

HOW TO UNDERSTAND AND USE ARTSOURCE®



What is *Artsource*®?

Artsource® is a unique educational reference guide to the performing arts. It is composed of short summaries which highlight artists of stature from diverse cultures and a selected work of their art. These are illustrated with audio-visual materials which relate to each unit. Although sample lesson plans are included, they are offered only as suggestions. We encourage teachers to create their own lessons from the materials provided, responding to the backgrounds and needs of their students.

Who will use it?

Artsource® is written specifically for the educator who teaches grades K-8. However, the information can easily be adapted for use by the artist, specialist and high school educator.

How does it relate to Core Curriculum Areas?

The arts can stimulate involvement in many subjects by helping students relate to abstract concepts such as pattern, energy, cycles, sound, motion, space and time. Artists create work within the physical laws of the universe, shaping and combining the elements in expressive ways.

Music, dance, theatre, literature and visual arts reflect culture, points of view and the period of time in which they are created. The arts represent different forms of communication and provide tools for exploring possibilities and demonstrating ideas. They enable students to express their own thoughts within artistic structures and help them to identify with universal human experiences.

What is the format?

Each *Artsource*® unit is composed of three parts and is accompanied by corresponding audio-visual materials.

Part I: Introduces an artist and describes a specific work created by him or her. The art form is identified in the top right corner. The 'Style of Art,' 'California Visual and Performing Arts Framework Components' and a 'Universal Theme' are highlighted as they pertain to the selected work. Background on the artist and work is given, with special emphasis placed on the creative process and the cultural context in which the piece was composed. A photo of the artist is included, as well as a quote and a map showing where the artist lived and worked.



Part II: Gives examples of discussion questions which are designed to elicit aesthetic and critical responses, rather than judgmental ones. There are participation activities for three different levels of experience, multidisciplinary options, and audio-visual materials which accompany each *Artsource*® unit. References are given for those interested in obtaining additional information.



Part III: Provides three sample lessons which develop one of the suggested activities at each level. Each lesson includes an introductory paragraph which provides a starting point for the teacher. The lesson utilizes and demonstrates creative processes or techniques appropriate to the specific art form and level of experience.

Universal themes:

Universal themes have been identified which reflect the thrust of the selected work or lesson. Throughout time artists have searched for answers, explored ideas and expressed their own perspectives through their art. Each has added something of his/her own creative insight to the collective pool of knowledge from which we all draw.

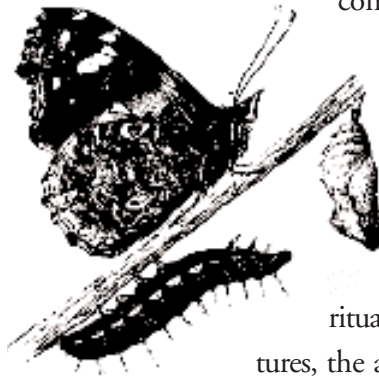
Transformation refers to a change in the appearance, thinking or character of a person, animal, idea, situation, place or object.

Enduring Values encompass the standards and principles which are considered important in life, such as love, aesthetics, justice, honor, spirituality and the search for truth.

Freedom and Oppression centers on the struggle and balance of power between individuals and between groups of people. It includes concepts such as war and peace, master and slave, and dictatorship and democracy.

Power of Nature includes the entire natural world, its laws and its mysteries, as well as man's relationship to it.

The Human Family embraces all that is human, including emotions, dreams, the family structure, relationships, work, games, culture and history.



Styles of Art:

Style is the manner in which something is created, and does not refer to the content of the artwork itself. We have identified each art work in terms of its style in order to help place it in an appropriate context.

Traditional: Arts which are involved with the beliefs or customs of a culture or group of people. These arts are long-established and are passed from one generation to the next, often as a part of ritual and ceremony. In most traditional cultures, the arts are not seen as separate, but are integrated into different aspects of the community experience.

Classical: Arts which are traditional and standard in style and have a high quality that is recognized and unquestioned. Often, the artists who perform in this style are identified and trained from an early age. In many cultures the children of certain families carry on the classical traditions because it is the responsibility of their particular lineage to do so.

Contemporary: Works of art which are within the 20th and 21st Century, often reflecting changes of attitude within a specific culture. Sometimes a work is contemporary for a specific period of time and then becomes a classic.

Experimental: Works of art which are highly innovative and sometimes controversial. They break ground for revolutionary ideas. Artists are developing new concepts of form, introducing new techniques, or employing an innovative process.

Multi-Media: Works of art which involve several different art forms in a collaborative way. This style can include musicals, opera and performance art.

California Arts Standards

The current California Arts Standards were adopted January 9, 2019. Both Tony Thurmond, State Superintendent of Public Instruction, CA Department of Education and Dr. Linda Darling-Hammond, President, CA State Board of Education say, “Every child should have equitable access to high-quality, standards-based arts education to thrive and participate in modern society. The California Arts Standards reflect that fundamental belief. The standards are conceptual and support inclusive arts learning experiences to meet the needs of students with a wide range of abilities.” These standards focus on each art form, PK through three proficiencies in high school.

There is a set of essential understandings, enduring questions, and process components for each anchor standard.

The content standards are identified and organized under the following artistic processes:

Cr = Create; Pr = Perform/Presenting/Producing; Re = Respond; and Cn = Connect.

The following are examples in dance, theatre and music of how the standards look.

3.DA:Cr1. (grade level; art form; artistic process; anchor standard; and sub-parts.

- a. Experiment with a variety of self-identified stimuli for movement.
- b. Explore a given movement problem. Select and demonstrate a solution.

5.TH:Pr5

- a. Revise and refine an improvised or scripted drama/theatre work through rehearsal, collaborative review, and reflection.
- b. Use physical and vocal exploration for exploration for character development in a devised or scripted drama/theatre work.

K.MU:Re8

With guidance, apply personal and expressive preferences in the evaluation of music.

K.MU:Cn11

With guidance, share connections between music and culture.

Common Core State Standards for California

The Common Core (CC) standards define what students should understand and be able to do by the end of each grade. For the purposes of connecting with our Artsource® units, we have focused on the Language Arts Standards, K-12. However, it is important to remember, as noted music educator and visionary, Charles Fowler, reminded us, *“The arts humanize the curriculum while affirming the inter-connectedness of all forms of knowing. They are a powerful means to improve general education.”* He goes on to say, *“Because the arts convey the spirit of the people who created them, they can help young people to acquire inter- and intra-cultural understanding.”*

NOTE: The term “text” includes plays, films, theatre performances, dance, visual art, poetry, music, film and video, as well as literature. Specific artistic works can be examined, discussed, and serve as prompts for writing assignments. Arts experiences also inspire original student expression in their own artwork and writing.

Overall, the Artsource® units make connections to most - or all - of the following selected standards.

Reading Standards - Excerpts for Literature K-5

Key Ideas and Details

- With prompting and support, retell familiar stories, including key details. (Grade K: CC Standard 2)

Craft and Structure

- Describe how words and phrases (e.g., regular beats, alliteration, rhymes and repeated lines) supply rhythm and meaning in a story, poem or song. (Grade 2: CC Standard 4)

Integration of Knowledge and Ideas

- Compare and contrast two or more versions of the same story. (Grade 2: CC Standard 9)

Reading Standards - Excerpts for Literature 6-12

Craft and Structure

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (Grade 7: CC Standard 6)

Integration of Knowledge and Ideas

- Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version,

analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color or camera focus and angles in a film). (Grade 7: CC Standard 7)

Writing Standards - Excerpts K-5

Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons (Grade 3: CC Standard 1) and information. (Grades 4 & 5: CC Standard 1)
- Use dialogue and description to develop experiences and events or show the responses of characters to situations. (Grade 4: CC Standard 3b)
- Write narratives to develop real or imagined experiences or events using effective techniques for descriptive details and clear event sequences. (Grades 3, 4 & 5: CC Standard 3)

Research to build and present knowledge

- Conduct short research projects that build knowledge about a topic. (Grade 3: CC Standard 7)

Range of Writing

- Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or day) for a range of discipline-specific tasks, purposes and audiences. (Grades 3, 4 & 5: CC Standard 10)

Speaking and Listening Excerpts K-5

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups. (Grade 2: CC Standard 1)
- Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others’ ideas and expressing their own clearly. (Grade 5: CC Standard 1)

Speaking and Listening Excerpts 6-12

Comprehension and Collaboration

- Integrate multiple sources of information presented in diverse media or formats, evaluating the accuracy and credibility of each source. (Grades 9 & 10: CC Standard 2)

Presentation of Knowledge and Ideas

- Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate. (Grade 7: CC Standard 6)

Assessment:

What is Assessment?

The term *assessment* encompasses all the ways that a teacher checks on the progress and understanding of students as they learn. It involves questions which cause them to reflect on the experiences they have just had and encourages them to make connections to their lives, or other things they know about.

Performance Based Assessment places responsibility for learning on the students and helps them pick up new threads of understanding and perception, encouraging them to weave them into the larger tapestry of their total experience.

Ideally, assessment questions should be embedded throughout the lesson, rather than just at the end. It is important to note, however, that you do not want to disrupt the flow of energy in a lesson by interrupting the physical energy which has been created. The balance between assessment and flow of energy is one which requires intuition and experience.

Why Assess the Arts?

The arts are core subjects, grades K-12. In order to present them with integrity and meaning, the skills and knowledge gained by students must be assessed. Art lessons need to be more than just an activity or recreational. Rather, the arts should be presented as an authentic learning experience with clear objectives and measurable student outcomes.

When an art task is presented to students, the teacher should present criteria. Work with the students to develop a rubric which can measure their success in achieving the criteria. Then, students are clear on what they are working toward, the elements and principles which should be included in the project, and other pertinent information.

Experience demonstrates that when the students understand the criteria for an assignment and how it will be measured, they are more focused and motivated to do their best. Criteria also objectify the work so that students themselves can see what they need to work on.

Criteria:

The term *criteria* means a standard of judgment. It is very important that the *specific* criteria components established for a task, study or other assignment are the same for each scoring level of the rubric. The term *rubric* means notes of explanation or a direction of how something must be done. The same notes or ingredients must be measured at each level of the rubric, but with differing degrees of fulfillment and quality standards for completing the task.

In the Addenda for dance, music and theatre, there is an example of the general criteria components which are appropriate for each artform. It is important that each major assignment has specific criteria to describe what is being asked for and identifies what students should strive to achieve.

