Arts Education Learning Exchange

SAN DIEGO COUNTY 2016

Wilson Middle School

Wilson Middle School 3838 Orange Ave San Diego, CA 92105	Arts Partner: Collaborative Arts Resources for Education (a partnership of Museum of Photographic Arts, La Jolla Playhouse, and Timken Museum of Art) Grade Levels: 6th-8th, ALD Academic Content: ELA Arts Discipline: Theatre

Arts Integration Unit Overview

Students are learning to engage with history and persuasive speech using theatrical methods. They began the session by focusing on persuasive speech, choosing an impact humans have on their environment (a continuation of their fall work with the Museum of Photographic Arts) and delivering a short speech about the topic focusing on presentation and rhetoric. Their culminating project is to take an event, person, or place they are learning about in history and create and original theatrical presentation on the subject, involving at least 3 different scene styles. We are hoping to continue to grow the students confidence with presentation and language while introducing them to theatre and reinforcing their classroom curriculum. In the spring, students will continue their work with Timken Museum of Art.

Collaborative Arts Resources for Education

Collaborative Arts Resources for Education (CARE) is a collaboration between La Jolla Playhouse, the San Diego Museum of Photographic Art and the Timken Museum which provides educators and students of San Diego elementary schools with quality arts-based lessons that enhance the opportunity for arts integration in grades 1-8. With a focus on theatre, photography, painting and craft, this program culminates in a student-created in-school exhibition that is open to the public to explore.

Arts for Learning San Diego
An Affiliate of Young Audiences Arts for Learning

La Jolla Playhouse

La Jolla Playhouse is the CARE partner currently working at Wilson Middle School.

La Jolla Playhouse advances theatre as an art form and as a vital social, moral and political platform by providing unfettered creative opportunities for the leading artists of today and tomorrow. With our youthful spirit and eclectic, artist-driven approach we will continue to cultivate a local and national following with an insatiable appetite for audacious and diverse work.

In the future, San Diego's La Jolla Playhouse will be considered singularly indispensable to the worldwide theatre landscape as we become a permanent safe harbor for the unsafe and surprising. The day will come when it will be essential to enter the La Jolla Playhouse village in order to get a glimpse of what is about to happen in American theatre.

The goal of the Education & Outreach Department of La Jolla Playhouse is to supply exceptional arts education opportunities that provide our community with a heighted awareness and understanding of the theatrical process as well as explore ways in which theatre may be used as a catalyst for creative expression and learning. We introduce young people to the joy of live theatre through our POP Tour performances on-site at schools throughout San Diego County and through student matinees at La Jolla Playhouse. We bring quality arts education to San Diego area schools, through in-school programs that engage both teachers and students in the creative learning process. It is because of our strong commitment to our mission that we will continue to provide teachers with opportunities for professional development in cross-curricular arts integration.

www.lajollaplayhouse.org

www.mopa.org

www.timkenmuseum.org

Lesson Plan – Wilson Middle School 6-8th Grade ELL
March 18th 2016

Teaching Artist – Carolyn Agan, La Jolla Playhouse
Classroom Teacher – Lindsay Griffin, Wilson Middle

Objectives:

- Demonstrate understanding of VTS
- Use and demonstrate understanding of Tableau

California State Standards Demonstrated:

Social Science

Research, Evidence, POV: 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.

ELA

8.1.7: Use audience feedback (e.g., verbal and nonverbal cues):
a. Reconsider and modify the organizational structure or plan.
b. Rearrange words and sentences to clarify the meaning.

8.1.9: Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

VAPA: Theatre

6.2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.

VAPA: Visual Art

6.4.1 Construct and describe plausible interpretations of what they perceive in works of art.

8.1.1 Use artistic terms when describing the intent and content of works of art.

National Core Arts Standards Demonstrated:

Theatre:

TH:Pr5.1.6
a. Recognize how acting exercises and techniques can be applied to a drama/theatre work
TH:Pr5.1.7
a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

Lesson

Vocabulary:

Tableau, Infer, Observe

TA: Lead students in Warm-Up game of I'm A… Emphasizing tableaus need to remain frozen, students need to listen to who goes before them to make sure they are adding to the picture appropriately. Encourage students to be creative with their choices and work outside their comfort zone.

CT (While TA acts as Scribe): Introduce Helen Levitt's photo, "Broken Mirror". Have students VTS – Observation

Step 1: Observe silently for 30-60 seconds. Remind students they are observing strictly for information, not inferences. What do you SEE?

Step 2: Students note what they see (ie: I see a frame, I see a kid in pants, I see a sidewalk) while TA notes these on board

TA: Lead students to create a literal tableau, recreating the photo we saw, just as they did in the warm-up with an original idea. Again, encouraging creativity of specifics from the photo

CT (while TA acts as scribe): Return to second phase of VTS – Inference

Step 1: Observe photo silently for 30-60 seconds. This time focus on what you infer from the photo – location, mood, characters, etc.

Step 2: have students discuss what they see while TA notes these on board

TA: Lead students to create a tableau based on these inferences. This could be a larger tableau of the location, a tableau that represents the mood of the photograph, or the life of one specific character – anything not directly shown in the photo.

CT & TA: Lead discussion in how this work can be applied to their final projects. How can they build similar tableaus from the historical information they have gathered? What makes a more effective tableau?

Extra Time Bonus Activity:

If the prior activities are completed faster than expected, before the final discussion, students will try to add movement or lines to their second tableau.

Demographic Profile: Fall Enrollment Data, 2009-10 to 2014-15

(329) WILSON — School Calendar: YEAR-ROUND

Grades 6-8 — Type: MIDDLE LEVEL — Cluster: HOOVER

Student Group	2014-2015		2013-2014		2012-2013		2011-2012		2010-2011		2009-2010	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
ALL												
All Students	621	100.0	631	100.0	629	100.0	569	100.0	571	100.0	622	100.0
ETHNICITY												
African American	52	8.4	53	8.4	62	9.9	62	10.9	72	12.6	78	12.5
Asian	6	1.0	10	1.6	9	1.4	8	1.4	6	1.1	8	1.3
Filipino	0	----	2	0.3	1	0.2	1	0.2	0	----	1	0.2
Hispanic	482	77.6	478	75.8	462	73.4	416	73.1	410	71.8	446	71.7
Indochinese	52	8.4	53	8.4	59	9.4	50	8.8	52	9.1	55	8.8
Native American	2	0.3	0	----	0	----	0	----	0	----	0	----
Pacific Islander	0	----	3	0.5	5	0.8	5	0.9	6	1.1	8	1.3
White	10	1.6	15	2.4	19	3.0	17	3.0	20	3.5	22	3.5
Multiracial	17	2.7	17	2.7	12	1.9	10	1.8	5	0.9	4	0.6
ENGLISH LANGUAGE PROFICIENCY												
English Only	96	15.5	107	17.0	107	17.0	106	18.6	106	18.6	117	18.8
Initially Fluent English	9	1.4	11	1.7	14	2.2	25	4.4	21	3.7	19	3.1
Reclassified English Learner	286	46.1	255	40.4	233	37.0	183	32.2	163	28.5	169	27.2
English Learner	219	35.3	244	38.7	263	41.8	246	43.2	271	47.5	312	50.2
Other	11	1.8	14	2.2	12	1.9	9	1.6	10	1.8	5	0.8
GENDER												
Female	311	50.1	305	48.3	292	46.4	271	47.6	278	48.7	295	47.4
Male	310	49.9	326	51.7	337	53.6	298	52.4	293	51.3	327	52.6
MEAL ELIGIBILITY												
Meal-Eligible	591	95.2	539	85.4	629	100.0	569	100.0	571	100.0	622	100.0
Not Meal-Eligible	30	4.8	92	14.6	0	----	0	----	0	----	0	----
Provision 2 Status	Prov 2		Prov 2		Prov 2		Prov 2		Prov 2		Prov 2	
GIFTED-IDENTIFIED STATUS (GRADES 3 TO 12 ONLY)												
Gifted-Identified, Seminar	21	3.4	10	1.6	6	1.0	9	1.6	12	2.1	13	2.1
Gifted-Identified, Cluster	130	20.9	99	15.7	84	13.4	63	11.1	59	10.3	78	12.5
Not Gifted-Identified	470	75.7	522	82.7	539	85.7	497	87.3	500	87.6	531	85.4
INDIVIDUALIZED EDUCATION PROGRAM (IEP)												
With IEP	87	14.0	96	15.2	119	18.9	93	16.3	93	16.3	102	16.4
Without IEP	534	86.0	535	84.8	510	81.1	476	83.7	478	83.7	520	83.6
PARENT EDUCATION LEVEL												
Decline to State	243	39.1	102	16.2	119	18.9	139	24.4	180	31.5	256	41.2
Not a High School Graduate	176	28.3	232	36.8	210	33.4	172	30.2	145	25.4	143	23.0
College Graduate or Higher	33	5.3	50	7.9	49	7.8	36	6.3	39	6.8	38	6.1

Data Notes: (1) Data for 2014-2015 do not include Empower (roughly 65 students) and Elevate (roughly 170 students). (2) Prior to 2013-2014, Provision 2 schools were reported as 100% meal-eligible, (3) Data on students with an Individualized Education Program (IEP) for 2014-15 are incomplete for the following charter schools served by the El Dorado SELPA: Audeo, Charter School of SD, Elevate, Empower, Laurel Preparatory Academy, Learning Choice, Magnolia,and Preuss.