

STRATEGIES FOR ARTS INTEGRATION

STRATEGIES FOR ARTS INTEGRATION: MUSIC

Call and Response

In this strategy, the teacher provides the “call,” and the students echo with the “response.” The teacher claps a four-beat pattern, and the students echo. While the students are clapping the echo, the teacher continues on with the next four-beat pattern. Students will have to listen for the next “call” while they are clapping the previous “response.” This encourages the students to “track” the teacher’s hands, enhancing fluency.

<http://educationcloset.com/2012/07/20/arts-integration-technique-call-and-response/>

Soundscape

Students use a variety of sounds to create a “sound image” of the place, mood, or emotion in a story. Soundscapes can be created using instruments, vocal sounds, or “found sounds” (things in the environment around you). This deepens understanding and draws in the listener and the audience.

<https://www.ocps.net/cs/services/cs/currareas/FA/IR/ArtsIntegration/Pages/Arts-Integration-Strategies.aspx>

Critical Listening

Students listen to a particular piece of music while focusing in and listening critically for a particular element (instrument, pattern, melodic or rhythmic motif). Through this strategy, students will pull out and identify key details that support a main idea, just as they would in a piece of literature.

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Improvisation Frame

In this strategy, students will improvise (create spontaneously) a musical composition of specified length using a combination of musical elements. Create a “frame” of students by having them form a rectangle or square. Assign each side of the frame a specific musical element (rhythm, forte/piano, crescendo/diminuendo, etc.), and ask one student to move to the center of the frame. The student in the center must improvise a 4-8 beat pattern consisting only of the musical elements in the frame. Each side of the frame performs their element while the student in the center performs their improvisation.

<http://educationcloset.com/2013/06/27/the-improvisation-frame-a-music-arts-integration-strategy/>

STRATEGIES FOR ARTS INTEGRATION: VISUAL ARTS

See, Think, Wonder

See, Think, Wonder is a routine for encouraging observation, interpretation, and critical thinking while exploring visual art. In this strategy, students look at an image and answer the following questions: “What do you see?,” “What do you think about that?,” and “What does it make you wonder?”

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html

<http://educationcloset.com/2011/10/14/see-think-wonder/>

Field Journaling

Journals introduce children to the “personalization of information.” An interactive field journal can be one journal that goes to all content areas with the student, in which students record observations, draw, write, and reflect.

<http://www.eatgoodbread.com/journals%20and%20AI.pdf>

Headlines

In this strategy, students write a headline no more than six words to summarize the main idea of a portrait or an image. This strategy is useful in getting students to be able to synthesize what they see and summarize. For extension, the teacher could have students work in pairs, providing each pair with different images. Students would rotate through all images, each pair writing a new headline under the previous group’s headline. This could also be expanded into a collaborative story, where each new headline expands on the previous headline.

<http://educationcloset.com/2012/03/02/life-in-6-words/>

Exploring Art Elements in Picture Books

The illustrations in picture books provide a great opportunity to begin talking about art concepts in the classroom. Teachers can ask key questions regarding the elements of the illustrations, which will enrich a child’s understanding of the artwork and deepen their comprehension of the text. The teacher could focus on one or two elements of art (shape, form, line, color, value, texture, space, mood) and develop questions to check students’ ability to read the illustration.

<http://educationcloset.com/2012/09/19/picture-this-exploring-art-elements-in-picture-books/>

STRATEGIES FOR ARTS INTEGRATION: DANCE

Mirroring

Students respond to qualities in a piece of music by mirroring movements of a leader. Two students stand facing each other, with one student acting as the leader and the other as the follower. The leader can perform any motion they wish without speaking, and the follower must mirror the leader's movements. Students can switch roles in another round, or they may trade off leadership during the activity. This strategy could be used to reinforce concepts such as symmetry, patterns, probability, and cause and effect.

<http://educationcloset.com/wp-content/uploads/2012/04/mirroring-technique.pdf>

Choreography

Using the elements of dance (body, energy, space, and time), students can create choreographed movement to reflect their understanding of big ideas in various content areas. In science, students could create movement to reflect how the three types of rocks are created, the life cycle of a butterfly, the water cycle, or how systems of the human body function. In math, students could move using angles or shapes they have learned in geometry. In literacy, students could create choreography to sequence a story by creating beginning, middle, and ending sections and performing them in sequence.

<http://classroomchoreography.wordpress.com/2013/01/02/tips-and-tricks-for-arts-integrated-lesson-design/>

Weight in Words

Begin by listening to a piece of music and ask students to capture the essence of the piece with one word. Make a list of these descriptive words for display, and then ask students to move to their descriptive word. Next, ask students for an action word that would demonstrate their descriptive word, and move to their action words. Finally, ask students to describe the kind of weight that their action word requires. This activity helps students with language acquisition, and could be used in response to literature as well as music.

<http://educationcloset.com/wp-content/uploads/2012/11/weightinwords.pdf>

Symmetrical/Asymmetrical Dance

Begin by using the mirroring technique, and review the definition of symmetry. Have students list a variety of shapes and lines and determine whether they are symmetrical or asymmetrical. Have students choose one shape and ask them to move their bodies to create that shape. Ask the class to determine what makes the shape symmetrical or asymmetrical.

<http://educationcloset.com/2012/11/15/the-geometry-of-dance/>

STRATEGIES FOR ARTS INTEGRATION: THEATER

Tableau

Students create a frozen picture using their bodies. When creating a tableau, students explore various levels (sitting, standing, kneeling), use different body parts, and collaborate with classmates to create a scene. This technique might be used to assess students' comprehension of major plot points in a story and differing perspectives.

<http://dramaresource.com/strategies/tableaux>

Tapping In

Students create a tableau based on a piece of literature. The teacher taps the shoulder of a student in the tableau to prompt them to share their character's perspective. This can be used to allow the teacher to assess a student's comprehension of character and plot.

<http://artsintegration.com/100-strategies/>

Actor's Toolbox

Explain to students that all actors have five tools when creating a scene: voice, body, imagination, concentration, and collaboration. Have students stand in a circle for the Actor's Toolbox warm-up (see script). Ask the students to experiment with each tool. After the warm-up, describe a scene in detail, including colors, characters, and setting. Once students picture the scene with their imagination tools, have them depict the scene using one of their tools in a frozen picture somewhere in the classroom.

Actor's Toolbox Script: <http://educationcloset.com/2013/05/31/actors-toolbox-script/>

Actor's Toolbox Steps: <http://educationcloset.com/2010/12/14/actors-toolbox-steps/>

Step Into the Painting

Show students a piece of artwork, and ask them to choose a character or an object from the painting to imitate with their bodies in a frozen tableau. Once the students are frozen with the painting, walk around the room and select a student to describe their character and tell a story about what is happening. When that person is ready to pass the story onto someone else, they can tap them on the shoulder and take their place in the painting.

<http://educationcloset.com/2012/03/30/stepping-into-the-painting-technique/>