

Mississippi Arts Commission
Teaching Artist Roster
Teacher Professional Development Plan Outline

Please include the following items in your plan. Refer to the sample plan that follows this page for an example. If you have questions, please contact Kim Whitt prior to submitting your application.

1. Welcome and introductions
 - Artists give a short statement about their work
2. Warm-Up/Energizer
 - Artists seek to teach teachers about one or more of the elements of their art form as it relates to the classroom lesson that was taught earlier.
3. Introduce the materials, resources or prompts used and review the lesson
 - Describe and connect the arts experience to the academic content that was integrated stating why that particular the process was used
4. Describe strategies used in the lesson
 - Strategies are the tools that artists bring to the teacher that aide in deeper understanding of content.
5. Application and Reflection
 - Teachers reflect on how else to use strategies
 - Teachers and artists discuss the use of arts integration to deepen the learning experience for students

Mississippi Arts Commission – Sample Teacher Professional Development Plan: *America Is...* Duration: 1 hour

1. Welcome and Introduction – Artists give a short statement about their work.
2. Warm-Up/Energizer: Perform a chopstick accompaniment to a music selection.
 - Invite participants to pick up a pair of chopsticks from the table.
 - Model and describe what teacher/students do in preparation to play, and while performing.
 - Practice tapping chopsticks: 8 counts and stop; repeat as necessary; practice cut-off, etc.
 - Add recorded music; accompany A & B sections as instructed. Model and guide players.
 - When music selection ends, offer participants feedback on the performance.
 - Review steps of the process and ask for questions.
3. Introduce the book, *America Is...*, and the arts experience lesson plan.
 - Mention the author and theme, plus possible uses at different grade levels.
 - Describe how the book provides a basis for language arts, music, theatre and visual art integration within the lesson.
 - Review printed lesson plan, highlighting components and core subject connections and competencies addressed in the arts.
 - Refer to Lesson Description; note that the arts experience in class ends with the completion of a mural. Other items in the description become lesson extensions, or ways to build the arts experience into additional learning experiences.
 - Briefly mention assessment methods, some of which involve time spent after the artist visit.
 - Inform teachers that they will be asked to complete an arts experience observation and reflection form while they are viewing the teaching artists at work.
4. Describe strategies used in the lesson
 - Chopsticks – The use of music within the lesson connects to the theme of patriotism, expressed through free verse poetry and illustrations in the book.
 - Pledge of Allegiance Rap – This musical adaptation of the Pledge of Allegiance is an opportunity to think more deeply about the vocabulary and meaning of this routine part of classroom activity. Adding sign language to the experience gives a kinesthetic component that assists learners to recall important words in the statement.
 - Read *America Is...* aloud – Students hear music, the free verse text, view illustrations, and observe the “scribble art” drawing of a mural depicting an outdoor scene on the 4th of July. The reading sets the stage for students to begin to distinguish what is the same or different about the illustrations in the book and the community in which they live.
 - Decide what is missing from the mural – In classroom discussion, students identify unique elements of their community, neighborhood, home, and family. Students are invited to create their own artworks to add to the mural, illustrating something about the community that is important to them. They use pastels and construction paper, or create pastel drawings to tape onto the mural.
5. Application and Reflection
 - In small groups, grade-level teachers generate ways to apply these strategies or others in plans for instruction.
 - Teacher groups report out ways that they can use these strategies or others mentioned.
 - Teaching artists lead a large-group reflection about the use of arts integration to deepen the learning experience for students.