

RAISE YOUR VOICE

ADAPTABLE LESSON PLAN

Everyone's voice is a powerful tool. Our voices are impacted by the world around us, whether amplified or silenced, encouraged or suppressed. FirstWorks' **RAISE YOUR VOICE** celebrates activism and diverse voices through the arts. It explores what voice is, how to use it, and where it fits within a world of many voices.

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At FirstWorks, our arts education programs aim to help students succeed in school, life, and work. We combine the power of the arts with experiential learning serving both students, their families, and educators. Reaching diverse neighborhoods and under-resourced districts, our education programs provide access to performing arts experiences from around the world. Find out more at: firstworks.org/learn

About this Lesson Plan

The following pages offer a framework that educators may use to construct arts-integrated lesson plans, using videos from FirstWorks' Virtual Learning Series. Bloom's Taxonomy, a hierarchical classification model that differentiates levels of thinking and assessment, informs its format. To customize a lesson plan for your students and curriculum, we provide adaptable objectives and discussion questions, suggestions for integrating art into your curriculum, advice for accommodating student needs, and an extensive list of applicable RI Core Standards.

RESOURCES

Virtual Learning Series

FirstWorks Virtual Learning Series features performance videos and interviews with artists which can be used as part of your Raise Your Voice lesson plan.



SOURCE: "What is Arts Integration?" *The Kennedy Center*, www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/what-is-arts-integration. Accessed 15 Feb. 2023.

Raise Your Voice

One of the themes offered in FirstWorks' Virtual Learning Series, **Raise Your Voice**, encourages students to employ critical thinking skills to apply voice to topics in the arts and the surrounding world, with the goal of helping them develop an understanding of power and agency, diversity, equity, inclusion, and belonging. It empowers students to use creative forms of expression to exercise their voice, and to see themselves as intersectional individuals, by learning how artists share their own unique voices via art.

FirstWorks' Arts Integration

FirstWorks advocates for arts-integrated education, defined by the Kennedy Center* as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both." Students introduced to various artistic mediums, careers, and artists have an opportunity to think critically about how to use creativity in many disciplines while developing their interpersonal and professional skills.

FirstWorks creates new ways for Rhode Island educators to bring accessible arts-integrated education to their students. We provide informative descriptions, videos, and adaptable

lesson plans for schools, teachers, and parents, to use in the classroom or online. Our content uses RI Core Standards to integrate arts into academic areas such as English Language Arts (ELA), sciences, social studies, and STEAM-focused learning.

Virtual Learning Series

Our Virtual Learning Series offers videos, related to the **Raise Your Voice** theme, which can be used to supplement your lesson plan. Visit our website to explore this resource: FirstWorks.org/virtual-learning-series

Additional Tips

We encourage using FirstWorks' Virtual Learning Series in conjunction with this lesson plan, but more importantly, we encourage arts-integrated education. Feel free to adapt this lesson plan to incorporate any form of relevant art into your curriculum. The FirstWorks education team is excited to support you! Please contact us for any help you may need.

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Objectives

Mix and match these objectives to meet the needs of your students and curriculum. They are purposefully broad, to provide you with a starting point for creating more specific goals. Each numbered objective reflects an increasing level of cognitive skills.

1 Comprehension

Students will be able to:

Define | Identify | Explain artists and describe the type of art they create.

Observe | Recognize | Summarize the context and purpose of the art and specific work.

Tell | Discuss | Give Examples | Interpret | Outline how the artist uses their voice to create their work.

Relate | Match | Translate the art with other classroom topics.

2 Application

Students will be able to:

Interpret | Apply | Identify different ways art shows an understanding of new topics.

Employ | Implement | Perform an artistic medium to demonstrate understanding.

Apply | Associate | Connect | Model | Use | Relate the art with other classroom topics.

3 Analysis

Students will be able to:

Analyze | Examine | Distinguish | Research | Investigate how artists present their voice in their work.

Break down | Highlight | Question | Research how an artistic medium helps to show individual perspectives.

Analyze | Discuss how art can extend the voice of an individual or group.

Analyze | Discuss | Distinguish | Inspect how voice appears in other classroom topics.

4 Synthesis

Students will be able to:

Insert their voice to **Adapt | Add to | Extend | Modify | Transform** an artistic medium to **Demonstrate Knowledge | Comprehend | Apply | Analyze** a topic.

Construct | Create | Design | Develop | Produce artwork based on **Knowledge | Comprehension | Application | Analysis** of a topic from a designated perspective or voice.

Use art to **Assess | Criticize | Debate | Explain | Interpret | Measure** a topic.

Use art to **Argue | Convince | Defend | Disprove | Influence | Justify | Persuade | Support** a topic.

Discussion

Mix and match these questions to create impactful discussions related to the videos from our Virtual Learning Series. The questions corresponding to each objective are designed to prompt discussion about voice, followed by opportunities to react and relate to a video according to the different cognitive goals or abilities of your students.

1 Knowledge & Comprehension

DISCUSS

- What is a voice?
- Who has a voice?
- How can someone use their voice?

REACT

- Who was using their voice?
- What is the art that they created?
- How would you explain the subject of this art?
- How did they use their voice in their art?

RELATE

- How would you compare the way this artist used their voice to how [topic] uses their voice?
- What is the primary way [topic] uses their voice?

2 Application

DISCUSS

- What are different ways to interpret other people's voices?
- What can you do to develop your voice?
- How would you use your voice?

REACT

- How was the artist applying their voice to their art?
- What other ways could we use this art form to explain other ideas?
- What other art forms would you use to explain this idea?

RELATE

- How would you use your voice to contribute to helping others understand this idea or topic?
- Describe how you think this artist might approach and use their voice to create art about [topic].
- In [topic], how does [topic] use their voice?

3 Analysis

DISCUSS

- How do you distinguish between different voices?
- What kind of experiences can contribute to constructing individual perspectives?
- What might you infer about someone's experiences-based evidence for how they use their voice?
- How do your life experiences and background contribute to your voice?
- How many voices can one person have?

REACT

- What parts or features of this art or specific work strongly display the artist's perspectives?
- How does this art form provide a means to express ideas?
- What is the overall theme of this work or art form?
- What voices or perspectives might be missing in this specific work?
- What is this artist's motive for creating this work or using this artistic medium?

RELATE

- What parts or features of this artistic medium could help explain [topic]?
- In [topic], what voices, experiences, and backgrounds might contribute to how [topic] makes decisions, explains ideas, or comes to conclusions?
- How do you think your voice might contribute differently compared to someone from different backgrounds about [topic]?

4 Synthesis & Evaluation

DISCUSS

- How did the artist use the arts to express their voice?
- What can you do to develop your voice?
- How would you use your voice?

REACT

- In what ways was art an effective communication tool for artists to share their ideas?
- How were the artists able to enhance or add to a topic using art? Were there limitations?
- What would you have done differently to communicate a similar idea using this artistic medium?
- What other art forms would you use to explain this idea?

RELATE

- How did art expand how we could understand this classroom topic?
- How did art provide or hinder voice and representation on a particular topic?
- How did you use your voice to share your understanding or analysis of this topic?
- How many voices do you have, and what kind of power does your voice(s) have?

Pair these Synthesis and Evaluation questions with the following section on integrating arts into your classroom!

Synthesis

Integrating the arts into your lesson plans is a powerful tool for engaging students. FirstWorks' Virtual Learning Series demonstrates how artists use art to understand and interact with the world around them, and provides a model for how your students can do the same in your classroom.

RESOURCES

Virtual Learning Series

FirstWorks Virtual Learning Series features performance videos and interviews with artists which can be used as part of your Raise Your Voice lesson plan.



Everyone is an Artist

We may not all teach art or think of ourselves as an artist, but we all engage with art daily. Sound, movement, theatre, and writing are all part of our lived experience. In our daily practices, we are creative individuals who constantly make decisions that professional artists—musicians, dancers, and actors—also make. We decide where we put the couch, our favorite plant, or what color to paint the accent wall in our living room so it feels tranquil. We create playlists to set the right mood and tempo to energize our workouts. On tough days, we act as energized and engaged teachers to continue inspiring and our students and to make learning fun. We are all artists.

As you view a Virtual Learning Series video with your students, focus on how the artist uses their medium to share an idea. How can you take a similar approach in your curriculum? Focus on the artist's voice. Use discussion questions to explore how the context of their lived experience shapes their voice and, in turn, how they share their voice through art. Let it serve as a form of inspiration for arts integration. Encourage your students to take a similar approach—to use art as a tool in expressing their comprehension, application, analysis, synthesis, and evaluation of a topic. Consider how you and your students can use familiar and comfortable skills so that art functions as a helpful tool for delving into a topic, rather than an end in itself.

Using Art in an Accessible Way

- Consider available resources. Use what you and your students can gather.
- Allow students to use different forms of artistic expression, ones which make them feel comfortable and confident.
- Participate in art-making with your students to share how you would approach an arts-integrated project.
- Don't evaluate based on perfection or technical skills, but assess how the content and depth of students' artwork reflects their understanding of your curriculum.
- Consider interdisciplinary partnerships with teachers to explore ways in which your curricula might align (for example, between an art and a social studies teacher).

The goal is for students to come to understand art as more than just a creative outlet. It is also as an accessible way to make sense of the world around them. Often, this can provide equitable, inclusive, and diverse pathways, not just towards becoming a creative individual, but to the many creative ways they can understand, be part of, and contribute to society. Remind students that they are intersectional individuals who come from an endless combination of backgrounds and experiences that influence who they are, their voices, and how they share and interact with others.

Accommodation for different student needs

A considerable component of art-making is that there are many ways to do something, and that no one way is wrong. Integrating arts into your classroom can increase a topic's accessibility for a range of learners. By offering multiple means of representation, expression, and engagement, it can allow for accommodations for students with disabilities, talented or gifted students, or for English language learners—i.e. a Universal Design for Learning* approach to teaching.

UNIVERSAL DESIGN FOR LEARNING (UDL)

A set of principles that guide teachers in meeting the diverse needs of all learners, including:

- *Multiple means of representation to give learners various ways of acquiring information and knowledge;*
- *Multiple means of expression to provide learners alternatives for demonstrating what they know;*
- *Multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.*

SOURCE: Eva Chen, "The Importance of Universal Design for Learning." *Harvard Graduate School of Education*, 20 Dec. 2008, www.gse.harvard.edu/news/uk/08/12/importance-universal-design-learning. Accessed 15 Feb. 2023.

For Students with Disabilities

- Students with disabilities may benefit from the flexibility to choose the artistic mediums they're most comfortable with or which present an appropriate challenge.
- Personal connections to nature, the surrounding environment, and concrete focus areas may help ignite student engagement and understanding.
- Choices to work individually or in groups is another way to differentiate. Working in groups may help students break down more significant ideas into smaller, more manageable tasks. From there, students can work individually within a specific art form, or agree on one together, and contribute to a collage that addresses the overall topic.
- Consider an intersectional analysis of accessibility for students with physical disabilities and how this relates to voice. What are some ways creative thinking can increase accessibility?
- Consider visits to different environments beyond the classroom. How might you bring tangible experiences into your class?

For English Language Learners

- Consider how the arts have a unique power to transcend language to communicate complex information, ideas, and moods.
- Encourage students to share stories that are significant to them, their families, their community, and the various art forms that inspire them. Linguistic affinity groups and encouragement to engage in whatever language students feel most comfortable with can be a great place to start.
- Remind students that speaking other languages is an asset, not a shortcoming. Doing that encourages a more holistic, global perspective, essential for understanding and aiding one another, and the complex issues we face, on this singular, shared planet.
- Consider art and artists you can bring into the classroom, or that you can connect students to, which reflect their cultural heritage. If you need ideas, ask your students! You can also contact FirstWorks to bring artistic experiences to your school or classroom.

For Students who Could Benefit from Additional Challenges

- Some students may benefit from the added challenge of identifying topics of choice to research, comparing and contrasting how different art forms communicate about the same subject or collaborating to create in-school or community-based art that shares ideas or serve as solutions to social-justice issues.
- Is there another classroom teacher who is interested in collaborating for a more in-depth, intersectional approach to social-justice-based learning?
- Can students interview or work with community members (e.g., Community elders who can speak to social justice campaigns or how their rights have changed)? Is there a broader activist community that students can engage with on social media? Are there specific grants, competitions, or residencies that gifted students can apply for around social justice messaging/art projects?
- Consider long-form projects that grow from identifying target issues to taking action, using one or more art forms.

Protecting the Mental Health of all Learners

Consider art as therapy to aid in processing traumatic realities. While matters are urgent for the world to address, this does not have to be the case for your classroom. Taking a deliberately calm and caring approach, prioritizing students' connections with, and perhaps reconnections with, the healing powers, beauty, and wonders of art, nature, and community will only benefit your students' mental health. An intentional and appropriate approach will positively impact them socially, emotionally, academically, and existentially as they grow more connected and invested in the world. So often, students inherit problems, and we pressure them to devise solutions. For many of the systemic issues faced, solutions already exist. Learn about them and uplift them through art. No one likes to rush through creative practice! A slow, mindful approach to art-making will better serve your students' mental health while deepening their understanding of the subject.

We'd love your feedback!

Your response to this short survey helps FirstWorks improve our delivery of education programs. Thank you!



Applicable Academic Standards

Common Core Standard

- **CCSS.ELA-LITERACY.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.SL.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-WRITING.CCRA.RBPK.7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

History/Civics/Social Justice/Ethnic Studies

- **G2(9-12)-3a:** Students identify different perspectives that individuals/groups have by evaluating the cultural and regional differences for potential bias from written or verbal sources.

Music Standards

- **Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.
- **Enduring Understanding:** Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance.
 - Explain how context (such as social, cultural, and historical) informs performances.
 - Identify how cultural and historical context inform performances.
 - Identify how cultural and historical context inform performances and result in different musical interpretations.
- **MU:Cr1.1.C.la.9-12:** Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/pr storylines.
- **MU:Re7.2.C.la.9-12:** Analyze aurally the elements of music (including form) of musical works, relating them to style, mood,

and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

- **MU:Re8.1.C.la.9-12:** Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

RI-Social Emotional Learning

- **1D:** I can demonstrate knowledge of my own personal strengths, cultural and linguistic assets and aspirations.
 - I accept and can describe assets related to my personal identity, including cultural and linguistic assets, race, ethnicity, disability, etc.
- **SEL.3B:** Individual seeks to understand and demonstrate respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.
- **SEL.4A:** Individual uses communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages, and identities.

Visual Art

- **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.
- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
 - Combine concepts collaboratively to generate innovative ideas for creating art.
 - Formulate an artistic investigation of personally relevant content for creating art.
- **VA:Cr1.1.la:** Use multiple approaches to begin creative endeavors.
- **VA:Cr2.1.8a:** Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing.
- **VA:Cr3.1.la.9-12:** Engage in constructive critique with peers, then reflect on, re-

engage, revise and refine works of art and design in response to personal artistic vision.

- **VA:Re.71.la:** Hypothesize ways in which art influences perception and understanding of human experiences.
- **VA:Cn11.1.8a:** Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.
- **VA:DN11.1.la:** Describe how knowledge of culture, traditions, and history may influence personal responses to art.
- **VA:Cn11.1.la:** Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Theater Arts Standards

- **TH:Pr5.1.5.b:** Demonstrate the use of technical elements in a drama/theatre work.
- **TH:Pr6.1.5.a:** Present drama/theatre work informally to an audience.
- **TH:Cn11.1.5.a:** Investigate historical, global and social issues expressed in drama/theatre work.

Next Generation Science Standards

- **K-2-ETS1-2 Engineering Design:** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- **MS-ETS1-4 Engineering Design:** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
- **K-ESS3-3:** Communicates solutions that will reduce the (negative) impact of humans on the land, water, air, and/or other living things in the local environment
- **K-ESS2-2:** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Academic Standards (cont.)

- **K-ESS3-3:** Communicates solutions that will reduce the (negative) impact of humans on the land, water, air, and/or other living things in the local environment
- **K-ESS2-2:** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Civics and Social Sciences

- **C&G 2 (9-12) 2d:** Students demonstrate an understanding of the democratic values and principles underlying the US government by discussing different historical understandings/perspectives of democracy.
- **C&G 3 (9-12) 1b:** Students demonstrate an understanding of citizens' rights and responsibilities by comparing and contrasting human rights provided for in various seminal documents or materials.
- **C&G 3 (9-12) 2b:** Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by accessing the political system (e.g. letter writing, petitioning)
- **C&G 4 (5-6) 2a:** Students demonstrate their participation in political processes by using a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom.
- **C&G 4 (7-8) 2a:** Students demonstrate their participation in political processes by expressing and defending an informed opinion and presenting their opinion to an audience beyond the classroom.
- **C&G 4 (9-12) 2a:** Students demonstrate their participation in political processes by using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options and developing a plan of action.
- **C&G 4 (9-12) 2b:** Students demonstrate their participation in political processes by working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative.
- **C&G 4 (9-12) 3a:** Students participate in a civil society by critically reflecting on their own civic dispositions.
- **HP 1 (9-12) 2b:** Students interpret history as a series of connected events with multiple cause-effect relationships by interpreting and constructing visual data in order to explain historical continuity and change.
- **HP 2 (EXT) 1a:** Students connect the past with the present by tracing and analyzing how a present situation or problem has been constructed/affected by its historical roots.
- **HP 2 (9-12) 2a:** Students chronicle events and conditions by creating narratives based on a particular historical point of view.
- **HP 5 (EXT) 1b:** Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by critiquing the role of demographic factors (e.g. ethnicity, class, gender) in creating cultural diversity at a variety of scales (e.g. neighborhood, country).
- **HP 5 (EXT) 3a:** Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by comparing and contrasting the distinct historical narratives of the same events and determining how the narratives impacted social events.
- **G1 (9-12) 2b:** Students interpret the characteristics and features of maps by integrating visual information from maps with other sources to form a coherent understanding of an idea or event.

English Language Arts (ELA)

- **CCSS.ELA-LITERACY.RI.2.6:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- **CCSS.ELA-LITERACY.RI.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **CCSS.ELA-LITERACY.RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **CCSS.ELA-LITERACY.RI.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI-Social Emotional Learning (SEL)

- **RI-3. Social Awareness:** The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.
- **RI-3B:** Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.
- **RI-3C:** Individual demonstrates empathy for other people's emotions and perspectives.

Social Studies

- **G 2 (K-2) – 1a:** Students understand the physical and human characteristics of places by identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).
- **G 2 (3-4) – 1a:** Students understand the physical and human characteristics of places by explaining ways in which geographic features determine how people live and work (e.g. living near the ocean gives opportunity to be fishermen or marine biologist).
- **G 3 (5-6) – 1a:** Students understand why people do/do not migrate by identifying and explaining the push and pull factors that lead to a decision to migrate.
- **HP 5 (7-8) – 1.a:** Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by identifying how movement (e.g., ideas, people technology) impacts cultural diversity.
- **HP 4 (9-12) – 1.a:** Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.