



Embody Learning Play:



Engaging Young Children Through Arts-Based Learning Experiences

Julia Barwell, Arts Integration Solutions, Tucson

Ben Collinsworth, Emily Meschter Early Learning Center, FWUSD, Tucson

Elizabeth Pecjak, Outer Limits School, Tucson



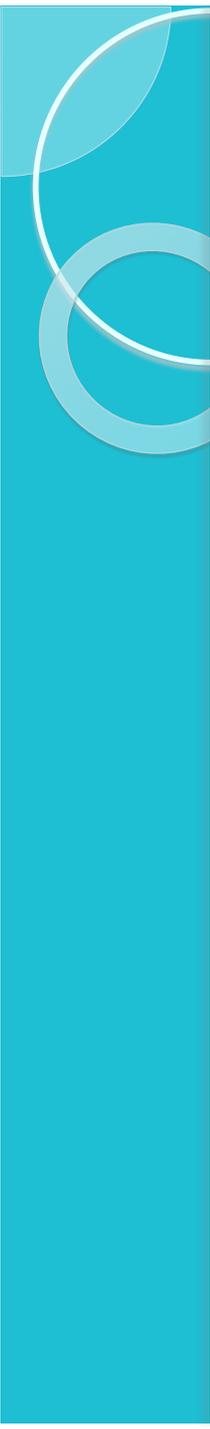
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Origin of the Project

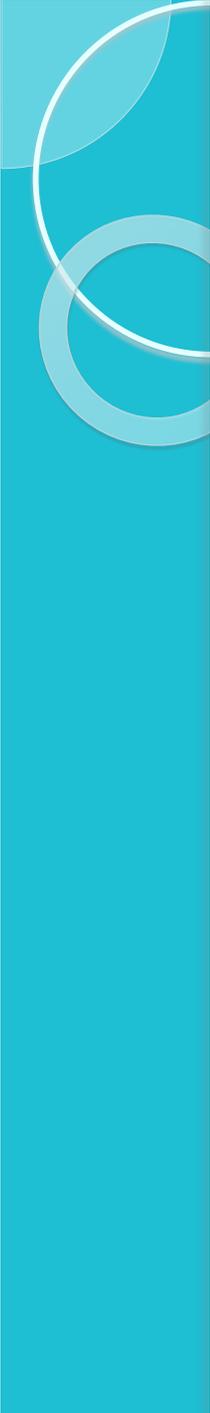
- Stocker Foundation: grant to explore the impact of arts-based strategies on:
 - Teacher practice in early childhood settings
 - Classroom management: self regulation
 - Early literacy skills: readiness, comprehension





Who we are...

- Arts Integration Solutions
 - Education Director: Julia Barwell
 - Early Learning and Arts Facilitator: Enrique Feldman
- Emily Meschter Early Learning Center
 - Director: Sue Shinn
 - Teachers: Ben Collinsworth, Jessica Caramella, Raakel Garcia-Chacon, Ashley Myers, Emilie Pechuzal, Ann Twargoal
- Outer Limits School
 - Director: Bill Berk
 - Teachers: Elizabeth Pecjak, Gina Villarreal, Starr Lee, Mayra Chin, Laura Lane



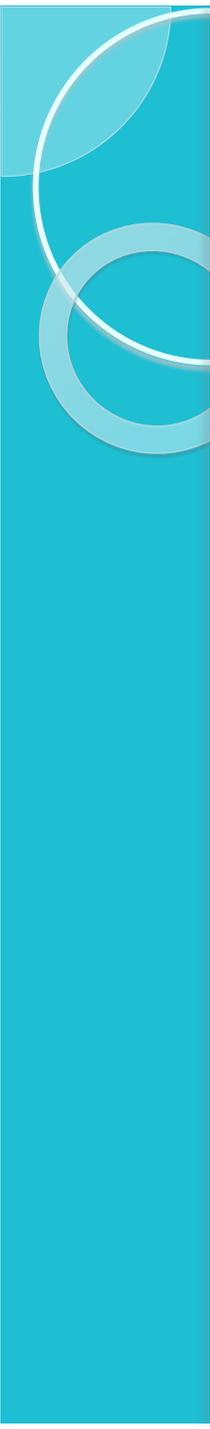
Project Goals

Teachers will...

- identify arts integration strategies that best support early childhood learning outcomes
- successfully use arts integration strategies to engage all students in the learning process
- apply arts integration strategies to early childhood pre-literacy learning outcomes
- successfully use arts integration strategies as a tool for classroom management
- reflect on ability to successfully apply arts integration practice to instructional planning, and implementation
- apply action research modules to identified learning goals and collect and reflect on evidence of student growth

Students will...

- demonstrate growth in the areas of pre-literacy and readiness skills identified for student success in action research modules developed and measured by their teachers



Project Structure

Week of Cycle	Who	What
One	Teachers, Arts Facilitator, Ed. Coordinator, School Directors	1.5 hour Professional Development
Two	Teachers, Arts Facilitator	Classroom Modeling
Three	Teachers, Arts Facilitator	Classroom Mentoring
Four	Teachers	Action Research, reflective practice

Action Research



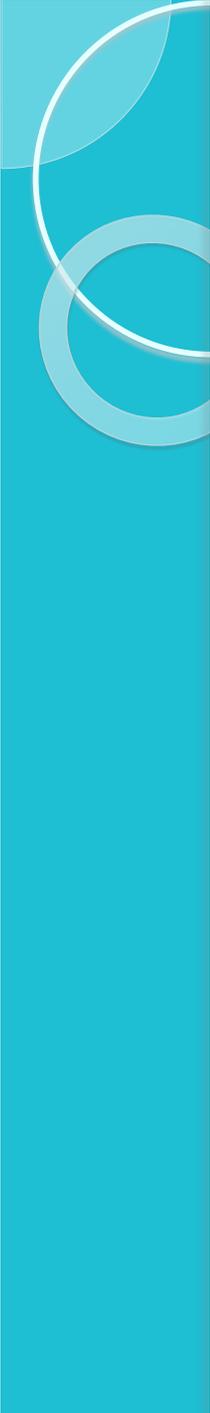
Teacher name _____ School _____ Age/Level of students _____ Date _____

Action Research Question:		
ECE Standard(s)	Student Outcome/Learning goal	Arts Integration Strategy Used
Student progress noted/observed		Method of assessment
What was your learning as a teacher?		How will you apply your learning to your future teaching?
Rate your confidence in your ability to implement arts integration (1=low, 5=high)	Rate the effectiveness of your lesson as a result of using arts integration. (1-minimally effective, 5= highly effective)	How did student behavior/learning meet your expectations? (1=expectations not met, 5=expectations clearly met)
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

The Strategies

- Singing Routines
- Human Clay
- Musical Backgrounds
- Yoga for Storytelling
- Puppetry
- Thinking Like DaVinci
- Musical Call and Response
- Observation & Paper Strip Sculpture





Human Clay and literacy

- An active read aloud experience
- Identify key elements:
 - Characters
 - Setting
 - Actions
- Movement and ‘holding’ energy
- Participate in storytelling, sequencing

Musical Patterns and Literacy

- Call and response
- Pentatonic (5 tone) scale patterns
- Symbolic representation

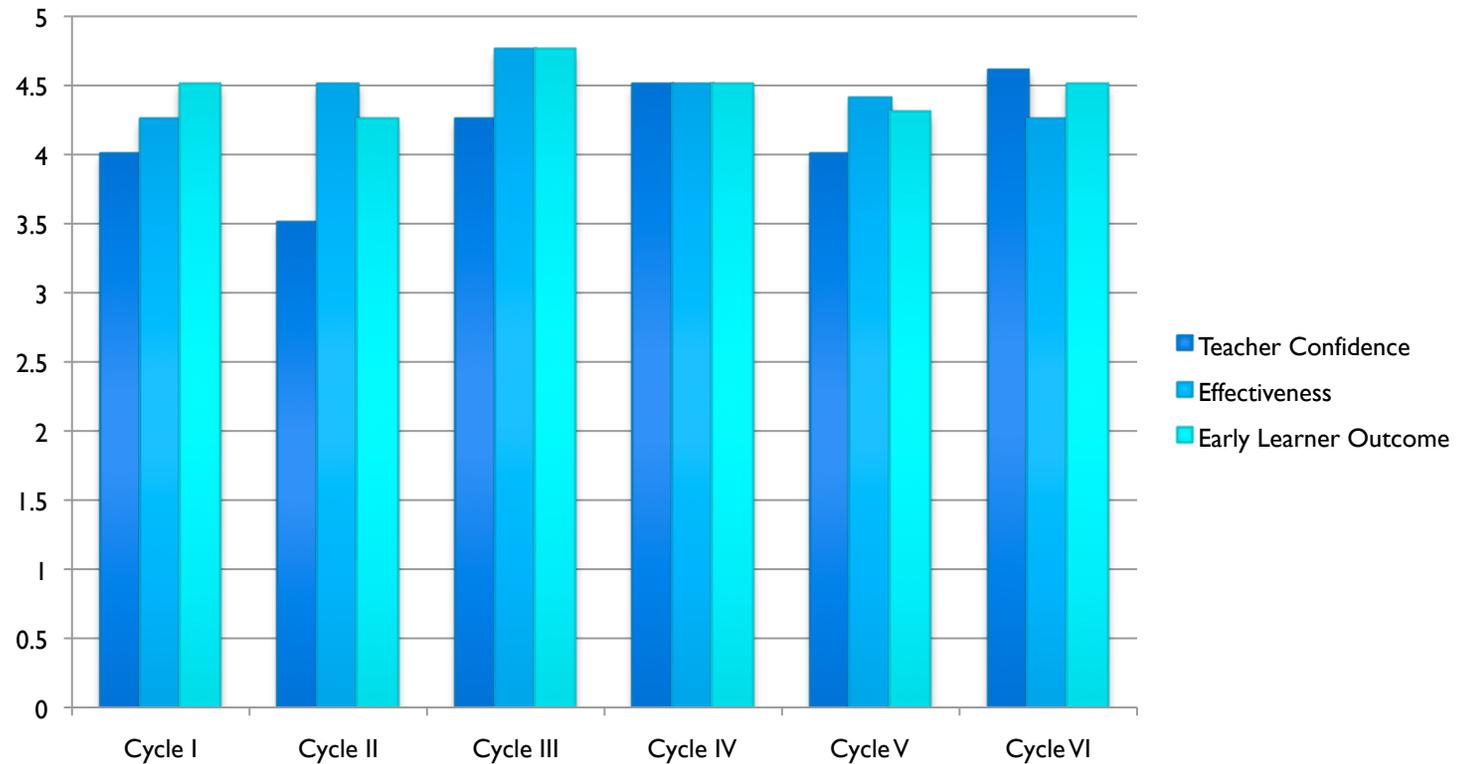


Musical Patterns and literacy

The glockenspiel party

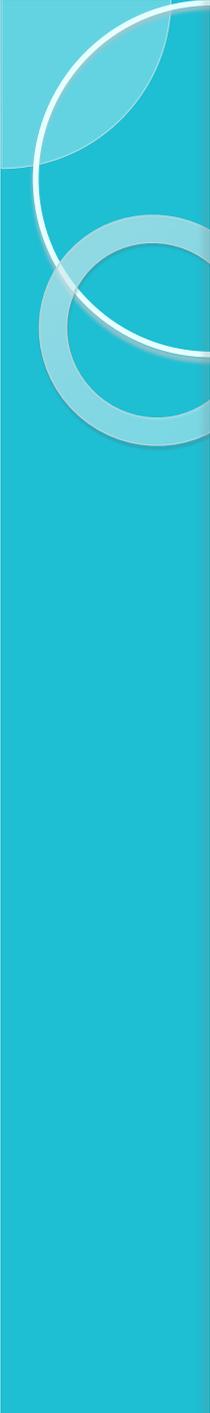


Project findings...



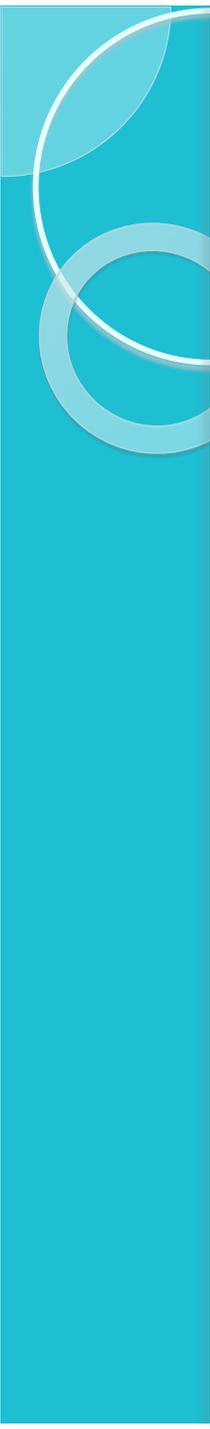
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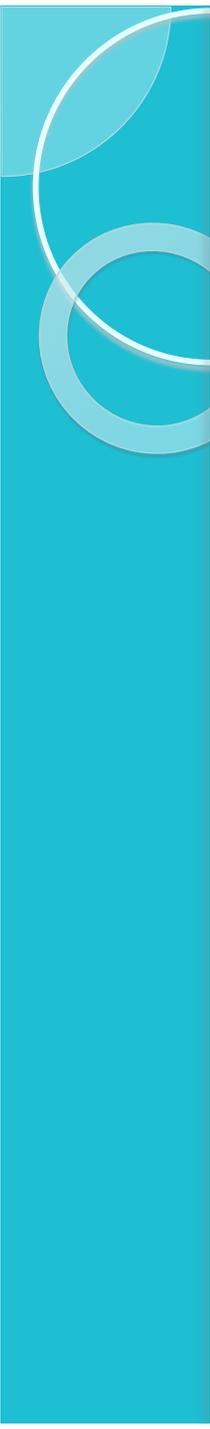
Early Literacy Standards...

- Initiate and sustaining conversation
- Build age appropriate vocabulary
- Determine meaning of unknown words
- Position words: under, off, beside, beyond
- Identify symbols
- Recognize and write own name
- Form letters (large to fine motor skills)
- Seeks information
- Active role in reading activities
- Identify story elements
- Ask questions
- Identify events and details
- Re-enact and retell stories



Our takeaways...

- Arts based strategies are effective tools for pre-literacy development
- Student engagement is increased when arts based strategies are employed in the classroom
- Arts integration strategies help children to build self-regulation skills
- An action research model promotes reflective practice and encourages the application of newly learned arts-based teaching strategies
- Teachers reported growth in early literacy skills as a result of 8 piloted arts-based teaching strategies



Our takeaways...

- Professional development, coaching practice and teacher reflection are elements of an effective model for building a set of arts integration strategies.
- A set of carefully selected arts-based teaching strategies can provide both structure and flexibility in different settings.

Our new questions...

- How can this pilot be duplicated to impact multiple settings?
- How will further exploration of effective arts-based strategies impact teacher practice and the development of specific pre-literacy and math skills?



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What next?

- Expand to more schools:
 - Delivery models: in person, online, Quality First Coach Training
 - Further exploration of strategies
 - Identify specific literacy and math goals to measure



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