The Kennedy Center
ARTSEDGE

artsedge.kennedy-center.org

ARTSEDGE Mission Statement:

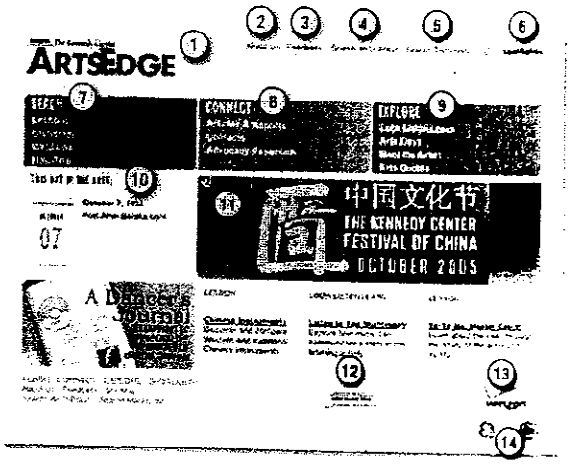
Through the creative use of technology, ARTSEDGE designs and delivers lessons, interactives and multimedia arts experiences that enhance the K-12 educational environment. Offering arts-integrated, standards-based teaching materials, immersive, media-rich interactives for use in and out of the classroom, professional development resources, and guidelines for arts-based instruction and assessment, ARTSEDGE hopes to engage, educate and inspire our nation's teachers and young people in, through and about the arts.

Using ARTSEDGE

From the Thinkfinity homepage, click on the Partner site logo, or type **www.artsedge.kennedy-center.org** into the address line of your Web browser, and click Enter or press Return.

The ARTSEDGE homepage appears.

The following numbered list corresponds to the screenshot on the right showing the features of the homepage.



1. Visit **ARTSEDGE** for arts integration resources within all subject areas and grade levels.
2. Read **About Us** to learn about ARTSEDGE's history and mission. Find out how you can submit lessons.
3. Contact us to offer **Feedback** that will help improve the site.
4. **Search ARTSEDGE** resources by content type and arts subject.
5. Use **Search Thinkfinity** to search ARTSEDGE and all Thinkfinity Partner sites.
6. Explore the **Spotlights** archive to find collections highlighting ARTSEDGE resources devoted to a particular theme.
7. Explore the **Teach** section for arts-integrated lesson plans, the National Standards for Art Education, reviewed WebLinks and How-To's that help bring the arts into the classroom.
8. The **Connect** section gives users access to ideas, tools and people that support the role of the arts in education.
9. The **Explore** section is a collection of multimedia interactive, media-rich activities to help teachers and students discover the world of the arts, in both integrated and "arts for arts sake" approaches.
10. **Arts Days** provides a daily calendar of notable people and events in the arts.
11. The **Featured Spotlight** brings increased visibility to a selected collection and gives easy access to the resources it contains.
12. Access the **Kennedy Center** homepage.
13. Access the **Verizon Foundation** site.
14. ARTSEDGE is also supported by the **GE Fund** and the **US Department of Education.**

About the Kennedy Center's Education Department

As America's national center for the performing arts, The John F. Kennedy Center for the Performing Arts is committed to arts education. Through programs for the local community and across the nation, the Kennedy Center's Education Department directly serves more than 11 million people.

Much of the work of the Kennedy Center's Education Department is based on the principle that the arts[1] are essential disciplines that must be included in the core curriculum.[2] When the arts are included, they have the ability to transform the learning environment and positively impact student learning.

1. The term "arts" includes music, visual arts, dance / creative movement, drama / theater, poetry, creative writing, puppetry, storytelling, media arts and folk arts.
2. The US Department of Education has recognized the arts as "core subject areas" in the 2002 reauthorization of the Elementary and Secondary Education Act (ESEA).

ArtsEdge – Overview

Content Area(s) Drama, Dance, Theater, Music
Sponsors: John F. Kennedy Center for the Arts
Goal: ArtsEdge supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience.

Major Resources

- **Lessons** – 418 searchable lessons. Newest lessons are highlighted. Lessons page shows icons that annotate lessons in helpful ways.
- **WebLinks** –206 resources, identified as one or more of the following: instructional, multimedia and research
- **Standards** – national standards in each of the 4 subject areas of ArtsEdge, with lessons illustrating each standard
- **How-Tos** – 30 sites in which artists describe how they teach, coach and assess young artists.

Additional Resources

- **Contacts** – websites, including contact information for 63 arts organizations; almost all are national
- **Articles and Reports** – written by experts in all fields of the arts
- **Advocacy Essentials** – 36 links, much the same as articles and reports
- **Look-Listen-Learn** – 34 sites selected as Sights and Sounds, guided activities and quizzes, and self-guided journeys through the world of the arts
- **ArtsDays** – a fact connected to one of the arts for each day in the current week
- **Meet the Artist** – 13 sites containing interviews with current artists
- **ArtsQuotes** – 276 searchable by subject quotes from artists in all fields of the arts

Search For	By	From
Lessons	• Grade Band • Arts Subject • Other subjects • Keywords	Lesson page
	• Standard	Standards page
WebLinks	• Arts Subject • Resource types – including instructional, multimedia and research	WebLinks page
How-Tos	• Arts subjects • Keywords	Student Materials Page

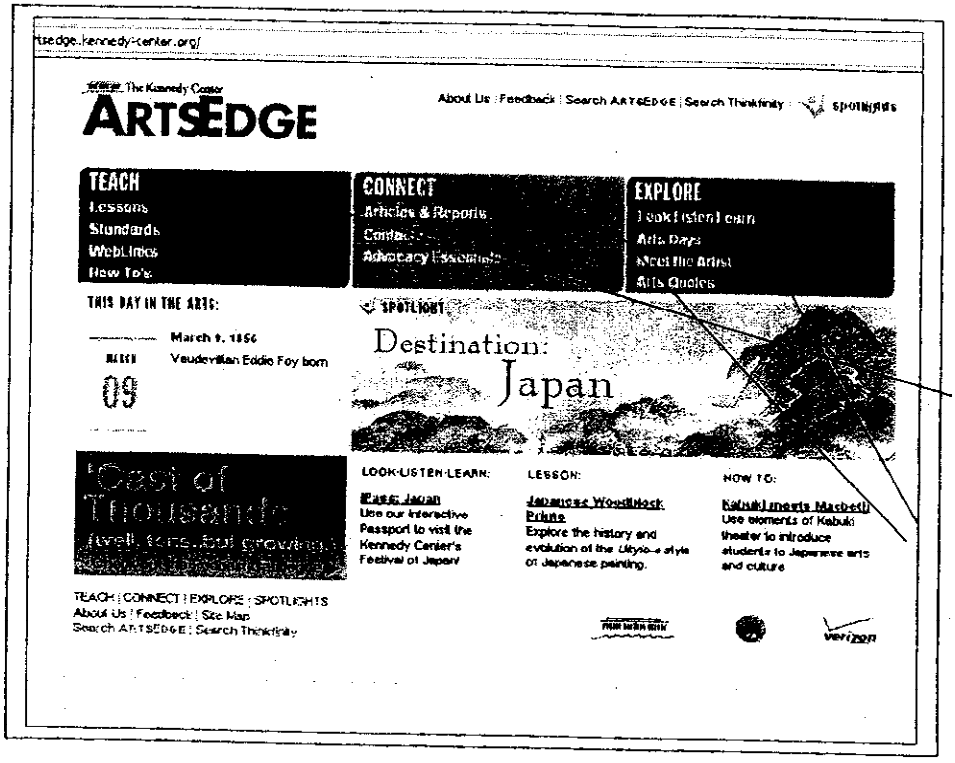
Site Strengths

- Site integrates all content areas and uses the arts to enrich literature, social studies, science, foreign language, physical education and more
- Richness of lessons using a variety of media and resources.

Technology Integration

Most of the lessons

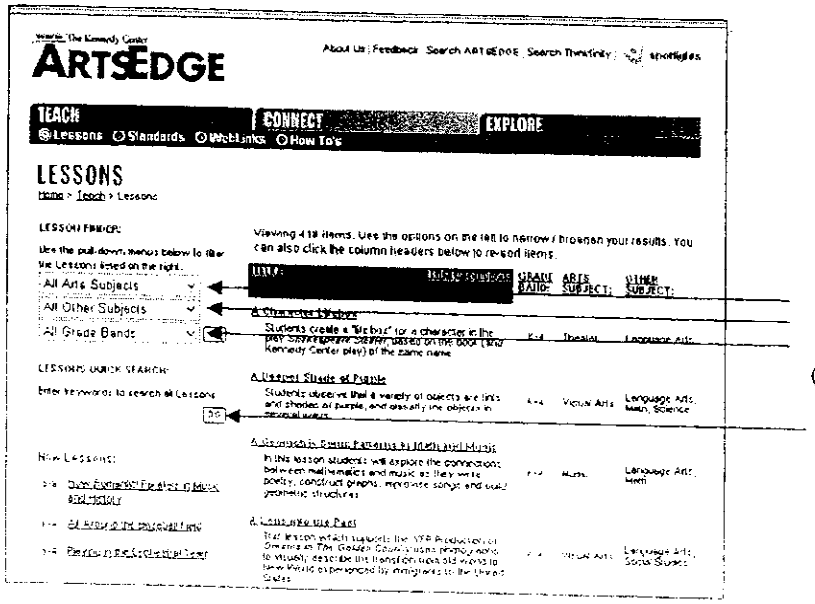
The ArtsEdge Home Page



Searching for Lessons

You can search for lessons by:

- Lesson Finder – on Lessons page – a good way to search
- Choosing a Standard – on Standards page. ArtsEdge will show you all the lessons that meet that national standard.



Lesson Page Search

- By Arts Subjects
- By Other Subjects
- By Grade Bands
- By Keywords
- Newest lessons are highlighted
- Icon Dictionary adds to understanding of lesson resources

Each lesson listed contains the following information

- Lesson name
- Description of lesson
- Grade Level
- Arts content area(s)
- Other content area(s)
- Icons that give further information (sometimes)

When you click on a lesson, the page for the lesson will contain:

- A wide panel on the right, containing the parts of the lesson

Lesson Overview	Short description
Lesson Length	
Notes	Usually the best grade for the lesson
Instructional Objectives	
Supplies	
Instructional Plan	(may differ from lesson to lesson)
Independent Practice	Additional activities for students
Assessment	Usually a rubric
Extensions	Nice additional suggestions that can reinforce and extend student gains
Sources	Authors of lesson, print or web sources that authors used.

- A panel on the left called **The Lesson at a Glance**, displaying
  - Grade Band
  - Integrated Subjects
  - Materials
  - Related Lessons
  - Related WebLinks (excellent resources, and an opportunity to integrate technology more fully into the lesson)
  - Targeted Standards
  - Other National Standards

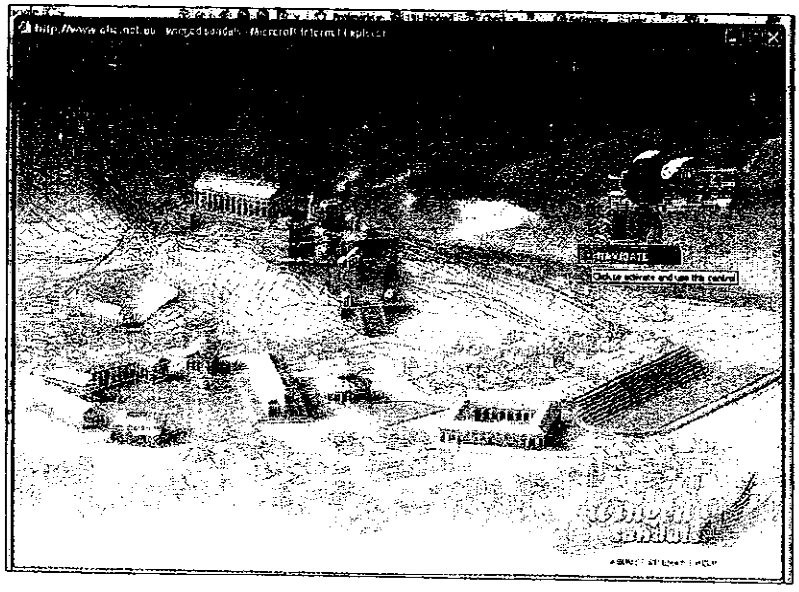
Sample Lessons		
Title / Grade	**Search – Lesson Page**	**Comments**
Children of War Grade: 5-8	Theater Language Arts 5-8	Actually, a better match with a Social Studies unit than with Language Arts. Uses excellent weblinks from PBS and DiscoverySchool.com
Crafts, from Gallery to Classroom 9-12	Visual Arts Math 9-12	This unit contains four lessons: that introducing students to various visual art techniques: • landscape painting, • chair design, • paintings of forests and treescapes • pottery. Each lesson in this unit can be taught separately. • Many excellent weblinks in each lesson
Weather and Wind K-4	Dance Science K-4	Students will write a report on a topic related to wind and weather patterns, and will create a dance to demonstrate their understanding of weather patterns. • Uses weblinks from both Dance and Science areas
Grand Canyon: Stories Told and Untold	Music Social Studies 5-8	Covers art and music related to Grand Canyon as well as Native American Lore. Geology, wildlife and Environmental Issues

Searching for Weblinks

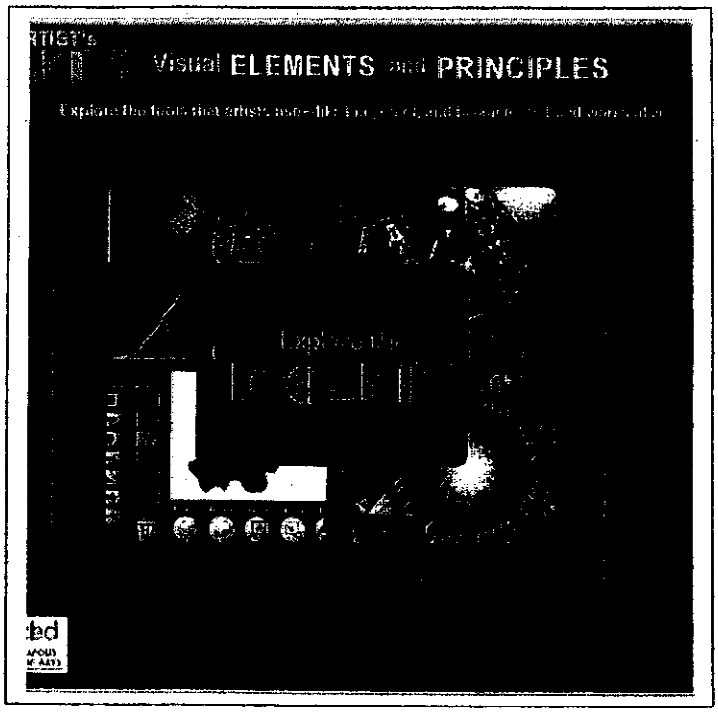
- Search for Weblinks at the Weblinks page.
- Search by Resource Type
  - Instructional
  - Multimedia
  - Research
- Weblinks Quick Search uses Keywords
- Instructional resources are the best place to find interactive activities

Weblinks that include Interactive Activities

In ArtsEdge, **interactive activities** are found as part of **Weblinks** much more frequently than as part of lessons.



Winged Sandals, a site that helps students explore the history, art, architecture, culture and gods of ancient Greece.



Artist's Toolkit - This site demonstrates how visual elements such as line, color and shape are used to build works of art. The site includes animated demonstrations, examples of the elements in works of art, and interactive tools for creating your own composition.

ARTSEDGE

Three Basic Approaches To Arts Integration

artsedge.kennedy-center.org

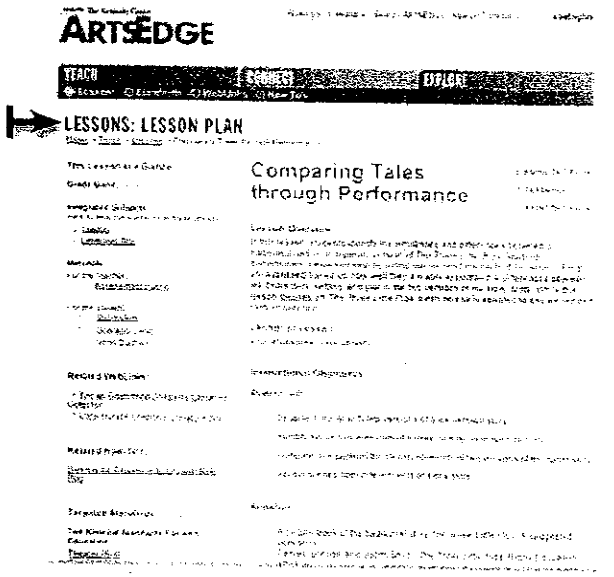
Generally, arts-integrated instruction has three basic approaches: 1) teaching *subject area content* through the arts, 2) *teaching skills* through the arts, and / or 3) teaching about *the arts and other subject areas* through an interdisciplinary approach. The following scenarios provide examples of each of these approaches.

Teaching Scenario 1: Teaching Subject Area Content Through the Arts

Setting the Stage

By focusing on natural connections between subject areas and the arts, students have opportunities to demonstrate their knowledge and understanding through creative work. In other words, the arts can serve as a way for students to express their understanding of content from another subject area. Mrs. Redd is a lower elementary teacher who would like her students to recognize different literary elements in a story. She would also like to address several higher-order thinking skills in a non-traditional way with a performance-based assessment.

(1) To start, Mrs. Redd goes to the ARTSEDGE search engine and clicks on the **"Try our Advanced Lesson Search"** link at the bottom of the page. She searches for lessons in the database that incorporate theater, language arts and K-4 by clicking the boxes in each category; the search returns more than 25 lessons that meet this criteria. After reading through them she discovers the lesson **Comparing Tales Through Performance**. She is thrilled as all her students are familiar with fairy tales and *The Three Little Pigs*. An added bonus is the accompanying modern version of this fairy tale *The Three Little Wolves and The Big Bad Pig* that is also used in the lesson.



(2) She prints the lesson to read through. This way she can plan exactly how she will execute this lesson. She also discovers that ARTSEDGE provides her with printable handouts on the sidebar. These are the accompanying scenario cards, vocabulary words, Venn diagrams and rubrics.

(3) In the first part of this ARTSEDGE lesson she is asked to choose a short story to read to the students. She chooses *Stella and Roy* written and illustrated by Ashley Wolff, a remake of the classic tale of *The Tortoise and the Hare*. They discuss the different literary elements and use the story as reference.

(4) She then uses *The Three Little Pigs* and *The Three Little Wolves and The Big Bad Pig* to continue the process by using the strategy of comparison and the tool of performance. In doing this she is able to check for knowledge by observation and student recall of information from the story. She is able to check for comprehension by seeing if they can translate this knowledge into the new story about *The Three Little Pigs* and *The Three Little Wolves and The Big Bad Pig*. She also checks for analysis by seeing if they recognize patterns or hidden meanings in the stories.

(5) Continuing on, Mrs. Redd can observe whether her students are able to recognize and discuss similarities and differences in the stories by using the Venn diagram, in the handouts. Giving the students performance tasks of role-play and improvisation of characters and scenes, she will know if they are able to apply the information they learned, synthesize information by using old ideas to create new ones and draw conclusions, and finally evaluate what they have done and learned through the entire experience.

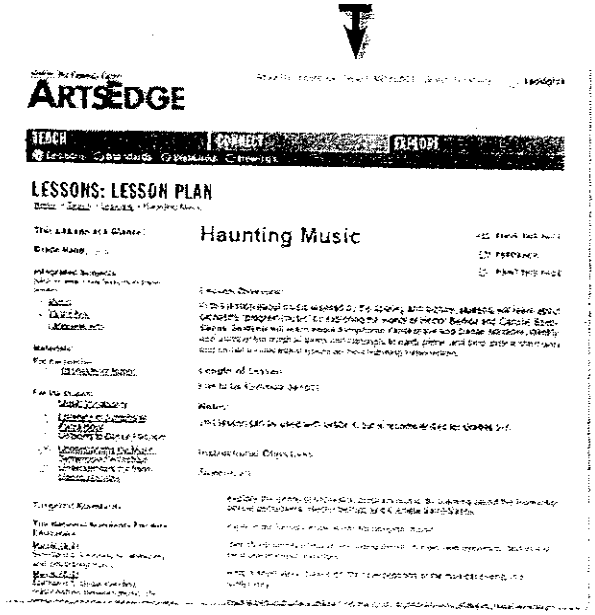
ARTSEDGE

Teaching Scenario 2: Teaching Skills Through the Arts

artsedge.kennedy-center.org

Setting the Stage

Cross-curricular skills can also be developed through student engagement in the arts. Miss Blue, a language arts teacher in a suburban middle school, is looking for extensions for her thematic unit for October, focusing on scary literature—works by Poe, Shelley and others. Using the ARTSEDGE search engine, she enters the keyword "spooky" and is pleased to find the lesson **Haunting Music**, which will complement and extend her theme.

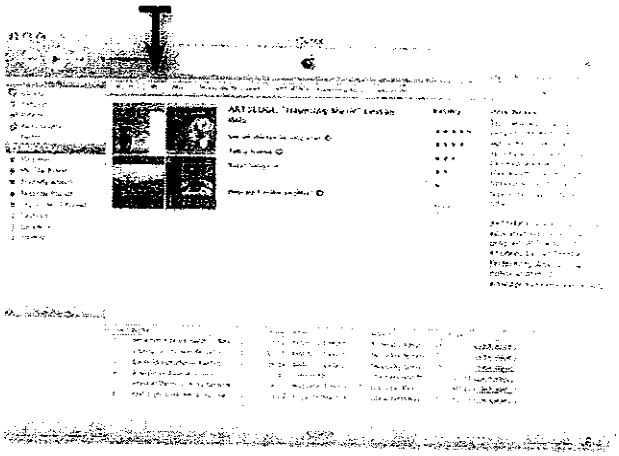


(1) In this lesson about music that is inspired by the spooky and bizarre, students learn about orchestra program music by exploring the works of Hector Berlioz and Camille Saint-Saëns. Students will learn about *Symphonie Fantastique* and *Danse Macabre*, identify and analyze the musical terms and concepts in each piece, and write a short story and create a class mural based on their listening experiences.

(2) Given her timeline and the other literary connections Miss Blue already hopes to cover, she drops the mural-making project and further integrates the lesson's story writing component with her own existing plans.

(3) She follows her main lesson plan, expanding on the study of Romantic-period authors to include artists working in many mediums. She shows several paintings from the 1800s, and begins a discussion of the ways that artists of the period (including poets and writers) explored and tried to evoke strong emotion—including fear and horror—in their works. She uses her classroom computer and projector to show the video clips embedded in the lesson, which feature National Symphony Orchestra Assistant Conductor Emil de Cou introducing and discussing passages from the pieces. She can access these from the sidebar under **Materials**, and they are also embedded in the lesson. The clips add another "voice" to her teaching and allow students to get a glimpse of the thinking behind the composition.

(4) Noticing the deep engagement of many of her students, she visits iTunes Music Store, clicks iMix and searches for "ARTSEDGE." She finds ARTSEDGE's companion iMix for **Haunting Music** at *http://phobos.apple.com/WebObjects/MZStore.woa/wa/viewPublishedPlaylist?id=510193*



(5) There she can play short music clips from many other scary music pieces. She selects several for download, deciding to use these as background music during in-class writing periods. Realizing the possibilities of making stronger connections across the arts, she decides to revisit her plans for next October and to research more creepy connections through more advanced listening activities and other fully-integrated arts experiences.

The Kennedy Center
ARTSEDGE

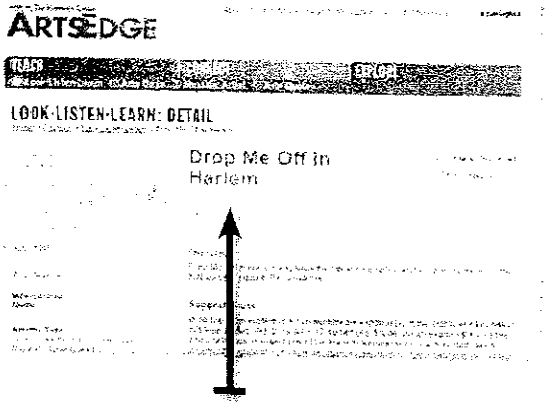
Teaching Scenario 3: Teaching About the Arts and Other Subject Areas Through an Interdisciplinary Approach

artsedge.kennedy-center.org

Setting the Stage

The arts can illuminate units of study by providing perspective on history or culture and by showing how people create and communicate meaning. Mr. Green, an American History teacher in an urban high school in Chicago, is crafting a unit on the early 20th century and is looking for a new way to teach the main objectives and standards associated with his course. He understands that his students need to know how to analyze chronological relationships and patterns and to understand historical perspective throughout the course. In addition, he would like to make his students aware of the importance of social networks and to put a new "face" on the historical events he normally teaches.

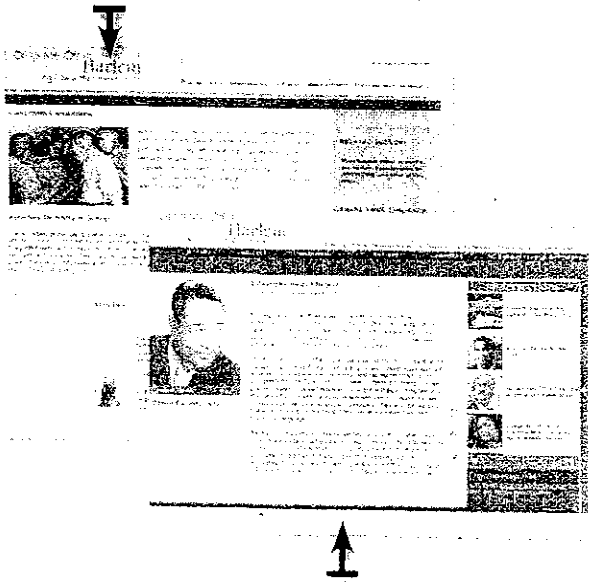
(1) Mr. Green recently attended a professional development class that delved into arts integration as a way to teach the curriculum. He sits down at his computer to begin researching information on the first part of his course, "The Harlem Renaissance." He accesses the ARTSEDGE homepage and clicks **Search Thinkfinity** in the top right of the page. He begins looking at the online resources. He wants a site that will encourage his students to think critically about what they will view and listen to. He searches for a site that is from a reputable source, not a personal site—one that will offer him resources that he knows are reliable and presented in an educational context. He needs a site that presents thought-provoking media and the pure written word, the actual item and not an interpretation. He needs to know that where he sends the students to on the Web is accurate, complete in its presentation, and not biased.



(2) He sees the **Drop Me Off In Harlem** site on ARTSEDGE and decides to explore using it in his lesson. He immediately knows he has found the core piece for his course. Each of the sections of the site — Faces of the Renaissance, Themes and Variations, Classroom Connections, Media Player and A Place Called Harlem — intersects in some way, illustrating the connections between the physical place, Harlem, and its residents. The interactive multimedia piece explores the time period and criss-crosses creative intellectual intersections inclusive of diverse voices and perspectives.

(3) The site has all the components he needs for the students to do their research:

a. **Classroom Connections** has two activities that the students could access, follow directions, and complete on their own. It also has numerous lesson plans that he can use either as a whole lesson, or in portions of the lesson to emphasis content he wishes to focus on. He is particularly excited to see that the lessons are not only lessons ARTSEDGE provided, but also lessons from other sources that have been vetted as exceptional lessons.

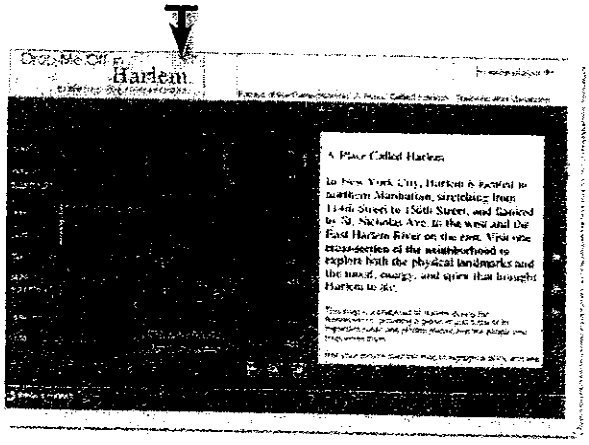


b. Accessing the section Faces of the Renaissance, he discovers separate sections for actors, musicians, writers, artists, dancers, and supporters and activists. Each section features various personalities associated

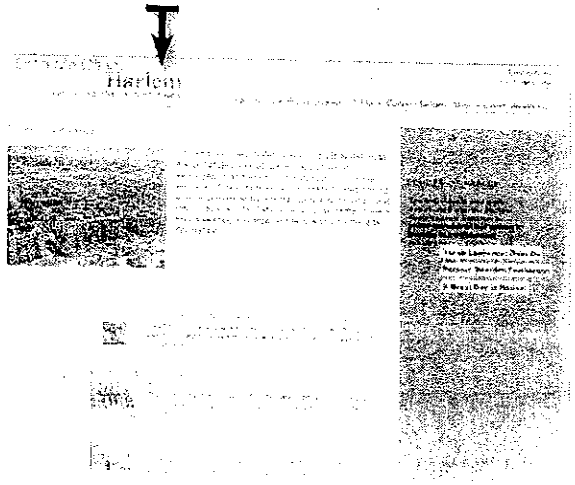
continued

with the category but also shows their connections and intersections with others in Harlem and how they meshed and intertwined in their life, careers and dreams. His students can investigate through primary source documents how their collective and individual voices reflected and shaped the era.

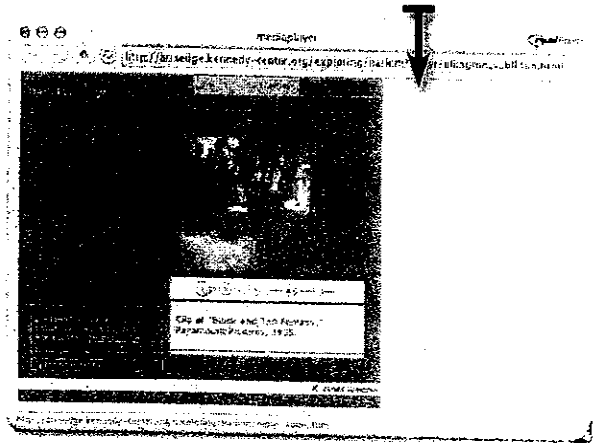
c. They can actually experience Harlem by viewing the interactive map in the section **A Place Called Harlem.** This will give them a feel for the actual hardscape of the land and buildings. This small area called Harlem and the vibrant, complex genius of its citizens produced a wealth of creativity in all areas of life.



d. In **Themes and Variations** students can take a closer look at the Harlem Renaissance and discover how and why the arts flourished by reading various essays and accompanying primary source materials.



e. He is amazed that his students can view the sites and the sounds of the Harlem Renaissance through primary source materials in all areas of the arts (Visual Art, Music — both vocal and instrumental — dance, drama, and literature) by accessing the **Media Player** section.



(4) Mr. Green prints out the lessons he will use and makes notes on the **Drop Me Off In Harlem** Web site. He begins planning his weeklong lesson using this site as his primary resource. He books time in the computer lab so students will have their own computers. He begins to create a scavenger hunt type document that the students can use as they search the Web site for the answers, and creates cooperative groups to work on the two suggested activities. He feels that he has successfully accomplished his goal of having his students learn to analyze chronological relationships and patterns and to understand historical perspective involving the Harlem Renaissance and has done so using one Web site.

"Engaging the 'multi-media generation' in higher-order thinking is a snap with ARTSEDGE's Drop Me Off in Harlem. Less computer-savvy teachers are sure to be comfortable using the Classroom Connection and following the site's easy navigation."

— Sandra Hornig
Tech in Motion – Alabama Department of Education,
2002 Thinkfinity Field Trainer of the Year