Arts Bridge builds teaching capacity for K-6 children in a BYU student while building classroom teacher capacity in a single art form. The BYU student works for 50 hours collaboratively with the classroom teacher towards producing a final project of student work in a selected art form. The teacher and art scholar teach side-by-side when working with students.
Adapted from the national ArtsBridge Side-by-Side teaching Model, this program takes BYU art education students in Dance, Drama, Music and Visual Arts and places them in an elementary school classroom. In collaboration with a classroom teacher, they develop and teach lessons from elementary curriculum by integrating with their art form. Art Scholars gain hands on teaching experience during 50 hours of collaborative work creating lesson plans, integrate their art form into the curriculum and teaching students. Classroom teachers gain an understanding of the art form, methods of integrating art, and lesson plans to use through years to come. Approximately 250 students are directly impacted each year.

DANCE
BYU Faculty Mentor, Marilyn Berrett

Art Scholar: Amberly Hansen
Classroom Teacher: Deanna Higham, 3rd Grade, Bluffdale Elementary, Jordan District

“Being a part of the ArtsBridge program over these past few months and being able to work with Mrs. Higham’s third grade class had been the most rewarding opportunity I have been able to have here at BYU. It has brought a new joy to teaching for me... I found that you truly do learn more as a teacher than as a student.”

Art Scholar: Erika Cravath
Classroom Teacher: Dolly Scharf, 5th Grade, Foothills Elementary, Nebo District

“The ArtsBridge program has had an incredible impact on my education, teaching philosophies, and experiences as a teacher. By experiencing how to bridge core curriculum with dance, I realized what an impact learning through varied mediums can make on a child’s education... This experience has led me to change some of my goals for my future career and education and I hope to be able to continue bridging core curriculum and dance throughout my teaching career.”

“We practiced the concepts of general and axial space using our bodies as nuclei and the space around us as electrons. I constantly reminded the students, “don’t let your electrons bond with anybody else’s!” Then we practiced basic dance locomotion movement while learning about the four states of matter: Solid, Liquid, Gas, and Plasma.”
"I am so appreciative to have been able to be a part of the Arts Bridge program this year. I have learned great dance concepts and teaching ideas that I will be able to continue to use in future classes. Erika was so creative and opened my eyes to possibilities I had never imagined before. It is exciting to think I can integrate dance."

- Dolly Scharf

For solids, we practiced axial (in place) movements such as bending, twisting, shaking, turning, jiggling, etc. Just as molecules in a solid, we stayed in constant motion, yet also stayed in one spot. For liquids, we traveled throughout the space randomly, as molecules do in liquids. We talked about the difference between walking, running and skipping. For gases, we traveled through the room at a faster pace, running and jumping as molecules move in a gas. Finally in plasma, we sprinted across the floor and leaped.

For everyone’s safety, however, we did this in lines instead of random motion. This solidified the idea of the movement of molecules in the four types of matter and also served as a nice intro to what creative dance is... Many children came up to me after class and thanked me as well as asked me more questions about the states of matter and how they worked. The most gratifying part of class for me was to hear from them that they were both interested and excited about learning science through movement."

Art Scholar: Julie Raymond
Classroom Teacher: Michelle Rotar, 5th Grade, Aspen Elementary, Alpine District

“This was a great chance for me to work with an experienced teacher in an established classroom. It was very beneficial for me to have actual classroom experience to start teaching in, and to start using all the skills that I have been practicing. I loved that students were able to get a fuller educational experience by being able to learn both dance and social studies. The combination of dance and social studies made it more powerful and memorable that either would have been separately. I gained an appreciation for collaboration and realized that as a teacher, the more things I can connect to dance, the more meaningful it will be for students. In addition to this, there is a whole group of students who now have an appreciation for dance and the arts that they wouldn’t have had otherwise.”

Art Scholar: Sara Mann
Classroom Teacher: Christine Billingsley, Music Specialist for 1st, 2nd, and 4th Grades, Freedom Elementary, Alpine District

“Using Dance Standard Objectives and Music Standard Objectives, I designed a curriculum that would enforce and help teach difficult concepts that Christine
Billingsley identified were problems. The concepts she identified that her students struggled with were rests, octaves, and intervals. I would reinforce the learning through multiple learning abilities. We would learn through movement, visual recognition, and would encourage them to verbalize what they were learning. Both Christine and I saw a deeper understanding and connection with the students. Christine also learned new ways to teach certain concepts and is excited to try incorporating movement more into her music classes. I was able to gain experience in developing concepts and how to help students progress. I was also able to experience what it is like to be an arts specialist in the elementary schools. I learned how to effectively use my time, how to develop trusting relationships with my students and how to handle students who are resistant in moving.”

**DRAMA**

**BYU Faculty Mentor, George Nelson**

**Art Scholar:** Anna Hargadon

**Classroom Teacher:** Jennifer Fletcher, 4th Grade, Aspen Elementary, Alpine District

“I decided that I needed something new/a hook to make sure I had their attention and focus this time, as last time wasn’t as good as the first time. So I went wearing glasses and spoke in a British accent the whole time. Brilliant. They were captivated by the sound of my voice, even though they knew very well that I wasn't really like that. ...or did they? ;) We started out with "Grocery Store" a game that works on projection and team work. They did pretty well and yet I think I need to do more side coaching with projection. Some kids are still very soft when they speak. We played it a second round, this time having them use vocabulary words from what they've learned in science (weather). Then we played business meeting, which they did a great job it. This game focuses on "yesing," creativity, spontaneity, letting go, and group work. Then we played "Mime it down the Alley." This was using movement and imitation to convey a weather concept/idea/object. This also focused on silence and stillness. All students had to be silent during this exercise, and only some moved at the same time. I helped explain the importance of silence by demonstrating a bit of acting myself, and pointing out the difference in feeling from when I was talking really fast and carelessly to when I paused, said something serious, then paused again. It was really effective. I need to find more moments for teaching like that.”
**MUSIC**

BYU Faculty Mentor, Susan Kenney

Art Scholar: Traci Brown  
Classroom Teacher: Tori Lewis, 6th Grade, Barnett Elementary, Nebo District

“I couldn’t compare this program to anything else in regards to valuable hands on teaching experience. I have learned more about myself, teaching, and children than I ever thought that I would! I never used to think that I would like middle school age children so when I was paired up with a sixth grade class, I was really nervous. But, as we progressed, I noticed that more and more of the kids were paying attention and seemed really engaged. Some of the children that never used to sing, all of a sudden were sitting up straight and concentrating on making their Latin exactly the same as I pronounced it. One thing that really stuck out to me was the need to cater to the interests of the entire class. I had some students that were not interested in singing but really had an interest in playing instruments. It was really neat learning how to reach all of the children in different ways. Asking the children to audition on the recorders helped them learn how to take risks and be confident with themselves and musicians. I learned to understand their need for things that are new and fresh, and to keep things interesting. I now really like the sixth grade age. While I know I had an exceptional class that probably isn’t found in most schools, I feel much more confident having my own regular classroom class and incorporating music into it. I almost think I would prefer that over teaching a general music class. I truly loved this program, and would keep on doing it for free if I could! If I’m lucky, I will have the opportunity to do it again. Thank you ArtsBridge!”

**VISUAL ART**

BYU Faculty Mentors, Mark Graham and Sharon Gray

Art Scholar: Tammy Ballard  
Classroom Teacher: Shannon Hart, 5th Grade, Lehi Elementary, Alpine District

“I really do love teaching art to children and it is worth all the years of school preparing to do it. I mostly learned that a teacher needs to be able to adapt to last
minutes changes in plans and willing to re-evaluate regularly to always improve. I learned to project my voice to be heard. It is very important to give clear instructions and expectations to students in order to assist their success.”

Art Scholar: Jason Harmon
Classroom Teacher: Kathi Conrad, 5th Grade, Edgemont Elementary, Provo District

“The main thing that I have learned this semester is how important art really is for children, especially at a young age. I learned that they need art in their lives to find meaning in what they are striving to learn in school. I also learned that all children are creative and great artists in their own way, and that everyone can be taught through encouragement and love to create something great.

The ArtsBridge program is so beneficial to the lives of students all across the United States. When we have elementary school teachers that are more informed about the arts, more prepared to teach them, and that understand how art can help them teach effectively, then we have teachers that will be great. This is a benefit of the ArtsBridge program, but ultimately we are doing this for all the students.

This program needs to continue for three reasons. First it is a blessing in the lives of the elementary school students it will help. Second, it is a blessing to the cooperating teachers who gain valuable experience from a knowledgeable college student about integrating the arts into their classroom. Third, it is an important experience for students like me to be able to get into the classroom and teach as one expected to know their subject matter. It is a set up for success that allows college students to gain valuable experience in the classroom.”