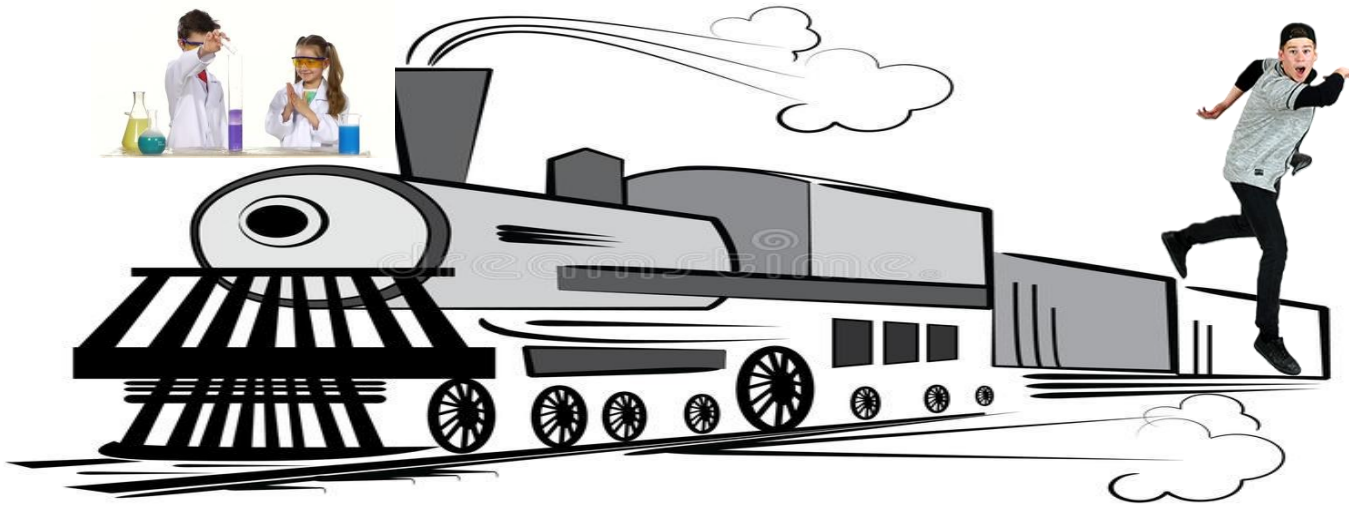


MONTROSE SCHOOL YOUTH ADVENTURE CAMP 2019

AGES 6-10 YEARS OLD



HAVE A S.T.E.A.M FULLED SUMMER



What is S.T.E.A.M?

Science Technology Engineering Arts Math

The National Core Arts Standards (*Arts in STEAM*) encompass the following standards

Media Arts , Dance , Visual Arts, Music and Theatre



PLUS WEEKLY FUN FIELD TRIPS !

The Arts

As you should know by now, your child's school is now putting a lot of emphasis on the

- value of the *ARTS* in preparing the children's learning now and in years to come. Our
- Summer Program is going heavy on the *Arts*, which is going to continue for every year your child is at our school.

- During the upcoming *2018 STEAM SUMMER CAMP*, the children will be involved in
- **Five ARTS (i.e. *MEDIA ARTS*, *DANCE*, *MUSIC*, *THEATRE*, *VISUAL ARTS*)**



INTRODUCTION TO THE ARTS

- **Creative** thinking and expression is an important component of children's early learning experiences. Children who are given opportunities to develop their imagination and creativity through a variety of media are learning to express their individuality in interests, abilities and knowledge. When they view others' work, children are also learning to appreciate and respect differences in culture and viewpoint. Creative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing concrete, process-oriented play experiences that encourage children to use their imagination and to experiment with new ideas and materials.

CREATIVE THINKING AND EXPRESSION

• VISUAL ARTS

- ALLOW INDIVIDUAL EXPRESSION OF INTERESTS, ABILITIES AND KNOWLEDGE
 - EVERY CULTURE HAS ITS OWN ART FORMS
- GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK

• MUSIC

- CAN BE USED TO EXPRESS AND INITIATE AESTHETIC AND PHYSICAL RESPONSES.

- PERFORMER'S INTEREST IN KNOWLEDGE OF MUSICAL WORK, UNDERSTANDING OF THEIR OWN TECHNICAL SKILLS, AND THE CONTEXT FOR A PERFORMANCE INFLUENCES THE SELECTION OF REPERTOIR

• PRODUCE AND PERFORMANCE

• DANCE

- MUSIC CAN BE USED TO EXPRESS AND INITIATE AESTHETIC AND PHYSICAL RESPONSES.
- DANCE LITERACY INCLUDES DEEP KNOWLEDGE AND PERSPECTIVES ABOUT SOCIETAL, CULTURAL, HISTORICAL, AND COMMUNITY CONTEXTS.

• DRAMATIC AND PERFORMANCE PLAY

• THEATRE

- DRAMATIC AND PERFORMANCE PLAY IS A WAY TO ACT OUT REALITY AND FANTASY AND TO SOLVE PROBLEMS.
 - CREATE ROLES, IMAGINED WORLDS, AND IMPROVISED STORIES IN A DRAMA/THEATRE WORK.

• MEDIA ARTS

- .> GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK
 - SELECT, ANALYZE, AND INTERPRET ARTISTIC WORK FOR PRESENTATION
- IDENTIFYING THE QUALITIES AND CHARACTERISTICS OF MEDIA ARTWORKS IMPROVES ONE'S ARTISTIC APPRECIATION AND PRODUCTION
 - SHARE IDEAS FOR MEDIA ARTWORKS THROUGH GUIDED EXPLORATION OF TOOLS, METHODS, AND IMAGINING.
 - WITH GUIDANCE, COMBINE ARTS FORMS AND MEDIA CONTENT, SUCH AS DANCE AND VIDEO TO FORM MEDIA ARTWORK

STEM LEARNING NEEDS THE ARTS

- Indeed, the arts can enlighten STEM in many ways. Robert Root-Bernstein (1997) offered some vivid example:
- The elegant shape of Buckminster Fuller's geodesic domes can describe soccer balls and architectural buildings, as well as the structure of viruses and some recently discovered complex and enormous molecules.
- NASA employs artists to design visual displays that present satellite data as accurate, yet understandable to nonscientists.
- A biochemist looks at the fiber folds in her weaving cloth and recognizes another way of explaining protein folding.
- Computer engineers code messages to frequencies of a specific song to prevent interception or blocking of the message, unless the decoder knows the song
- .Genetic researchers convert complex data into musical notation to facilitate analysis of the data, as, for example, decoding sequence
- Of course, the two people who probably personify STEAM are the Renaissance figures Leonardo da
- Vinci and Michelangelo Buonarroti. Although these fierce competitors were known more as painters and sculptors, they were also renowned as inventors, engineers, and scientists. For example, da Vinci conceptualized the helicopter and battle tank and made important discoveries in anatomy, hydrodynamics, and optics. Michelangelo also worked as an architect and engineer, designing the large dome of St. Peter's Basilica in Rome. These men saw no boundaries between the arts and sciences. Their work is inspiring, so let's take a closer look at how arts training can directly relate to goals to STEM education.



WHY



- Summer Olympics in London, artists were invited to send sculptures and graphic work on the theme, no medals were awarded, but the winners received cash prizes, and their work was displayed in London during the games. Even today, the arts are important to Olympic Games. Just think of how the arts are needed in designing the winners' medals venues, the logo, the torches, the cauldron, and the athletes' outfits and closing ceremonies; and in writing and selecting the music for the ceremonies and gymnastic competitions. The Olympic Games still place value on the arts, shouldn't our schools do the same?

- **THE ARTS**

- ENGAGE YOUNG BRAIN
- DEVELOPING COGNITIVE GROWTH
- IMPROVE LONG-TERM MEMORY
 - PROMOTE CREATIVITY
- ADVANCE SOCIAL GROWTH
 - INTRODUCE NOVELTY
 - REDUCE STRESS
- MAKE TEACHING MORE INTERESTING

THE ARTS DEVELOP COGNITIVE GROWTH

- Although the arts are often thought of as separate subjects, like chemistry or algebra, they really are a collection of skills and thought processes that transcend all areas of human engagement. When taught well, the arts develop cognition all areas of human engagement. When taught well, the arts develop cognitive competencies that benefit learning in every aspect of their education and prepare them for the demands of twenty-first century.
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 - **The arts are a collection of skills and thought processes that transcend all areas of human engagement.**
 - **Research evidence shows a positive connection between this fine instruction and academic progress.**
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 - **THE ARTS**
 - **IMPROVE LONG-TERM MEMORY**
 - Integrating the arts into other content area, such as STEM, has been shown in numerous studies to improve long-term retention of content.
 - **THE ARTS**
 - **ADVANCE SOCIAL GROWTH**
- We live in an age of technology that has the classroom and the nature of instruction. With iPads, laptops, and smartphones, we can be in instantaneous and constant with each other. Students walk around tapping their text messages, scrolling on their touch
 - Music may also have an impact on the young brain by enhancing over all intelligence, as measured by IQ scores.



THE ARTS SESSION



• MEDIA ARTS

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the art
- Essential Question(s): How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

• VISUAL ARTS

• **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

- Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

- Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage

• MUSIC

• **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

- Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
 - Essential Question(s): How do musicians generate creative ideas?

• DANCE

• **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

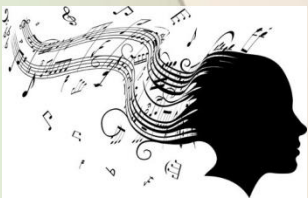
- Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration?

• THEATRE

• **Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

- Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.

- Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?





SESSION 2

MEDIA ARTS

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

VISUAL ARTS

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

MUSIC

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent

Essential Question(s): How do musicians make creative decisions?

DANCE

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question(s): What influences choice-making in creating choreography?

THEATRE

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.

Essential Question(s): How, when, and why do theatre artists' choices change?

