

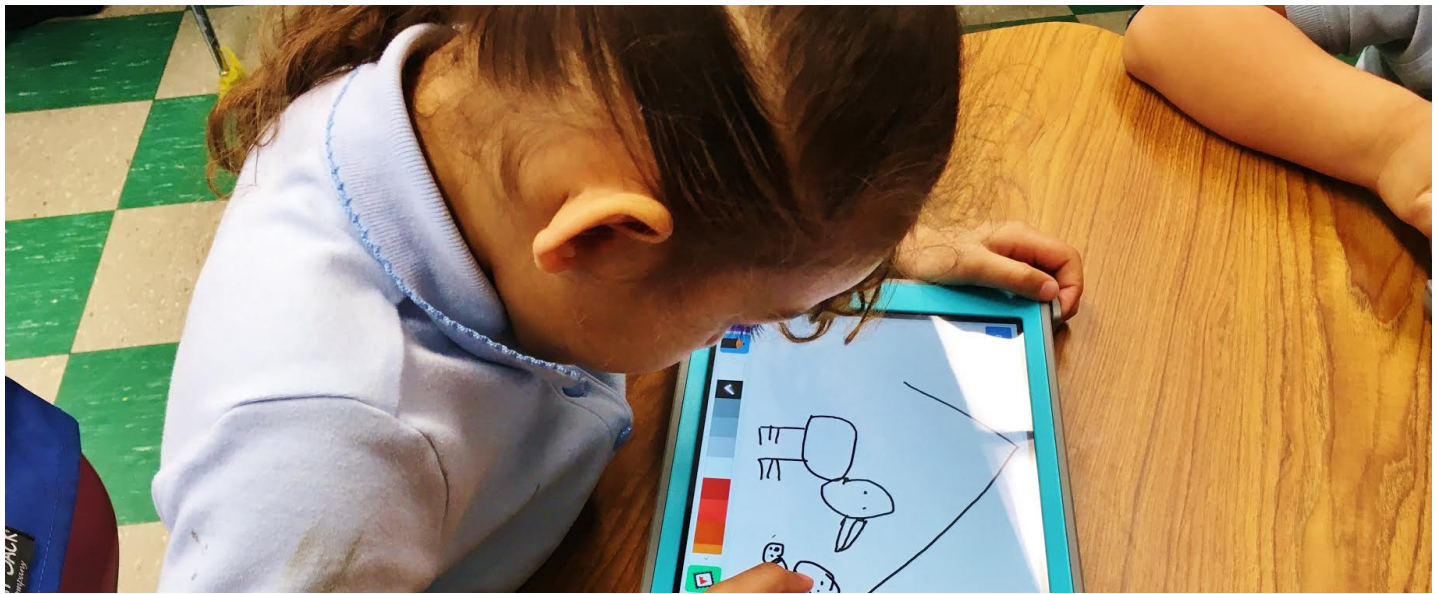
# ARTS INTEGRATION (K-1)

PROGRAM REPORT - JUNE 2017



*Arts integration and technology to encourage student writing and creativity.*





## ABOUT THE PROGRAM

On January 26th, 2017, 15 teachers grades K to 1 attended six hours of professional development training aligned with the W9 CCSS with VPA Specialists. In addition, the Educational Arts Team carried out the following:

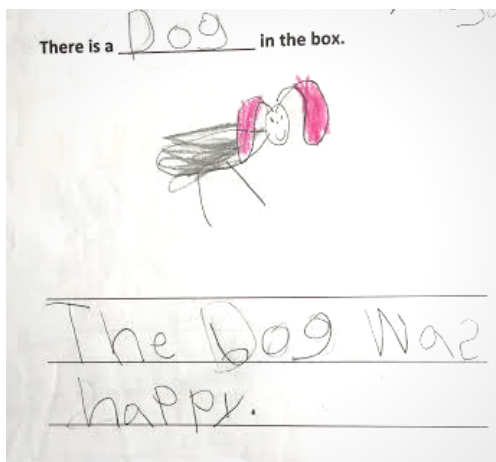
- Provided 10 forty-five minute in-class demonstration lessons aligned with the W9 CCSS for 15 teachers for a total of 150 in class demonstration lessons.
- Designed and developed 10 forty-five minute exemplar lesson plans to be integrated into VPA curricula.
- Collaborated with the JCPS VPA supervisors to develop departmental action plan to effectively integrate W9 into districtwide VPA instructional activities for the 2016-2017 school year.
- Created and piloted evaluation instruments that will effectively assess the implementation of the project.

The six hours of professional development provided teachers attending with hands-on activities that can be integrated into the VPA curriculum and provide high levels of engagement with students. The strategies connected to art, theater and writing standards. Teachers worked with our staff in small groups to develop arts integration lesson plans that they could use.

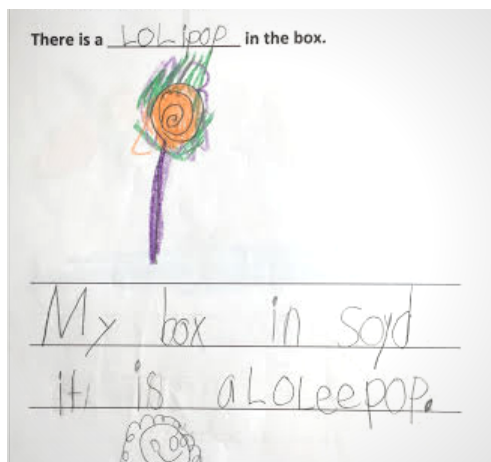
The 150 demonstration lessons gave teachers the opportunity to observe and analyze their students' understanding of the subject matter and join in the lessons, gaining an understanding of how the engagement activities can be used in their methodology in the future. The 10 exemplar lesson plans are being collected into a handbook that will be used in the 2017-2018 school year.

## STUDENT EXAMPLES OF THE IMAGINATION BOX ACTIVITY

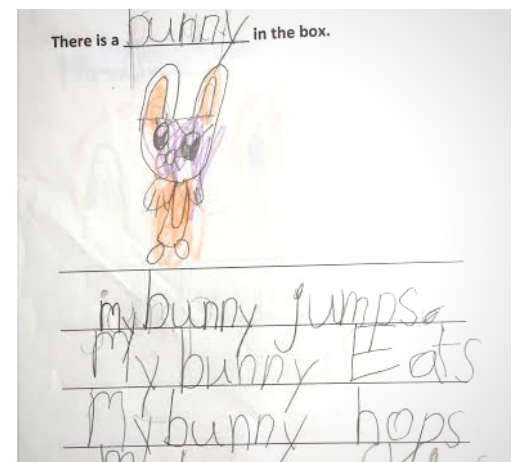
What is in the box?



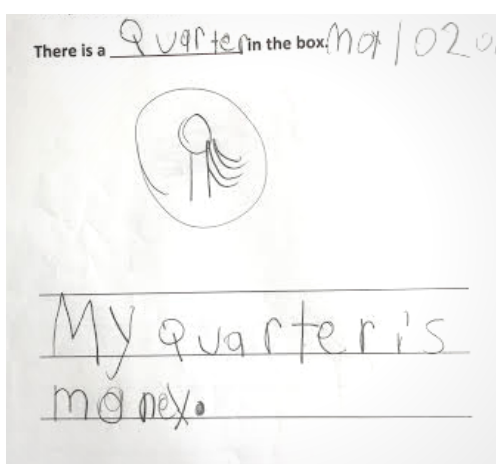
"There is a dog in the box.  
The dog was happy."



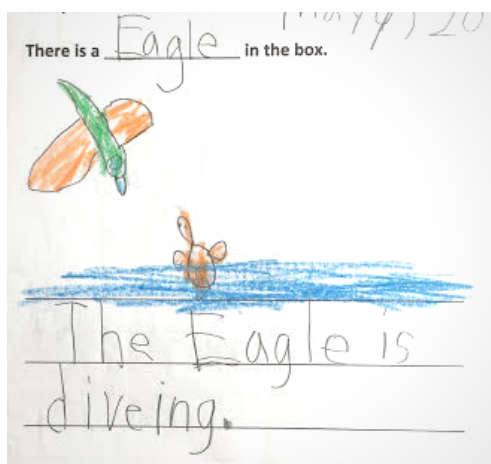
"There is a lollipop in the box.  
My box inside it is a lollipop."



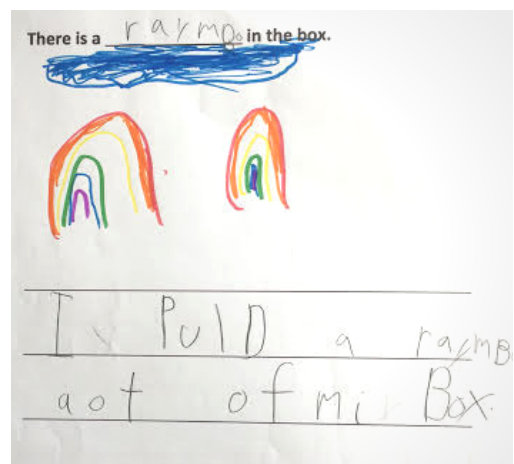
"There is a bunny in the box.  
My bunny jumps. My bunny  
eats. My bunny hops."



"There is a quarter in the box.  
My quarter is money."



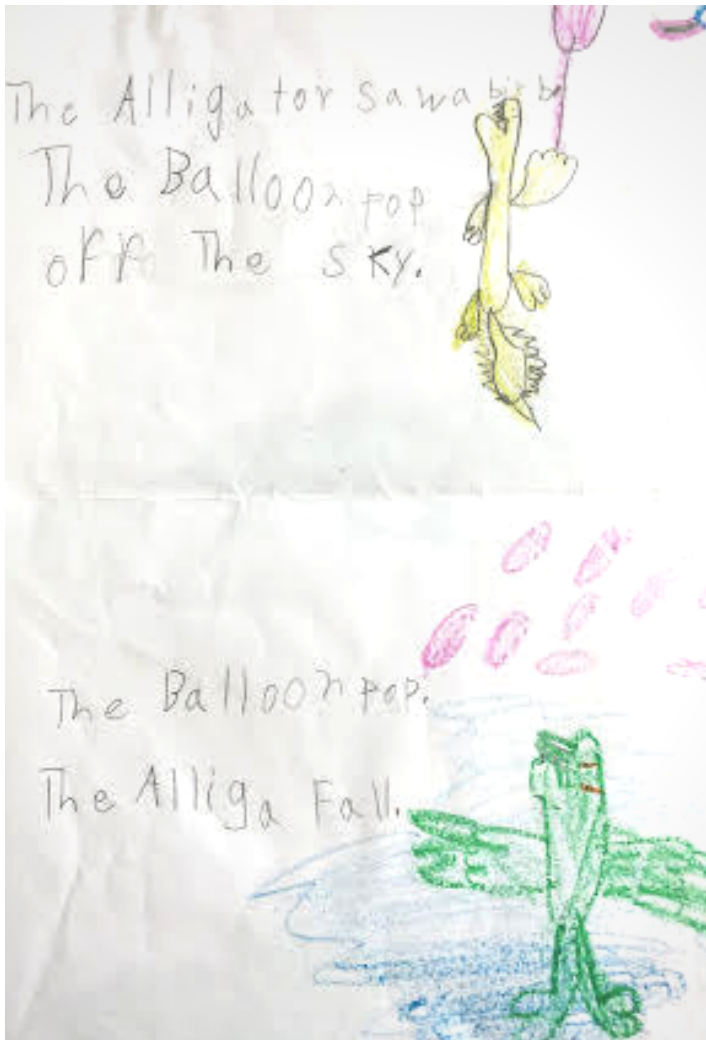
"There is a eagle in the box.  
The eagle is diving."



"There is a rainbow in the  
box. I pulled a rainbow out of  
my box."

## STUDENT EXAMPLES OF THE ALLIGATOR & BALLOON ACTIVITY

What happens next?



"The Alligator saw a bird. The balloon popped off in the sky.

The balloon popped. The alligator fell."



The upper scene shows a happy alligator in the sky with the balloon.

The lower scene shows a sad alligator after it fell to the ground. The balloon has popped.



# STUDENT EXAMPLES OF THE MIDAS & HIS GOLDEN TOUCH ACTIVITY

What happened after King Midas received the power to turn everything to gold?



"The king went."



"Gold."



"The King touches everything."



"The Queen was crying. The King was turning everything gold."

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# EDUCATIONAL BENEFITS

## OF THE PROGRAM

"During the sessions with the iPads, using the My Story App, students were able to enhance their learning using technology. I noticed the children were ecstatic to freely put their ideas/drawings on the iPad and be able to choose what would go in their story and edit as they went along. Some students worked together and helped each other when they had questions. Truly inspiring to see them guide their own learning! "

**-Natasha Caicedo, Kindergarten Teacher at P.S. #3**

"The students were physically, verbally, and emotionally engaged; they were actively involved and excited to participate in music, movement, and mime activities."

**-Mrs. Forenza, 1st Grade Teacher at P.S. #30**

"Today the students learned the lesson "Beauty and the Beast" how true beauty comes from within. It's about being kind to others and not only thinking about yourself. The students were able to use their higher order thinking skills and use visual art to express their thinking."

**-Karen Addison, Kindergarten Teacher at P.S. #3**

"Students enjoyed introducing themselves through song and clapping. Students liked learning sign language and use it during a song to express feelings. They enjoyed all of the interactive songs."

**-Angie Jackowitz, Kindergarten Teacher at P.S. #34**

The children responded positively to the lesson. Educationally, they benefit from the opportunity to apply good listening skills and work readiness skills. They then had the choice of which character to render and to place them in that setting from the story told. Socially, they interacted with partners to compare/contrast each other's reflections.

**-Lina Pitrelli, 1st Grade Teacher at P.S. #3**

"Students were enthusiastic about making their own stages and puppets. The fact that they drew and colored their own characters gave them a sense of accomplishment and excitement to tell the story in their own words using their own props. The students went home talking about their stages and some even said they made one at home. This activity gave them the confidence to create their own stories and the knowledge and understanding of the sequence of events. This is a great activity to put in a center!"

**-Natasha Caicedo, Kindergarten Teacher at P.S. #3**

# HELPING TEACHERS UNDERSTAND ARTS INTEGRATION



“I realized that I have to start off with something simple so students begin to improve on following directions and understanding the activities.”

**-Kristi Urbanski, Kindergarten Teacher at P.S. #34**

The lesson improved my ability to use arts integration in the classroom by tying drawing skills in with a story discussed. It really reinforced and gives another dimension to their learning when working in an interdisciplinary fashion. It makes their learning and comprehension of content more meaningful.

**-Lina Pitrelli, 1st Grade Teacher at P.S. #3**

"This lesson helped improved my ability to make a story come alive!"

**-Ms. Lomack, 1st Grade Teacher at P.S. #30**

“We will continue to listen to stories and have students create their own idea of what the characters or an object from the story looks like. In addition to this, we will work on adjectives.”

**-Angie Jackowitz, Kindergarten Teacher at P.S. #34**





# Dramatic IMPACT!



Engaging students. Improving results ●

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