

OPENING MINDS THROUGH THE ARTS

ARTS INTEGRATION



MIRANDA DEBRETTO, M.M.

- Arts Integration Specialist
- Peter Howell Elementary School
- Tucson, AZ





QUICK POLL

- What do you teach?

ARTS INTEGRATION

WHAT CAN STUDENTS GAIN?



**OPENING
MINDS
THROUGH
THE ARTS**



PURPOSE

AND

RESEARCH

Arts Skills & Instruction Per Grade Level

Opening Minds through the Arts (OMA)
Tucson Unified School District 1
Tucson, Arizona



Grade	Skill Matched with Neurological Development	Teaching Artists: Sample Instructional Method	Rationale
K	Listening (Auditory acuity and perceptual development)	Instrumental Ensembles (wind or string trios play classical and contemporary music that align with classroom topics)	Musical training increases sensitivity to & recognition of sounds and patterns, which leads to oral language and literacy development.
1	Speaking (Language acquisition – perceptual development is linked to language development, particularly important for English-language learners)	Opera Duo (after listening to great works of opera sung by the duo, students create their own story, lyrics, and music to stage and perform)	Opera links writing and music by focusing on comprehension and composition. A phrase in music is comparable to a sentence. Several phrases = a paragraph, longer musical works = chapters or an entire book
2	Physical Movement and Control (Kinesthetic awareness) and Critical Thinking	Creative Movement (Dance artist help students to interpret and respond to music while collaborating and solving problems creatively)	Physical movement to spoken language builds bridges of understanding and internalization required for literacy. Students interpret and respond to a diversity of dance patterns and music thus expanding their vocabularies, enhancing listening/viewing skills and begin thinking critically
3	Self-expression, teamwork, problem solving and creativity (Collaboration and improvisation)	Recorder & Keyboard (Daily shared reading of musical scores and composing and improvising original works)	Concrete reasoning occurs with listening, processing visual information, and coordinating movement. Phonics, musical notation and math link auditory centers to left and right parts of the brain.
4	Abstract Reasoning that combine listening and physical skills (Development of fine motor skills)	Violin and Thematic Study, Professional Performance/Exhibit Experiences	Use of fine motor and auditory skills that work together to decode, create, perform, and evaluate. The bridge between the right/left sides of the brain complete its development, allowing both hemispheres to respond to an event simultaneously
5	Integration of all K-5 skills (Multi-modal learning, understanding of the process through research, creation and the final product)	Wind/String selected by students and Thematic Study through original stories and compositions, Professional Performance/Exhibit Experiences	Discrimination skills allow students to respond to the arts attending performances and design an integrated unit through inquiry based learning to demonstrate multi-modal learning
	Analysis and Parallel Thinking (Dissecting, comparing, contrasting to understand larger patterns of connections)	Instrumental Ensemble music and Theater Arts are analyzed and compared through exploring multiple genres of Performance, preparation and production	Categorization and comparison/contrast analysis skills enable the student to comprehend parallel patterns of creation among forms and genres, deepening an appreciation of connections, interdisciplinary relationships. Foundational personal expression are substantiated
	Art and Movement (Behavior, communication and	Dance Forms and Public Performance are placed within historical setting of human cultural expression and Identity	Comparison of historical and cultural dance enhance understanding of identity, collaboration, creation, problem solving, the appreciation of the solidifying

4 ROLES IN OMA



ARTS INTEGRATION
SPECIALIST



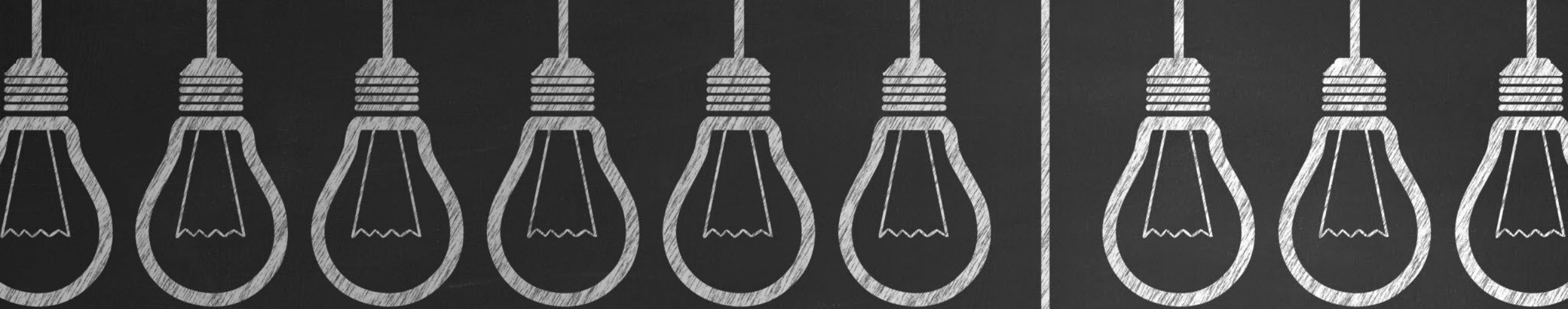
TEACHING ARTIST



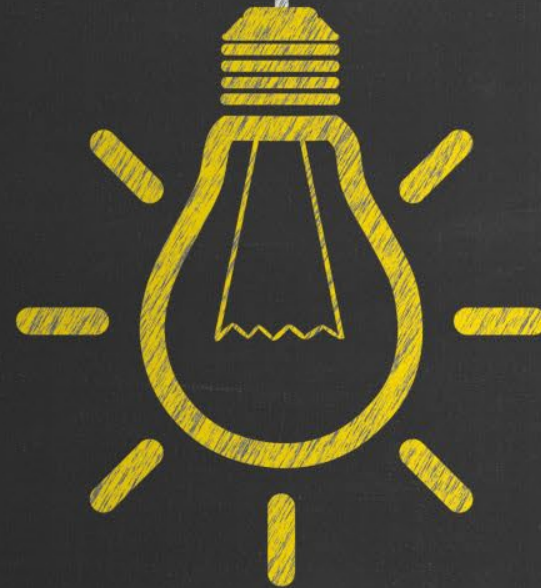
CLASSROOM
TEACHER



PRINCIPAL



PLANNING AN INTEGRATED LESSON



laboration, communication, collaboration, communication, collaboration, communication, collaboration, communication, collaborati

A close-up, low-angle shot of a red electric guitar, focusing on the chrome bridge and tailpiece. The guitar is positioned diagonally across the frame. The background is a blurred indoor setting with warm, bokeh lights, suggesting a stage or rehearsal space. The overall mood is artistic and focused on the instrument.

**LESSON TITLE:
FOUND
SOUNDS
THROUGH
INSTRUMENT
CREATION**

OBJECTIVES



Student will explore different instruments to determine how sound waves transfer energy.



Student will design their own instrument and reflect on the process of their creation.

STANDARDS ADDRESSED

Music

- MU.CN.11.3a. Explore and describe relationships between music and other content areas (e.g. dance, visual art, dramatic arts, literature, science, math, social studies, and language arts).
- MU.PR.4.3d. Demonstrate an understanding of musical concepts (e.g. physical, verbal, or written response-- understanding of musical concepts and how creators use them to convey expressive intent).

Science

- 3.P4U1.3 Develop and use models to describe how light and sound waves transfer energy

PRIOR KNOWLEDGE & PREPARATION



Me:

Review instrument families
Facilitate class composition



Classroom Teacher:

Review scientific method
Define "vibration"

DAY 1

Found Sounds

- [Watch Found Sounds Video](#)
- Discussion: Are these truly musical instruments?

Scrap Paper Activity

- Determine three ways to make music with this piece of paper.
- *Essential Question: What criteria does something need to meet to be considered a musical instrument? For the purposes of our experiment: musical intent.

Instrument Creation Brainstorm

- Find materials, see what you can do with them.
- Keep in mind that you'll have one more day for creation.

DAY 2

Instrument Creation

- Experiment, modify. Teacher and AIS assist with tools and individuals as needed.

Assignment: Info Form

- Instrument Family
- Materials Used
- Process

DAY 3

Info Form Revisions

- How does your instrument make sound?
- Present instrument to small groups.

Performance

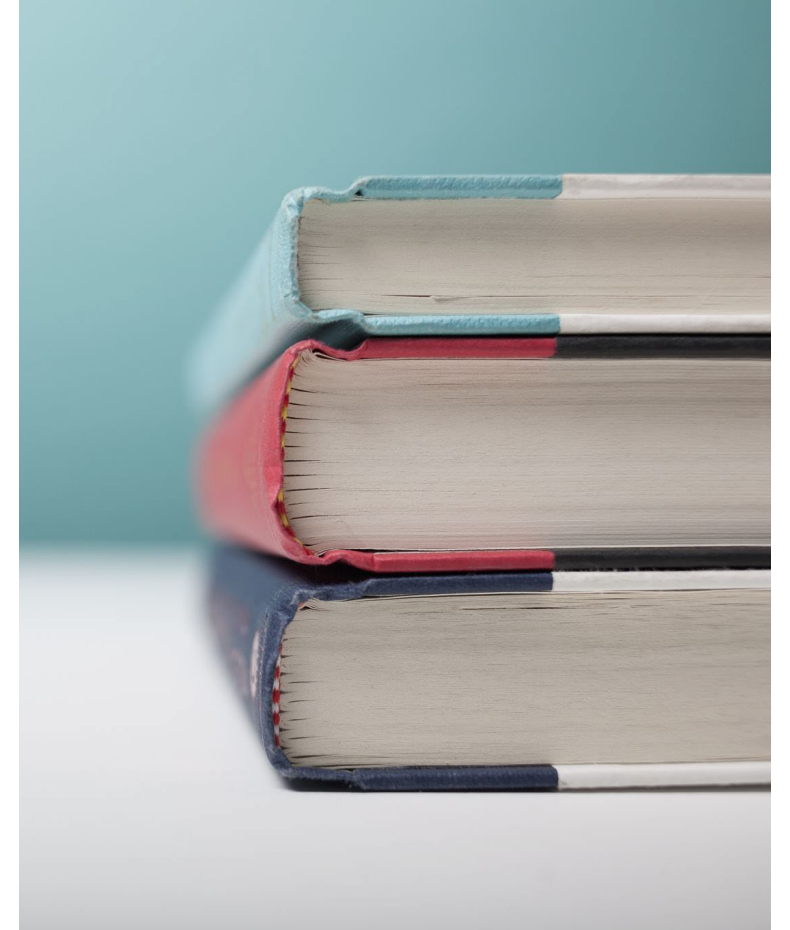
- Use instrument to perform class composition.
- Refine performance, time permitting.

FOLLOW-UP: EXTENSION ACTIVITY

- Create an encyclopedia entry for your instrument using your imagination.
 - What is it named?
 - Create a diagram of its parts
 - What ensemble does it belong in?
 - What is it used for?

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.



Q & A

