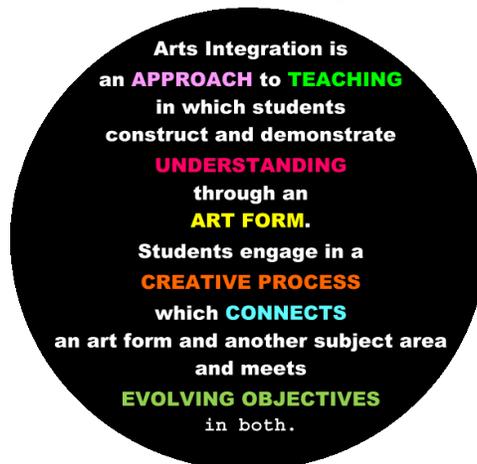




EXAMPLES OF DOCUMENTATION FOR ARTS INTEGRATED LESSONS

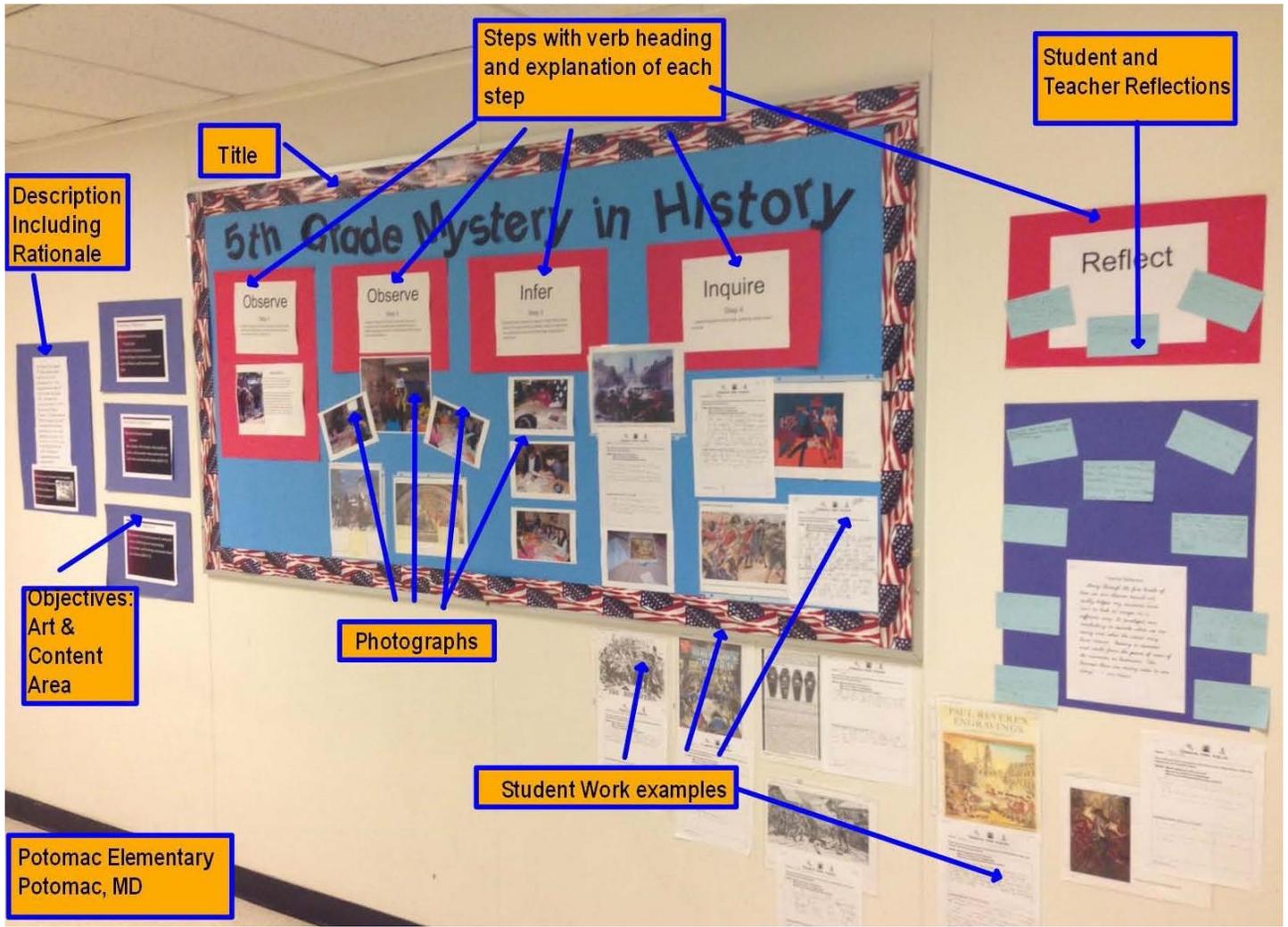
85% of the artwork or images in the hallway of a Whole Schools Initiative or Model school should represent high quality arts integrated lessons.

The Kennedy Center's Definition for Arts Integration



Here is a guide to help you decide what information to post:

1. State the month/year of the lesson, name of the teacher and grade level
2. State the title of the lesson
3. List a short and simple description of the arts experience including the steps of the process (no more than 3-5 sentences)
4. Write out the standards/objectives met from the Common Core State Standards or other Mississippi Standards
5. Write out the standards/objectives from the Mississippi Visual and Performing Arts Frameworks
6. Work samples/products are posted



BONUS POINTS!!!

1. Show images of the student process (remember it's all about the process and less about the product).
2. Collect student responses about their process.
3. Post your own reflection about the lesson.

NOTE: See the attached documents from Focus 5, Inc. for tips and a checklist to ensure a quality display of the arts integrated experience.

Planning Documentation: Helpful Hints

- Documentation has a narrative quality—it tells a story, the journey of learning.
- Less is more...be concise and clear.
- Documentation does not need to be restricted to a lengthy project; it can be equally effective when focused on brief moments of learning within a lesson or unit.
- Explain *what* students constructed and demonstrated their understanding of, *why* it was important, and *how* they engaged in a creative process.
- Don't forget to crop your photos! It makes a huge difference!
- Consider making color photos grayscale (black/white) so the focus stays on the students rather than on patterned and/or colorful clothing and distracting backgrounds.
- Many times a viewer will only read the heading and photo so make sure the heading is informative and the photo clearly shows evidence of student learning.
- Make sure the format you choose is in response to your audience and purpose.
- In some cases, you may want to document the same lesson or unit in more than one format, but don't double your work! Pictures and captions from a flyer, for example, can be enlarged to fit a poster. Your captions can also become your script for digital forms of documentation.
- Include anchor charts and artifacts from the lesson.
- When creating publications, make sure the page margins are around .5 inch. That provides you with more space to share!

Planning Documentation Checklist: WHAT?

Title

Does the title immediately let a reader know the art form and the other content area?

Description

Is the description a concise overview that summarizes how students constructed and demonstrated their understandings through an art form?

Does the description include how many hours or days were spent on the process?

Do you need to define anything about the art form or the other content area so that a reader has enough background knowledge to understand the process?

Standards/Objectives

Are state or national standards listed for both the art form and the other subject area?

Work Samples/Products

Which student samples or photos are most effectively demonstrating the product?

Planning Documentation: Why?

Student Reflections

Do the reflections clearly show evidence of student learning in both the art form and the other content area?

Teacher Reflections

Do the reflections clearly show evidence of impact on both students and the teacher?

Do the reflections specifically address the standards/objectives?

Rationale

Would it be helpful to explain WHY it was important for students to construct and demonstrate their understandings through an art form? (e.g., Why Dance? Why Draw? Why Sing? Why Act?)

Planning Documentation Checklist: How?

Process

Does each step of the process contain a heading, 1-3 sentence explanation, and at least one photo or supporting visual?

STEPS

Is the process broken down into 4-8 macro steps?
(See pages 12-13 for more information on macro steps.)

HEADING

Does each macro step have a 1-3 word heading that provides insight into what the photo is showing? (See sample learning verbs on page 10. Remember that headings such as “Step 1, Step 2, Step 3” do not effectively inform the reader/viewer.)

EXPLANATION

Is the explanation a concise overview?

Is the explanation clear to someone who lacks experience or understanding in the art form or other content area?

PHOTOS AND/OR VISUAL IMAGES

Do the photos support what is being described?

Are the photos cropped?

Should the photos be black/white to lessen distractions of classroom clutter, bright colors, and/or patterns in the background or on student clothing?