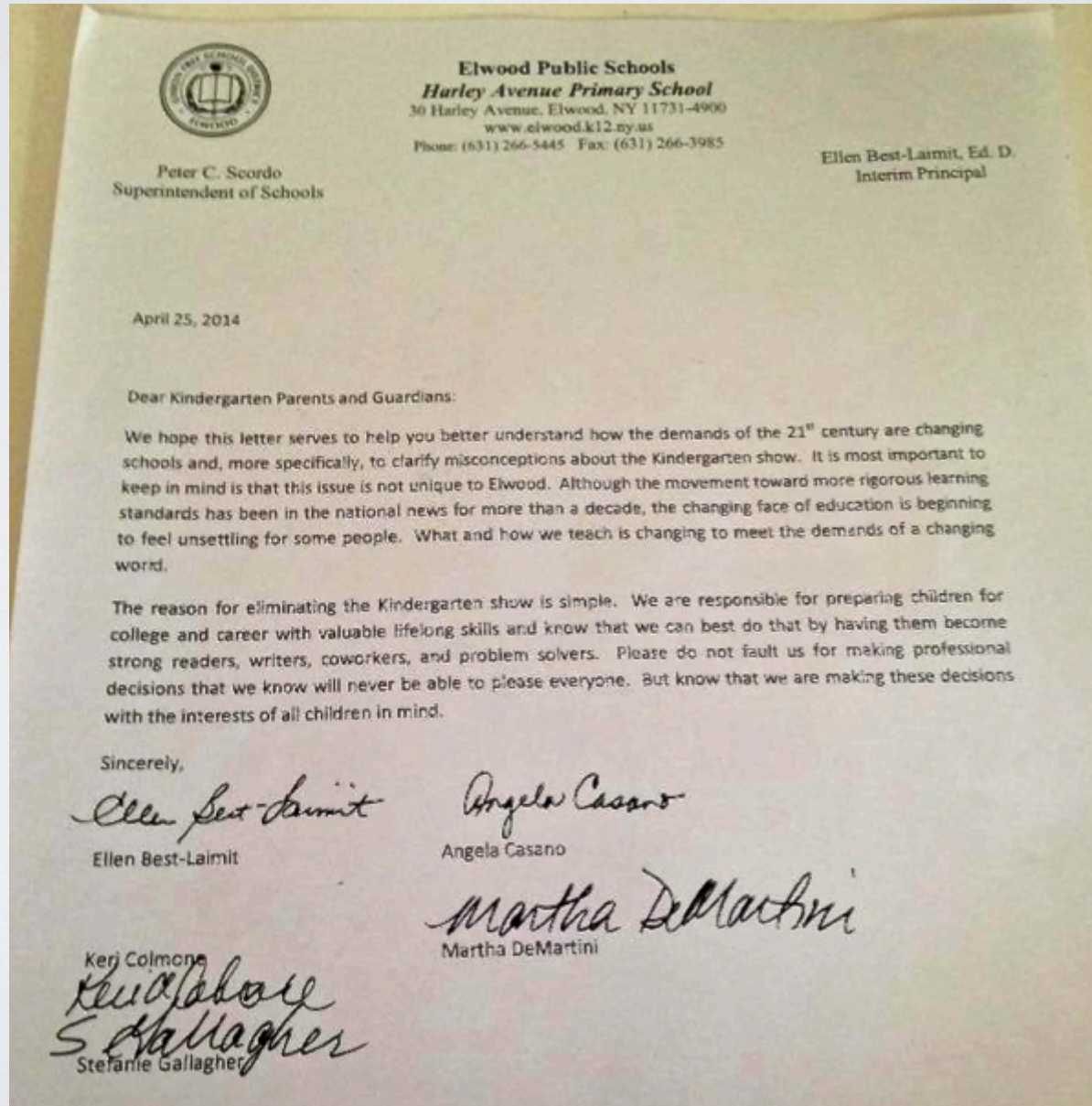


COMMON CORE AND THE ARTS

Brad Foust
Fine Arts Instructional Advisor
Shelby County Schools

Kindergarten show canceled so kids can keep studying to become 'college and career ready.' Really.

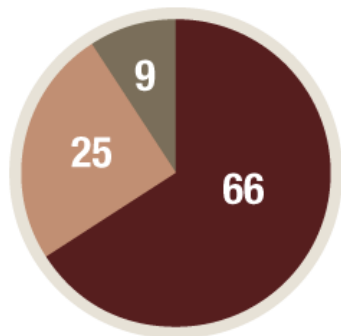
Washington Post story, April 26, 2014



The reason for eliminating the Kindergarten show is simple. We are responsible for preparing children for **college and career with valuable lifelong skills and know that we can best do that by having them become strong readers, writers, coworkers and problem solvers.** Please do not fault us for making professional decisions that we know will never be able to please everyone. But know that we are making these decisions with the interests of all children in mind.

IMPACT OF COMMON CORE

Fig. 1
It's Getting Mighty Crowded



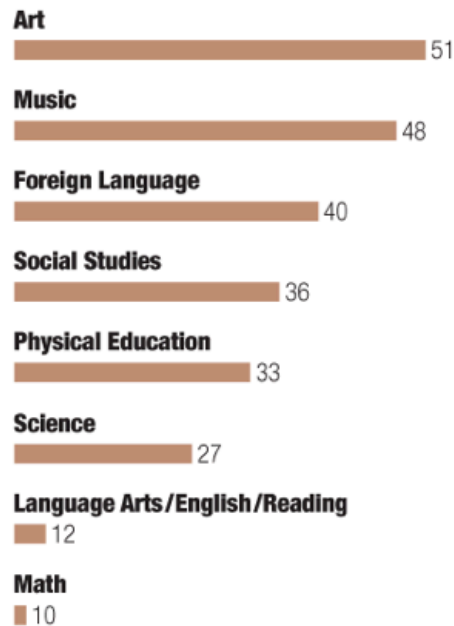
Would you say that other subjects at your school:

- **66** Get crowded out by extra attention being paid to math or language arts
- **25** Generally get their appropriate share of attention
- **9** Not sure

Fig. 2
Art, Music, Social Studies—Losing Attention

Has [subject] been getting more, less, or about the same amount of instructional time and resources over the past ten years?

Percentage of teachers responding "less"

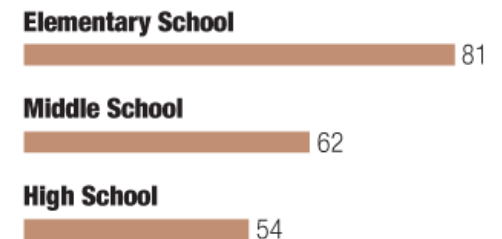


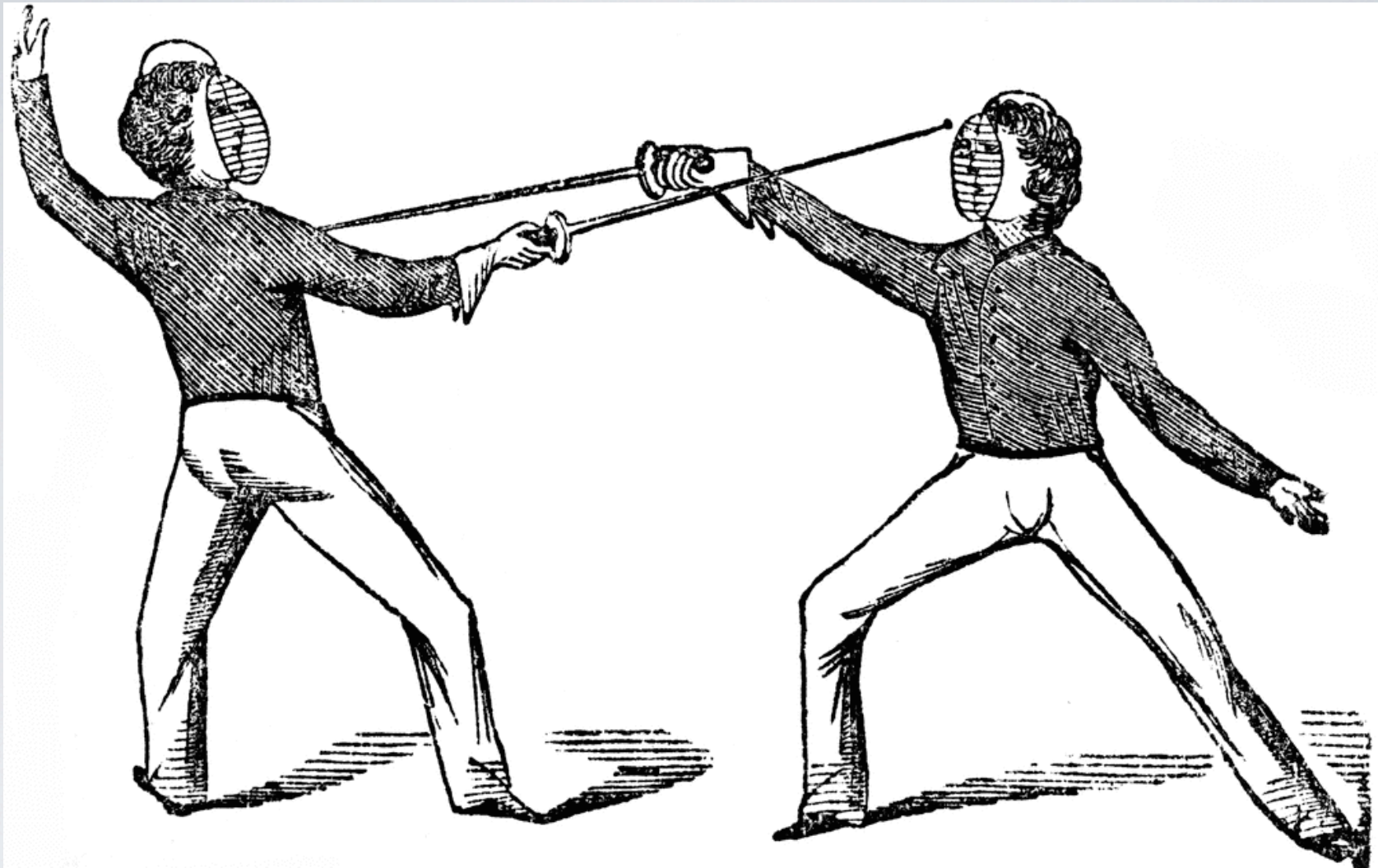
Limited base range from 713 to 918

Source: www.commoncore.org

Fig. 3
Curriculum Narrowing More Prevalent in Elementary Grades

Percentage of teachers by grade who say other subjects are getting crowded out by extra attention being paid to math or language arts





Common Core

The Arts



David Coleman, Lead Writer, Common Core K-5
ELA Standards



“What do the arts do that literacy teachers could learn from?
What do the arts tend to be better at than the literacy
profession?”

- How Common Core Addresses the Arts
- NCCAS/Arts Integration and Common Core
 - Examples of Student Work
- What Pre-Service Teachers Should Know About Common Core



The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and English Language Arts (ELA) teachers. In addition to the ELA standards, the Common Core State Standards include Literacy (reading and writing) standards for the “**specialized disciplines**” of history, social studies, science, and **technical subjects** for grades 6-12.

Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to utilize Common Core to improve student learning across the board.



Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; **a technical aspect of a wider field of study, such as art or music** (p. 43 of Appendix A of Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects).

Arts References in Common Core ELA Standards

Anchor Standard category	Total # of grade-level standards	Total # of standards containing arts references
Reading	220 (110 informational text; 110 literature)	50
Writing	110	8
Speaking and Listening	66	16
Language	66	1

Source: NCCAS



PHASE I: CONTENT-BASED ALIGNMENT

RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.



Phase II: Skills-Based Alignment

Creative Practices

Imagine	To form a mental image or concept
Investigate	To observe or study through exploration or examination
Construct	To make or form by combining parts or elements
Reflect	To think deeply or carefully about

In the National Core Arts Standards, the creative practices are a springboard and bridge for the application of the artistic processes across all five arts disciplines and disciplines outside the arts (NCCAS, 2012).

Stretch & Explore



Express



Develop Craft



Envision



Understand Community



Reflect



Engage & Persist



Observe

Studio Habits of Mind

Project Description

- **Objective:** The student will create a work of art to comment on the social injustice of human trafficking.
- Before instruction, students wrote a paragraph about what they knew about human trafficking, and what they would like to learn.
- During instruction, students learned about the statistics of human trafficking on a global perspective. They watched and discussed documentaries. A speaker from Operation Broken Silence, an organization that fights trafficking and assists victims, came to discuss trafficking on a local perspective in Memphis. Students then took a field trip to see an art exhibit by Holocaust survivor Samuel Bak. Students learned how a master artist uses symbolism to create works of art about injustice.
- After instruction, students were given the task of creating works of art to inform their school and community about human trafficking. They created a class outline, and signed up for specific topics. After that, they developed a concept and plan for their own work of art, then created it. The works will be featured in an art exhibit opening in May.

Student Statement Before Instruction

- “I don’t really know what human trafficking is. I would like to know the meaning. I think it has something to do with slavery but I don’t know.”

Student Statement After Instruction

- “At first I thought human trafficking was just prostitution. Then I found out there were more categories of it like forced labor, child labor, and unfair working conditions. I used to think prostitutes chose to be like that, but I learned that most are tricked or forced into it. Most people don’t know how brutal human trafficking is. Through my art, I think people can understand more about it.”
- “The topic I used in my painting is how coyotes (people who help others cross the border) would make people pay lots of money and force them to work to pay off the debt. In my drawing I used coyote animals and drew people walking into their mouths.”

What symbols can be associated with your topic?

Coyotes, Half Man Half Coyote,

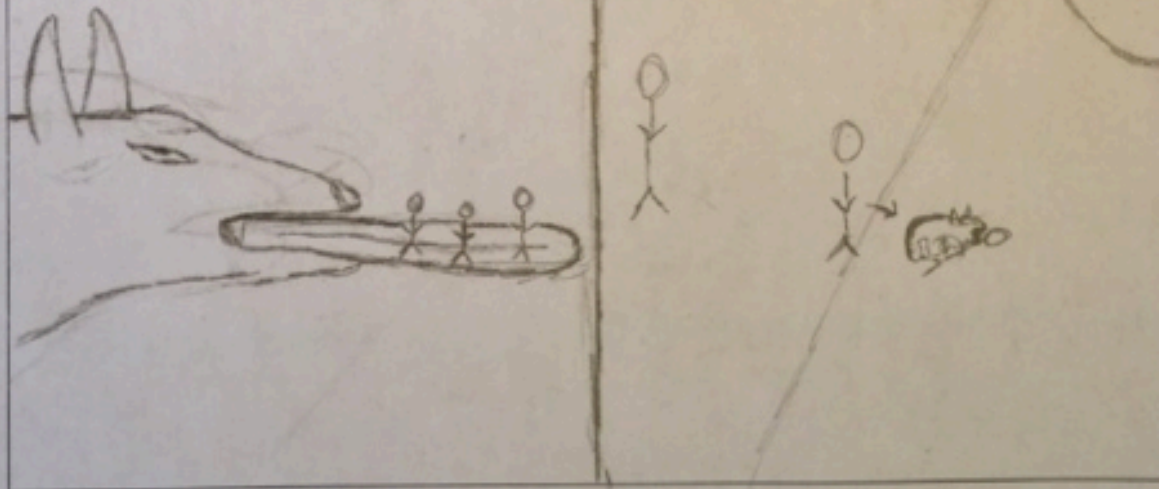
What ideas do you have for your composition?

Coyotes crossing men over the border then eating them when they get their

What style, technique, and medium to do plan to use?

Oil pastel or Prismacolor

Create 2 thumbnail sketches here.





- The student's concept and technique is advanced. The student used the symbol of an actual coyote. It is evident that the immigrants are in for a trap. The composition and technique are advanced.



Overall Growth Rationale

- All students grew considerably during this unit. Aside from learning facts about a social issue, they learned how to create art for the purpose of informing the public. The students also mastered the concept of using symbolism. Over the course of the unit, the students grew in terms of their perspective on slavery. Many thought slavery was a thing of the past. They now know that slavery occurs around the world, and that although underground, it is actually more prevalent today than it ever has been throughout history. Student learned a lot about geography, different cultures, and the origins of various products. The unit made them better artists, but also made them better citizens.

- Create (creativity)
- Informing the public
 - Symbolism
 - Perspective
 - History
- Geography and culture
 - Better citizens



Ballet for Martha

MAKING APPALACHIAN SPRING

Jan Greenberg and Sandra Jordan • Illustrated by Brian Floca





Ballet for _____.

Aaron Copland wrote *Appalachian Spring* with Martha Graham in mind. As you listen to the music, view the video of the performance, read Hart Crane's poem, *The Dance*, and study Isamu Noguchi's original set, all available at the QR code or URL above (click on **Appalachian Spring Project**), fill in the blank with your name, and then consider the following questions:

What would the music for a ballet about you sound like? What would the dancing be like? How would the set look? How would a poem or other writing example about you and your life read?

You are only required to choose **one area** (music, visual arts, photography, dance/movement, creative writing or video production) for your submission, but you are welcome to combine art forms in your work.

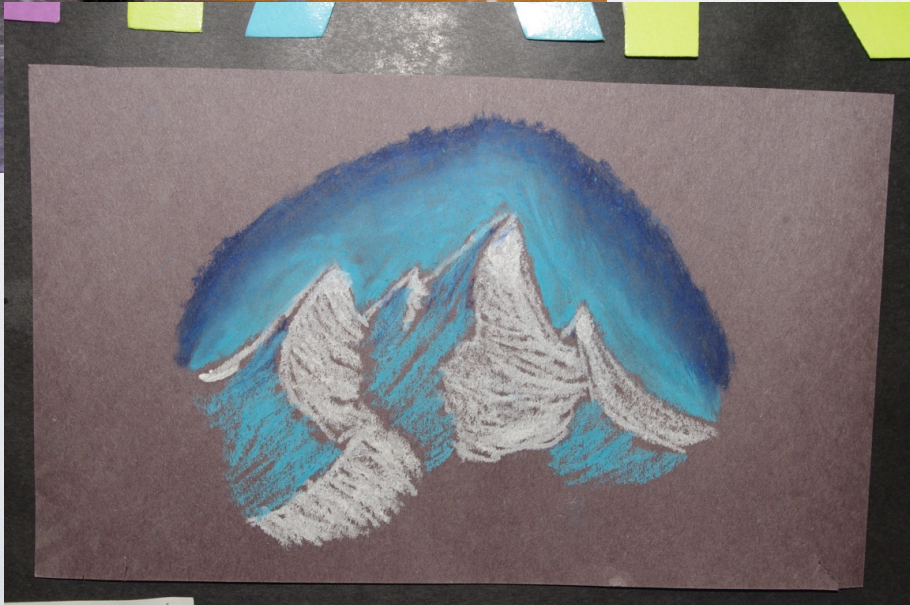


Ballet For Martha

Next Chapter

A Growing Family

"Carlos, Eric, Angelica!" yelled Luise. "Come downstairs for Breakfast," said Luise. Carlos, Eric and Angelica were Martha's 3 triplets; they were born on April 27, 1935. The triplets are very close to each other. If Carlos starts crying, all of them start crying. Their full names are Carlos Sanchez Graham, Eric Mendez Graham, and Angelica Luise Graham. "Aeropostale! Come down for breakfast hun!" Aeropostale is my Husbandman. We all gathered around the table, blessed the food, and ate breakfast. After breakfast, I sent the kids upstairs to get washed up. A half hour later, all the kids and I walked outside to the barn. "Children go to your stations," said Luise. Carlos was feeding the pigs, Eric was gathering the fresh eggs, and Angelica was milking the cows. While we were leaving the barn, Carlos accidentally stepped in some cow manure, and while his brother and sister laughed at him, Luise said that's life. We walked inside the house and Carlos washed his shoes on the washboard. When Carlos was setting his shoes outside to dry, Luise was cooking breakfast. After breakfast Luise said that she was taking the kid to the Pioneer woman, because she wanted to get Carlos' leg checked out, because she thinks that



“Research and support was required for most of the components. It required different types of thinking and ideas, and claims had to be supported. In the narrative (for example, if the kids wanted to kill off a character (and oh did they ever!), it had to be historically appropriate.”

Perhaps the best part of the Appalachian Spring unit is that I was learning the content with them, and I coached their research and writing, but didn't/couldn't take over as a talking head expert- they really had ownership of the process.”

Kathleen Rutledge
Language Arts Teacher
Millington Middle School

**Arts Integration is
an **APPROACH** to **TEACHING**
in which students
construct and demonstrate
UNDERSTANDING
through an
ART FORM.**

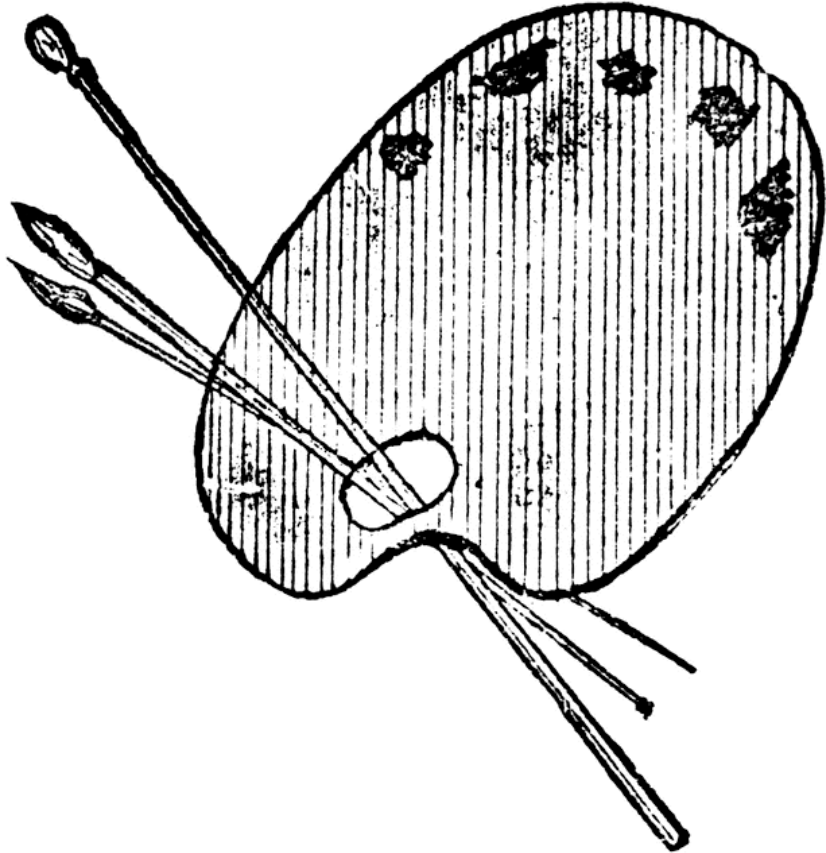
**Students engage in a
CREATIVE PROCESS
which **CONNECTS**
an art form and another subject area
and meets
EVOLVING OBJECTIVES
in both.**

Tips For Pre-Service Teachers

- Despite what you've read and have been told, the Common Core standards impact ALL teachers.
- Know the content of other curricular areas taught in your building. If you don't know it (and you won't right away), go and talk to the teachers. Collaboration is the lifeblood of good teaching.
- Learn and speak the language of the Common Core standards.
- Construct a strategy on how you will align your instruction with the standards, and be prepared to provide evidence of

Tips For Pre-Service Teachers

- To non-arts teachers- your music, visual arts, theatre, and dance teachers are specialists in their fields. In most cases, these people have spent years perfecting their crafts BEFORE they attended college to receive a teaching endorsement. They are divergent thinkers, are “comfortable being uncomfortable” (Eisner), and are highly creative. Take some time to get to know what they are doing in their classes...it may surprise you how valuable they can be (and are) to the entire school's success.



A treasure is to be valued for its own sake and not for what it will buy- Graham Greene

COMMON CORE AND THE ARTS

Common Core and the Arts Blog

ccsarts.weebly.com