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2014

AN ARTS INTEGRATED CURRICULUM

Reading the Masters

Banksy: Graffiti Street Artist

Banksy is a British street artist. Only a few people in the world know the real identity of Banksy however some people think his real name is Robin [Banks](#). Some people think was born in Bristol. He uses stencils for most of his street work. One of his most famous works is [The Girl with the Red Balloon](#).

Another of his famous works is his version of 'Stonehenge', which consisted of portable toilets at Glastonbury festival, June 2007. On 13 June 2009, Banksy UK Summer show opened at Bristol City and Art Gallery, which featured more than 100 pieces of his work. Over twelve weeks the exhibition was visited 300,000 times.



A great way to get the most out of Common Core is to use works of art to guide children in learning how to examine, explore, inquire, evaluate, and think as they support their learning with evidence from a visual or written text. This can be accomplished using Reading the Masters: An Arts Integrated Curriculum. Participants will interact and collaborate while making connections with visual art, reading skills, writing strategies, and thinking using a masterpiece work of art and CCSS.

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Reading the Masters
Reading, Writing, and Language Arts through Arts Integration Using
Masterpiece Works of Art with Thinking and the Common Core Standards

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Reading the Masters: An Arts Integrated Curriculum



CCR Writing – Text Types and Purposes

- CC.W.CCR.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CC.W.CCR.2 Write **informative/explanatory** texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CC.W.CCR.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

CCR Writing – Production and Distribution Writing

- CC.W.CCR.4 Produce **clear and coherent** writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.W.CCR.5 **Develop and strengthen** writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CC.W.CCR.6 Use technology, including the Internet, to **produce and publish** writing and to **interact and collaborate** with others.

CCR Writing – Research to Build and Present Knowledge

- CC.W.CCR.7 Conduct short as well as more sustained **research projects** based on focused questions, demonstrating understanding of the subject under investigation.
- CC.W.CCR.8 **Gather relevant information** from multiple print and digital sources, **assess the credibility** and accuracy of each source, and integrate the information while avoiding plagiarism.
- CC.W.CCR.9 Draw **evidence** from literary or informational texts to support analysis, reflection, and research.

CCR Writing – Range of Writing

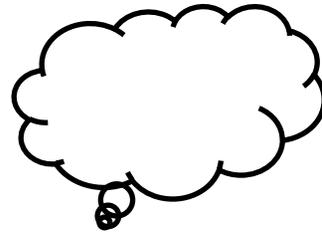
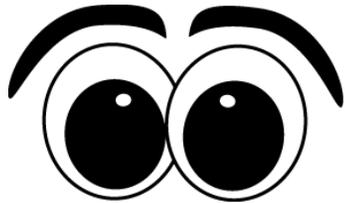
- CC.W.CCR.10 **Write routinely over extended time frames (time for research, reflection, and revision)** and shorter time frames (a single sitting or a day or two) for a **range of tasks, purposes, and audiences**



Thinking Routine

See – Think - Wonder

Title _____
Author/Artist _____



I See ...

I Think ...

I Wonder...

Thinking Routine – Creative Questions

A routine for creating thought-provoking questions.

Why? Use Creative Questions to expand and deepen students' thinking, to encourage students' curiosity and increase their motivation to inquire.

1. Why _____ ?
2. What are the reasons _____ ?
3. What if _____ ?
4. What is the purpose of _____ ?
5. How would it be different if _____ ?
6. Suppose that _____ ?
7. What if we knew _____ ?
8. What would change if _____ ?
9. _____ ?
10. _____ ?
11. _____ ?
12. _____ ?

CLOSE READING

- Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately.
- Directing student attention on the text itself empowers students to understand the central ideas and key supporting details.
- It also enables students to reflect on the meanings of individual words and sentences, the order in which sentences unfold, and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole.

(PARCC, 2011, p. 7)

5 Close Reading Strategies for CCSS

1. Number the paragraphs
2. Chunk the text
3. Underline and circle with a purpose.
4. Left margin: What is the author SAYING?
5. Right margin: Dig deeper into the text

Banksy became an international star in 2005. In August, he arrived in Israel, where he painted a series of images on the West Bank's concrete wall, part of the barrier built to try to stop suicide bombers. Images of a girl clutching balloons as she is transported to the top of a wall are most famous.

Graffiti Ideas					

Background Story

Reading the Masters is an innovative art integrated curriculum that teaches students reading skills and reading methods using masterpiece works of art. Reading the Masters helps students of all ages to clearly understand the skills and strategies required for good readers to be successful. Students will explore and carefully analyze a masterpiece while identifying elements and principles of art.



This close examination of each piece lends itself to recognize that the same process it takes to discover the main idea and supporting details in a work of art is the same process it takes to discover these important reading skills in a written text. This reality is the same for other reading skills and strategies.

Reading the Masters was written as a result of intense quantitative research on the communication,

social, and behavioral skills of elementary and middle school students with autism and related disabilities using an arts integrated curriculum. Communication skills had a positive effect while social and behavioral skills had mixed results.

Preliminary results of using Reading the Masters with students of all learning profiles and multiple intelligences is showing academic success in reading and language arts.

Robyne D. Batson, Ed.D ~ Creator & Author

Karyne R. Batson ~ Art Director

Robyne D. Batson, Ed.D is a professional educator holding a Doctorate and Master's Degree in Educational Leadership and Administration. Her research dissertation was conducted on Autism and Arts Integration. She has been involved in education since 1983 in the classroom as well as at home. Robyne is a classroom teacher at an Arts Academy in West Tennessee. Robyne has experience teaching children with autism and related disabilities as well as those who are gifted in her classroom and at home. She is a mother of three, ranging from College to Graduate with uniqueness's of Autism, Asperger's Syndrome, Attention Deficit, and Giftedness. Robyne was a 2006 Disney Teacher of the Year nominee and was awarded the 2007-08 Distinguished Teacher of the Year from the Value Plus Program of the Tennessee Arts Commission. Robyne has been a guest speaker at the Tennessee Governor's Conference, workshops, and training. She has been the featured speaker at teacher in-service trainings and professional development meetings. Robyne is a Learning Curve Consultant, Arts Integration Specialist, and Artist in Residency for the Tennessee Arts Commission.



Karyne R. Batson is a professional educator holding dual degrees from Union University in Elementary Education and Ceramic Arts. She taught art for two years in Jackson-Madison County. Karyne currently teaches 1st graders at Covington Integrated Arts Academy. She enjoys creating ceramic art and graffiti.

Reading the Masters

Special Savings
\$20 each CD or 2 CDs for \$30
\$20 for book
\$30 for CD and Book of the
same title

Artist CD Packets: *Reading the Masters is a new and creative curriculum which will help students to learn critical thinking and higher level thinking skills as they study a work of art. Reading skills are applied to masterpieces in order to give students a different perspective on visual art as well as reading. This approach helps students to become very familiar with the value of art work in their study of these masters in the arts.*

Students will experience culminating activities that help them to make individual choices and decisions as they explore their own feelings and express themselves as they reflect on the artist. Each child should be encouraged to be,..."Creative, Unique, and Individual!" Natural connections will be made from the piece of art to non-arts standards.

Each Artist Packet includes lesson plans and teaching tips to accompany the masterpiece selected. Daily math connections (real-world problems) and Daily Fix-It sentences to practice grammar and mechanics are included for each artist. You will also find quotes from the artist and reading skills applied to the piece. Writing the Masters is a portion of the packet promoting creative writing and imagination. The culture, history, and era of the master artist are examined. Culminating activities with easy to follow directions, helping students connect with the artist are in the packet. A thorough list of standards, references, and resources are included.

Each Artist Packet CD comes with a detailed power point, teacher's edition, student edition, and introduction document. The documents were created in WORD 2007-2010 and were transferred to PDF form so that they can be opened on PC or APPLE computers. These document files help the student to explore the master artist and one piece of their art while providing the background information for each instructor to present this material in a fresh and exciting manner.

Titles Available:

Banksy – Art Journaling

Leonardo daVinci

Edgar Degas

Dr. Seuss (Theodor Geisel)

M.C. Escher

Andy Goldsworthy

Jasper Johns

Frida Kahlo

Wassily Kandinsky

Paul Klee

Claude Klimt

Michelangelo

Claude Monet

Georgia O'Keeffe

Pablo Picasso

Hanoch Piven

Faith Ringgold

Norman Rockwell

Georges Seurat

Vincent van Gogh

Andy Warhol

Unit and Lesson Minis

Intervention Series

More to come