Progressive Arts Alliance

IMPACT REPORT

Hannah Gibbons STEM School
Fall 2017

MEASURING
IMPACT

Progressive Arts Alliance accelerates learning through art. The primary goal of our **Arts Integration Residencies** is to provide high quality, sequential instruction that uses the arts to deepen students' understanding in non-arts subjects and to develop and nurture critical thinking, creative problem-solving, collaboration, and communication skills. Measuring impact through assessment and evaluation is a vital component of this undertaking.

These tools are used by Progressive Arts Alliance:

- Arts and Core Curriculum Vocabulary Pre- and Post-Residency Assessments
- Arts and Core Curriculum Concept Pre- and Post-Residency Assessments
- Observable Arts Skills Assessment
- Student Metacognitive and Program Evaluation
- Teacher Observation and Program Evaluation

Fall 2017 Residency Summary

Hannah Gibbons STEM School

M. Szaraz, Grade K
J. Landers, Grade MH 3-8
P. Williams, Grade 1
M. Galindo, Grade 3
A. Hoy, Grade 6

Progressive Arts Alliance

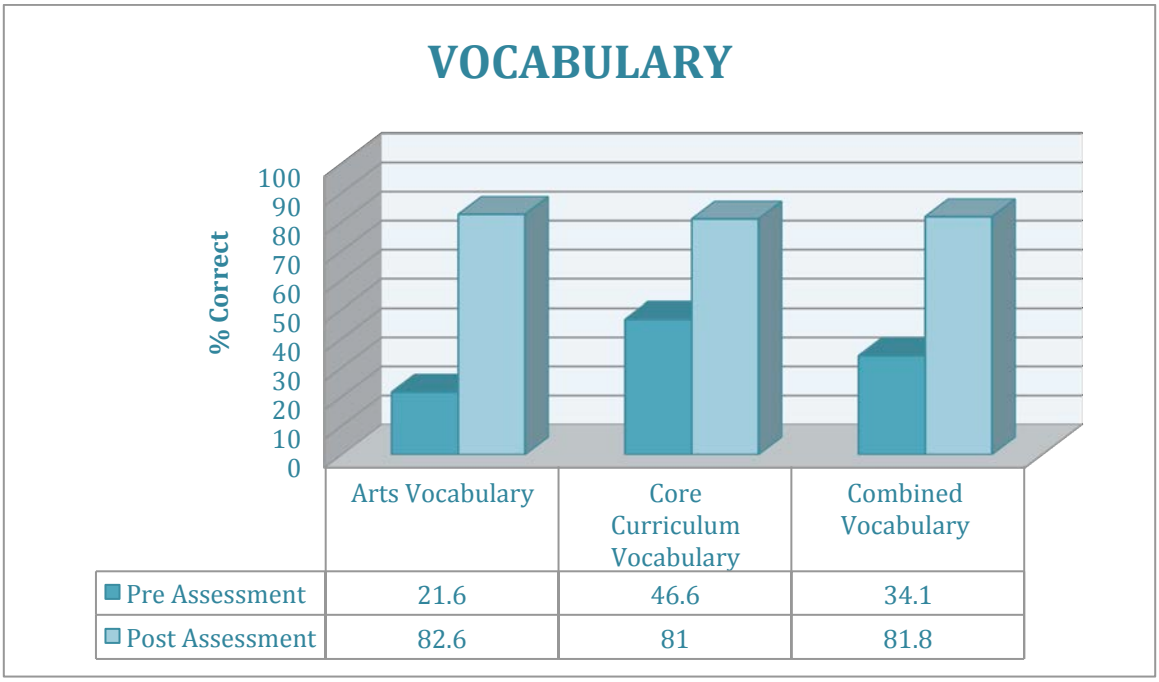
Artist-Educators: Lynda Abraham, Brienne Broyles,
Amy Notley, Allison Bogard
Curriculum and Instruction Specialist: Bob Gralnick

Progressive Arts Alliance was thrilled to re-new our partnership with Hannah Gibbons STEM school during the 2017-2018 school year. During the fall, we completed residencies in 5 classrooms and served 103 students in grades K-6.

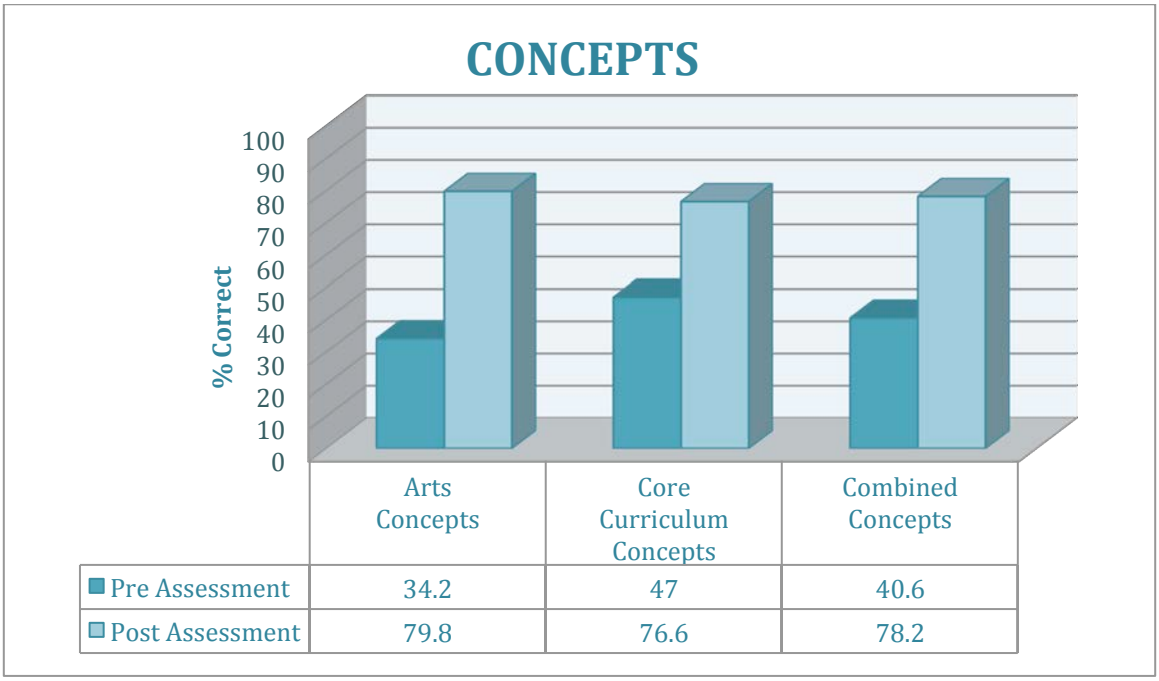
Enclosed in this report you will find a combined overview of all of the residencies as well as individual classroom reports. This includes pre and post-residency assessment data regarding student achievement related to arts and core-curriculum vocabulary and concepts. Additionally, you will find both teacher and student evaluative information about the residencies. It is our goal to provide excellent programs with positive outcomes for students and teachers, and to quantitatively and qualitatively demonstrate the value added and impact of our programs.

Progressive Arts Alliance strives to enhance the learning of students through a hands-on, integrated arts approach to help students better attain arts and content specific vocabulary and concepts. According to the Association of American Educators: “A curriculum rich in arts integrated activities has been linked to across the board achievement and retention increases. These achievements have been shown to benefit the student even after they leave a classroom utilizing arts integration.”

Combined Classroom Outcomes:



	Arts Vocabulary	Core Curriculum Vocabulary	Combined Vocabulary
Pre Assessment	21.6	46.6	34.1
Post Assessment	82.6	81	81.8



	Arts Concepts	Core Curriculum Concepts	Combined Concepts
Pre Assessment	34.2	47	40.6
Post Assessment	79.8	76.6	78.2

TEACHER Evaluations

Rate the **quality of instruction** by the PAA Artist-Educators.
80% of teachers rated instruction as outstanding.
20% of teachers rated instructions as above average.

100% of teachers said the residency strongly **supported the curriculum**.

The PAA residency helped students better **understand concepts** from the curriculum.
80% of the teachers strongly agreed.
20% of the teachers agreed.

The residency improved students' **collaboration skills**.
80% of teachers strongly agreed that student collaboration improved.
20% of teachers agreed that student collaboration improved.

The residency improved students' **problem-solving skills**.
40% of teachers strongly agreed that student problem-solving skills improved.
60% of teachers agreed that student problem-solving skills improved.

100% of teachers strongly agreed that the residency increased **students' creativity**.

The residency improved students' understanding of the **design thinking** process.
60% of teachers strongly agreed student design thinking improved.
40% of teacher agreed student design thinking improved.

STUDENT Evaluations:

92.4% of students said they had fun or lots of fun during the arts integration residency.

92.6% of students said they looked forward or always looked forward to PAA coming into their classroom.

87.2% of students said they felt challenged or very challenged in a good way.

OBSERVED Art Skills Outcomes:

81.1% of students assessed demonstrated proficiency with grade level standards-based art skills.

Project: Weather Moves / Dance

Classroom Teacher: M. Szaraz
Grade K, Hannah Gibbons STEM School
Artist-Educator: Amy Notley





Project: Weather Moves / Dance

Classroom Teacher: M. Szaraz
Grade K, Hannah Gibbons STEM School
Artist-Educator: Amy Notley

Big Idea

Kindergarteners will demonstrate their understanding of the four seasons and weather changes using exercises in dance technique and creative movement. Students will have a day of painting to add to their understanding of the subject matter. The painting project will serve as a backdrop for the final dance. Students will learn about personal space and the value of respecting the personal space of those around them. This will be accomplished through learning the spacing of their dance.

Essential Questions

How does different weather make you feel?
How does your movement change when the weather changes?
What colors make you think of fall, winter, summer or spring?
What is the weather like in each of the four seasons?
How does weather affect our daily lives?

Teacher Reflection

“In general, the class improved their "following directions" skill, which will flow over into all the Kindergarten curriculum. PAA continues to make me think about using "out-of - the-box" ways to introduce concepts.”

Ohio Content Standards

PERFORMING: Explore structured improvisations and movement sequences that explore a central theme across disciplines

CMSD Scope & Sequence Standard

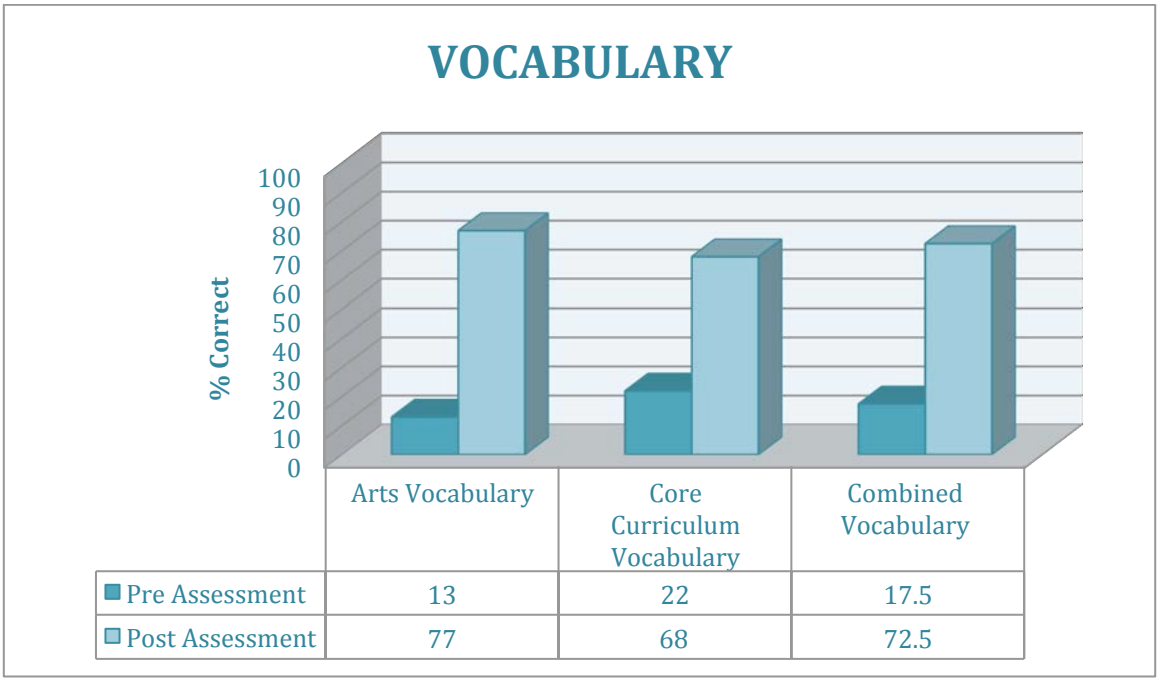
EARTH AND SPACE SCIENCE (ESS): Daily and Seasonal Changes
Weather changes are both long and short term. Weather changes occur throughout the day and from day to day. Yearly weather changes (seasons) are observable patterns in daily weather changes.



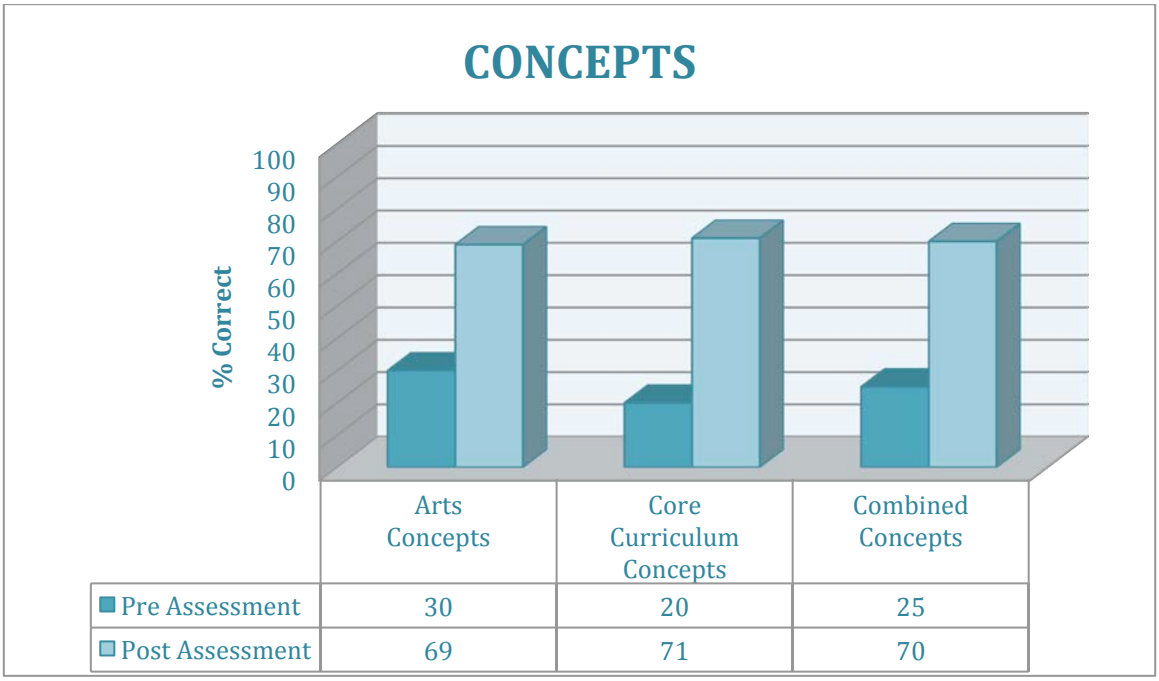


Project: Weather Moves / Dance

Classroom Teacher: M. Szaraz
Grade K, Hannah Gibbons STEM School
Artist-Educator: Amy Notley



	Arts Vocabulary	Core Curriculum Vocabulary	Combined Vocabulary
Pre Assessment	13	22	17.5
Post Assessment	77	68	72.5



	Arts Concepts	Core Curriculum Concepts	Combined Concepts
Pre Assessment	30	20	25
Post Assessment	69	71	70

Project: Animal Habitats Reflections and Movement

Classroom Teacher: J. Landers
Grade MH 3-8, Hannah Gibbons STEM School
Artist-Educator: Amy Notley











Project: Animal Habitats Reflections and Movement

Classroom Teacher: J. Landers
Grade MH 3-8, Hannah Gibbons STEM School
Artist-Educator: Amy Notley

Big Idea

Students will learn about animal habitats through modern dance technique, shadow play and action painting. Through this residency, students will learn control of body movements and spatial awareness.

Essential Questions

How do animals move in the Rain Forest?
How are people's movements different from animals?
What is a habitat?
Where do animals live?
How do people affect animal habitats?

Teacher Reflection

“The students are able to express themselves through a variety of multiple learning modalities.”

Ohio Content Standards

Performing: Relate specific dance concepts and vocabulary to meanings conveyed through dance.

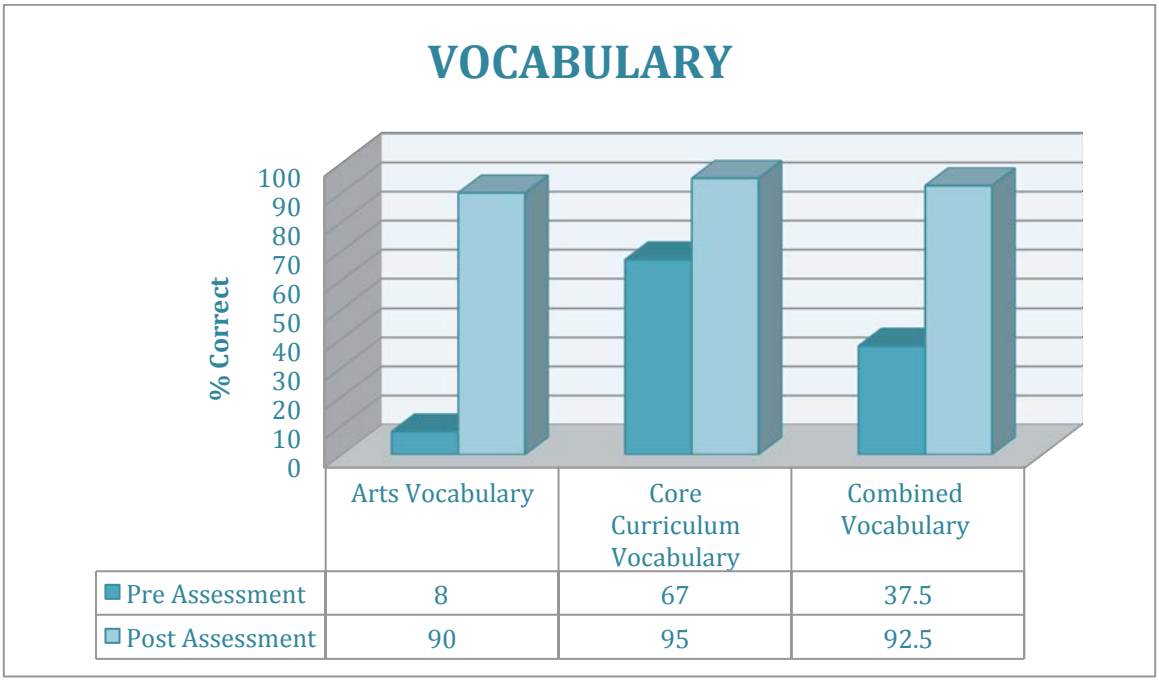
CMSD Scope & Sequence Standard

LIFE SCIENCE (LS): Earth’s Living History
An animal’s patterns of behavior are related to the environment. This includes the kinds and numbers of other organisms present, the availability of food and resources, and the physical attributes of the environment.

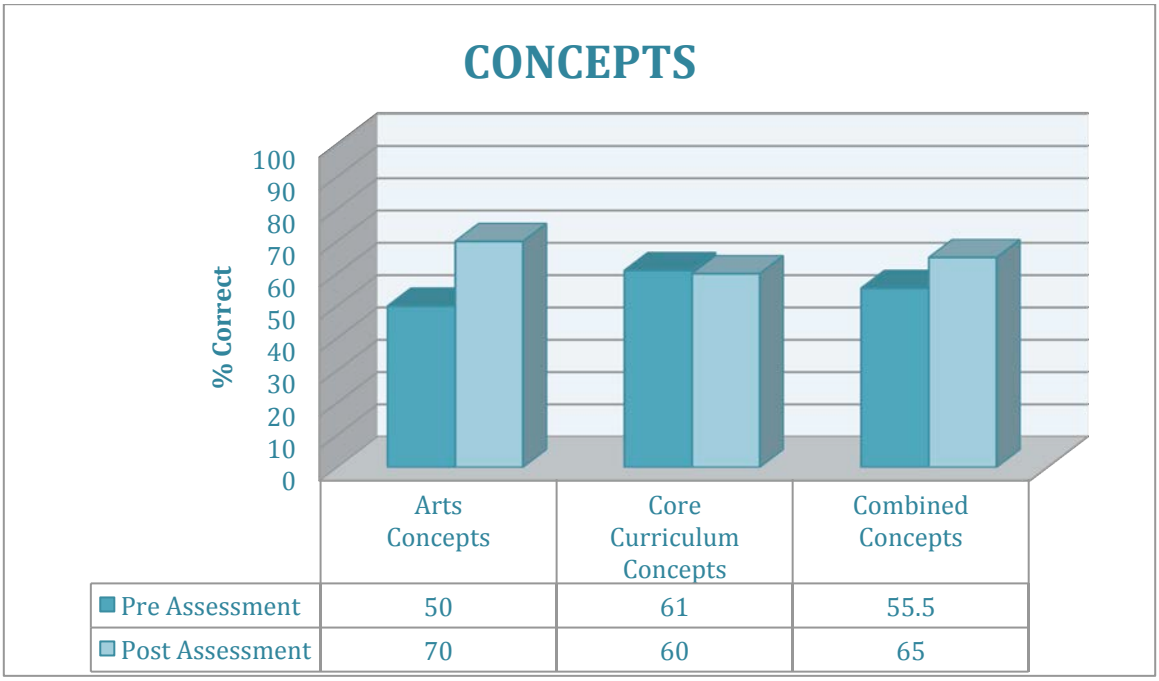


Project: Animal Habitats Reflections and Movement

Classroom Teacher: J. Landers
Grade MH 3-8, Hannah Gibbons STEM School
Artist-Educator: Amy Notley



	Arts Vocabulary	Core Curriculum Vocabulary	Combined Vocabulary
Pre Assessment	8	67	37.5
Post Assessment	90	95	92.5



	Arts Concepts	Core Curriculum Concepts	Combined Concepts
Pre Assessment	50	61	55.5
Post Assessment	70	60	65

Project: 3D Printed Animals and their Habitats

Classroom Teacher: P. Williams
Grade 1, Hannah Gibbons STEM School
Artist-Educator: Allison Bogard




folders
Math

Project: 3D Printed Animals and their Habitats

Classroom Teacher: P. Williams
Grade 1, Hannah Gibbons STEM School
Artist-Educator: Allison Bogard

Big Idea

All life on earth requires space, and animals live in different types of spaces with different traits that help them survive. Space is also an element of art; we can use the space around our images to make them more interesting to look at. Sometimes elements of art mirror elements of the natural world, through elements of two dimensional and three dimensional space.

Essential Questions

How can we use art to combine real and imaginary ideas?
How can we use art to create 2 dimensional and 3 dimensional space?
How do the needs of different organisms vary?

Teacher Reflection

“There are some scholars in my class who are timid and demonstrate lack in confidence. The infusion of using Tinkercad and Scratch Jr. with the laptop computers gave these scholars an opportunity to design, redesign, and problem solve HOW to make their designs better to their own satisfaction. Scholars were often reminded that real life engineers/scientists go through this process as they encounter our environmental problems and art can be found in our environment in many ways.”

Ohio Content Standards

Creating: Express and share ideas for media artworks through sketching and modeling
Producing: Combine varied academic, arts, and media content in media artworks, such as an illustrated story.

CMSD Scope & Sequence Standard

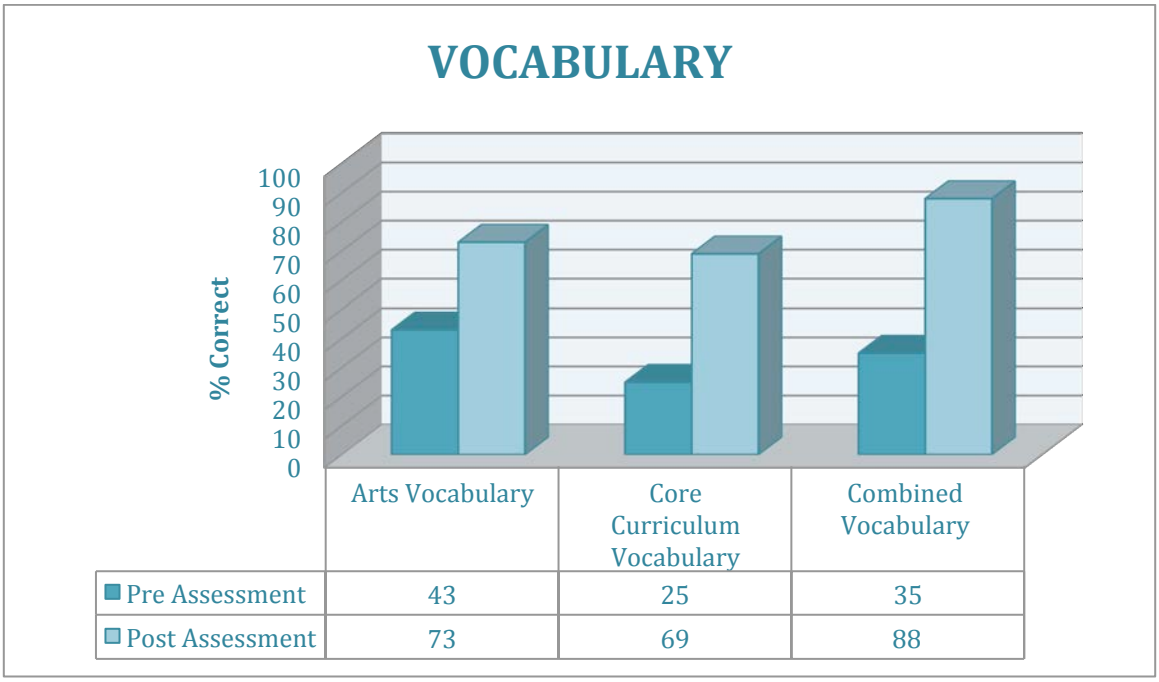
LIFE SCIENCE (LS): Basic Needs of Living Things
Living things have basic needs, which are met by obtaining materials from the physical environment.



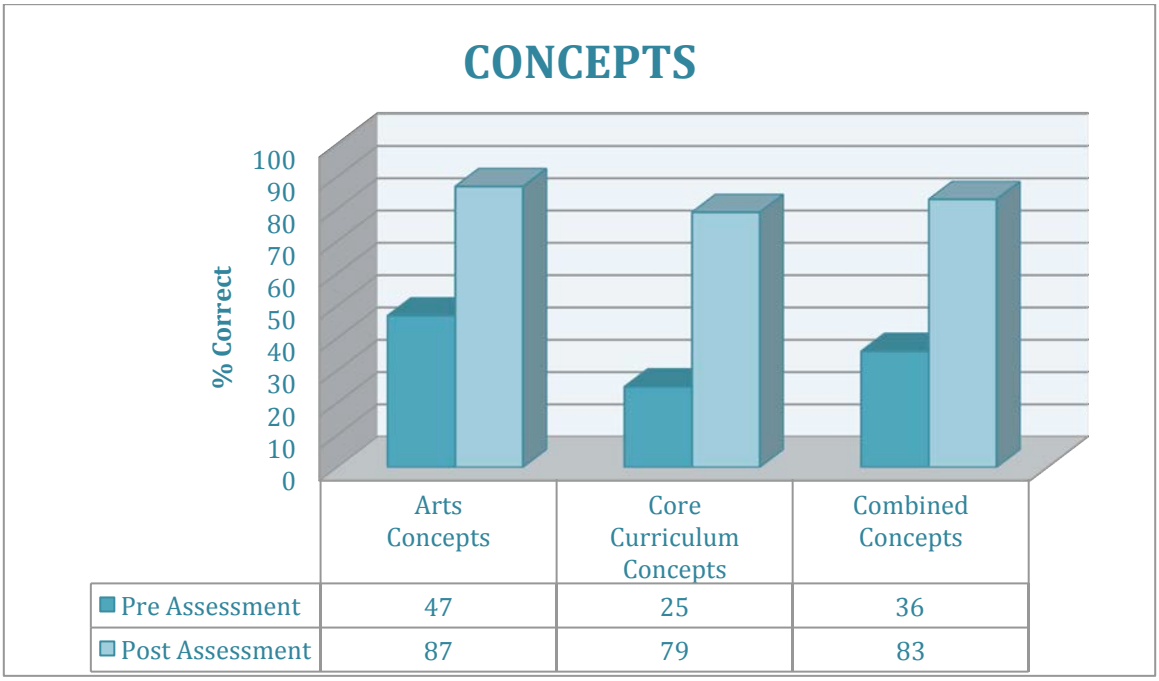


Project: 3D Printed Animals and their Habitat

Classroom Teacher: P. Williams
Grade 1, Hannah Gibbons STEM School
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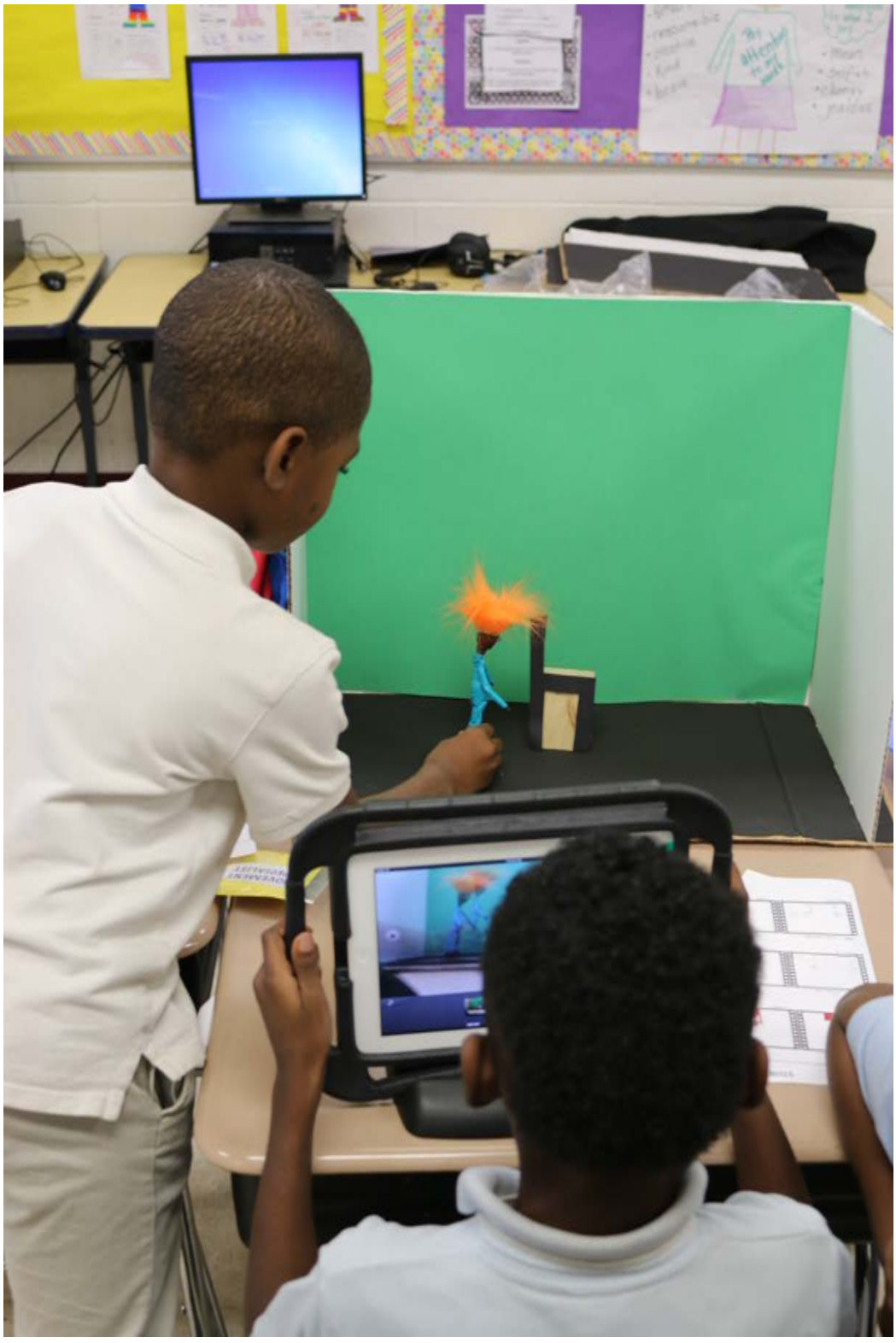
	Arts Vocabulary	Core Curriculum Vocabulary	Combined Vocabulary
Pre Assessment	43	25	35
Post Assessment	73	69	88



	Arts Concepts	Core Curriculum Concepts	Combined Concepts
Pre Assessment	47	25	36
Post Assessment	87	79	83

Project: States of Matter and Stop Animation

Classroom Teacher: M. Galindo
Grade 3, Hannah Gibbons STEM School
Artist-Educator: Lynda Abraham







Project: States of Matter and Stop Animation

Classroom Teacher: M. Galindo
Grade 3, Hannah Gibbons STEM School
Artist-Educator: Lynda Abraham

Big Idea

Students will create stop motion animations showing their knowledge of the states of matter. They will understand the properties of matter through their use of stop animation technology. In learning the Imotion software they will understand what goes into making a stop animation video and the role each person plays when producing a film.

Essential Questions

How can we use stop animation to educate ourselves and others?
How can we use different materials to convey a story using stop animation?
What are the states of matter?
What are the properties of the states of matter?

Teacher Reflection

"I was reminded how much we need to keep incorporating hands on learning and make it more current the way Ms. Abraham did. Ms. Abraham was very patient and kind. She was always rooting for the kids and wanted them to do their best. It is not an easy group but she knew how to manage them and keep them excited. Ms. Abraham was always prepared and had plenty of examples to guide the students with their projects."

Ohio Content Standards

MEDIA ARTS: Develop multiple ideas for media artworks using a variety of tools, methods and/or materials. Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.
PERFORMING: Explore structured improvisations and movement sequences that explore a central theme across disciplines

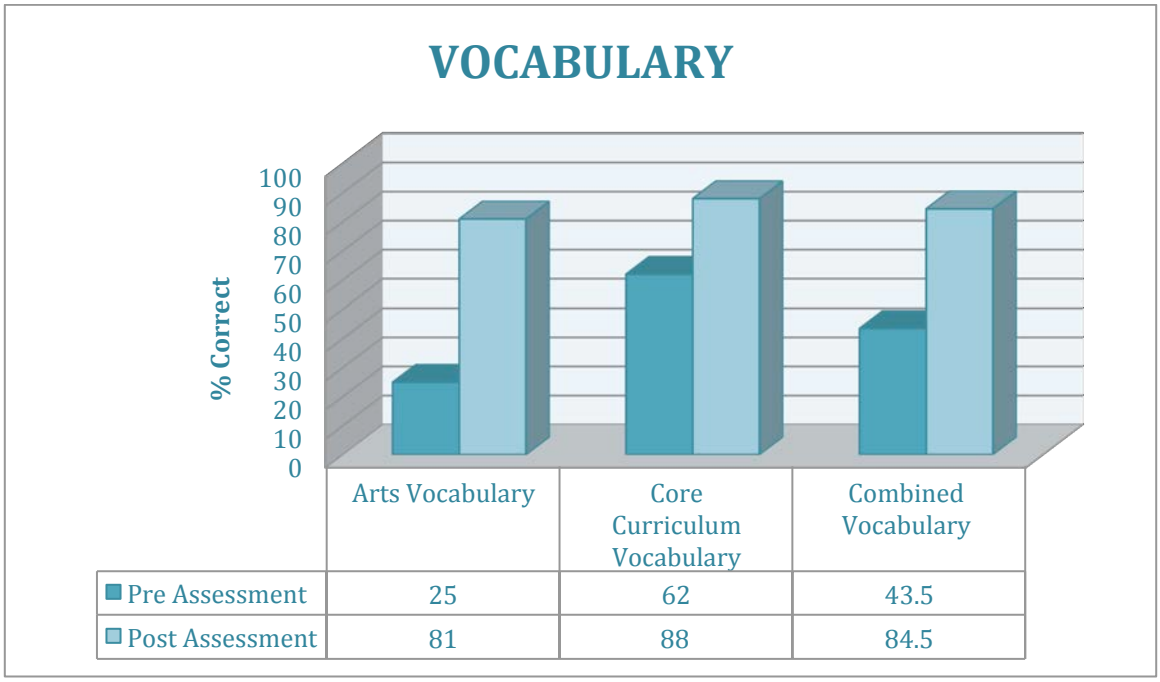
CMSD Scope & Sequence Standard

EARTH AND SPACE SCIENCE (ESS): Matter exists in different states, each of which has different properties. The most common states of matter are solids, liquids and gases. Shape and compressibility are properties that can distinguish between the states of matter. One way to change matter from one state to another is by heating or cooling.

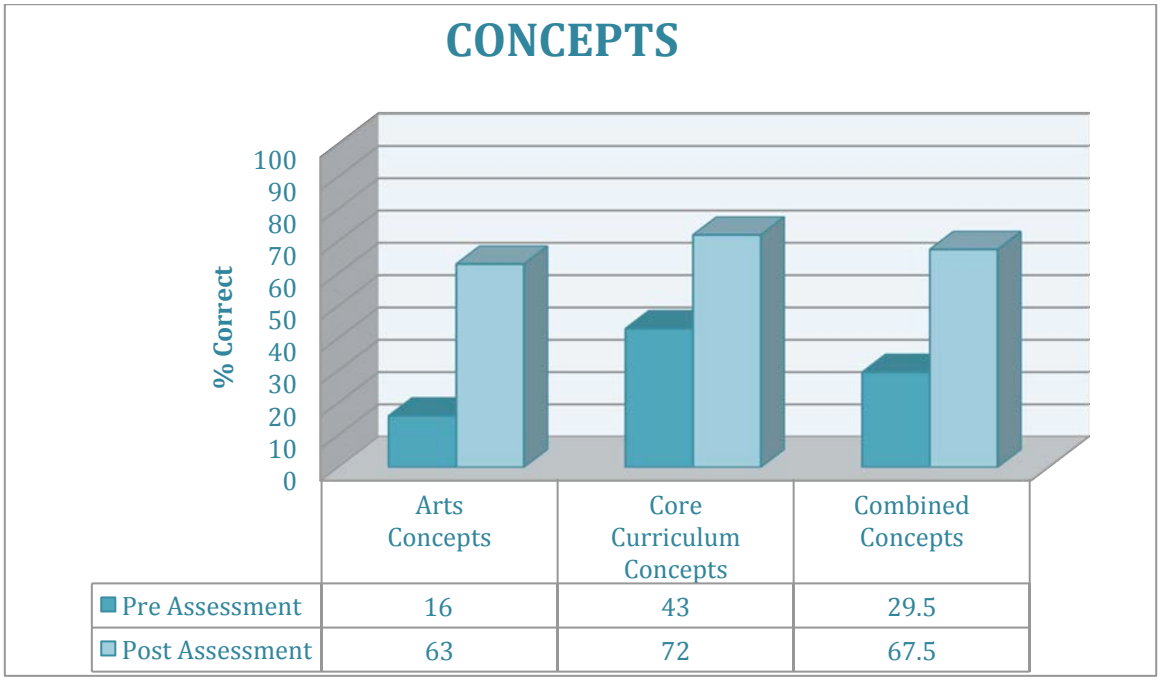


Project: States of Matter and Stop Animation

Classroom Teacher: M. Galindo
Grade 3, Hannah Gibbons STEM School
Artist-Educator: Lynda Abraham



	Arts Vocabulary	Core Curriculum Vocabulary	Combined Vocabulary
Pre Assessment	25	62	43.5
Post Assessment	81	88	84.5



	Arts Concepts	Core Curriculum Concepts	Combined Concepts
Pre Assessment	16	43	29.5
Post Assessment	63	72	67.5

Project: Transforming Rocks with Krita

Classroom Teacher: A. Hoy
Grade 6, Hannah Gibbons STEM School
Artist-Educator: Brienne Broyles







Project: Transforming Rocks with Krita

Classroom Teacher: A. Hoy
Grade 6, Hannah Gibbons STEM School
Artist-Educator: Brienne Broyles

Big Idea

Students will create digital 2D animation of the rock cycle using Krita Animation Software and Wacom drawing tablets. While gaining a deeper understanding of a production pipeline through animation, students will develop problem solving and problem finding skills. They will also begin understanding how to engage an audience through visuals and information by creatively demonstating a scientific process.

Essential Questions

How does the audience impact decision making?
How does movement and rock classifications inform your character design process?
How can we create animations that capture our audiences' attention and take them to another place?
What is the rock cycle?
What are the three types of rocks, and how do we identify them?

Teacher Reflection

"There are several mediums to teach or reach children. I plan to use more interactive and creative ways to get topics covered. I noticed many of the students helping others if there was a problem with Krita. By the end of the residency, they were able to tell me the steps of the rock cycle and how rocks are transformed into other rocks. I noticed a creative side to my students that I don't necessarily see that often. For all of their complaining and frustration that happened in the beginning, I think their projects turned out great!"

Ohio Content Standards

Media Arts: Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.

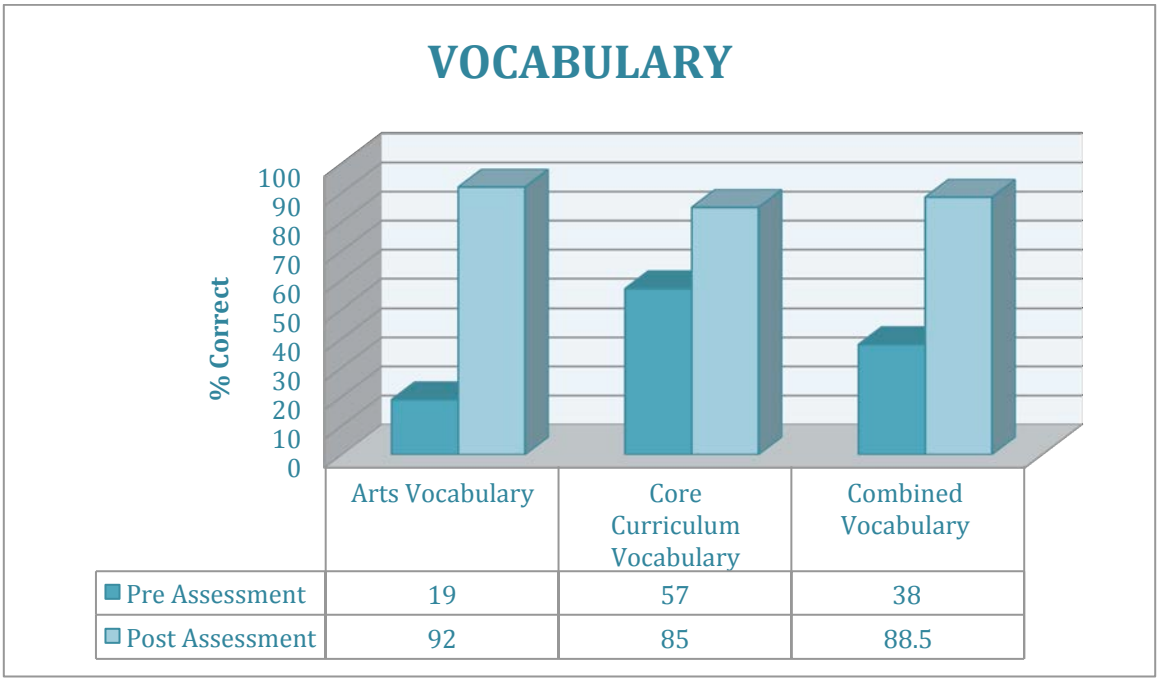
Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.

CMSD Scope & Sequence Standard

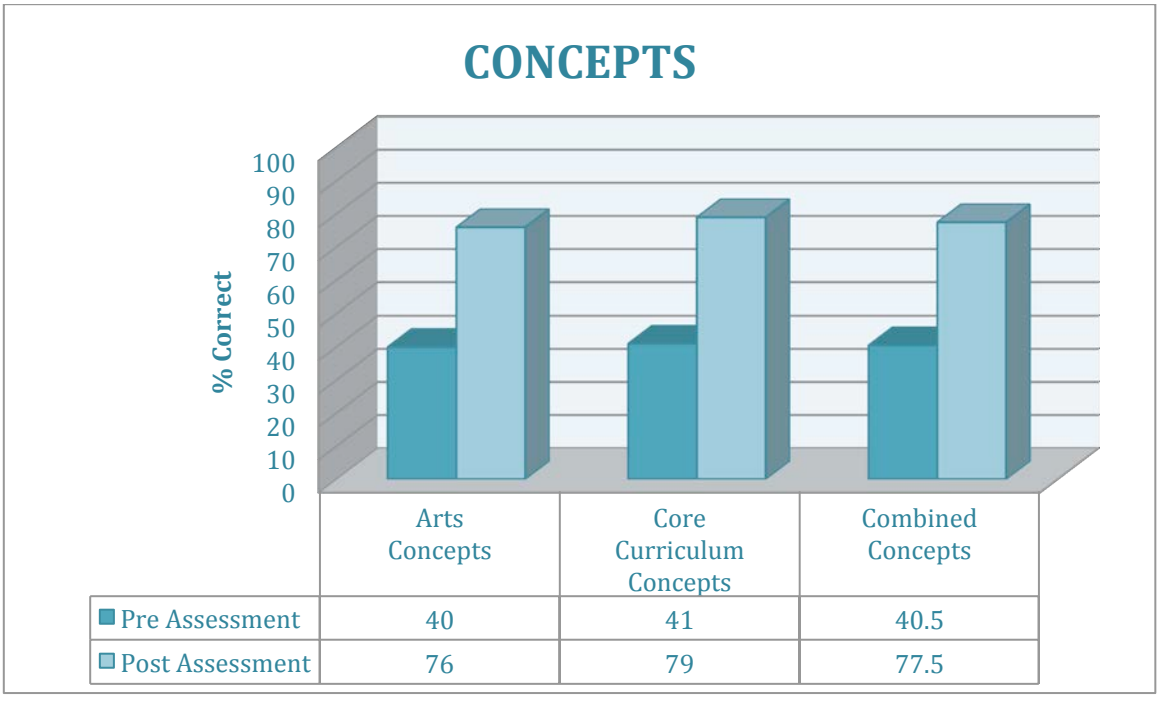
EARTH AND SPACE SCIENCE (ESS): Rocks, Minerals, and Soil
Students will learn about the characteristics of igneous, metamorphic, and sedimentary rocks and how they form.

Project: Transforming Rocks with Krita

Classroom Teacher: A. Hoy
Grade 6, Hannah Gibbons STEM School
Artist-Educator: Brienne Broyles



	Arts Vocabulary	Core Curriculum Vocabulary	Combined Vocabulary
Pre Assessment	19	57	38
Post Assessment	92	85	88.5



	Arts Concepts	Core Curriculum Concepts	Combined Concepts
Pre Assessment	40	41	40.5
Post Assessment	76	79	77.5

Student Comments:

Kindergarten:

“The part I like the most was putting on my shirt.”

“I liked the most was dancing.”

“I like twirling.”

“Everything!”

“Most was arabesque.”

“The part I liked the most was Miss Amy teach us to learn.”

MH:

“I like painting because I like colors”

“Dancing was good”

“Painting!”

Grade 1:

“I loved painting.”

“The part I liked the most was Play-Doh.”

“PAA was fun.”

Grade 3:

“I learned the signal for FPS and now know what it stands for.”

“I liked PAA because I had fun when PAA came in to my classroom- I had lots of fun. I looked forward to PAA coming to my class.”

“The part I liked the most was making animation and learning about movement. Animation teaches me how some cool videos are movement and animation because I never knew that and I to learn.”

“I like how we got to watch our video.”

“I learned about animation and movement.”

“Onionskin shows you your other frame.”

“I always look forward to PAA coming to my class.”

“I learned about how to do animation and the storyboard and FPS. That was fun and creative.”

Grade 6:

“I liked when we did animation on the laptop and we drew pictures for movement. The other part I liked is when we had to use the tablet and the pen. That was my favorite.”

“I learned all about animation and metamorphic and sedimentary rocks”

“I liked when we started animation because it was something new and different from what I normally do.”

“I learned that computer animation can be fun and a little bit confusing together.”

“I like when we first saw the laptops because I never used it before.”

“I learned how to use Krita the right way.”

“The part I liked best was helping people at my table.”

“I learned that you can animate anything if you put your mind to it”

“The part I didn’t like was cleaning up and dismissal because PAA was over.”

“I learned that you have to be patient and try hard to work with PAA.”

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