

# FLORIDA COMPENDIUM OF EXEMPLARY ARTS INTEGRATION PRACTICES

The programs included are based on presentations at the FAAE Arts Integration Spring 2010 Symposia series. These exemplary practices are grouped as follows: Section 1: School Change; Section 2: Community Artists and Organizations; Section 3: General Curriculum; Section 4: Arts Curriculum; and Section 5: Higher Education.

## Section 1: School Change

### Arts Integration Made Easy

In collaboration with Mary Palmer and her *Through the Arts* program, Grand Avenue Primary Learning Center's growing Arts Integration program aspires to enhance students' academic achievement as well as their engagement in learning. *Through the Arts* is a research-based program designed that facilitates whole school change through teacher education. The lessons and guest artists are planned to meet the unique needs of our faculty and students.

Grand Avenue Primary Learning Center is located in the heart of downtown Orlando. Our school serves the Holden Heights community, which is comprised of low-to-moderate cost homes, subsidized apartments and a housing project. Students attending Grand Avenue generally are, living in abject poverty and attempting to overcome enormous obstacles in their home lives. Arts Integration has motivated and reached our typically at-risk students by enriching the existing curriculum and providing a creative outlet that is needed. In the *Through the Arts* Integration program, students utilize higher order thinking skills as they synthesize and apply what they have learned by making meaningful connections. Arts Integration considers learning styles and multiple intelligences. Doing so causes internalization of concepts and retention of difficult curricular content.

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### How to Keep the Color from Fading: Art Beyond the Grant Cycle

Cambridge Elementary Magnet School of Arts and Science is a Title One school that received a Magnet School Grant to add a focus on the arts as well as science. The challenge has been to continue keeping art in the foreground as the grant cycle has ended and other finances have tightened. We did this in part by giving our school a makeover, which improved the visual appeal of the school and created a visual stimulus throughout the campus. Beyond the external, we modeled and assisted teachers with ways to integrate more visual aspect to their lesson plans across the curriculum."

Our students are what make our program unique. Many of them come from backgrounds where the arts and even reading is not a priority. We have given many of them a place to express their gifts and talents and have continued to strive to connect with the visual learner through the arts. This has been a wonderful step toward better learner and high achievement. We have received the Brevard County Excellence in Visual Art Award, the Florida Department of Education Music Demonstration School Award and a school grade of A for the second year in a row.

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### **Arts Integration: Academics at Its Best**

Impacting student achievement using an arts infused academic setting is an important aspect of educating the whole child. Exciting learning opportunities, presenting content through the arts, and approaching skills through an arts focus benefits all learning modalities. Communication between arts and academic teachers is essential in the successful implementation of an arts integration program. Kindergarten through eighth grade teachers work collaboratively to create activities that support and scaffold learning.

Davenport School of the Arts has an Arts Integration team that coordinates the communication between academic and arts teachers to support and help provide resources for successful implementation. Reciprocal lessons allow for arts teachers to introduce, teach, reinforce, or support content skills and standards. Classroom teachers integrate the arts into classroom learning activities to provide engaging activities to support the learning styles of all learners.

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### **Teaching Off the Page**

Booker Middle School, located in arts-rich Sarasota, FL, is the home to the district's only middle school magnet program for the visual and performing arts (VPA). The mission of the VPA program is to serve the artistically talented students of Sarasota County through immersion in a project and performance-based

program in an arena of artistic and academic excellence. In each VPA class, teachers seek to develop intellectual vigor, passion, and self-discipline by nurturing imagination, curiosity, discovery, advocacy, and personal development. . In addition, the faculty and administration at Booker Middle School adhere to the philosophy of arts integration throughout the campus, by using the arts as a tool for engagement, rigor, and relevance in the teaching of the general academic curriculum in all grade levels and subject areas. As a result, Booker Middle School truly is the place where children's inner talents become outer strengths.

We have created an arts integration academic team. This multiage team consists of students at the intermediate and advanced level of arts programming and their teachers. Students loop with the same teachers for 6th, 7th, and 8th grade. Because the arts are used to teach the general academic curriculum, students are excited to learn and participate in their own education. The team consists of twelve teachers and over 200 students. We are expanding our arts integration endeavors school wide, but this team has allowed us to pilot various arts components in a creative, engaging atmosphere.

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### **The Power of Arts Integration**

Our school is one of three schools in Palm Beach County selected as "Arts Integration Schools". Palmetto Elementary is presently in its third year of an arts integration grant, for teachers, students from kindergarten through 5th grade. Our staffs have incorporated concepts from visual arts, theatre, music and dancing into the teaching of core subjects. The students and teachers are more excited about the subject matter.

This program is not an epiphany; it is simply a series of techniques and awareness that causes the teachers and children to have "Ah Ha" moments. The uniqueness is that the program keeps the students and teachers engaged in the subject of study. One unique characteristic of the arts integration program in our campus is that we chose to have a physical - visual reminder that we embrace the arts. This was done through a series of tile mosaics, developed in collaboration with a visiting artist, highlighting the inter relationship of core subjects and the arts. Find out how Palmetto Elementary School is making arts integration a reality, one step at a time.

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### **Arts Integration: An Innovative Approach To Reach all Learners**

As part of a pilot program in Palm Beach County, Egret Lake Elementary School is incorporating Readers Theatre, dance, music and art within all classrooms to teach literacy, math, social studies and science.

Professional development is the key element that has expanded teacher's confidence in using these strategies in their classrooms. Teachers learn how to implement arts integration strategies that are active and engaging for our students.

After the first year of our grant, students in Kindergarten, First and Second grade improved their Dibels level by a minimum of 20 points. Arts vocabulary improved SRI testing by 10% in grade 2. In year two, our FCAT tested students improved their grades by 5 %. After two years of the grant being in place, we have not only maintained our state's A grade but have met AYP. Discipline referrals and absences decreased by 20 % across the grade levels. Though our professional development, our entire faculty is now implementing arts integration strategies into their core curriculum.

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#### **Changing a School: Arts Integration in a full spectrum of learning environments**

Berkshire Elementary is one of Palm Beach County's 3 pilot schools for arts education. We are in our third year of the Pew Foundation Grant and have watched our program grow in leaps and bounds. We serve nearly 1,100 Title I students with over 50 classrooms. This year Arts Integration is school-wide, taking place in the vast majority of those classrooms. We have a strong Arts Integration/ Humanities Team that serve as resources for our ambitious classroom teachers in their ever- evolving pursuit of Arts Integrated teaching and learning.

Perhaps the most unique feature of Berkshire's AI program is the important distinction that from day one, it has been a voluntary program. No teachers were forced or coerced into taking part at any time throughout the three years of its existence. It started with a small group of 5-8 interested but unsure teachers from across the curriculum and has grown naturally and organically to become an all- encompassing school wide worldview. Because of this, teachers have been given the opportunity to experiment with this system on their own time, with their own parameters. We have watched so many teachers cast aside preconceived fears or barriers to the effectiveness of AI in their unique classroom situations as they have and come to understand that it is flexible and relevant and can exist in a full spectrum of situations and circumstances like those found at our school.

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#### **Symmetric Faces: Mathematics and the Arts**

Integrating mathematics with the arts has created a multidisciplinary approach to learning that that has enhanced student success at Palmetto Elementary.

A hands-on approach to learning is a positive way to reinforce math concepts. When it is mixed with the arts, it is proven to be a successful recipe. When I integrate mathematics with the arts, I am giving my students a chance to experience math in a different form that can be mastered.

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## Section 2: Community Artists and Organizations

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### **PROGRAM INFORMATION**

#### ***What is the purpose of your Program?***

PASSport is a school-based educational model founded on the premise that all children benefit from a learning environment that includes an affective instruction which embodies the creative process and the nurturing of the imagination.

The goal and purpose of the program is the development of empowered learners that have a greater sense of confidence, creativity and self-esteem, giving them the power and authority to become lifelong learners.

The partners in the program VALUE... developing deep and sincere happiness in children, nurturing a creative learning environment, understanding and awareness that all children are UNIQUE in their ways of learning, infusing the arts as a pedagogy for learning and highlighting the creativity in each person

***Who is involved? How is each involved? (e.g. The school's arts teachers are involved as "arts resources" to classroom/subject area teachers...) What is the role of the school principal or the arts organization administrator in the program?***

The **school administration** is committed to supporting and facilitating the infrastructure needed for the PASSport program (ensuring appropriate professional development, resources, scheduling and budgeting). It takes an active role as a leader throughout the process through its support and involvement. It is an ambassador to all involved stakeholders.

The **Hoffman Institute** strives to develop "empowered learners" through a partnership that integrates students, classroom teachers, arts educators, teaching artists and administrators, and is committed to the concept, goals and strategies of PASSport. Throughout the partnership, the Hoffman Institute provides training and workshops in addition to artists, arts educators and teaching artists who work with the school.

**Core Team** members, comprised of classroom teachers, school support staff and school administration, attend monthly or bi-monthly meetings with Hoffman Institute staff, disseminating all information to

other teachers. They focus on the overarching “big picture” needs of the program. This team is responsible for the ongoing implementation of assessment tools, exchanging of ideas and lesson plans with teaching artists, acting as mentors for teachers who are new to the program, as well as visiting schools and administration. A representative of the Core Team should be assigned to the School Improvement Plan Team [SIP] and be actively engaged in the implementation of the plan. This representative ensures that the partnership and the PASSport program are acknowledged and put on the SIP.

**Classroom teachers** assist and participate in the learning community while the teaching artist is present in the classroom and should never leave the room while the teaching artist is instructing. The classroom teacher acts as a facilitator of arts infusion through the integration of the arts across the curriculum and in the classroom environment. Communication with the teaching artists is vital to the success of the program. It is the job of the classroom teacher to extend the ideas and strategies into other areas of teaching and subjects, ensuring that arts infusion is occurring even when the teaching artist is not present.

**Students** are considered key partners to the process and commit to being an active learner, being engaged and having fun!

**HOFFMAN Institute Teaching Artist** establishes a collaborative working relationship with the classroom teacher, specialists and administrators to work together toward common goals to enhance student learning through a creative environment. The teaching artist brings their art form into the classroom environment using curriculum connects as theme, plot, character or subject matter. The teaching artist is to focus on the art form and its process. The teaching artist also develops lesson plans which follow a standardized format for each classroom visit. The standardized format is determined by the classroom teacher.

**Guest teaching artists** ( E.G., Glenis Redmond, Spoken Word Poet) provide workshops that either enhances a teacher’s awareness of current best practices in arts-infused instruction or a specific artistic process. Guest teaching artists strive to motivate students toward specific curriculum goals, while encouraging students to think outside the box.

**School specialists,** (Performing arts, visual arts and physical education) transform the environment into a stimulating, creative space by infusing the arts into the school. After agreeing on a specific deadline, each grade level team submits up to three ideas per specialist, the specialist may choose one to be included in his/her curriculum to help aid in the integration of the arts-infused program. All area specialists are responsible for infusing PASSport into the curriculum.

**Stakeholders** involved **in a cumulative presentation** using backward mapping, stakeholders plan the infused structure of their program through the year to ensure sufficient time to write/create, explore/rehearse, produce necessary theatrical materials, and deliver the final presentation.

**The Curriculum teacher task force** represents a cross section of all stakeholders. The task force works directly with the Director of the Hoffman Institute for the ongoing program, process, assessment and development of strategic planning. In addition they work with members of the community, school board and arts organizations on arts education advocacy.

**The Community and Parents** act as volunteers for the classroom, fund raisers, set up support and advocates for the program. Above all the parents are to nurture and encourage their children to be 'empowered learners'.

**Which best represents your program's frequency?**

On going

**Why is this program important? (Include something about the program's impact on students, teachers, administrators, community organizations, and/or parents.)**

The program is a case model on partnership development between a cultural institution and an elementary school entering its 10<sup>th</sup> year. The program has increased community and parent involvement in a school demographic which rarely has one. The schools in the program have experienced improved test scores, attendance, and behavior and student involvement in the learning process. The school environments are welcoming and teacher moral has been increased.

**How is the program funded? If possible, include the annual cost of the program.**

The program is primarily funded through the Hoffman Institute's parent organization Ruth Eckerd Hall, Inc. Funds are secured through public and private foundation grants, corporate grants and sponsorship, individual donors and government funding. The schools pay between 10-18% of the program costs as well as support the costs for cultural experiences and transportation. The program cost for a 'full' school infusion which is K-5 grades is approximately \$72,000.00 dollars, (\$12,000.00 per grade level) or an average of \$100.00 per child per year.

**DOCUMENTATION**

YES, we will submit.

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**PROGRAM INFORMATION**

**What is the purpose of your Program?**

Miami-Dade County's first museums magnet schools are designed to use the wealth of teaching and learning resources of local museums and cultural institutions. That means that teachers and students learn to use objects, artifacts, and museum experiences as part of their daily

classroom practice regardless of the subject they are studying. Teachers adapt traditional instructional strategies and curricula into ones that use objects to create innovative, multidisciplinary educational experiences for students. The end goal of this transformation is to promote flexible and rigorous thinking skills based on personal interactions with works of art, historical artifacts, and everyday objects that meet Florida Sunshine State Standards, and ultimately improve student academic achievement in a diverse student population.

***Who is involved? How is each involved? (e.g. The school's arts teachers are involved as "arts resources" to classroom/subject area teachers...) What is the role of the school principal or the arts organization administrator in the program?***

**Schools of Choice & Parental Options (SCPO)** of Miami-Dade County Public Schools conceives and administers the museums magnet program. SCPO works with school administration, faculty, and museum partners to implement professional development plan for the inclusion of chosen teaching strategies to be employed as part of the program. Strategies teachers are trained in include Object-based learning, Project-based learning, and Visual Thinking Strategies.

The **school administration** is committed to supporting and facilitating the museums magnet program. The administration ensures appropriate time availability for professional development and budgeting resources to make the program run smoothly. The administration also takes an active role in supporting initiatives offered to schools by museum partners.

**School Faculty** works collaboratively with museum educators to design experiences/programs that integrate the school's standards-driven curriculum with the objects, artifacts, and collections of museums. Teachers also work with museum educators to integrate object-based and project-based teaching and learning strategies into the school environment. Furthermore, teachers utilize and implement pre-and post learning activities that are connected to learning experiences that take place outside of the classroom.

**Museum Educators** work collaboratively with school faculty to design experiences/programs that integrate the school's standards-driven curriculum with the objects, artifacts, and collections of museums. Museum educators work with school faculty to integrate object-based and project-based teaching and learning strategies into the school environment. Museum educators also make outreach efforts to museums magnet schools and keep communication channels open with lead teachers to convey information about upcoming events, programs, and professional development opportunities. Lastly, Museum educators are expected to identify teacher needs and provide appropriate professional development opportunities to fill the identified gaps in knowledge and skills.

**Museums** offer:

**Outreach:** This can include the museum sending staff to your classroom to conduct and model lessons within the classroom, collaboratively teach a lesson within the classroom, or just provide resources from their institution for use in the classroom. Furthermore, this can include meetings to discuss tailored learning expeditions for individual teachers.

**Learning Expeditions:** The museums magnet program operates on the concept that local cultural institutions are extended classrooms for teachers. Teachers are entitled to organize and conduct learning expeditions to museums. Museums will provide thematic/planned programs for individualized touring experiences.

**Theory and Practice:** Museum staff will provide guidance on how to incorporate object based learning within the classroom or on school grounds.

Resources: Museums are willing to provide resources for the classroom, such as slide presentations, objects, posters, plants/trees, and other material that can be used to implement object based learning in the classrooms. Other resources also include lesson plans that museums have developed for use in the classroom.

Art Installations: Some museums have funds to hire artists to work with students directly in the classroom on projects that can culminate in permanent art installations.

Professional Development: Museums offer all museum magnet faculty the opportunity to participate in a host of professional development workshops that help teachers further their understanding in object based learning and the inclusion of museum collections into the core curriculum.

***Which best represents your program's frequency?***

On going

***Why is this program important? (Include something about the program's impact on students, teachers, administrators, community organizations, and/or parents.)***

By placing the object at the core of the learning process, students gain skills that are critical to all areas of learning. The study of objects requires students to look beneath the surface and search for more in-depth knowledge and connections. The object never exists in isolation but rather is one element of a greater sphere and at the same time intersects with many different spheres cultural, historical, and personal. As students have personal contact with authentic objects, in their classrooms, local neighborhoods and museums, they experience learning through discovery, which makes the learning real and relevant. Furthermore, the program is important because it is coupled with a rigorous research project that is attempting to quantify if arts integrated curriculum affects student academic achievement.

***How is the program funded? If possible, include the annual cost of the program.***

This specialized partnership is initially funded by Miami–Dade County public schools through a three-year grant awarded by the U.S. Department of Education's Magnet Assistance Program. Further commitment to the program is taken up individually by museums as they source grant funds to continue sustainability of partnerships the original grant funding helped to establish. The costs of such a program range tremendously depending upon museum partner commitment so an approximate budget cannot be supplied.

## Museum of Florida Art

The Museum of Florida Art's Education Department serves its diverse audience as a vital, innovative, and welcoming center for learning through the visual arts. Supported through focused educational programs, the Museum provides opportunities for creating, discussing, and connecting to art through Museum's exhibitions and collections. As an education partner with schools, the Museum offers several field study and tour options to students of all ages, teacher materials and professional development opportunities, and working partnerships with area schools. Through varied programs and integrated approaches to delivering

art education, the Museum reaches students with varying learning styles and teachers with expertise in many academic disciplines. "

The education programs the Museum of Florida Art provide opportunities for students and teachers to experience art in new and exciting ways through first-hand encounters with original works of art. Each program is designed to enhance student learning, encourage verbal and visual literacy, promote creativity and provide rich connections between the arts and other disciplines. These programs seek to engage students both in and out of the classroom with a selection of interpretive programs that can be tailored to specific grade levels and classroom curricula in both art and non-art subjects.

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### **I Made That!**

The Center for Research in Education Art Technology and Entertainment (CREATE), is an community outreach center of the University of Central Florida. I am an Artist, an Educator, and an MFA student in Digital Media. I was assigned by CREATE's Director, Dr, Stella Sung, to consult with Dr. Mary Palmer and her *Through the Arts* team on creating a community Garden area at Grand Avenue Primary Learning Center, a title One school in Orange County. Like you could imagine, the original idea grew and grew. Now we have three murals, a garden, and an orchard, the students, and community volunteers, have planted, cultivated and painted to make the community garden space a reality."

The greatest part about this project comes from the people involved in it. Support and partners include UCF, city county and state agency employees, a state senator, classroom teachers, consultants, and others. So many hands have come together, but nothing would happen without the community itself stepping in and taking ownership of the whole process and end product created. Community based projects really move people. The students that plant vegetables will say, "I grew my dinner from seeds!" After helping with the murals, they can look back for many years and say, "Hey, I made that!" We have labored to foster that sense of ownership in the people the project is meant to serve.

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### **STORY SOUP**

STORY SOUP is a springboard for creative writing of stories, plays and poems. The program discusses and illustrates the elements of a story and "turns on" students to the process of creative writing. STORY SOUP has proven helpful to bilingual students in their understanding of the elements of a story and the creative writing process. STORY SOUP's basis is audience participation - including "suggestions" from the students and opportunities to experiment on stage with improvisation. This is a 45-minute show, unless the school requests otherwise. The objectives of STORY SOUP are: to introduce students to theatrical improvisation by professional actors, to provide the enjoyment of a new kind of theatre experience, to reinforce important elements to remember when writing a story and to get students excited about the Creative Writing process. Recognizing the elements of a good story. Working creatively as a group. Using the imagination!

STORY SOUP is very interactive, lots of fun, and every performance is different because each is based on improvisation and creative thinking. STORY SOUP was first performed through Young Audiences in Western New York where students' creative writing skills were tested by the State University of New York at Buffalo. Tests were given to students before and after they participated in STORY SOUP. The tests showed an improvement in creative writing skills after participation in the STORY SOUP program.

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### **The Buy in from Top to Bottom-An Arts Integration Model**

A discussion centered on the success of arts integration, when the total school community makes an effort to accomplish its goals, with the arts as the point of departure. After qualifying this as a best practice model the group will together, will discuss ways of making this model the rule rather than the exception, in the effort to truly educate our youth."

The unique quality of the program is based on reliance upon African folkloric learning models successfully use in two recent projects conducted in Orange County Schools, by Orisirisi African Folklore in collaboration with Dr Mary palmer of Palmer and Associates and the Districts Fine and Performing Arts coordinator, Debra Beverlin. Though African-centered in its approach, the projects implications are such that the same type measures of success could have been gained with the use of arts education modules of countless disciplines.

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### **Integrating the Arts through Distance Learning**

The mission of Distance Learning program is to make arts education accessible to all populations (using multiple ISDN lines). The program allows students to interact “live” with teachers, artists and the Center’s exhibitions without leaving their classrooms.

Working with the Broward Education Communication Network (BECON), the Art and Culture Center creates arts related curriculum and presentations to broadcast into Broward County Public Schools. All lesson plans incorporate both Sunshine State and National Standards. These presentations are interactive, and several classes can participate in each session. Last year we conducted 38 broadcasts reaching a total of 1357 students and 149 educators. Each year we bring in local guest artists to demonstrate their skills to our participants.

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### **Museums Magnet Program: Building Enduring, Understandings and Essential Questions**

Southside Elementary Museums Magnet School is a humanities based magnet school. Using Understanding by Design, grade level units are written by unpacking the standards to be taught and creating enduring understandings and essential questions. Art education curriculum is built around the understandings. Student learning is demonstrated by creating exhibitions at the end of each quarter. The student art making activities become an interactive element for Exhibition Night.

The Museums Magnet approach to student learning is very unique in the public education realm. At Southside we use the strategies of Object-Based Learning, Visual Thinking Strategies, as well as providing hands-on/minds-on experiences through Learning Expeditions to museums and authentic spaces. Art education and student art-making are infused throughout core-content curriculum, and core-content subject standards are the basis for creating art lessons. For example, when the Second Grade learned about the Rain Forest, students created three-dimensional flora and fauna in art class, they focused on the Art Elements of line, shape and color, and the Principles of Design, pattern and balance.

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### **Arts for Learning: The Power of the Arts in PK-Grade 6 Curriculum**

Organizational Overview: Founded in January 2000, as a partnership with Miami-Dade County Public Schools, Miami-Dade County Department of Cultural Affairs, and Young Audiences, a national leader in

arts-in-education, Arts for Learning's mission is to advance teaching and learning through the arts. A4L believes in the power of the arts to enrich and change lives and envisions a community where the arts are central to the life of every child. A4L's distinct approach hinges on our conviction that all children, if given the chance, can be BRILLIANT. The arts provide that chance. In the 2009-10 year, A4L will work with more than: 100 Teachers; 100 Artists and Cultural Organizations; 58 After-School and Summer Sites; 60 Preschool and School Programs; and 5 Community Festivals and Events to serve 11,000 children and youth.

Statistical Overview: In 2008-2009, 91% of participating students increased in visual and performing art skills; engagement in day and after-school activities; self-efficacy; or creative, critical, and independent thinking skills. Leading experts in arts and education have found that Arts for Learning programs lead to: 1) Statistically significant increases in preschoolers' vocabulary development. 2) Marked increases in literacy skills for students in grades 3-5, including: • Twice the gains in comprehension of story • Four times the gains in understanding author's choice • Six times the gains in using visualization • Five times the gains in understanding story elements 3) Increases in "creativity, critical thinking, and engagement" as measured by Indicators such as: factual knowledge about content, novel or unique ideas, concentration and focus, use of details, making connections, questioning, and reflecting critically.

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### **Museum Magnet: Painting History**

The Museums Magnet program aims to connect the classroom to its neighboring cultural institutions through arts-integrated and object-based learning. HistoryMiami has been a Museum partner in the Miami-Dade County Public Schools Museums Magnet program for seven years and is the only museum currently working with all five Museums Magnet schools. HistoryMiami uses objects, such as artifacts, replicas, documents, and photographs, and performers to bring history alive for students. Teachers use our galleries and Miami's outdoor historic sites as an extension of their classroom. This learning expedition experience is preceded by pre-visit material prior to the visit and reinforced afterward with a post visit.

This program provides a bridge between institution and classroom. The Museum has been working with the South feeder pattern for seven years and with the North feeder pattern for three years. This type of exposure to performers, exhibit related curriculum and project based curriculum is a special experience for all involved. The education is personalized and works to simultaneously enhance the students' and teachers' experiences. Students are engaged in a multi-modal and multi-sensory approach, which builds upon their prior knowledge and activates learning. Teachers take ownership over their curriculum and begin to see arts and culture as a viable tool in their classrooms. The program also works to make a new generation of museum goers.

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### **"Building Learning Communities through Arts and Culture" grant program**

With funding from the Kenan Charitable Trust and National Endowment for the Arts, the Palm Beach County Cultural Council created the program initiative, Building Learning Communities through Arts and Culture, to expand and advance outcome-driven arts and cultural education programs for middle school children and their teachers in Palm Beach County, focusing on social studies curriculum. Phase I, August 2009-May 2010, funded 3 Palm Beach County cultural organizations that formed teams with teaching artists and classroom teachers. Phase II is to present, publish and distribute the evaluation data. Phase III is to replicate the model in 2010-2011. Phase I: Provided matching grants to 3 organizations to deliver integrated arts and cultural programs based on performances and/or visual art exhibitions. Each team developed curriculum and participated in 10 arts integrated lessons. Funds covered 3 professional development sessions and on-site support for teachers, artists, and cultural educators.

With more major cultural organizations than any other coastal community in the Southeast, Palm Beach County has an opportunity to positively impact the number of students receiving quality arts education in the classroom. By partnering our cultural organizations with schools and artists in residence, and by enhancing the abilities of these organizations and teaching artists through training and evaluation the potential impact is enhanced. The teaching teams worked with an outside evaluator to develop/implement a program assessment that identifies the three key outcomes for this pilot program: student learning, artist/teacher team learning and program implementation. Organizations conducted some of the program evaluation using methods such as pre and post surveys, classroom observations, portfolio review, student and teacher journaling and facilitating student and teacher interviews. Incorporated in the BLCTAC model is professional development for educators, artists, cultural education leaders and parents.

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## Section 3: General Curriculum

### T 3 (Technology, Trailers & Tableaus) and the PLC

The goal of our Professional Learning Community was to improve our standardized test scores in reading and writing while also engaging students in and through the arts. Technology was a very important piece in setting our goals because students live in the 21st Century where their lives center around all types of visual technology. Students at all grade levels created movie trailers/e-books. Students transfer verbal language into visual images using conventional art forms (drawings) to current technology in order to add meaning to student's writing verbally as well as visually. Students create movie trailers, e-books after a conventional hard cover book is completed. A celebration, The Stevie's, occurred upon completion of this school-wide project where the movie trailers were shown to the school community in the form of a Hollywood/Oscar Night.

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### Stories of HOPE from Children of the Holocaust

Through the cooperative efforts of the social studies and drama staff, students in sixth and eighth grade at McLaughlin Middle School and Fine Arts Academy were immersed in the history of the Holocaust through the 'eyes of the children' who lived and died during this period of time. The stories of human behavior and the struggles for survival in a world of racism and prejudice from children's perspective, gave new life to this historical event.

The play, (*I Never Saw Another Butterfly*) was prepared and performed for the entire student body in social studies classes. After viewing the play, teaching this historical event continued for weeks. The circulation of materials (of the holocaust) from the media reached an all time high. Student's interest had been peaked! Lessons continued to evolve as more discussions of diversity, responsibility and respect grew from this historical drama.

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### **Arts Integrated Assessments (Finding out what your students know without paper and pencil tests)**

We have successfully tested content knowledge, primarily in science, using arts integration. The creative outlets we have utilized range from student-created puppet shows to Art Trading Cards to creating and performing soundscapes."

Most of our students are excellent standardized test takers and can adeptly maneuver their way through multiple-choice tests. There are some students, however, who have test anxiety; and even though they know the tested material, falter on written tests. We have found a way to break the cycle of learn, study and take a paper and pencil test. Our arts integration assessments allow all students to show what they know in a meaningful, creative fashion that overcomes testing fears and challenges students to have ownership of their knowledge in a lasting and impactful way (and have a lot of fun along the way), allowing students to create an artistic method of sharing their knowledge lets them use ever increasing critical thinking skills that range from the bottom of Bloom's Taxonomy with basic recall to analysis and application, all the way to the top - creating.

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### **The Brain Loves a Song**

Not everyone can teach music, but we all can use music to teach. The brain retains more information for longer periods of time when learning with music and movement. This program provides the why music is important, how to integrate it into our daily lives and where to find the resources to do so. If we give children exposure to music early in their lives, we give their brain added abilities plus the love for music which will enhance their lives forever.

Because this program was founded from the educator's, parent's and musician's points of view, it explores music from all perspectives. The latest brain research findings are used to write the music that supports the program. The music and associated activities are well founded and easy to use. Parents and teachers are results.

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## **Ecology Mosaic Mural- A Public Art Work**

This project will enhance classroom activities because students will learn the skills of cooperation and collaboration. Students will learn the basic social skills of listening to others and taking turns. Through teamwork and research, they will learn that the discovery course is more important than the end result. This project will encourage trust and create friendships across grade levels. Participants will build self-esteem and confidence while learning to agree and disagree in a caring way. Students, teachers, and parents will discuss and solve problems that arise as they work together. They listen and consider the ideas of their teammates in order to build on one another's thinking. All of these skills are necessary tools for classroom activities. This project will achieve academic gains for low-performing students because when "they feel connected to others and cared for, students learn to relax, drop their fears, and take the risks necessary to grow academically and society.

This project was used with our school's student environmental club, which works each week to collect recycling and promote green ideas in the classroom and the community. In preparation for the dedication of our new school, we wanted to create an art installation to both beautify the space and commemorate the new building opening. By working with the environmental club and using recycled materials, we promoted recycling while learning about the wildlife indigenous to our campus. Club members range from third to fifth grade and met regularly to research, collaborate, design, and created the mosaic wall. The project provided opportunities for every student, alumni student, teacher, parent, and community member (to participate). This mosaic mural will enable students to practice multi-age cooperation and collaboration and give community members —students, teachers, and parents—a chance to participate in the process of creating a public artwork.

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## **Art Is Fun -" An Integrated learning" Program**

Art is Fun is a program I developed, to teach painting, drawing and sculpting, using good technique and core subjects taught in the classroom. Students come in the "Back Door" of reading, writing, math, science, social studies, and history and leaving out the "Front Door" of art. This basic idea offers an exciting way of using good technique and integrated learning while students create unique and personal pieces of art.

Art Is Fun offers something different in way we teach art, enhance the process of learning and use integrated teaching. The art classroom becomes more than a place we make pretty pictures, but a place where we study the science of handmade paper, the writing of recipes for color, the math used in folding paper, drawings that create stories, the chemistry of melted crayon and vocabulary using descriptive words.

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### **Drama The Tools To Academic Excellence**

Through drama, elementary students are able to work on classroom studies by compiling research to write and perform plays, use puppets and other drama props. Multicultural and diversity awareness, core values (bullying), fact vs. fiction, consequences of actions and wise choices, are some of the topics we have explored. Dealing with constructive criticism, teamwork, and debate. History fair groups how to be inclusive of every child, promote the joy of reading and explore the different media through which children can learn to increase writing skills and good audience manners. Have your students learn how to listen to and follow directions the first time. Promote technology skills through the use of drama. Show students how they can use simple everyday objects to create visual and vocal special effects as well as costumes. K5 thru middle."

Promotes the interaction of drama to reach every student at his or her own level. Shows the use of various media with academics. Brings cost effective ways to include props and costumes involving the students. Enhances listening skills and accelerates oral reading to new levels. No one is left out in the process and it encourages the child who is on a different level to progress to completing tougher goals. Drama encourages students to step out of their comfort zones to help develop their presentation skills. Special needs students are made to feel extra special as they work with drama integration with their classroom academics. All 637 students at my school integrate drama skills on a daily basis. Know how to create a grade level play that gives every student an oral part. This can be one class, a grade level or several classes from different grades presenting to the rest of the school.

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### **Collaborations to Increase School Readiness Through Violin Instruction**

The Guadalupe Center Project is a venture through which Florida Gulf Coast University's Bower School of Music students provide beginning violin instruction to forty-eight four-year-old children at the Guadalupe Center in Immokalee, Florida. Classes meet twice each week, and the children participate for one full year, including summers. The project is the product of a collaboration between the Bower School of Music, the Education Foundation of Collier County and the Guadalupe Center. The Bower School of Music mentors

work under the supervision of Judy Evans, adjunct BSM faculty instructor of string education. Mrs. Evans coordinates all the agencies involved in the Immokalee Enhanced Learning Through Music. "

High educational and musical standards are expected by of the university students and their young charges. The program is literacy-based and directed toward advancement of language skills. The educational focus is on sound exploration, focusing attention, developing listening skills and fine motor skills rather than on developing musicians, a process that would involve long-term, sequential instruction. In addition to providing unparalleled opportunities for the university students to hone their own teaching skills, the children at the Guadalupe Center are already demonstrating positive musical and academic growth as a result of this specialized instruction. After a month of instruction, classroom teachers have observed the children's increased attention span during reading circle and focus on lessons.

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### **Discovering Science Through the Elements of Art**

This curriculum project, based on the book of Dr. Claudia Cornett, uses art integration in the 1st grade science curriculum. The focus is on life science, Florida's natural habitat and the proper use of water. This process has enabled these 3 first grade classrooms to have butterfly gardens, greenhouses and high quality art.

Our approach combines "real life" experiences with creating relatable art objects. Our classes have gone on field trips to Mosi to take digital photos of the butterfly gardens, to the Florida aquarium to see the coral reef and wetlands up close so the watercolor painting they did would have a connection to the real world, created clay tiles for mosaic stepping stones, and put it all together for a display at the Florida State Fair.

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### **Music + Art+ Literacy = ENGAGEMENT**

Too often, when a student is struggling, instruction almost becomes dry and heavily reliant on the completion of paper and pencil tasks. But we know that more of the same is not necessarily the best way to help these students grow. By combining music, art, and text, our struggling readers have demonstrated increased comprehension, fluency and vocabulary. Students are excited to participate and produce more thoughtful, meaningful responses to text. Again and again, the arts are like a key that opens the floodgates of meaningful literacy learning and student comprehension, fluency and vocabulary development.

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### **The Art of Reading: Using the Arts to Invigorate Literacy Instruction**

Using arts integration as my primary means of test preparation, my students outscore the district and state on the reading FCAT every year. More importantly, my students develop a love of learning and a deep appreciation for reading and the arts. My approach is teacher- and student-friendly, effective with students at all achievement and income levels, requires little to no expense, and offers an escape from the high stakes test-obsessed environment plaguing schools today.

My series of arts-integrated lesson plans for reading, writing, and social studies teach Sunshine State Standards through music, visual arts, theatre, poetry, communication arts, and dance/movement. Using existing textbooks and novels as a foundation, I integrate the arts to teach the standards with depth and meaning. This approach allows me to seamlessly integrate service learning, multicultural studies, and character education. Collaboration with local arts organizations expands my students' experiences with arts integration.

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### **The Natural Connections of Science and Art**

Each day, Pine Jog Elementary, Florida's first Gold LEED Certified School, lives up to its mission of inspiring learners to value and respect others and the world we share through an eco-friendly learning environment while integrating science, nature, technology, and art. The unique and innovative construction design of Pine Jog opens the door to a new way of teaching through its environment and has essentially introduced and refined a new concept of a living campus where the creative spirit has embraced the aesthetic beauty of the 135-acres of natural pine forest. Using the outdoor beauty that surrounds the campus, students begin to recreate and embrace nature through their artwork, in turn, allowing for a naturalistic approach to learning. In addition, students are becoming pioneers in the green school movement and establishing school-wide recycling collections that are used in creating found-object art that sends environmental statements about global conservation efforts.

New educational research is beginning to emerge about the benefits of science and art integration. Science education offers an inquiry-based, student-centered, hands-on approach to learning, fostering critical and creative thinking. Science and art have a similar connection because both subjects are a way of knowing and understanding. Both subjects depend on a common knowledge of the world, natural curiosity, problem solving, investigation, and observation. At Pine Jog Elementary, our art program offers our young artists the

opportunity to make these connections by taking science topics and aligning them with Master Artist and Element of Art studies to create multi-faceted artwork. The visual arts program, continuously immersed in a theme of environmental sustainability, not only reflects science integration, but also adds natural dimensions as students are asked to engage in the outdoor world and find ways to solve the environmental challenges facing our world today.

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### **Symmetric Faces: Mathematics and the Arts**

Integrating mathematics with the arts has created a multidisciplinary approach to learning that has enhanced student success at Palmetto Elementary.

A hands-on approach to learning is a positive way to reinforce math concepts. When it is mixed with the arts, it is proven to be a successful recipe. When I integrate mathematics with the arts, I am giving my students a chance to experience math in a different form that can be mastered.

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### **Political Revolutions and the Arts: Salvador Dali**

Objectives of the program: Familiarize the students with Surrealism and the work of Salvador Dali. Explore the relationship between Visual Arts and other disciplines recognize the conditions of world affairs after World War I, recognize the long lasting effects of War on society and the arts.

Dali not only painted, but created sculpture, worked on films (including Disney & Alfred Hitchcock), made jewelry, experimented with photography, used mechanical devices to play with the perceptions of the eye, studied and became familiar with Freud's theories of psychoanalysis, he had knowledge of architecture and helped design the Dali Theater and Museum in Figueres, Spain. His multidisciplinary creative talent is the consequence of living through turbulent political times. His work also exemplifies that representation in the visual arts can be influenced by "non-art" circumstances such as revolutions, opposition to war and capitalism.

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## Section 4: Arts Curriculum

### Especially the Specials: Integrating Physical Education, Music, Art, and World Language into a Classroom Curriculum

Throughout the year, central ideas/concepts are bridged from classroom learning experiences into other disciplines, thus exploring real life application through inquiry.

Special area teachers at Lincoln Elementary Magnet School for International Studies delve into ways to incorporate Physical Education, Music, Art, and World Language (Spanish) into classroom instruction/themes. Arts teachers support curriculum integration of technology, collaboration with classroom teachers, and interdisciplinary connections to strengthen thematic units. Avenues for developing inquiry in special area classes are considered. The software and technology that support classroom curriculum such as J-Mats, Clay animation, and Digital Storytelling, are incorporated into the arts program.

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### You Want Me To Use Reading and Writing Strategies in Music???

When Reading and Writing strategies are integrated on a daily basis in the music curriculum, students in grades 1 - 5 come to realize that reading and writing are an integral part of to all learning.

Using reading and writing strategies in the music classroom by no means diminishes the music curriculum, but rather enhances it. Students are able to access prior knowledge when being presented with new information, thus allowing them to make connections to the text, themselves and the world. Reading and Writing are not being taught through music, but rather, Reading and Writing Strategies enhance Music. Collaboration among all stakeholders results in open lines of communication, thus enriching the students' learning experiences

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## Section 5: Higher Education

### Integrated Arts Focus in UCF Elementary Education Program

UCF Elementary Education program has Integrated Arts as one of its themes; each specialization course integrates an aspect of integrating arts within that discipline. Pre-service teachers also take a required course entitled Integrated Arts and Movement in the Elementary School. Students have an option to intern in Arts Integration classrooms during final internship via a program with Orange County Public Schools coordinated by Dr. Mary Palmer."

Most university teacher preparation programs do not include an integration of the arts focus. Most include isolated courses in visual arts or music that focus on methods of teaching art or music in elementary school on a "stand-alone" course in arts integration. The focus in the UCF Elementary Education program is to integrate arts within discipline courses to show pre-service teachers how arts can be used to enable K-6 children to better understand content in disciplines (language arts, social studies, math, and science).

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