

#3

CELEBRATING OUR SENIOR STUDENTS!

**GRADE 8 &
R SMART**



WE LOVE THE ARTS

ROCK ON CONCERT

PBL GUIDELINES INFO # 3:

For AITs + Grade 8 Teachers + Students

WHAT GUIDELINES DO WE FOLLOW?



FOR ARTS INTEGRATION TEACHERS + GRADE 8 CLASSROOM TEACHERS + GRADE 8 STUDENTS

WHETHER you are in the classroom, or whether you deliver **ARTSAROUND** for Grade 8 students as a planning time teacher, an itinerant teacher or as a special assignment teacher (*or whatever other reason there may be*), it is great news to hear you are delivering an integrated approach to the arts.....PBL style for Grade 8s. The mission of **ARTSAROUND** is for students to discover the value of having the arts in their lives, long after they leave grade 8. Allowing students to celebrate their own interests through a collaborative PBL Project is a great way to give them the freedom to explore and discover their own interests and talents and to feel empowered working with classmates they know so well. It will be a while, when they start high school, to feel as confident and safe, as they are right now. Let them cherish this time together.

KUDOS to the grade 8 classroom teachers, for collaborating with their **ARTSAROUND** itinerant teachers, to make this happen. Allowing up to one hour per week (*30 minutes twice a week, or whatever you can make happen*) for your Grade 8 students to research, rehearse and develop their projects further, as well as the hours the students put in at home This should make them very proud to celebrate and present their findings to an audience (*hopefully with their family and school community in attendance*) as they prepare to say good bye to their elementary years. This is a real tribute where the Grade 8s are given special treatment and lots of loving attention!

And the good news is that much of what AIT has started with the PBL Project can be integrated into Literacy; Religion/Character Ed; History & Geography; Social Justice; Advocacy; Phys Ed; Science; Math; Healthy Living and so much more. Borrow 5 minutes from each of these subjects teachers, when you let your students work with their partner or group in planning or researching, and you get many subjects covered. It will all work out!

Teaching subjects in isolation is not part of the philosophy of **ARTSAROUND**. Instead, **ARTSAROUND** lessons strive to make a meaningful, authentic connection to real life with super charged topics/skills imbedded in each lesson. The outcome creates a genuine feeling of gratitude for being culturally richer, when the arts are in our lives. There is no better gift that we can provide for our pre-teens! Classroom teachers, perhaps, you can help your AIT find the right camera team (whether it is parents, fellow colleagues, EAs, or high school volunteers) to film, format and publish the footage from the **GRADE 8S R SMART: "WE LOVE THE ARTS!" ROCK ON PROJECT!** Since they are not in your school every day, organizing a camera crew would be a terrific help





THIS GRADE 8S ARE SMART GUIDELINES is to inform AITs + Grade 8 classroom teachers + Grade 8 students about what is expected during this process. Of course, there will be only selected pages needed for your students to use, so print those pages for them, when you want. Whatever you do, do not overwhelm them by printing this entire Guide. Some pages do not apply to them. Just release a few pages at a time, as needed.

This project works best if you and their classroom teachers act as facilitators. This project encourages student-centered learning. Stick to the dates you all agree to for the individual students, partners or teams PBL Agreement Form(s) info which are in these PBL Guidelines. Although you will set the ball in motion, the classroom teacher must keep their own findings and observations as well, so both of you are responsible for ongoing assessing and coaching. Be sure to re-direct the students if their idea is not working for them. You want to be sure every one of them feels good about their efforts. Do not wait until it is too late.



FACILITATING STUDENT-CENTERED LEARNING

ACT AS A FACILITATOR by guiding students to make decisions, think critically, and problem-solve, without taking over the project.

- **GUIDING QUESTIONS:** Pose questions that encourage deeper thinking, such as “**What message are you trying to communicate?**” or “**How does this element support your driving question?**”
- **WEEKLY CHECK-INS:** Use check-ins to track progress, offer feedback, and help students address challenges.

TROUBLE SHOOTING COMMON CHALLENGES

- **LACK OF CREATIVITY OR ARTS ENGAGEMENT:** If students struggle with creativity, offer inspiration by showing examples of how arts can enhance their project. Help them research artists or help them find YouTube tutorials to spark new ideas.
- **TIME MANAGEMENT ISSUES:** Use a progress tracker with weekly goals to keep students on task. If a group is falling behind, help them break down tasks and prioritize.
- **GROUP CONFLICT:** Hold group mediation sessions to address conflicts, if need be. Encourage students to communicate openly and resolve issues through negotiations and by dealing with their feelings with the group.



#3

CELEBRATING OUR SENIOR STUDENTS!

GRADE 8 & R SMART

WE LOVE THE ARTS

THE PBL PROJECT TEACHER'S GUIDELINES

**FOR GRADE 8 ARTS INTEGRATED TEACHERS (AITS) +
GRADE 8 CLASSROOM TEACHERS + GRADE 8 STUDENTS**



TEACH

1. THE ASSESSMENT RUBRIC FOR THIS PBL PROJECT

Although the AIT will introduce the reason for the PBL Project in **ARTSAROUND**, the classroom teacher will need this same guide for when s/he sees students in rehearsal, working in pairs or teams and doing research etc. As students work on their PBL projects, focus on the following key areas to evaluate their process and final presentation. This rubric will help guide your observations. Your students need to see this Rubric, so they know what is expected of them.

| CRITERIA | 4 (EXCELLENT) | 3 (GOOD) | 2 (NEEDS IMPROVEMENT) | 1 (NOT MEETING EXPECTATIONS) |
|------------------------------------|--|--|--|---|
| COLLABORATION | The group worked very well together: equal participation and positive teamwork. | The group worked well , but some members contributed more than others. | The group had difficulty working together; roles were not clear. | Little to no collaboration ; conflict affected the outcome. |
| CREATIVITY & INNOVATION | The project shows outstanding creativity and original use of the arts. | Creative ideas were evident , and arts were used well. | Some creative thinking was present, but the use of the arts could be stronger . | The project lacked creativity , and the arts were not effectively integrated. |
| ARTS INTEGRATION | Drama, dance, music, and other arts were seamlessly integrated into the project. | Arts were integrated well but could have been explored further. | Arts were present, but not fully integrated into the project theme. | Arts were minimally present , without clear connection to the project. |
| PRESENTATION SKILLS | The presentation was clear, engaging, and used arts skills to effectively communicate . | The presentation was good but lacked a bit of polish in using arts skills to communicate. | The presentation was somewhat unclear or lacked engagement with the audience. | The presentation was unclear, lacked engagement, and did not communicate the message . |
| REFLECTION | Students deeply reflected on their learning and improvement areas. | Students reflected well , though some areas could be more detailed. | Reflection was minimal or lacked depth , but effort was made. | Little to no reflection on learning or growth. |

2. SKILLS REFERENCE SHEET

SKILLS REFERENCE SHEET FOR PBL IN ARTSAROUND PROJECTS

Use this sheet to identify and understand the skills you will need to succeed in your project. Refer to it throughout your work to guide your progress.

1. TEAMWORK & COLLABORATION

- **Work together** to solve problems and build your project. Assign **clear roles** to ensure everyone contributes equally.

2. CREATIVE THINKING

- Be **bold** with your ideas! Use drama, dance, and music in ways that are unique and express your message clearly.

3. TIME MANAGEMENT

- Keep track of your **deadlines** and ensure each task is completed on time. Use a calendar or planner to help **manage** your time effectively.

4. ARTISTIC TECHNIQUES

- Think about how you can use **improvisation** in drama, **choreography** in dance, or **sound design** in music. These techniques will help your project stand out.

5. PRESENTATION SKILLS

- When it's time to perform or present, think about how you can keep your audience **engaged**. Practice speaking clearly, using body language, and staying confident!

6. RESEARCH SKILLS

- Gather the right **information** for your project. Use online resources, books, or interviews to get the details you need to make your project shine.

TEACHER'S COMMENTS: STUDENTS NAMES: _____

3. STUDENT REFLECTION JOURNAL

PBL REFLECTION JOURNAL FOR ARTSAROUND PROJECTS

Each time you work on your project, take a moment to reflect on what went well and what you can improve. Type/print in phrases rather than full sentences to save space.

| DATE | WHAT WENT WELL TODAY? | WHAT CHALLENGES DID I FACE? | HOW DID I OVERCOME THOSE CHALLENGES? | HOW DID I USE THE ARTS TODAY (DRAMA, DANCE, MUSIC)? |
|------|-----------------------|-----------------------------|--------------------------------------|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

FINAL REFLECTION WHEN PBL IS COMPLETE: Answer these questions on the back of this page.

1. What is one thing I am most proud of in this project?
2. What is one thing I would do differently next time?

4. TEACHER PROJECT MANAGEMENT CHECKLIST

CHECKLIST FOR MANAGING ARTS AROUND PBL PROJECTS

Use this checklist to keep track of each group's progress and ensure that everything runs smoothly.

1. PROJECT IDEAS CONFIRMED:

Each group has a clear, approved idea.

Yes No

2. ARTS INTEGRATION PLAN FINALIZED:

Groups have confirmed how they will use the arts in their project (*drama, music, dance*).

Yes No

3. TASKS & ROLES ASSIGNED:

Each student knows their role and what they are responsible for.

Yes No

4. RESOURCES PROVIDED:

Groups have access to any materials, props, instruments, or media they need.

Yes No

5. REGULAR CHECK-INS:

Meet with groups to ensure they are staying on track and solving any problems they encounter.

Yes No

6. PRESENTATION DATE SCHEDULED:

Confirm the date for final presentations or performances.

Yes No

FURTHER COMMENTS: NAME OF STUDENTS: _____

5. ARTSAROUND INTEGRATION TIPS FOR TEACHERS FOR BROADER PROJECTS

TIPS FOR ARTSAROUND INTEGRATION IN PBL PROJECTS

As you guide your students through their PBL projects, encourage them to integrate ArtsAround themes into their work. Here are some broader approaches for some students who really like to be challenged. Some gifted/talented students who can comprehend materials several grade levels above their peers may be interested in exploring some of these broader ideas below.

1. EMPHASIZE SOCIAL JUSTICE:

Many **ARTSAROUND** lessons focus on social justice themes. Encourage students to create projects that address real-world problems using the arts as a tool for advocacy.

2. LINK THE ARTS TO OTHER SUBJECTS:

Help students see how drama, music, media, and dance can be connected to science, history, or social studies topics.

3. CELEBRATE DIVERSITY & CULTURE:

The **ARTSAROUND** curriculum is deeply rooted in cultural literacy. Encourage projects that highlight diverse cultures through music, dance, media, or drama.

4. USE REFLECTION TO BUILD EMPATHY:

Reflection is a key component of **ARTSAROUND**. Have students think about how their project impacts their audience and what emotions they hope to evoke. Strong component of SEL (social emotional learning) skills here.

6. SAMPLE PROJECTS AND ARTS INTEGRATION EXAMPLES

Here are some sample projects with arts integration ideas to inspire both you and your students.

PROJECT 1: DRAMA AND SOCIAL JUSTICE

Driving Question: How can we use drama to explore social justice issues in history?

Project Idea: Students research major social justice movements, create a script based on historical events, and perform dramatic monologues representing key figures.

Arts Integration: Use drama to act out turning points in movements such as civil rights, suffrage, or climate activism. Include a soundscape or live music to enhance emotional impact.

PROJECT 2: MUSIC AND EMOTIONS

Driving Question: How does music affect human emotions, and how can we compose music to communicate powerful messages?

Project Idea: Students explore how music influences emotions, compose original music to represent different feelings, and present a “musical journey” to an audience.

7. PBL ACTION PLAN WORKSHEET FOR STUDENTS

GRADE 8 – ARTSAROUND PROGRAM

STUDENT(S) NAME(S): *(Individual or group member names)* _____

1. DRIVING QUESTION

What is the central question guiding your project?

Example: How can we use drama to bring attention to environmental issues?

2. AUDIENCE

Who is your project intended for?

Example: Our class, parents, or the school community

3. RESEARCH & LEARNING

What research needs to be done?

What do you need to find out to complete your project? List your topics, websites, people to interview, or books to read.

Example: Research different dance styles or find out how music influences emotions.

What I/we hope to learn:

What new skills or knowledge do you hope to gain from this project?

Example: Learn how to create a soundscape for a drama performance.

4. ARTS INTEGRATION PLAN

How will you integrate the arts (music, drama, dance, etc.) into your project?

Example: Using dance to show the effects of climate change.

5. RESOURCES NEEDED

Include at least one **person, book, website, video, or tool.**

- **Person:** Interview with a teacher, a family member, or a professional in the field.
- **Website:** YouTube tutorials for your specific topic
- **Video:** Documentary on performing arts activism or whatever is your interest.

8. TASK BREAKDOWN

What tasks need to be completed? Who will be responsible for each task and when will it be completed?

| TASK | WHO | DUE DATE |
|------|-----|----------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

7. WHAT WE NEED FROM THE TEACHER

How can your teacher support you?

Example: Help us with timing our presentation or give feedback on our script.

9. REFLECTION

What challenges do you anticipate?

Example: We might struggle to stay on schedule.

How will you overcome these challenges?

Example: We will meet twice a week to stay on track.

10. SIGNATURES & AGREEMENT

We agree to re-read instructions if unclear, we will ask two classmates for help before approaching the teacher, and we will take responsibility for our own work.

Signatures:

Student(s): _____ Date: _____

Teacher: _____ Date: _____

“ALONE WE CAN DO SO LITTLE. TOGETHER WE CAN DO SO MUCH!”

Helen Keller