



Art Museums & Teaching Artists

A Powerful Professional Development Partnership

ART
THE
WALTERS
MUSEUM
WHAT WILL YOU DISCOVER?

www.thewalters.org



Young
Audiences
Arts for
Learning

<http://www.youngaudiences.org/YAArtsforLearning/MissionStatement>

Make a Book...

Think about...

An institution or organization whose partnership could result in a mutually beneficial partnership.

What type of program would you want to offer?

What would the benefits be for you/your institution? What would it be for them?

What challenges could you anticipate?

Revive, Contemplate, Integrate

Professional Development in Arts Integration

What is it?

- ⌘ A. PD that empowers teachers to utilize cultural arts resources while integrating the arts.
- ⌘ B. A vehicle for developing arts integrated lessons aligned with the common core standards.
- ⌘ C. A three day (15 hrs.) long workshop taken for credit.
- ⌘ D. A sneaky way to get teachers to use your website.
- ⌘ E. All of the above.



Who pays for it?

- ⤵ A. The teachers
- ⤵ B. The school/district
- ⤵ C. Grants
- ⤵ D. What? There's a fee??



Who is it for?

- A. Docents
- B. Administrators
- C. Artists
- D. Interdisciplinary
Teacher teams (2-3)



Where does it take place?

- A. In the school
- B. In the museum
- C. Young Audiences conference rooms
- D. All of the above



Preparation

- 2-3 planning meetings: look @ education trends, curriculum connections, schedule teaching artists, develop sample lesson plan
- Cross market through list-serves, website, brochures
- Review applications, contact teachers with class information

Session 1

- Review of arts integration tools on the Walters website
- Docent led tour of galleries/Selection of lesson plan theme
- Arts integrated lesson demonstration by a teaching artist. (Part I)



Session 2

- Identify components of an arts-integrated lesson plan by reviewing last session's hand-on lesson
- Work time for teachers: free time for in galleries, research, instructors provide individual consultation



Session 3

- Work/Prep time for teachers
- Presentations by teachers, class and instructors provide feedback
- Part II of arts-integrated workshop by teaching artist



Follow-Up

- Teachers submit revised lesson plan and documentation
- Instructors provide feedback and award credit
- Final lesson plans are posted on museum's website
- Optional: Culminating event at museum. Teachers present their work at a public "tea time for teachers" event and receive a certificate of completion



Tips

Get multidisciplinary teams to sign up.

Plan enough time for work during class time. Don't expect teachers to do a lot of work outside of workshop.

Market program to non-arts teachers as an essential for student achievement rather than an extra-curricular arts activity.

Set realistic and strict deadlines for submission of work.

Set up a groupsite like Wiggo for all communication.

Give criteria sheet to teachers in very beginning so they know how their lessonplans will be evaluated.

Combine work time with hands-on arts making.

More Tips!

Have one institution handle all registrations, budget, and logistics to avoid confusion.

Offer language arts/math professional development credit through school system!

Vary teaching strategies, practice what you preach. Find a partner that has a different teaching strategy than your own.

Use a teaching artist that aligns with art forms you are targeting.

Allow yourself adequate time for editing and reviewing lesson plans after workshop.

Don't give credit until all course work is complete.

Q&A

Pat Cruz

Education Director

Young Audiences/Arts For Learning

pat@yamd.org

Amanda Kodeck

Head of School and Docent Programs

The Walters Art Museum

akodeck@thewalters.org

