

Robyne D. Batson, Ed.D
Karyne R. Batson

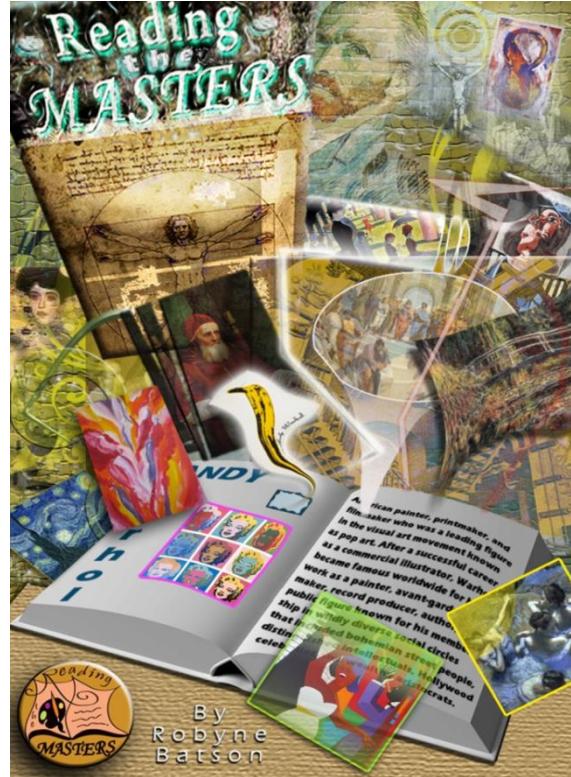
2014

AN ARTS INTEGRATED CURRICULUM

Reading the Masters

Dr. Seuss (Theodor Geisel)

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.



Claude Monet LEONARDO DA VINCI **WASSILY KANDINSKY**
Georgia O'Keeffe D E G A S PABLO PICASSO
Vincent van Gogh EDGAR GUSTAV KLIMT **SEURAT**
MICHELANGELO Norman *Faith Ringgold* ANDY WARHOL
JASPER JOHNS PAUL KLEE



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

Robyne D. Batson, Ed.D – Creator and Author

Karyne R. Batson – Art Director

917 Williamsburg Drive, Atoka, Tennessee 38004

901-355-8288

readingthemasters@gmail.com

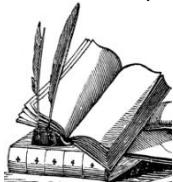
<http://www.readingthemasters.com>

<http://www.teacherspayteachers.com/Store/Robyne-Batson-Edd>

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.

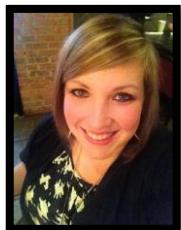
and behavioral skills of elementary and middle school students with autism and related disabilities using an arts integrated curriculum.

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.

Pilot Educators

These are teachers that have committed to use Reading the Masters with their students to continue the research process.

- Karyne R. Batson (1st grade at Covington Integrated Arts Academy)



- Arren Scott (librarian, media specialist at Covington Integrated Academy)
- Lynne Parker, Ed.D (Preschool Director, Jackson)
- Ashley Whaley (2nd grade at Covington Integrated Arts Academy)
- Rosalind Doggett (4th grade at Covington Integrated Arts Academy, grade chair, evaluation mentor)
- Leah Billings (3rd grade at Covington Integrated Arts Academy)
- Kristen Fabrizio (6th grade in Jackson-Madison County)
- Marissa Niccum (PreKindergarten at Covington Integrated Arts Academy)
- Robin Higgins (5/6th grade at Crestview Middle School)

www.readingthemasters.com

Students will dance like the ballerinas in Edgar Degas' painting, paint the ceiling like Michelangelo, determine the parts of a flower like Georgia O'Keeffe, sequence

the stages in the life cycle of plants with Vincent van Gogh, invent their own creation like Leonardo da Vinci, write their own mysteries like Chris VanAllsburg in

"The Mysteries of Harris Burdick".





Thinking Routine: 3-2-1 Bridge

A routine for activating prior knowledge and making connections.

	Before	After
3 Write 3 words/ideas about Dr. Seuss		
2 Write 2 questions about Dr. Seuss		
1 Write 1 analogy or metaphor about Dr. Seuss		
	I used to think.	Now I think.

Thinking Routine: Beginning, Middle, or End

A routine for observing and imagining.



- Choose one of these questions:
 - 1. If this artwork is the beginning of a story, what might happen next?
 - 2. If this artwork is the middle of a story, what might have happened before? What might be about to happen?
 - 3. If this artwork is the end of a story, what might the story be?

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)

Applying Bloom's Taxonomy in Your Classroom

1. REMEMBER 

Students are expected to retrieve information from memory, but aren't expected to change it in any way.

In-Class Instruction
Students memorize a definition of an associative property.

Assessment
Students are given a multiple choice question and asked to recognize the answer, or are asked to recall the answer and fill in a blank.

2. UNDERSTAND 

Students are building new connections in their minds.

In-Class Instruction
Students identify the key characteristics needed for an organism to survive in a particular ecosystem.

Assessment
When given the description of a fictitious animal, students explain whether the animal will survive in a given ecosystem.

3. APPLY 

Certain procedures or steps are expected to be followed in order to answer new problems.

In-Class Instruction
Students learn about Newton's three laws.

Assessment
Students are asked to examine the information about a car crash and determine which if any of Newton's laws apply to the situation.

4. ANALYZE 

Students utilize lower-level thinking skills to identify key elements and examine each part.

In-Class Instruction
Students read a student lab report and identify the evidence to support the finding.

Assessment
Read the results of the scientific study and find supporting statements for each conclusion or finding.

5. EVALUATE 

Informational sources are examined to assess their quality and decisions are made based on identified criteria.

In-Class Instruction
Students read about the physical effects of exercise on humans.

Assessment
Read an article about a famous athlete. Identify one piece of information in the article that fails to support the author's case that hard work was the main reason for the athlete's exceptional athletic skills.

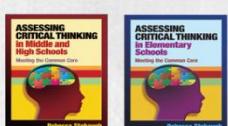
6. CREATE 

Learners organize information in a new or different way.

In-Class Instruction
Students research the role of economics in business.

Assessment
Students brainstorm reasons for a problem and generate suggested solutions, and design and implement a campaign designed to solve the identified problem.

Adapted from
Assessing Critical Thinking in Middle and High Schools: Meeting the Common Core and
Assessing Critical Thinking in Elementary Schools: Meeting the Common Core
by Rebecca Stobaugh


www.eyeoneducation.com

Reading the Masters

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
Leonardo daVinci
Edgar Degas
Dr. Seuss (Theodor Geisel)
M.C. Escher
Jasper Johns
Frida Kahlo
Wassily Kandinsky
Paul Klee
Claude Klimt
Michelangelo
Claude Monet
Georgia O'Keeffe
Pablo Picasso
Faith Ringgold
Norman Rockwell
Georges Seurat
Vincent van Gogh
Andy Warhol
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*\$30 for CD and Book
of the same title*

About the Author

Robyne 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.

Contact Information

Contact Robyne for more details about Reading the Masters or to schedule a workshop:

Robyne D. Batson, Ed.D

917 Williamsburg Drive, Atoka, Tennessee 38004

901-476-1444 work 901-355-8288 cell

readingthemasters@gmail.com

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*I've traveled the world twice over,
Met the famous; saints and sinners,
Poets and artists, kings and queens,
Old stars and hopeful beginners,
I've been where no-one's been before,
Learned secrets from writers and
cooks
All with one library ticket
to the wonderful world of books.
~ Anonymous*

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