



ART MAKES YOU SMART!

BRAINY



BRinging Arts INtegration to Youth

GREGORY ALLICAR MUSEUM OF ART
COLORADO STATE UNIVERSITY



ART



MUSIC

BRAINY

Bringing Art
Integration to Youth

ART MAKES YOU SMART!

BRAINY is a program of the Gregory Allcar Museum of Art at CSU in collaboration with the Department of Art & Art History, and the School of Music, Theatre, and Dance.

BRAINY was conceived to provide arts opportunities for students from Title 1 schools in northern Colorado. Since its inception in the fall **2009**, over **450 students per year** from Fort Collins, Loveland, and Windsor Title 1 elementary schools have enjoyed this innovative and engaging educational program.

BRAINY is meant to:

1 introduce students to the arts;

2 demonstrate the role the arts play in our community and culture;

3 demonstrate to students that the arts can be part of leisure and/or academic pursuits (with connections to other academic subjects); and

4 bring students to a university campus.

BRAINY intends to support and implement the findings of Critical Links and state standards in art, music, theatre, and dance, as well as standards from all other disciplines. Pre-visit contact with the schools orients the students to what they will experience at the University Center for the Arts.

Follow-up is encouraged in the classroom, inspiring arts integration into other academic areas.



DANCE



THEATRE

In a typical BRAINY session, 4th grade student participants go through four sessions. The first two sessions are in the morning and focus on dance and music. The kids are then served lunch and they return in the afternoon for activities in visual art and theatre. Each session is guided by an appropriate age-level curriculum centered on integrated themes derived from current museum exhibitions.

The interactive activities are designed to complement model content standards in [art](#), [music](#), [dance](#), [theatre](#), social studies, geography, and math and to address multiple modes of learning.

Through BRAINY, students get hands on experience in all aspects of art and teachers learn ways they can bring the arts into their curriculum and classrooms.

BRAINY

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DANCE

In the 2017/18 BRAINY dance sessions, we used the broad theme of Journey & Discovery, with specific focus adjusting to fall and spring exhibits in the Gregory Allcar Museum of Art. In general, we designed the lessons around Journey – the HOW & WHY we travel, where we are traveling too (which can define the environment) and what we might DISCOVER there – either found objects in the environment or elements within ourselves.

LEARNING IN DANCE

- Elements of dance
- Space
- Time
- Energy
- Body
- Emotion
- Using a performance area responsibly
- Moving in unison
- Creating a sequence of movements

Students explored movement skills between **space** (shape, pathway, size, level change, direction); **travel** (locomotor skills of march, slide, skip, sneak); and **energy** (sharp, smooth, strong/light).

The goal was to develop movement sentences involving **place/setting, travel, and discovery/intention**.

The students worked individually at first to explore basic dance concepts. Then, they worked in small groups to form movement sentences and create a presentation for their classmates.



MUSIC

The 2017/18 BRAINY music session was taught by CSU Music Education students. The music education students worked in pairs, designing activities to teach 4th graders musical skills. Upon entering the classroom, the kids circled up to create motions that pair with their name. After this introductory activity, they followed instructions for a variety of musical activities. Students practice keeping time, reading rhythms, and singing along to find the highest note in a song.

LEARNING ABOUT MUSIC

- Consistent tempo
- Reading rhythms
- Half note
- Quarter note
- Eighth notes
- Identifying the highest note
- Singing in a round
- Repeating a melody

Each week was slightly different, but some of the musical activities included:

- Passing sticks in a circle to the rhythm of a song;
- Learning a song with motions which correlate to the mood of the section (ex: stomping for a strong, rhythmic section or raising your arms for a high note);
- Playing a musical game, where students run to a base when a specific section of the song starts;
- Analyzing the rhythm of a song; and
- Musical storytelling: following the teacher through a story, learning about kindness to others and keeping time for the teacher.



VISUAL ART

LEARNING ABOUT ART

Visible thinking strategies routines for K-12 students:

- ***What Makes You Say That?*** Interpretation with justification routine
- ***Think Puzzle Explore.*** A routine that sets the stage for deeper inquiry
- ***Circle of Viewpoints.*** A routine for exploring diverse perspectives
- ***I used to Think... Now I Think...*** A routine for reflecting on how and why our thinking has changed
- ***See Think Wonder.*** A routine for exploring works of art and other interesting things

During the 2017/18 academic year, the visual art component of BRAINY focused on implementing Visible Thinking Strategies, developed by Harvard Project Zero and identifying interdisciplinary connections that the students could make while exploring the permanent collection galleries in the Gregory Allicar Museum of Art.

During the fall BRAINY sessions, students engaged in lively discussions using visible thinking routines to think and talk about art and science using David Brook's 3D printed art works in the exhibit: *Case Study: Weld County, CO* as a point of departure and analysis. In the spring semester, the students used the photography exhibit *Pompeii Archive*, by William Wylie, as the starting point to explore art from around world.

Students became "art-eologists" exploring by observing and carefully recording--through drawing, measuring, and describing--"art-ifacts" from the Americas (North, Central and South), Europe, and Africa.

Kids begin their exploration of the Gregory Allicar Museum of Art with a presentation allowing them to consider how and why museums were created, why they look the way they do, and the varied purposes museums provide societies across cultures.



THEATRE

The 2017/18 theatre sessions focused on storytelling via situation and characterization. Using art works found in the Gregory Allicar Museum, students are asked to create and perform their own play. CSU Theatre professionals taught acting, movement and voice, stage combat, circus skills, and props.

One of the biggest takeaways we hoped to inspire in each session was:

LEARNING IN THEATRE

- Elements of theatre
- Performance area
- Lighting
- Sets and Props
- Characters
- Emotion
- Movement
- Actions
- Motivations
- Plot
- Understanding events in sequence
- Time

Be big, be loud, be silly! It's not about sounding pretty. It's about telling a story and having fun.

BRAINY encourages kids to try new things. Let loose. If it doesn't work, that's okay – now we know and we can try something new! There's no right answer in art, which means they can explore, connect new ideas, and learn from what they feel were their successes and failures without negative consequences.



PUTTING IT ALL TOGETHER

Although art, dance, music, and theatre differ in many ways, they share several common themes. BRAINY participants are introduced to these themes in each lesson every year.

CONTENT AND SUBJECT MATTER

All types of art are used to express a subject or content.

- In VISUAL ART, the content is the image or scene depicted in a work.
- In DANCE, the content of a piece is expressed through the movements of the dancers, their interaction with each other, and the music. When students created a sequence of movements inspired by an action, the action was the subject matter.
- MUSIC expresses content most clearly through lyrics, and the composition of the song supports this content.
- THEATRE expresses subject matter through a narrative, focussing the actions and words of the characters around the content.

EXPRESSION OF EMOTION

Students discuss emotion, humor, conflict and resolution.

- ART: Students discuss artwork that depicts conflict and anguish, describing the emotions they saw.
- DANCE: Students learn that emotion is an element of dance, and create sequences of movement that portrayed an action and a feeling.
- MUSIC: Students participate in a musical story and discuss how the characters in the story may feel.
- THEATRE: Students see the emotional responses of characters when presented with a problem. They participate in resolving the issue, acknowledging the emotion and responding to it.

FORMAL ELEMENTS/CHARACTERISTICS

Each of the disciplines consider formal elements, such as space, composition, light, and movement.

- ART: Works of art use careful composition, contrast in light and dark, and strong lines to create movement in the space.
- DANCE: Dancers move through a space, thinking about the way they chose to move their body to communicate.
- MUSIC: The composition of a song can create a sense of frenzied movement or calm, flowing movement, depending on the melody.
- THEATRE: The entire space of the stage is used, lighting is considered, and the movements of the actors are choreographed.



VISUAL
ART

MUSIC

DANCE

THEATRE

SEQUENCE OF EVENTS

Art, dance, music, and theatre pieces revolve around a sequence of events. Art pieces often portray a single moment in time, alluding to the events before and after. Dance and theatre create narratives, connecting events to a larger whole. Music is comprised of a sequence of notes and rhythms. This concept can be applied to:

- Literacy Integration, as students articulate what they have learned through speech. This is especially important when describing and analyzing a piece.
- Numeracy Integration, as students learn about ordered relationships. This includes the rhythm of dance and music.

BRAINY

BRINGING ARTS INTEGRATION TO YOUTH
2017/2018 EVALUATION SUMMARY

**BRAINY
SCHEDULE AND LENGTH
WAS JUST RIGHT**

100%

**BRAINY WAS
ORGANIZED**

75%
EXTREMELY WELL

25%
WELL

54%

**NEVER VISITED
A MUSEUM
BEFORE BRAINY**

97%

**LOVED LEARNING
ABOUT THE ARTS**

88%

**WANT TO LEARN MORE
ABOUT THE ARTS**

ON BRAINY CONTENT AND ACTIVITIES

"I loved how each part of the field trip was connected. Students had so many opportunities to make connections with history, science, visual patterns, auditory patterns, and story telling. They also had opportunities to work collaboratively. This was well done and the students really enjoyed their time."

Laurel Cammarck
Teacher at Irish Elementary School



"It was excellent. The content was at grade level, engaging and connections were easy to make due to the instruction and the way in which material was presented."

Cesar Fuentes
Teacher at Harris Bilingual Elementary School



"Students were very engaged and able to complete activities and tasks. Many of the students said this was their favorite field trip."

Jodi King
Teacher at Bauder Elementary School



"This trip gets better and better every year. We really appreciate you including our students in such an awesome opportunity."

Courtney Looney
Teacher at Putnam Elementary School



"...THEATRE, when we got to act. Because we got to and things that inspired us."

*"...learning about instruments and singing in **MUSIC!**"*

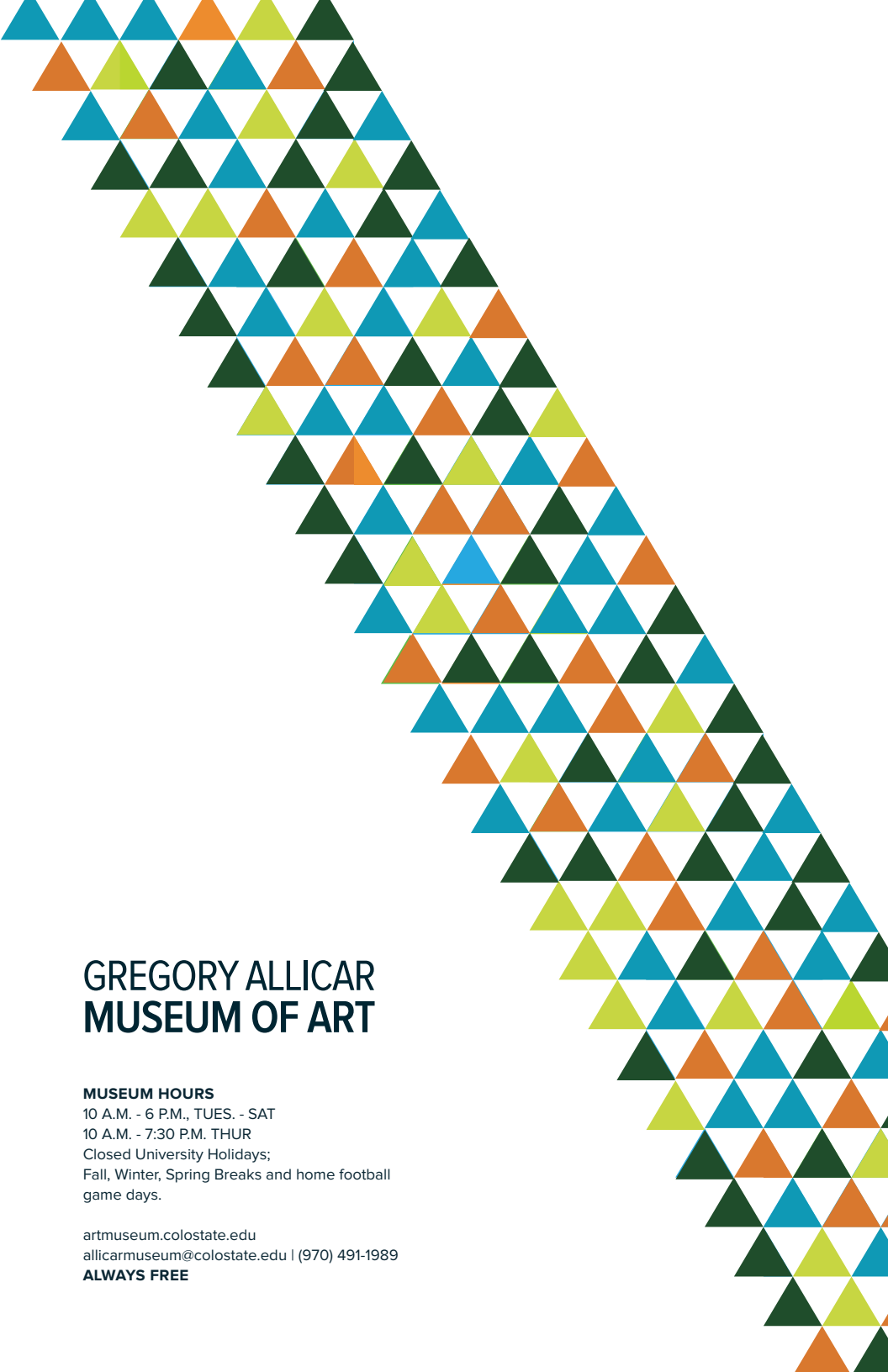
*"My favorite part
was
...I can't decide.
ALL OF IT!"*

MY FAVORITE PART WAS...

"...DANCE because we got to move around and pretend that we were really dancing."

*"...looking around the **MUSEUM** and finding things i didn't know."*

*"The instructors were so much fun, patient and knowledgeable.
IT WAS A GREAT DAY!"*



GREGORY ALLICAR MUSEUM OF ART

MUSEUM HOURS

10 A.M. - 6 P.M., TUES. - SAT

10 A.M. - 7:30 P.M. THUR

Closed University Holidays;

Fall, Winter, Spring Breaks and home football
game days.

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ALWAYS FREE