting, critiquing, demonstrating comprehension, and presenting artistic choices and ideas. Culturally responsive, student-centered visual arts infused ELA assessments, based on specific concepts and not aesthetics, promote risk taking, confidence, deeper learning, and engagement. Each of these outcomes promotes a student's feeling of belonging and their voice being heard. Visual arts infused ELA lessons, taught with high quality art materials, gives students access to equitable and meaningful art experiences. Students make connections and understanding to new ideas, situations, and learning experiences as they develop deeper understandings of learned concepts.



Visual Arts infused Math is a genuine teaching model that supports student learning in both math and visual art concepts, critical and creative thinking, and perseverance, while engaging both students and teachers. Visual arts and math aim to make sense of the work with creative and critical thinking skills. Visual arts authentically help students to visualize math concepts and arrive at conclusions by solving math problems in different ways. Infused visual arts and math strengthens and expands students' academic vocabulary. Students learn concept connections empowering their learning while building perseverance. Erickson stated "Concept-based curricula are more effective than topic-based curricula, for the world of today and tomorrow, because they take teaching and learning to a higher level as students analyze, synthesize, and generalize from facts to deeper understanding." (pg. x)

Erickson, H. L. (2008). *Stirring the Head, Heart, and Soul Redefining Curriculum, Instruction, and Concept-Based Learning*. Thousand Oaks, CA: Corwin Press.

2021-22 Mentorships

Following the Summer Institutes, 30 out of the 35 teachers (in 5 of the 6 districts) who participated in the Summer Institutes and Peninsula Professional Development workshops received Classroom Mentorships with a Dance, Theater or Visual Arts Artist Mentor throughout the 2022-23 school year.

The 5 teachers who did not receive a mentorship was due to 4 teachers not completing at least 80% of the professional development institute training, and 1 teacher 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 with math, with some teachers opting to infuse the arts in other subject areas in which their students needed more support.



574 students received arts instruction through the mentorship program throughout the school year, with a success rate above 90% in all art and core subject disciplines. All Mentorships were conducted in person this year, a first since the start of the Pandemic. Each Mentorship concluded with an Artist Mentor and teacher meeting for a time dedicated to assessing student learning and reflecting on challenges, successes, and changes for teaching the lesson in the future.

Arts Infusion

The Arts Impact model of arts infusion addresses WA State K-12 Arts Standards, as well as relevant math, English Language Arts (ELA), 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.

Student Engagement



Students explored and connected with new approaches to academic content through arts infusion. During each mentorship, students responded to clearly 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 rich academic vocabulary.



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. 90% of 2022-23 teachers achieved this goal in all areas.



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 2022-23, students achieved an average of 91.9% 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.

Discipline	Number of disagreements in ratings	Number of possible agreements	Percent of agreement between AM and teacher ratings
Dance	0	1539	100.0%
Theater	5	732	99.3%
Visual Arts	1	885	99.9%
All Disciplines	6	3156	99.8%

2022-23 MENTORSHIPS BY DISTRICT

HIGHLINE SCHOOL DISTRICT



VISUAL ARTS WITH CAROL GOULD

Gregory Heights Elementary School

4th Grade, Visual Arts and Math Infused Lesson

Authors: William Calarese and Carol Gould (Visual Arts Artist Mentor)

Box Method Math Meets Mondrian Magic

Enduring Understanding

Geometric shapes can represent the value of a number. Shapes and colors can be combined to create a balanced work of art. Artist's compositions can be used to inspire mathematical applications.

Lesson Description (Use for family communication and displaying student art)

Students will create a geometric painting to represent multiplication area models to reinforce and support their learning in two-digit by two-digit multiplication. The aim of this art infused math project is to allow students to conceptually understand, problem-solve, and collaborate to discover multiple perspectives as they create their own art piece. Students will learn that multiplication is used in geometry to calculate the area of a figure. In this lesson students draw and paint models to see and understand multi-digit multiplication.

Students will learn about the modernist painter, Piet Mondrian, whose works incorporated geometric quadrilateral shapes and used colors. This lesson will be conducted in 3 parts.

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS & MATH	VISUAL ARTS	VISUAL ARTS & MATH	VISUAL ARTS & MATH	Total 4
Concept	Box Method	Color	Artwork	Box Method	
Criteria	Represents products and sums using grid paper to make colorful polygons.	Identifies primary and secondary colors in artwork. Mixes and applies acrylic paint to polygons.	Uses ruler or tape to create a Mondrian inspired geometric shape painting.	Presents and explains math thinking in artwork during a gallery walk.	
Total	25/25	25/25	25/25	25/25	100/100
Percentage	100%	100%	100%	100%	100%

Student Learning in Compliance to Washington State Learning Standards

WA Arts Learning Visual Arts Performance Standards

- Performance Standard (VA:Cr3.1.4): a. Revise artwork in progress on the basis of insights gained through peer discussion.
- Performance Standard (VA:Re7.1.4): a. Compare responses to a work of art before and after working in similar media.

Common Core State Performance Standards (CCSS) in Math

- 4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
- 4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

CCSS Mathematical Practices

- Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure.

PENINSULA SCHOOL DISTRICT

THEATER WITH DAVE QUICKSALL

Discover Elementary School

1st Grade, Theater and SEL Infused Lesson

Authors: Jennifer Sandmann and Dave Quicksall (Theater Artist Mentor)

Retelling and Performing Acts of Kindness

Enduring Understanding

Using literature and theater arts, one can develop a deeper understanding of empathy and how to respond with kindness.

Lesson Description (Use for family communication and displaying student art)

Students show different feelings using their facial expressions and bodies. They read “Somebody Loves You, Mr. Hatch” and retell story details using tableaux. They practice sharing with their friends, helping them, and taking turns. They act out short scenes demonstrating acts of kindness.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & ELA	THEATER	THEATER & SEL	Total
Concept	Emotions	Key Story Details	Kindness	3
Criteria	Demonstrates specific emotions using facial expressions and body movements.	Uses posture, facial expression and gesture to show understanding.	Uses body and voice while performing acts of kindness in a scene.	
Total	16/16	16/16	14/17	46/49
Percentage	100%	100%	82%	94%

Student Learning in Compliance to Washington State Learning Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr1.1.1): c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).
- (TH:Pr6.1.1): a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).
- (TH:Re9.1.1): a. Build on others’ ideas in a guided drama experience (e.g., process drama, story drama, creative drama). c. Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama)

Early Learning Guidelines (1st Grade)

- 2. Building relationships: Interactions with peers and others: Think about how his/her behavior impacts other people. Has increased awareness of interpersonal behavior and communication. Expand skills to connect and interact with peers and others. Play more cooperatively with others.
- 6. Learning about my world: Arts: Create and respond to arts. Choose to join in creative dramatics, storytelling or puppetry.

Common Core State Performance Standards (CCSS) in ELA Key Ideas and Details

- RL 1.1 Ask and answer questions about key details in a text.
- RL 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL 1.3 Describe characters, settings, and major events in a story, using key details.

Social and Emotional Learning

- Self-Awareness, Self-Management, Self-Efficacy, Social Awareness, Social Management, and Social Engagement.



THEATER WITH DAVE QUICKSALL

Discover Elementary School

Kindergarten, Theater and Social Emotional Learning (SEL) Infused Lesson

Authors: Megan Hankel and Dave Quicksall (Theater Artist Mentor)

Good and Bad Behavior: Staring, Glaring and Sharing

Enduring Understanding

Acting out good and bad behavior choices can help build skills needed for coping with challenging situations.

Lesson Description (Use for family communication and displaying student art)

In small and large groups, students will identify good and bad behaviors and how those behaviors make them feel. Students will listen to the story, “The Bad Seed” by Jory John and identify the seed’s good and bad choices. Then, students will work through a series of challenging behavior situations and identify the feelings that accompany those behaviors.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & SEL	THEATER & SEL	THEATER & SEL	THEATER & SEL	Total 4
Concept	Emotion	Behavior	Facial Expression	Sharing	
Criteria	Uses facial expressions, movement, and actions to express specific emotions.	Demonstrates good and bad behaviors and identifies the feelings that arise from those choices.	Manipulates the face to show specific emotions when prompted.	Takes turns playing with a toy with a partner.	
Total	19/19	19/19	19/19	19/19	76/76
Percentage	100%	100%	100%	100%	100%

Student Learning in Compliance to Washington State Learning Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr2.1.K): a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).
- (TH:Cr3.1.K): a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

Early Learning Guidelines (age 5 and kindergarten)

- 1. About me and my family and culture: Self-management: Identify emotions and use words to describe them. Express a range of emotions appropriately, such as excitement, happiness, sadness and fear. Resist impulses and choose appropriate behavior with little adult direction. Be able to wait—for a turn, a treat, etc. Begin to recognize how own actions affect others
- 6. Learning about my world: Arts: Join in creative dramatics, storytelling, puppetry and pretend play.

Social and Emotional Learning

- Self-Awareness, Self-Management, Self-Efficacy, Social Awareness, Social Management, and Social Engagement.

THEATER WITH DAVE QUICKSALL

Discover Elementary School

5th Grade, Theater and SEL Infused Lesson

Authors: Ron Witter and Dave Quicksall (Theater Artist Mentor)

Social Emotional Playhouse Theatre Presents . . .

Enduring Understanding

Through acting in a SEL infused scene, students can gain a better understanding of their own behavior.

Lesson Description (Use for family communication and displaying student art)

Students will learn about character objective by acting out a short scene of being trapped in an elevator. In small groups, students will cooperatively generate ideas and write scripts to perform different SEL infused scenes. Students will reflect on behaviors learned through acting and watching performed scenes.

Playwriting Template

What is your assigned strand/topic (Growth Mindset, Making Friends, Mindfulness, Modulating Our Behavior)

Mindfulness

List each group member and their character's name below:

Student Name	Character Name	Character traits
Clark	Henry Katz	Smart but also dumb
Brianne	Ms. Madrona	Mean math teacher that's quirky
Kelley	Jacki buhga	Fortnite kid Fortnite

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & SEL	THEATER, SEL & ELA	THEATER & ELA	THEATER, SEL & ELA	Total 4
Concept	Objective	Script	Performance	Reflection	
Criteria	Uses a variety of actions to overcome the obstacle of being trapped in an elevator.	Cooperatively composes a short theatrical scene using dialogue, stage directions and character.	Demonstrates knowledge of social behaviors in a performance.	As an audience member, identifies at least one behavior pertaining to each scene.	
Total	28/28	28/28	24/28	24/28	104/112
Percentage	100%	100%	86%	86%	93%

Student Learning in Compliance to Washington State Learning Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr2.1.5): a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances. b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.
- TH:Cr3.1.5): a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review. b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.
- Performance Standard (TH:Pr6.1.5): a. Present drama/theatre work informally to an audience.

Common Core State Performance Standards (CCSS)

- 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 5. Provide a conclusion that follows from the narrated experiences or events.

Social and Emotional Learning

- Self-Awareness, Self-Management, Self-Efficacy, Social Awareness, Social Management, and Social Engagement.

THEATER WITH DAVE QUICKSALL

Discover Elementary School

4th and 5th Grade, Theater, SEL and ELA Infused Lesson

Authors: Tiffany Hawkins and Dave Quicksall (Theater Artist Mentor)

"I can control myself"- Self Regulation in Practice

Playwriting Template

Topic: Emotional Regulation Skills needed in challenging situations at school. Describe your situation in the box below.

Annoyed- Bad sportsmanship

List each group member and their character's name below:

Student Name	Character Name	Character traits
Isla	Lily	Sassy, boss, hard core and rude
Yiyin	Cindy	SMART, kind, hardworking, friendly
Maddy	Lexi	Kind, helpful, friendly, and a little bit bossy.
Nolan	Bob	Smart, kind, shy

Enduring Understanding

Through acting in an SEL infused scene, students can expand their emotional regulation skills needed in challenging situations.

Lesson Description (Use for family communication and displaying student art)

Students will explore emotional expressions. As a class, students will brainstorm different scenarios that will encompass emotional situations that arise within a school setting. In small groups, students will develop dramatic scenes in which they will utilize self-regulation strategies to overcome challenging situations. Students will perform those scenes for their classmates. Students will reflect on each performance identifying the self-regulation strategies that were used.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER	SEL	THEATER & ELA	THEATER & SEL	Total 4
Concept	Emotional Expression	Self-Regulation	Written Script	Self-Regulation	
Criteria	Uses voice, facial expressions, and body movement to represent a feeling.	In a small group, selects specific actions to solve an emotional problem.	Cooperatively composes a short theatrical scene using dialogue, stage directions and character.	Demonstrates knowledge through script creation and performance.	
Total	16/16	16/16	16/16	16/16	64/64
Percentage	100%	100%	100%	100%	100%

Student Learning in Compliance to Washington State Learning Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr2.1.5): a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances. b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.
- (TH:Cr3.1.5): a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review. b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.

Common Core State Performance Standards (CCSS) in ELA

- 5.W.3.: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 2. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 3. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 5. Provide a conclusion that follows from the narrated experiences or events.

Social and Emotional Learning

- Self-Awareness, Self-Management, Self-Efficacy, and Social Awareness.

VISUAL ARTS WITH VALENCIA CARROLL

Minter Creek Elementary School

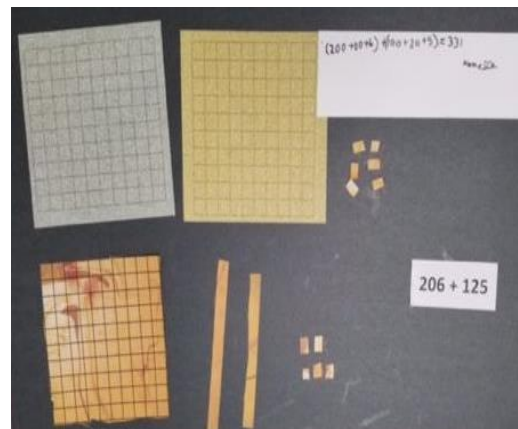
2nd Grade, Visual Arts and Math Infused Lesson

Authors: Adam Sripranarantanakul and Valencia Carroll and Grace Washington (Visual Arts Artist Mentors)

Place Value Story Quilt

Enduring Understanding

Shapes symbolizing numbers can show the place value of numbers, giving students a firm foundation in regrouping and comparing numbers and making sense of larger numbers and addition operations of large numbers.



Lesson Description (Use for family communication and displaying student art)

Students will create a quilt inspired composition using place value and properties of operations in addition. Students will learn how quilts are used by people to tell stories that relate artistic ideas and works with societal, cultural, and historical context. Then they will create their own quilt inspired art to tell a story that explains place value.

CLASS ASSESSMENT WORKSHEET

Disciplines	MATH	MATH	VISUALARTS & MATH	VISUALARTS	Total
Concept	Place Value	Counting by Hundreds	Composition Representing Addition Expression	Craftsmanship	4
Criteria	Cuts 5.5" square ½" graph paper to correctly show place value representation of hundreds, tens and ones and names each representation.	Correctly counts adding 100 up to 900 and shows representations of each number, using 5.5" square ½" graph paper to correctly show each hundred number counted.	Uses appropriate number of ones, tens, and hundreds paper representations to show accurate addition expression in expanded form and writes the matching addition equation on a card.	Carefully cuts on lines and glues securely.	
Total	19/19	19/19	11/17	15/17	64/72
Percentage	100%	100%	65%	88%	88%

Student Learning in Compliance to Washington State Learning Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr2.1.2): a. Experiment with various materials and tools to explore personal interests in a work of art or design.
- (VA:Cn11.1.2): a. Compare and contrast cultural uses of artwork from different times and places.

Common Core State Performance Standards (CCSS) in Math

- 1. 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- B. Use place value understanding and properties of operations to add and subtract.
- 9. 2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

Early Learning Guidelines (2nd Grade)

- 6. Learning about my world: Math: Understand place value in three-digit numbers. Arts: Experiment with creating own artwork.

<i>Classroom Teachers Lesson Reflections</i>
<p><i>What was effective in the lesson: Using shapes to represent place value as units of ones, tens and hundreds was effective. This was evident in the fact that students who had the incorrect number of squares in the 100's and 10's still had the correct shapes.</i></p> <p><i>Next time I teach this lesson: I would use the Ringgold's Story Quilt to demonstrate the collage. I would place more emphasis on precision and counting the individual units. Cut the warm and cool colors from the lesson and write a target around creating a pattern.</i></p>

VISUAL ARTS WITH VALENCIA CARROLL

Minter Creek Elementary School

PRE-K, Visual Arts and Math Infused Lesson



Authors: Alea Marshall and Valencia Carroll (Visual Arts Artist Mentor)

Sizing Up Triptych Art

Enduring Understanding

Classification skill is a foundational concept needed for reading, math, life-long learning. It helps us to process information more quickly and understand the information that we are processing.

Lesson Description (Use for family communication and displaying student art)

After reading the story, “Goldilocks and the 3 Bears”, we will practice our skills in sorting by size. We will create a Triptych art piece. Students will draw, cut, or tear different kinds of paper into small, medium and large pieces. They will then glue them into 3 separate panels forming a “triptych.”

CLASS ASSESSMENT WORKSHEET

Disciplines	MATH	MATH	VISUAL ARTS & MATH	VISUAL ARTS	Total
Concept	Classification by Size	Classification	Triptych	Craftsmanship	4
Criteria	Places objects in 3 or more groups based on a single characteristic (size).	Sorts items by size and regroups and sorts same items by a different attribute (color, shape, etc.).	Sorts the collage items by a different size in each of the triptych panels.	Securely glues Collage pieces to backing.	
Total	18/18	18/18	17/18	18/18	
Percentage	100%	100%	94%	100%	99%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr2.1.K) a. Through experimentation, build skills in various media and approaches to art-making.

Early Learning Guidelines (4 to 5 years old)

- 6. Learning about my world: Math: Compare size. Describe objects using size words. Order three objects by one characteristic. Arts: Show an increasing ability to use art materials safely and with purpose. Show creativity and imagination.

TS Gold Objectives for Development and Learning for WaKIDS

- Objective 13 Uses classification skills
- 4. Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
- 6. Groups objects by one characteristic: then regroups them using a different characteristic and indicates the reason

Classroom Teachers Lesson Reflections

What was effective in the lesson: Sorting by size objects to producing the pieces.

Next time I teach this lesson: Spend more time teaching how to cut 3 different sizes from one piece of paper.

Strongest connections between visual arts and math: Size and comparisons are important concepts in art design.

VISUAL ARTS WITH VALENCIA CARROLL AND BEVERLY HARDING BUEHLER

Minter Creek Elementary School

2nd Grade, Visual Arts and Science Infused Lesson

Authors: Michelle Blake and Valencia Carroll and Beverly Harding Buehler (Visual Arts Artist Mentors)

Aerial Map Making Through Art



Enduring Understanding

Maps can literally and virtually take you around the world. The symbolic clues to a place transport, broaden, and enlighten your world view around you and abroad/beyond. Maps are tools that can help you navigate and understand the world.

Lesson Description (Use for family communication and displaying student art)

Students will explore our community using the street view of Google Maps. We will review maps as symbolic representations of place. We will highlight landforms, analyze landscapes for simplified landforms, practice drawing organic shapes from nature and create a collage of an aerial view of an imaginary place with drawn contour lines to represent landforms.

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS & SCIENCE	SCIENCE	SCIENCE	VISUAL ART	Total
Concept	Aerial viewpoint	Mapping	Mapping Recognizes and identifies basic shapes, colors and patterns that represent landforms	Collage	4
Criteria	Identifies and draws shapes in a landscape as seen from above.	Identifies and draws simplified images to show at least three different types of landforms and creates a key to explain what they mean		Tears, cuts, and attaches papers to make one unified image	
Total	2/13	16/18		16/18	
Percentage	2%	89%	89%	100%	78%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr1.1.2) a. Brainstorm collaboratively multiple approaches to an art or design problem.
- (VA:Cr2.3.2) a. Repurpose objects to make something new.
- (VA:Re7.1.2) a. Perceive and describe aesthetic characteristics of one's natural world and constructed environments.

Next Generation Science Standards

- 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Classroom Teachers Lesson Reflections

What was effective in the lesson: Collage making using landforms.

Next time I teach this lesson: Thickness of sharpies, lighter background to see icons better.

Strongest connections between visual arts and science: Aerial view.



VISUAL ARTS WITH VALENCIA CARROLL AND BEVERLY HARDING BUEHLER

Michelle Lee, Minter Creek Elementary School

3rd Grade, Visual Arts and Math Infused Lesson

Authors: Michelle Lee and Valencia Carroll and Beverly Harding Buehler (Visual Arts Artist Mentors)

Division Assemblage

Enduring Understanding

Division helps us organize and break down large quantities into more manageable equal parts (important for sharing, equity, money, time, etc.)

Lesson Description (Use for family communication and displaying student art)

Students will find representations of division in works of art. Students will learn about assemblage and create their own. Students will write a division equation representing their own assemblage.

CLASS ASSESSMENT WORKSHEET

Disciplines	MATH	VISUAL ARTS	VISUAL ARTS	MATH & VISUAL ARTS	Total
Concept	Division	Assemblage	Unity	Division, Art Analysis	4
Criteria	Separates a total number of objects into equal size groups	Creates a composition by assembling disparate elements	Repeats size, shapes, or color in one composition	Writes a division equation that represents assemblage	
Total	20/20	14/15	15/15	7/15	56/65
Percentage	100%	93%	100%	47%	86%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Re7.2.3) a. Determine messages communicated by an image.
- (VA:Re9.1.3) a. Evaluate an artwork based on given criteria.

Common Core State Performance Standards (CCSS) in Math

- OA.3.2 Interpret whole-number quotients of whole numbers.
- OA.3.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

CCSS Mathematical Practices

- Model with mathematics.

Classroom Teachers Lesson Reflections

What was effective in the lesson: Using math manipulatives / counters to practice division for creating a concrete division equation.

Next time I teach this lesson: Reiterate division equation that matches assemblage art.

Strongest connections between visual arts and math: Using works of art to find division problems.

DANCE WITH SABIAN PLEASANT

Purdy Elementary School

2nd Grade, Dance and Math Infused Lesson

Authors: Crystal Marousek and Sabian Pleasant (Dance Artist Mentor)

Place Value Bop, Bop, Bop!

Enduring Understanding

All numbers have place value and our bodies can represent those values through movement.

Lesson Description (Use for family communication and displaying student art)

Students will understand that numerals are represented by moving their bodies to levels: highs (hundreds), mediums (tens), and lows (ones).

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE & MATH	DANCE & MATH	DANCE & MATH	Total 3
Concept	Levels in Self-space	Levels in General Space	Place Value Dances	
Criteria	Dances with high, medium, or low movements in self-space to represent place value.	Dances with high, medium, or low movements in general space to represent place value.	Shows a three-digit number with their peers, using their bodies.	
Total	22/24	18/24	22/24	62/72
Percentage	92%	75%	92%	86%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Dance Arts Performance Standards

- (DA:Cr1.1.2): b. Combine a variety of movements while manipulating the elements of dance.
- (DA:Cr2.1.2): b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
- (DA:Pr4.1.2): c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Common Core State Performance Standards (CCSS) in Math

- 2.NBT.3 Read and write numbers to 1,000 using base ten numerals, number names and expanded form.

CCSS Mathematical Practices

- Model with mathematics. Attend to precision.

Social and Emotional Learning

- Self-Awareness, Self-Management, Self-Efficacy, Social Awareness, Social Management, and Social Engagement.

<i>Classroom Teachers Lesson Reflections</i>
<i>What was effective in the lesson: Engaging for everyone, really anchored their learning!</i>
<i>Next time I teach this lesson: Level of intensity. 100's more intensity, 10's is less intensity.</i>

DANCE WITH SABIAN PLEASANT

Purdy Elementary School

Preschool, Dance and Math Infused Lesson

Authors: Jessica Dagati and Sabian Pleasant (Dance Artist Mentor)

Untitled

Enduring Understanding

Body movement can represent numbers.

Lesson Description (Use for family communication and displaying student art)

In this dance/math lesson, students will be able to recognize symmetry. Students will use their bodies to demonstrate symmetry and number quantities (1, 2, 3, 4, 5). They can demonstrate numbers and symmetry within themselves, and numbers and symmetry within a group.

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE & MATH	DANCE & MATH	DANCE & MATH	Total 3
Concept	Quantity	Numbers, Symmetry, & Energy (individual)	Numbers, Symmetry, & Energy (group)	

Criteria	Dances with 1, 2, 3, 4, and 5 body parts.	Creates numbers and symmetry within their own body using sharp, smooth, shaking, or swinging energy.	Creates numbers and symmetry within their own group using sharp, smooth, shaking, or swinging energy.	
Total	6/6	7/7	7/7	20/20
Percentage	100%	100%	100%	100%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Dance Arts Performance Standards

- (DA:Cr1.1.PK): a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, and tactile). b. Find a different way to do several basic locomotor and non-locomotor movements.

Early Learning Guidelines (Toddlers)

- 6. Learning about my world: Math: Identify quantity and comparisons, such as all, some, none. Use comparison words correctly, such as bigger and smaller, more and less. Arts: Explore various ways of moving the body with and without music.

Classroom Teachers Lesson Reflections

What was effective in the lesson: Yes, this lesson was very effective. All children engaged in multiple components. They responded to musical prompts, recognized, and acted out numerals and learned about symmetry.

Next time I teach this lesson: Make this a three-day lesson instead of a two-day lesson. Focus on symmetry with more images and connections.

Strongest connections between dance and math: The concept of symmetry was amazing to explore in both disciplines.

DANCE WITH SABIAN PLEASANT

Purdy Elementary School

4th Grade, Dance and Math Infused Lesson

Authors: Mary Beth Beene and Sabian Pleasant (Dance Artist Mentor)

Angles and Lines are FINE!

Enduring Understanding

We can use our body movements to form lines and angles.

Lesson Description (Use for family communication and displaying student art)

In this lesson students will use their bodies to form lines and angles. They will identify lines and angles around them and be able to explain types of angles and how they are different from each other.

CLASS ASSESSMENT WORKSHEET

Disciplines	MATH	DANCE & MATH	DANCE & MATH	Total
Concept	Lines & Angles	Lines & Angles in Self & General Space	Patterns	3
Criteria	Looks around the room and identifies different lines and angles they see in the classroom.	Creates lines and angles with various body parts.	Dances "ABA" patterns that show how various lines and angles are different.	
Total	26/26	24/25	19/25	69/76
Percentage	100%	96%	100%	91%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Dance Arts Performance Standards

- (DA:Cr1.1.4): a. Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).

- (DA:Cr2.1.4): a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices. b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

Common Core State Performance Standards (CCSS) in Math

- 4.G.1 Draw points, lines, line segments, rays, angles (acute, right, obtuse) and perpendicular and parallel lines. Identify these in two dimensional figures.

CCSS Mathematical Practices

- Model with mathematics. Attend to precision.

<i>Classroom Teachers Lesson Reflections</i>
<i>What was effective in the lesson: Creating lines and angles with various body parts was effective because kids had the freedom of choice and there were many opportunities to experiment and be creative.</i>
<i>Next time I teach this lesson: I would reconsider the ABA activity. It needed to be more scripted by me calling out ABA, as well. I would have each pair of students demonstrate as well while their classmates watched.</i>
<i>Strongest connections between dance and math: Arm and leg movements can result in angles and lines even when we are not thinking about it. Angles and lines are everywhere in dance. Math/Music/Dance are all connected.</i>

DANCE WITH SABIAN PLEASANT

Purdy Elementary School

Kindergarten, Dance and Math Infused Lesson (Geometric and Body Shapes)

Authors: Nicole Mundell and Sabian Pleasant (Dance Artist Mentor)

The Shape of Me, Beautifully

Enduring Understanding

Using our bodies can build beautiful shapes through the use of straight and curved lines.

Lesson Description (Use for family communication and displaying student art)

Students will explore the different types of lines and combine those lines to create geometric shapes using their bodies.

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE & MATH	DANCE	DANCE & MATH	Total
Concept	Lines	Shapes	Geometric Shapes	
Criteria	Demonstrates curved and straight lines in body shapes through mirroring a leader.	Dances and then freezes in a full body shape.	Creatively builds a geometric shape using their body.	3
Total	18/18	18/18	18/18	54/54
Percentage	100%	100%	100%	100%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Dance Arts Performance Standards

- (DA:Pr4.1.K): a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), change levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
- (DA:Pr5.1.K): a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.

Common Core State Performance Standards (CCSS) in Math

- K.G Identify and describe shapes.

- K.G.6 Compose simple shapes to form larger shapes.
- K.G.4 Analyze and compare two-dimensional shapes in different sizes and orientations, using informal languages to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- K.G.2 Correctly name shapes regardless of their orientations or overall size.

CCSS Mathematical Practices

- Model with mathematics.

SEL Standards

- Benchmark 3C: With adult assistance, I can understand that I have assets that are valuable to others.

Classroom Teachers Lesson Reflections

What was effective in the lesson: The videos were great! The dance, and freeze, and the body shapes went well! Also, the extension was the student’s favorite part.

Next time I teach this lesson: Mirroring with partners – give them more time for this.

Strongest connections between dance and math: Shape making – connecting shapes in math to shapes in their bodies.

PROSSER SCHOOL DISTRICT

THEATER WITH ANA MARÍA CAMPOY
Linda Barnes, Prosser Heights Elementary School
 3rd and 4th Grade, Theater and Math Resource Room
 Infused Lesson



Authors: Linda Barnes and Ana María Campoy (Theater Artist Mentor)

Marvelous Mathemagical Costume Design Project

Enduring Understanding

Mathematical skills, such as measuring, performing basic calculations, rounding, and applying problem solving and reasoning strategies are used every day in real-world situations. Demonstrating one’s understanding of mathematical skills is strengthened through practice and application.

Lesson Description (Use for family communication and displaying student art)

Students will make a connection between costume design and mathematical practices. Students will use mathematical skills to take measurements, round numbers, calculate equations, and apply problem-solving strategies to plan and design their own superhero cape for the Marvelous Mathemagical Costume Design Project.

CLASS ASSESSMENT WORKSHEET

Disciplines	MATH	THEATER & MATH	THEATER & MATH Creative Choices		Total
Concept	Measurements & Equations	Persistence			4
Criteria	Takes their own measurements and solves equations to create costume design rendering.	Stays on task, completes their equations and design renderings.	Creates costume designs based on their mathematical equations, mathematical superhero attributes.	Completes student self-reflection.	
Total	9/9	8/9	8/8	8/8	46/49
Percentage	100%	89%	100%	100%	94%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr1.1.3): b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
- (TH:Cr1.1.4): b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.

Common Core State Performance Standards (CCSS) in Math

- 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.



Classroom Teachers Lesson Reflections

What was effective in the lesson: The lesson was effective in tying together different mathematical concepts/skills and engaging with the infusion of art and individual creativity. The students were excited to participate and gave them an idea of how math is encountered in a creative setting.

Next time I teach this lesson: I need to be more intentional when discussing the attributes of a math superhero so that the students can connect that information into their costume design. Pre-planning is very important - making supporting materials was time consuming.

Strongest connections between theater and math: Practical use of math in problem solving and design, student collaboration.



THEATER WITH ANA MARÍA CAMPOY

Prosser Heights Elementary School

5th Grade, Theater and Science Infused Lesson

Authors: Mandy Stevens and Ana María Campoy (Theater Artist Mentor)

Ecosystems: Interactions, Energy, and Dynamics

Enduring Understanding

All living things require energy to live and grow. All energy comes from the sun. Through acting in a tableau, students can show energy cycles in an ecosystem.

Lesson Description (Use for family communication and displaying student art)

Students will collaborate in groups to create Activated Science Tableaux that use expressive voice and tableaux to represent the energy and food cycle of an ecosystem.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & SCIENCE	THEATER & SCIENCE	THEATER	THEATER & SCIENCE	Total 4
Concept	Energy & Food Web Cycles	Collaboration	Tableaux	Artistic Choices	
Criteria	Creates energy and food web tableaux.	Communicates ideas to others; makes compromises; and incorporates input/feedback.	Holds a statue using specific facial expression and body shape. Varies level and depth in relation to other characters. Angles body between facing other characters and audience.	Participates in discussions, collaborates with others, performs text, shares tableaux.	
Total	27/27	23/27	27/27	27/28	104/109
Percentage	100%	100%	100%	100%	95%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr2.1.5): a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
- (TH:Re8.1.5): c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Next Generation Science Performance Standards

- LS2: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Science and Engineering Practices

- Developing and Using Models.

Disciplinary Core Ideas

- LS2.A: Interdependent Relationships in Ecosystems
- LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

Crosscutting Concepts

- Systems and System Models

Classroom Teachers Lesson Reflections

What was effective in the lesson: Giving the kids with the ecosystem was super helpful, especially since they had to come up with their own decomposers. Sentence stems were very helpful. So much bravery in the room. Lots of silly joy too!

Next time I teach this lesson: The warmup set up differently, with more of a tie into energy. Being more intentional-- even when we break down-- "Hey we are breaking down, is the system working?"

Strongest connections between theater and science: How tableaux and ecosystems are all connected-- everyone has a part. Sometimes they would go out of order and then have to try again. It really taught them collaboration and the order of the ecosystem. It gives them an opportunity to assign meaning to movement and voice.



VISUAL ARTS WITH CAROL GOULD

Highland Park Elementary School

K-2nd Grade, Visual Arts and Math Infused Lesson

Authors: Karen Doxey and Carol Gould (Visual Arts Artist Mentor)

Shape Characteristics and Grouping

Enduring Understanding

The same object can belong with different groups based on their common characteristics.

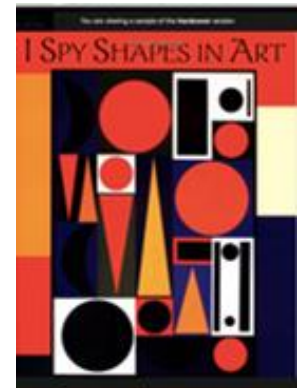
Lesson Description (Use for family communication and displaying student art)

Students explore how a decorated geometric shape can fit into different groups at different times, depending on characteristics they have in common.

Students will explore:

1. The meaning of characteristics and groups.
2. How to describe like and unlike characteristics of objects.
3. Understand that an object can belong in a variety of groups, depending on shared characteristics, leading to the understanding that people have different characteristics and can belong to different groups at different times, as well.

Students will choose/ make three geometric flat shapes – using a template with colored cardstock and decorate them with patterns and colors. Stripes (use a ruler or straight edge), swirls, polka dots (use daubers) and zig zag lines. These can be grouped in different ways. Students will play a cooperative game moving one of their shapes to different groups they can belong with. Then students collaborate to create one group mural combining shapes to create a classroom art installation.



I Spy Shapes in Art, Lucy Micklethwait

CLASS ASSESSMENT WORKSHEET

Disciplines	MATH	VISUAL ARTS & MATH	VISUAL ARTS & MATH	VISUAL ARTS	Total
Concept	Shapes	Grouping	Mural	Shape, Pattern	4
Criteria	States how a shape is the same as another shape and how it is different.	Sorts created shapes into different groups based on characteristics.	Shares shapes and take turns applying them to a collaborative mural.	Traces a template and cuts out paper shapes and then adds stripes, dots, zig zags or swirls using pens to the cut-out shapes	
Total	11/14	12/14	14/14	16/16	53/58
Percentage	79%	86%	100%	100%	91%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr1.1.K): a. Engage in exploration and imaginative play with materials.
- (VA:Cr1.2.K): a. Engage collaboratively in creative art-making in response to an artistic problem.
- (VA:Cr1.1.1): a. Engage collaboratively in exploration and imaginative play with materials.

Early Learning Guidelines (age 5 and kindergarten; First Grade; Second Grade)

- (Age 5 and Kindergarten) 6. Learning about my world: Arts: Learn ways to create artwork.
- (First Grade) 6. Learning about my world: Arts: Create and respond to arts.
- (Second Grade) 6. Learning about my world: Arts: Experiment with creating own artwork.

Common Core State Performance Standards (CCSS) in Math

- CCSS KG Identify and describe shapes. Correctly name shapes regardless of their orientations or overall size.
- CCSS KG Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.
- CCSS 1.G Reason with shapes and their attributes. Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.
- CCSS 2.G Reason with shapes and their attributes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

CCSS Mathematical Practices

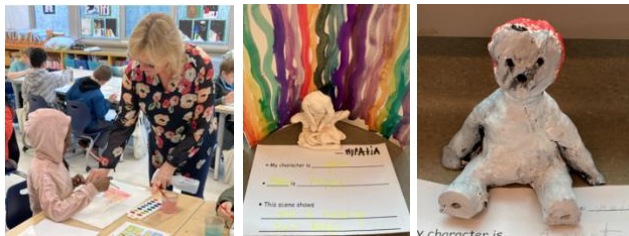
- Model with mathematics. Use appropriate tools strategically. Attend to precision. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Classroom Teachers Lesson Reflections

What was effective in the lesson: Sentence stems helped them articulate their thoughts.

Next time I teach this lesson: Help students see their shapes as a piece of art not just a shape that doesn't matter.

Strongest connections between visual arts and math: They really knew their shapes and were very talkative and interacted a lot at the end.



VISUAL ARTS WITH CAROL GOULD

Kimball Elementary School

2nd Grade, Visual Arts and ELA Infused Lesson

Authors: Tomoko Johnson and Carol Gould (Visual Arts Artist Mentor)

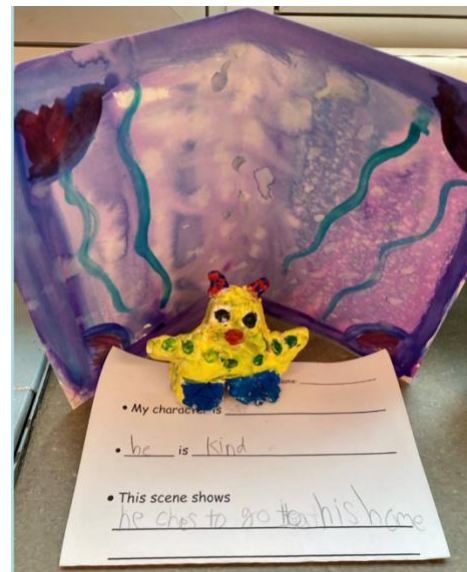
Sculptures with Character Traits

Enduring Understanding

Authors and Artists can convey mood, setting, and character traits through word choices and artistic choices like color, shape, line, and direction. 2-dimensional designs can be transformed into 3-dimensional sculptures using specific clay techniques.

Lesson Description (Use for family communication and displaying student art)

Students will look at artwork and identify setting and character traits using key details in the artwork. Next, the students will look closely at illustrations in a story. They will discuss how the setting and characters' actions can help us identify character traits. Then, the students will choose a scene from their own fiction writing. Students will use clay to create a statue of a character in a frozen moment that shows their character trait. Students will use watercolor to create the setting and the mood as a backdrop for the statue.



CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS & ELA	VISUAL ARTS	VISUAL ARTS & ELA	VISUAL ARTS & ELA	Total
Concept	Character Traits	Clay Sculpture	Background	Reflection	4

Criteria	Participates in a discussion, designs and creates a small clay statue that depicts a character trait.	Uses the rule of thumb and the rule of pinky to create a balanced character sculpture.	Uses wet on wet technique and color choices to create a background setting and mood.	Speaks for a minute or two to explain the character traits and setting of their sculptures and scenes.	
Total	19/20	19/20	16/18	17/19	71/77
Percentage	95%	95%	100%	89%	92%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr3.1.2): a. Discuss and reflect with peers about choices made in creating artwork.
- (VA:Re8.1.2): a. Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.

Early Learning Guidelines (Grade 2)

- 6. Learning about my world: Arts: Be interested in a variety of types of art. Experiment with creating own artwork.

Common Core State Performance Standards (CCSS) in ELA

- CCSS.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.RL.2.3 Describe how characters in a story respond to major events and challenges.

Classroom Teachers Lesson Reflections

What was effective in the lesson: The time the teacher gave to the connection.

Next time I teach this lesson: Pre-teach watercolor to allow for more mood in the setting. Bigger paper.

Strongest connections between visual arts and ELA: Practical use of math in problem solving and design, student collaboration.

TACOMA SCHOOL DISTRICT

DANCE WITH JO PETROFF

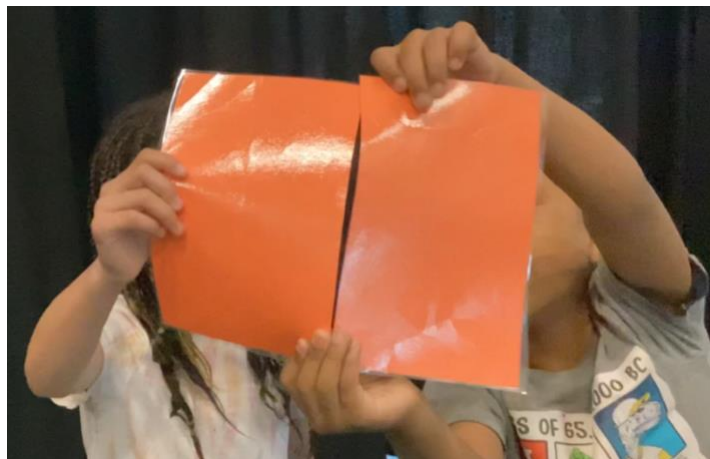
Grant Center for the Expressive Arts Elementary School

1st Grade, Dance and Math Infused Lesson
Authors: Cheri Dusek, Mackenzie Flores and
Jo Petroff (Dance Artist Mentor)

Dancing Quarters, Halves, and Wholes

Enduring Understanding

Whole shapes can be partitioned into equal sections called quarters and halves. We can use dance and props to represent these portions.



Lesson Description (Use for family communication and displaying student art)

In this dance and math lesson, students explore movement with props (quarters of various shapes) and combine them to make whole shapes. They create a dance that shows quarters, halves, and wholes.

CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE & MATH		Total
Concept	Quarters, Halves, Whole		2
Criteria	Using tagboard portions of geometric shapes, creates a folkdance that illustrates:		
	1. Each dancer holding $\frac{1}{4}$ of a geometric shape moves and unites with partner to create the half shape and freezes.	2. This same dance is repeated with quarters creating wholes, dancers moving together and freezing.	71/77
Total	19/19	19/19	38/38
Percentage	100%	100%	100%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Dance Arts Performance Standards

- (DA:Cr1.1.1): a. Explore movement inspired by a variety of stimuli and identify the source.
- (DA:Re8.1.1): a. Select movements from a dance that suggest ideas and, using simple dance terminology, explain how the movement captures the idea.

Early Learning Guidelines (First Grade)

- 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): Refine skills for moving from one place to another (locomotor skills). Develop skills for moving in place (non-locomotor skills), such as bending and twisting.
- 6. Learning about my world: Math: Divide circles and rectangles into halves or fourths to develop understanding of part/whole. Arts: Become aware of skills needed to dance around the room.



Common Core State Performance Standards (CCSS) in Math

- Geometry 1.G.A. Reason with shapes and their attributes:
- 1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

DANCE WITH JO PETROFF

Grant Center for the Expressive Arts Elementary School

Kindergarten, Dance and Math Infused Lesson

Authors: Laura Barnes, Mackenzie Flores and Jo Petroff (Dance Artist Mentor)

Math Dance with Stretchies

Enduring Understanding

Shapes are all around us and can be represented through dance and movement.

Lesson Description (Use for family communication and displaying student art)

In this dance and math lesson, students explore the relative positions of objects using stretchies. They make geometric shapes with the stretchies. They create a dance with a sequence of geometric shapes with the stretchies.



CLASS ASSESSMENT WORKSHEET

Disciplines	DANCE & MATH	DANCE & MATH	DANCE Performance	Total
Concept	Position	Shape		
Criteria	Dances through the general space with the 'stretchy' above,	Creates an accumulation pattern by making shapes with the stretchies in	Presents the dance in its entirety without	

	around, behind, and beside themselves.	a defined order and on the music cues.	stopping with accurate sequencing of shapes.	
Total	12/15	15/15	15/15	42/45
Percentage	80%	100%	100%	94%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Dance Arts Performance Standards

- (DA:Cr1.1.K): a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance). b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
- (DA:Cr3.1.K): b. Depict a dance movement by drawing a picture or using a symbol.

Early Learning Guidelines (age 5 and kindergarten)

- 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): Enjoy activities that require attention to form, such as yoga, karate, sports, gymnastics or dance.
- 6. Learning about my world: Math: Name shapes and recognize shapes in the environment. Correctly use position words (such as beside, inside, under, etc.) to describe objects. Arts: Develop skills for movement.

Common Core State Performance Standards (CCSS) in Math

- 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

Classroom Teachers Lesson Reflections

What was effective in the lesson: The movements and shapes were introduced and taught effectively, as students were able to perform all the moves.

Next time I teach this lesson: To limit the order of shapes to choose from, and potentially introduce in a predetermined order.

Strongest connections between dance and math: Several connections were made between movement and kindergarten common core math standards.

THEATER WITH DAVE QUICKSALL

Downing Elementary School

3rd Grade, Theater and Math Infused Lesson

Authors: A. Rosanne White and Dave Quicksall (Theater Artist Mentor)

Fact Family Madness

Enduring Understanding

The understanding that Multiplication and Division are inversely related can be explored through manipulatives and reversed physical movements.



Lesson Description (Use for family communication and displaying student art)

Students explore the mathematical operations of multiplication and division through engaging with manipulatives and physical movement. Using a game show host character voice to lead an activity, students will assess both their own understanding of fact families as well as the understanding of their peers. In further exploration, students will collaborate with peers to create a machine by combining physical movements, then determining how to reverse the movements. This will lead into an individual

exploration of how to reverse a division operation into a multiplication operation by physically moving counters from a total into equal groups and back into a total. Making physical connections to these abstract operations will form a deeper conceptual understanding for students as well as illustrate how mathematical thinking can be inventive and joyful!

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER	MATH	THEATER & MATH	MATH	Total
Concept	Position	Fact Families Writes four separate equations that represent a complete fact family, including both multiplication and division operations with factors, products, dividends, divisors, and quotients in the correct order.	Reversal Refines a repetitive action by showing the movements in a reverse order.	Commutative Property Represents multiplication as a reversal (or inverse operation) of division and division as a reversal of multiplication, using concrete models and written equations.	4
Criteria	Makes specific vocal choices (pitch, volume, and exaggeration) to mimic the voice of an excited Game Show Host.				
Total	16/18				
Percentage	89%	100%	100%	89%	94%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr1.1.3): a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.
- (TH:Cr3.1.3): a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work. b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work

Early Learning Guidelines (5rd Grade)

- 6. Learning about my world: Math: Build skills to multiply and divide up to 10×10 accurately. Arts: Show interest in developing skills in visual arts, dance, music and/ or drama.

Common Core State Performance Standards (CCSS) in Math

- 3.NBT Number and Operations in Base Ten
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

Classroom Teachers Lesson Reflections

What was effective in the lesson: Students were motivated and engaged with the mathematical content because the voice and movement activities captured their interest and creativity. Each criterion was rigorous and allowed expression through multiple modalities. Dividing the lesson over two days allowed enough time for repetition and clarification.

Next time I teach this lesson: Emphasize for students:

- . Gameshow host voices communicate excitement and enthusiasm
- choose a machine movement that is sustainable over an extended time
- each movement should be a connected part that helps the whole machine function
- multiplication is adding equal groups of parts into a whole while division is subtracting parts from a whole into equal groups

Strongest connections between theater and math: The concept of reversal or opposite action was the strongest connection between our featured operations and theater. A connection can also be seen in the correct placement of each number and symbol of a chosen fact family in an equation.

Students must place themselves, their motions, and sounds, within the whole machine. They must ensure that their machine parts/manipulatives are placed into the correct groupings when multiplying and dividing.

THEATER WITH DAVE QUICKSALL

Stafford Elementary School

1st Grade, Theater and Reading Infused Lesson

Authors: Andrew Vo and Dave Quicksall (Theater Artist Mentor)

Thank You, Characters!



Enduring Understanding

Improving reading comprehension of a fictional text can be shown thru the acting and performance of different traits and emotions that characters exhibit in the story.

Lesson Description (Use for family communication and displaying student art)

In this lesson, students will be using the story *Thank You, Omu* to understand character traits and emotions. Students will participate in collective brainstorming and collaborative performance sessions that will allow students to demonstrate their understanding of character traits and emotions.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER	THEATER & ELA	THEATER & ELA Vocabulary	Total 3
Concept	Character	Character Traits		
Criteria	Uses body, posture, gesture, and movements to demonstrate actions and/or emotions associated with a person and/or animal.	Shows actions and physical traits of a given character in a performance.	Demonstrates meaning of new words thru movement, gestures, and facial expressions.	
Total	20/20	20/20	20/20	60/60
Percentage	100%	100%	100%	100%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Dance Arts Performance Standards

- (TH:Cr1.1.1): a. Propose potential choices characters could make in a guided drama experience. c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences.
- (TH:Pr4.1.1): a. Describe a story’s character actions and dialogue in a guided drama experience. b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

Early Learning Guidelines (First Grade)

- 5. Communicating (literacy): Speaking and listening (language development): Describe characters, settings and major events in a story, using details. Reading: Identify and explain story elements—character, setting, events.
- 6. Learning about my world: Arts: Create and respond to arts. Choose to join in creative dramatics, storytelling or puppetry.

Common Core State Performance Standards (CCSS) in ELA

- 1.RL.3 Describe characters, settings, and major events in a story, using key details.

Classroom Teachers Lesson Reflections

What was effective in the lesson: Students were all actively engaging with the characters and effectively demonstrating characteristics through gestures and movements. This lesson was very effective because all students used movement and gestures to demonstrate their understanding of characters.

Next time I teach this lesson: Use of student voice, different groupings of kids, planning out vocabulary in advance.

Strongest connections between theater and reading: Students were able to show understanding of character traits through theatre.

THEATER WITH DAVE QUICKSALL

Stafford Elementary School

Kindergarten, Theater and Math Infused Lesson

Authors: Aysha Kloub and Dave Quicksall (Theater Artist Mentor)

Shape Buddies

Enduring Understanding

Understanding of 2D shapes and mathematical language can be deepened through movement and vocal choices.



Lesson Description (Use for family communication and displaying student art)

Students explore different geometric attributes such as lines, curves, and corners through movement exercises then use these attributes to name and identify shapes. Students collaboratively construct a character using 2D shapes then bring the character to life through movement and vocal exercises. Students introduce their shape buddies in a group performance.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & MATH		THEATER & MATH Character	Total 3
Concept	Geometry	Shapes		
Criteria	Moves body through the space using straight lines, curves, and corners.	Creates a 2D geometric character using circles, squares, rectangles, trapezoids, triangles, and hexagons.	Makes physical and vocal choices in the presentation to reflect the attributes of a character.	
Total	15/16	16/16	12/14	43/51
Percentage	94%	100%	86%	84%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Theater Arts Performance Standards

- (TH:Cr2.1.K): a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience. b. With prompting and support, express original ideas in dramatic play or a guided drama experience.
- (TH:Pr4.1.K): a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience.
- (TH:Pr5.1.K): a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences.

Early Learning Guidelines (age 5 and kindergarten)

- 6. Learning about my world: Math: Name shapes and recognize shapes in the environment. Arts: Join in creative dramatics, storytelling, puppetry and pretend play.

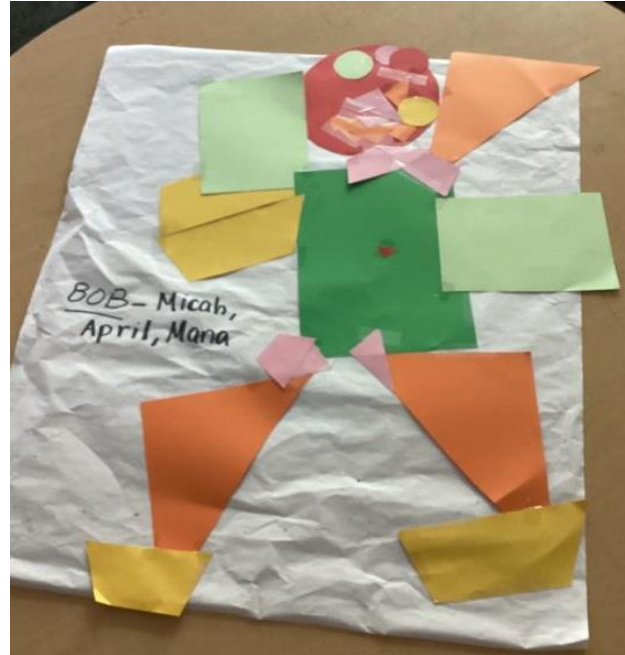
Common Core State Performance Standards

(CCSS) in Math

- KG4 Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

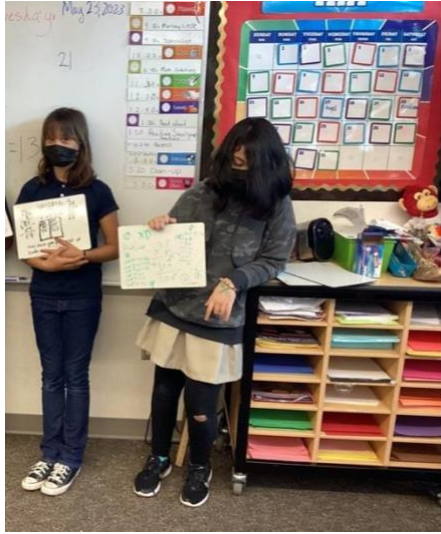


Classroom Teachers Lesson Reflections

What was effective in the lesson: The use of warm up activities that involved milling about the room and physically embodying both geometric and theatric concepts was very effective because it allowed students to learn and retain new vocabulary and concepts through movement.

Next time I teach this lesson: Next time I teach this lesson I would like to provide some sentence and speaking supports for students who may be shy in order to allow their voices to come out during the group performances.

Strongest connections between theater and math: The strongest connections were those that allowed students to move their bodies in a manner that demonstrated new geometric terms such as curves, lines, and corners. The creation of characters using 2D shapes and bringing those characters to life also allowed students to develop a deeper understanding of how shapes are all around us.



THEATER WITH DAVE QUICKSALL

Stafford Elementary School

5th Grade, Theater and Math Infused Lesson

Authors: Patricia Nixon and Dave Quicksall (Theater Artist Mentor)

Division Party

Enduring Understanding

Applying division strategies to solving equations builds a deeper understanding of how multiplication and division are related.

Lesson Description (Use for family communication and displaying student art)

Students will practice dividing the class into equal groups. They will solve division equations using various strategies. They will work collaboratively in small groups to solve how many treats each guest will receive at a party.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & MATH	MATH	THEATER & MATH Collaboration	Total 3
Concept	Division	Division Methods		
Criteria	Without using words, moves their body into an equal subdivision of the entire group.	Solves mathematical equations using partial products, area model, and/or standard algorithm strategies.		
Total	28/28	26/28	25/25	79/84
Percentage	100%	93%	100%	94%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Theater Arts Performance Standards

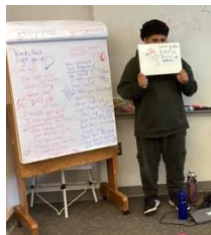
- (TH:Cr2.1.5): a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

Common Core State Performance Standards (CCSS) in Math

- 5.0a Write and interpret numerical expressions.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.



Classroom Teachers Lesson Reflections

What was effective in the lesson: Student engagement was high. Everyone was participating and helping each other out.

Next time I teach this lesson: Add more student movement.

Strongest connections between theater and math: Have students divide into groups. They were not allowed to speak, they had to use body language and hand signals to create equal groups.

THEATER WITH DAVE QUICKSALL

Tacoma Online Elementary School

3rd, 4th, 5th Grade, Theater, Media Arts and ELA

Infused Lesson

Authors: Sarah Lane, Rebecca Saravia and Dave Quicksall (Theater Artist Mentor)

Self-Advocacy Through Filmmaking

Enduring Understanding

By using filmmaking, a story’s moral, lesson, or theme can be communicated in a way that we can connect to it in a more personal and meaningful way.



Lesson Description (Use for family communication and displaying student art)

Students retell a story in sequence to connect to the moral, or lesson, of a story. Students use tableaux to explore the characters and themes from the story, *The Lion Inside*. Students develop and produce a short film to share an original story connected to self-advocacy by using a group generated storyboard. Students take turns acting in front of the camera and utilizing equipment behind the camera.

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER & ELA	MEDIA ARTS	THEATER	MEDIA ARTS	Total
Concept	Retelling	Sequencing	Acting	Equipment	4
Criteria	Uses body, facial expressions, and posture to express characters’ actions in a tableau.	Uses a storyboard to scaffold the sequence of characters in action.	Uses actions, physical choices, and vocal choices to portray a character in a story.	Practices using the slate and/or operating the camera while filming others in a scene.	
Total	5/5	5/5	6/6	3/6	19/22
Percentage	100%	100%	100%	50%	86%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Theater Arts Performance Standards

- 1.1.3-5 Generate and Conceptualize artistic ideas and work.
- 2.1.3-5 Organize and develop artistic ideas and work.
- 3.1.3-5 Refine and complete artistic work.

WA Arts Learning Media Arts Performance Standards

- Performance Standard (MA: Cr2.1.3): a. Form, share, and test ideas, plans, and models to prepare for media arts productions.
- Performance Standard (MA: Cr3.1.3) a: Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.

Early Learning Guidelines (Third Grade)

- 2. Building relationships: Social behavior: Help self and others make responsible decisions.
- 6. Learning about my world: Arts: Show interest in developing skills in visual arts, dance, music and/ or drama.

Common Core State Performance Standards (CCSS) in ELA

- RL.2.3-5 Key Ideas and Details
- RL.3.3-5 Key Ideas and Details
- RL.5.3-5 Craft and Structure

Classroom Teachers Lesson Reflections

What was effective in the lesson:

- *Tableaus were effective in getting students “in” the story*
- *Developed better understandings of self-advocacy*
- *Student voice in creation and planning, ownership of the story*
- *Storyboarding for visual sequencing*

Next time I teach this lesson:

- *Students needing more real-life contexts of self-advocacy: developing examples, support to bridge from the book to self-advocacy in our daily lives*
- *Due to the time frame, there wasn’t enough time for each student to fully do/master the last criteria for the equipment.*

Strongest connections between theater and ELA:

- *Learning themes / greater ideas of a story and communicating these*
- *Creating your own story with structure to convey a message*

VISUAL ARTS WITH SHAMEKA GAGNIER

Manitou Elementary School

5th Grade, Visual Arts, Science, Technology, Engineering, Art, and Math (STEAM) and SEL Infused Lesson

Authors: Brita Johnson Meyers and Shameka Gagnier (Visual Arts Artist Mentor)

Inspiring Impact: Architects for the Future

Enduring Understanding

How do we share responsibility for our waterways? The problems and solutions are both overwhelming. Together we can create solutions that feel manageable as a community. Together we can find actionable hope that can build resilience in our efforts to support and improve our home, the earth.

Lesson Description (Use for family communication and displaying student art)

The learning community will use the accumulated knowledge from the past few months in their understanding of community, place making, human impact on the natural world, climate change, and the development of collaborative problem-solving solutions. Students will connect these skills/knowledge base with math, learning how to find the volume of objects, land mass, and then plugging in solution-based land restoration and small actionable community response. Through this process they will find personal and community actions to divide and sustain the work towards the restorative practices we need. Students will create a riparian zone map, based on a real zone close to their school. They will use one-inch cubic units (one-inch blocks) to build a 3/D model of restoration solutions that could happen in their restoration the riparian zone. They will create collage art inspired by their group’s solutions to restoring riparian zones and salmon populations. This work will highlight the impacts of community engagement through art in climate justice and restoration.

CLASS ASSESSMENT WORKSHEET

Disciplines	STEAM	MATH	SEL	VISUAL ARTS, STEAM & SEL	Total
Concept	Volume & Perimeter	Multiplication	Collaboration	Collage	4
Criteria	Explores finding the V/P of objects by creating a 3D Model that demonstrates the landmass and restoration through the use of one cubic inch blocks, while creating	Explores the relationship between multiplication and the formula used to determine area by using 1 cubic inch units to build three	Problem solves using resources available to their group. Resources can include sharing strategies that each individual in the group uses to solve content	Creates collage art inspired by their group’s solutions to restoring riparian zones and salmon populations.	

	actionable solutions to riparian and salmon habitat restoration.	dimensional, rectangular and non-rectangular, objects.	and social based problems.		
Total	Not done	Not done	22/25	22/25	44/50
Percentage	n/a	n/a	88%	88%	88%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr2.3.5): a. Identify, describe, and visually document places and/or objects of personal significance.
- (VA:Re7.2.5): a. Identify and analyze cultural associations suggested by visual imagery.
- (VA:Cn11.1.5): a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Common Core State Performance Standards (CCSS) in Math

- C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- 3. 5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 4. 5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Model with mathematics.

Next Generation Science Performance Standards

- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Science and Engineering Practices

- Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

- ESS3.C: Human Impacts on Earth Systems

Crosscutting Concepts

- OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. Science example: Be quantitative when discussing environmental effects. For example, say not only that a particular oil spill was ‘large,’ but that 5 million gallons were spilled, or that the oil spill was 40 times larger than the next worst oil spill.

Classroom Teachers Lesson Reflections

Next time I teach this lesson: Putting a time limit on introduction of the lesson (artist comparisons and volume review took longer than anticipated) would allow for students to complete 60% of the visual arts portion of the lesson the first day. This would have allowed students to continue their visual arts work and complete during the first half of the second lesson. Leaving the second half of the lesson to put their art pieces into practice of building 3D shapes and seeing the connection between their art and using 1-inch cubes to find volume.

Strongest connections between visual arts and STEAM: Students were able to physically hold the units of measurements to build 3D shapes. They not only connected using cubic units to create art and determine volume, but there was also a strong connection between their art and science/Minecraft and habitat building.

VISUAL ARTS WITH SHAMEKA GAGNIER

Sheridan Elementary School

4th Grade, Visual Arts, SEL and Math Infused Lesson

Authors: Sierra Skibowski and Shameka Gagnier (Visual Arts Artist Mentor)

Re-Patterning the Space We Share



Enduring Understanding

We are surrounded by and made up of patterns. These patterns create balance and have purpose. All patterns have rules and can be described, and all things take up space. Students can use art to deepen their understanding of their place and connect to the patterns found in nature.

Lesson Description (Use for family communication and displaying student art)

Students will engage in area, perimeter, and pattern making in their arts practice. They will draw from the influences of patterns found in nature and how these create balance for survival. They will create and display four pattern tiles. They will deepen their understanding of their place in community building, their personal growth mindset, and the spaces they take up.

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS & MATH	MATH	VISUAL ARTS & MATH	SEL	Total
Concept	Pattern	Area & Perimeter	Pattern	Problem Solving	4
Criteria	Uses multimedia materials to create a number pattern, a dot pattern, and a shape pattern.	Uses multiple equations to find the area and perimeter of at least 2 tiles.	Asks questions about other's patterns and compares and contrasts their own patterns.	Identifies when and why they are frustrated and comes up with a plan to solve the problem.	
Total	8/20	19/20	15/16	20/21	62/77
Percentage	40%	95%	94%	95%	81%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr1.1.4): a. Brainstorm multiple approaches to a creative art or design problem.
- (VA:Cr2.1.4) :a. Explore and invent art-making techniques and approaches.
- (VA:Cr2.2.4): a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

Common Core State Performance Standards (CCSS) in Math

- Operations and Algebraic Thinking 4.5OA: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
- Measurement and Data 4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

CCSS Mathematical Practices

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision Look for and make use of structure. Look for and express regularity in repeated reasoning.

Social and Emotional Learning

- Benchmark 2B—Demonstrates responsible decision-making and problem-solving skills: I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.
- Benchmark 3B—Demonstrates problem-solving skills to engage responsibly in a variety of situations: I can identify the steps it takes to solve a problem. With prompting, I can put those steps into action.



Classroom Teachers Lesson Reflections

What was effective in the lesson: This was a good review of dot patterns and gave students a creative way to show what they knew about these kinds of patterns. They were all also able to find area and perimeter and it was a good introduction for our review. The kids all enjoyed the activity and were engaged.

Next time I teach this lesson: When going from paper to tile there was some issues with getting their ideas out. Next time, I would have them lay out their pattern and explain it before they glue it down. Maybe have different sized tiles so their patterns can be bigger. Also, different sized mosaic tiles to differentiate for students.

Strongest connections between visual arts and math: The area and perimeter were very solid for this lesson and students creating their dot patterns in a different way.

VISUAL ARTS WITH SHAMEKA GAGNIER
Sheridan Elementary School



1st Grade, Visual Arts, STEAM, and SEL Infused Lesson
 Authors: Stacie Bullinger and Shameka Gagnier (Visual Arts Artist Mentor)

The Shapes We Make: Together We Make Community Vibrant and Possible

Enduring Understanding

We are made up of brilliant shapes, the space we take up and create in proximity to each other. Together we create a community where we belong and protect each other and the earth that gives us life.

Lesson Description (Use for family communication and displaying student art)

Students will continue to work to deepen their understanding of what makes community. We will create individual mosaic tiles with cubist abstract self-portraits. Through this study we will learn about shapes, composition, and patterns while creating individual works of art that will be showcased together to create a community mural.

Disciplines	VISUAL ARTS & STEM	VISUAL ARTS & STEM	VISUAL ARTS	VISUAL ARTS & SEL	Total
Concept	Shapes	Portraits	Mosaic	Community	4
Criteria	Successfully composes figures using 2 or more shapes.	Successfully describes the attributes of shapes. Successfully builds and draws two-dimensional figures.	Successfully creates a mosaic abstract self-portrait.	Successfully engages in their learning community and co-creates a tile for our community mural.	
Total	22/22	20/22	20/22	22/22	84/88
Percentage	100%	91%	91%	100%	95%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr1.1.1): a. Engage collaboratively in exploration and imaginative play with materials.
- (VA:Cr2.1.1): a. Explore uses of materials and tools to create works of art or Design.

Early Learning Guidelines (First Grade)

- 2. Building relationships: Interactions with peers and others: Has increased awareness of interpersonal behavior and communication. Expand skills to connect and interact with peers and others.

- 6. Learning about my world: Science: Begin making independent choices to create a healthy environment and community, such as disposing of waste properly, recycling and/ or thinking of ways to reuse items. Arts: Create and respond to arts.

Social and Emotional Learning

- Self-Management, and Social Engagement.

Social Studies Learning

- 3.1. Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

Common Core State Performance Standards (CCSS) in Math

- 1.G.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.
- 1.G.A.2 Compose two-dimensional shapes or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and compose new shapes from the composite shape.
- 1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Science and Engineering Practices

- Students define a problem using criteria for success and constraints or limits of possible solutions. Students research and consider multiple possible solutions to a given problem. Generating and testing solutions also becomes more rigorous as the students learn to optimize solutions by revising them several times to obtain the best possible design.

VISUAL ARTS WITH VALENCIA CARROLL

Blix Elementary School

5th Grade, Visual Arts and Math Infused Lesson

Authors Pamela Fuenzalida and Valencia Carroll

(Visual Arts Artist Mentor)

Ceramic Coaster Mandalas & Fractions



Enduring Understanding

Fractions are numerical representations that show parts of a whole. Patterns are a principle of design that can be used to enhance the surface of shapes and form and can help set the rhythm of a piece of art.

Lesson Description (Use for family communication and displaying student art)

Students will create mandalas on ceramic coasters using fractions and representing equivalency.

CLASS ASSESSMENT WORKSHEET

Disciplines	VISUAL ARTS & MATH	VISUAL ARTS & MATH	VISUAL ARTS Collaboration	Total 3	
Concept	Whole & Fractions	Mandalas & Fractions			
Criteria	Shows visual evidence of a partitioned whole into fractional equivalents (i.e., 1/1 becomes 12/12).	Shows evidence of fractional equivalency in mandala design (i.e., 1/2 radiates out from center to a larger equivalent fraction 2/4 or 3/6...).	Repeats shapes and colors at regular intervals in mandala composition.	35/54	
Total	15/18	11/18			9/18
Percentage	83%	61%			50%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr1.1.5): a. Combine ideas to generate an innovative idea for art-making.
- (VA:Re7.2.5): a. Identify and analyze cultural associations suggested by visual imagery.

Principles of Design

- Create patterns, movement, and rhythm by using the repetition of lines, shapes, and colors. Use patterns to enhance the surfaces of shapes and forms in a variety of two- and three-dimensional works of art. Classify and use the patterns and types of balance found in nature, in human-made environments, and in works of art.

Common Core State Performance Standards (CCSS) in Math

- 5.NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- 2. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

CCSS Mathematical Practices

- Reason abstractly and quantitatively. Model with mathematics. Attend to precision.



Classroom Teachers Lesson Reflections

What was effective in the lesson: Started to master understanding of fractions. Visual evidence of students beginning to understand assignment.

Next time I teach this lesson: Teach more to the concept of using the lines that equally divide the space.

Strongest connections between dance and math: The understanding of symmetry, pattern is repeated through color or shapes.



VISUAL ARTS WITH VALENCIA CARROLL

Fawcett Elementary School

5th Grade, Visual Arts and Social Studies/Geography Infused Lesson
Authors: Kelly Latimer and Valencia Carroll (Visual Arts Artist Mentor)

Landscape Learning

Enduring Understanding

The use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.

Creating model geographical landscapes can help students solidify their understanding of place and connection to wherever they live and make community as well as understanding the impact on cultures and having their environment and sense of connection to place taken from them historically and current day.

Lesson Description (Use for family communication and displaying student art)

In this lesson, students are creating clay landscapes of a specific geographical and cultural land area and analyzing the effects of colonization and forced removal to another environment on Natives and/or migration of people living in colonies.

CLASS ASSESSMENT WORKSHEET

Disciplines	SOCIAL STUDIES/ GEOGRAPHY	SOCIAL STUDIES/ GEOGRAPHY	VISUAL ARTS	Total
Concept	Characteristics of Specific Environments and Land Areas	Effects of Place/Environment on Different People	Size/Scale in 3D Clay Formations	3
Criteria	Completes a graphic organizer listing characteristics of a particular environment, including plants, animals, and geographic features.	Completes a compare/contrast Venn diagram that demonstrates what is different in each environment, as well as what stayed the same.	Creates a clay landscape showing realistic size and scale.	
Total	23/23	17/17	13/23	53/63
Percentage	100%	100%	57%	84%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cn11.1.5): a. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Social Studies Learning Standards

- G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
- G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.
- G2.5.2 Explain how culture influences the way people modify and adapt to their environments.



Classroom Teachers Lesson Reflections

What was effective in the lesson: The graphic organizers and research online, the use of art examples to show scale, realistic size.

Next time I teach this lesson: Adding pictures, sketches before beginning, defining landscape clearly.

Strongest connections between visual arts and social studies/geography: Landscape being realistic / scale size

VISUAL ARTS WITH VALENCIA CARROLL

Whitman Elementary School

Kindergarten, Visual Arts and Science Infused Lesson

Authors: Madeline Trotter and Valencia Carroll (Visual Arts Artist Mentor)

Representing Animals in Their Habitat & Environment

Enduring Understanding

Animals need shelter, food, and to protect themselves. Students can create art to represent the habitat (i.e. squirrel in tree and vegetation around it).



Lesson Description (Use for family communication and displaying student art)

Students will show understanding of an animal's habitat through artistic representation, using the media of watercolor crayons.



CLASS ASSESSMENT WORKSHEET

Disciplines	SCIENCE	VISUAL ARTS & SCIENCE	VISUAL ARTS	Total
Concept	Animal & Habitat	Artwork	Safe Work Habits	3
Criteria	Choose one animal to represent in the artwork.	In artistic representation, includes one animal, its habitat and food source.	Assists in retrieving needed materials, uses them safely, and cleans up.	
Total	14/14	14/14	14/14	42/42
Percentage	100%	100%	100%	100%

Student Learning in Compliance to Washington State Standards

WA Arts Learning Visual Arts Performance Standards

- (VA:Cr2.1.K) a. Through experimentation, build skills in various media and approaches to artmaking.
- (VA:Cr2.2.K) a. Identify safe and non-toxic art materials, tools, and equipment.

Early Learning Guidelines (age 5 and kindergarten)

- 6. Learning about my world: Science: Name many of the basic needs of animals and people (habitat). Identify what different animals eat. Begin to understand that some animals eat other animals, and some eat plants. Arts: Learn ways to create artwork. Share ideas and explain own artwork to others. Talk about what was done and why.

Next Generation Science Performance Expectations Standards

- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Science and Engineering Practices

- Asking Questions and Defining Problems
- Developing and Using Models
- Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas

- ESS3.A: Natural Resources
- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

Crosscutting Concepts

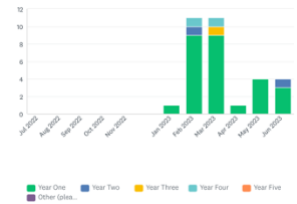
- Systems and System Models

<i>Classroom Teachers Lesson Reflections</i>
<i>What was effective in the lesson: Review. Practice. Giving the children time to explore with the materials before doing final project.</i>
<i>Next time I teach this lesson: Emphasize showing food OR completely leave it out.</i>
<i>Strongest connections between visual arts and math: Understanding where an animal's habitat – including home, safety, and food source.</i>

2022-23 Classroom Mentorship Final Evaluation

Year(s) Teachers Enrolled in Creative Impact:

2022-2023 was the first year for many of the teachers enrolled in the program (84.38%). 6.25% of teachers were in their second year; 3.13% in their third year; and 6.15% of teachers were in their fourth year of partnering with Creative Impact.



At the outset of the Mentorship, Skills and Knowledge Teachers Hoped to Gain with Mentorship:

87% of the teachers sought to learn more meaningful ways to integrate and include art in the classroom while infusing with other content subjects (especially in math and science). Teachers also mentioned increasing student engagement and for themselves gaining more skills, knowledge, and confidence in using the arts in meaningful and intentional ways, with the arts and other core subject standards.

"I was very nervous about incorporating Performance Art into Math - I felt a bit lost at first and then was finally able to see how theatre can be effectively infused into math." Linda Barnes, Prosser Heights Elementary.

"I was hoping to gain the confidence to lead my students through an entire dance lesson that was linked to academic standards." Laura Barnes, Grant Center for the Performing Arts.

"I was excited to bring in another teacher for at least a partial experience of the overall Arts Impact program to encourage and partner with her - I was appreciative of this opportunity considering my new role. I also wanted to learn more about digital media / film creation with students via theater." Sarah Lane, Tacoma Online.

"Teach visual arts lessons in an intentional and meaningful way." William Calarese, Gregory Heights Elementary.

Reflecting on teacher's skills, knowledge, and experience at the close of the Mentorship:

87% of the teachers felt they gained knowledge and confidence they sought from working with their Artist Mentor.

"Absolutely, my mentor led by example in developing the visual art components of the lesson and modeled the implementation of our first lesson so that I was able to observe the students' experience." William Calarese, Gregory Heights Elementary.

"Yes. I was able to think outside the curriculum provided by our district and not only integrate the arts into math, but also into science. This was particularly helpful because I teach math and science and often find a balance of time between the two subjects can be difficult." Brita Meyers, Manitou Elementary (Visual Arts Mentorship).

Yes! I learned a lot about movement and its connection to math. I definitely will do more." Mary Beth Beene, Purdy Elementary (Dance Mentorship).



“Yes, I did because my mentor and I collaboratively worked to integrate CCSS for ELA with Theatre. Mentor provided great insights on how to support integration efforts for student success.” Andrew Vo, Stafford Elementary.

13% of the teachers stated they were growing in their knowledge and confidence in infusing dance, theater, and visual arts with the other core subjects.

“There is still much to practice and consider in my facilitation of “theater math” lessons, but I have learned the process of thinking through such a lesson, exploring where math and theater share ideas when possible, instead of just integrating theater into math activities.” A.Rosanne White, Tacoma Online (Theater Mentorship).

“Yes and no. I still feel like it is hard to come up with ideas to help with my own grade level lessons. I do appreciate access to the lessons already created. I have a good start!” Crystal Marousek, Discovery Elementary (Dance Mentorship).

Lesson Planning Process Experience:

71% of teachers appreciated the lesson writing experience and described it as collaborative, enjoyable, insightful, less challenging than expected with the Artist Mentor being very helpful which boosted the teacher’s confidence.

“Finding standards the students are learning with chosen subject and connecting it with art standards. Finding budget friendly and recycled material for students to use while creating their artwork. Finding examples from different museums and websites to enhance student learning and understanding. Creating questions and encouraging discussion to share peer learning and engage in discussion. Finding ways to assess student’s knowledge and understanding of the standards taught. Working with my mentors to create the best possible lesson plan for my students!” Michelle Lee, Minter Creek Elementary.

26% of teachers found the experience to be intimidating at first, stressful, an intense process and would have liked 30 more minutes with the collaboration.

“Day one I left feeling a bit overwhelmed. I enjoyed all of the support and discussion to help bring together an idea for a lesson. Also, having me help search for examples of art to use in my lesson was great because that is a skill I can now use independently.” Michelle Blake, Minter Creek Elementary.

“I wish there was time to meet with our mentor right after model teach and co teach without students. This would allow me to talk about the parts of the lesson and what to plan for at the lesson write ahead. I wish I could have run a few ideas by my mentor before the actual lesson write day.” Crystal Marousek, Purdy Elementary.

Teaching the Teacher and Artist Mentor Co-Written Lesson:

80% stated that teaching co-written lesson was fun, engaging for students and themselves, as well as teachers being comfortable teaching the lesson. One teacher and artist mentor opted to co-teach the first part of the lesson with the Artist Mentor focusing on the arts content and teacher focusing on the infused subject content.

“Dave was great at giving a hand when needed. The students greatly appreciated this opportunity. Many of these students were at first timid, but they built their abilities and confidence and learned a lot through this experience. Families and students were so excited and proud of their attendance and growth.” Sarah Lane, Tacoma Online.

“It required a lot of pre-Teaching, but the students have learned so much.” Tomoko Johnson, Kimball Elementary.

"I loved teaching my lesson! It was interesting watching how the kids demonstrated their knowledge through art. I noticed that even though my students could easily sort and identify small, medium, and large, it was difficult for them to design and cut out 3 different sizes. everyone could easily make at least big and small, but many needed extra prompts or re-teaching to make 3 distinct sizes." Alea Marshall, Minter Creek Elementary.

20% of the teachers were challenged with teaching the art infused concepts and were challenged by technical difficulties.

"The first lesson took longer than expected, I think partially due to insecurities of my ability to successfully implement. Fortunately, I was fortunate to be able to reteach the lesson with the 2nd period class." Brita Johnson, Manitou Elementary.

"I was frazzled at first - I was constantly assessing my students' needs and felt that i should have been more intuitive to what the students can do and what they will gain from the experience. What do the students would challenge themselves to accomplish." Linda Barnes, Prosser Heights Elementary

"I wish we could have "walked through" the lesson without kids before the actual teaching. It went well and I was glad that the mentor was there to help out with technical things like setting up technology and playing the music when I needed it, so I wasn't fumbling around trying to get the right song on while kids were waiting." Crystal Marousek, Purdy Elementary.

Assessment:

90% viewed the assessment as a very positive experience. They described the process as straight forward, smooth, and natural. Two teachers felt the hour and a half meeting was too long and another teacher felt it was more effective assessing student work while they were creating art. (Note: student, teacher, and lesson assessments are done throughout the mentorship process. In the moment student assessment helps teachers to quickly self-reflect their teaching and lesson choices and redirect teaching methods for better student understanding.)

"Good because I was able to reflect on my own professional practices to improve student learning." Andrew Vo, Stafford Elementary.

"The assessment process was thorough and the student rubric we created served as an excellent tool evaluating each student." William Calarese, Gregory Heights Elementary.

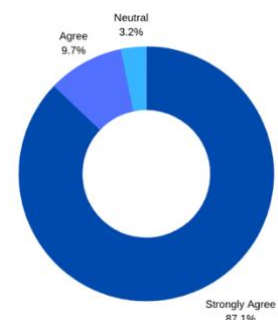
I enjoyed the process. I struggled to not talk about the art as I was evaluating it! Reflection time is so important, and this process made me realize I need to allow more time within my classroom for this kind of reflection by students." Michelle Blake, Minter Creek Elementary.

The assessment process was informative and gave an opportunity for high quality feedback." Tiffany Hawkins, Discovery Elementary.

Teachers felt well supported by their Artist Mentor:

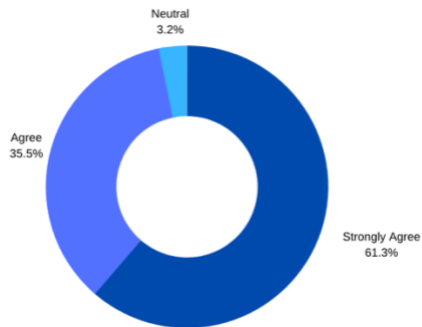
"I voiced concerns to Sabian often. He was even made aware that I didn't love my lesson and it wasn't what I had intended on doing. Through all of that I feel like he did everything he could to support me and encourage me. He even went out of his way to make himself available to me if I ever needed to call or email for his assistance." Nicole Mundell, Purdy Elementary.

"This was so wonderful, and I had such a positive experience! I hope I have the opportunity to work with this program again! Thank you so much!" Rebecca Saravia, Tacoma Online.



"Grace, Valencia, and our editor we are amazing!" Kelly Latimer, Fawcett Elementary.

Teachers felt more confident in teaching and integrating arts lessons in my classroom:



"I feel another year of arts impact and teacher the grade level would improve my confidence." Brita Johnson, Manitou Elementary.

"I also know I can depend on my Arts Impact network and refer to the lessons online now knowing I can integrate arts into my core instruction." William Calarese, Gregory Heights Elementary.

"I have a great resource in the binder as well as my experience teaching a lesson and understanding the flow. I know a few new activities that I can incorporate into my classroom. I also consider Arts Impact's library of lessons a great place to visit for future ideas.

I still would love more lesson ideas and tips and tricks but overall, I would agree with this statement." Nicole Mundell, Purdy Elementary.

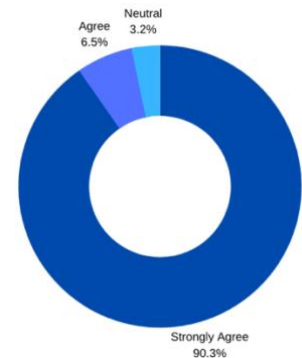
Teachers who are likely to continue to teach the arts in their classroom:

"Soooo engaging!" Crystal Marousek, Purdy Elementary.

"Yes, of course!" Nicole Mundell, Purdy Elementary.

"The only obstacle I foresee is the expense of arts materials." Pamela Fuenzalida, Blix Elementary.

Note: Arts Impact's generous donors make it possible for all teachers and students to receive all supplies needed for the full mentorship, at no cost to teachers, schools, or students.



Arts-infused impact on supporting academic and social emotional learning in the classroom:

This school year, teachers found various ways to use art-infused teaching to support academic and/or social emotional learning, except for one teacher who found it hard to respond to the question in the moment.

"I tried to use some sort of art in lessons weekly. I did not specifically gear this to SEL, but encouraged all to do their best, learning and trying to new things." Madeline Trotter, Whitman Elementary.

"Through the infusion of theater arts, improv, and movement my students were able to demonstrate their understanding of geometric concepts and to feel confident in performing for their peers." Aysha Kloub, Stafford Elementary.

"Our lesson connected perfectly with our current social studies content, so that was a smooth infusion. All of my students were fully engaged, including those who need emotional and behavioral support. The hands-on piece of working with clay benefitted the social emotional piece for my students. It was very calming, engaging and a way for them to express creatively." Kelly Latimer, Fawcett Elementary.

"The students seemed to be very engaged in the work, they supported each other's social development by learning to read the body language of their neighbors and keeping personal space. Academically we incorporated mathematics into dance." Jessica DAgati, Purdy Elementary.

"Students had to work together and communicate. They also had to compromise and work with some individuals that they may not have chosen as a partner." Mandy Stephens, Prosser Heights Elementary.

“Social emotional learning is a focus of ours. Students have been experiencing trouble during recess. Using arts infused teaching gave students an opportunity to address a realistic problem and demonstrate a plausible solution. It was empowering to students. In addition, I use the academic lessons to support the math topics.” Tiffany Hawkins, Discovery Elementary.

“The SEL aspect we focused on was being able to problem solve. Several of them ran into issues or made mistakes and I was looking to see if they were using in of our school strategies to solve the problem.” Sierra Skibowski, Sheridan Elementary.

“So far this year I have used movement for vocabulary concepts, sketch books for reading comprehension and reflection and visual arts for teaching geometric objects. I'm learning more and more songs to use throughout the day.” Karen Doxey, Highland Elementary.

“Arts-infused teaching supported academic learning in my classroom because the students used different materials to create a division problem. They represented a work of art while showing their understanding of the concept of division. Arts-infused teaching supported social emotional learning in my classroom as well because students shared materials, followed directions, and engaged in positive discussions about their learning. Students discussed what division problems they were using, division in professional pieces of art, and shared the limited amount of materials and tools.” Michelle Lee, Minter Creek Elementary.

Note: Discovery, Purdy, and Minter Creek supplied their own art materials through a Peninsula grant.

Culturally Grounded Teaching: What culturally responsive teaching resources, practices and strategies did teachers bring into your classroom?

“Providing times for student discourse, giving student choices in their learning, having the relationship and connections with my students already built, providing authentic feedback and positive recognition.” Kelly Latimer, Fawcett Elementary.

“Culturally responsive pedagogy was used: students' voices were all heard in creation, their experiences were shared and validated in building the experience and brainstorming. Supports were provided for each student to succeed and be involved with the learning - tapping into their strengths and supporting them in using their skills to work as a team. Each student was represented in the process.” Sarah Lane, Tacoma Online.

“When selecting books to read to the students (as well as books to add the library), I look for characters and stories that the children will see themselves reflected in, as well as characters and stories that children will not see themselves in, ones that allow them to see into another person's world. We also discuss these diverse perspectives during and after the story.” Adam P. Sripranaratanakul, Minter Creek.

“I feel that this was a weak area for me. I need to be more mindful of the experiences my students have and what I need to explicitly teach.” Linda Barnes, Prosser Heights Elementary.

How teachers used the arts to build community in their classroom?

“We all participated, encouraged each other to try, and depended on each other to make our equations and performances work.” A. Rosanne White, Downing Elementary..

“Through collaboration students learned to work together, listen to each other and help each other.” Patricia Nixon, Stafford Elementary.

"We used the arts to allow students to laugh together, share their creative input, and to listen to one another's ideas with affirmation and inclusion of all voices in their groups." Aysha Kloub, Stafford Elementary.

"As students were creating their landscapes, they were sharing techniques and ideas with each other, as well as complimenting and being positive and supportive with each other." Kelly Latimer, Fawcett Elementary.

"Students went through the creative design process and using their bodies/selves to learn about one another, tell stories meaningful to them, and learn important SEL skills that build community." Sarah Lane, Tacoma Online.

"We allowed each student to find the right place and level of engagement for them. By doing this they were able to feel supported and offer support to their other participants." Rebecca Saravia, Tacoma Online.



"The arts helped me to build community by creating a safe place to learn and reflect. As students share about the process or their thoughts, they are also sharing parts of themselves. They increase their level of trust with each other when they realize they can create in a safe space." Michelle Blake, Minter Creek Elementary.

"All students were encouraged to participate but not made to feel uncomfortable, space was given to each student so they could feel and move the way that felt right to them, communication with each other was prioritized, collaboration was encouraged and supported throughout the lesson, we had time to be silly together, smile and laugh together, and move together in a safe environment. I can confidently say all of my students were comfortable dancing in front of each other by the final lesson teach." Nicole Mundell, Purdy Elementary.

How did the arts help teachers overcome challenges in their classroom?

"Students who are usually less engaged in math practice seemed to be more enthusiastic about this context. Most students were eager to meet behavior expectations such as active listening and respect because they wanted to be able to participate in such an interesting context." A. Rosanne White, Downing Elementary

"Students were able to have a concrete example of how fractions work and how equivalency is represented. This hands-on approach facilitated learning because it was highly engaging." Pamela Fuenzalida, Blix Elementary.

"Students were able to use creative processes to practice a math skill, volume. Creating a space of comfort to take risks." Brita Johnson, Manitou Elementary.

"I have one student who struggles with engaging in most of the lessons and activities we do in class. The arts brought out his enthusiasm and excitement and he was 100% engaged - even with all the parts to get him to the step of using the clay. He was invested in the whole process because he knew he'd have the opportunity to create with clay." Kelly Latimer, Fawcett Elementary.

"Creative movement and expression helps with confidence, which then helps students be more present for learning. Students who struggle in other areas in school excelled on the dance floor and had the experience of showing others including myself, that they are in fact capable." Laura Barnes, Grant Center for the Expressive Arts.

What key experiences that engaged students in learning?

"Hands on. Being able to talk about/share their learning/work." Madeline Trotter, Whitman Elementary.

"The students loved the materials and were excited to use them. Additionally, they adored my artist mentor Valencia her kind and patient demeanor was a great motivator as well." Pamela Fuenzalida, Blix Elementary.

"They love braindances! My students love music, and they enjoyed the music Jo and I chose. They enjoyed showing what they know using dance." Cheryl Dusek, Grant Center for the Expressive Arts.

"I believe the key experiences were when they were given guidance yet autonomy. This allowed students to truly express themselves while still following directions, thus making them successful." Laura Barnes, Center for the Epressive Arts.

"Laughter, physical movement, relevant music and teacher/mentor enthusiasm felt like key pieces to engage students in learning." Jessica DAgati, Purdy Elementary.

How learning was shared with family or community members?

74% of teachers shared student work in class communications sent home (newsletters, family letters, pictures, parent square communication, and one teacher created a video). 13% of teachers invited invited families to view student work through school displays. 10% sent student work home, encouraging students to share experience and work with their families.

"The students were able to show an alternative style of learning and share that with their families and friends. They look forward to what's coming next." Linda Barnes, Prosser Heights Elementary.

"We spent time talking about the opportunity, included information in our newsletter, and we are using the final product as a way to share with the whole school our trait of the month, self-advocacy." Rebecca Saravia, Tacoma Online.

"The student art will be on display in two weeks during STREAM night. I think our school may be planning an Arts Impact family event." Adam P. Sripranaratanakul, Minter Creek Elementary.

"Each week family members received communication about the progress. We printed pictures and made pictures part of our display in our downtown office along with the Arts Impact logo and had it on display for our Open House to the community! Our PIO team also took some photos to use for a slideshow. The final video Dave edits will be shared with our whole school and families for our April assembly!" Sarah Lane, Tacoma Online.

Going Forward - Teacher Feedback to Artist Mentors and Arts Impact Staff:

77% of teachers had extremely favorable praises for Arts Impact's Mentors and staff.

"This was an amazing opportunity I am so thankful for. I felt the knowledge I gained from such a hands-on experience couldn't have been learned anywhere else. I appreciate the mentors working with me and being so flexible." Michelle Lee, Minter Creek Elementary.



"I have been telling my peers to invest in the Arts Impact training over the summer. My big goal is that we would end up with a cadre of Arts Impact teachers, in which case we would all be more likely to infuse art into our teaching." Karen Doxey, Highland Elementary.

"I want to thank them for being so incredibly supportive and welcoming to this process. It can be a scary place to try new things in front of other adults/professionals. My class loved working with them and ask about them often!" Michelle Blake, Minter Creek Elementary.

"I thought it was a neat experience for another teacher to experience even a part of this. It would be so neat if the other buildings could have a teacher come and observe a co-teach - even just one session - to see how engaging and meaningful it is, and then maybe that will increase interest in the mentorship program and arts integration in general!" Sarah Lane, Tacoma Online.

23% of teachers had additional valuable feedback.

"I don't know if it's possible but time after each portion of the mentorship to plan, debrief, share ideas, etc. would've been great. I feel like some things were a bit rushed or confusing. A specific example is that between the first lesson we saw Sabian teach and the co teach there was no time to plan who was going to do what during the co teach and to explain how it should be done. Sabian was very kind to offer his time outside of the given time to figure this out, but I feel like it could've/should've been done within the time we had with him. It caused a bit of stress." Nicole Mundell, Purdy Elementary.

"I would like more engage in more lessons before teaching my own." Jessica DAgati, Purdy Elementary.

"With regards to the movement mentorship, I think we need more time to observe actual lessons taught by our mentor before we try to teach one ourselves. It felt like I was asked to watch a football game the first time; co-coach it the second time, and then be head coach the first time. I was not prepared and very stressed out about that. I did really appreciate our mentor's enthusiasm and ability to connect with the kids! He was great :-)" Mary Beth Beene, Purdy Elementary.

"Lesson planning time could have been longer but was manageable with the time allotted." Brita Johnson Meyers, Minter Creek Elementary.

"Scheduling was not great." Alea Marshall, Purdy Elementary.

"I can tell you that with my lesson it took way more than the 2 hours to complete with students, which was totally fine but it was unclear if that's ok with the process on your end. I also would like a little more planning the lesson time, even though it is already long. Overall, for someone who did not know what they were signing up for, I really feel grateful I experienced this and pushed myself out of my comfort zone. It was an amazing process and experience and I appreciate Valencia and Grace and the Arts Impact staff so much. Thank you!" Kelly Latimer, Fawcett Elementary.

6% of teachers had no additional feedback.



CREATIVE IMPACTS CULTURAL

PARTNERS
ART EVENTS

Living Voices | Bringing Life to History



Dynamic solo performances combined with archival film transform history into a moving, personal journey

Fawcett Elementary School (Tacoma School District)

3rd and 4th Grade Students and Teachers Performance
December 9, 2023 • 8:30-9:30am

The New American

Leaving the old world for a new life in America

What does it mean to start a new life in a new country?

Discover the journey from steerage to Ellis Island to the sweatshops of New York City, through the experiences of one young Irish immigrant forced to seek a new American life on her own.

In the early 1900s, Bridget leaves the turmoil and poverty of Ireland for the promise of work and better opportunity in the United States, where she faces the challenges and discrimination of immigrant life on the road to citizenship.

Prosser Heights Elementary School

3rd and 4th Grade Students and Teachers Performance
March 16, 2023 • 8:30-9:30am



Island of Hope

What happens to immigrants who are held back at Ellis Island?

Discover life at Ellis Island during its busiest years, and the fears and dreams of every immigrant, through one determined young girl's journey to America.

In the early 1900s, Leah and her family escape persecution as Jews in Russia and sail to a new life in the new world. But when Leah alone is detained at Ellis Island, she confronts her biggest obstacle yet: what if she is sent back?



Prosser Heights Elementary School

5th Grade Students and Teachers Performance
March 16, 2023 • 1:30-2:30pm

Northwest Passages

How do different people create a diverse community?

Encounter the varied cultures and dynamic changes of the Pacific Northwest as a young immigrant straddles the old and new worlds at the turn of the 20th century.

After emigrating from Sweden with her family, Julia defies traditional gender roles and conventions by becoming a nurse, traveling throughout Washington to serve her broad new American community during the 1918 flu pandemic.

Prosser Heights Elementary School

Prosser Heights Students, Staff and Families
March 16, 2023 • 6:00-7:00pm

Klondike: The Last Adventure Worldwide Gold Rush to the Yukon

What would you do to strike it rich?

Hunt for gold in the Klondike with one independent young woman who risks everything for the promise of wealth and a fresh start during a time of global turmoil.

When the discovery of Yukon gold makes the news in 1897, Bess leaves her past behind to join thousands of other miners in the stampede north, braving a dangerous journey into unknown territory in the hopes of a new and better life.

Downing Elementary School (Tacoma School District)

3rd Grade and one 5th Grade Students and Teachers Performance
March 27, 2023 • 8:15-10:15am

Island of Hope

What happens to immigrants who are held back at Ellis Island?

Discover life at Ellis Island during its busiest years, and the fears and dreams of every immigrant, through one determined young girl’s journey to America.

In the early 1900s, Leah and her family escape persecution as Jews in Russia and sail to a new life in the new world. But when Leah alone is detained at Ellis Island, she confronts her biggest obstacle yet: what if she is sent back?

Friday, March 31, 2023

Minter Creek Elementary School (Peninsula School District)

STEAM Night Arts Impact Booth, Students, Staff and Families • 4:30-6:00pm

Artist mentor Valencia Carroll hosted Arts Impact’s Art booth at the event. Arts Impact supplies art materials (colored cardstock, scissors, staplers, and tape) for students and families to make 3-D wearable art from 2-D materials. Project was a demonstration of arts infused math and engineering. Approximately 20 students and their families visited the Arts Impact booth and created various art engineered creations like hats, eyeglasses, bracelets, crowns, airplanes, and headbands.





Monday, April 17, 2023

Sheridan Elementary School (Tacoma School District)

1st Grade Students and Teachers Performance and Q&A • 9:15-10:15am
 4th Grade Students and Teachers Performance and Q&A • 10:45-11:45am

Manitou Elementary School (Tacoma School District)

5th Grade Students and Teachers Performance and Q&A • 2:00-3:00pm

Monday, April 19, 2023

Kimball Elementary School (Seattle School District)

2nd Grade Students and Teachers Performance and Q&A • 8:30-9:30am

Highland Park Elementary School (Seattle School District)

Kindergarten Students and Teachers Performance and Q&A • 11:30-12:30pm

Gregory Heights Elementary School (Highline School District)

3rd and 4th Grade Students and Teachers Performance and Q&A • 2:00-3:00pm

Monday, April 24, 2023

Blix Elementary School (Tacoma School District)

5th Grade Students and Teachers Performance and Q&A • 9:15-10:15am

Whitman Elementary School (Tacoma School District)

Kindergarten Students and Teachers Performance and Q&A • 12:30-1:30pm



Arts Leadership Collective Principal Meeting

On May 25, 2023, the Arts Leadership Collective (ALC) held a meeting to discuss how Arts Impact could partner with elementary schools in the Highline, Seattle and Tacoma school districts. 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. Principals and representatives from Highline, Seattle and Tacoma Public School Districts, and Creative Impacts leadership attended the meeting.

The Leadership Team was introduced to the 2023-2024 Creative Impact’s focus of study, Science, Technology, Engineering, Arts, and Math (STEAM) in a Project Based Learning (PBL) format. Also, in the upcoming school year, Creative Impact will be starting Family Engagement Events, with one event in each district partnering with Arts Impact. With the ALC Leadership’s assistance, teachers were recruited from lower income Title One schools. The in-person summer institute (August 7-10, 2023) has 28 teachers registered and the virtual institute (August 14-17, 2023) has 10 teachers registered.



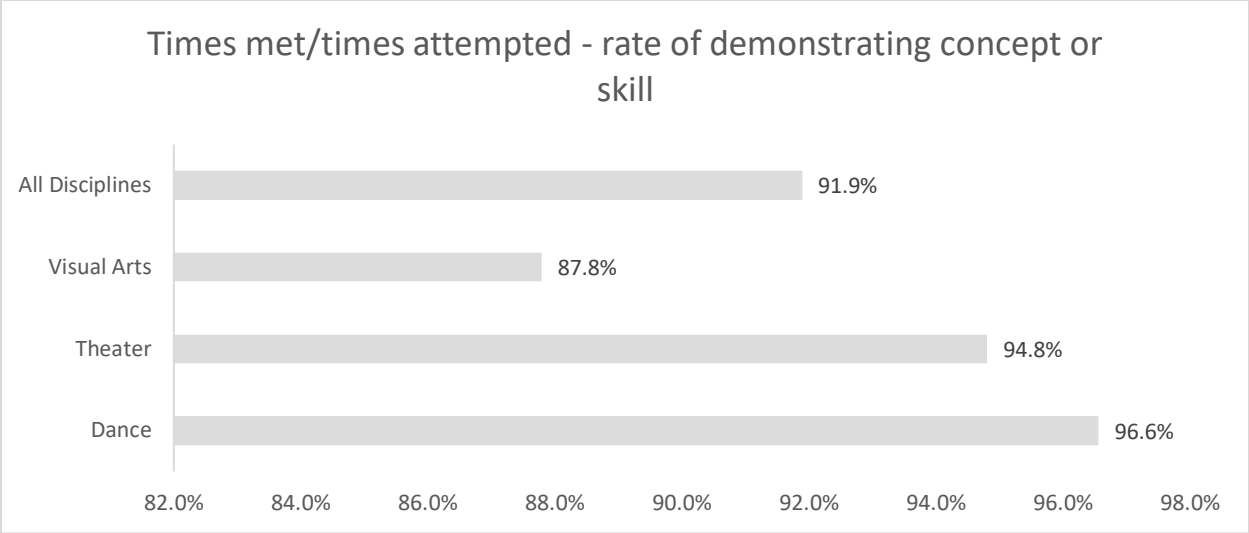
2022-23 Mentorship Data: Overall Results

Discipline	Students	Lessons	Lessons % >80%	Concepts	Concepts > 80%	Times attempted	Times met	Times met/times attempted - rate of demonstrating concept or skill
Dance	114	6	6	17	16	320	309	96.6%
Theater	203	11	10	40	38	732	694	94.8%
Visual Arts	251	13	9	46	35	885	777	87.8%
All Disciplines	568	30	25	103	89	1937	1780	91.9%

In the lessons, students had the opportunity to demonstrate concepts or skills 1,937 times

Overall, students successfully demonstrated the concepts or skills 1,780 times

This indicates an overall rate of demonstrating concepts or skills of 91.9%



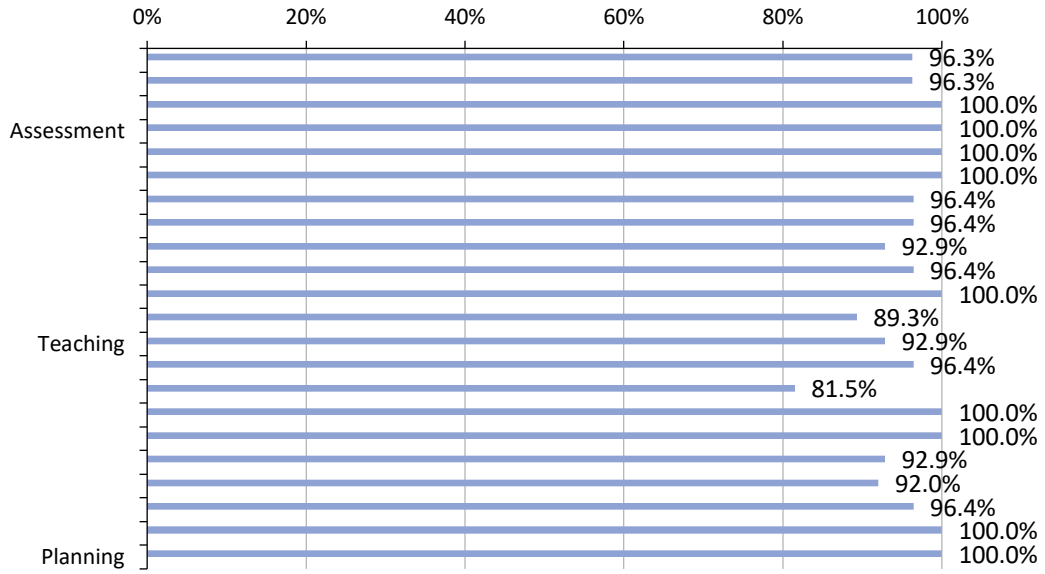
The project collected and examined performance-based assessments from 30 lessons (6 in Dance, 11 in Theater, and 13 in Visual Arts). These lessons contained 40 different concept or skills. Overall, students had the opportunity to demonstrate the concepts or skills 1,937 times and successfully did so 1,780 times. This indicates an overall rate of demonstrating arts concepts and skills of 91.9%.

Dance (114 students, 6 lessons, 17 concepts). Students had the opportunity to demonstrate the concepts or skills 320 times and successfully did so 309 times. This indicates an overall rate of demonstrating arts concepts and skills of 96.6%.

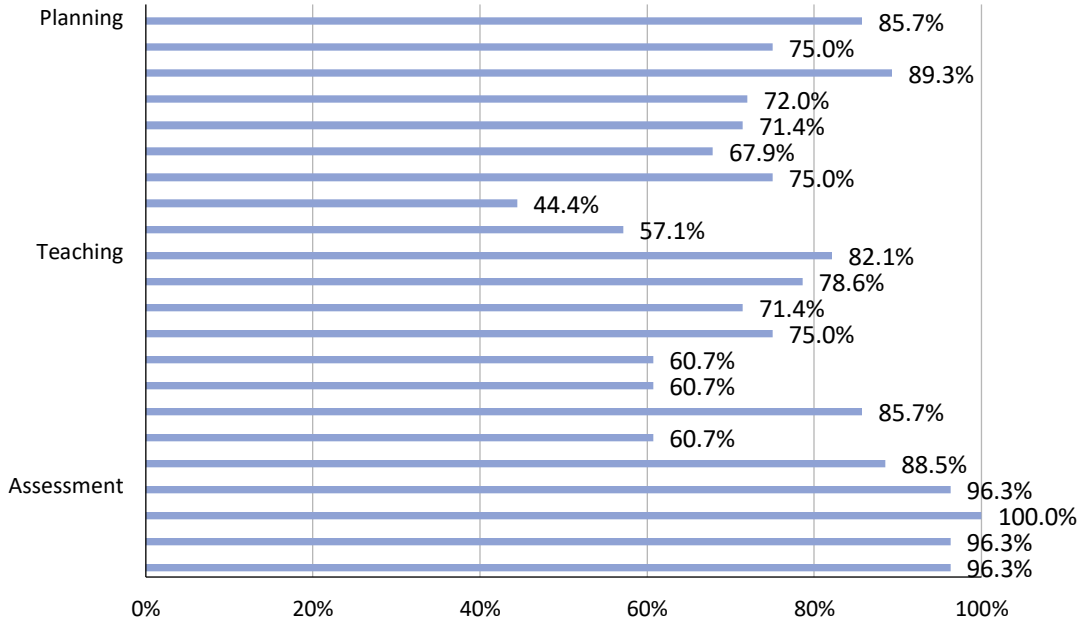
Theater (203 students, 11 lessons, 40 concepts). Students had the opportunity to demonstrate the concepts or skills 732 times and successfully did so 694 times. This indicates an overall rate of demonstrating arts concepts and skills of 94.8%.

Visual Arts (251 students, 13 lessons, 103 concepts). Students had the opportunity to demonstrate the concepts or skills 885 times and successfully did so 777 times. This indicates an overall rate of

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)





Creative Impact Artist Mentor Biographies

Empowering Teachers to Teach the Arts



Valencia Carroll is a passionate teaching artist, who combines her classical oil painting background with her training and experience gained while practicing as an art therapist. After earning her MA in Art Therapy at The George Washington University, she worked as a board-certified art therapist with families and children for several years in locations such as public schools, special education facilities and mental health clinics. She then continued her art education by completing her studies in classical oil painting at the Gage Academy of Art. In her studio practice, Valencia creates representational oil paintings using classical realism techniques.

She experiments with lighting, color harmony and composition in her figurative and still-life works. Her goal is to create artwork that is beautifully crafted and that also serves as a reflection of her worldview.

Valencia has exhibited, presented, and taught at several locations throughout Washington including the Frye Art Museum, the Washington State History Museum, Northwest African American Museum, Seattle Art Museum, Maryhill Museum of Art and Seattle Theatre Group to name a few. Valencia has also worked several years as Art Docent Program Coordinator in the Northshore School District where she has enjoyed sharing the stories and techniques of art and art making process with K-5 students and their parents. Valencia is an Artist Trust GAP award recipient, and she is active on several artist rosters including the Creative Advantage Community Arts Partner Roster, ShoreLake Arts Artist Roster, and the ArtsWA Public Artist Roster.



Shameka Gagnier presently resides with their partner and family in the unceded traditional territories of The Nisqually, Puyallup and Squaxin Island Peoples. They carry bloodlines from Central (Pure'pecha) and Northern (Cherokee Nation) Turtle Island, Africa (Northern and Western), and Europe (Ireland, England, Spain); many stories and names have been lost due to exploitation, foster care, and adoption. They are committed to working within those intersections to create and support spaces that center art, food, and nourishment for black and indigenous communities. Currently they are a first-generation student working towards their undergraduate degree at The Evergreen State College, where they are focusing on Indigenous Studies, Multicultural Communications, and Art. Gagnier is a multimedia artist, working as a wood carver, metalsmith, printmaker, performance artist, music maker, and gardener. Currently they are working with a collective called Black Well Red Thread Collective. This collective creates multimedia art installations with community engagement elements. Within the last year Gagnier has had the opportunity to work as a project coordinator in community lead projects. Much of Gagnier's work as an artist is done in collaboration, as is their teaching pedagogy. Gagnier works as a coordinator and an artist mentor for Native Voices. This learning exchange is one of the most generous and transformative. Working as an artist mentor is deeply enriching work, the young people bring new perspectives, curiosity, skill, adaptability, and courage. As an educator these engagements continue to shape and enrich Gagnier's approach to teaching, creating, and connecting.



Carol Gould has been a teaching artist in the Snoqualmie Valley for 30 years. She is a graduate of Scripps College with a double degree in Visual Art and Theatre Directing/Design. She completed her MA in Education at Claremont Graduate University. She loves sharing her joy of the arts with K-12 students and teachers in the Riverview School District and at Forest Ridge. Carol has been delighted to be with Arts Impact since 2010. When not in the classroom, she enjoys sharing the magic of mud with students ages 6 to 86 in her pottery studio.



JoAnne Petroff, Dance Artist Mentor, is co-founder and co-artistic director of Whistlestop Dance Company. In addition to her work as a performing artist and choreographer, she has co-authored several dance education publications and is a sought-after presenter for professional development workshops and educational conferences. She is currently on the Washington State Arts Commission Artist-In-Residence roster, a member of the Powerful Schools teaching team. Joanne performs with Light Motion, a dance company established to develop the artistic expressions of both disabled and non-disabled artists. She has

been instrumental in bringing integrated wheelchair dance to the forefront of new trends in dance. Joanne has been with Arts Impact since 2003.



Sabian T. Pleasant was born and raised in Jackson, Mississippi. Through time, Sabian has been privileged to teach and choreograph dance all throughout the city of Jackson, Mississippi. In 2001, Sabian moved to Tacoma, WA and instantly began to teach and dance for Metropolitan Ballet of Tacoma for 10 years, under the direction of Damaris Coughlan. There he participated in performances such as "Celebrate his Birth", "Those Who Trespass", "Dance Me to the End of Love", and many more. In 2008, he was given the opportunity to teach Hip Hop at Surrender School of the Arts and is currently still there. Sabian is now the Executive

Director of his very own Dance Company called PleasantMovement. "I am excited to give a little bit of myself to our future (through the Arts Impact program) here in Washington State & afar!" Sabian has been with Arts Impact since 2015.



Dave Quicksall received a BA in Theater at the University of California at Santa Cruz and went on to receive an MFA in acting at UCLA. In Seattle, Dave has worked in the professional theater as an actor, director, and writer for ACT, Seattle Repertory Theater, the 5th Avenue, Intiman, Seattle Children’s Theatre, Seattle Shakespeare Company, and Book-It Repertory Theatre. In 2015, Dave performed in Robin Hood (originally produced by the Seattle Children’s Theatre) at the New Victory Theater in New York City. This year will find Dave performing roles in three different plays on three different stages in Seattle: Hamlet for the Seattle Shakespeare Company, The Man of La Mancha for the 5th Avenue Theatre, and The Cherry Orchard for the Seagull Project at ACT. Most recently, Dave directed a critically acclaimed production of Titus Andronicus for the Seattle Shakespeare Company. As a Teaching Artist, Dave has worked all over the country, including the Wolftrap Institute, the Nashville Institute for the Arts, and the Lawrence Hall of Science at UC Berkeley. Dave has been with Arts Impact since 2002.



Ana María Campoy is a Mexican-American theatre artist, educator, and advocate. She moved to Seattle in fall 2010 to participate in Seattle Repertory Theatre’s Professional Arts Training Program and was part of TAT Lab’s inaugural class in 2011-2012. In addition to Seattle Rep, she has taught for the Pacific Northwest Ballet, Book-It Repertory Theatre, Seattle Children’s Theatre, and Village Theatre. As an actor, director, adaptor, or dramaturg, she has worked for OSF, Seattle Children’s Theatre, Book-It Repertory Theatre, Washington Ensemble Theatre, Seattle Shakespeare Company, and Pork Filled Productions. One of her most cherished acting roles includes Catherine in a bilingual adaptation of David Auburn’s Proof, which she also produced and translated alongside director Arlene Martínez-Vásquez and is now under consideration for publication.



Creative Impact Staff Biographies

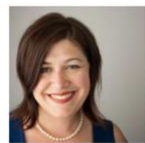
Empowering Teachers to Teach the Arts



Beverly Harding Buehler, Executive Director (she/her/Euro American) is a visual artist (mixed media collage, children’s book illustration, stained glass and installation work), arts educator and curriculum specialist. She began her teaching career in East Africa in 1981 and has focused on multicultural, anti-racist teaching in and through the arts from then on. Ms. Harding Buehler began work with Arts Impact in 2002 as an artist mentor. She has served as the Director of Arts Impact since 2013.



Grace A. Washington Director of Programs has been a professional artist for over 25 years and has taught art to infants, children, and adults. She worked with historically underserved youth in building confidence and self-esteem through art; taught life drawing at a Seattle’s Cancer Lifeline and collaborated with 397 Northeast Tacoma Elementary students on a special diversity art project she wrote and taught titled “Together We Rise”. Tacoma Art Museum featured the project before it was permanently installed in the school’s Michael T. Washington Library. The library was named after Grace’s son, a former student who was killed in Afghanistan in 2008 while serving as a Sgt. in Operation Enduring Freedom for the Marine Corp. Grace has a degree in Child and Family Development, a certificate in computer graphics, and is a graduate of TATLab (Washington State Teaching Artist Training Lab). As a teacher, Grace worked with Tacoma Public Schools as a LAP (Learning Assistant Program) Reading Tutor for elementary students and later as an Emergency Substitute Teacher for kindergarten through grade 8. Grace later worked as an Atelierista (studio teaching art teacher), Interim Co-Assistant Director and Interim School Director at a Reggio Emilia inspired preschool in North Seattle. Grace’s art has been exhibited in Washington, California, Oregon, and Pennsylvania. Grace has been with Arts Impact since 2015, first as a Teaching Artist Mentor and currently as Director of Programs.



M. Louise McKay, Director of Development & Communications has more than 20 years of experience working with nonprofits in fundraising, marketing/communications, and organizational development, including TeamChild, The Greater Seattle Bureau of Fearless Ideas, Hedgebrook, ACT Theatre, and Literary Managers & Dramaturgs of the Americas. She is a former educator, consultant, and coach with a practical and academic background in the performing arts and nonprofit management. She is currently learning how to keep houseplants alive (don’t worry– spouse, kids, and cats are all doing fine).



Meg Hannan, Operations Manager, has worked for Arts Impact since 2005 and has held several positions. As of July 2020, Meg is Executive Assistant and manages payroll, contracts, fee for service quotes, and accounting for all programming. Prior to this position, Meg was Program Manager for our Core and Voices from the Field teacher professional learning programs. As a volunteer (2008-2019), she coordinated the Regional High School Art Show at Puget Sound Educational Service District, Renton, WA. This annual art event showcases over 150 pieces of high school artwork from the Puget Sound region. Meg holds a bachelor’s degree in Psychology and Education from the University of Washington as well as a K-8 teaching certificate. In her spare time, Meg enjoys backpacking. She completed the 93-mile hike around Mount Rainier (Wonderland Trail) and the 500-mile Camino Frances pilgrimage in Spain. She is half-way through the Washington sections of the Pacific Crest Trail.

THANK YOU TO OUR FUNDERS!



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