

CORE ADVOCATES
COFFEE & CONVERSATION
MARCH 9, 2022



ENRICHING LEARNING THROUGH ART INTEGRATION

Welcome! In the chatbox, tell us:

What subject do you teach, and what are some of the big themes and topics that your classes are dealing with?

core advocates >



@achievethecore
#coreadvocates
@doodlesacademy

**STUDENT
ACHIEVEMENT
PARTNERS
ACHIEVETHECORE.ORG**

ENGAGING RESPECTFULLY WITH EACH OTHER TODAY:

- Please use the chat feature throughout this conversation—we value your voices! Feel free to share constructive ideas, resources, and comments.
- As noted on the event page, we will be recording the conversation portion of this session.
- If questions are popping up for you, feel free to drop them in the chat.
- Participants who engage in cyberbullying or deliberate attempts to intimidate other commenters or disrupt conversation will be promptly removed.
- Lastly, feel free to discuss the conversation on social media as we chat tonight!

OUR GUESTS



**Tempest
NeuCollins**

she/her

Founder, art educator,
curriculum designer



**Ifetayo Abdus-
Salam**

she/her

Educator, programs
administrator
curriculum designer



ABOUT DOODLES ACADEMY

Using Curriculum to Create Change

Responsive

Doodles Academy projects are choice-based and student-centered; they offer outlets for young learners to develop and express their individuality while expanding their knowledge of the world and the diverse group of people they share it with.

Integrated

Within Doodles Academy projects, resources are offered to connect art to literacy, history, and social studies content, and connect to contemporary as well as classic artworks.

Accessible

Doodles Academy content often includes video tutorials, and always includes extensive but flexible lesson plans to support educators of all backgrounds. Projects are available virtually, for free or at low cost at **doodles-academy.org**



Question 1

WHAT ARE THE BENEFITS OF INCORPORATING CROSS-CONTENT VISUAL ARTS?

BENEFITS OF CROSS-CONTENT VISUAL ARTS:

Studies have shown that arts-rich environments can actually increase academic scores. As an example:



Turnaround Arts transforms low-performing schools through the strategic use and infusion of art education. At all of the 60 schools that they work with, there are classroom teachers who integrate art into core content, dedicated art specialists, & partnerships with art organizations and teaching artists. [Stats here](#)

In their initial two-year evaluation of 8 schools, they found:

- 7/8 schools had improved reading proficiency rates
- 6/8 schools had improved math proficiency rates
- **8/8 schools had improved in either reading or math**
- 3 of the schools had double-point gains for math proficiency rates
- 2 of the schools had similar gains for reading proficiency rates

BENEFITS OF CROSS-CONTENT VISUAL ARTS:

Integrating visual arts can provide students:

- With a deepened understanding of diverse perspectives
- With opportunities to share their personal experiences, opinions, and ideas
- With an invitation for students to deeply and critically engage with, and build on, each other's ideas

Integrating visual arts into core subjects can provide teachers:

- Insight into student problem-solving processes by making student thinking visible.
- Ability to engage learners in multifaceted capacities which effectively address diverse learning styles and incorporate student choice
- With a tool to hone and apply analytical and critical thinking skills
- With the ability to assess student understanding by offering opportunities to authentically problem solve.

In the chatbox, put in how many of the following benefits you think this project offers?

- A. A deepened understanding of diverse perspectives
- B. Opportunities to share their personal experiences, opinions, and ideas
- C. To deeply and critically engage with, and build on, each other's ideas
- D. Insight into student problem-solving processes by making student thinking visible.
- E. Ability to engage learners in multifaceted capacities which effectively address diverse learning styles and incorporate student choice.
- F. Hone and apply analytical and critical thinking skills
- G. Assess student understanding by offering opportunities to authentically problem solve.

Art Project: students created Olympic torches



Image from Facebook, Art Teacher Resources

CURRICULUM MATTERS

- a deepened understanding of diverse perspectives
- opportunities to share their personal experiences, opinions, and ideas
- to deeply and critically engage with, and build on, each other's ideas
- Insight into student problem-solving processes by making student thinking visible.
- Engage learners in multifaceted capacities
- Home and apply analytical and critical thinking skills
- Assess student understanding by offering opportunities to authentically problem solve

Art Project:
students created Olympic Torches

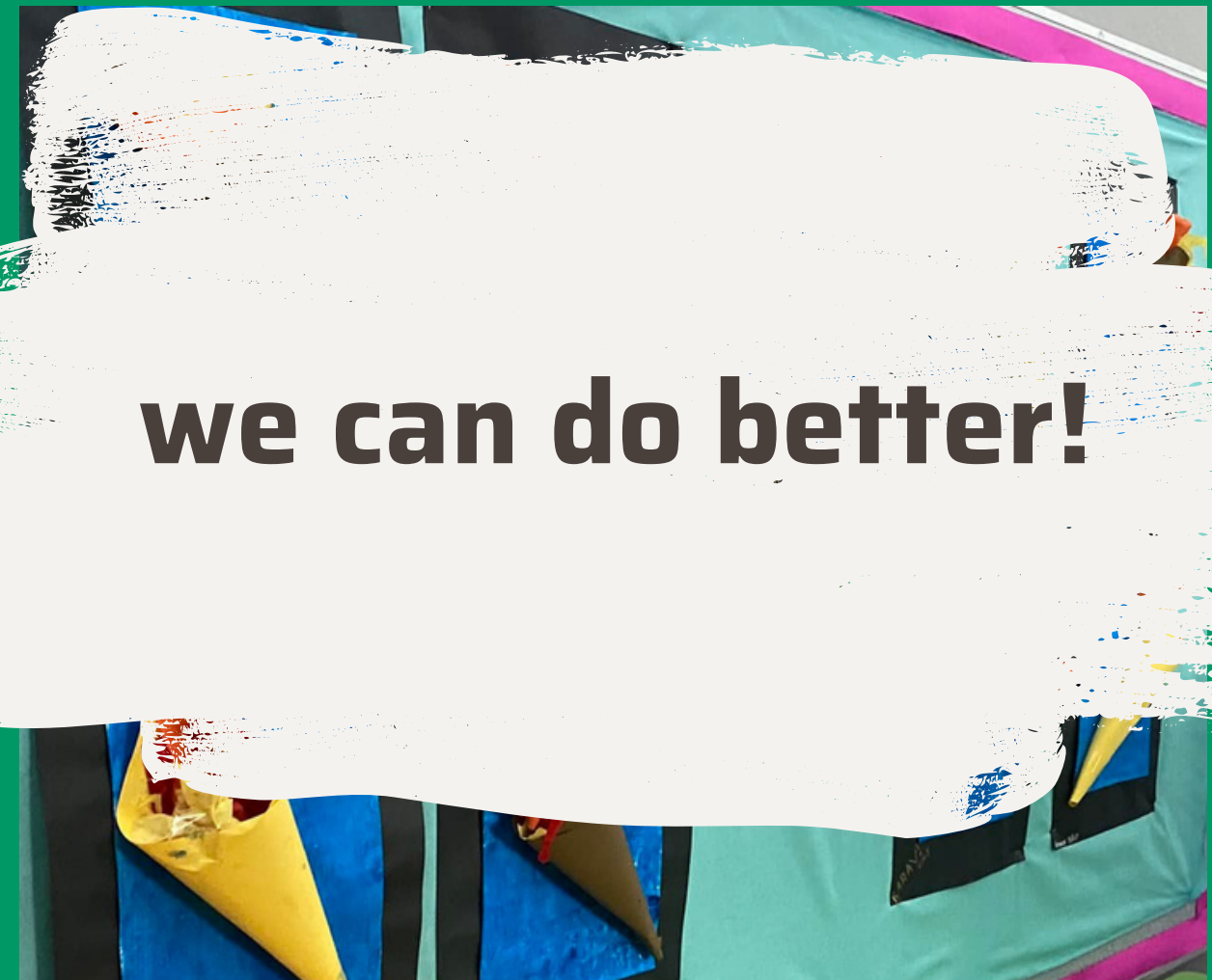


Image from Facebook, Art Teacher Resources

CURRICULUM MATTERS

Samples from the Doodles Academy publication, Outside the Lines Issue 4, The Introspective Artist

We start with a learning outcome, not a project.

In this case, we were exploring identity.

We introduced students to this through a series of activities that encouraged them to explore the idea, gathering knowledge as well as information that they would then use in a final art-piece.

- ✓ Opportunities to share their personal experiences, opinions, and ideas
- ✓ Deeply and critically engage with, and build on, each other's ideas
- ✓ Engage learners in multifaceted capacities which effectively address diverse learning styles and incorporate student choice

ACTIVITY 2

Find a partner and take turns asking 'Who are you?'. Each time the question is asked of you, you must answer it differently. Do this for 60 seconds.

For example:

Susanne: Who are you?
Jerell: I am a person who loves watermelon.
Susanne: Who are you?
Jerell: I am a person who has a brother and two sisters.
Susanne: Who are you?
Jerell: I am a person who goes to church on Sundays.
Susanne: Who are you?
Jerell: I am a person who enjoys reading.



REFLECT: HOW IS YOUR IDENTITY SIMILAR TO AND HOW IS IT DIFFERENT FROM THE IDENTITIES OF THE PEOPLE YOU LISTED IN ACTIVITY ONE? HOW IS IT SIMILAR TO AND HOW IS IT DIFFERENT FROM THE IDENTITY OF YOUR PARTNER?

www.doodles-academy.org

CURRICULUM MATTERS

We add some perspective.

Students are shown and have a discussion about artworks exploring identity. The works chosen showed different techniques, as well as different conceptual ways to explore identity.

- ✓ Opportunities to share their personal opinions, and ideas
- ✓ Deeply and critically engage with, and build on, each other's ideas
- ✓ Engage learners in multifaceted capacities which effectively address diverse learning styles and incorporate student choice
- ✓ Deepened understanding of diverse perspectives
- ✓ Hone and apply analytical and critical thinking skills



ARTWORK AND RESPONSE QUESTIONS:

FAMILY TREE



Wangechi Mutu 2012. Suite of 13, mixed-media collage on paper.
Collection of the Nasher Museum of Art at Duke University.

RESPONSE QUESTIONS:

1. Take a moment to sit with the artwork.
 - What do you see?
 - Teachers: Ensure that these are 'poor' depictions of a people, not depicting only the shoulders.
2. Looking at the artwork, do you think it connects the past to the present?
 - Teachers: Encourage students to bring up their own experiences.
3. If this is a portrait, what is the portrait of?
 - Note: Not all portraits are of people.
4. Pull up your own examples of portraits.



ARTWORK AND RESPONSE QUESTIONS:



BAYANI & CANDY
Gabriel Garcia Román Castro, 2019.

RESPONSE QUESTIONS:

1. Begin by observing this artwork. What do you see?
2. What do you think the relationship is between the two women and the baby?
 - What do you see that makes you say that?
 - How does the text support your conclusion?
3. This artist references a style of artworks that were frequently created in the past. What about this artwork seems familiar to you? Why?
 - Teachers: If students do not get there on their own, discuss religious icons. You may want to pull up samples. Ask, why might the artist have chosen to reference these icons in his work?
4. What do you think the artist was trying to communicate with this artwork?

Artists: Wangechi Mutu • wang·geh·kee moo·too
Gabriel Garcia Roman

CURRICULUM MATTERS

A final art project allows students to pull on the information they learned, and apply it in personally relevant ways.

Students end this section by creating a 'Who am I' collage using found materials.

- ✓ Opportunities to share their personal opinions, and ideas
- ✓ Engage learners in multifaceted capacities which effectively address diverse learning styles and incorporate student choice
- ✓ Deepened understanding of diverse perspectives
- ✓ Insight into student problem-solving processes by making student thinking visible.
- ✓ Assess student understanding by offering opportunities to authentically problem solve.
- ✓ Hone and apply analytical and critical thinking skills



ART PROMPT:

CREATE A 'WHO AM I?' COLLAGE WITH FOUND MATERIALS

STEP 1: COLLECT FOUND MATERIALS
For your collage, you will be taking found materials and transforming them into artwork. You can include anything from candy wrappers to photos.



For about a week near you, such

For about a week, collect things from are small enough/flat enough to paper.



ART PROMPT:

STEP 2: CREATE A COLLAGE THAT ANSWERS, "WHO AM I?" USING ONLY YOUR FOUND MATERIALS.



Try to:

Layer your materials and glue things on top of each other so that no part of the paper is showing.

Alter your materials—cut them or tear them so they don't look as familiar.

- Flyers
- Postcards
- Brochures
- Tickets ~ f
- movies, pla
- sporting e
- Sticker



CURRICULUM MATTERS

But there's more! That was 1 of 4 Key Ideas, all of which build on and explore different aspects of identity, creating a more nuanced understanding.

Students end the entire unit of study by looking at examples where first-hand accounts were important towards our understanding of a moment in history (Anne Frank & Frederick Douglass) then create a collective sketchbook with their class. Within it, students use the skills accessed during previous lessons to create a page sharing their experience of the COVID epidemic. Thus, they share their personal experience but also see how other's experience of the same time can be different.

EXAMPLES FROM THE PORTLAND CHILD ART STUDIO





Question 2

HOW CAN TEACHERS WHO DON'T CONSIDER THEMSELVES ARTISTS EFFECTIVELY LEAD ARTS INTEGRATION INTO THEIR LESSONS?

CONTENT TEACHERS EFFECTIVELY INTEGRATING ART WILL:



PLAN:

Consider the quality of the invitation

- Choose an invitation (project/plan) that will interest students without giving them a blueprint to follow. Provide diverse examples to spark inspiration!
- Ensure your invitation includes ways where students can express themselves as individuals, through imagination or by reflecting on personal experience.
- If you know what your student's work will look like, the invitation is not open enough. The goal is for you and your students to gain insight, not for students to copy a sample.



TEACH:

Emphasize multiple perspectives.

- Use many examples of artists who have drawn from a similar topic or theme, but in different ways. (see link to the 'Diverse Artist List' in the resources)
- If you need to show an example of a final product, show more than one. This moves students away from viewing the project as having a 'right' answer.
- When inviting students to make an artwork, focus on ideation. Ask students how they, personally, would approach the creative problem, and highlight more than one answer.



GUIDE:

Focus on the process

- Focus on the process and the goal rather than the assessment of artistic skill.
- Support and cultivate student exploration and development of ideas.
- When needed, use rubrics to clarify expectations - These should not measure artistic skills, but rather thinking and processing skills (see the '8 habits of Mind' by Project Zero, as well as a sample rubric, in the resources)



Question 3

**WHAT STRATEGIES
CAN CONTENT
TEACHERS USE TO
IMPLEMENT
SUPPORTIVE AND
EFFECTIVE ART
INTEGRATION INTO
LESSONS?**

TWO EASY, CLASSROOM-READY TECHNIQUES:



1

Visual Journaling



2

**Art Observation
& Discussion**

WHAT IS VISUAL JOURNALING?

A visual journal is just like a traditional journal, but instead of written entries, it contains drawings, sketches, hand lettering, doodles, or even clippings of photographs and magazine cutouts. It's a collection of feelings, thoughts, and ideas in visual form. It is intentionally open-ended and allows students to work in ways that are most comfortable to them.





WHAT ARE THE BENEFITS OF VISUAL JOURNALING?

- It's easy to implement.
- Allows for information to be processed in a way that is culturally and personally relevant to students.
- Gives insight into how students are processing topics and information.
- Drawing has been proven to help students retain information & studies also indicate that formulating thoughts and experiences into a cohesive narrative helps with retention.

JOURNAL PROMPTS TO GO WITH KEY IDEA 2:

Identity is multi-faceted and includes our perception of ourselves, the cultural groups we belong to, and the routines and activities we engage in.



1. Introduce yourself to someone who you have never met, who knows nothing about you.
 - Draw it: Describe yourself through pictures or symbols. For example, if you love books draw a book.
 - Write it: Write a letter to this person introducing yourself and telling them about your likes/dislikes/culture and community.
 - OR
 - Combine it: Create a 'puzzle' where you draw and label the different pieces that make you.

2. Inside me...Outside Me
 - Draw it: Fold the page in half lengthwise. Keep it folded and draw a picture of how others see you. Open up the page and draw a picture of how you see yourself.
 - OR
 - Write it: Create two columns. Make a list of things that other people know about you. In the other column, make a list of things that you know about yourself.
 - OR
 - Combine it: Create a poem and Illustrate it.
 - Optional sentence starters: On the outside I am..., but on the inside I am...

3. What do you need in life? Think about the people, places, pets, activities, and traditions that are the most important to you.
 - Draw it: Draw pictures of the things that are most important to you
 - Write it: Write a poem starting with 'I need...'
 - OR
 - Combine it: Creates lists that combine drawing and writing.

HOW TO VISUAL JOURNAL WITH YOUR STUDENTS:

The number one thing to keep in mind: Quality of the Invitation.

The invitation should be an open-ended question or prompt thematically aligned to the academic subject. It should offer opportunities for reflection.

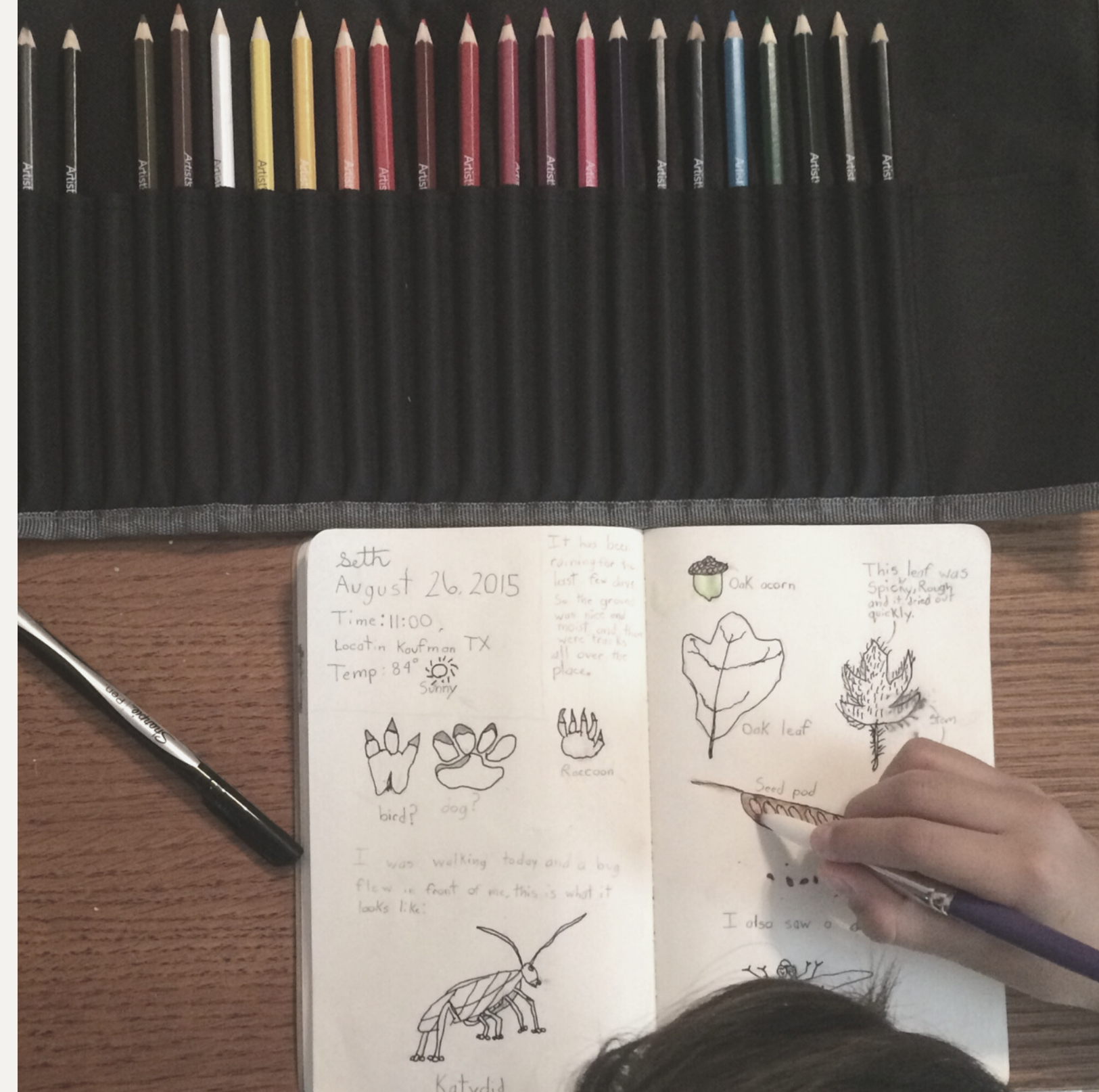
Sample prompts addressing 'Identity' from the Doodles Academy publication, Outside the Lines. Issue 4, The Introspective Artist

(CONT.) HOW TO

- Offer a journal. This can be as simple as a ream of paper, folded and stapled.
- Offer a variety of supplies, such as pencils, pens, and markers.
- Establish a regular time for journaling.
- Establish a routine, for example, quiet music and private spaces.
- Set expectations around privacy.

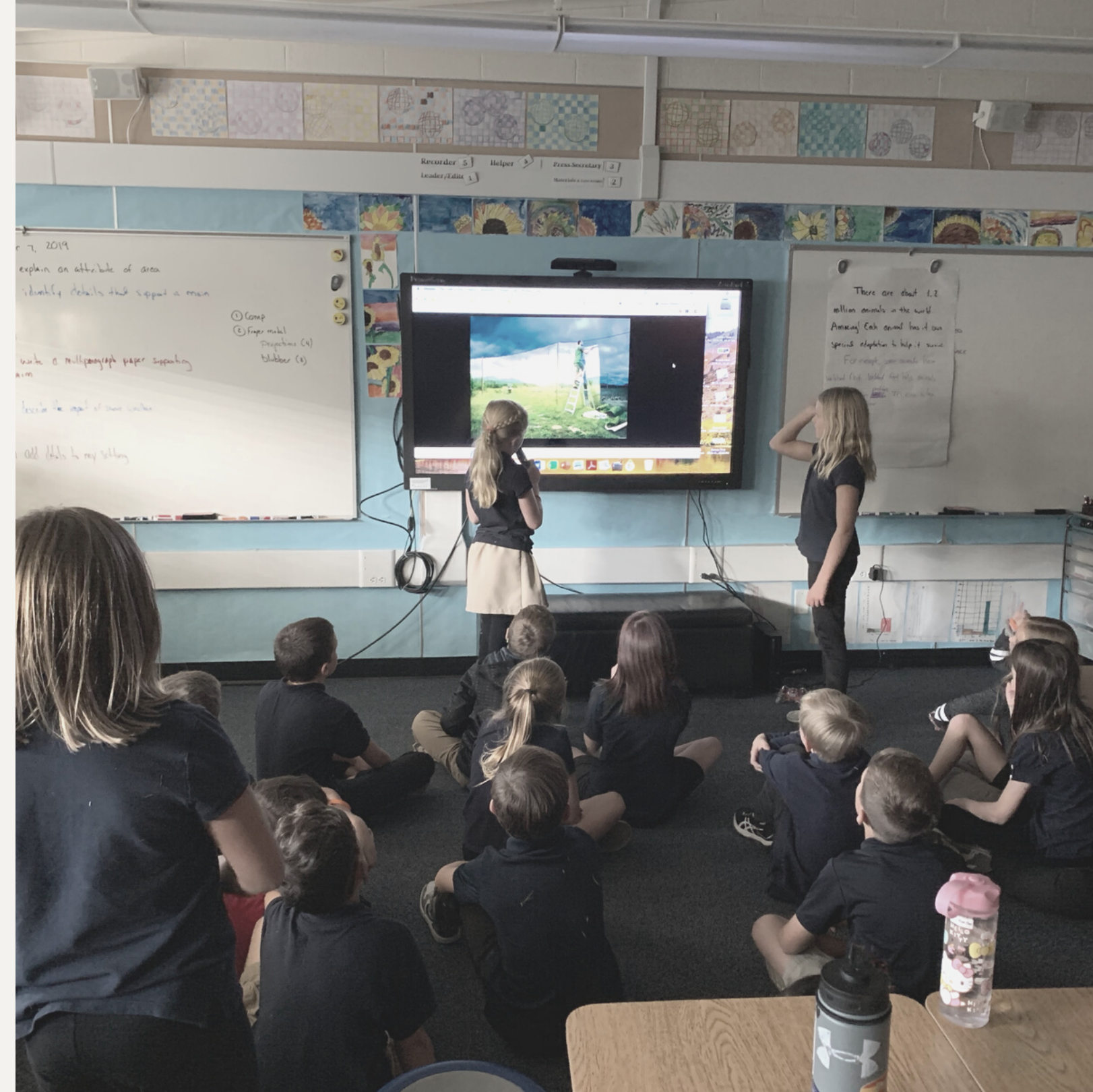
In the Resource List:

- See 'The Creative Journal for Children' if you need help setting up a routine.
- See 'Journal Junkies' for more extensive material ideas & journal assignment prompts.



WHAT IS ART DISCUSSION & OBSERVATION?

- Guiding students through the process of observing artworks and interpreting meaning
- Developing students' public speaking, critical thinking and analytical skills
- Providing opportunity for students to deepen understanding by making connections in content learning
- Building visual literacy





WHAT ARE THE BENEFITS OF ART OBSERVATION & DISCUSSION?

Art Observation & Discussion has a wealth of benefits:

- Connects to Common Core Speaking & Listening standards & ELA standards:
 - CCSS.ELA-LITERACY.SL: .1 (All Grades)
 - ELA STANDARDS: 1, 2& 9
- Increase the understanding of a topic through the use of multiple images, chosen to represent different viewpoints of the same event.
- Builds critical thinking skills
- Build visual literacy

HOW TO LEAD AN ART OBSERVATION

- **Observe**
- **Describe**
- Interpret
- Connect



Toyo Miyatake, Hand and Barbed Wire

GUIDELINES FOR GROUP DISCUSSION

- **Observe**
 - Specify an amount of time designated for students to observe the image
- **Describe (use any of the following prompts)**
 - What do you see?
 - What are the first details you notice?
 - What stands out to you about this image?
 - What do you observe taking place here?
 - What do you notice?
- **Interpret (use any of the following prompts)**
 - What does it mean?
 - What message does this communicate to you?
- **Connect**
 - How do you know this?
 - What does this remind you of?

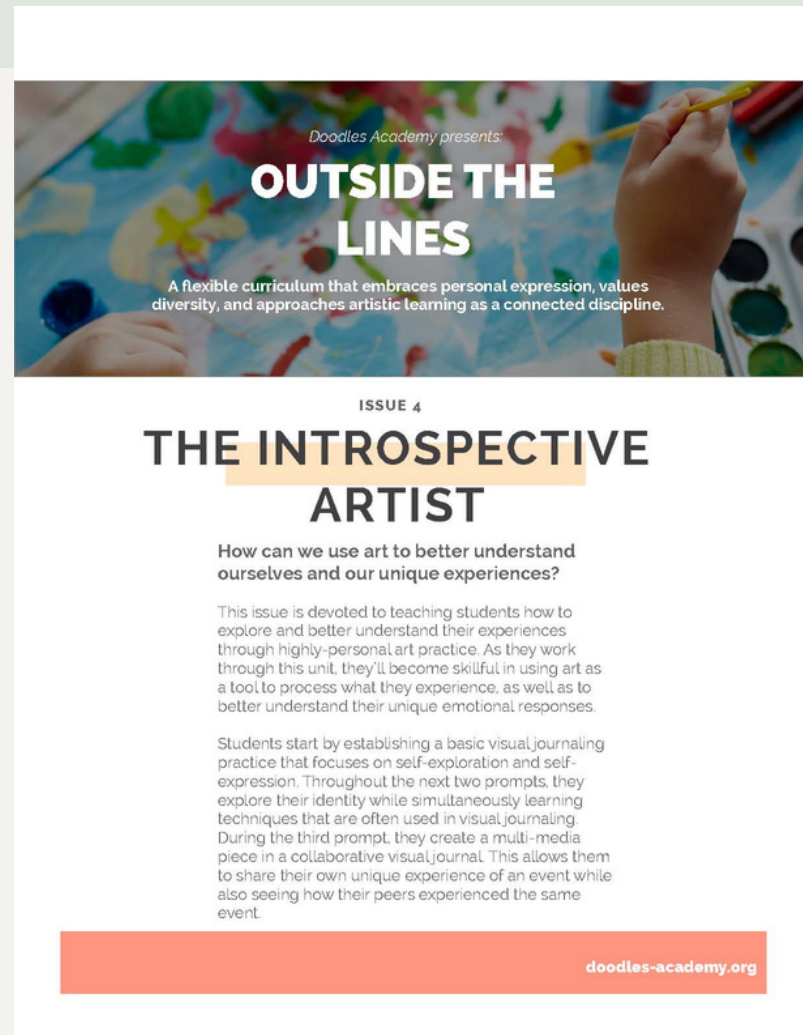
HOW TO LEAD AN ART OBSERVATION

- Observe
- Describe
- **Interpret**
- **Connect**



Images, Top-bottom, left-right:
Dorothea Lange, Hayward California; (Photographer Unknown); **Gun Tub 10;** **Robert Capa, US troops' first assault on Omaha Beach during the D-Day landings;** (Photographer Unknown), **Life of a WWII Ferry Pilot**

RESOURCES



[download your free copy of the Introspective Artist here](#)

1. Cross-Content Integration Support:

- **'Outside the Lines' Curriculum Collection**
 - Referenced within this presentation. Outside the Lines uses art to thread together cross-curricular ideas and themes in an engaging manner. Each issue is designed around an essential question
 - <https://doodles-academy.org/outside-the-lines/>
- **'Art & Literacy' Curriculum**
 - A free curriculum by Doodles that connects art to literacy. Includes video content, lesson plans, and Knowledge-building suggestions.
 - <https://doodles-academy.org/art-literacy/>
- **Diverse Artist List**
 - A crowdsourced list, frequently updated, and searchable. Intended to offer educators a starting point as they work to integrate artists with core content.
 - <https://bit.ly/diverseartistlist>

2. Blog posts:

- Series hosted by Student Achievement Partners around Art & Literacy:
 - [Art is Key to a Culturally Relevant Education](#) by Tempest NeuCollins
 - [Art and Literacy Go Hand in Hand](#) by Aaron Grossman
 - [Read Like an Artist](#) by Dana Squires
- [Using Artwork to Teach Reading Comprehension Skills](#), By Trevor Bryan, on the [Doodles blog](#).

3. Professional Development:

- [Harvard Project Zero](#) (a focus on understanding learning in and through the arts.)
 - [Eight Habits of Mind, by Project Zero](#)
- [Visual Thinking Strategy](#) (observing and discussing artworks)

4. Books

- [The Journal Junkies Workshop: Visual Ammunition for the Art Addict](#), by Eric M. Scott & David R. Modler, ISBN 1600614566
- [The Creative Journal for Children A Guide for Parents, Teachers and Counselors](#), by Lucia Capacchione, ISBN 9780877734970

Assessment Rubric Template

	Outcome:	Not Yet	Developing Proficiency:	Proficient:	Mastery:
OVERVIEW:	Identify the skill being assessed	Student has not begun, not yet demonstrated comprehension of content or ability to complete tasks	Student demonstrates early stages of comprehension of content and/ or ability to complete tasks	Student demonstrates measurable comprehension of content and/ or ability to complete tasks	Student demonstrates a high level of comprehension of content and/ or ability to complete tasks. Student can successfully execute advanced tasks
EXAMPLE	Student creates a mixed media collage which uses images, typography and symbols to visually represent their personal identity	Student has not created a collage , or <u>collage does incorporate imagery which sufficiently communicates clear ideas</u> about their identity.	Student's collage incorporates visual imagery <u>which communicates minimal details</u> about their personal identity	Student's collage demonstrates thoughtful and intentional use of images, typography and symbols to <u>effectively represent</u> their personal identity	Student's collage demonstrates complex use of images, typography and symbols and <u>mastery of materials and/ or design principles</u> to represent their personal identity
CREATE YOUR OWN	As a result of instruction, student will be able to: Identify the skill being assessed	Input the characteristics of a student who does not display knowledge of any of the necessary skills/ concepts	Input the characteristics of a student who displays a rudimentary understanding of the necessary skills/ concepts	Input the characteristics of a student who displays a proficient understanding of the necessary skills/ concepts	Input the characteristics of a student who displays a masterful grasp of the necessary skills/ concepts

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FEEDBACK

Please take a moment to share your thoughts on this experience with us! We are learning what it looks like to connect with you most effectively, and every comment counts.

bit.ly/ArtCCfeedback

FOLLOW US

To be among the first to hear about future events, please join our community! This sign-up will also offer you first access to our new events this fall that focus on bringing aligned instruction in conversation with anti-racist principles.

<http://bit.ly/coreadvocatesignup>

UPCOMING EVENTS

Webinar:

**Learning From Mistakes: Easier Said
than Done**

March 29th, 6-7pm EST

Follow us on Eventbrite!

CoreAdvocates.Eventbrite.com

