



Moonshot Institute  
Weekend Workshop Series 2016-17  
The Power of Arts Integrated Learning  
March 4, 2017





## Qualities of a Moonshot Classroom

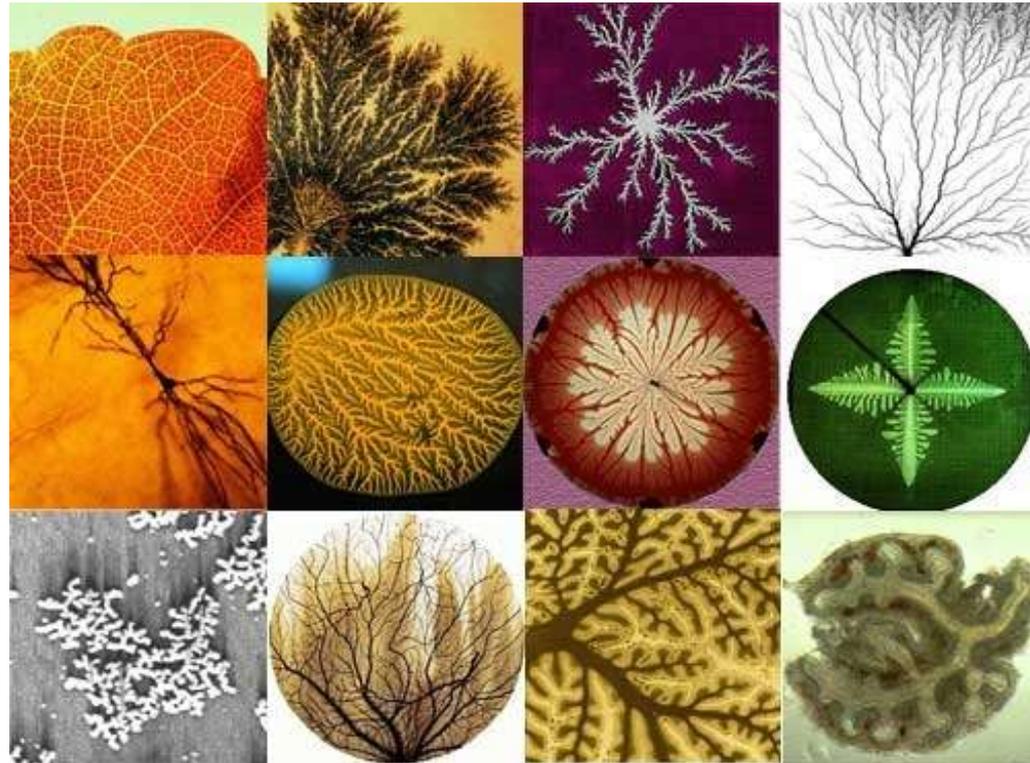
The qualities of a Moonshot Classroom support:

1. the **social-emotional** needs of the learner.
2. the **foundational literacy** needs of the learner.
3. **multi-sensory experiences** that engage learners with meaningful text.
4. an **aesthetically rich** environment.
5. **vigorous and visible thinking and inquiry** that is shared
6. **integrated and connected learning.**
7. ongoing **reflection, assessment and documentation** of learning.
8. **joyful, passionate, lifelong** learners

# The Power of Arts Integrated Learning

## Finding the Elegant Fit

Cynthia Weiss





# Arts Integration

1. Working with curricular intention to merge learning in the arts with learning in other academic subject areas.
2. an educational field that specializes essentially in **relationships**,  
– among people, ideas, curricula, places, themes, and areas of study,  
with an emphasis on arts learning at the center of these relationships.

# Big Idea: Framing, Perspective & Point of View



## Florida Core Arts Standards

Big Idea: Historical and Global Connections

Enduring Understanding 3: Connections among the arts and other disciplines strengthen learning and the ability to **transfer knowledge and skills to and from other fields.**

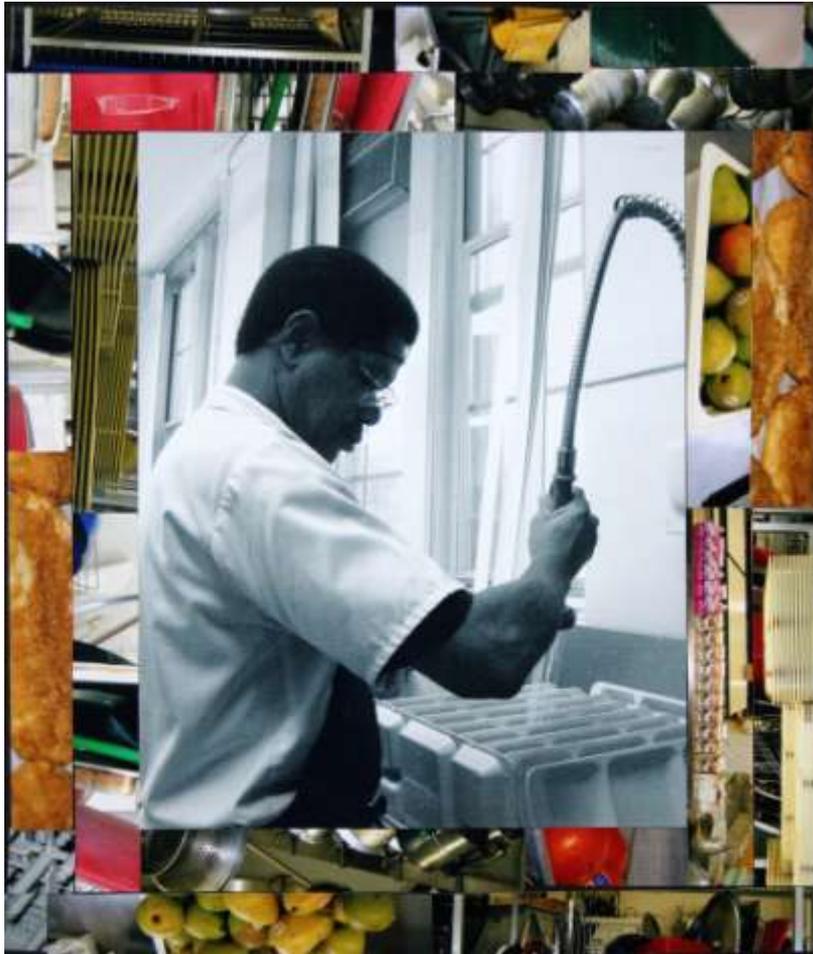
## Florida English Language Arts Standards

LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in **the point of view** they represent.



# Sabin Shout Outs

Photography & poetry unit at Sabin Elementary School, Chicago  
created by Joel Wanek and Amanda Lichtenstein



# Sabin Shout Outs



Leo

Here's to the strong,  
the powerful,  
the fixer who fixes  
what fails,  
what breaks,  
what leaks,  
What comes  
undone,  
unspun and  
unhooked....  
*Vanessa, grade 5*

# Re-Mix

*Our idea for this unit comes from **hip-hop culture**, which is post-modern culture, which is how Black people carve out a niche in this post-modern world. With youth, it comes out of appropriating music from the older generation and making it their own.*

**Cecil McDonald, Jr.,  
Photographer**



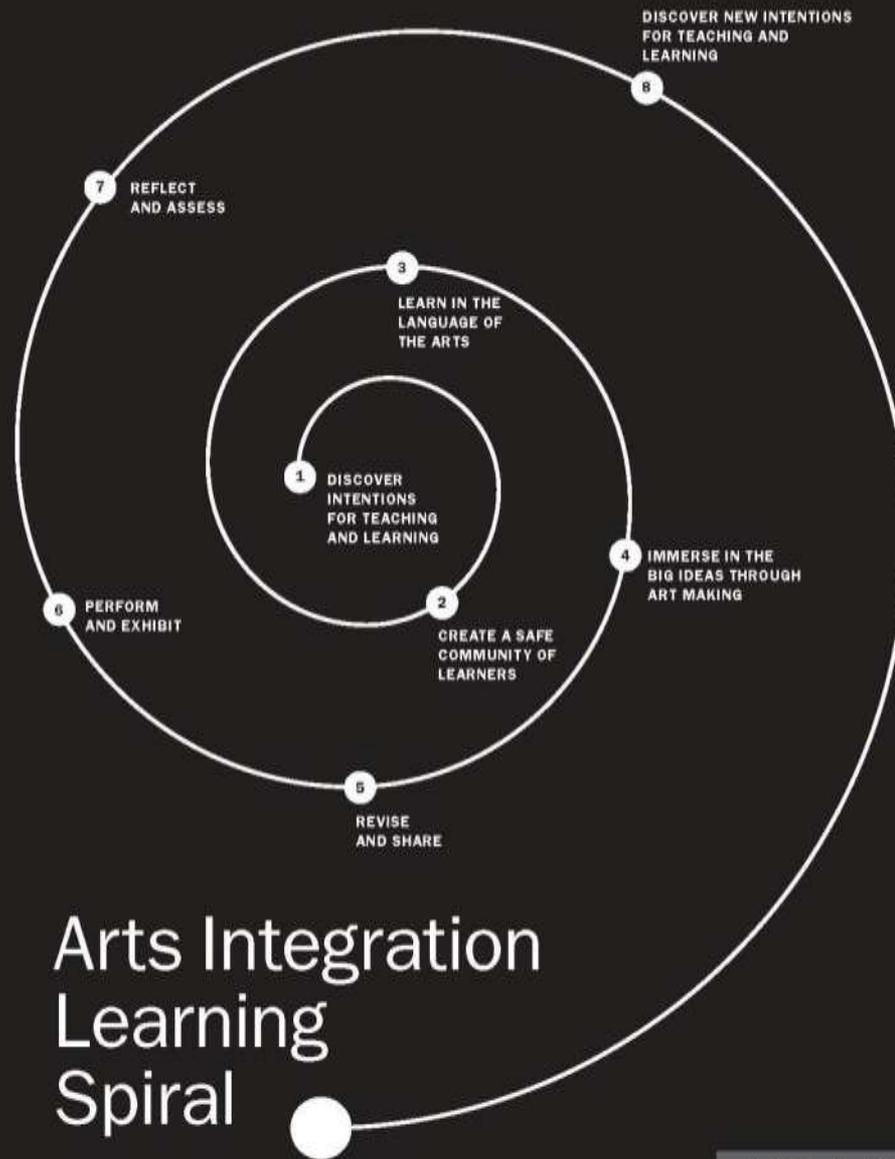
## Re-Mix

Photography & social studies unit by Cecil McDonald Jr. at Herzl Elementary School, Chicago





Project AIM at Columbia College Chicago's Center for Community Arts Partnerships (CCAP) creates partnerships in Chicago and Evanston public schools. For over 15 years, Project AIM has been bringing teachers and professional teaching artists together to co-create interdisciplinary curriculum for student learning in and through the arts.

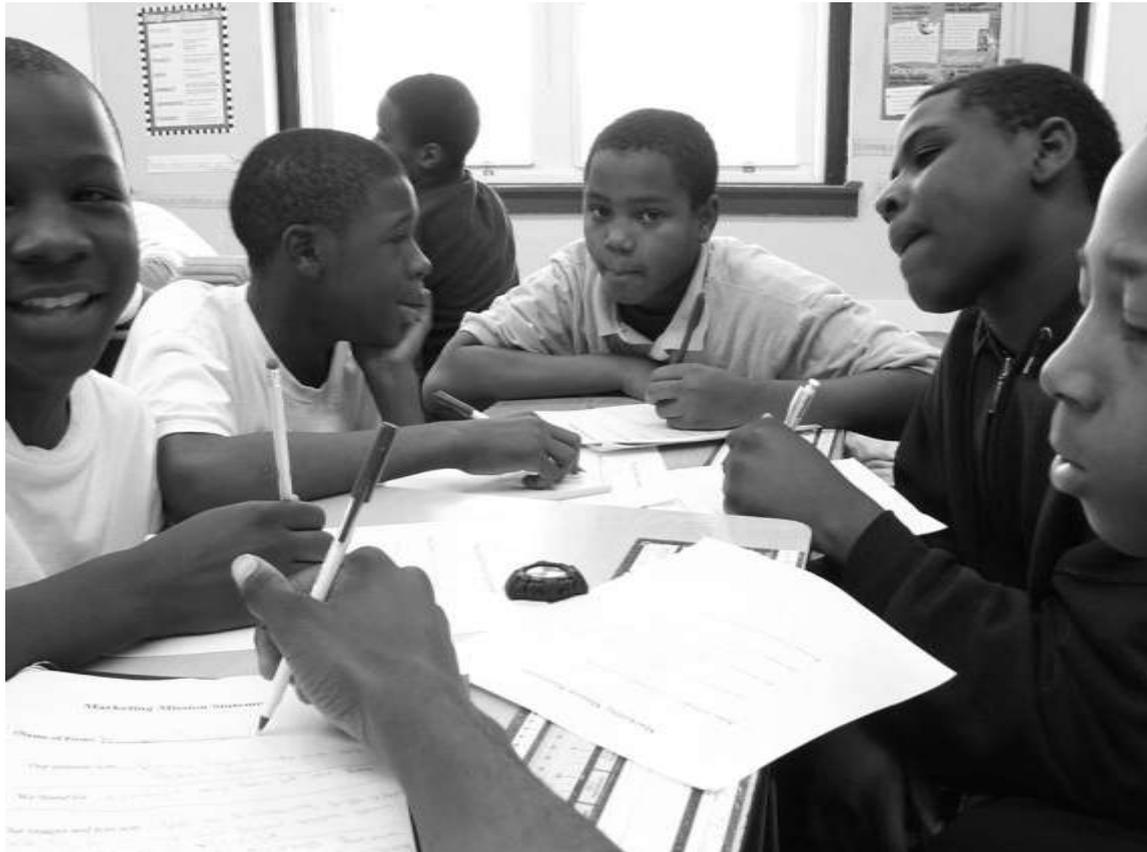


# Arts Integration Learning Spiral

# 1. Discover Intentions for Teaching and Learning

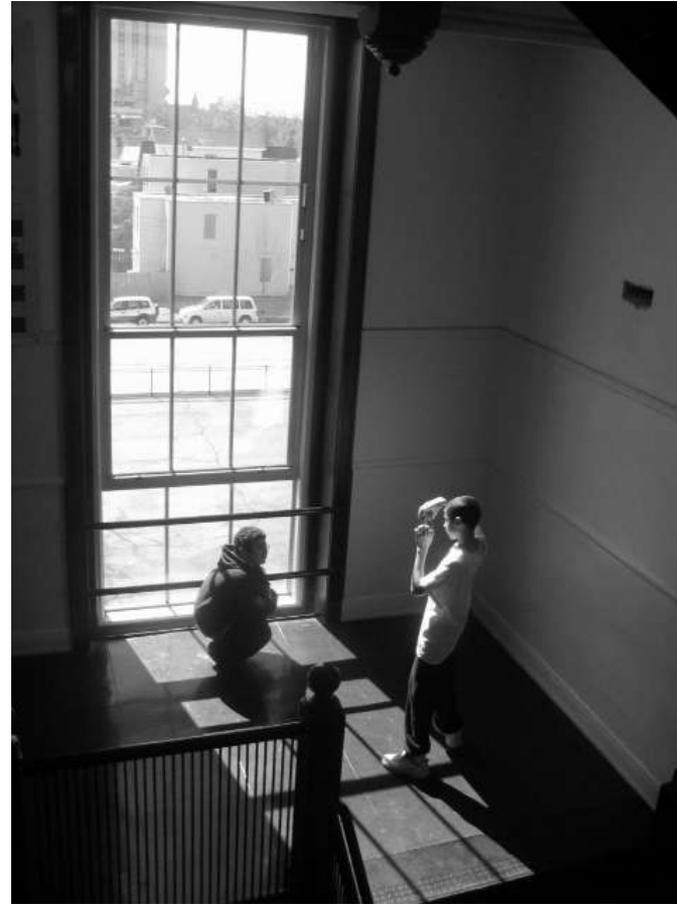


## 2. Create a Safe Community of Learners



Project AIM  
students at  
Theodore  
Herzl  
Elementary  
School

### 3. Learn in the Language of the Arts



#### Composing Portraits

Photographic Language:

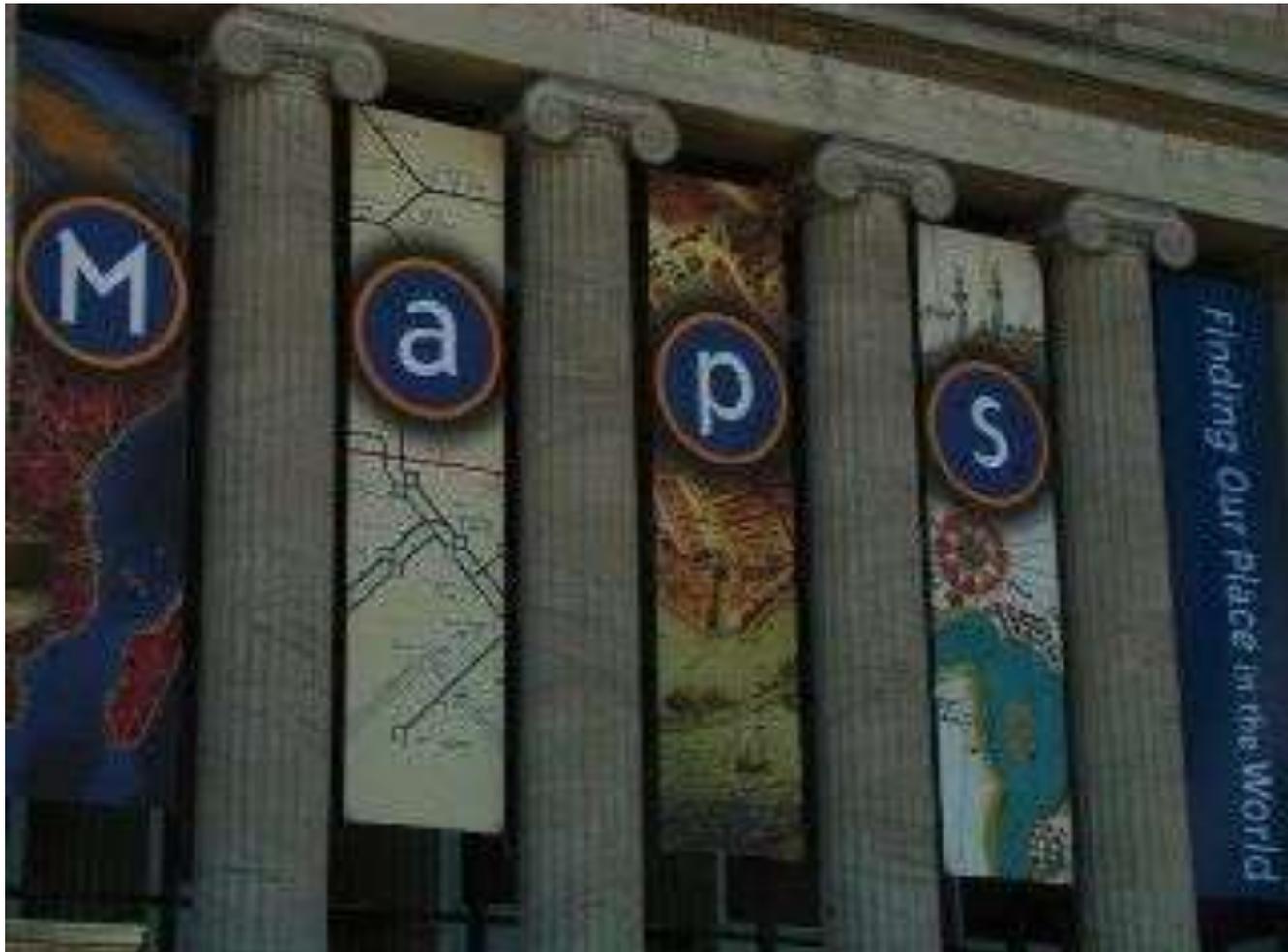
- *Perspective*
- *Point-of-View*
- *Framing*
- *Lighting*
- *Scale*

## 4. Immerse in Big Ideas through Art Making

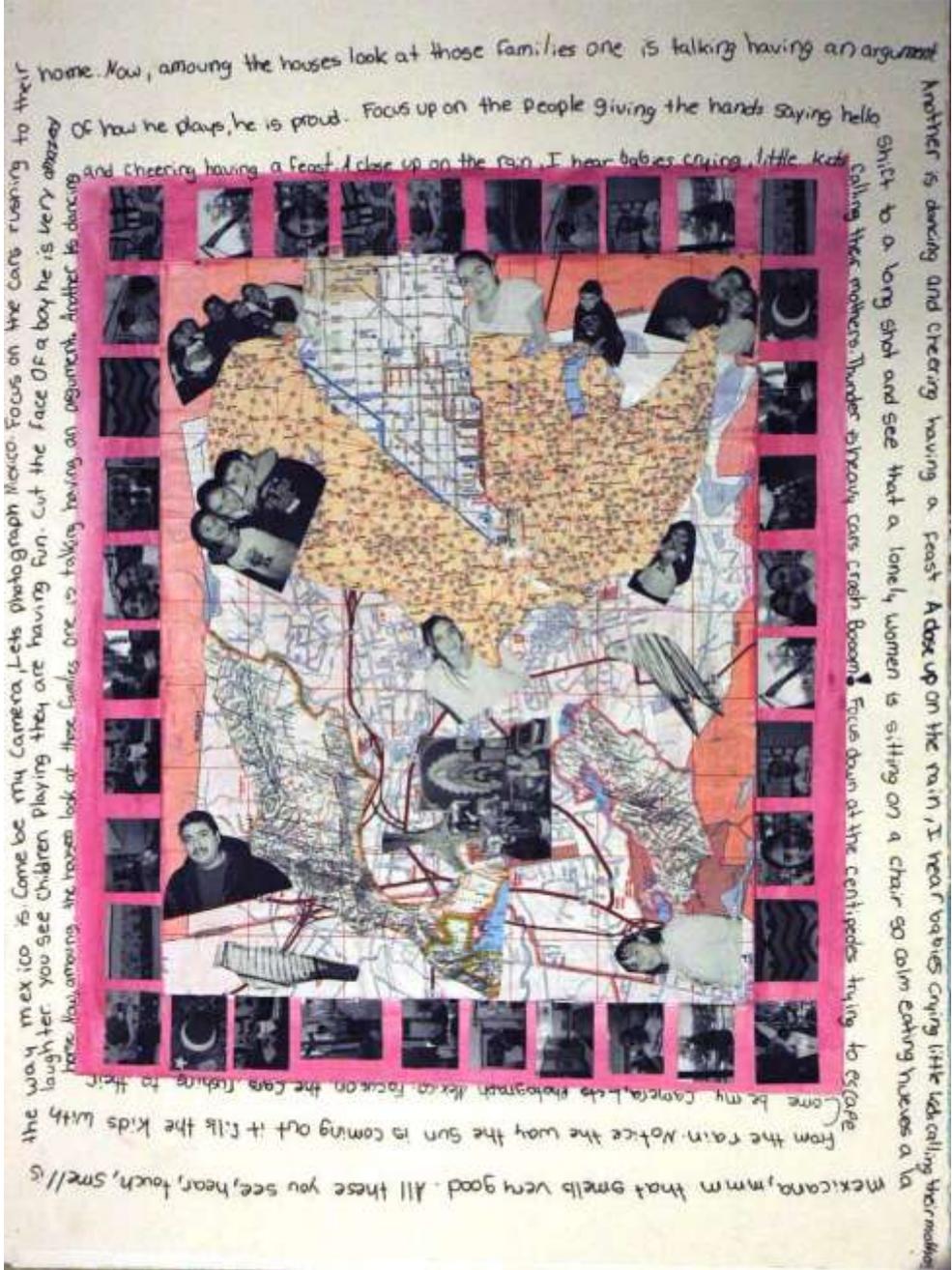


Project AIM students at Crown Community Academy and Murphy Elementary School

# Big Idea: Mapping







Mexicana, mmm that smells very good. All these you see, hear, touch, smell is

From the rain. Notice the way the sun is coming out it fills the kids with the  
 Come by my camera, lets photograph Mexico. Focus on the cars rushing to their

home. Now, among the houses look at those families one is talking having an argument  
 Of how he plays, he is proud. Focus up on the people giving the hands saying hello  
 and cheering having a feast. I close up on the rain, I hear babies crying, little kids

Another is dancing and cheering having a feast. A box up on the rain, I hear babies crying little kids calling their mothers  
 Shift to a long shot and see that a lonely woman is sitting on a chair so calm eating because a la  
 Calling their mothers. Thunder already, cars crash Boom! Focus down at the centipedes trying to escape

## 5. Revise and Share



Project AIM  
students at  
Marshall  
Middle  
School

## 6. Perform and Exhibit



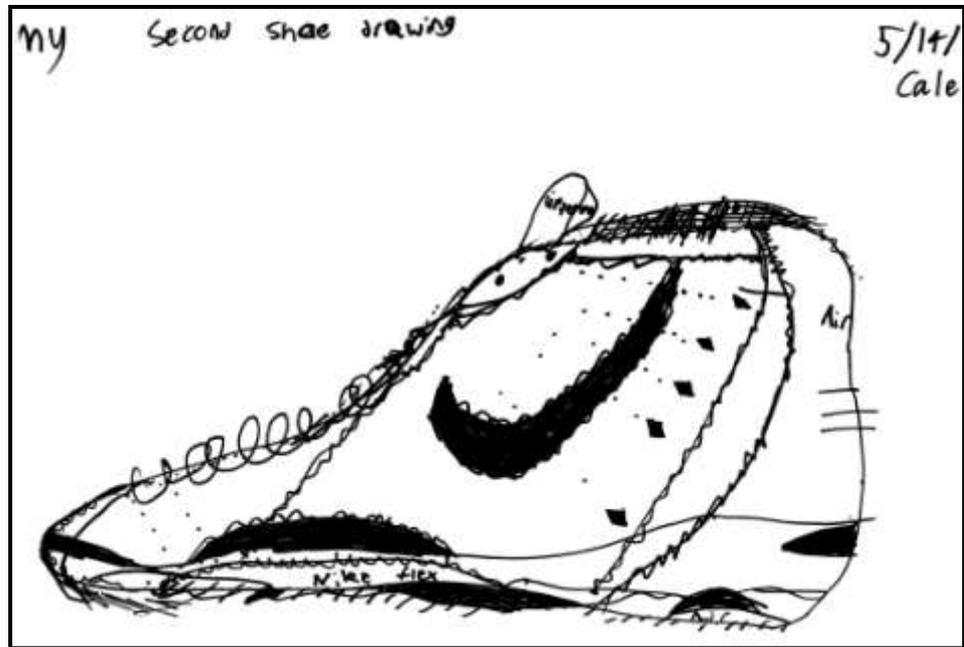
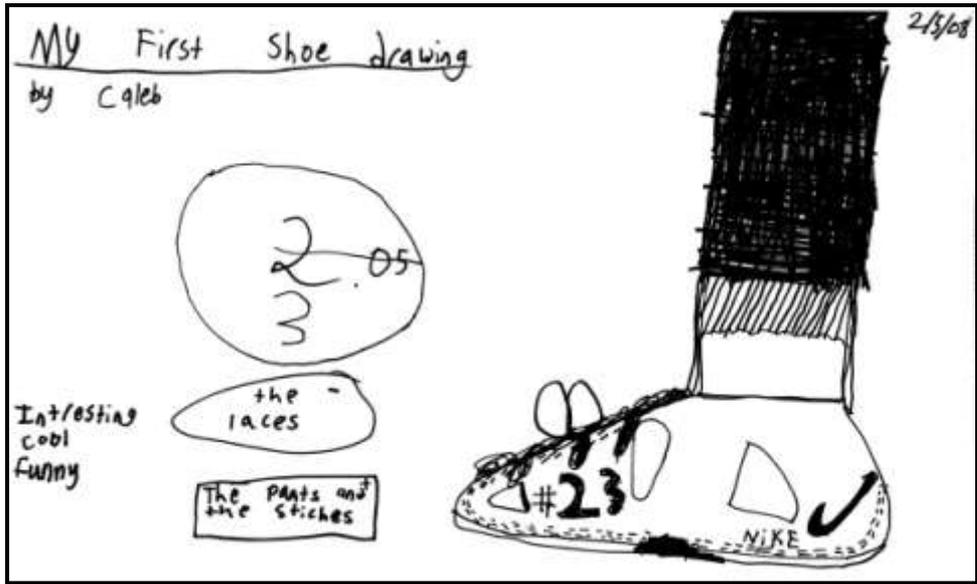


**The *Talkin' Back* Show at the Museum of Contemporary Photography**

## 7. Reflect and Assess



Project  
AIM  
student at  
Pulaski  
Internation  
al School  
of Chicago





**Assessment Rubric!!**

		4	3	2	1
		A prairie, awe-inspiring	A flower, Blooming	A sprout, Emerging	A seed, a beginning
					
Core Standards	Project Specifics				
<b>CC.5 R.L. 7</b> - Integration of Knowledge and Ideas: Analyze how visual elements contribute to the meaning, tone, or beauty of a text.	Students will be able to translate <i>literary elements</i> across <i>visual art</i> and <i>reading</i> as evidenced by the creation of novel-based artist trading cards.	The trading card clearly communicates the literary element of setting, character, or theme without the need for explanation.	The trading card communicates the literary element of setting, character, or theme when an explanation is provided.	The trading card attempts to communicate the literary element of setting, character, or theme.	The trading card does not communicate the literary element of setting, character, or theme.
<b>CC.K-12.R.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Students will analyze text (self-selected novel) to identify literary elements.	Written explanation of the literary element demonstrates expert understanding of the element.	Written explanation of the literary element demonstrates competent understanding of the element.	Written analysis of the literary element demonstrates novice understanding of the element.	Written explanation of the literary element does not demonstrate understanding of the element.
<b>Fine Arts 25A 2d</b> Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story.	Students will utilize collage to create Artist Trading Card that demonstrates understanding of background, foreground and focal point.	The collaged ATC includes a background, foreground and focal point and demonstrates thoughtful execution.	The collaged ATC includes a background, foreground and focal point.	The collaged ATC includes 2 of the 3 specified elements (background, foreground, focal point).	The collaged ATC includes 1 of the 3 specified elements (background, foreground, focal point).
<b>Social-Emotional 2C</b> Respond positively to constructive criticism.	Students will be able to accept and utilize critique of their work.	Criticism is acknowledged and accepted to improve work.	Criticism is acknowledged.		Criticism is disregarded.

**A Picture is Worth A Thousand Words:** How visual interpretations enhance comprehension of text.  
 Leah Mayers, Kendra Murray and Elizabeth Griffin  
 Dr. Bessie Rhodes Magnet School of Global Studies, 5<sup>th</sup> grade

# Reflecting and Assessing

## Pre and Post-student writing in Tricia Hersey's poetry residency

### Self-Portrait Week 1

- I am Porsha.
- Otherwise known as Monique
- Who sometimes like to jump rope
- I am a bird
- I am pink
- I am the number 13
- I am not quiet
- I am a person who likes to do math.

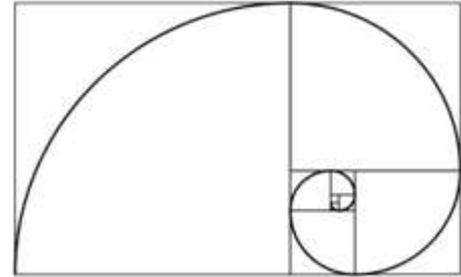
Porsha, Fifth-grade,

Crown Community Academy

### Self-Portrait Week 14

- I am Porsha Monique.
- With black eyes, long hair and smooth skin
- Otherwise known as a beautiful, black, powerful diva
- Who sometimes likes to run like a cat,
- chasing her prey on a sunny day
- I am a cat with long whiskers and strong paws.
- I am sitting on the living room rug
- I am the color pink that just got painted on your room wall
- I am the number 1 because I am the first person in my life
- I am not ugly or weak
- I am a happy song that plays when you are sad.

## Elegant Fit



*Elegance is the attribute of being unusually effective and simple. Essential components include simplicity and consistency of design, focusing on the essential features of an object. In art of any kind one might also require dignified grace, or restrained beauty of style.*

# Visual Dictionaries

Arts & Writing unit by Alice George at King Lab Magnet School,  
Evanston, IL





# Double Exposures

UNSETTLING CALMNESS

BRIGHTNESS, | SHIELDING SHADOWS |  
| RIPPLING STRENGTH |

GRINNING WITH A | TRANSPARENT DOUBT |  
| COLORFUL OUTCOME |

THE WALLS | AWAIT SLOWLY, |  
| RESPOND ENTHUSIASTICALLY, |

FOR A | MOST | SHOWER OF THE | RAIN |  
| REFRESHING | PAST |

| WALKING | OBVIOUSLY, | COVERING |  
| PULSING | RESPONDING |

ALONE | IN A SECLUDED COCOON |  
| REMINISCING |

| TRAVELING ACROSS | THE EMPTY SPACE |  
| FREE DISTANCES |

YOU | GROW | BENEATH | LIFE |  
| COLLAPSE | THE SHADOWS.

GERUNDEN  
ALWAZZ!



Curriculum by Amanda Lichtenstein, poet and Joel Wanek, photographer

# Translations across Mediums

***The Quiet, Forgotten,  
Lost Mountains***  
by Emily Ortega, 4<sup>th</sup> grade

Deep clear mountains  
But whispers  
From afar  
Sunlight climbs up  
To gaze out on us  
The green grass glitters  
Just like the night sky



**Student work from a Project AIM poetry residency led by Jenn Morea, poet,  
and Christine Castro, 4th grade teacher, Pulaski International School of Chicago**

# The Origins of Us

## Conversations between Science and Poetry



*I am from my Dad's height.  
I am from my Grandmother's fingers.  
I am from my Nana and Papa's speaking  
Spanish.*

### **RAINFOREST BLOOMER**

**Phlox**

**Ericksen Family (Careracaea)**

**Description:** It grows to be 5' 11". The color is water blue. It's leaves are entire and come like basal rosettes. It grows around a lot of trees and where there is a lot of water.

**Bloom Season:** It bloom season is Spring-Summer.

**Habitat/Range:** It's mostly found in the rainforest.

**Comments:** When it gets a big drink it blooms. It's leaves are used to cure any kind of poison. Its cone is rounded and biennial.

**Students need more than words to engage in generative and reflective thinking....**

Inquiry models, across modes of expression, invite learners to see themselves as knowledge makers who find and frame problems worth pursuing, forge new connections, and represent meanings in new ways.

From; *More Than Words: The Generative Power of Transmediation for Learning* by Marjorie Siegel, Teachers College, Columbia University

## **Student Quotes from exit surveys:**

I learned that there is a reason for making art. For an example our class had to think of a number that was important to us and connected to our life.

I learned that I need to know how the math is connected to music. This is important to me because I want to be a musician.

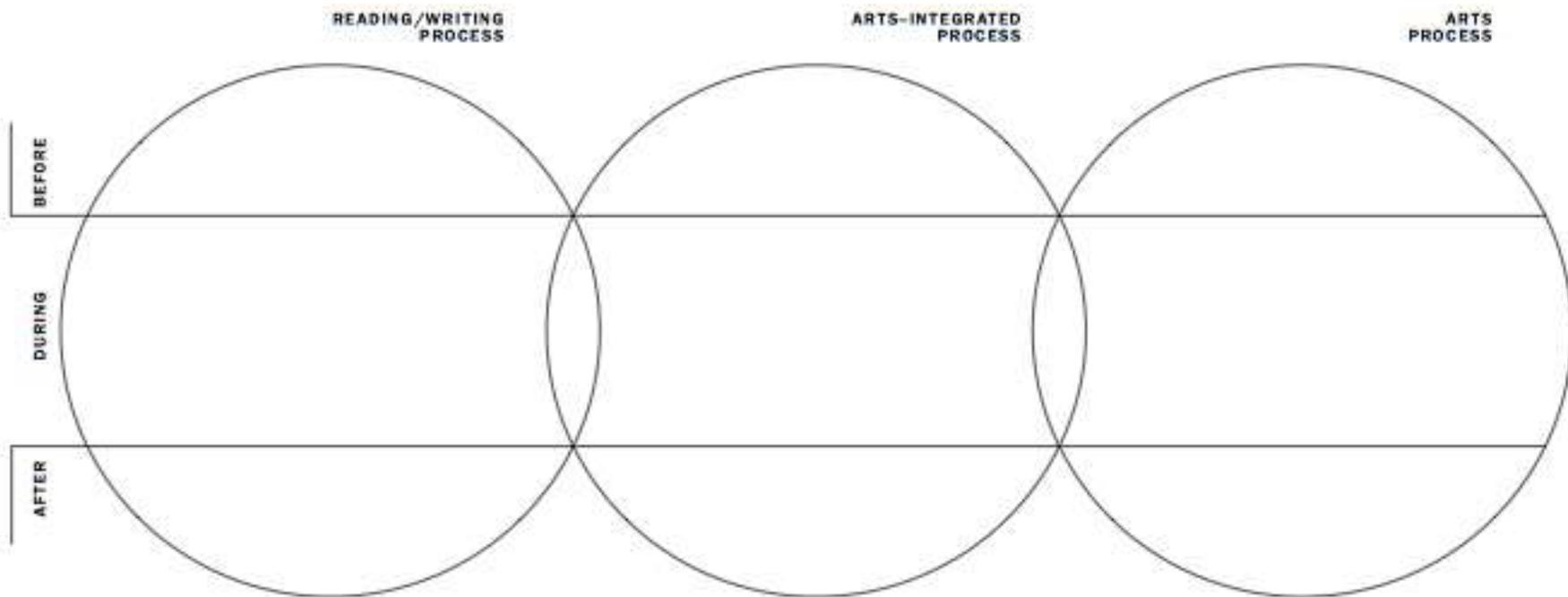
I got the idea of how to be more creative and how to see things from different points of views and or angles of directions.

When I write, I actually have feelings inside the words and that has helped me feel better, even when I feel really sad, or even angry I feel better afterwards.

What I liked best about Project AIM is that they give you a single idea but then it explodes into a bunch of them.



# parallel processes



**ORGANIZING CONCEPT OR THEME**

**TEACHER & ARTIST ESSENTIAL QUESTIONS**



## **Breakout Session # 1**

**11:20-12:15**

- Going Deeper: Integrating the Art of Sound - *Art Studio 2/3*
- Moonshot Moments in Action: Portraits of A Moonshot Classroom - *Gonzales Room*



**During lunch, we invite you to  
continue the conversation here  
and on social media.**

Share what you're learning with  
**#MoonshotMoment**



## **Breakout Session # 2**

**1-1:50pm**

- Going Deeper: Writing Monologues-A Window to the Mind - *Art Studio 2/3*
- Looking to Learn with Visual Thinking Strategies - *Museum Galleries*



# Reflection

I/Q  
Insight/Question

# Thank you!

Please complete your exit survey  
before you leave. See you soon!

#MoonshotMoment

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