



IMMERSIVEARTS
I N T E G R A T I O N



Integrating the Creative Process of
the Arts to Advance Student Learning
Investment in Teacher Pedagogy

What is Immersive Arts Integration

With the landscape of education ever changing, school improvement needs to be swift and meaningful to be effective and meet the needs of the teachers and students at the moment.

After years of working in public education Dr. Jennifer Katona, an Arts Educator, and Dr. Jenna Masone, a School Principal, developed a concise, effective, and immersive arts integration model for school improvement.

Grounded in the idea that when students have a strong emotional connection to their learning, they fundamentally process it more deeply. Supported by the work of David Kolb (1984) and his cycle of learning theory, which addresses teaching to the whole brain and the work of John Dewey who believed that learning best occurs when it is experienced and an exchange of emotion has occurred.



Arts Integration is a ***fully immersive approach*** to ***school transformation.***



Arts Perspective

Arts Educators have been committed and passionate about how powerful the artistic process in creating community, building confidence, meeting emotional needs, helping people find words to name their ideas and feelings, think creatively and meet a deadline. For arts educators it has been clear that if everyone could be part of the artistic process they would have all the life skills needed. This belief combined with years of watching arts integration programs succeed and fail by the change in a teacher partner, school leadership shift or grant funding drying up, led us to the development of a program completely dedicated to the development of teacher pedagogy. Immersive Arts Integration is the *how* of the instruction not the *what* of school curriculum.

School Leadership

School leaders are always looking for ways to help their teachers move to the highest level on their teacher evaluations. How to move your school staff to a 4? By design Immersive Arts Integration is a fast route to the 4. As we explore the lesson plan format and ensemble work more deeply the structure of the class, the focus on learner centered curriculum and the intentional use of transitions and questionings as well as the way classrooms are physically set up sets teachers up to engage their students at a higher level. The Immersive Arts Integration educational model will also provide space for the human experience while achieving all of the learning goals of the school year. This work also allows all students equitable access to the content. When a piece of art is introduced as the catalyst for discussion students need no prior knowledge to hold an aesthetic opinion. This entry point to classwork provides instant confidence for students that propels the learning.

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of the instruction, not the ***what***
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Benefits of Arts Education

Outcomes go further than stand-alone arts education. The following are positively impacted:

Equity

Everyone is on the same page when asked to look at a work of art. Source material is culturally responsive and the work is learner-centered. Incorporates the students personal experiences

SEL (Social-Emotional Learning)

SEL (Social-Emotional Learning) through the arts. When you embody your learning and have an emotional connection you inherently are asked to name and identify your emotions and how they impact self and others.

Behavior

Behavior is a function of the SEL status -when you enhance students ability to regulate emotions you will see inherent improvement in Behavior.

Pedagogy

Immersive Arts Integration improves teacher evaluations on Danielson (or any evaluation rubrics) and improves teacher effectiveness to a 4 and raises them to exemplary pedagogical practice as the work inherently requires teachers to plan for learner centered student discourse and student choice within lessons.

School Culture / Improvement

Through the daily use of Ensemble both as a school culture and individual classrooms along with the improvement in SEL the school culture improves. When an entire school culture participates in a collective project and has a shared vocabulary and mission improvement follows. When arts are the collective experience and teachers and staff are asked to share their feelings and be vulnerable with peers, the school culture and climate shifts to a deeper understanding and caring of each other.

Five Key Concepts



Building Ensemble

Ensemble is the coming together of creative people to be both brave and vulnerable in the hopes of creating something new and wonderful together. In this work time is taken to create an ensemble with the school teachers and staff, the whole school community and then within each class.



Creating Integrated Units of Study

Teachers are asked to name the key curriculum ideas of each of their content areas and through an 8 step protocol are taken through a process finding the areas of overlap. This approach is both more efficient in teaching but also allows for students to make deeper connections as they see the connections between their social studies and science content.



Arts Integration into Daily Instruction

Instruction is grounded with intentionality around 4 main educational theatre strategies of tableaux, walking in space, pantomime and improvisation. Through professional development ; teachers learn the components of these strategies and all the ways they can be implemented into their daily instructional practices to engage student learning.



Skill Based Arts Instruction

Skill based arts teachers are key integration support staff. They also are asked to create a performance or celebration of artistic work showcases every 6-8 weeks and build out a strong scope and sequence of skill based arts curriculum.



Spaces & Places





While this work requires no additional space it does require a dedication and commitment of space. In each classroom teachers will be asked to identify ensemble spots and sharing space. The space where the art happens is no longer confined within the walls of the school but extended curb to curb on the school grounds.

Professional Development




Immersive Arts Integration is a robust approach to school improvement through the arts and a key part of that work is a 10 part Professional Development program which is designed to support the classroom teachers, integration coaches and school leadership. Professional learning is intentionally designed to work in collaboration or in separate groups.

Building a strong IAI Ensemble together: Experiencing Art Aesthetically





Non-Arts Based Teachers / Integration Coaches

-  ***Experience IAI as a learner***
-  ***Understand theory and strategies***
-  ***Understanding lesson format***
-  ***Collaborative planning with interdisciplinary colleagues***

Arts Teachers

-  ***Supporting colleagues in the integration process***
-  ***Creating a robust creative sharing calendar and opportunities for students***
-  ***Strengthening arts curriculum***

Leadership / Coaches

-  ***Establishing the Operations Framework***
-  ***Planning PD***
-  ***Data collecting***
-  ***Coaching cycles / Feedback Loops***





Dr. Jennifer Katona

Dr. Jennifer Katona, President and Founder 3 Looms Creative Education Consulting, brings over 30 years of experience in arts education and school improvement through the arts. After years of working in curriculum and teacher professional development Jennifer noticed that while teachers were excited about arts integration work and schools saw the benefits the full school effectiveness was not taking hold with teacher and leadership turnaround, grant funds drying up and district priorities shifting. Leaning on what she knew about building sustainable programs in the after schools, curriculum development and the power of the creative process Jennifer set out to develop a school improvement model through the arts bringing the fundamentals of the rehearsal process into the learning process. She holds a Ph.D. in Urban Education -Arts Education Policy with a focus on developing sustainable arts programs in Title 1 school districts.



Dr. Jenna Masone



Dr. Jenna Masone has over twenty years of experience working with children of all ages and is passionate about improving outcomes for all children. She has experience in both urban and suburban school districts, where she was administrator and teacher. She envisioned, designed, and developed a K-8 arts pathway in an urban public school setting that transformed the pedagogy, outcomes, and experiences of school communities. She is passionate about all art forms and their ability to bridge pedagogy and content by engaging students while transcending language, socio-economic status, and other barriers that may typically hinder the educational process. She has an Ed.D. in Educational Leadership.



Scope of Services

-  **Needs Assessment**
-  **Executive Coaching**
-  **Leadership Development**
-  **Arts Integration Coaching**
-  **Scheduling Coaching**
-  **Assessment Development**
-  **Facilities Review**
-  **Strategic Operating Plan**
-  **Skill Based Arts Curriculum Writing**
-  **Staff Development**
-  **Development of Interdisciplinary Arts Integration Units of Study**
-  **Performance Calendar Mentorship**

Implementation

-  **Full Implementation Model:**
*Includes executive coaching, arts integration coaching and *professional development facilitation*
-  **Supportive Implementation Model:**
Includes executive coaching, arts integration coaching

All Services listed are also available as needed.



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