Introduction of Walker Sanders Endowment Tanger Y3 Project

<u>**Background and Purpose**</u>

In 2019, the Community Foundation of Greater Greensboro (CFGG) created an endowment to honor CFGG President Walker Sanders for his 20 years at the foundation and his work in developing the successful Steven Tanger Center for the Performing Arts. Sanders wanted funds from the endowment to be used to expand the experiences of GCS students who would not typically have the opportunity to see live theater performances.

The Community Foundation of Greater Greensboro initiated a partnership with Guilford County Schools and Tanger Center to make Sanders' vision a reality. Each year, sixth-grade students at participating economically disadvantaged middle schools will have the opportunity to participate in a project-based learning activity centered on the arts and career pathways in the arts. Projects will be scored and the highest-scoring projects at the school level will advance to a district showcase featuring projects from all participating schools. As the endowment grows over time, more tickets will become available for students — the goal is to someday have enough funding to send the entire sixth grade to the theater!

Students across the district will use the Arts to demonstrate their understanding of a concept in any content area using the suggestions below or creating their own Arts Integration Project Based Learning approach. **Why Arts Integration and Project Based Learning as assessment?** Arts integration builds greater understanding across disciplines, supporting authentic experiences that engage and motivate learners. Through creative inquiry, arts integration generates a level of personal connection and insight that builds the learner's capacity for connection making between self others and the world. Through the connection of Arts Integration into all subject areas and Project Based Learning, students will be able to apply desired skills, work collaboratively or demonstrate capabilities while working independently.

In this document you will find a timeline for the project, a run of show for students advancing to the October Showcase, and a crosswalk for most content areas with targeted 6th grade standards and Arts Integration Project Based Learning assessment ideas.

Timeline

Deadline	Description
September 20	Meet with WSE Champions
September 30	GCS Arts Department will work with transportation to schedule buses for District Arts Showcase and Performance Dates.
Week of Oct 9 - 13	Schools have identified students to advance to the showcase. No more than the highlighted yellow column in the Ticket Distribution Table below should advance to the showcase.
October 18	District Arts Showcase - Lindley Rec Center - 9:30 am - 1pm
October 25	Reception. GCS BOE Eugene St 6pm - School level projects that advanced to the District Showcase on October 18th are invited to attend with their loved ones.
November 1	7:30 performance of Disney's Aladdin at Steven Tanger Center for the Performing Arts. (Thursday is a Teacher workday). This will run the same as an athletic away game at your school.
Week prior to show	Principal or designee to pick up/sign for tickets at Eugene Street

List of Participating Schools

Distribution Plan - Y3 Walker Sanders Endowment/ Tanger Show						
Estimated Tix	147					
School	# of 6th Graders	% Total	# of Tix	Bus Driver	# of Chaperone Tix	# of Student Tix
Allen MS	220	18.41%	27	1	1	25
Swann MS	190	15.90%	23	1	2	20
Southern MS	205	17.15%	25	1	2	22
Western MS	268	22.43%	32	1	3	28
Jackson MS	151	12.64%	18	1	1	16
Academy at Lincoln	161	13.47%	19	1	1	17
Total	1195	100.00%	144	6	10	128

How to get started/Showcase

SCHOOL BASED SHOWCASE - Adapted from the GCS School Science Fair Protocols:

Pre-Showcase Details

- Establish an Arts Showcase committee and delegate tasks. Make sure there is someone appointed to lead this endeavor in case you are unable to do it.
- Identify any student helpers who will greet and guide your judges and distinguished visitors. Share with them the protocol for greeting guests.
- Have name tags, clipboards, pencils and bottled water available for the judges.
- Make sure students are well-aware of your guidelines, protocols and submission format for your school showcase.
- Make sure you establish an ample number of persons available who can successfully judge.

Showcase Set-Up

- Talk to school custodians far in advance about requests for set-up and break-down of the showcase.
- Are there enough tables available to accommodate the number of display boards/ project areas? Can projects be set up the day before? Or the evening before?
- Will someone be available before and after school hours with keys to all necessary rooms and buildings?
- Prepare certificates of participation for all students.
- Students should set up and remove their own projects, as well as clean up any trash or recycling.
- Set-up projects and use a specific nomenclature or number system to identify projects.
- Inspect each project to make sure it is labeled, numbered, and has been reviewed by a teacher.

Day of the Showcase

- [Have scoring sheets prepared and have extra blank sheets on hand.](#)
- After judging is complete and scores are tabulated, collect all score sheets and keep for your records.
- Have something to give to every student who participated—either a certificate of participation or a button or pin.

After the Showcase

- Send thank you notes to everyone who assisted (Don't forget judges).
- Meet with the winners to discuss the next level of competition. Refer to district electronic forms.
- Guide student winners through the process of electronic registration for the next level of competition and assist them in completing it prior to the district deadline.

Each school will host their own competition, moving forward a select number of projects to participate in the October Showcase. The location, date and time of the Showcase will be shared once confirmed. No more than the highlighted number of students should advance for each school. Each project advancing will receive tickets to the November performances of Disney's Alladdin at the Tanger Performing Arts Center. Keep in mind the number of tickets when moving forward any group projects. No more than four students should be in one group.

There are three categories for competition in the October Showcase - Literary, Performing Art and Visual Art. Each category will receive a first place recognition on October 25th before the show. There will be an honorable mention for each category. These categories include but are not limited to the following types of projects:

Literary	Performing Art	Visual Art
Short Story Monolog Writing Script Writing Poetry	Choreography Dancing News Broadcasting Film Composition (Song Writing)	Animation Storyboards Sculpture Drawing Painting Graphic Design

	Sound Design	Web Publishing
	Recorded Performances	Set Design
	News Broadcast	Digital Designs
	Radio Announcements	Marketing
	Spoken Word	Costume Design
	Performance	Stage Makeup
	Improvisation	Infographic
	PSA	Map
	Commercial	Diagram
		Blueprint
		Prototype design

Students will utilize the Artistic Process, similar to the Scientific Method to develop their projects and guide their presentations.
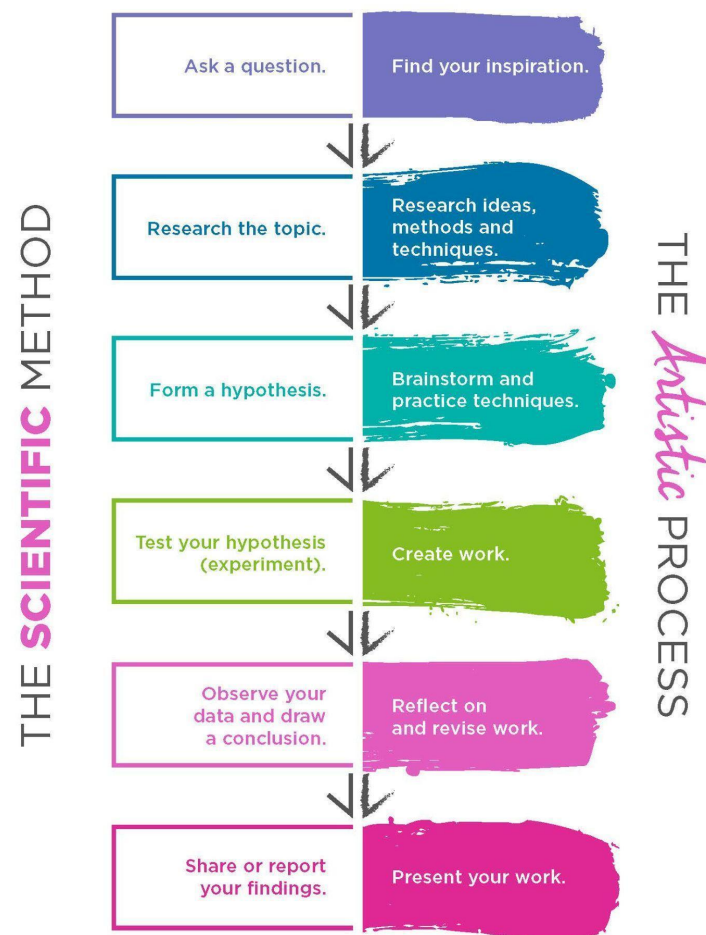
All Projects will include the following, and students should be prepared to bring all parts of the process to the school level and district level Showcacse:
- Inspiration - what do you want to demonstrate through an art form
- Research - discover ways the topic has been covered through the arts. Document your findings.
- Brainstorming - save rough drafts, failed attempts, evolutions of the original idea
- Create - work towards your final product
- Reflection on the process and revise as needed
- Final Work
  - This can be , but not limited to:
    - an artwork, illustration, flier, diorama,
    - No more than 1 minute recording of the production, song, choreography, spoken word, commercial
    - A script, short story, monolog
    - Computer with interactive design, web site, digital musical composition
    - If students are bringing a digital work or an electronic (recording, film, etc) project, please make sure you have a charged device and an extension cord.

Please bring a back up device to play any recorded performance art. Bring a printed version of digital art or web design as a back up.

English Language Arts

Standards:

RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RI.6.7 - Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4 - Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.

SL.6.5 - Include multimedia components and visual displays in presentations to clarify information.

Project Based Learning Ideas with Arts Integration Themes:

- Create an animation, storyboard, film, news broadcast or choreograph a dance that illustrates how a plot unfolds or characters respond or change as the plot moves forward.
- Create a piece of artwork using media of choice to demonstrate understanding of a topic or issue.
- Write a short story, monologue, play that utilizes descriptive details and well-structured event sequences.
- Create a website, or invent a company that produces and publishes writings. put writings on the website.
- Create an illustration or piece of artwork that will help clarify information. add an artist statement that explains the illustration or artwork.
- Write a song or poem that is a reaction to a character change or plot resolution.
- Create a soundscape that illustrates how a plot unfolds or a character's response to change.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Video Graphics
Special Effects
Animation	Desktop Publishing
Webpage Designer	Photographer
Digital, Still, Video Film
Graphic Designer
Commercial Artist
Illustrator
All Media Artist	Cinematographers
Film/Video Editors
Dancer
Play Writers
Screen Writers
Script Writers
Song Writers
Performers/Actors
Composers	Radio & TV Announcers
Publisher
Journalist and Reporters	

Math

Standards:	Project Based Learning Ideas with Arts Integration Themes:
Geometry - Solve real-world and mathematical problems involving area, surface area, and volume. Math 6 Acc6/AIMM	- Create a 3-Dimensional model of a stage for a performance. - Set Design and Blocking - Math Mandalas - Circumference, diameter and area. - Plan a room - calculate the space and budgetary needs to fill the space with paint, furniture, window treatments. - Design an Art Gallery based on wall space needed to display predetermined artworks. - Create a Dance, and calculate the space needed to perform dance. Block off areas on stage.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
		Graphic Designer CAD Technician Curator for Museum Interior designer	Stagecraft Designer Choreographer Dancer		

Science

Standards:

6.P.1.2 Explain the relationship among visible light, the electromagnetic spectrum, and sight.

6.P.1.3 Explain the relationship among the rate of vibration, the medium through which vibrations travel, sound and hearing.

Matter - States of Matter, Solid, Liquid Gas.

Project Based Learning Ideas with Arts Integration Themes:

- Create an **illustration** or **animation** that explains how the eye works.
  - The structure of the human eye can detect many colors in visible light that are reflected by objects. Investigate how the eye works: structures within the eye, functions of these structures in the eye. Optical illusions. Investigate conditions that impair vision
- Create a **dance** that demonstrates the relationship of sound and hearing.
- Create a working **3-d sculpture** that demonstrates how vocal cords work.
  - The form of the human ear can receive sound waves as vibrations and convert them to signals that are processed by the brain. Investigate how sound travels through different solid materials. Compare how sound travels through different states of matter. Investigate how the vocal cords work to produce sound: structure of vocal cords, function of vocal cords and conditions that affect the sound vocal cords make. Investigate how the ear works: structures within the ear, functions of those structures, conditions that affect hearing.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Animation		Artist Graphic Designer	Dancer Choreographer		

Social Studies

Standards:

6.B.1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.

6.B.1.2 Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe and the Americas.

6.C&G.1.1 Compare the structures of governmental systems in civilizations and societies in Africa, Asia, Europe and the Americas.

6.C&G.1.2 Compare how different types of government maintain power and authority.

6.H.1.3 Compare multiple perspectives of various historical events in civilizations in Africa, Asia, Europe, and the Americas using primary and secondary sources

Project Based Learning Ideas with Arts Integration Themes:

- Curate artworks and artifacts to create an exhibit that creates a timeline of advancement of civilizations and societies.
- Create works of art, illustrations or performances that compare structures of government or society.
- Create maps that illustrate the rise and fall of civilizations or economic networks of civilizations.
- Use different pieces of art, dance, music, theater to offer different perspectives. Pieces should be primary sources.
- Create an animation, storyboard, film, news broadcast or choreograph a dance that illustrates the rise and fall of civilizations or economic networks of civilizations.
- Create a piece of artwork using media of choice to demonstrate understanding how artistic expressions reflect the values of civilizations.
- Write a short story, monologue, play that utilizes descriptive details and well-structured event sequences.
- Write a song or poem that reflects the enduring impact of a civilization.
- Create an illustrated timeline reflecting major trends of a civilization studied.
- Create an annotated map using illustrations, animation, or digital tool to demonstrate how trade routes and economic networks impacted civilizations and empires.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Video Graphics Animation	Desktop Publishing	Photographer Digital, Still, Video Film Graphic Designer Commercial Artist Illustrator All Media Artist Curator/ Gallery Manager	Film/Video Editors Dancer Play Writers Screen Writers Script Writers Song Writers Performers/Actors Composers	Radio & TV Announcers Journalist and Reporters	

Dance

Standards:	Project Based Learning Ideas with Arts Integration Themes:
6.CP.1.2 - Create short dances that have a beginning, middle, and end, and that vary the use of the dance elements **6.CP.1.3** - Use abstracted movement to create dance phrases that communicate ideas, experiences, feelings, or images. **6.CP.1.4** - Use collaborative and cooperative skills to contribute constructively to the creation of dance. **6.R.1.2** - Interpret the meanings of dances created by peers and others. **6.C.1.2** - Exemplify connections between dance and concepts in other curricular areas. **6.C.1.4** - Identify the various roles a person may play when putting together and presenting a dance production.	• Use a storyboard to choreograph a dance based on a short story, event or series of events. • Collaborate with visual artists to create an abstract artwork based on abstract dance phrases. • Create stories, poems, or a script based on your interpretation of a dance. • Flip the above and create a dance based on stories, poems or a script's characters, main idea, plot development. • Create and market a dance company, include all the job descriptions, logo, mission, vision, etc of the business. • Choreograph an original piece dance that depicts how the arts have impacted you as a student.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
	Web Design Publishing	Artist Fashion Illustrator	Dancer Choreographer Storytelling/Poet/ Spoken Word Artist Script Writer Costume Design	Radio & TV Announcer Print Broadcast	

Music

Standards:

6.ML3.1 - Produce short rhythmic improvisations using a variety of traditional and non-traditional sound sources.

6.ML.3.2 - Construct arrangements of simple pieces for voices or instruments other than those for which the pieces were written.

6.CR.1.2 - Understand the relationships between music and concepts from other areas.

Project Based Learning Ideas with Arts Integration Themes:

- Use Traditional and Nontraditional sound sources to create a soundscape based on a poem, play, short story, artwork, etc. record the soundscape and ask others to share what they believe the soundscape represents.
- Create an arrangement of sound bites to integrate information to develop a coherent understanding of a topic or issue.
- Use a piece of music to create an original dance, artwork or story that has a beginning, middle and end.
- Create a soundscape in collaboration with an animator, artist, illustrator using traditional and non-traditional sound sources that is a theme song for their art.
- Record a silent film and overlay an original composition over the film.
- Create an original piece of sound composition that depicts how the arts have impacted you as a student.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Video Graphics Animation Audio-Video Designer	Graphics Desktop Publishing Web Page Designer	Video Film Graphic Designer Illustrator Artist	Cinematographer Dancer Play Writer Script Writer Poet Actor Composer	Publisher Broadcast Technician	

Theatre

Standards:	Project Based Learning Ideas with Arts Integration Themes:
6.C.1.1 - Use physical movement and acting skills to express a variety of emotions to an audience. **6.C.1.2 -** Apply appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression. **6.C.1.3** - Understand how to read and write scripts. **6.C.2.2** - Interpret various selections of literature through formal and informal presentations. **6.A.1.1** - Analyze plays in terms of theme, characters, conflict, and their interrelationships. **6.A.1.2** - Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events. **6.AE.1.1** - Understand how the major technical elements of theatre, such as lights, sound, set, and costumes, are used to support and enhance a theatrical production. **6.AE.1.2** - Understand how to use technical theatre components of costumes, props, masks, and set pieces to support formal or informal dramatic presentations.	• Use movement, voice and writing as persuasive advertising. write a script and record the advertisement. • Create a video presentation based on the theme _____. create a storyboard, script (narration) and illustrations to plan out the video. • interview a character from a book, show, movie, play, etc. take note of settings, events and details of the story when creating interview questions. act out the interview. • Create a scene design, include light design to reflect mood, and design set pieces to give visual context of setting of play. • Write a short story that reflects the mood of the set design. • Create a PowerPoint type presentation that highlights a literature selection. • Create a script using only action lines. have peers act out the script. record the acting and have others analyze and interpret the meaning of the performance. • Create an original script and then perform and record the script, that depicts how the arts have impacted you as a student.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Video Graphics Special Effects Animation Audio-Visual Designers/Engineers	Desktop Publishing Web Page Designer	Video Film Graphic Designer	Video/ Stage Manager Cinematographer Film/ Video Editor Play Writer Script Writer Director Performer Actor Stagecraft Designer	Radio & TV Announcers Publisher Journalist & Reporters Print Broadcast Broadcast Technicians	

Visual Art

Standards:	Project Based Learning Ideas with Arts Integration Themes:
6.V.2.1 - Generate solutions to artistic problems. **6.V.2.2** - Use observation skills of the immediate environment to create original imagery. **6.V.2.3** - Understand that original imagery is a means of self expression used to communicate ideas and feelings. **6.V.3.1** - Use tools and media appropriately to maintain a safe and orderly work space. **6.V.3.2** - Create art using a variety of 2-D and 3-D media, including digital. **6.V.3.3** - Create art in different media using various techniques and processes	• Create an original piece of art that depicts one **act** from a five act play**.** • Create a website, flier or playbill for Disney's Frozen or a parody of Disney's Frozen. • Create a piece of art using mixed media that highlights the mood of a production, poem, music or dance. • Create an original piece of art that depicts how the arts have impacted you as a student. • Design a costume and stage makeup for a character and production of your choice.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Animation	Lithographers Desktop Publishing Web Page Designer	Photographer Film Graphic Designer Illustrator All Media Artist Curators and Gallery Manager Fashion Designer	Performer Costume Designer	Publisher Print Editor	

Physical Education

Standards:

PE.6.MS1.4 - Use movement combinations in rhythmic activities.

PE.6.MC.2.2 - Explain the mechanics of various skills or sequences of movement to improve performance.

PE.6.MC.2.3 - Explain when and why to use strategies and tactics within game play.

PE.6.MC.2.4 - Use information from a variety of sources, both internal and external, to guide and improve personal health.

PE.6.PR.4.2 - Use well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

PE.6.PR.4.3 Analyze conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.

6.MEH.2.1 Organize common responses to stressors based on the degree to which they are positive or negative and their likely health outcomes.

6.ATOD.1.1 Analyze the marketing and advertising of alcohol and tobacco companies in terms of the strategies they use to influence youth experimentation with their products.

6.ATOD.1.2 Illustrate the effects of alcohol and other drugs on behavior, judgment, family relationships, and long-term success

6.ATOD.3.1 Use effective assertive refusal skills to avoid pressure to use alcohol and other drugs

6.NPA.1.3 Apply MyPlate meal-planning guides to ethnic and vegetarian choices.

Project Based Learning Ideas with Arts Integration Themes:

- Create a dance using rhythmic combinations.
- Create a storyboard or write a short narration that explains the sequences of movement to improve performance.
- Use improvisation to explain when and why to use strategies and tactics within game play.
- Create a public service announcement to inform others on how to improve personal health.
- Create an infographic that organizes common responses to stressors.
- Create a menu and market the menu towards a certain dietary plan or restriction.
- Create a short skit or commercial that demonstrates assertive refusal skills to avoid pressure.
- Create a story or illustration that shows the effects of drugs on behavior, judgment, family relationships and long-term success.
- Document the effectiveness of marketing and advertising of alcohol and tobacco companies. create an infographic that shows the most effective strategies to least effective strategies.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
	Graphics and Printing Typography Desktop Publishing Web Page Designer	Photographer, Film Graphic Designer Artist	Production Manager Cinematographer Dancer Script Writer Performerq	Radio and TV Announcers Journalist Reporter	

World Languages

Standards:

NL.CMT.3 Use language to present information to an audience

NL. COD. 3.2 Use readily available technology tools and digital literacy skills to present in the target language.

NL. CLL. 1.3. Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts in the target language.

NL.CLL.3.2 Use the language to recite memorized poetry or songs from the target culture.

Project Based Learning Ideas with Arts Integration Themes:

- Students will write and perform a skit where they discuss their thoughts about "Aladdin" in the target language.

- Students will curate a virtual museum including collections of various art from the target culture. Students will include credit lines for each work of art as well as the significance of the artist or piece of art from the target culture.

- Students will perform a dance, compose a piece of music with or without lyrics or create a painting, sculpture or animation that conveys one of the main ideas/takeaways from a unit of study.

- Students will translate and perform one of the songs from "Aladdin" in Spanish.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Animator		Gallery Manager All Media Artist	Script writer Performer Actor Dancer Composer Musician		

STEM/Robotics

Standards:	Project Based Learning Ideas with Arts Integration Themes:
There are currently no standards over the STEM courses, but STEM teachers are encouraged to use the Next Generation Science Standards to guide their work.	- Brainstorm a problem that could arise during the creation of a middle school production of a play. Using the Engineering Design Process, go through the steps to solve the problem. Create a Powerpoint Presentation or Microsoft Sway Presentation that outlines how the problem could be solved. - Create a map/ diagram/ blueprint with symbols and a key that would solve the problem of a new student navigating your school on his or her first day. Please be as detailed as possible.The tool should be created in such a way that a student could use it to find any room in the school. - Interview a teacher and find out a problem that they are having that could be remedied through robotics. Use your BricQ Motion kits, building blocks, or Spike kits to create a prototype. Be prepared to present your prototype to the class. Invite the teacher you interviewed to your presentation.

CTE Career Pathways - Arts, A/V Technology and Communications

Audio & Visual Technology & Film	Printing Technology	Visual Arts	Performing Arts	Journalism & Broadcasting	Telecommunications
Video Systems Technician	Desktop Publishing Specialist CAD Technician	Graphic Designer	Production Manager	Control Room Technician	Computer Programmer

Resources

- [Institute for Arts Integration and STEAM](#)
- [Edutopia - Article - Arts Integration Lesson Plans](#)
- [Getty Museum - Poetry and Art](#)
- [Artful Thinking - Arts Integration Strategies](#)
- [Kennedy Center Digital Resources for Arts Integration](#)
- [Open Education Resource Commons - Arts Integration Collection](#)
- [The Science of Music](#)
- [Incredible @rt Department Middle School Integrated Lessons](#)
- [PBS Learning Math + Arts](#)
- [San Francisco Museum of Modern Art Teacher Resources](#)
- [North Carolina Museum of Art NCMA Learn Resources](#)
- [Storyboard That, Five Act Structure](#)