

ART PACT

let art impact teaching.

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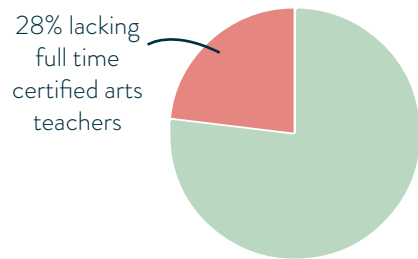
Tina Park

Art Pact is a program to bring more arts and creativity into classrooms by providing elementary educators with a source of inspiration and resource to help bridge the gap between their desired arts integration and classroom practice.

INTRODUCTION

4 MILLION
students in the United States do not have access to arts education.

Source: National Center for Education Statistics



28% of NYC schools lack full time certified art teachers. Half of which are elementary schools.

Source: NYC Comptroller's Office, 2014

Throughout my life, I have been interested and immersed in arts and culture. Ironically, growing up I did not have the best arts education. My school was subject to many budget cuts and we had one art teacher serving 1st all the way to 8th grade classes. This meant I got to experience visual art only twice a month and never any music or dance.

I often found myself thinking, had I cultivated my passion more I would have chosen a different path for myself. Over the summer I began to read Sir Ken Robinson's books on creativity and schools.

Robinson states, "All national systems of education are based on two underlying models. There is always an economic model and intellectual model and there is assumed to be a relationship between the two". So where our education system was built for "industrialism", our changing economic model is lacking a new education system.

Robinson presented this topic as one of our greatest challenges, and I saw a unique opportunity to focus on bringing creativity and art to elementary classrooms. Specifically making arts a little less intimidating, more widely used, and accessible for all.

Source: Out of Our Minds, Learning How to Be Creative

PROCESS SNAPSHOT

I. Identify target audience

Elementary Educators in New York City

II. Discover and Design

Uncover unmet needs of users and create

III. Prototypes

Test the various aspect of the design and develop to test again

IV. Implement

Create the experience and measure the impact and value

How might we support **teachers** to feel more confident and inspired to bring more art into classrooms?

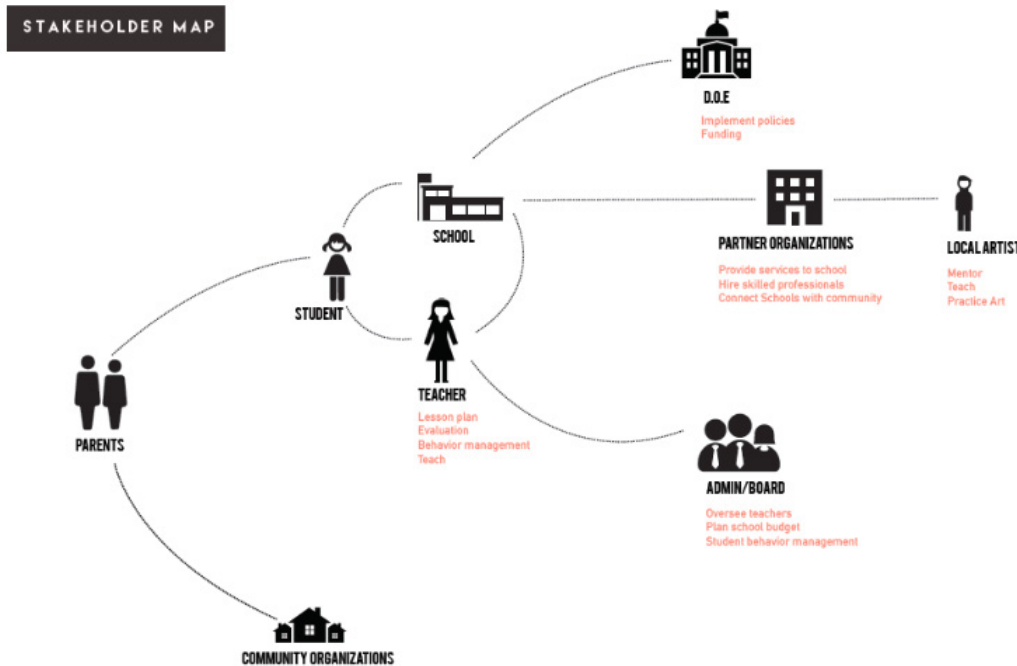


PROTOTYPE I

Understanding Constraints + Conditions

Teachers are a part of a complex institution with many forces at play. Before I could even approach teachers in the schools that I wanted to work in, I had to get a handle on what it is teachers needed and if what I would design be useful for them.

Teachers are always pressed for time and perform in chaotic environments. So as my first prototype, I decided to spend time with part time elementary teachers from the Manhattan Religious Education Center. This was my first window of opportunity to get into the mindsets of the teachers and gave me my first learnings.



I. Students needs are what teachers are constantly struggling with and its the best way to get their attention.

II. Teachers strategize a lot but do not necessarily collaborate with others.



MANHATTAN REC
LESSON PLAN 12/12

- > BRAINSTORM THEMES
- > SEQUENCE LESSON + ART ACTIVITY
- > MATERIALS
- > OBJECTIVES
- > TAKEAWAYS

HISTORY
+
CULTURE

Leadership

SERVICE
+
VOLUNTEERISM

PROTOTYPE II

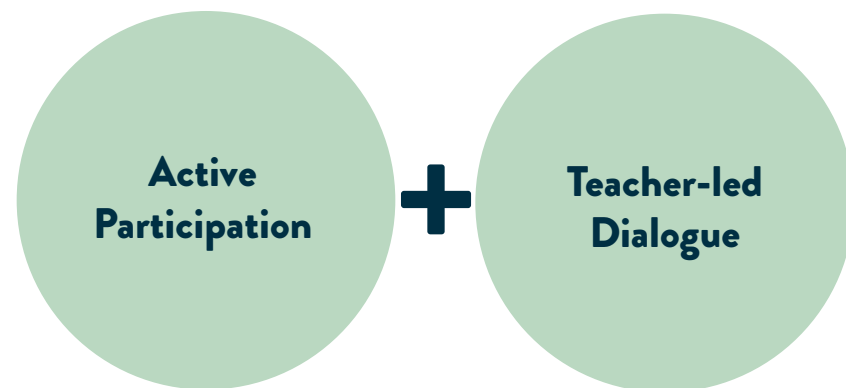
Implementation of Lesson Plan



For the second prototype, I tested the dance and storytelling lesson plan that was a result of the first planning meeting. The teachers were to mainly lead the plan, and I (assuming the role of the artist) would help the teachers as needed. The students' reactions surprised me since I had observed them in their classes the week before. They showed great enthusiasm during the new lesson, they were less disruptive, and were even able to share their learning's in the next class. The teachers on the other hand did not take full ownership of the lesson plan. Their energy was lacking and they were not leading with the confidence I had imagined.

I. Teachers lack ownership in lesson plans that are not their own.

II. Teachers arts integrated lessons will improve student performance



PROTOTYPE III

User Reactions + Feedback



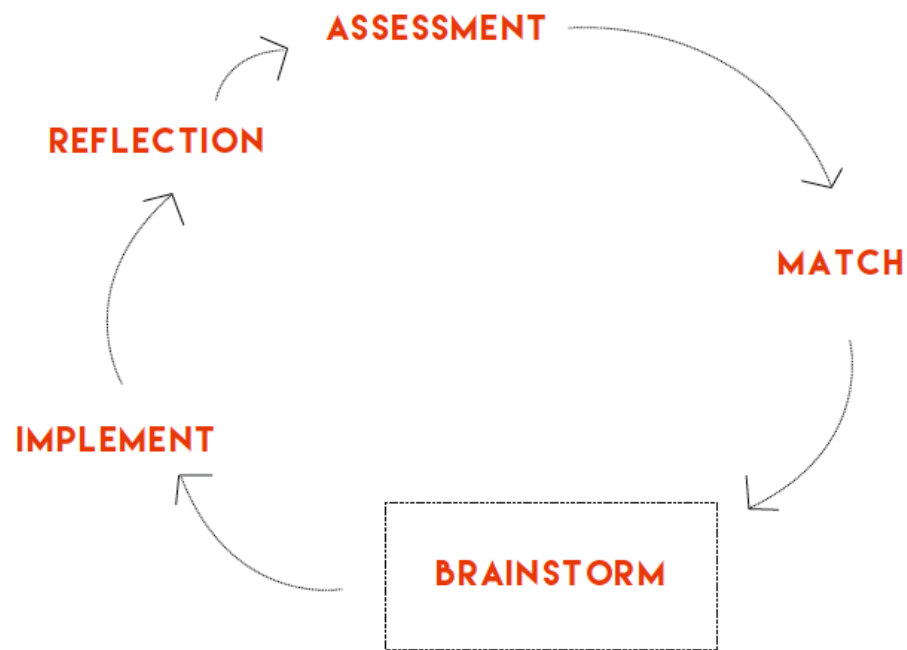
For the third prototype, I tested the materials that I was creating for the assessment and brainstorm. This was a crucial step in my process especially since I had rarely created content before. The usability of the assessment and other materials would determine the tone and success of the following pilot.

In order to promote more ownership of the process and outcome, I had the teachers indicate classroom specific challenges, goals, and arts integration.

ART PACT Classroom Assessment and Outline			
SUBJECT AREA	UNIT	CHALLENGES (both teacher and students)	LEARNING GOALS/ASSESSMENT
1. reading	poetry	How to incorporate dance/movement into our curriculum units, performance in a club/competition, etc. Poetry we use dance but it is not really integrated into our curriculum.	incorporate students' knowledge of poetry into their work.
2. world studies	Ancient Greece	How to make a lesson plan that engages students with the material in a way that is not just a lecture.	
3.			
4.			
5.			

ART PACT Classroom Assessment and Outline			
SUBJECT AREA	UNIT	CHALLENGES (both teacher and students)	LEARNING GOALS/ASSESSMENT
1. Science	Plant Study	What do we study? Hands on, seed planting, or reading about plants, or both? → reading inside - not ready to plant → it's hard for me to think about any but activity - except about art.	Kids will understand concept of photosynthesis (at least what it is, not so much how it works)
2. Social Studies	Dutch & British in early NYC	if want to break out of simple reading about it, respond to content area. Perhaps, write a perform piece about the 1600s to 1700s (Pre-Rev) and how hard it was to when they first came to do it...	Kids will understand that NY thing was quite different, will understand somewhat how organized these explorers so build up.
3. Reading	Non Fiction Book Clubs	Kids have been leveled by their reading in the past.	Presentations about topic
4.			
5.			

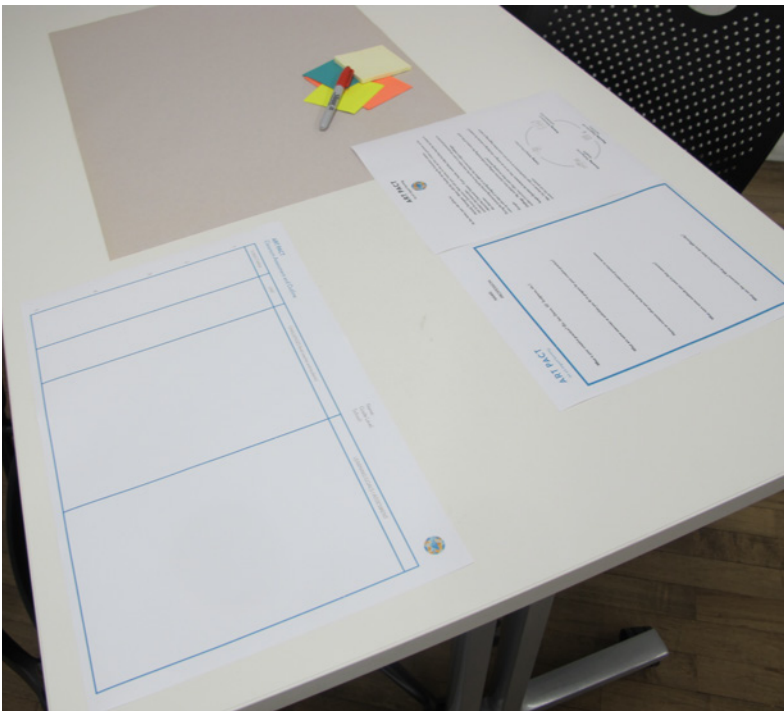
FRAMEWORK



This framework was a development of the steps that had been tested in the first semester and the steps that I had foreseen leading to a completion of an Art Pact cycle. The objective of each step was ever more important as I tested them further. Without all the components, the teachers and the artists would not be able to successfully create and art integrated lesson plan.

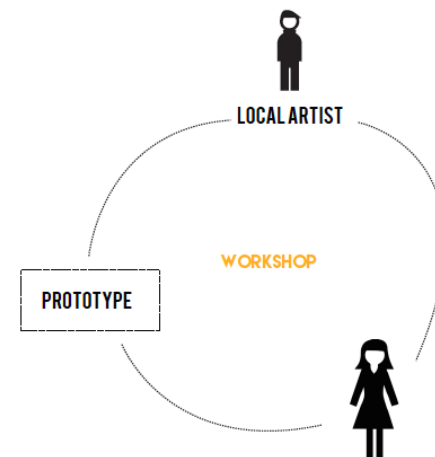
PILOT I

Workshop Successes + Failures



My biggest learning from this test was that creating participation or shift in thinking requires helping users do the task, easily. I held a pilot workshop on a Saturday morning in early April. Due to constraints on my time, I simply wanted to finish and I wanted to see if these tools would in aiding the teacher in creating the new lesson plan. However, I that morning all three of the teachers that had previously committed their attendace did not show up.

I knew for my next attempt, it would be crucial to meet the teachers on an individual basis and in the most convenient location and time for them. Time was a factor I was working with from the beginning, I knew this was of essence to teachers but at the speed I was trying to go at, I completely lost this knowledge and overlooked it.



PILOT II

Successes + Failures



For the final pilot, I tested the assessment, match, and brainstorm.

I had two very interesting teachers at this pilot, one who completely saw the potential of working with an artist from the beginning and one who needed a bit more convincing. Sarah was not skeptical of arts integration in general but was not very collaborative and open. Her “moment of realization” did not come until the very end of the brainstorm where she felt she could actually apply some of the ideas to her lesson plan.

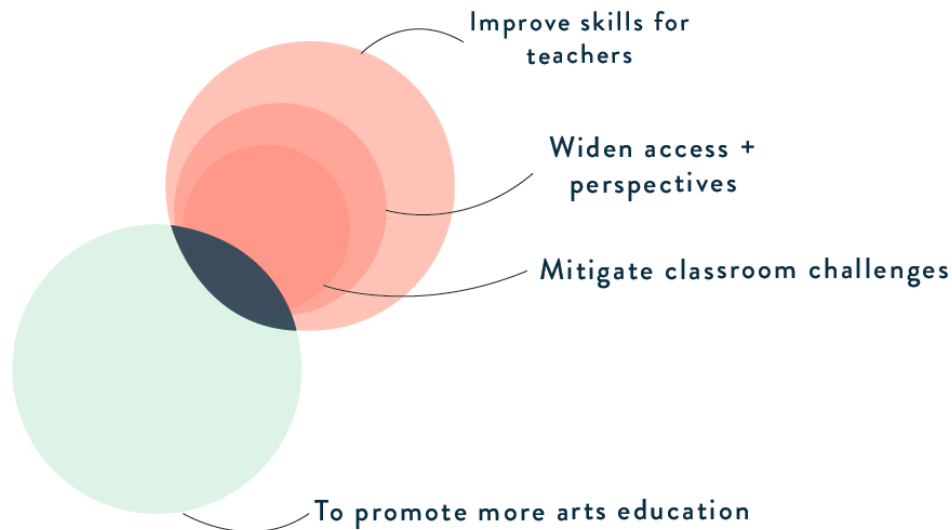
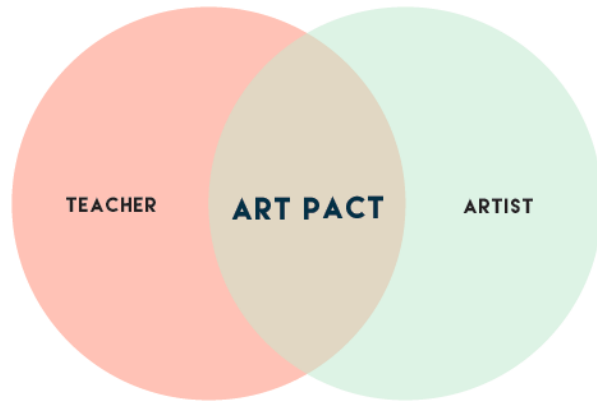
Time here again was a challenge, even with the agenda it was quite difficult to finish the assessment and brainstorm leaving almost no time for the wrap up. However, once the teachers trusted the process and felt comfortable they even invited the artists to their classroom to further extend the conversation and transfer of skills.

“Art pact is wonderful starting place, because someone like me just does not know where to begin”

“Kids in my class are limited to poster making”

-Molly Mackaman, PS 295 Teacher

ART PACT



Art pact is for educators looking for an opportunity to acknowledge their challenges and testing something new. With encouragement and inspiration from artists and creative thinkers, the practice becomes easier to maintain.

Linking teachers with artists and creative thinkers to increase the possibilities of art in the classroom is an unconventional way than what currently exists. Collaboration mechanisms connects these different bodies of knowledge together and leverages them for the benefits of the students.

Art Pact supports teachers to reach across disciplines and contexts, to increase the possibilities of creativity in the classroom.