



•DCPS **ARTS**

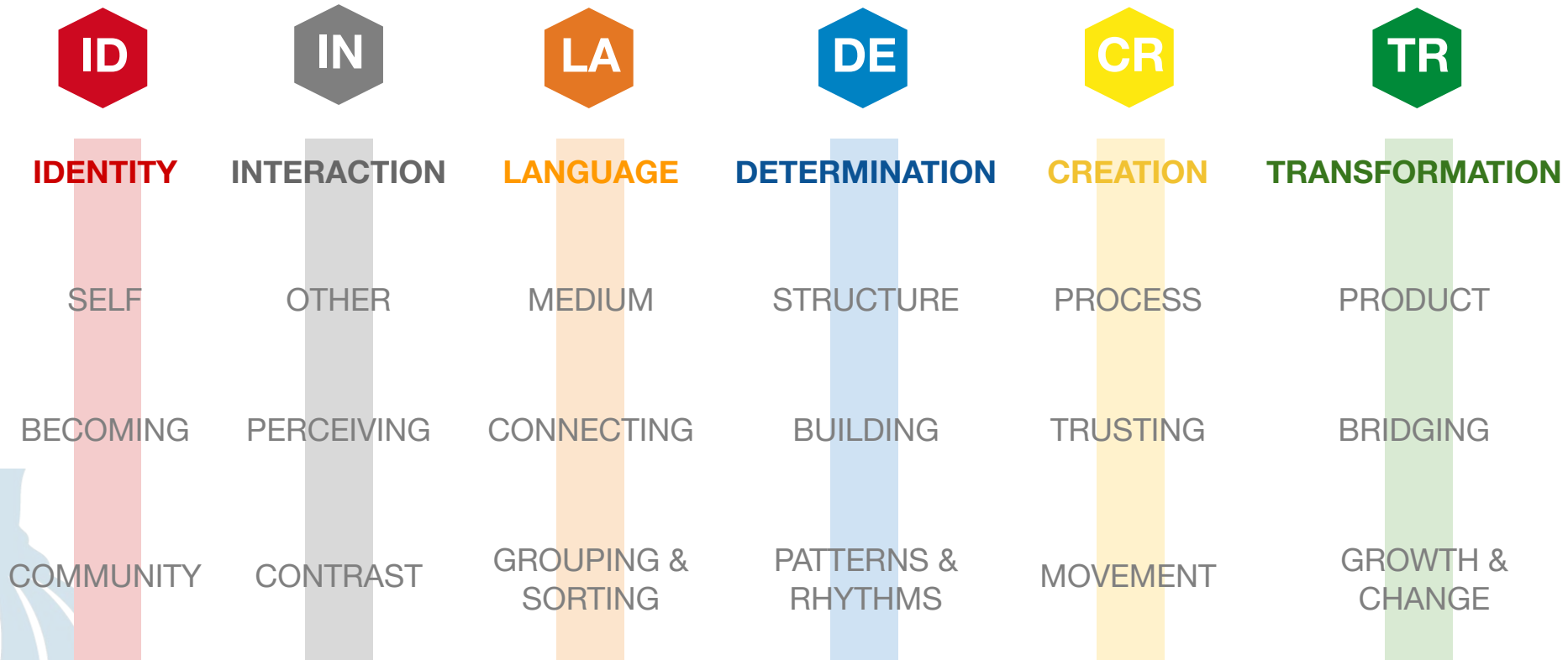
Presented by Nathan Diamond
May 4, 2018 at CHAW
Connecting to Curriculum series
DC Arts and Humanities Education Collaborative

*Do not confine your children to your own learning
for they were born in another time.*

Proverb

FRAMEWORK FOR ARTS LEARNING

THEMATIC ARCS



FRAMEWORK FOR ARTS LEARNING

THEMATIC ARCS



reciprocal action or influence

INTERACTION

The arc of INTERACTION pushes students to explore the relationship between the creator, the work and the audience, building an understanding of how the arts impact people.

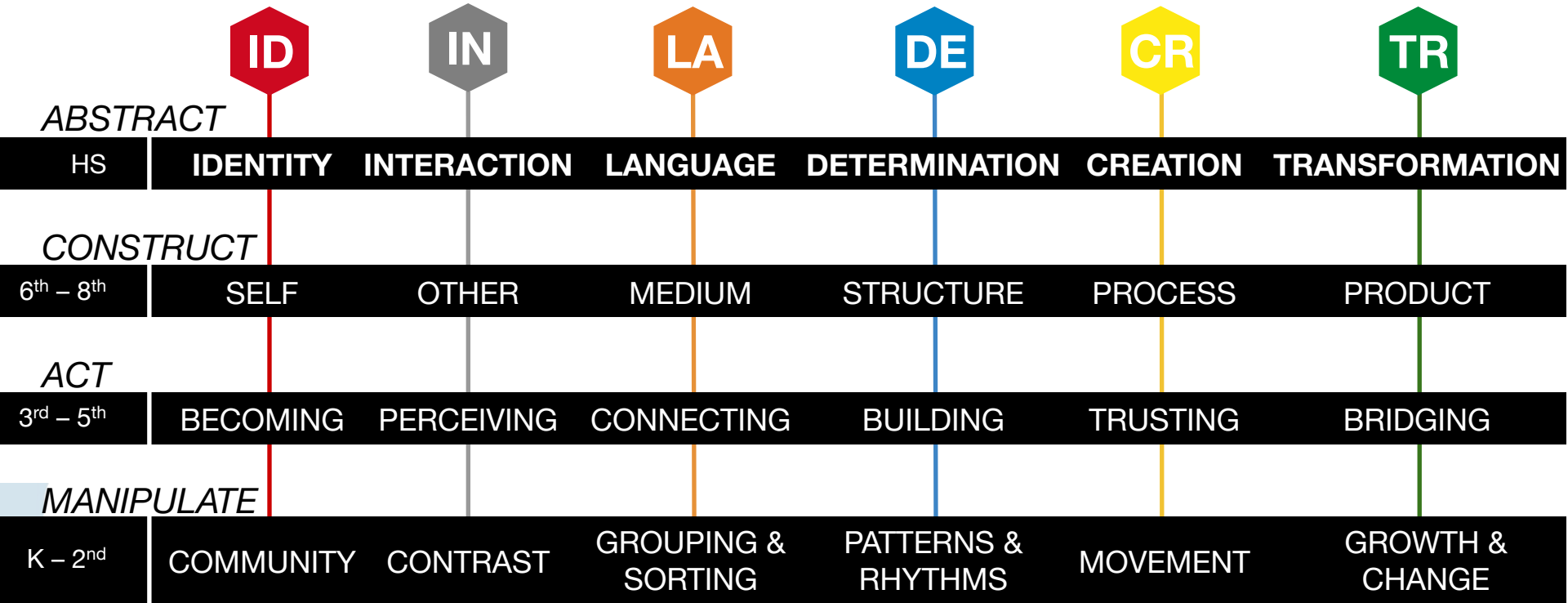
OTHER

PERCEIVING

CONTRAST

FRAMEWORK FOR ARTS LEARNING

DEVELOPMENT CYCLES



PREOPERATIONAL CONCRETE FORMAL

INITIATIVE INDUSTRY IDENTITY v. ROLE CONFUSION

FRAMEWORK FOR ARTS LEARNING

CONTENT CORRELATIONS



IDENTITY

INTERACTION

LANGUAGE

DETERMINATION

CREATION

TRANSFORMATION



VISUAL

**SELF
AWARENESS**

EMPATHY &
PERSPECTIVE

**VISUAL
LITERACY**

**DESIGN/
PROBLEM-
SOLVING**

**CREATIVE
CONFIDENCE**

**SOCIALLY-
ENGAGED
ARTMAKING**



MUSIC

VOICE

KEYBOARDS

IMPROVISATION

NOTATION

COMPOSITION

ARRANGING



FRAMEWORK FOR ARTS LEARNING

CONTENT CORRELATIONS

- believing in 21st century education
- pursuing the teaching of the arts as a language
- providing ALL students opportunity
- teaching students lifelong skills

VISUAL LITERACY

a focus on instructional practices that provide our students with 21st century literacy skills to critically consume and create in a 'image culture'

KEYBOARDS

DC Keys

a set of instructional practices that put the keyboard as the central instrument of music instruction, beginning in kindergarten

PARTNER CONNECTIONS

EMBEDDED RELATIONSHIPS

DCPS Arts Exhibition and Performance Series



Enchanted City

Music Festival



Pulitzer Center

EverydayDC

*Honor Ensemble
Program*



WASHINGTON PROJECT FOR THE ARTS

TransformDC

Programs



ACE Fellowship

DC Keys



*Artist-in-Residence
Program*

PARTNER CONNECTIONS

EMBEDDED RELATIONSHIPS

from



Enchanted City



DCPS ARTS

PARTNER CONNECTIONS

EMBEDDED RELATIONSHIPS

to



BUILD

DAY

at



PARTNER CONNECTIONS

EMBEDDED RELATIONSHIPS

from



UNIT OVERVIEW

Unit	<i>Enchanted City: Exploring the Built Environment</i>
Theme	<i>Determination: Patterns & Rhythms</i>
Author(s)	<i>Andrew Costanzo (National Building Museum), Kristy Esparza (DCPS), Nathan Diamond (DCPS)</i>
Close Study Focus	<i>Frank Gehry "Dancing House, Prague" (1996)</i>
Discipline	<i>K-2 Visual Arts</i>

Unit Focus

Students will identify how humans are authors of their built environments. Through active exploration of their classrooms and other frequented physical environments, students will be able to understand how architectural design influences human sensory perception. They will further develop visual awareness of their environments by using their imagination and observation skills to define visual relationships among structures in their school's neighborhood. Students will then apply their growing understanding of the relationship between form and function through analysis of the creative decisions made in their own work and by others. Finally, students will collaboratively construct an Enchanted City that reflects their awareness of community planning and architectural principals.

Optional Enrichment Extension at the Building Museum: Building from the final application assignment, students from across the city have an opportunity to come together to imagine and collaboratively build a large-scale Enchanted City at the National Building Museum.

Essential Questions

How do humans create their built environments?
How does the built environment impact our understanding of place and space?
How can art and architecture change our perception of building and land use?



PARTNER CONNECTIONS

EMBEDDED RELATIONSHIPS

to



PARTNER CONNECTIONS

EMBEDDED RELATIONSHIPS

and



STRATEGIC LEARNING

A CONTINUUM OF EXPERIENCES

ENGAGE

Classrooms connect students to the arts through the *Framework for Arts Learning*, a set of themes that contextualize the arts in individual experience.



ENRICH

Integrated partnerships enrich student learning with opportunities to work alongside artists and perform and display work publicly.

EXPERIENCE

Opportunities, both sustained and singular, that expose students to the arts outside the classroom.



CREATIVE PLATFORM

common language of arts and education

shared formational space





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