

Georgia State University

Building Elementary Teachers' Knowledge of Arts-based Instructional Approaches to Understand Students Comprehension and Achievement Through Children's Art Works

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This new year-long project targets children's increased achievement through elementary teachers' knowledge of arts-integrated approaches to teaching and learning across disciplines. The Project's primary objective is to deepen teachers' knowledge of the arts to improve their planning, teaching, and assessment of children's learning through their art works. This knowledge enables teachers to read, analyze, and identify how children present their comprehension of content. Project location is M. Agnes Jones Elementary School (MAJ) (APS), involves 12 teachers, grades 3-5, from April 2017- March 2018. MAJ is a high-poverty urban Title 1 school with 100% HiQ that supports an arts integrated approach to teaching and learning. MAJ is located in a low socioeconomic area with violence, gangs, and crime. Many children live in dilapidated homes, have serious emotional problems, and have at least one incarcerated parent. Scholars of arts-based education, project directors will conduct a Summer Institute and monthly interactive workshops that immerse teachers actively in the arts, train teachers in art work text analysis and assessment, and support teachers in curriculum development. This project partners with the Center for Puppetry Arts to extend teachers' knowledge of arts-based engagements taught by artists. Teachers trained in imaginative arts-based engagements and assessments can design, develop, and assess creative projects that lead to children's success. This project is grounded in the CCSS, specifically, literacy and language, with applicability to other content areas. These standards target creation, interpretation and strategic use of media-based texts to express information and demonstrate comprehension.

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