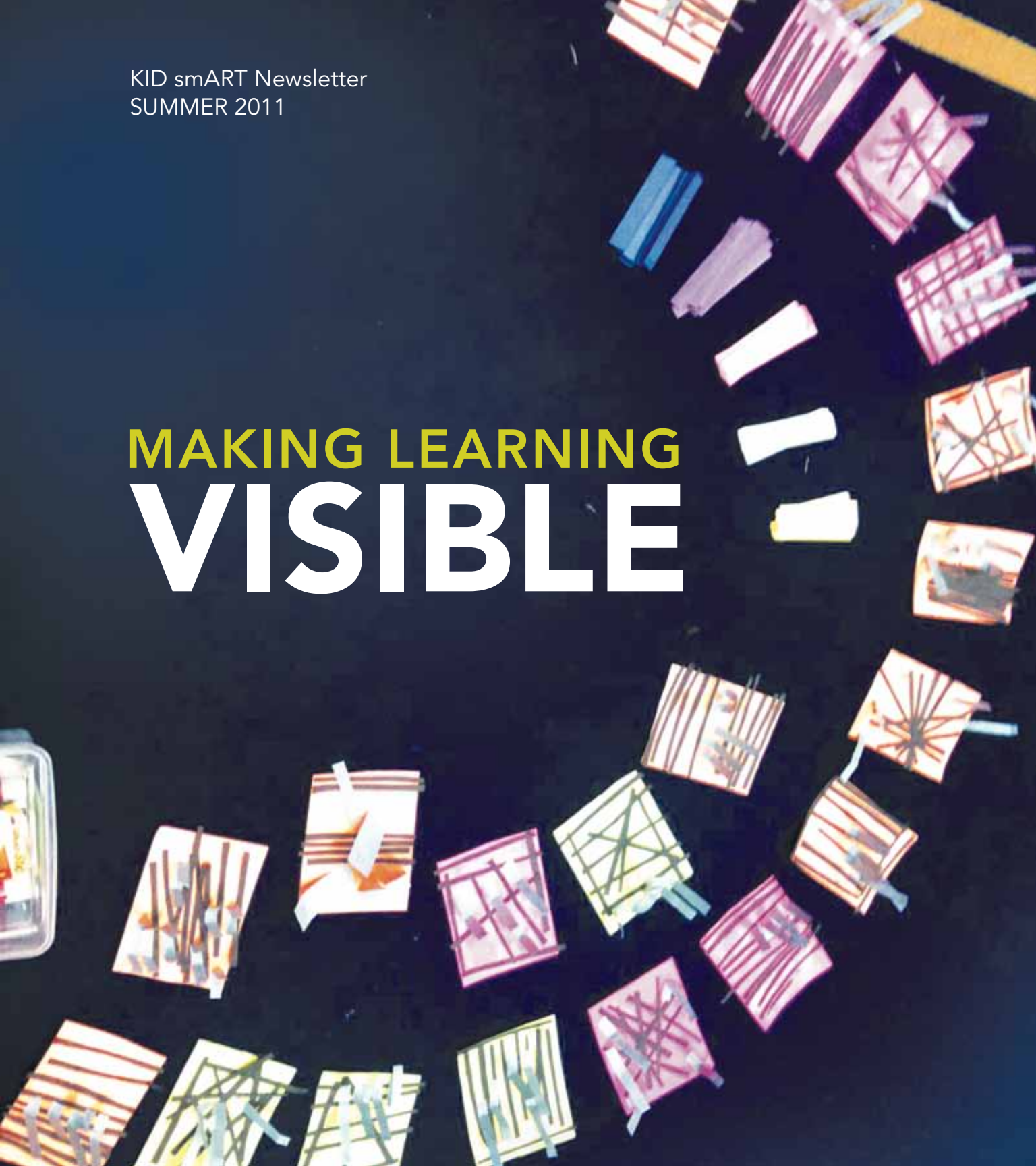


KID smART Newsletter
SUMMER 2011

MAKING LEARNING VISIBLE



ON THE COVER...

SEEING 1-20



How do children know that they are learning? How do the arts make connections and deepen learning? How can the learning of one child increase the learning of a group of children? KID smART Teaching Artist Heather Muntzer, in residence this year at Lincoln Elementary School for the Arts in Jefferson Parish, demonstrates. In a recent Kindergarten Math unit with co-teacher Nicole Wilson, students created the collages shown on our cover.

The process of layering the collages was linked to each step of math instruction in a unit in which children were learning to match quantities with numerical symbols. The collages began after students learned 1-10. Those foundational numbers, represented by flat black strips, were placed carefully by each student according to designs reflecting the concepts of between, behind, above, below, etc.

When the unit moved to the numbers 11-15, the collages became more complex. A different color strip was used. Students wrote each number's symbol, such as 11, on one of the strips, bent the strip, and secured it to the collage according to his/her evolving design. By this stage they were creating three dimensional pieces. The last step in the process, not shown here, demonstrated the numbers 16-20, using slightly longer strips in a different range of colors.

By integrating math instruction and arts instruction, students could see what they had learned...that they had matched quantities and numerical symbols for 1-20, while creating a directionally-composed paper collage that is both flat and textural. The display of the completed collages shown on the cover, itself a creative piece, provides a framework for group learning.

Heather Muntzer is a visual artist and arts educator with a background in traditional fine art, social work practice and community art. She holds her BFA from the California College of the Arts, with a minor in Art Education. Heather is also working towards her Masters in Education from Mills College.

Sample Learning Goals for Integrated Instruction of Kindergarten Math and the Visual Arts:

- Count a set of 20 or fewer objects by establishing a 1-1 correspondence between number names and objects.
- Compare, contrast and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color)
- Build student reflection skills in choosing collage design.
- Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g. between, behind, above.)
- Demonstrate understanding of visual arts concepts, such as dimension, texture, color and shape in creating paper collages.



SEEING CHILDREN ENGAGED IN LEARNING

KID smART's mission is to engage children through the arts in learning about themselves and the world in which they live.



A student at McDonough City Park Academy, Teaching Artist Sean Glazebrook, Art Form -- Theater



Success Preparatory Academy students, Teaching Artist Will Bowling, Art Form – Theater



Students at Arise Academy, Teaching Artist Voice Monet, Art Form – Hip Hop



Teaching Artists and KID smART staff, clockwise from top left: Voice Monet, Elise Gallinot, Lauren Scarpello, Aminisha Ferdinand, Elizabeth Traina, Sean Glazebrook, William Bowling, Joe Furnari, Andrew Vaught, Jarrell Hamilton, Heather Muntzer, Meret Ryhiner. Not shown: Chris Kaminstein, Seva Venet, Jayeesha Dutta, Keith Duncan, Dourian Fletcher, Andrew Hoogvliets, Ed Bishop, Mary Logan.

SEEING GROWTH IN LEARNING & PRACTICE

KID smART is committed to bringing the transformative power of the arts to critical mass in local public schools. One key strategy is long term residencies in which teaching artists and classroom teachers co-plan and co-teach across the curriculum. A second strategy is to broaden and deepen the impact of arts integration in the school through imbedded professional development for classroom teachers. By increasing the ability of teachers to use arts integration strategies whether or not the teaching artist is in the class, the Education through Imagination capacity of the school grows exponentially.

KID smART began preparing its teaching artists to provide professional development by focusing on systematic training to strengthen their own arts integration pedagogy. The training expanded to include planning for effective residencies and skill development in modeling arts integration strategies for the teachers with whom they are in residence. This year, through the Partners in Education program of the John F. Kennedy Center for the Performing Arts, the team completed the seminar Planning and Presenting Professional Development Workshops for Teachers.

A strong, visible learning community is emerging. Teaching Artists recently provided a system-wide arts integration professional development opportunity for the Jefferson Parish Public School System. In academic year 2012, teaching artists will lead all small group learning tracks in Arts Experiences in Schools (AXIS), KID smART's year-long intensive arts integration professional development program for teachers in participating KID smART schools.

SEEING RESULTS

Preliminary data in KID smART's current documentation system indicates that 83% of current teaching artists observed this year demonstrate growth in their curriculum planning, instruction and classroom management skills. Thanks to a grant from the Booth-Bricker Fund, the Board and staff are now engaged in work with the Improve Group, an independent planning and evaluation firm, to design a comprehensive evaluation system providing effectiveness data for internal planning and programming and for our numerous community stakeholders.

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Visit our website

www.kidsmart.org

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SEEING OUR HERITAGE

Our community is an arts- and culture-rich environment. KID smART's work establishes a context for children to see their community as an art gallery or museum with limitless opportunities for arts learning. Lauren Scarpello, a KID smART arts coach, recently piloted a unit of study in which she used the visual arts to help young people look more carefully at the details of New Orleans architecture. Children created a printing plate of a traditional New Orleans house by etching their designs into Styrofoam with a pencil. They then used paint to transfer the print onto construction paper. A nine-year old participant created this print from his own interpretation of the classic New Orleans camelback shotgun.

