

2020

Exploring Arts Integration in Language Arts Instruction for Elementary Education

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EXPLORING ARTS INTEGRATION IN LANGUAGE ARTS INSTRUCTION FOR
ELEMENTARY EDUCATION

by

MARY A. DEHNER

A thesis submitted in partial fulfillment of the requirements
for the Honors Undergraduate Thesis Program in Elementary Education
in the College of Community Innovation and Education
at the University of Central Florida
Orlando, Florida.

Spring Term 2020

Thesis Chair: Dr. Lee- Anne Spalding

ABSTRACT

The purpose of this thesis is to provide insight on how arts integration in English language arts education increases engagement and achievement in students and teachers alike. Throughout my analysis of literature, local field research in two Central Florida public elementary schools, and my creation of a five-day arts-integrated writing unit, I found that arts integration, especially when utilizing Leonard Bernstein's Artful Learning Method was observed to show a positive impact on students. Arts integration allowed for a child's natural curiosity and instinct to create to take over, which created authentic learning experiences for the students. The research also demonstrated that arts integration enabled teachers to utilize their creativity, which in turn positively changed their perspectives on their career and teaching experience. Observations and the research literature examined in this thesis showed that arts integration can be a valuable outlet for both students and teachers, yet not always utilized due to high stakes testing, budgetary concerns and time constraints in the elementary classroom.

DEDICATION

This thesis is dedicated to my mother, Mary R. Dehner, who is a dedicated educator who touches the lives of every student she meets. Thank you for being a fantastic role model.

ACKNOWLEDGEMENTS

To Dr. Lee-Anne Spalding: Thank you for helping through this whole process. You have taught me so much, but most importantly, you have taught me to teach from my heart.

To Mrs. Marni Kay: Your course partially inspired me to do this research, and your enthusiasm for teaching is something that resonates with me deeply. Thank you for joining my committee.

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Chapter One: Introduction

When one walks into a typical American elementary school, you will usually see the walls covered in colorful student work: mosaic nameplates, 3D anatomy bodies, renderings of students' Starry Nights. Actress and philanthropist Phylicia Rashad better known as Claire Huxtable from *The Cosby Show* once said, "Before a child talks, they sing. Before they write, they draw. As soon as they stand, they dance. Art is fundamental to human expression" ("The Power of Creativity," 2019). I believe art is an integral piece of student education. The field of education is ever-changing and growing as our society changes and grows. There is an increasing demand for a variety of teaching styles and approaches as we learn to accommodate students with different needs. Arts integration can meet that demand by immersing all types of students in authentic, engaging, learning experiences. It can also be used to reinvigorate a community of educators that can sometimes feel downtrodden by the day to day demands of an underpaid field (Reilly, 2018).

This thesis discusses how the arts affects the brain, how the arts benefits students and teachers alike, and, more specifically benefits students who are classified as low income or English Speakers of Other Languages (ESOL) / English Language Learners (ELL) as well as students who are critically ill. This thesis also includes an arts-integrated unit plan for fifth-grade students that follows Leonard Bernstein's Artful Learning Method, which will also be covered in depth within this thesis. Additionally, this thesis outlines possible barriers and drawbacks of arts integration in the elementary classroom.

Personal Rationale

I have been immersed in the arts since the age of three. I have studied acting, singing, and dancing almost my whole life. My deep appreciation for the arts has molded me to be a disciplined, yet creative person. This has always translated into my academic work. Throughout my time as a University of Central Florida Elementary Education Major, I have leaned on my creativity to produce engaging lessons for my future students. I found through my coursework that there is value in arts integration. My professors inspired and pushed me in my professional development to do my own research on this topic. It means a great deal to me to combine my two loves, the arts and education.

Statement of Purpose

This thesis seeks to examine how arts integration can benefit all kinds of students and teachers alike. It highlights Leonard Bernstein's Artful Learning Method as a vehicle for arts integration. In order to further explore arts integration this thesis includes a language arts unit lesson for fifth graders that follows the Artful Learning Method. This thesis also presents some potential drawbacks of arts integration in the elementary classroom and discusses possible solutions for those drawbacks. The goal of this thesis is to explore the positive aspects of arts integration and inspire educators to utilize the arts more in their classrooms. In order to fulfill the goals of this thesis the following chapter will provide a review of the research literature to provide a professional rationale for enacting this enriching way to educate. Chapter Three offers the methods for creating the unit for a fifth grade English Language Arts classroom. Chapter Four reflects on educational implications of the theory, limitations of the thesis, and ideas for

future research. Appendix A presents the unit itself entitled: Five day Opinion Writing Unit for fifth grade.

Chapter Two: Review of Related Literature

Arts and the Brain

In order to examine how arts integration benefits students and teachers, the following chapter will include arts and the brain. Additionally, it will provide information on who specifically arts integration benefits including teachers, English language learners, low income students, and critically ill students. Looking forward into this thesis, Chapter Three provides needed background in terms of related literature encompassing Leonard Bernstein's Artful Learning Method. Chapter Four presents reflections and additional implications of theory. Appendix A includes the Opinion Writing Unit using Leonard Bernstein's Artful Learning Method for fifth grade.

The field of neuroeducation at Johns Hopkins University has been on the rise thanks to the many researchers there, some of whom study the effects of art (Hardiman, et al., 2009). One neuro-educator cited within is Safire (2009) who sees that educators are hungry for research and information related to the brain and its effects on how students learn. He also recognizes within that, "carefully structured arts-based pedagogy can improve students' learning and academic experiences, resulting in demonstrably positive outcomes that include deeper engagement in subject matter and better retention of content" (Hardiman, et al., 2009). His research has culminated in an overwhelming affirmation of how the arts affect the brain. A four-year study of students who received music training compared to those who did not showed that those students who had the music training had changes occur in their brains, this was proven through imaging testing. The students who did not receive music training showed no change. Their fine motor control was much better, and concentration skills were observably better as well (Hardiman, et al., 2009). Wandell, a colleague of Safire's, demonstrated research that correlated phonological

awareness to music training (2009). Through diffusion tensor imaging, he was able to see how certain nerve fibers in the brain diffuse water which can be used to predict how well children and adults learn how to read. Those who had music training had different diffusions in the areas where phonological awareness is correlated to (Hardiman, et al., 2009). In 2011 The National Endowment for the Arts partnered with the U.S. Department of Health and Human services to study the arts and human development. Their research had findings that supported the arts and how it positively affects lifelong learning and individual wellbeing (National Endowment for the Arts, 2011).

The National Endowment for the Arts states from their research, “The current evidence suggests that young children who have the opportunity to learn and participate in the arts develop critical thinking and metacognitive skills and can learn to think creatively. Furthermore, there is a fundamental assumption that this type of arts engagement promotes changes in the brain, which, in turn, support creative thinking and creative expression” (National Endowment for the Arts, 2011, p. 17). Their study also reviewed evidence from neuroscience research where a magnetic resonance imaging machine was used to record brain functioning in college level music majors. The imaging showed, “during improvisation, the highly trained music majors used their brains in a way the non-musicians could not: they deactivated their right-temporoparietal junction. Music majors were able to block all distractions, allowing them to concentrate to a greater degree” (National Endowment for the Arts, 2011, p.13).

Arts Integration in Practice

The John F. Kennedy Center for the Performing Arts defines arts integration as “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and

meets evolving objectives in both” (Duma & Silverstein, 2018). In 2015, the United States Department of Education decided to conduct a study through the lens of the Every Student Succeeds Act (ESSA) to see if arts integration really is beneficial to students and teachers. The studies team placed criteria for which the data would be interpreted strictly following guidelines set in place by the ESSA (Ludwig et al, 2018). Results from the study were compelling, research showed favorable results towards arts integration into language arts instruction versus arts integration in mathematical instruction, but in general, both subject areas improved. “The meta-analysis found that arts integration’s overall average effect on student outcomes was positive and statistically significant” (Ludwig et al, 2018).

At Ridgeway Elementary of Hamilton, Ohio they encouraged their students to be imaginative learners. First graders brought a coral reef to life in their classrooms when they created an underwater scene using different art supplies such as bubble wrap, clay, and construction paper. The first graders were making a cross-curricular connections between reading art, and science. The physical display of their masterwork represented what they comprehended about the book they read called, “Over in the Ocean: In a Coral Reef.” According to Ridgeway Elementary art teacher Terry Toney, this allowed students to own knowledge in science, math, and literature. “It gives them a bridge to that information.” Research shows that art is not just a helpful component but it’s an essential component, especially with reading (Barnett, 2013).

Dana Arts and Cognitive Consortium released data in 2008 that showed strong ties between music and reading fluency and visual arts and phonemic awareness. Proceedings of the National Academy of Sciences said that strong student readers have more growth in the bundles of nerves connecting these areas of the brain. Art activities activate different brain regions

(Barnett, 2013). According to Kurt Wootton of Brown university's arts literacy project, "For a kid that can't see text visually in their mind, they can't feel text in an emotional way, combining the arts with reading and writing provides the bridge that kids need to be able to read fluently" (Barnett, 2013). Teachers should consider using the arts as a form of assessing what a student knows because some students don't perform well in traditional testing formats but may be able to act out what characters motivations are, and it can be a great tool for alternate assessing. It also a wonderful tool for assessing learners who haven't fully developed an understanding of English. They may not be able to write out an answer on a traditional assessment but would be able to demonstrate understanding in a theatrical approach. Meryl Goldberg artistic director of the Developing Reading Education with Arts Methods (DREAM) project, has seen the art of immerse literacy firsthand. The grant-funded DREAM trains California 3rd and 4th-grade teachers in arts and literacy practices. After two years of this program being in effect, language arts test scores of the students of these teachers increased by 87 points. But combining the arts and literacy can go way beyond test scores (Barnett, 2013). It gave the students confidence as writers. Mr. Ben Tilley, a former Principal at a Columbia Missouri elementary school started a boy's writing club where he and other teachers at the University of Missouri came up with some topics like sea monsters and Samurai. The teachers wanted the students to bring the characters to life through art. They used the method called visual thinking strategies so that they could visualize the subject before writing about it. These activities deepen and develop critical-thinking abilities (Barnett, 2013).

Who Does Arts Integration Benefit?

Arts integration is crucial for the growth of teachers who are craving more engagement professionally and personally in the classroom. As previously mentioned, arts integration has a positive impact on school aged students. "Schoolwide arts integration programs can re-energize teachers' practice and boost student achievement" (Duma & Silverstein, 2018, para. 1). Duma and Silverstein speak on how students can use singing, acting, dancing, and creating art to develop a deep understanding of core content area. The John F. Kennedy Center for Performing Arts developed a program that was implemented in six Washington DC elementary schools called CETA or Changing Education Through the Arts. The program was studied for three years allowing documentation of tremendous increased engagement academically and socially. Also, growth in cognitive skills and gains in standardized test scores (Duma & Silverstein, 2018). This all draws back to student engagement and the arts being a key ingredient in that. Students aren't the only ones who benefit from arts integration. Teachers are finding their practices enhanced by pursuing the avenue of arts integration. Arts Ed Search is another project for the arts education partnership that researches and documents how arts integration enhances education. According to their article: Voices from the field: Teachers' views on the relevance of arts integration, teachers are suffering from burnout but through arts integration they found a renewed sense of positivity towards teaching (Bellisario & Donovan, 2012).

Arts Integration Benefits Teachers

According to Cheryl Sterman, a Principal and Writer for the National Association of Elementary School Principals, "integrating the arts into education renews educators' commitment to the teaching profession" (Sterman, 2018, para. 5). It also helps in teacher

retention rate and participation in school-wide collaboration. Many teachers are intrigued by arts benefits but aren't sure where to begin (Sterman, 2018). In order for the Washington schools to implement arts integration, they had to work from the ground up starting with training for the teachers. They found three key principles that would guide teacher's success towards incorporating the arts into their curriculum.

- First, teachers benefit from a shared understanding of arts integration.
- Second, teachers need to examine their beliefs and understandings about the creative process in the arts.
- Third, strong professional learning experiences are necessary but not enough; they must be linked to implementation.

An 11-week study of 17 elementary school teachers integrating the arts showed positive results (Koch & Chevone, 2017). The research revealed that most teachers were apprehensive at first but after being informed on how to integrate the arts and a little professional development it re-sparked their love of teaching. One teacher stated, "Knowing that I will always have a diverse group of learning styles in my classroom, integration of the arts will only help to enhance my students' learning" (Koch & Chevone, 2017p.7). A principal from the involved in the CETA program in Washington DC stated, "Staff participation in after-hours professional development on strategies such as dance, dramatic storytelling, and tableau improved professional relationships and staff morale" (Duma & Silverstein, 2018, para. 16) "The school has seen a dramatic increase in the performance of ELL students, as well as teacher retention, over its seven years in the program" (Duma & Silverstein, 2018, para 16). Slowly but surely teachers are changing the way they think about integrating arts within the curriculum. However, change does not come easy, teachers are faced with dwindling budgets, very little time, and lack of energy to

take on new projects even if it will help their students to achieve (Reilly, 2018). One suggestion to help thwart this problem is to take a close look at your data and then make a plan to work it into your lessons so that students will have the maximum benefit (Barnett, 2013). Also, schools need to provide teachers with professional development opportunities where they can share and collaborate with others. Teachers should also build relationships within the arts communities outside of their classrooms (Barnett, 2013). One other important aspect of the arts is that it also opens a door for teachers to become more culturally responsive. If you are truly incorporating the arts then you are also recognizing the cultural backgrounds and individuality in your students and weaving that into your daily lessons (Bellisario & Donovan, 2012).

Arts Integration Benefits English Language Learners

The arts have helped teachers who accommodate an ever-changing population of students. Claudia Cornett, the author of states, “Literacy is viewed as something much greater than competency in the language arts... No longer is literacy reduced to speaking, listening, reading, and writing words alone. Today, literacy is the arts—all the arts!” (Cornett, **ADD IN PAGE NUMBER** 2014). English language learners can especially benefit from arts because it allows students to express their cultural diversity while also learning through different art forms. New York state public school had faced challenges in how to help ELL students before they implemented arts integration. The program made it imperative that teaching and learning culturally relevant material enables access to prior knowledge upon which skills and concepts can be based for ELL students (Ruiz, 2010). It even helped teachers with assessing students. ELL students may not always be able to express what they are learning verbally but can oftentimes express it through visual art, physical movement, models, or songs. This leaves room for teachers

to check for understanding with performance-based assessments, allowing for ELLs to build their confidence. Other studies have shown how performance art benefits ELL students.

One study confirmed that ELL students who had participated in a program that integrated dance and theatre into a literacy program performed with much higher outcomes on speaking assessments than those who did not participate in the program (Greenfader et al, 2015). All forms of art can make an impact on learning and a student's sense of self. Creating a culturally inclusive classroom is part of being a responsive teacher. Incorporating opportunities for students to share their own cultural traditions into the visual art they choose to display provides deeper connections and a sense of value in their work (Ruiz, 2010).

Arts Integration Benefits Low-Income Students

The school previously mentioned, Midway Elementary in Seminole County Florida, is a Title I school. The Florida Department of Education describes Title I as a classification that means schools receive special funding to help economically disadvantaged students (Solodev, para, 1.) The programs that are dedicated to Title I schools are designed to help student achievement and provide teacher support as well (Solodev, para, 1). We all can observe that living in poverty leads to stress which health implications, but recent research has uncovered a way to combat stress in students that are living in less than ideal conditions. A study (Jacobs, 2017) was conducted in Philadelphia Pennsylvania including 310 economically disadvantaged preschoolers. They attended the Settlement Music School's Kaleidoscope Preschool Arts Enrichment Program. They were immersed in visual art, music, and dance on a daily basis. Cortisol, a hormone associated with increased stress levels was measured frequently throughout each day via a swab test on all of the students during the study. The results were powerful. "The

research found that, at mid-year and again at the end of the school year, the kids' average cortisol levels were lower after an arts class than they were after their home-room period. This held true whether the arts class was music, dance, or visual art" (Jacobs, 2017, para. 2). Through my observations at Midway, I noted how the school may be labeled as Title I but on the inside you could never tell. The school has a positive, stress free, creative energy. It's almost as if the school is preserved in a bubble of wonderment. The students are smiling and learning as music whirls through the echoey halls. No physical evidence of outside stressors appeared during my observation of arts integration as it affected their learning or engagement.

Arts Integration Benefits Critically Ill Students

The University of Central Florida (UCF) offers special opportunities and options for elementary education majors during the first half of their internship. One of those opportunities includes completing your internship at Nemours Children's Hospital in Orlando Florida. UCF and Nemours partnered together to create the PedsAcademy. The academy provides "a team of 54 UCF-affiliated faculty members on-site, Monday through Friday [teaching] a researched-based curriculum produced in-house by the Peds Academy team and from the National Science Foundation and the National Aeronautics and Space Administration ("School Program," para. 3, <https://www.nemours.org/services/support/orlsupport/school-program.html>).

One of my peers, Kennedy Lawrence, had the pleasure of completing the first half of her internship experience at the PedsAcademy. She provided valuable insight into their program that utilizes the arts and hands-on learning techniques to make their students feel as comfortable as possible. Lawrence stated, "The setting of a hospital greatly limits opportunities for a normal school environment, but by bringing in the arts whenever possible, it has shown to make students

feel safe and normal again” (K. Lawrence, personal communication, 2020). Some examples of student work include student-designed 3D printed ornaments that display different holidays celebrated around the world during the holidays. This activity proved to be effective because students wanted to learn about these holidays and were much more willing to retain the information because they were engaged and focused on their craft matching up with the holiday (K. Lawrence, personal communication, 2020). The students also created visual art to represent foods and the atmosphere in Persia during the Holiday Yalda Night. Lawrence stated that the students were excited to get creative. They also regularly sang and did piano work with Dr. Nickels (Faculty Director). “There were some days that the children would not be up to it due to weakness, but they always came to listen” (K. Lawrence, personal communication, 2020).

To summarize, the research points to the following benefits, students who are immersed in an art, activate different parts of their brain that allow for increased concentration. Art is an alternative means for all kinds of students to demonstrate understanding of content in unique ways. Students are also able to own their knowledge in science, math, and English language arts. A student, whether they be an ELL, economically disadvantaged, or critically ill can all find joy within the arts. This leads to higher engagement and improved academic growth. Integrating the arts can also refresh an educator’s perspective and re-spark their joy for teaching. The following chapter examines methods for creating the unit for a fifth grade English Language Arts classroom.

Chapter Three: Utilizing the Artful Learning Method to Observe Arts Integration in Elementary Classrooms

Throughout the research process, I visited and observed several Central Florida schools including the only arts magnet elementary school in Florida, Midway Elementary School of the Arts. Their curriculum is based on Leonard Bernstein's Artful Learning Method. Leonard Bernstein was a composer, conductor, educator, musician, cultural ambassador, and humanitarian ("Bernstein at 100"). He is famous for bridging together the styles of classical concert hall music with musical theatre. You may know some of his work including *Peter Pan* and the musical *West Side Story*. His career was ever-versatile but he has been hailed with praises for his commitment to education. His daughter Jamie Bernstein recalls how her Father Leonard Bernstein had "Torah Lishmah" which means a thirst for knowledge (Jamie Bernstein, 2019). Leonard Bernstein never stopped learning. In the 1970s, Bernstein became a student again at Harvard for the 2nd time to prepare for his six Charles Eli Norton Lectures at Harvard. He immersed himself in Chomskyan linguistics, absorbing an entire new field of knowledge, so that he could then apply the principles of linguistics to music. He absolutely reveled in his dual roles of teacher and student (Jamie Bernstein, 2019). He believed that if you were having fun then you were engaging and activating the best parts of your brain.

The Artful Learning Method (Bernstein, 1992) was born through Leonard Bernstein but is now fostered by his son, Alexander Bernstein. For over 20 years, The Artful Learning sequence and model has been researched and refined in order to awaken and sustain meaningful learning in students and teachers alike. The method follows 4 simple steps and, best of all it can be incorporated into any already existing curriculum. The steps are:

1. **Experience**- students immerse themselves in the concept in a visual, auditory, and kinesthetic way (masterwork experience).
2. **Inquire**- students begin investigating based on their own questions generated by their experience.
3. **Create**- students create original artful work that demonstrates their understanding of the subject at hand.
4. **Reflect**- students reflect on the artful process and pose deeper questions about the unit of study and how it developed in order to increase their understanding.

These steps allow students to ponder, ask deep questions, collaborate to answer those questions, then display what they learned in an artful way. It shows how learning in all disciplines are interconnected. Leonard Bernstein famously stated in one of his lectures, “The best way to know a thing is in the context of another discipline” (“Bernstein at 100” <https://leonardbernstein.com/at100>, para. 5). By using an interdisciplinary approach, the method allows for ideas to come to life with better engagement and academic outcomes for students as well as being able to differentiate and personalize instruction. Leonard Bernstein pioneered arts integration across the curriculum, and reminds educators that arts integration is perfect for

meeting the needs of a diverse population of students and educators (“Bernstein at 100” <https://leonardbernstein.com/at100>).

Artful Learning in Action

I witnessed a diverse class of students applying these methods during my observations in a 3rd-grade classroom at Midway Elementary. They were working on a unit on Misty Copeland, a ballerina famous for being the first African American female dancer to be promoted to principal dancer in American Ballet Theatre Company (“Misty Copeland” <https://www.abt.org/people/misty-copeland>). The students were beaming with pride recalling facts they learned the previous day about the ballets’ musical qualities, the theatrics, even the aerodynamics of her costume and shoes. I listened in on quality discussions as they separated into groups to read her autobiography. I was amazed, excited, and proud of them. I asked their teacher Chris Pombonyo, a veteran Seminole County Teacher of the Year, what he loved most about working at an arts magnet school? He told me he sees his students become real investigators and independent problem solvers. The arts integration allows a child’s natural curiosity instinct to take over and it helps them thrive academically. He also touched on the fact that because he grew up with a musical theatre/dance background, it permits him to be able to create, express, and share with his student’s similar experiences that he knows helped him grow as a student and a person. Midway Elementary School is an arts magnet school that believes that everyone who walks in the door is an artist and the teachers are encouraged to view themselves as so. All in all, the curriculum empowers students to be creative independent thinkers and builds their confidence for experiences to come. The Artful Learning Method has become the driving force behind my observations in these two educational settings and my research to create an

integrated arts unit. The Artful Learning Method (Bernstein, 1994) and its steps has served as the foundation for my thesis project and the integrated arts unit plan for fifth graders.

Chapter Four: Potential Barriers for Implementation

Time, money, and energy are often the roadblocks to anything worth pursuing. This holds true in the field of education. Integrating the arts into curriculum can create challenges for teachers. Teachers have countless daily responsibilities, integrating the arts may not always be high up on the list of priorities. Some drawbacks include the amount of time it takes to prepare a rigorous lesson that truly integrates the arts while also aligning standards. This can take up a lot of time outside of the, especially if your school is not already encouraging arts integration. “My school was lucky in that our principal understood the value of integrating arts with content [...] we can only imagine the way time and energy spent on the project would take its toll if we hadn't had help” (Gottschalk, 2019). Having a team that successfully plans together is a huge plus for educators in any school setting. If everyone is on board to put in a little extra work, it can lighten the load and end up being a rewarding experience for teachers and students alike. Money is also a potential con when trying to incorporate the arts. Supplies cost money and often times teachers end up paying out of pocket for them. One way to combat this is to apply for a grant, this may be time consuming but will pay off in the long run. Many major businesses offer up money for arts in education including Crayola, Lowe's, Gibson Guitar Company, Wells Fargo, etc. (“Funding and Grants for Arts Education Programs”). Another drawback includes teachers feeling like they do not have enough experience in the arts themselves to successfully integrate it. This is the time

for teachers to reach out and collaborate with other teachers and professionals in their community (Gottschalk 2019). If we are not learning from one another than how can we expect students to learn from us?

Summary

As the educational environment moves forward in integrating the arts in the classroom several topics should be recognized. Art is a fundamental human expression that empowers students. By blending the arts into the classroom teachers can accommodate students different learning styles and provide authentic learning experiences. By integrating visual arts, music, dance, and theatre into the educational environment educators experience a renewed excitement into teaching. Although there may be some potential bumps in the road that hold educators back from integrating the arts, it is worth the extra time and effort to investigate what your student's can gain from it and then incorporate how you see fit. Leonard Bernstein's Artful Learning Method is a simple way to ease into arts integration.

During my internship experience at Wicklow Elementary in Sanford Florida, I was able to utilize this method partially. I executed the first two days of the writing unit I created with the fifth-grade class I was placed in. Unfortunately because of the untimely COVID-19 outbreak I was unable to finish teaching the unit. Therefore I could not collect post assessment data to measure growth of the students. Although, I can report that the students were engaged in the lessons and through daily formative assessments and my observations with them, I can say that the lesson objectives were being met by most, if not all of the class. The students were really excited to learn about Leonard Bernstein and try something different. Apart of the unit correlated with the fact that about half of the students in the class were participating in the school musical,

Cinderella. We had wonderful quality conversations about art and how it can help us learn. It is my hope that those students will encounter teachers in the future that value arts integration as I do. Those students shared my excitement for a short time, and it was a harmonious moment that validated my hard work on this thesis. I will hold those memories with me and use them to fuel my passion for arts infused education for years to come.

Appendix A

Five Day Opinion Writing Unit for Fifth Grade

Day 1

Estimated time:45 minutes

- **Opinion Writing Unit**
 - 5 days
- **5th Grade English Language Arts**
- **Unit Goal**
 - Students will produce clear and coherent writing in which the development and organization are appropriate to the task, (what you are asked to write) purpose, (what the audience needs to know) and audience (who your audience is) while upholding grade-level expectations. Students will be able to create an original art piece of their choice (dance, visual arts, theatre, or music) based on the opinion essay they created using the Point Evidence Elaboration (PEEL) writing process. Students will follow Leonard Bernstein’s Artful Learning method (experience, inquire, create, reflect) to deepen understanding of writing skills and show mastery of skills in an artful way.
- **Lesson Objectives**
 - The students will be introduced to the topic of artful learning. They will understand the progression of steps they will take to master opinion writing.

- The students will understand and be able to discuss the vocabulary for the days lesson (opinion, stance, hook, universal statement, introduction, controlling idea).
 - The students will be able to proficiently show understanding of the artful learning method through discussion, and brainstorm ideas for their own masterwork.
- **Florida Standards**
 - LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
 - LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - TH.5.C.11 Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
 - LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **Assessments**
 - Pre and Post- Opinion writing essay.
 - Daily Assessment for day 1-the students will take a kahoot quiz to activate prior knowledge, engage students and clarify understanding of vocabulary.
 - **ESOL 6- Continually monitor students' comprehension.**
 - <https://play.kahoot.it/v2/?quizId=7cecb5ef-459f-4163-8b65-89b4770cc62c>
- **Motivating Activity/ Anticipatory Set/ Access to Prior Knowledge**
 - The motivating activity is the Kahoot lesson attached above. After the Kahoot has been played the teacher candidate will introduce the students to the unit by

explaining that they will be focusing on opinion writing in preparation for FSA
The teacher candidate will then facilitate a whole group discussion about the answers.

- Questions the teacher candidate may ask to prompt student thinking include: How are readers influenced by opinion writing? How does it benefit others? How does it benefit you as a student and future adult member of society? Where could we use opinions in the real world? Students will be encouraged to turn and talk to their group mates.
 - **UDL 8.3 Foster collaboration and community.**
 - **UDL 8.4 Increase mastery-oriented feedback.**

- **Procedures**

- The teacher candidate will call students to attention utilizing TPR (total physical response) signal “hands up if you hear me (pause) hands down if you're ready to learn.”
 - **UDL 4.1 Vary the methods for response and navigation.**
- Make sure all students have their laptops out and ready. Start the day's lesson by collecting and activating students' prior knowledge via a Kahoot game.
 - **UDL 4.2 Optimize access to tools and assistive technology.**
- Introduce/confirm to the students the topic at hand - opinion writing, explain to them that they will be exploring this topic by way of Leonard Bernstein's Artful Learning Method. Let them know the goal during the next 5 days is to master

opinion writing in preparation for FSA. Have the students watch a quick YouTube video on the artful learning method.

- **UDL 6.1 Guide appropriate goal-setting**
- **UDL 9.1 Promote expectations and beliefs that optimize motivation**
- <https://www.youtube.com/watch?v=66EjflZdHPc>
- Encourage them to take notes in their writing notebook. When the video has concluded explain to them that by the end of the 5 days that they will not only be completing an artful example of an opinion essay but they will also be exhibiting their opinion via a piece of art (visual, dance related, theatrical, musical) that they will present to the class.
- Elaborate on Bernstein's methods (1.Experience 2.Inquire 3.Create 4.Reflect).
Write the four words on chart paper in different colors in a large 4 anchor chart for each group of students at their tables. Have discussion with the students as you fill in the parts. Ask the students what the words mean to them. How can we use these words to fuel our research towards becoming better writers and creative thinkers? Does writing scare you? Does writing excite you because you can be creative? Complete the anchor chart by having students demonstrate understanding through illustrating their answers.
- It works in four simple steps and best of all it can be incorporated into an already existing curriculum. The steps are:
 - 1. Experience- students immerse themselves in the concept in a visual, auditory, and kinesthetic way (masterwork experience).

- 2. Inquire- students begin investigating based on their own questions generated by their experience.
- 3. Create- students create original artful work that demonstrates their understanding of the subject at hand.
- 4. Reflect- students reflect on the artful process and pose deeper questions about the unit of study and how it developed in order to increase their understanding.
 - **ESOL 1- questioning for clarification.**
- Transition into the lesson about writing an introduction. Reassure the students that writing may seem like a daunting task but they will learn the step by step process that will make it a breeze for them.
- Hand out the song script that they will use daily to help them remember the steps to writing. Display the song lyrics on the Smart Board. Pick different students to recite each stanza. Sing the song in unison all together.

Opinion Essay Song

When you're feeling stumped on FSA trying to write your opinion essay
Have no worries just think of this song before you know it you'll be writing along!

First comes your introduction, this paragraph serves a special function
It must include a universal statement, get your reader hooked with engagement.

Next you'll want to add in some voice
“Imagine a world without Illinois”

After you'll need a summary sentence
Make sure you state “the passage is about” then refer to your reference.

Lastly State you're controlling idea
Let them know which side you feel

Next you'll start to write your PEEL
no need to stress you know the deal

POINT
EVIDENCE
ELABORATION

All together it's the perfect writing equation

Last things last we write our conclusion
We won't leave our reader feeling disillusioned

We restate our controlling idea
then wrap things up with a final thought,
don't even think twice just shoot your shot!

- Discuss what the song lyrics mean for the first half (introductions). Have the students think-pair-share, then discuss whole group.

- **ESOL 2- promote cooperation, small groups.**
- Identify and discuss whole group that a strong introduction includes:
(Have students write this in their writing notebooks)
 1. A universal statement. Usually something that most people can agree upon, “everyone likes candy!”
 2. Then some voice, “imagine a world with or without candy...”
 3. A summary sentence, “these sources/ articles are about.”
 4. A controlling idea, “I believe child businesses are beneficial.”
- **ESOL 16- integrate speaking, listening, reading, and writing.**

Closure

- After the lesson on strong introductions, students will be shown examples (shown below) of weak and strong introductions on the smart board. They will give a 1-4 TPR (total physical response) hand signal rating to show understanding of concepts taught. A rating of 4 fingers for strong examples and 1 for weak examples. After we have concluded our closure activity the students will be told about the next day’s lesson and how they will be focusing more on Leonard Bernstein's methods. The students will be informed that their opinion piece will be focused around the school musical.

Not every body¹ can agree on
mountain biking being fun. This article states that
mountain biking can be a good thing or a bad thing. ^{-VOICE}
Without giving it a second thought think about this,
mountain biking should not be allowed in the wilderness
areas.

Sometimes people mountain bike.
Mountain biking is good and bad.
-there's pros and cons. I like
mountain biking. I am going to
tell you about it.

- **Materials**

- Smart board
- Paper and pencils
- Whiteboard and dry erase markers of various colors
- Access to the internet and YouTube
- Song script
- Rubrics
- Examples of writing for students to analyze (pictured above)

Day 2

Estimated Time: 45 minutes

- **Opinion Writing Unit**

- 5-day unit

- **5th Grade English Language Arts**

- **Unit Goal**

- Students will produce clear and coherent writing in which the development and organization are appropriate to the task, (what you are asked to write) purpose, (what the audience needs to know) and audience (who your audience is) while upholding grade-level expectations. Students will be able to create an original art piece of their choice (dance, visual arts, theatre, or music) based on the opinion essay they created using the Point Evidence Elaboration (PEEL) writing process. Students will follow Leonard Bernstein’s Artful Learning method (experience, inquire, create, reflect) to deepen understanding of writing skills and show mastery of skills in an artful way.
- **Lesson objectives**
 - The students will explore and gain understanding of the opinion PEEL writing process by rainbow highlighting examples in pairs. They will also be able to independently write the first peel paragraph for their own opinion essay. The students will identify the stance they want to take in relation to their opinion piece and will decide on an art method they are going to use to demonstrate understanding of opinion writing.
- **Florida Standards**
 - LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - TH.5.C.11 Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.

- LAFS.K12.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **Connected Standards from the National Council of Teachers of English (NCTE)**
 - NCTE #5 Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- **Assessments**
 - Pre - Post Assessment- Opinion Writing piece
 - Daily- Students will be paired in 2's then asked to write on a sticky note the 4 steps the Leonard Bernstein's Artful Learning method. They will then be collected up and discussed whole group.
 - **UDL 6.4 Enhance capacity for monitoring progress.**
 - Students will write an exit slip on a sticky note at the end of the lesson that will show: The side they are picking for their opinion essay. And one piece of evidence they are using from the text that made them choose that side using the format “the author states.”
- **Motivating Activity/ Anticipatory Set/ Access to Prior Knowledge**
 - Students will be shown a small clip from a movie called school of rock [The School of Rock \(9/10\) Movie CLIP - Learning in Song \(2003\) HD](#)

- The students will then be asked if they think music is a way that helps them learn. They will turn and talk to their partner. The teacher candidate will circulate and monitor discussion. The teacher candidate will then prompt the students to come up with other artful ways of learning. The students will raise their hands and share their ideas. After the discussion the teacher candidate will transition into the writing song.

- **Procedures**

- The teacher candidate will call students to attention utilizing TPR signal “hands up if you hear me (pause) hands down if you're ready to learn.”
 - **UDL 4.1 Vary the methods for response and navigation.**
- The students and teacher will then stand up and sing the opinion writing song all together loud and proud.
 - **ESOL Reinforce the key ideas you present again and again.**
- The teacher candidate will then make the connection between the motivating activity to what they are doing; connecting with the arts to learn something new.
- The students will be given the article they will be focusing their writing around. The students will be paired up and will read every other paragraph to one another.

They will then be asked to cub the prompt. Cub means to underline the controlling idea and circle what the prompt is asking you to do. We will share whole group to confirm answers.

Writing Prompt
The School Musical
By: Mary Dehner

Source 1:

There are many benefits to participating in a school musical. First off you get to spend time with your friends after school. Normally you would just get on the bus and go home. When you do the musical you get to go have a snack and talk with your friends for a bit before you have to practice. You also get to show off any talents you may have. Sally says, “ I love the school musical because I get to sing in front of my parents and friends and they all get to hear how great I am, which they would have never known if i hadn't tried out.”

You don't even have to perform if you don't want to, you can make costumes or help make the set. Some students choose to do makeup or help run lighting and sound. There is something for everyone to do whether you are shy or outgoing!

The best part is at the end you get to see it all come together and you feel like you really accomplished something!

Source 2:

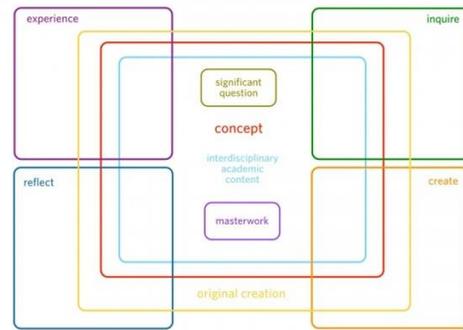
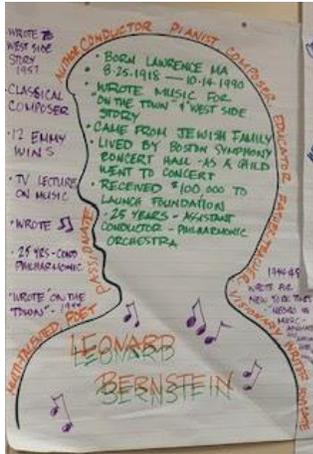
School musicals are a waste of time! Why do a school musical when I can go home after school and ride my bike or play video games? Also when would I have time to do my homework if I'm staying late after school every day? I barely have time to finish it without doing the school musical. Plus the rehearsal hall is so loud. Kids are chattering on stop and getting yelled at for being disruptive to each other. No one wants to deal with that. Another thing I wouldn't do is the audition. Standing in that line, having to prepare a song to sing, it's all so nerve racking.

What would happen if I got into the musical? I would have to wear an itchy, smelly costume on stage in front of everyone. What if I couldn't remember my lines? I would feel so embarrassed. I couldn't have my parents waste their money on a ticket only for me to mess up the whole thing. I just don't see any use in participating. It is much too stressful and doesn't seem at all fun. I think my time could be better well spent on other things, like sports that are outside.

- The students will then review whole group (this was taught in 4th grade briefly) what PEEL means. They will take notes in a T chart in their writing notebooks. P stands for Point. E stands for Evidence. And EL stands for elaboration. On white boards in pairs of two the students will write what the definition of point is to them as a writer and then hold it up and discuss. They will repeat for the rest.
 - **UDL 5.2 Use multiple tools for construction and composition.**
- The students will highlight the points evidence and elaboration they will use for their opinion essay.

- The students will then transition into focusing on the arts portion of the unit. They will be shown a diagram of the artful learning method steps. They will take notes in their writing notebook as the teacher explains and discusses how they will utilize it in their art project correlating with their writing piece.

- **UDL 2.5 Illustrate through multiple media.**



- **Closure**

- The students will be given directions to begin writing their introduction paragraph and peel paragraph at home for homework. Then as a class we will discuss our art project and possible ideas to use. To close the lesson the students will write on a sticky note exit ticket the side they are picking for their opinion essay and one piece of evidence they are using from the text that made them choose that side using the format “the author states.”

- **Materials**

- Writing notebooks and pencils
- Access to YouTube
- Projector or smart boards

- White boards and dry erase markers and erasers
- Sticky notes

Day 3

Estimated Time: 45 Minutes

- **Opinion Writing Unit**

- 5 days

- **5th Grade English Language Arts**

- **Unit Goal**

- Students will produce clear and coherent writing in which the development and organization are appropriate to the task, (what you are asked to write) purpose, (what the audience needs to know) and audience (who your audience is) while upholding grade-level expectations. Students will be able to create an original art piece of their choice (dance, visual arts, theatre, or music) based on the opinion essay they created using the Point Evidence Elaboration (PEEL) writing process. Students will follow Leonard Bernstein’s Artful Learning method (experience, inquire, create, reflect) to deepen understanding of writing skills and show mastery of skills in an artful way.

- **Lesson Objectives**

- The students will focus on the mechanics of an opinion writing piece.

- The students will be able to proficiently show understanding of the artful learning method through discussion and completion of their models that they choose to complete.
- **Florida Standards**
 - LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - TH.5.C.11 Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
 - DA.5.C.1.3 Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement .
 - MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
 - LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **Assessment**
 - Pre-Post assessment- Opinion Writing Essay
 - Daily- Students will be assessed on the mechanics of an opinion essay via a Kahoot quiz.
 - Students will be assessed based off of their rainbow highlighted homework assessment.
- **Motivating Activity/ Anticipatory Set/ Access to Prior Knowledge**

- The students will watch a video about pantomime, a type of theatre style. This will serve as an example for an option they can use for their art piece. [Pantomime 'Amber Alert' Best in Show 2018 Thespians \(District 11\)](#) I was in attendance of this Fl Jr State Thespians event with students that I coached and remember this pantomime well.
- **Procedures**
 - The teacher candidate will call students to attention utilizing TPR signal “hands up if you hear me (pause) hands down if you're ready to learn.”
 - We will all sing the writing song loud and proud to kick off the lesson.
 - **ESOL Reinforce the key ideas you present again and again.**
 - The students will get out the writing rubrics they were given on day one. We will specifically focus on reading to one another and discussing in pairs the whole group the CC section of the rubric. We will then have a look at their Readers Writers Notebook (daily workbook) to make connections on past lessons that are relevant to the types of typical mistakes in conventions that students often make on FSA writes.
 - Students will then transition into rainbow highlighting their partners homework. We will discuss strong points and elaborations and reinforce what is needed in a strong introduction.
 - Students will then transition into starting their choice of integrated art pieces. They will let the teacher candidate know if they want to work independently or in groups of two. The students will be allowed to consult with the music and art teacher during specials for advice and extra support. The students who chose to do

a visual art piece will be provided paper, colored pencils, crayons, watercolor paint, glue, trinkets, modeling clay etc.

- While the students are working on their art pieces using the artful learning method framework box notes from the previous day. While the students are working the teacher candidate will call for writing partners conferences focused on how they did on their rainbow highlighting and give them tips on how they can improve and help one another (p7).

- **UDL 8.4 increase mastery-oriented feedback.**

- The teacher will then circulate the classroom and chat with students about how they are utilizing Bernstein's methods of master work to bring their visions to life. Correct and guide when needed.

- **Closure**

- The students will write an exit ticket on a sticky note explaining one way they can improve their writing and artistic skills and how.

- **Materials**

- Student laptops
- Access to smart board and YouTube
- Readers Writers Notebook (workbook students have)
- Paper, colored pencils, crayons, watercolor paint, glue, trinkets, modeling clay
- Sticky Notes

Day 4

Estimated Time: 35 Minutes

- **Opinion Writing Unit**

- 5 days
- **5th Grade English Language Arts**
- **Unit Goal**
 - Students will produce clear and coherent writing in which the development and organization are appropriate to the task, (what you are asked to write) purpose, (what the audience needs to know) and audience (who your audience is) while upholding grade-level expectations. Students will be able to create an original art piece of their choice (dance, visual arts, theatre, or music) based on the opinion essay they created using the Point Evidence Elaboration (PEEL) writing process. Students will follow Leonard Bernstein’s Artful Learning method (experience, inquire, create, reflect) to deepen understanding of writing skills and show mastery of skills in an artful way.
- **Lesson Objectives**
 - The students will understand the qualities of a strong conclusion include having a final thought, and restating the controlling idea using different words or language.
 - The students will be able to proficiently show understanding of the artful learning method through discussion and progression of art pieces.
- **Florida Standards**
 - LAFS5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 - TH.5.C.11 Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.

- DA.5.C.1.3 Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement .
- MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
- **Assessment**
 - Pre- Post Assessment- Opinion Writing Essay
 - Daily- students will give a 1-4 TPR hand signal to demonstrate their personal rating of how confident they feel about their writing and art so far.
 - The teacher candidate will circulate around the classroom and conference with each student about their work to date.
- **Motivating Activity/ Anticipatory Set/ Access to Prior Knowledge**
 - Students will watch a clip from the movie avengers end game [Avengers Infinity War Moment After Thanos Snapped His Finger & Post Credit Scene HD!!!](#)
 - The teacher candidate will then ask the students how did the ending of the movie make you feel? Possible answers may include: confused, empty, left me wanting more, no resolution, having questions. Then the class will discuss how conclusions in writing should not make you feel this way. A conclusion should leave the reader feeling like all their questions on the topic at hand have been answered.
 - **UDL 9.1 Develop self-assessment and reflection.**
- **Procedures**
 - The teacher candidate will call students to attention utilizing TPR signal “hands up if you hear me (pause) hands down if you're ready to learn.”

- We will all sing the writing song loud and proud to kick off the lesson.
 - **ESOL Reinforce the key ideas you present again and again.**
- The teacher candidate will explain to the students what is included in a strong conclusion. A final thought and a restated controlling idea using different words or language.
- The students will then pair up in their usual teams and write on a white board their original controlling idea from their introduction paragraph and below it they will write in a different color their restated controlling idea. They will compare and discuss as the teacher candidate circulates around the room. The students will have time to ask questions and review the different parts of their opinion essay with their partner.
 - **ESOL Integrate speaking, listening, reading and writing activities.**
- The rest of the allotted time will go towards the students creating and practicing for the presentation of their art pieces.
- **Closure**
 - The students will write on their white boards the thing they liked most about the unit and or how it helped them, they will share them with the whole group.
 - Students will also write on a sticky note how their art piece they are working on correlates with their opinion essay.
- **Materials**
 - Writing notebooks and pencils
 - Access to youtube
 - Projector or smart boards

- White boards and dry erase markers and erasers.
- Sticky notes

Day 5

Estimated time: 45 Minutes

- **Opinion Writing Unit**

- 5 days

- **5th Grade English Language Arts**

- **Unit Goal**

- Students will produce clear and coherent writing in which the development and organization are appropriate to the task, (what you are asked to write) purpose, (what the audience needs to know) and audience (who your audience is) while upholding grade-level expectations. Students will be able to create an original art of their choice (dance, visual arts, theatre, or music) based on the opinion essay they created using the Point Evidence Elaboration (PEEL) writing process. Students will follow Leonard Bernstein’s Artful Learning method (experience, inquire, create, reflect) to deepen understanding of writing skills and show mastery of skills in an artful way.

- **Objectives**

1. Students will be able to independently create a meaningful and original art piece of their choice (dance, visual arts, theatre, and music) in order to demonstrate an understanding of that genre.

2. Students will be able to use their art pieces to provide evidence to support their claim within their opinion essay.
3. The students will create an art piece that conveys meanings and opinion based on their written essay.

- **Florida standards**

- LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- VA.5.O.3.1 Create meaningful and unique works of art to effectively communicate and document a personal voice.
- TH.5.C.11 Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings.
- DA.5.C.1.3 Demonstrate the use of time, space, effort, and energy to express feelings and ideas through movement .
- MU.5.F.1.1 Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
- VA.5.O.3.1 Create meaningful and unique works of art to effectively communicate and document a personal voice.

- **Assessment / Procedures**

- Post Assessment- For the final day of the unit the students will present their art pieces and will be graded using the performance-based rubric attached below. They will read their opinion essay to the class as well, which will later be graded using the FSA style rubric. Rubrics are attached below.

Level of creativity, student involvement, and commitment to the art piece.	1	2	3	4	5
The art piece directly reflects the opinion stated in the students writing.	1	2	3	4	5
The students properly introduced themselves to the audience, faced forward when they presented, and gave adequate explanation of their art piece and explained why they chose that mode of art.	1	2	3	4	5
The student was able to answer questions about their art piece with confidence.	1	2	3	4	5
The students followed Leonard Bernstein Artful Learning Method steps 1-4	1	2	3	4	5

Points	Purpose, Focus, and Organization (up to 4 points)	Evidence and Elaboration (up to 4 points)	Conventions of English (up to 2 points)
4	<p>The essay is consistently focused within the purpose, audience, and task(opinion writing). The essay contains a clearly stated controlling idea and an effective organizational structure creating coherence and completeness. The purpose includes most of the following:</p> <ul style="list-style-type: none"> • Strongly maintained controlling idea with little or no loosely related material bullet point. • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas. • Logical progression of ideas from beginning to end including a satisfying introduction and conclusion. • Stated opinion and defend only 1 opinion consistently througho 	<p>The essay provides convincing support/evidence for the controlling idea or main idea that includes the effective use of sources facts and details the response includes most of the following:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources. • The views of a variety of elaborative techniques including but not limited to definitions quotations and examples demonstrating an understanding of the topic and text. • Clear and effective expression of ideas using precise language academic and domain-specific vocabulary clearly appropriate for the audience and purpose. • varied sentence structure demonstrating language facility. 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task and it has a controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p>	<p>The response provides adequate support evidence for the controlling idea or main idea that includes the use of sources facts and details the response includes most of the following:</p>	

	<ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material, may be present. Adequate Use of transitional strategies with some variety to clarify the relationships between and among ideas. Adequate progression of ideas from beginning to end, including a sufficient introduction and conclusion. 	<ul style="list-style-type: none"> Generally integrated evidence from sources references may be imprecise or inconsistent. Adequate use of some elaborative techniques. Domain-specific vocabulary, generally appropriate for the audience and purpose. Some variation and sentence structure. 	
2	<p>The response is somewhat sustained within the purpose audience and tasks but may include Loosely related or extraneous material and it may have a controlling idea with an inconsistent organizational structure the response may include the following:</p> <ul style="list-style-type: none"> Partially focused controlling idea but insufficiently sustained or unclear. Use of transitional strategies with little variety. Uneven progression of ideas from beginning to end and may include an inadequate introduction or conclusion. 	<p>The response provides uneven, cursory support Idea or main idea that includes ineffective use of sources facts and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Good evidence from sources and erratic or irrelevant references. Repetitive or ineffective use of elaborative techniques. Imprecise or simplistic expression of ideas. Appropriate or an effect of domain-specific vocabulary. Sentences possibly limited to simple constructions. 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors. Adequate use of punctuation capitalization sentence formation and spelling.
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task. It may have little or no discernible controlling idea or organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Frequent extraneous ideas impeding understanding. Few or no transitional strategies. Too brief to demonstrate knowledge of focus or organization. 	<p>The response provides minimal support or evidence for the controlling idea or main idea, including little if any news of sources facts and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Minimal absent erroneous or irrelevant evidence from the source. Expression of ideas that are vague, lack clarity or are confusing. Unlimited or inappropriate domain specific vocab. Sentences limited to simple constructions. 	<p>The response demonstrates a partial command of basic conventions, the response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage and consistent use of Correct punctuation capitalization sentence formation and spelling.

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