

ART, MUSIC, & STORY AT WOODS CHARTER SCHOOL

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Introduction to Research Problem

- The aim of the research was to combine interdisciplinary projects in the art class room to:
 - Enhance the overall learning experience, and
 - Assess the impact of implementation of the project.
- This project demonstrates that interdisciplinary instruction utilizing story, art, music and performance can be powerful tools to promote group learning in arts education, in both art history content and artistic creation.
- The research was to promote and evaluate creativity and collaboration within the art classroom.

Literature Review: Pivotal Studies

- Interdisciplinary education can be defined as, ‘involving two or more academic, scientific, or artistic disciplines’ (Webster’s Ninth New Collegiate Dictionary, 1988)
- Interdisciplinary approaches, particularly, writing and images can be used in Arts based educational research (ABER) in the classroom.
- The forms ABER can take are diverse: performance, film, painting, poetry, or sculpture.
- Evolving from ABER, a/r/tography suggests that art and writing can be powerful means of inquiry into daily life
 - Can be viewed as “shared investigations of narratives, histories, and realities”. Allows for students to delve deeper into “place, language, time, and self/other”
 - Utilized in performance and music

Sources:

Ulbricht, 1998

Irwin and Cosson, 2004

Suraco 2006

Meyer, 2010

Eisner and Barone, 1997

Lincoln, 2003

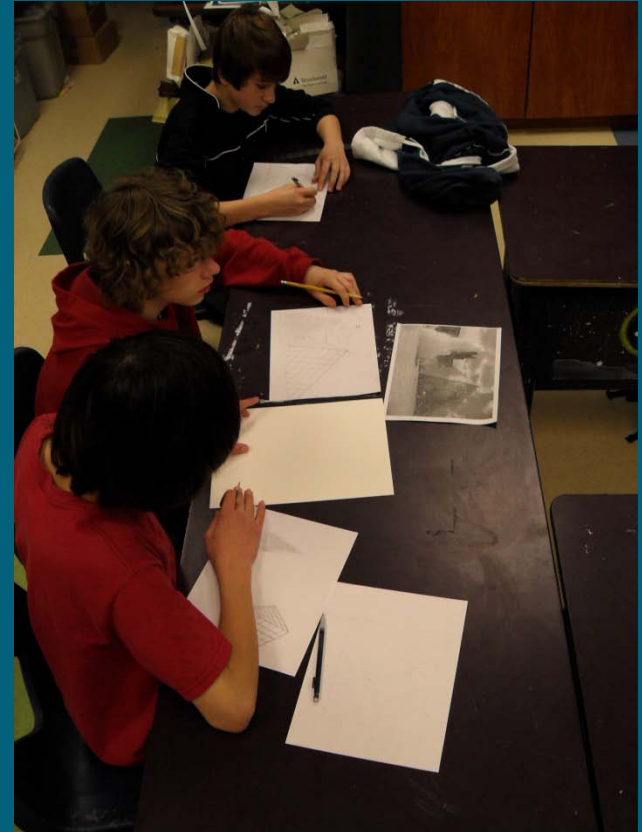
Smithbell 2010

Gouzouasis 2007

Quinn and Calkin 2008

Methods

- During the 2009-2010 school years, two separate classes of 8th grade students were selected to participate in this project.
- These 8th grade students were instructed to work on a project that combined story, art, music, and performance.
- Students developed story ideas, illustrated characters, the story, the performance, and the music.



Methods (cont)

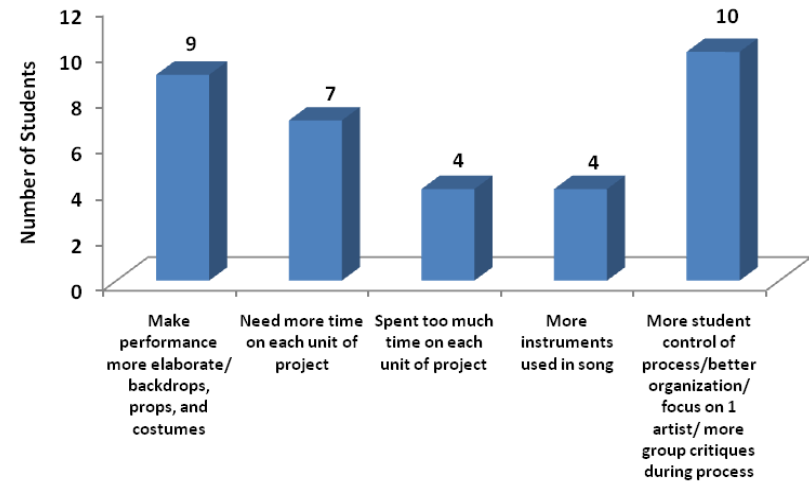
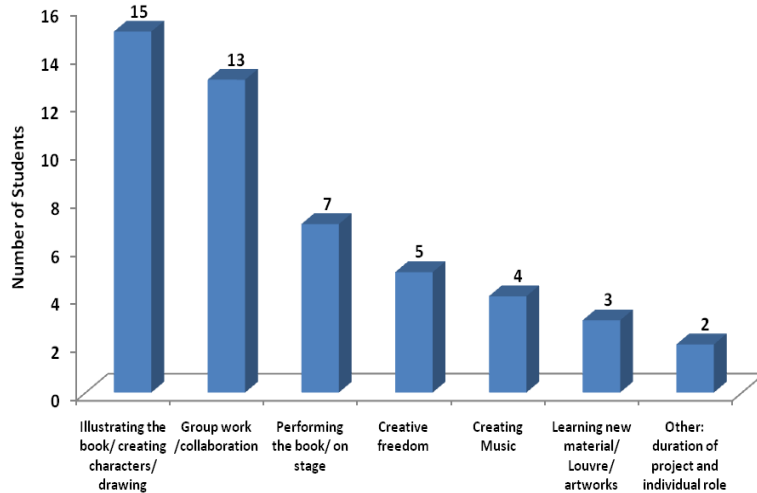
- Following the storybook creation and performance, the students were required to reflect on their learnings in a reflection paper.
- Students also participated in two focus groups to discuss two questions that were assigned to them the day before.

Results: Story, Performance, Music

- Development of the Story & Illustrations
 - ‘Five Minutes in the Louvre’ consisted of 10 pages of text and illustrations
- The Performance Accompanied by Music
 - 5 scenes: Dramatic interpretation of the events depicted in the story
 - Student musical ensemble was composed of lead guitar, rhythm guitar, bass and percussion



Results: Focus Groups



- Student Rankings of Meaningful Elements

1. Illustration of the story as well as the creation and visual design of the character
2. Collaboration with other students
3. Production and performance of the book in front of other students

- Student Rankings for Areas of Improvement

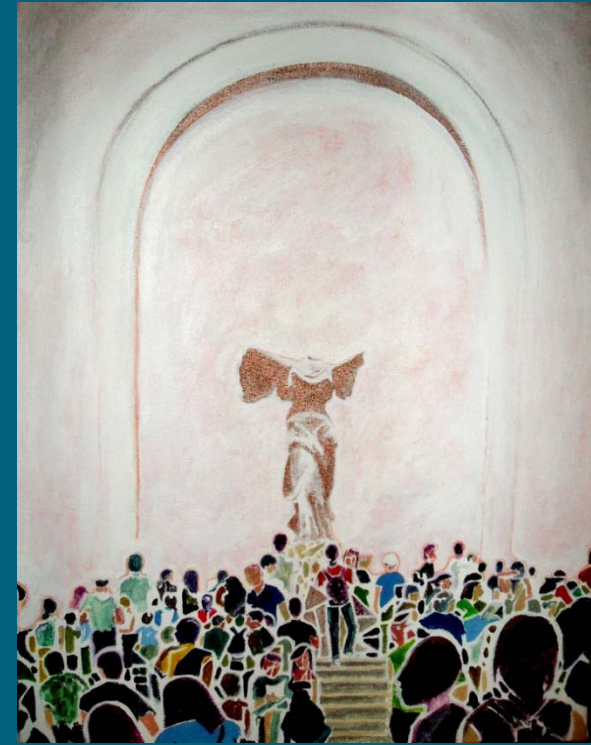
1. Performance more elaborate in various ways including, enhanced backdrops for setting, costumes for the actors, and props to make the artworks more realistic
2. More time to develop their ideas, particularly in developing the story, illustrations, and rehearsal for the performance

Discussion

- Demonstrated that interdisciplinary instruction utilizing story, art, music and performance can be powerful tools to promote group learning in education.
- The students' reflections and feedback indicated that they valued the creative aspects of the project and the ability to collaborate with each other.

Implications

- The series of student illustrations also inspired my own art. I worked on two paintings that expressed my interest in artwork I saw while at the Louvre.
- Implementing a version of this project with my current 8th grade class.
 - The current project involves creating a children's story with illustrations in small groups.
 - Partnership with English teacher



New Directions

- Future design of these types of school-based projects should
 - Consider different age groups,
 - Sequencing of the aspects of the project (e.g., create performance before illustrations or vice versa),
 - Simple stories with ease of implementation,
 - Adequate time to execute the project, and
 - Collaboration among relevant departments within the school.
- By promoting these types of interdisciplinary approaches, an educator can increase participation, engagement, and enthusiasm in students.