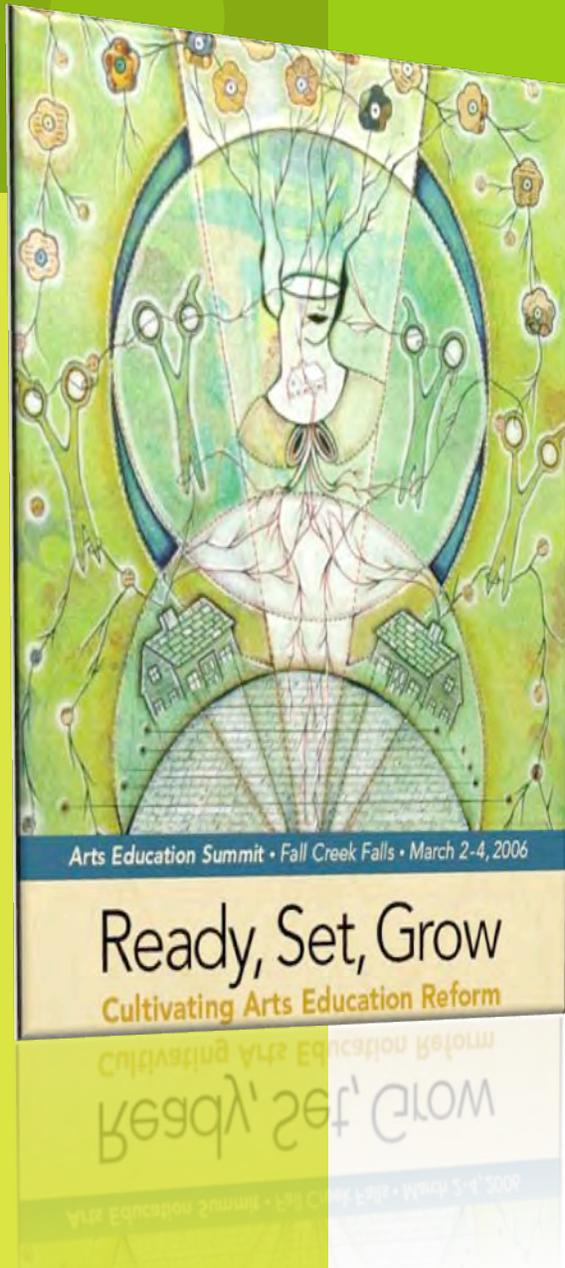




Value Plus Schools

NASAA Briefing, Chattanooga Assembly 2008

BEGINNINGS



- ◎ Arts Integration Whole School Reform Model
- ◎ Statewide Needs Assessment
- ◎ Based on Best Practices
- ◎ Senate & House Ed Committees
- ◎ 5-year Pilot Phase

SCHOOL COMPOSITION

- ◎ Pilot Phase: Six Schools in each Grand Division
- ◎ Urban/Suburban/Rural
- ◎ Title I
- ◎ K-3 – K-8
- ◎ Principals
- ◎ District Commitment



MODEL COMPONENTS

- © Arts Integration Focus
- © Arts Education as Core
- © Emphasizes authentic connections & Standards-Based Instruction
- © Learning Communities/Collaboration
- © Curriculum Development





TENNESSEE ARTS COMMISSION

RICH BOYD, EXECUTIVE DIRECTOR

TENNESSEE.GOV The Official Website of the State of Tennessee



Value Plus Schools

Lesson Idea Database

BROWSE LESSONS

Use the pull-down menus below to filter the Lessons listed on the right.

- All Arts Subjects
- All Other Subjects

GO

SEARCH LESSON TITLE:

Enter Lesson Title to search for a Lesson.

GO

Search for Lesson Ideas created by the Value Plus Staff and teachers in the Value Plus Program.

Begin your lesson search by using the tools on the left side of the page.

BROWSE LESSONS will allow you to search for lessons by Arts Subjects and Core Subjects.

SEARCH LESSON TITLE will allow you to search by lesson title or by keywords in the lesson.

To view ALL lessons on the database go to BROWSE LESSONS and select "All Arts Subjects" and "All Other Subjects" and click the GO button.

To submit an Arts Integrated Lesson Idea:

- All information must be submitted electronically through email and formatted in Microsoft Word.
- Please include school name, teacher name and grade level.
- Photos are encouraged. Please submit via email in JPEG format.

For more information on the Value Plus Schools Program, contact Kim Leavitt at kim.leavitt@state.tn.us

For more information on submitting a lesson idea or using a lesson idea in your classroom, contact Kim Leavitt at kim.leavitt@state.tn.us

LESSON TITLE: Dense Makes Sense
CONNECTIONS: Critical thinking, problem solving, teamwork
LEARNING STYLES: Kinesthetic, visual
ENHANCED ART FORMS: Creative Movement
INTEGRATED ART FORMS: Drama

ACTIVITY: Students will be lead through several interactive "experiments" using creative movement and drama to aid in understanding the concept of density. Students often have trouble fully grasping the meaning of density and tend to associate it with weight. Further, because they sometimes lack a mathematical understanding of ratios, understanding the role of mass and volume in calculating density can also be confusing.



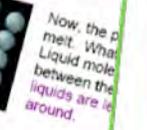
Step 1: Becoming Molecules
 Begin with a review of states of matter (solid, liquid, gas) in an open space in the classroom. Have students stand in a circle. The...



Tell the students the pot has frozen. What do solid molecules look like? Have them demonstrate this. They should have little space between the frozen, solid liquid. They should be crammed together.



Now, the pot melts. What do liquid molecules look like? Have them demonstrate this. The liquid molecules are spread out around.



LESSON TITLE: The Musical Ben Franklin
CONNECTIONS: Critical thinking, problem solving, teamwork
LEARNING STYLES: Visual, auditory
ENHANCED ART FORMS: Music
INTEGRATED ART FORMS: Music

ACTIVITY: Students will explore another side of Ben Franklin rarely covered in the classroom and learn how music and science intersect.

Step 1: The Musician
 Ben Franklin played several musical instruments, including the violin, harp, and the armonica (not to be confused with the harmonica which was invented later). The armonica is basically a set of tuned glass singing bowls played by touching the edge of a spinning glass bowl with dampened fingers. The armonica's beautiful tones appealed to many composers, including Mozart and Beethoven.



Working with a glassblower in London, Franklin made a few dozen glass bowls. Each glass bowl played a different note on the musical scale, depending on the size and thickness of the bowl. Franklin also painted them so that each bowl was color-coded to a different note. A hole was put through the center of the glass bowls, and an iron rod ran through the holes. The rod was attached to a wheel, which was turned by a foot pedal. Moistened fingers touched to the edge of the spinning glasses produced the musical sounds.

Step 2: How it Works
 Explain to students that sound is a form of energy that travels in waves. Divide them into pairs and have them find a space in the classroom. Give each pair a piece of fabric and have them work together to create sound waves based on the diagram below.




Science Standards

1. Plant and animal relationships within an ecosystem (5.2.1)
2. Environmental Adaptations (5.5.2)

Art Standards

1. Understanding and applying media, techniques, and processes. (Standard #1)
2. Make connections between visual arts and other disciplines (Standard #6)



Henri Rousseau

Born and raised in France, Henri Rousseau's artwork was not recognized until after his death. He was a self-taught artist, who never knew of his fame. Because of limited experiences, Rousseau's paintings were a result of **visualization**. This caused his work to be fantasy like. He paid specific attention to **background, mid ground, and foreground**. This provided depth to his paintings.



of government because of different types

- No battles took place

MONDRIAN AND MEASUREMENT

Math Standards:

- 4.4.8 identify a variety of measurement tools and their uses
- 4.4.4 determine the appropriate linear unit to the nearest 1/4 inch

Art Standards:

- Content Standard #6 making connections between visual arts and other disciplines
- Content Standard #4 Understanding the visual arts in relation to history and cultures
- Content Standard #1 Understanding and applying media, techniques, and processes



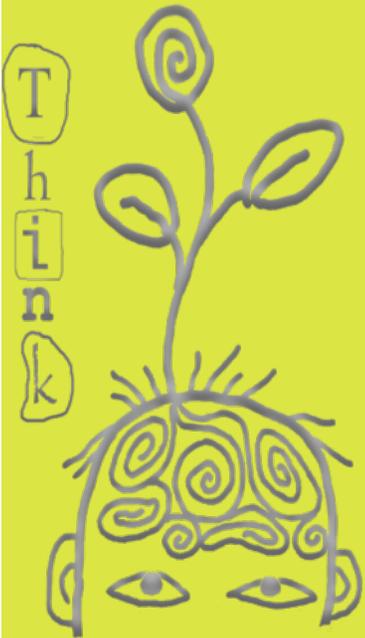
DELIVERY

- ◎ Professional Development
 - ◎ On-site in-services & monthly mentoring
 - ◎ Summer Intensive/Art Experiences
- ◎ Teaching Artists
- ◎ Lesson Observations



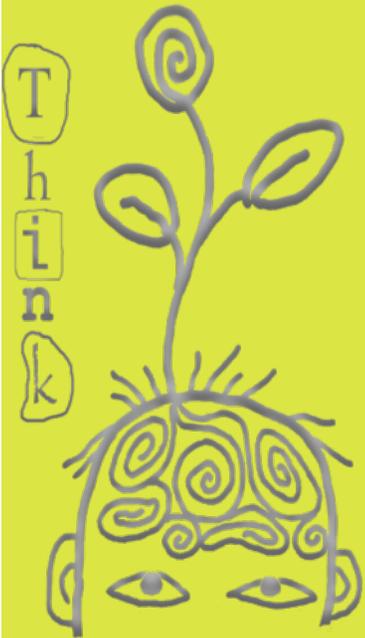
FUNDING

- © US Dept. of Education *Arts Education Model Development & Dissemination Grant*
- © Tennessee General Assembly
- © Tennessee Arts Commission
- © VP School Districts



EVALUATION

- © Edvantia, Inc.
- © Quasi-Experimental
- © Test Score Data
- © Various Instruments measuring Teacher/Student impact
- © Strategic Planning



PROGRESS REPORT

- ◎ 87% of teachers had no prior knowledge
- ◎ US DOE Case Study
- ◎ 98%-100% Participation
- ◎ 20%-30% enrollment increase
- ◎ Strengthened arts instruction
- ◎ Decrease in disciplinary issues
- ◎ 83% increase in parental involvement



IMPACT

Thinking



AGENCY IMPACT

- ◎ Shift from Quality to Value
- ◎ Focus of Strategic Plan
- ◎ Legislative Arts Caucus
- ◎ Senate & House Ed Committees
- ◎ Governor's Interest
- ◎ Increases in Appropriations
- ◎ Extending our reach





VALUE PLUS SCHOOLS
WWW.ARTS.STATE.TN.US