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Good morning, everyone.

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This is our last planning session after all of these months.

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So excited to be here with you guys, I know.

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Art at the Core is really trying to get the arts integrated into the classrooms .

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The idea is to teach the teachers and do model lessons for them using works of art.

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of art aligned with common core standards,

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and we pair teaching artists with the teachers

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in order to do art in the classroom.

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It looks good though.

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It looks good.

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My name is Lorenza Arango-Yarns,

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and I am a fifth grade elementary school teacher.

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During the collaboration meeting,

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it's the fifth grade teachers,

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and then it's the artists,

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and then it's two Getty educators.

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This is a three-year collaboration with the Getty.

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The project started with just the artists working.

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with the students but ultimately they want the general ed teachers to be in charge of the lessons

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and then the artists would pull back. My role in this project is of one of four

teaching artists

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that was hired by the Getty Museum. We've been having weekly meetings for the past five months

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and really build our lesson plans up from there. We'll start with each of the classroom teachers

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and the teaching artists just discussing what happened in last week's session, what worked,

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what didn't work, and what

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what modifications you would like if you were to do this lesson again.

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In the lesson, the students were creating a bust of a profession.

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Part of the project is writing an opinion piece about choosing the profession and being

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able to sculpt something and make it look as close to human as possible.

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That was kind of a challenge because many of my students haven't had that experience.

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You know, we talked about that in our collaboration meeting because they really struggled.

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I kept hearing that they wanted to say, did I get it right?

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I mean, that's why we each had to say it.

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Yeah, that's what I was gonna say, too.

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It's like, was it right?

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How can we build their confidence

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so that they don't feel like they need your or my permission?

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Because that was what really held us up last time

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in terms of completing the lesson on time.

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Have you ever encountered that?

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Well, so there was times when I said,

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you have to look at the picture,

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and you need to sort of use that as a guide.

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That's a good idea.

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Some of them caught on a lot.

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So wrap up this part of the conversation.

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So what were some of...

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biggest challenges that you faced in a lesson implementation on a portrait bust in the round?

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Our biggest problem was a mantra from the students that we heard over and over and over again which

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is, is this right? Is this right? Is this right? The crisis of realism that our fifth graders are

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constantly going to be facing between third and fifth grade developmentally students in their

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art production are just so interested in is this right? Does this look like what it's supposed to

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look like? In the interest of saving time, we thought the best...

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The best thing to do would be to show the students very precisely how to do it,

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you know, so that we'd get a good result and everybody would kind of have a clear figure.

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What we didn't anticipate was that they would get so wrapped up in the way that we said to do it

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that they weren't able to do it unless it was exactly the way that we'd said.

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How do we make them realize that there are a million ways to make facial features?

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If we were doing it again, maybe we shouldn't really provide that much direction at all

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creating the features.

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and that we should just say, create an eye and let the kid do it.

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There's no rule this time.

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There's no one way to make some ears.

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What we decided to do was try and really communicate to them

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the level of freedom that they had.

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This is an exploration.

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This is an opportunity for you to figure out how to put on a nose

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and to really just lighten up and take a risk.

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That's a really huge step for creativity and independent critical thinking.

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I just wanted to say congratulations because you guys did such an incredible job at really

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thoughtfully planning out the lesson steps for a pretty complex project.

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Today's collaboration was problem solving and then we just tried to figure out how we

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could make it much more approachable for the kids and accessible.

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There's a huge potential for growth relating art curriculum to all education and that's

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something that I really hope to work more towards in the future.

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We have a resource that is online.

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for your K-5 students, really focused on ELL strategies,

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using our still life as the primary source.

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What we're hoping is the teachers will take ownership

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and continue to do arts-integrated lessons

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even when we're no longer in the classroom.

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For teachers to get these resources from the Getty,

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they're always free.

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We have over 200 lessons on [getty.edu](http://getty.edu).

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My advice for teachers out there

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is to look at your local museums,

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museums all across the country.

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do a lot of integrated art lessons and museums want to give teachers as much

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resources and access as possible. It's just such an amazing way for students to

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engage in what they're learning in the classroom.