

# Arts Education Learning Exchange

SAN DIEGO COUNTY 2016

## Ibarra Elementary

Ibarra Elementary School 4877 Orange Ave San Diego, CA 92111	Arts Partner: Arts for Learning San Diego Grade Level: Kinder Academic Content: ELA Arts Discipline: Dance
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### Arts Integration Unit Overview

Prior to this lesson, our three main focus points in literacy have been to build their vocabulary (by having them see, say, hear, and do), to understand prepositions, and expand their knowledge of opposites. Students write, draw pictures, and discuss their learning as a way to reflect and allow the teachers to assess their progress. Picture books and poems have been used to guide movement activities and students have been asked to make creative choices in response to text or a language concept. They have explored dancing in their place, across the floor, with a partner, and around the room. In this lesson, we are checking for understanding by using a text about opposites, Quick as a Cricket, that has already been read. The students will dance and move through space as a response to the text.

### Arts for Learning San Diego

Arts for Learning San Diego (A4LSD) envisions a world where all students, families and communities imagine, create and thrive through the arts. For over 50 years A4LSD, an affiliate of the Young Audiences National Network, has dedicated itself to bringing the arts into the education and lives of all children of our region through an extraordinary range of high quality performances, residencies and workshops to help our young people identify their cultural roots and discover their creative wings. Through our artist residencies, A4LSD teaching artists create original arts curriculum reflecting both their unique set of skills and input from their partner school.

[www.artsforlearningsd.org](http://www.artsforlearningsd.org)



## Lesson Plan - Ibarra Elementary

Kindergarten Movement and Literacy  
Classroom Teacher- Christine Delgado  
Teaching Artist- Cybele Peña, Arts for Learning San Diego  
Lesson Date- 3/18/16

### Focus

In this lesson, we are checking for understanding by using a text about opposites, Quick as a Cricket, that has already been read. The students will dance and move through space as a response to the text.

### National Core Arts Dance Standards Used/ Grade K

- 1.Cr1.1.Ka Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).
1. Cr1.1.Kb Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
- 2.Cr2.1.Kb Express an idea, feeling, or image, through improvised movement moving alone or with a partner.

### Common Core Language Standards Used

- K.RL.10 Actively engage in group reading activities with purpose and understanding.
- K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

### Lesson

TA: Begins class in a circle, getting students focused on their body movement. Leads quick review of verbs and different axial movements. Students select which movements they would like to use and do their own name movements. They show each other respect by watching each other and copying each person's idea.

CT: Leads quick review of opposites and asks students to notice if they see big/small, fast/slow, high/low, etc movement during warm up.

TA: Leads students in warm up, using a variety of movements and including some of the opposites. After, students are asked if they saw any examples of movements that connected to the opposite terms.

CT and TA: remind students of the book, Quick as a Cricket, and ask students to come up with verbs (movements) to express concepts on a page. This will be written down in order to get them thinking how each idea in this book about opposites can be expressed with a variety of movements.

TA: Students express their ideas that connect to text of Quick as a Cricket with music on. TA reads text while CT dances with students.

Both teachers are looking to observe that their physical response and movement choices change with each page of the book, that they use a variety of different movements, and are expressing themselves nonverbally. We will also observe and praise the group when students are working to move throughout the space in a safe way.

CT and TA: Model a reflective activity as partners. Students are assigned a partner to reflect on the day's learning. They do this both physically and verbally as displayed by the teachers.



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

(150) IBARRA

School Calendar: YEAR-ROUND

Grades K-5

Type: ELEMENTARY

Cluster: CRAWFORD

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
<b>ALL</b>												
All Students	521	100.0	531	100.0	509	100.0	534	100.0	576	100.0	538	100.0
<b>ETHNICITY</b>												
African American	88	16.9	101	19.0	74	14.5	90	16.9	106	18.4	87	16.2
Asian	30	5.8	31	5.8	29	5.7	25	4.7	12	2.1	13	2.4
Filipino	0	----	1	0.2	3	0.6	2	0.4	2	0.3	3	0.6
Hispanic	318	61.0	321	60.5	316	62.1	332	62.2	365	63.4	355	66.0
Indochinese	65	12.5	66	12.4	69	13.6	70	13.1	81	14.1	75	13.9
Pacific Islander	0	----	0	----	2	0.4	0	----	0	----	0	----
White	5	1.0	4	0.8	5	1.0	7	1.3	4	0.7	4	0.7
Multiracial	15	2.9	7	1.3	11	2.2	8	1.5	6	1.0	1	0.2
<b>ENGLISH LANGUAGE PROFICIENCY</b>												
English Only	79	15.2	93	17.5	74	14.5	66	12.4	82	14.2	76	14.1
Initially Fluent English	11	2.1	14	2.6	13	2.6	13	2.4	11	1.9	13	2.4
Reclassified English Learner	19	3.6	18	3.4	15	2.9	15	2.8	14	2.4	5	0.9
English Learner	404	77.5	400	75.3	400	78.6	431	80.7	454	78.8	427	79.4
Other	8	1.5	6	1.1	7	1.4	9	1.7	15	2.6	17	3.2
<b>GENDER</b>												
Female	264	50.7	257	48.4	235	46.2	262	49.1	290	50.3	269	50.0
Male	257	49.3	274	51.6	274	53.8	272	50.9	286	49.7	269	50.0
<b>MEAL ELIGIBILITY</b>												
Meal-Eligible	505	96.9	506	95.3	509	100.0	534	100.0	576	100.0	538	100.0
Not Meal-Eligible	16	3.1	25	4.7	0	----	0	----	0	----	0	----
Provision 2 Status	Prov 2		Prov 2		Prov 2		Prov 2		Prov 2		Prov 2	
<b>GIFTED-IDENTIFIED STATUS (GRADES 3 TO 12 ONLY)</b>												
Gifted-Identified, Seminar	7	2.7	11	4.4	12	5.2	11	4.2	6	2.0	6	2.1
Gifted-Identified, Cluster	51	19.8	42	16.9	43	18.8	53	20.3	51	16.7	49	17.2
Not Gifted-Identified	199	77.4	195	78.6	174	76.0	197	75.5	249	81.4	230	80.7
<b>INDIVIDUALIZED EDUCATION PROGRAM (IEP)</b>												
With IEP	58	11.1	48	9.0	50	9.8	46	8.6	50	8.7	58	10.8
Without IEP	463	88.9	483	91.0	459	90.2	488	91.4	526	91.3	480	89.2
<b>PARENT EDUCATION LEVEL</b>												
Decline to State	142	27.3	86	16.2	99	19.4	117	21.9	169	29.3	182	33.8
Not a High School Graduate	146	28.0	187	35.2	180	35.4	176	33.0	168	29.2	144	26.8
College Graduate or Higher	25	4.8	32	6.0	24	4.7	29	5.4	22	3.8	18	3.3

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.