A Word from the Director…

Liane Brouillette, Ph.D., Director, Center for Learning through the Arts and Technology

Spring 2010 has, in many ways, been a time of celebration.

The success of the multi-campus Mapping the Beat project was celebrated in a special issue of the Journal for Learning through the Arts, co-edited by Karen Gibbs of the National Geographic Education Foundation.

This issue was dedicated to Bobbi McKean, co-editor of JLtA during its initial five years. Bobbi was forced to scale back on her involvement with JLtA after her appointment as Associate Director and Director of Graduate Studies for the School of Theatre Arts at the University of Arizona. All of the editorial staff miss Bobbi, but we celebrate her legacy.

We also celebrate the arrival of a new member of the Center’s Advisory Board, Dr. Kimberly Burge. Former Director of the Master of Arts in Teaching program and also of the teacher certification program in the arts at UC Irvine, Dr. Burge retired from her faculty position in March but has volunteered to work closely with Dr. Jill Beck in the role of Co-Director of ArtsBridge America.

The spring ArtsBridge America conference at UC Irvine celebrated the beginning of a second year of collaboration between the ArtsBridge network and Reading in Motion of Chicago. Also, two of the outstanding arts educators involved in the Center’s on-going partnership with San Diego City Schools celebrated the successful conclusion of their third year of implementation by sharing some of the lessons they have developed.

“Having an arts-based service-learning experience as a part of a student’s academic training is invaluable. A pre-service teacher/emerging teaching artist who has the ArtsBridge experience, potentially will go on to impact thousands more students over the course of her/his career. That is most rewarding.”

- ArtsBridge Administrator
A Message from ArtsBridge America

Kimberly Burge, Ed.D. ArtsBridge America Co-Director

The ArtsBridge America conference in May was productive and stimulating, particularly in the areas of strategic planning, hands-on and minds-on workshops, and the sharing of network “best practices” from the states of Hawaii, California, Utah, Colorado, Wisconsin, and Delaware. In Hawaii scholars traveled by plane to remote islands to bring the arts to children; in California Reading in Motion was implemented in bilingual classrooms; in Utah scholars demonstrated the power of Reading in Motion and made their work available to others through YouTube (see Program Spotlight on page 8); in Colorado scholars were using digital arts to bring joy to the lives of very sick children; in Wisconsin scholars introduced elementary students to cultural dances from around the world; in Delaware dance education was made available to under-privileged children and original children’s books were developed by ArtsBridge America scholars.

One wonders what would happen to all of this good work if there is a “year without ArtsBridge America”. The work presented at the conference convinced me that these projects are needed more than ever in these difficult times. The arts lift the sprits and fuel hope for the future. We need to keep the momentum going. This is our challenge for 2010-2011 and beyond.

A logical next step is to hold a Skype conference of ArtsBridge America directors to discuss ways that we can collaborate on acquiring the funding needed for continuing and expanding our arts outreach efforts. As the meeting this spring showed, there is no one model for collaboration. This may be both a limitation and strength of the ArtsBridge America model. Diversity in the communities served, adaptability in outreach planning, and creativity in programming are the hallmarks of a network that has survived changes in both the economy and national priorities in education. Our flexibility has enabled ArtsBridge America to recognize and exemplary programs such as Reading in Motion and adapt them to the needs of our constituents. The talented people we have attracted have enabled us to create truly innovative programming such as Mapping the Beat. Separately and together we will continue to implement and create outstanding programs that keep the arts alive in our schools and communities.

While last year was the second year that the national office of ArtsBridge America resided in the Center for Learning through the Arts and Technology at UCI, this was my first year as co-director. I owe the success of the conference to the dedication and deep knowledge about ArtsBridge that Jasmine Yep brings to the program and the national network.

There are many to thank for the stimulating workshops including Dr. Ron Richardson, Dr. Maureen Burns, Penny Venola, Jenna Stone, and the staff of Reading in Motion (whose participation was supported by a grant from the Andrew Family Foundation). Finally a special acknowledgement must be given for the generous support offered by Calit2.

Have a restful and pleasant break this summer. I hope that we will see you all at the ArtsBridge America conference again next year, with programs to share and successes to share with a world that is hungry for good news and for the arts.

We Want to Hear from You!

Did you attend the 2010 ArtsBridge America Conference? We want to hear from you!

We invite your feedback and comments about the conference workshops.

To submit your online survey, please visit http://www.surveymonkey.com/s/ZT8ZM6Z
2010 ArtsBridge America Conference at UC Irvine

The annual ArtsBridge America Conference took place at the University of California, Irvine on May 1 and 2, 2010. Hosted by the UCI Center for Learning through the Arts and Technology at the Calit2 Building, the conference brought together ArtsBridge America campus directors, faculty, administrators, and ArtsBridge scholars from university campuses across the country. We were thrilled to welcome fifty K-12 teachers, student teachers, and undergraduate students who joined the ArtsBridge representatives to participate in interdisciplinary workshops in visual and performing arts.

On Saturday, May 1, ArtsBridge faculty and administrators attended meetings to discuss the current and future direction of the national network, development opportunities, research and publications. Presentations from four ArtsBridge campuses highlighted the diverse projects in visual and performing arts in K-12 schools and exemplary models in scholar training. The University of Delaware, University of Hawai‘i at Manoa, Lawrence University, and the University of Colorado Denver shared project videos of creative and innovative models of learning through the arts.

Conference participants attended workshops with master teachers who introduced best practices in interdisciplinary lessons in dance, music, theatre, and visual art. Participants received the teaching resources and hands-on experience to implement the workshop activities in their own classrooms. On Saturday, May 1, participants attended four hands-on workshops. Each 90-minute workshop focused on integrating one of the four arts disciplines with English language arts or social studies.

On May 2, participants attended a full-day workshop led by two Reading In Motion coaches from the Chicago, IL. ArtsBridge is delighted to partner with Reading In Motion to host the second annual ArtsBridge training event. At the 2009 Conference, Reading In Motion conducted training in the kindergarten curriculum. This year, participants had the option to participate in the kindergarten or first grade workshop. Reading In Motion is an innovative reading program that uses the arts to engage K-3 students and help teachers make their core reading programs more effective.

We are working to make the conference materials and lessons available online. Please visit www.clat.uci.edu later this summer to download the educational materials. To request a CD of the conference workshop materials, please email arbridge.clat@gmail.com. We extend our heartfelt thanks to the presenters whose contributions made this conference a success.

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ArtsBridge America Conference Report

Story Quilt Square Collage
Presenter: Penelope Venola, California Art Education Association

This hands-on workshop in visual art introduced the “Story Quilt Square Collage” unit developed by Penelope Venola. This curriculum unit links history, literature, and art. Participants engaged in a discussion and overview of ancient through modern and personal myths that led to the creation of a personal narrative and quilt square collage. The specific modern myth discussed in this workshop was Faith Ringgold’s Tar Beach.

Mapping the Beat
Enhancing Understanding of American History and Geography through the Arts
Presenter: Dr. Ronald Richardson, Principal, Madrona Middle School

Mapping the Beat is a signature ArtsBridge project linking visual and performing arts with the geography and social studies curriculum. In 2008-2009, Dr. Ronald Richardson, principal at Madrona Middle School in Torrance, CA, worked with teaching artist Stephanie Feder and 8th grade teachers Kelsey Baughfman and Jessica Shanks to adapt the original 5th grade lesson plans to support the 8th grade social studies curriculum. This workshop introduced participants to the 8th grade units in geography, with supporting hands-on music activities appropriate for 4th-8th grade students. Mapping the Beat projects have been conducted in 4th-8th classrooms by ArtsBridge programs at the University of Delaware, Michigan State University, and UCI Center for Learning through the Arts and Technology, uses the arts to boost language skills of K-2 students while providing professional development in the arts to K-2 teachers. The project brings teaching artists into elementary classrooms to deliver high-quality, sequential, standards-based arts lessons. Each participating K-2 class will work with three teaching artists for nine weeks in dance, theatre, and visual art, for a total of 27 hours of interdisciplinary arts instruction. The two conference workshops provided an introduction and overview of the grade 2 and 5 lessons in theatre and dance. For more information, please contact Denise Lynn, Teaching Artist Project Coordinator, at dlynne@sandi.net. VAPA lesson plans for grades K-5 are available online at www.sandi.net and www.clat.uci.edu.

“The arts should be integrated throughout the day. If I teach in a kindergarten classroom, I will definitely use the Reading In Motion lesson plans and curriculum in my classroom to benefit the students.”

- University Undergraduate Student
"The most rewarding part is witnessing the students' joy and excitement. ArtsBridge helped me realize that I want to stay connected to teaching the arts in any manner possible.”
- University ArtsBridge Scholar

Teaching Artist Project, Theatre for the Elementary Student
Presenter: Marjorie Treger, Theatre Resources Teacher, Visual and Performing Arts Department, San Diego Unified School District

This workshop was an exploration of creative drama and the connections between theatre and the core curriculum for elementary school teachers and teaching artists. The workshop introduced a lesson about dramatization for second grade and a more advanced acting lesson for fifth grade.

Grade 2 Lesson: Retelling Stories – Dramatizations
Grade 5 Lesson: Introduction to Acting – Walking and Talking for the Actor

Teaching Artist Project, Dance for the Elementary Student
Presenter: Barbara Rinaldo, Director, San Diego Danceworks

This workshop introduced dance lessons designed for the second and fifth grade classroom. Participants were encouraged to move throughout the classroom space while exploring the four elements of dance: time, space, force/energy, and movement concepts (locomotor and axial).

Grade 2 Lesson: Spatial Relationships – Making a Connection
Grade 5 Lesson: Isolations and the Development of Style – I’ve Got Style

Reading in Motion: Kindergarten and First Grade Workshop
Kindergarten RIM Coach: Little Tom Jackson
Grade 1 RIM Coach: Avo Randruut

Reading In Motion teaches children to read by using the natural connections between reading and the arts. The curriculum uses music and drama to engage K-3 students and help teachers make their core reading programs effective. With a 25-year record of success, RIM is an arts-based reading curriculum which allows children to get out from behind their desks and use their entire bodies and minds to master reading skills. The RIM curriculum uses arts-based activities that allow children to engage their entire bodies in phoneme awareness, phonics and other basic skills widely recognized as critical building blocks in acquiring reading skills.

Reading In Motion workshop participants learned how to implement a proven music-based reading curriculum designed especially for the emerging reader. Areas of instruction covered in the kindergarten and first grade workshop included: phonemic awareness, word decoding with accuracy and speed, and oral reading fluency.

Founded in 1983 in Chicago, IL, RIM teaches reading through the arts. For more information, visit www.readinginmotion.org/

Reading In Motion projects were conducted in kindergarten classrooms in 2009-2010 by ArtsBridge programs at Lawrence University, University of Delaware, Utah State University, and UC Irvine.

Many thanks to the Andrew Family Foundation and the staff of Reading In Motion in Chicago for making this workshop possible.
Introducing the CLA&T Monograph Series

Continuing to help expand open access to scholarly publications, the Center for Learning through the Arts and Technology is taking advantage of new opportunities provided by the University of California Press, the California Digital Library, and the Berkeley Electronic Press to experiment with online books. Amy Shimshon-Santo, who has been involved in UCLA School of the Arts and Architecture ArtsBridge activities, has edited a book-length work entitled *Art = Education: Connecting Learning Communities in Los Angeles*, which will be the first in the Center’s series. In it, arts educators discuss critical pedagogy in the arts, honor youth creativity, and share successful teaching and learning strategies in architecture, art, dance, design, and world music. The work will be openly accessible from the Center’s eScholarship site at [http://escholarship.org/uc/clta](http://escholarship.org/uc/clta) with the option of purchasing a print version through the UC Press, whose staff will also be providing production, distribution, and marketing services. Other monograph series already published this way can be found at [http://escholarship.org/publish_books.html](http://escholarship.org/publish_books.html). Among the advantages of this hybrid publishing program are: global dissemination and reach, Google optimization for discoverability, author retention of copyright, and perpetual access & preservation.

The Center’s other eScholarship publications have already reaped these benefits with working papers, post prints, and the peer-reviewed *Journal for Learning through the Arts* [http://escholarship.org/uc/search?entity=clta_lta](http://escholarship.org/uc/search?entity=clta_lta). The Center is pleased to announce the publication of Volume 6, Issue 1, of the *Journal for Learning through the Arts*. This issue features Mapping the Beat and other examples of arts integration and empirical research. Please visit [http://escholarship.org/uc/clta_lta](http://escholarship.org/uc/clta_lta).

### Call for Articles: Deadline August 31, 2010

Manuscripts are currently being accepted for the next unthemed issue on teaching and learning through the arts. **THE SUBMISSION DEADLINE IS AUGUST 31, 2010.**

For more information, or to submit a manuscript for consideration for publication, visit [http://escholarship.org/uc/clta_lta](http://escholarship.org/uc/clta_lta).

*Journal for Learning through the Arts* is a peer-reviewed, online journal focused on disseminating current theory, research, practice, and thinking on arts integration in schools and communities. The Journal provides a forum for discussing all aspects of learning that integrate the visual and performing arts within K-12, community, or higher education settings.

Submissions are invited from university faculty, researchers, teaching artists, and K-12 school district personnel who have explored the link between learning and the arts through deliberate and disciplined integration of the arts (1) across arts disciplines, (2) with other academic content areas, and/or (3) into community-based educational programs. **Manuscripts must be submitted online by August 31st to be considered for the next unthemed issue.**

Articles discuss theory and practice, highlight current research, and review teaching and professional materials of interest to language arts educators. Articles should provide important insights into--or suggest provocative questions about--arts integration and learning. Proposals for Book Reviews on current, recent, and classic works on arts integration and learning are also welcome.

Manuscripts should be in English and prepared in accordance with the format recommended in the Publication Manual of the American Psychological Association. Authors are invited from outside of the United States. Manuscripts are reviewed anonymously by at least two members of the Peer Review Board. Guidelines are available online.

The Journal is sponsored by the Center for Learning through the Arts and Technology.

Queries? Contact the *Journal for Learning through the Arts*. Systems Administrator: Maureen Burns (maburns@uci.edu) Managing Editor: Dr. Liane Brouillette (lbrouill@uci.edu)
Utah State University: A Model for the Arts in Northern Utah Schools

Laurie Baefsky, USU ArtsBridge America Program Director

Utah spends less on education per child than any other state; with class size being the largest in the nation. In northern Utah, the arts were virtually eliminated from the public elementary schools well over thirty years ago and for the most part have not been reinstated. Most elementary schools offer no arts during the school day. Those schools that have arts, mostly music, typically receive 30-minutes of instruction per child per week, taught by a non-certified teaching aid with little-to-no formal arts education. The ArtsBridge America model of side-by-side arts integration, with the arts reinforcing other core subject areas, has proved to be a winning formula to bring high quality experiential arts engagement back into our arts-poor classrooms (our side-by-side model defines the classroom teacher co-teaching with the ArtsBridge scholar). It is not surprising that the main audience USU ArtsBridge serves is our northern Utah elementary school children and teachers.

USU ArtsBridge began three years ago in fall 2007, in one fourth grade classroom at the Edith Bowen Laboratory School, a charter elementary school located on the campus of Utah State University. The Marie Eccles Caine Foundation, a local family foundation, provided seed money for this first year. The Nora Eccles Harrison Museum of Art at Utah State University used the University of Oregon ArtsBridge model, becoming the second campus in the ArtsBridge America network to house its ArtsBridge program in a museum. With a strong museum education program as vision and support, USU ArtsBridge connected to community through the creation of the Legacy Project model. This has become a cornerstone of the program leaving murals, mosaics, landscape designs, classroom book sets as a lasting legacy of USU ArtsBridge: it is a legacy of art making that is meaningful to the community it serves, is of the highest quality possible, and has an intended long-term impact on all who participate.

In fall 2009, USU ArtsBridge added the Chicago-based Reading In Motion kindergarten curriculum to its programming. Developed over 25-years by musicologists and active teaching artists, this proven curriculum in Chicago Public Schools uses music, movement and theatre games to reinforce early literacy skills in the classroom. USU ArtsBridge was piloted in one kindergarten classroom at Sunrise Elementary in Smithfield, UT. Within one semester, the program expanded into three classrooms with six scholars. For the upcoming fall 2010 semester, there is a significant and growing waiting list for the program. This coming fall, USU ArtsBridge moves from under the art museum to the School of Teacher Education and Leadership. It will be jointly administered through the Caine College of the Arts. Education, arts education or music therapy majors who participate in ArtsBridge can now receive practicum credit for their ArtsBridge participation counting towards their field work requirements. There is also directed studies credit for ArtsBridge available, or it can serve as scholars’ area of emphasis for elementary education majors. The USU ArtsBridge is now supported by a consortium of university stakeholders, and state and private foundation grants. USU ArtsBridge is helping bridge the gap in our schools and university.
Visit the New CLA&T Website at www.clat.uci.edu

Please visit our new website at http://www.clat.uci.edu/

The CLA&T website has been redesigned with a fresh new look and has been updated with information about our latest collaborative projects, research activities, and program initiatives. Additionally, our new site provides K-12 teachers and teaching artists access to interdisciplinary visual and performing arts lesson plans and video lessons.

The new design provides online visitors with dramatic improvements in navigation, appearance and accessibility. Over the next few months, we will introduce new features and additional lesson plans and videos to support your work in arts education. Video lessons will include streaming videos of three sets of lessons for grades K-2 from the Teaching Artist Project developed by the Visual and Performing Arts (VAPA) Department, San Diego Unified School District. ArtsBridge America faculty and administrators are encouraged to register and login to access the ArtsBridge America Board of Advisors site.

The site was designed by JDLS Informatics Team, with support from faculty from the UCI Donald Bren School of Information and Computer Sciences.

“To the concrete applications which were shared thoroughly enabled me to see the various depths in which AB can be applied for both the teacher and the student. It was a strong motivator for me to be involved in this ongoing process as an artist and the challenges I am provided by translating lessons by the use of the arts.”

-ArtsBridge Faculty Mentor

New Journal Issue: Volume 6, Issue 1, 2010

The Center is pleased to announce the publication of Volume 6, Issue 1, of the Journal for Learning through the Arts.

This issue was coedited by Liane Brouillette of the University of California, Irvine, and Karen Gibbs of the National Geographic Education Foundation. There are three sections: Arts and Geography, Teaching and Learning through the Arts, and Opinion.

The Arts and Geography section was inspired by a Model Programs in Geography Education grant given by National Geographic to a coalition of campuses that were members of ArtsBridge America. This grant enabled both established artists and advanced university arts students to use the arts to learn about people and places, as well as to explore human-environment interaction.

Our continuing Teaching and Learning through the Arts section was designed to embrace a wide range of articles that focus on how the arts deepen and support learning, whether for students or teachers, within or outside of educational institutions.

This issue also introduces a new Opinion section, in which scholars and practitioners are invited to express their views about policy issues that affect arts education and research.

All new and past issues of the Journal for Learning through the Arts are available online at http://escholarship.org/uc/cla_lta

Reading In Motion Documentary

Two undergraduate USU ArtsBridge scholars created a 15-minute documentary, telling the Reading In Motion story in a powerful and rich way. Reading In Motion and ArtsBridge America are using this documentary to build support for their own programs. The documentary is available on YouTube in two parts at:

http://www.youtube.com/watch?v=odJIjk-I0YM

The video is also available as a DVD through USU ArtsBridge for $5/DVD + shipping. Contact Laurie Baefsky, Program Director, at laurie.baefsky@usu.edu for more information.