

# ARTS BRIDGE

Annual Report

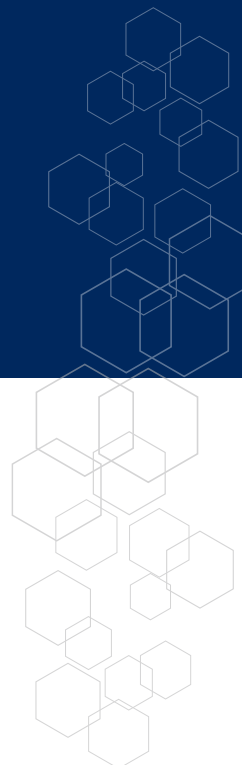
2011 - 2012

Every Child, Every Art.

Beverley Taylor Sorenson

**BYU** *arts*  
PARTNERSHIP

ARTS REACHING & TEACHING IN SCHOOL



# ARTS BRIDGE

This year, 16 BYU students from the College of Fine Arts and Communications were partnered with 23 classroom teachers from five surrounding school districts. Each Art Scholar from BYU was paired with a BYU Faculty Mentor, who aided and supported the scholar and the classroom teacher. Together the three individuals created the collaborative trio used to bring quality arts education and mentoring experiences to classroom teachers, their students, BYU students and the faculty involved in the Arts Bridge program.

<b>Classroom Teacher</b>	<b>Art Scholar</b>	<b>Mentor</b>	<b>Art Form</b>
Amy Hancock	Micah Taylor	Karen Jensen	Dance
Christina Stout	Katie Taggart	Elizabeth Hansen	Dance
Coral Lee Findlay	Chelsea Alley	Kathleen Sheffield	Dance
Linda Rositer	Kennedy Byrd	Marilyn Berrett	Dance
Lisa Bringhurst	Kamarie Fernandez	Katelyn Sheffield	Dance
<b>Dolly Scharf</b>	<b>Emily Judd</b>	<b>Diane Asay</b>	<b>Visual Arts</b>
Jill Shipp	Courtney Perry	Christine Palmer	Visual Arts
Jackie Turner	Courtney Perry	Christine Palmer	Visual Arts
Tonie Thorp	Diane Campbell	Christine Palmer	Visual Arts
Elizabeth Felt	Brandon Berrett	Dan Barney	Visual Arts
Phyllis Miller	Brandon Berrett	Dan Barney	Visual Arts
Kathleen Le Beau	Keenan Grimmer	Mark Graham	Visual Arts
Rachael Greenwood	Stefanie Sanchez	Mark Graham	Visual Arts
Heather Stewart	Ashley Beck	Dan Barney	Visual Arts
Carol Lynn Pothier	Dwight Wagner	Dan Barney	Visual Arts
Michele Hogan	Whitney Robb	Jerry Jaccard	Music
Cynthia Bingham	Whitney Robb	Jerry Jaccard	Music
Kelleen Leslie	Karissa Baker	Jerry Jaccard	Music
Laura Giles	Megan Chase	George Nelson	Drama
Jennie Griffith	Megan Chase	George Nelson	Drama

# ARTS BRIDGE TRIO

## Classroom Teacher



**Dolly Scharf**

Classroom teachers assisted, co-taught with and learned from their Art Scholars. Using vocabulary from their chosen art form they learned to integrate art with core curriculum in the classroom. They mentored the BYU student by sharing their expertise in classroom management and their knowledge of core curriculum.

## Art Scholar



**Emily Judd**

Students studying Dance, Visual Arts, Music and Theatre at BYU entered the public education classroom to provide quality art experiences for students. Art Scholars also helped teachers learn how to integrate the arts in their classroom.

*"This experience has opened my eyes to teaching and how important it is to keep the arts in schools."*

**Katie Taggart, Dance Scholar**

## Faculty Mentor



**Diane Asay**

BYU Faculty members mentored the BYU Art Scholars. They visited the schools to give feedback on their teaching and to see how the coordinating teacher and students were responding. Their feedback helped the Art Scholars grow as teachers and influenced the quality of art experiences the children and classroom teachers received.

# COLLABORATION IN ARTS BRIDGE

"Today was our Lecture Demonstration Performance as a capstone project for our semester together. The 15 minute "show order" looked like this:

Welcome: Art Scholar

Introduction of Communication dance: Mrs. Findlay

Mad Libs: Art Scholar (ask for adverbs and verbs from the audience, students show movement)

Introduction of Diseases dance: Mrs. Findlay

Everyday Objects: Art Scholar

Introduction of Telling Time dance: Mrs. Findlay

Statue Garden: Art Scholar (Dancers partner up, shape each other into frozen shapes)

Finale: Entire class comes up on stage and forms negative and positive space connections

See? Simple enough, but it was fun. Having an audience there watching them really brought out the best in the students."

**Chelsea Alley, Dance Scholar**



## Dance

*"I felt as I watched that not only were these children having a great experience that would propel them to new places in the coming months, but as Mrs. Findlay gained the confidence in working in the ways that Chelsea was modelling that hundreds of children in the years to come would have access to these same opportunities."*

**Kathleen Sheffield,  
Dance Faculty Mentor**



*"I bravely volunteered to teach the other two fifth grade classes caricature drawings of the presidents."*  
**Dolly Scharf, 5th Grade**

## Visual Art

*"Mrs. Stewart arranged to get the clay from the district and then had a teacher who was knowledgeable about ceramics fire the pieces. She helped a ton with this project, and it was great to feel like we were really collaborating."*

*"The students then created their own comic. Some were humorous, some more of a narrative. The teacher suggested that they make their comic a myth, or relating to a myth, which would satisfy a social studies/language arts assignment."*

**Ashley Beck, Visual Art Scholar**

## Drama

*"I learned from the great teachers I worked with. At the beginning of this experience, I had very little practice teaching in the field. It was really helpful to have another teacher (or in my case, two other teachers) to bounce ideas off of and to ask for advice."*

**Megan Chase,  
Drama Art Scholar**

## Music

*"After much thought of how Mrs. Bingham, Mrs. Hogan and I can all get the most out of this experience, we are going to create a lesson plan of music activities, songs, etc. that they can keep in their record for every unit they are working on. I will help teach them while I am there, but during the rest of the week, they either can try out new things, or try using some of the songs and activities we have already worked on. This way it can hopefully just become a part of how they define themselves as teachers."*

**Whitney Robb, Music Scholar**

# TEACHERS APPLYING SKILLS FROM ARTS BRIDGE

From Micah Taylor's blog:

**I emailed Mrs. Hancock this week to see how she and her class was doing. This was her response:**

"It's going great! We did a dance lesson on rotation, translation and reflection! They cut out a shape, and then danced with it. They did all 3 of those transformations with their bodies and their shapes. We talked about what happened to different body parts when we did those. We did them varying time, level, etc. Then they made a dance of at least one translation, reflection and rotation. It went great!

I think it has improved their learning. I think when it comes to math, it helps to do dance but also the math with paper and pencil. They need to understand the concepts kinesthetically and how to do the actual problems."



# STUDENTS



“One of the best benefits of having Katie dance with my kids was the opportunity for my kids to shine. I have two specific students who really lit up each time Katie came to dance with them. One student has many difficult struggles at home. Each time she took the dance floor, she seemed to enter a different world. Her creativity shown through and a smile lit up her face. I know that those few minutes dancing gave her a break from what she was dealing with. The other student who really shined was a boy. He is a very intelligent boy who comes from a stable home. It was fun to see the creativity he showed. He is usually a pretty straight arrow. I was surprised to see him participate in something I thought would be out of his comfort zone. It was just fun to watch him dance.”

**Christina Stout, Kindergarten**

**Students participated in art experiences such as: movement challenges, dramatic poetry readings, vocal warm ups, and ceramics to name a few. Students demonstrated improvement in creativity and craft in drama, dance, visual arts and music.**

**Kennedy Byrd taught dance to Linda Rossiter’s 1st grade class. They not only learned the dance elements and expressed themselves through dance, they were motivated to share their knowledge with others and apply their learning outside of the classroom.**

“One boy said that dance taught him that he could have fun and learn at the same time. Another boy with today’s lesson in mind asked if he could read the dictionary and dance the words in it like we did today.”

“Another girl told me she taught her cousins the locomotor steps. I have wondered about my influence and if I have done any good teaching dance to these students, but today it was clear that even this short time with one second grade class has made a difference.”

“Another boy with today’s lesson in mind asked if he could read the dictionary and dance the words in it like we did today.”



# VISUAL ART

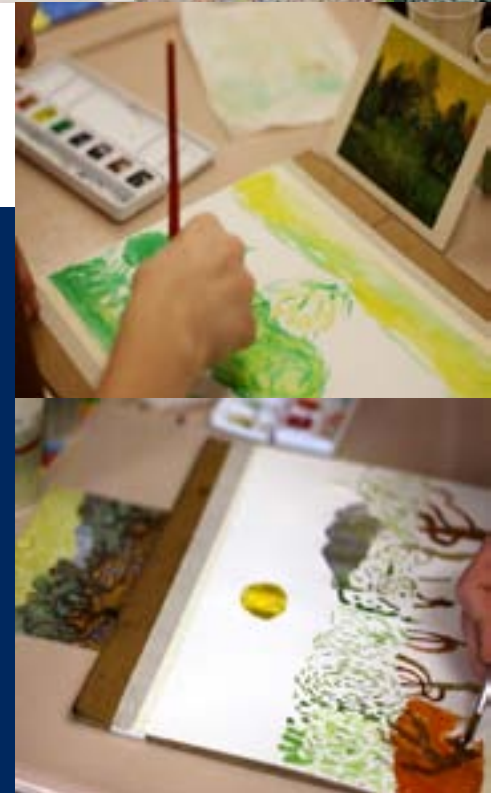


## Fourth Grade Water Color Postcards

*"I think watercolor is everybody's favorite thing we've done so far. A lot of students have their own sets at home and they love practicing these techniques. Student's chose a postcard to try and recreate. I encouraged creativity and told the students to pick a place they would want to visit.*

*The students were so quiet and diligent as they worked. It was amazing to see how thoughtful and careful they were as they painted."*

**Emily Judd, Visual Art Scholar**



*"This classroom is 5th grade, these students did a wonderful job! We also had a parents night- an opening Art exhibit [at BYU] with the quilts that the students made. They were so excited to show their parents what they had accomplished, and they also shared their stories that they had written on their feelings of the Civil War, and war in general. Our students did a wonderful job, all 34 of them. We had well over 50 parents and family members come, and even after the rest had left more came. I think it was a great success and the students will never forget being able to experience first hand the Civil war, family thoughts and the experience of being able to create something of their own."*

**Diane Campbell, Visual Art Scholar**

## Fifth Grade Quilts





# DRAMA

## Sample Lesson Plan

Narrative Structure: Problem and Solution

### EDUCATIONAL STANDARDS

Standard 7

Students understand, interpret, and analyze narrative and informational grade level text. Identify beginning, middle, and end; characters; setting; problem/resolution.

### THEATRICAL OBJECTIVES

Students will be able to identify the problems and solutions in a story.

### VOCABULARY

Problem, Solution

### MATERIALS NEEDED

Small signs for each student. Each sign has the word “problem” on one side and “solution” on the other.

Short cartoon clip

### ANTICIPATORY SET

Pass out signs.

### INSTRUCTION

Ask the student to help you define the words “problem” and “solution”.

Discussion (list students ideas on board)

What were the problems in *I Love You, Mr. Hatch*?

What were the solutions to the problems in that book?

Inform the students that many stories usually include problems and solutions.

Tell the students that you are going to show them a cartoon.

Tell them to raise their sign and show the “problem” side if they see a problem, or raise their sign and show the “solution” side if they see or think of a solution to a problem.

Stop and start the clip and lead discussion as the students find them.

### COOL DOWN

If time, lead “storm” cool down.

*“Arts Bridge was a tremendous opportunity for me. Not only did I get the chance to hone my teaching abilities, I was able to gain a greater respect for the arts and the capabilities of young children.”*

**Megan Chase, Drama Scholar**

# MUSIC

## Music Experience

*We began our vocal exercises with a song where the kids get to sing their name when it is their turn and then the entire class sings it back. They all just kind of stared at me with big eyes, but by the time I showed them how many goofy different ways we could sing Miss Robb, everyone wanted to try their name. It was not only neat to see their creativity, but their imagination and teamwork as well. There were the occasional students that just straight up said their name, and rather than trying to pressure them into singing it, other students around them would sing an idea, we all sang it together and then just watched as their face lit up.*

**Whitney Robb, Music Scholar**

## “So this one time we danced like chickens.”

**-excerpt from a Music Scholar’s Blog**

“I played “Ballet of the Unhatched Chicks” for them and then asked the students for some words to describe the music. They described the music as “sneaky,” “quick,” and “happy.” We talked about a new musical term: staccato. This word refers to short, detached sounds, which this piece was full of (As a side note, I really enjoy doing these listening activities with the kids. Every time their observations become more sophisticated, and I can tell they’re becoming more attuned to specific musical elements.



We then listened to the music, this time using movement to represent the chicks hatching from their eggs. The piece is in ABA form, and to represent I had them use axial movements (moving their bodies without traveling through space) for the first section, as if they were still in the egg trying to get out, locomotor movements for the second section, like a just-hatched chick exploring the barnyard, and then returning to axial movements when the first section returns.”

**Karissa Baker, Music Scholar**



# DANCE

## Dance Experience

*"The most fun part about today was watching what the students created. We were creating movement (axial and locomotor) that showed either a trait or a story of a Greek god or goddess. There were groups of four or five students who created movement based on a god of their choosing, then the class had to identify which god/goddess/story they were showing. I am continually impressed with how creative these students are and love watching them become more comfortable in their body. I am also impressed with how much they remember. I asked what they remembered from last class, and almost everyone shot their hand up to answer."*

**Kamarie Fernandez, Dance Scholar**

## "The Square Dance!! Yippee!"

**-excerpt from a Dance Scholar's Blog**



"Today I taught my fourth graders square dance and continued to relate it back to the pioneers and Utah history. I got this lesson idea from Erika Cravath. We explored different levels and what the pioneers would be doing at each level. As part of the square dance, we had a "hit the open trail" section where the students explored on their own different levels and different movements similar to what the pioneers would have done. They enjoyed the structure and freedom of square dancing today."

**Micah Taylor, Dance Scholar**



# REFLECTIONS

BYU Faculty Mentor  
*Kathleen Sheffield, BYU Dance Faculty*

*This is an unsolicited letter submitted to the BYU ARTS Partnership Program Director.*

I was able to travel to Foothill Elementary in Salem Hills today and observe Chelsea Alley teach a group of 2nd graders as a part of the Arts Bridge Partnership. The cooperating teach Mrs. Findlay was there and was an active participant in the class.

Chelsea taught an absolutely incredible class. She had planned to review concepts that they had previously learned and I was impressed with the children's ability to access and clearly use so many dance terms.

Not only did the students seem to have the necessary background to understand the material, the material Chelsea taught was developmentally appropriate for their age group. Her explanations and demonstrations were simple and clear. The lesson promoted and challenged skill development of these 24 children along with balancing their increased ability to clearly follow directions and respond creatively.

Chelsea's organization and clarity in her use of beginning and ending signals along with her logical progression played a vital role as the class unfolded. The structure of her lesson progressed from simple to complex and Chelsea had the incredible ability to use alternate images and explanations when necessary. The children were fully engaged. She was able to assess the students' needs and redirect when needed.

Her use of voice and side coaching provided a clear structure and support to the planned material. She established and maintained eye contact with the class and listened carefully to student comments and questions. Her facial and body movements conveyed interest and attentiveness as she encouraged students to explore new possibilities. As they were moving she was able to walk among them and include verbal cues or side coaching along with specific praise to keep them exploring.

She encouraged rule keeping and used encouraging verbalization to keep them working together and focused. I felt as I watched that not only were these children having a great experience that would propel them to new places in the coming months, but as Mrs. Findlay gained the confidence in working in the ways that Chelsea was modelling that hundreds of children in the years to come would have access to these same opportunities.

Just thought you might want to know!

**Every Child  
Every Art**

[education.byu.edu/arts/arts\\_bridge](http://education.byu.edu/arts/arts_bridge)

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