



Pablo Picasso, *The Artist*, 1963

Art & Writing Program Evaluation Report Spring 2016

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INTRODUCTION

The Art and Writing Program provides educators with a rich curriculum that develops a wide range of students' literacy skills by helping them to observe and then write about art from the permanent collection of the Wadsworth Atheneum Museum of Art. Each instructional unit is designed for a specific grade level and focuses on one form of writing: narrative, descriptive, or expository. The program includes a museum visit and three pre- and post-museum visit lesson plans for classroom and art room use. The Art and Writing Program was implemented in spring 2016 at two public elementary schools in Waterbury, CT: Chase Elementary School and Woodrow Wilson Elementary School. To introduce the program, teachers were invited to participate in a professional development session held at Chase Elementary School and facilitated by the Wadsworth's School and Teacher Program Specialist, Johanna Miller. Following the professional development session, teachers and students attended scheduled visits to the museum and many implemented the lessons. The Art and Writing Program was also the subject of a short-term initial evaluation in spring 2016.

Key Findings

- Of the 11 teachers who responded to a final survey, all rated the quality of the professional development session *good* or *excellent* and all but one considered it to be *important* or *very important* to their ability to implement the lessons.
- All respondents were pleased with the lessons and curriculum, rating the individual lessons *good* or *excellent*, with the exception of the museum visit, which one teacher rated *fair*. Seven of the ten respondents rated the overall program as *excellent*.
- Based on observations and surveys, student engagement with the program was good. From student responses, the museum visit had the biggest impact; the majority of responses to the question asking them to name one thing they learned and what they liked the best focused on what they saw on their docent-led tour.
- While individual students posed challenges, nine of eleven teachers reported that the program increased observation and critical thinking skills *a lot* and ten of eleven reported that the program *definitely* developed or enhanced skills related to thinking critically about art.
- Teachers reported that the logistics of the museum visit were easy to arrange and the materials provided by the museum were *useful*, particularly the art posters, disc with images, and lesson plans. The main logistical challenge reported was completing the lessons in the spring, given other deadlines (seven reported this as *somewhat challenging*), and completing the lessons in a regular classroom period (five reported as *somewhat challenging*).

Evaluation

The Art and Writing Program was the subject of a short-term initial evaluation involving teachers and students at the two schools. The evaluation focused on both implementation and early student and teacher outcomes. Two key questions were addressed and multiple data collection strategies were used to answer them.

Evaluation questions

1. How effectively was the Art & Writing Program implemented?
 - a. Effectiveness of the teacher professional development session
 - b. Completion of all four program lessons
 - c. Teacher satisfaction with the professional development session and each lesson
 - d. Student engagement during each unit

2. How and to what extent did the program support desired teacher and student outcomes?
 - a. Teacher use of skills/strategies promoted through Art & Writing Program
 - b. Student response to program and use of skills to strengthen writing

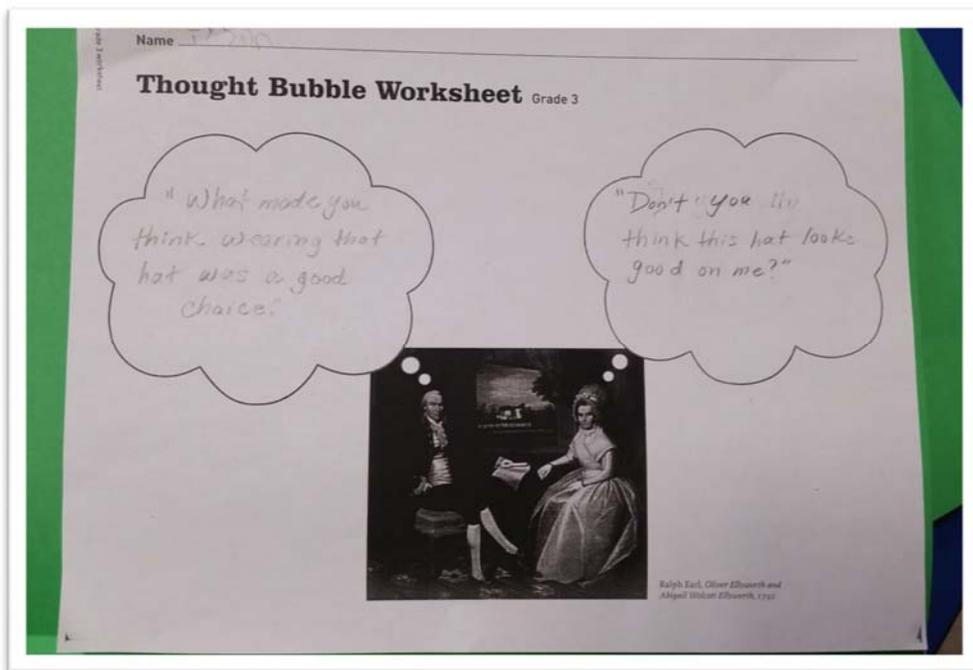
Data collection methods

Data to answer the questions were collected through four key strategies at the two partner schools in the Waterbury school district. This included **post-lesson (n=27) and a final survey (n=11), of all participating teachers at Chase Elementary school and the art teacher from Wilson Elementary** regarding the professional development, what happened during each lesson, and what their intentions were regarding ongoing use of the strategies and materials; **surveys of Chase Elementary 5th grade students (n=42)** to obtain their feedback about the lessons, **observations of students and teachers (n=14 classes)** during the professional development session (March 21st, teachers only) and during each lesson (introductory classroom sessions, art-making, museum visits, and final classroom lessons) at each grade level; and **review of student work**. The entire evaluation project was undertaken using participatory strategies designed to enhance the potential for future internal evaluation.

Observations Conducted

Grade 3 - Narrative Writing	Observation
Lesson 1: Reading Portraits	Part 1 of 2
Lesson 2: Museum visit	Yes
Lesson 3: Art-Making Activity, Illustrating a Narrative	Yes
Lesson 4: Night at the Museum	Yes
Grade 4 – Descriptive Writing	
Lesson 1: Examining the Evidence	Part 1 of 2
Lesson 2: Museum visit	No
Lesson 3: Art-Making Activity, Stepping into the Scene	Part 1 of 2
Lesson 4: The Mystery of the Missing Setting	Yes
Grade 5 – Expository Writing	
Lesson 1: Comparing Portraits	Part 1 of 2
Lesson 2: Museum visit	Partial
Lesson 3: Art-Making Activity, Me + You	Part 1 of 2
Lesson 4: Competitive Candidates	No

All survey instruments and observation protocols were customized for use with the Art and Writing Program (instrument copies are available on request), and training was provided to Wadsworth staff so that internal evaluation could be conducted for future Art and Writing Program implementation.



FINDINGS

All 3rd, 4th and 5th grade teachers and both art teachers at the two Waterbury schools (10 at each school) were invited to participate in the Art and Writing Program.¹ The response by students and teachers to the Art & Writing Program was generally positive and definitely instructive. While there were challenges, both observed and reported, due to the timing of the program in the school year, participants were enthusiastic about the idea of using the materials again in the future and overwhelmingly positive about working with the staff of the Wadsworth Atheneum Museum of Art.

Effectiveness of the Teacher Professional Development Session

A professional development session for the Art & Writing Program was held on the evening of March 21, 2016. This session was intended to introduce the teachers from both elementary schools to the Art & Writing Program curriculum that they would be implementing in their 3rd, 4th, and 5th grade classrooms. Twenty-five classroom teachers, art teachers, and administrators attended the session, in which the School and Teacher Program Specialist, Johanna Miller, modeled the lessons for the teachers, so that they could get the perspective of their students participating in the program. She also took the time to review all of the materials that were being provided to the teachers, as well as giving the teachers time to meet in grade-level small groups to practice a lesson plan. Throughout the professional development session, teachers were actively engaged and interested (answering questions, offering opinions, ignoring phones and talking only about the project). They were able to reflect on the facilitation techniques that Ms. Miller modeled for them and expressed optimism about using the materials in the classroom. When asked about the professional development session as part of the final survey, all 11 of the teachers who completed the survey (100%) responded that attendance was important (including 4 who indicated it was *very important*, 6 who reported it was *important* and 1 who answered it was at least *somewhat important*). All of the teachers gave the session high marks including five (45%) who rated it as *excellent* and 6 (55%) who rated it as *good*. All but one of the teachers (91%) responded that participating in the professional development session definitely affected their commitment to the project.

¹ At least 300 students attended the classes of the participating teachers. All students had an opportunity to visit the Wadsworth during spring 2016.

Feedback on the Program Lessons: Content, Materials, and Student Benefits

Feedback was provided by two or more teachers for each of the lessons via individual lesson surveys. Many teachers confirmed that lesson implementation went well, that they used many of the materials and resources, and that they found them useful (although this varied somewhat by grade and lesson and type of materials). They also reported that students benefitted from the lessons. Specifically, teachers from each grade level reported that their students used critical thinking skills during the lessons and developed level three art vocabulary. Additional specific details are available in the appendix.

Feedback on the Museum Lessons and Visit: Materials, Student Benefits, and Interest

Feedback was also provided by teachers from each level about preparation for visiting the museum and lessons conducted during the visit. Most teacher respondents reported that they found the Introductory Classroom lesson very useful for preparing students to discuss works of art at the museum. The responding teachers, especially those teaching 3rd and 5th grade students, also found the Teacher Curriculum Resource useful. Additionally, all of the 3rd grade teachers reported that all of their students expressed interest in returning to the Wadsworth Atheneum Museum of Art; this was true for many of the 4th and 5th grade students too. Lastly, teachers reported via the surveys that many of their students experienced important benefits/outcomes from the museum-based lessons such as using critical thinking skills to interpret works of art while at the museum, recognizing similarities between art and writing, and exercising their oral presentation skills. More specific findings about student benefits/outcomes are presented in the appendix.

Teachers provided a few more details about their experiences with and the value of the lessons and preparatory materials through their comments. For example, one 3rd grade teacher said *“Most of my students have never been exposed to this type of art before. I felt the lessons helped them.”* Another teacher commented that the lessons *“helped introduce students to new terminology as well as getting them to think critically about choices artists make and how those choices can tell us a lot about the meaning of their artwork.”* A fourth grade teacher reported that the students *“were excited to see the ‘real’ works of art,”* and a 5th grade teacher said the lessons *“helped students make relevant*

connections to their classroom learning. It really engaged students because they saw the familiar works we already discussed."

As shown by the following comments, teachers and students especially appreciated their docent-led tours.

What was the most memorable thing about the docent-led tour?

"She was very knowledgeable about the art work she presented to the students. She knew how to make the students be participants in the discussion about art."

"Our docents were very knowledgeable and worked well with our students."

"Our most memorable thing: seeing the students get so excited when we walked by the husband/wife artwork."

"The most memorable thing was the careful discussion about each piece of art shown to the students."

"Our docent asked for everyone's name and used the students' names to speak to them and ask them questions and this I thought kept the students engaged."

"Most memorable for us – the way the docent really emphasized the line, shape, color and form for the students."

The visits also inspired some suggestions from participating teachers. A third grade teacher confirmed that the visit did not require any adjustments, but did request additional trips. Unfortunately, two of the fourth grade tours reportedly did not include opportunities for the students to see the art they had been studying through the Art & Writing lessons. They were very disappointed. One of their teachers commented that it was *"really important to show and spend time observing and discussing the works of art presented in the introductory and follow-up lessons."* A second 4th grade teacher also suggested that a hands-on activity would have been useful. A 5th grade teacher also suggested that more time, and *"more integrated writing activities would be beneficial for the students."*

Teacher Use of and Satisfaction with the Individual Lessons and Resources

According to their reports on the final teacher survey (n=11), most responding teachers completed Lesson 1 and the Museum Visit, but only about half reported using the closing classroom lesson. Those who used the activities mostly gave them very positive ratings. As shown in Table 1, with one exception, all responding teachers rated both the overall program and each lesson as either *good* or *excellent*.

Table 1. Ratings of the Lessons and Overall Program (n=11)

	Fair	Good	Excellent
Program overall	--	30%	70%
Lesson 1: classroom	--	44%	56%
Lesson 2: Museum	10%	10%	80%
Lesson 3: Art-making	--	60%	40%
Lesson 4: classroom	--	43%	57%

Additionally, most (70%) of the teacher respondents said that they would *definitely* use the program lessons again, and the rest reported they might. All the teacher respondents acknowledged that the lessons aligned with the Common Core standards, and all would recommend the Art & Writing Program to other teachers. They also shared feedback on what they considered to be the most and least effective lessons.

Most Effective Lessons	Least Effective Lessons
<p><i>"The intro lesson [lesson one] because the students were able to talk about the Picasso in very objective terms by using the elements of art or interpreting what they saw"</i></p> <p><i>"I liked [lesson one] because I feel it helped prepare my students to compare and contrast two paintings when they were at the museum."</i></p>	<p><i>"I felt that the follow up lesson after the museum was a little unfocused. There were plenty of questions to get the students talking about the artwork but the real objective seemed to be the identification of missing elements and then to have the students write about it. I ended up spending a lot of time talking about other components of the artwork rather than getting to the actual task."</i></p> <p><i>"The museum docent did not lead the students on a tour of the work that the students were focusing on at school."</i></p>

As shown in Table 2, with one exception, all responding teachers indicated via the final teacher survey that all the resources, especially the Artwork reproduction (posters) were *useful* or *very useful*.

Table 2. Ratings of the Resources (n=11)

	Not Useful	Useful	Very Useful
The artwork reproductions (posters)	--	18%	82%
The Lesson Plans	--	55%	45%
The disc of Program Images	--	55%	45%
Student worksheets	--	73%	27%
The tips for teaching from Art	--	73%	27%
Extension Activities	--	82%	18%
The Glossary of Art Terminology	9%	73%	18%

Student Engagement During the Lessons

Teachers were also asked about how engaged their students were with the Art & Writing Program. As Table 3 below shows, most teachers reported *good* engagement with the lessons, and all but one other teacher characterized engagement as *excellent*.

Table 3. Student Engagement, (n=11)

	%
Excellent – they were engaged and got a lot out of the lessons	18%
Good – they were engaged most of the time	73%
Fair – they were engaged with some lessons but not others	9%
Poor – they were bored with most or all of the lessons	--

Teachers also provided the following additional feedback on improving student engagement:

“I think that student engagement could be increased by spending less time in whole group discussions and more in smaller groups. I also think that even though the focus is on art and writing, some more things could be done to address other learning styles, i.e. kinesthetic, auditory, etc.”

“I think that the concept is excellent, however the 3rd grade lesson in art could be broken into several classes. Students in this school have a harder time synthesizing information and need much direct instruction.”

Teacher feedback was confirmed through observation. As noted on observation protocols, students were far more engaged in the discussion portions of the lessons than when they were asked to work

individually. The writing and art activities at times were not straightforward enough for the students to grasp: they struggled to start, asked many questions, and did not complete tasks. Teachers were unfamiliar with the new project and resorted to reading verbatim from the curriculum sometimes rather than translating into language that could help students understand more easily.

When given the opportunity to engage in close looking, students were actively engaged and provided answers that showed connections to outside knowledge and classroom learning. For example, in the 3rd grade lesson 4 “Night at the Museum,” students made sophisticated observations of each portrait individually, as well as comparing the two. Comments included “*She made a mess in her room, there’s stuff on the floor and a doll in her hand*” (re the Sargent painting, Figure 1), “*She’s celebrating some kind of tradition* [teacher: “why do you say that?”] “*She’s holding a skeleton skull, it’s part of a tradition*” (re the Rivera painting, Figure 2). They quickly identified that the girl in the Sargent painting looked wealthier than the Rivera painting subject, including comparing a dress that fit to one that is too big, shoes versus no shoes, and standing up versus sitting down on a comfortable couch.



Figure 1. John Singer Sargent, *Ruth Sears Bacon*, 1887



Figure 2. Diego Rivera, *Young Girl with a Mask*, 1939

The 5th grade students participating in the first lesson also showed a strong ability to express their ideas about art. As part of the lesson, “Comparing Portraits,” they were asked what they could find out about the subjects in the paintings by looking at them. Answers for the Michael Sweerts painting, *Boy With a Hat*, (Figure 3) in response to prompts included: “he’s in deep thought,” “He’s looking out the window, sunlight is shining on his face,” “he doesn’t look wealthy or poor, just in the middle.” When asked about the person depicted in the Benny Andrews painting, *Shades*, (Figure 4) responses included: “maybe it’s a self-portrait, or how he’s feeling,” “the artist is saying that it doesn’t matter if you’re different, since the face represents two races,” and “maybe he’s a slave who did something wrong and is about to be whipped.”



Figure 3 Michael Sweerts, *Boy with a Hat*, c.1655



Figure 4 Benny Andrews, *Shades*, 1977

Student engagement during art lessons was also strong, but we also observed students struggling to make necessary connections. For example, during one of the 4th grade lessons, the students struggled to understand the objective, which was to draw what they saw when they stepped into the painting. Instead, many students drew a copy of the painting itself. Similarly, in a 3rd grade class where students were supposed to illustrate a story using comic book style, they struggled both when they had to

imagine and create a meaningful storyline, and when they tried to select elements of the story, action, or characters to draw.

Student Learning and Engagement at the Museum

All 3rd grade, 4th grade and 5th grade students from each of the participating schools had an opportunity to visit the Wadsworth Atheneum as part of their participation in the Art & Writing Program. As stated previously, this was the highlight of the program for many of the students. They were especially interested in seeing the works that they had been studying, in seeing “real art,” created by “real artists,” and in trying out some of their new vocabulary. The museum visits also included opportunities for students to participate in writing activities. Observation of a group of third grade students confirmed and illustrated benefits and challenges described by teachers. The students were avid and engaged participants and they were able to make connections between art and writing. The viewing and discussions came easily, but some students struggled with the writing segment; others easily used the artwork and the conversations to inspire and describe predictions.



Figure 5 Duane Hanson, *Sunbather*, 1971

The 3rd grade class arrived late. They were not able to initially take a close look at the Picasso painting they had been studying. Instead they visited, *Sunbather*, by Duane Hanson, at the tour start, and the docent used the opportunity to both introduce museum rules and history, and to begin working with them to make connections between art and writing, as well as between their classroom work and the work they would do at the museum. For

example, the docent asked: “*What are some tools that artists and writers use?*” Students, who were sitting around the sculpture, answered: “*pencils, paintbrushes, markers, colored pencils.*” The docent then explained further that “*writers put words together to create sentences, and artists put elements of art together to create art.*” When questioned, the students easily identified the elements of art as “*forms, lines, colors, and shapes.*” Students then proceeded to tour and view additional works before

sitting together again to begin the writing activity: Create a Sequence of Events using the artwork, *The Storm*, by Claude-Joseph Vernet (1787). They started by observing the painting and discussing its subject (a crashed ship), what might have happened before, and details, including the time of day, about the setting. Students were then directed to write about what was happening/what happened next. As evidenced by their comments, the students remembered writing a prediction in class. While two students needed some assistance and two only wanted to discuss but not write, most students began writing right away. As summarized by the observer:

Throughout, the participants used learned art terminology in their discussions (e.g., lines, primary colors, portraits, sculptures). A few students made connections to their personal lives, and all students spent time looking at the selected art and responding to questions.

Teacher use of Skills/Strategies Promoted through Art & Writing

Based on observation, teachers followed the written curriculum extremely closely. Several read directly from the book, but were able to fluidly incorporate the principles of the curriculum, such as providing time for close looking, using open-ended questions, and asking students to cite evidence. One teacher, who was in attendance at the professional development setting, was observed reading verbatim from the program curriculum and did not give the students time for silent close looking before she began to ask questions about the paintings. **Teachers may need refreshers or additional guidance regarding how best to use the curriculum materials.**

When asked on the final teacher survey if they would utilize the skills and strategies promoted by the Art & Writing Program, all teacher respondents said *yes* (6 said *yes, definitely* and 5 said *yes, somewhat*.) Teachers indicated that they would include the strategies in other subject areas, such as science and social studies, and one teacher wrote:

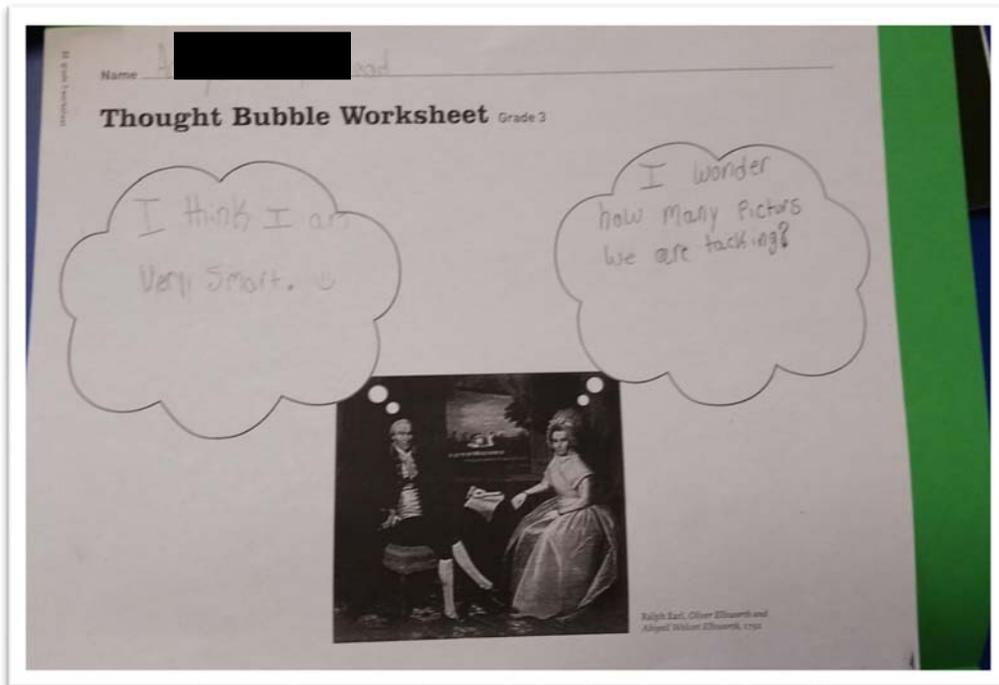
“Artwork is a good jumping off point for observational skills. It is also a great way to get some students who wouldn’t otherwise talk to actually speak. I would use the specific artwork and lessons to help my students with their own descriptive writing.”

Based on observation of classroom lessons, teacher fidelity to the curriculum was very good overall. Teachers followed the structure that was given by the resource guide and used the strategies that were promoted, including asking open-ended questions to spur students’ thinking and asking students

to cite visual evidence for their responses. Teachers also made connections to material students learned in other classes (e.g. math, art).



Examples of student work.



Student Response to the Pilot and Use of Skills to Strengthen Writing

Students had a positive and enthusiastic response to the Art & Writing Program. We observed this in the classrooms and at the Museum, and students verified it through survey responses (n=43). As shown in Table 4 (following), more than half of 5th grade student respondents rated all Art & Writing activities as *good/excellent*. Students’ overall enjoyment of the program, especially their visit to the museum, was also noted during both classroom and museum visit observations.

Table 4. Student Rating of Activities (n= 42)

<i>How would you rate...?</i>	<i>Poor</i>	<i>Fair</i>	<i>Good/Excellent</i>
Going to the Wadsworth	2%	2%	95%
Talking about works of art	0	14%	86%
Making a self-portrait	10%	19%	71%
Writing about works of art	7%	38%	55%

When students were asked to name one thing they learned, and what they liked best about the Art & Writing Program, they focused on what they saw on their docent-led tour (see appendix for a full list of their comments).

Both students and teachers were less sure of the program’s impact on strengthening writing skills. As shown in Table 4 above, proportionately fewer students rated *writing about works of art* as *good* or *excellent* (55%) as compared to visiting the Wadsworth (95% rated a trip to the Wadsworth as *good/excellent*) or talking about works of art (86% of students rated discussions about art as *good/excellent*). Table 5 below also shows that while a large majority of students reported learning “a lot” or at least “a little” about all the learning objectives, the majority of those respondents chose “a little” for expressing ideas about art and new vocabulary words.

Table 5. Student Assessment of Learning Objectives (n=42)

<i>Do you think you’ve learned . . .</i>	<i>I didn’t learn this</i>	<i>I learned a little</i>	<i>I learned a lot</i>
How to compare and contrast two figures	3%	45%	53%
How to express your ideas about art	5%	56%	38%
New vocabulary words about art	14%	61%	25%

Through their comments, students clarified further:

“One thing that I learned is that [art] can express anything, like your imagination or what’s around you. It can even express your feelings”

The best things about learning with art in class were . . .

“The stories of different art. It was really cool.”

“It helped me understand that art has a lot more meaning than you think.”

Teachers strongly agreed that the Art & Writing Program contributed to students’ observational and critical thinking skills, with 82% saying it contributed *a lot* and 18% saying it contributed *a little*.

“Providing students with direct learning experiences helps them to have a stronger background knowledge to access in situations where they are asked to use higher levels of Bloom’s [taxonomy].”

Like the students, fewer teachers were sure about the impact of the program on writing skills. As shown in Table 6, almost all teachers (91%) reported that the program *definitely* had an impact on students’ critical thinking about art, and 82% reported the program *definitely* had an impact on students’ creative thinking. But only about three-fourths of the teachers thought the program *definitely* had an impact on students’ development of level three vocabulary regarding art, and less than half thought the program *definitely* had an impact on students’ narrative, descriptive or expository writing skills or their oral presentation skills.

Table 6. Teachers’ Perceptions of the Impact of the Program on Students’ Skills (n=11)

	<i>Somewhat</i>	<i>Definitely</i>
Thinking critically about art	9%	91%
Creative thinking	18%	82%
Developing specific level 3 vocabulary regarding art	27%	73%
Recognizing similarities between art and writing	45%	55%
Narrative, descriptive, or expository writing skills	55%	45%
Oral presentation skills	55%	36%

Observation of classroom lessons confirmed the teachers’ perceptions. During the guided looking exercises, students showed their ability to think critically about the art, showed creativity, and often

used appropriate art terminology. The writing exercises were most challenging for the students; teachers frequently had to rephrase the writing objectives and on at least one occasion (3rd grade, lesson 1) the final writing product showed continued confusion, writing statements about the portrait sitters (Oliver and Abigail Ellsworth) instead of about what the subjects were thinking.

FOR FURTHER CONSIDERATION

As part of their survey, teachers were asked to provide suggestions for future implementation of the Art & Writing Program. As shown in Table 7, teachers indicated that the program would benefit from the additional program components. About two-thirds of the teachers agreed the Art & Writing program would *definitely* benefit from an additional visit to the museum or from a docent from the museum visiting their classrooms. Similarly, about two-thirds of the teachers indicated the program would *definitely* benefit from an additional art room lesson, and everyone else thought it would benefit the program at least *somewhat* to have that additional art lesson. In contrast, only half the teachers thought additional writing activities would be a benefit.

Table 7. Teachers' Perceptions of Additional Program Components (n=11)

	<i>Somewhat</i>	<i>Definitely</i>
Additional museum visit*	27%	64%
Docent from the museum visiting the classroom*	27%	64%
Additional art room lesson	36%	64%
Additional writing activities	50%	50%

*Note that one teacher answered NO to each of these suggestions

Teachers also clarified that they had faced some challenges with program implementation, especially with timing. While all but one teacher indicated via the survey that field trip logistics and transportation were *not challenging at all*, many teachers indicated that conducting the Art and Writing Program in the late spring (64%), and completing lessons in a regular classroom period (50%) were *somewhat challenging*. Despite these challenges, as stated previously, most (70%) of the teacher respondents said that they would *definitely* use the program lessons again, and the rest reported they might. **All the teacher respondents would recommend the Art & Writing Program to other teachers.**

Conclusions and Suggested Action Steps

The Art & Writing program was successfully implemented during the spring of 2016 in the two Waterbury schools. The curriculum (especially lesson 1 and the museum visit lesson) and resource materials were tested, and important, mostly positive feedback was provided regarding their use. Student engagement in the program was strong and both teachers and students confirmed that students benefitted from participating, especially regarding learning about art, creativity, and critical thinking. Full utilization of writing activities and realization of writing outcomes were more difficult to accomplish. Additional support and strategies for these critical elements of the program would enhance program usefulness.

Based on comments from teachers and students and review of all project data, the following suggested action steps are offered for additional consideration.

- Add learning targets or objectives for each lesson. As noted in teacher feedback, while there were common core standards listed at the beginning of the lessons, there should also be an objective to provide a focus for the lessons. This would also help the students self-assess their performance.
- The museum tours should focus on figurative art, or at the very least make a clear connection between what students have learned in the classroom and what they will be seeing and doing on the museum tour. While the students and teachers rated the museum tour favorably, multiple teachers noted that the tour did not reinforce the classroom activities.
- Students showed great ability to think critically about the art that they were looking at and analyze it using the framework presented (e.g., setting, facial expression, props), but struggled to translate that into writing. In some cases, it was obvious that the prompt was not clear to the students. It may be a good idea to solicit additional teacher feedback specifically on the writing exercises. Of the classroom lessons that were observed, the one that was most successful was the writing prompt about the two girls (Rivera and Sargent paintings) and what they did when the museum was closed.
- Based on observation, there were varying levels of teacher preparation in advance of each lesson. It is possible that the teacher satisfaction with each lesson (showing the highest for the museum trip, which required less teacher preparation time and responsibility) may be a better reflection of the challenges of implementing the program in the condensed timeframe. Teachers reported enjoying use of these new techniques to engage students and we saw evidence of that during classroom visits, but they may not have had enough lead-time to take full advantage of all the resources.

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- It may make sense to present the content as four classroom lessons, two art lessons, and a museum tour, and help teachers to find a way to schedule it accordingly.
- It may be a useful to think about how to tie the writing exercises more explicitly to the guided looking exercises so that students can more effectively build on the work they are doing as a group.

APPENDIX

Detailed Feedback on the Program Lessons: Content and Materials

- All but one teacher respondent (25 of 26 – 96%) rated lesson implementation as *excellent/good*. As they tried using the curriculum and suggested strategies, things went well.
- All but two teacher respondents (24 of 26 - 92%) rated student engagement during each lesson as *excellent/good*. This was further corroborated by responses on the final teacher survey and by the students themselves.
- Most teacher respondents (22 of 24 – 92%) rated the guided looking activities as *excellent/good*. Other evaluation findings showed that these were some of the most effective and enjoyable aspects of the project.
- In contrast, the writing exercises associated with each lesson were only rated as *Excellent* or *Good* by 69% of the teachers who provided ratings (18 of 26). This was consistent across grade levels and with other data collected through observations and surveys of students.
- The artwork reproductions, disc of program images, and The Glossary of Art Terminology were identified as at least *somewhat useful* for lessons 1 and 4 by all teacher respondents (all grade levels), and two-thirds or more of teachers reported they were *very useful*. Teachers found the artwork reproductions especially helpful.
- All the teacher respondents who used the Teacher Curriculum Resource before going to the museum also said it was *useful*, about half said it was *very useful*.
- The Tips for Teaching from Art were identified by all but one of the teacher respondents who used them for the first lesson as *very useful*, but only about half the teacher respondents who used them for the 4th lesson answered similarly (most teachers said they were only *somewhat useful*).
- The Lesson Plans in the Teacher Curriculum Resource were identified by almost all the teacher respondents who used them for either Lesson 1 or 4 as *very useful*. This was only true for about two-thirds of the teachers who used The Art Facts for either lesson or the Tips for Teaching from Art (the latter was most useful for lesson 1).
- The extension activities were identified as useful by all the teacher respondents for both lessons 1 and 4 (all grades), but only a few teachers found them *very useful*. Only one 5th grade teacher reported developing a Word Wall (for lesson 4).

Detailed Feedback on the Program Lessons: Outcomes/Student Benefits

- All teacher respondents reported that at least *some of their students* used critical thinking skills during the lesson to interpret the works of art. A few of the 4th and 5th grade teachers said it was true for *all their students*. Similar findings were true regarding development of level 3 vocabulary, though only two teachers thought this was true for all their students, and only for lesson 1.

Detailed Feedback on the Museum Visit/Program Lesson

- All teacher respondents reported that at least *some of their students* identified specific elements from works of art to support their opinions. A few of the 3rd grade teachers and at least one 4th grade and one 5th grade teacher said it was true for *all their students*.
- All teacher respondents reported that at least *some of their students* used critical thinking skills to interpret works of art while they were at the museum. Two of the 3rd grade teachers and at least one 5th grade teacher said it was true for *all their students*.
- All of the 3rd and 5th grade teacher respondents reported that *all of their students* exercised their oral presentation skills to describe and interpret works of art at the museum. All of the 4th grade teachers reported the same for at least *some of their students*.
- All of the 3rd grade and 5th grade teacher respondents reported that *all of their students* recognized similarities between art and writing. All of the 4th grade teachers reported the same for at least *some of their students*.
- All of the teacher respondents at all three grades reported that at least *some of their students* developed and/or utilized level 3 art vocabulary in their observations.
- All of the 3rd grade teacher respondents reported that *all of their students* expressed interest in returning to the Wadsworth. All of the 4th and 5th grade teachers reported the same for at least *some of their students*.
- All of the 3rd grade and 5th grade teacher respondents and half of the 4th grade teacher respondents reported that the Introductory Classroom Lesson for preparing students to discuss works of art at the museum was *very useful*.
- All of the 3rd grade and 5th grade teacher respondents but only one of the 4th grade teacher respondents reported that the Teacher Curriculum Resource was *very useful* for preparing students for the museum visit to discuss works of art at the museum was *very useful*.

Examples of Student Responses to the Question:

Since you have been working on Art & Writing, what was one thing you learned?

I learned about pictures in different places and the background and fore ground.

I learned that in the old times people did not like when people drew with poor definition.

I learned about art and realistic paintings.

We learned about landscape, city scape, and much more.

How they use different materials to do art and how to see and identify what they use.

I learned how you can compare and contrast.

The one thing that I learned about was the background, the middle ground, and the fore ground.

One thing I learned was that I got to learn about new artist way of painting and colors.

I learned how long art makes.

One thing I learned was landscape and the colors.

[I learned about] fore ground and background

One thing that I learned is that [art] can express anything like your imagination or what's around you it can even express your feelings.

One thing I learned was about landscapes and sky scapes.

I learned about a big tree that they had to protect.

Not every single painting can be smooth.

What I learned was about art and vocabulary words and a lot of things they're fun.

How to express your ideas about art, what you think about it.

I learned that all painters use different ways to paint their pictures- some do soft, 3-D, splatter paint. There are all different ways.

One thing that I've learned was painting sometimes you use brush work.

I learned that the Greeks loved the human body and what abstract art really was.

I learned that you can be as creative as you want with art.

I learned that when that painting looks like if they use bright colors that they do brush work.

I learned how to compare and contrast two figures.

I learned how abstract art works.

I learned that art is a beautiful gift that not all people have this gift, so you should express yourself with this talent.

How to compare paintings and statues.

I learned that all art has to do with lines, shape, color, and form.

I learned that every art work is not printed.

I learned abstract means line, shape, form, and color.

One thing I learned about was landscapes and seascapes and background, middle ground, and foreground.

I learned that if you have an imagination, you can do it, and all artists have an imagination.

I learned that landscape and seascape are detail.

One thing I learned was the differences and similarities between paintings.

I learned how to compare two different pictures.

Survey Details

Eleven of the teachers completed a final teacher survey; all ten from Chase Elementary School and one from Woodrow Wilson Elementary School. Eight were classroom teachers, two were art room teachers, and one identified as “other educational staff.” Five respondents worked with 3rd graders, three with 4th graders, and seven with 5th graders. Fifth-graders were also asked to respond to the survey about their experiences in the Art & Writing Program. Forty-three students from Chase Elementary School, 21 boys and 21 girls, provided answers.