



# Creating Strong School Partnerships through Collaboration

The Chicago Symphony Orchestra's Connect programs

Ingenuity Partnerships and Professional Learning Conference  
December 16, 2016



NEGAUNEE MUSIC INSTITUTE at the  
**CHICAGO SYMPHONY ORCHESTRA**





## Creating Strong School Partnerships through Collaboration

The Chicago Symphony Orchestra's Connect programs

- **Know** about the CSO's approaches to school partnerships
- **Understand** how collaborative planning leads to mutually-beneficial outcomes for all stakeholders
- **Understand** how collaborative planning leads to authentic student learning
- **Practice** collaborating using a planning tool



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## The Chicago Symphony Orchestra's Connect programs

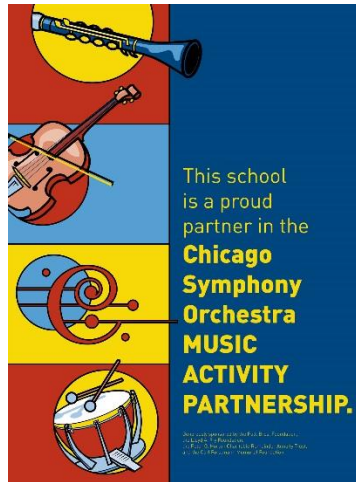
# **HISTORY, INSPIRATION AND OBJECTIVES**



# BACK IN THE DAY...



primarily  
arts  
network







▶▶ to 2012







**“Do business differently!”**





# “Do business differently???”



DEPARTMENT of **ARTS** | EDUCATION

ingenuity

**artlook**<sup>TM</sup>  
MAP







presented by solarwinds

# GOOOOAL!

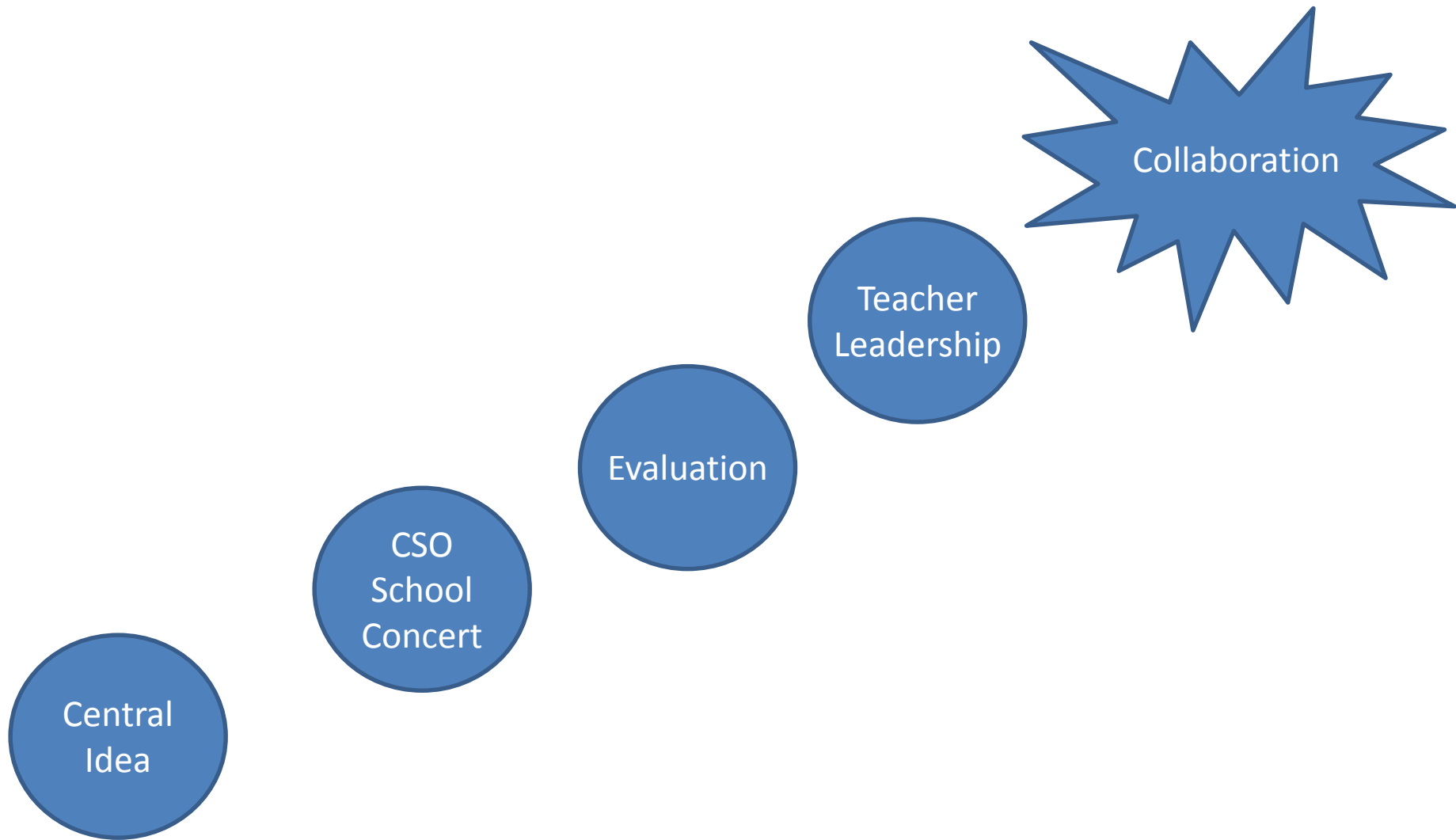




# Creating Strong School Partnerships through Collaboration

## The Chicago Symphony Orchestra's Connect programs

# THE PROGRAMS







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# **CONNECT RESIDENCY PROGRAM**

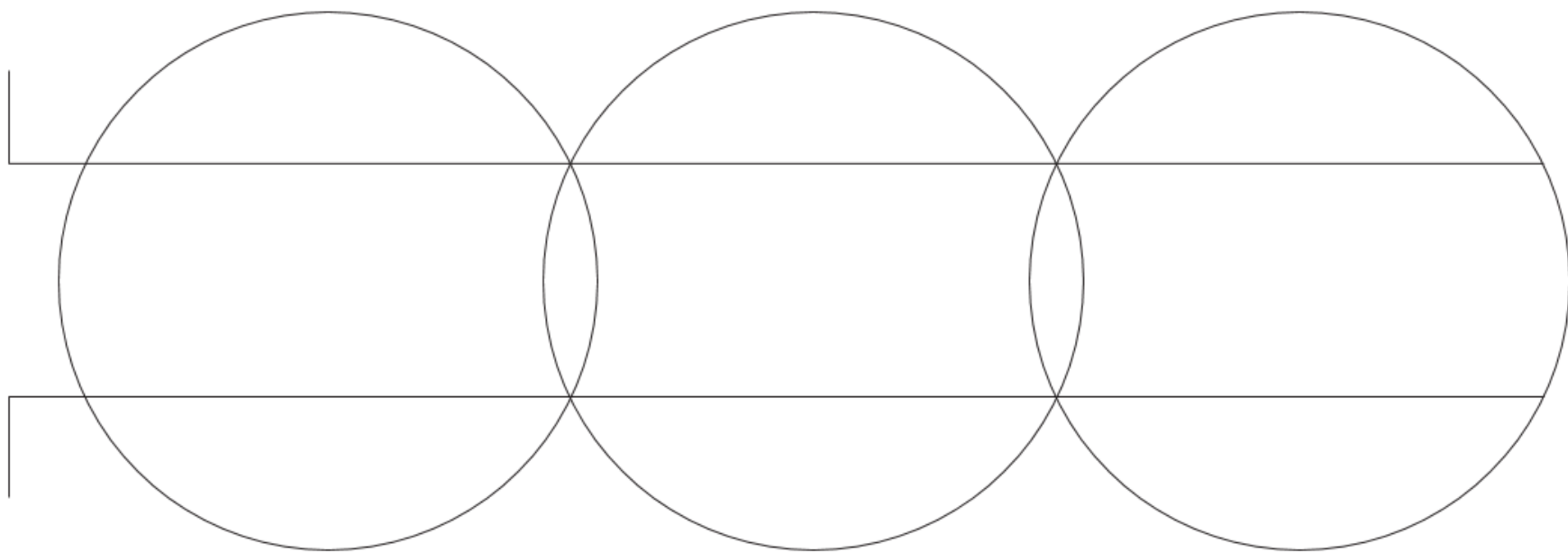


# parallel processes

Music Process

Music Integration Process

Language Arts Process



**BIG IDEAS/ENDURING UNDERSTANDINGS**

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**ESSENTIAL QUESTIONS**

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**UNIT TITLE**

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**TEACHER(S)**

**ARTIST(S)**

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**SCHOOL**

**GRADE**

**ART FORM(S)**

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**OVERVIEW & BIG IDEAS**

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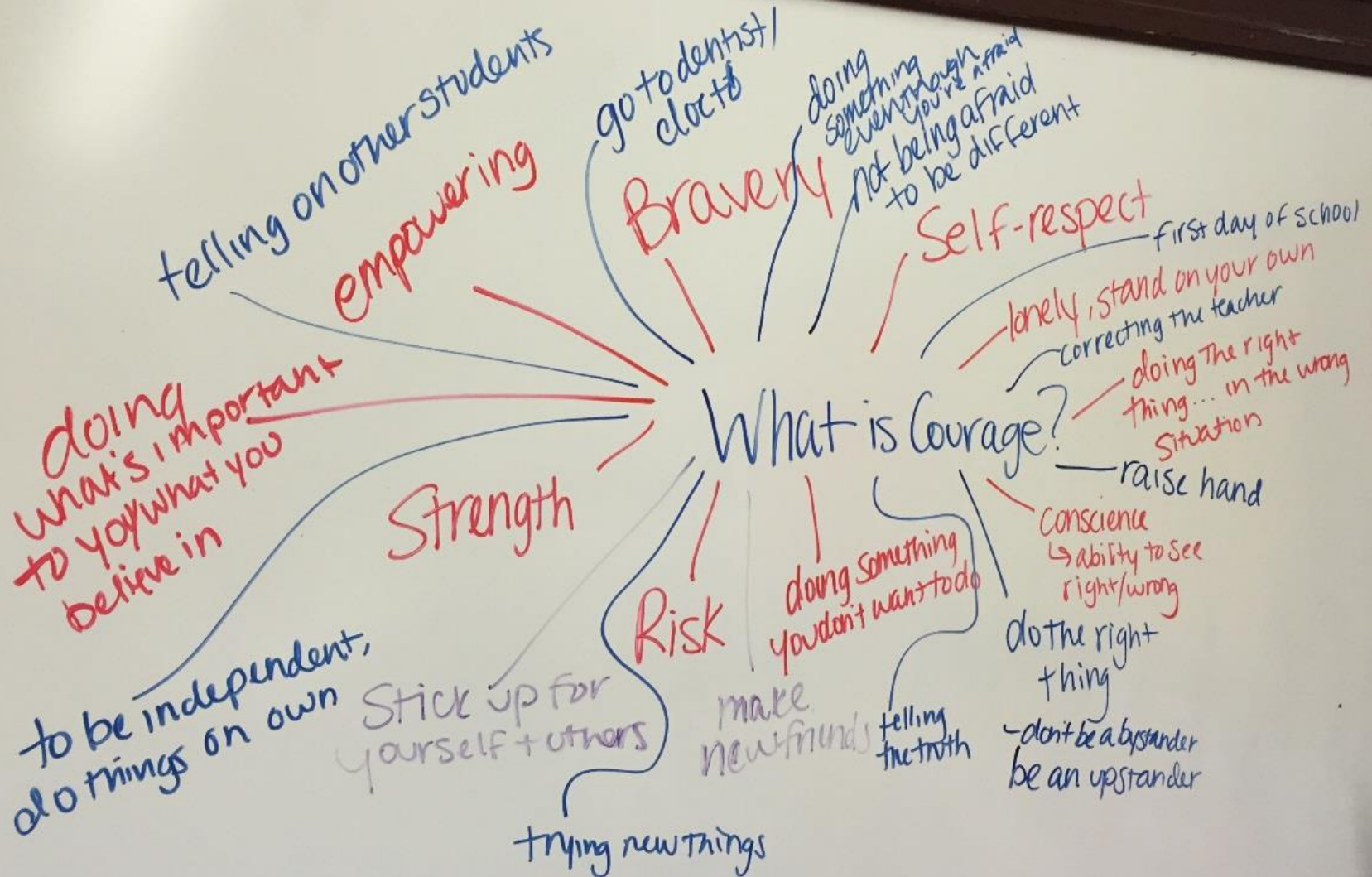
**ESSENTIAL QUESTIONS**

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**KEEP  
CALM  
AND  
COLLABORATE**





## \* Peter + the Wolf

Music can transform the way you feel.

\* Rhythm/clave → how music affects the story  
focus in one lesson, tie to Americas

### Student Goals:

\* play in an ensemble

→ focused listening

→ knowing which instruments can help tell the story

— identify, visually + aurally, orchestral instruments  
(character traits of instruments?) → compare and contrast

— Fractions/notation?

Summative assessment: courage?

narrative storytelling

courage

the Americas

Colonization

get through events/situations

Malala, other story of courage

Prokofiev → how he made courageous choices

\* Successful traits of people  
that endure diff. situations

— Story timeline

— Identify climax

— tone, mood

— foreshadowing

## \* Vocabulary

musical terms  
narrative terms

\* I identify emotional moments  
in the music  
→ chart them  
See how things are different.





## Tempo

- Music - Peter + the Wolf
- Theme "Courage" #1
- Instrumentation
  - Families (Brass perc. strings woodwind)
- speedometer worksheet

## Dynamics

### Classroom instrument intro

- Characterization in music Peter + the Wolf
- Review/continue Instrumentation
  - why does music sound the way it does? Is Peter courageous? How is it shown in the music?
- Dynamics
  - worksheet #12

Introduce Timeline: plotting points on a chart

Focusing on different characters

few notes short notes

Busy long notes

#3

## Timeline

- Focus on mood/tone
- Create longer timeline
  - Instrumentation fewer many
- Tempo
- Dynamics

#4

## Malala

Real life people

Prokhorov - why he wrote the music

Truth to Power

Artist as courageous

Malala

Character Traits compare/contrast

#6

2 stories

Venn Diagram

## Create Invitations Call + Response warm-up

- Charades/Pictionary #8
- Choosing characters
- Magic Circle Mine
- Different modes of story telling
- Introduce "Inferno"
- Student Input
  - How do we want to tell this story?

## Creating

Musical choices that help tell the story of Malala

- character
- setting
- Action

Through Instr. musical themes, dynamics, tempo, etc.

Reflect more on story

#7

## Begin to

Organize visual elements

Continue music practice

Consider how we communicate our story

#9

## Bringing

it all together presentation in audience

#10

## Malala Timeline #6

→ musical vocabulary tempo, dynamics, instrumentation



| SCHOOL                    | GRADE | ART FORM(S) |
|---------------------------|-------|-------------|
| Pickard Elementary School | 4     | Music       |

**OVERVIEW & BIG IDEAS**

Students will become familiar with Shakespeare's text and Mendelssohn's music, learn basic music fundamentals, create their own story, compose short musical examples and be able to perform in an ensemble. They will use this process to expand on their knowledge of story elements (character, setting, point of view, and plot).

**ESSENTIAL QUESTIONS**

1. How do musical elements (melody, rhythm, tempo, form) convey character, setting, plot and point of view?
2. What choices do composers, conductors and performers make that influence the audience's interpretation?
3. What are the elements of celebrations?

**INTENTIONS FOR TEACHING & LEARNING**

AS A RESULT OF THIS UNIT, WHAT DO YOU WANT YOUR STUDENTS TO KNOW AND BE ABLE TO DO IN THE FOLLOWING AREAS?

**ART FORM(S) AND PROCESS:**

- Music
- Concepts (dynamics, tempo, form, orchestration, melody, etc.)
  - Musical literacy
  - Keep a beat
  - Sing in pitch
  - Identify orchestral instruments
  - Play classroom instruments

**ACADEMIC CONTENT AREA(S):**

- Language Arts
- Narrative Storytelling
  - Vocabulary:
    - o Overture, theme, point of view character, compare and contrast

**SOCIAL/EMOTIONAL LEARNING:**

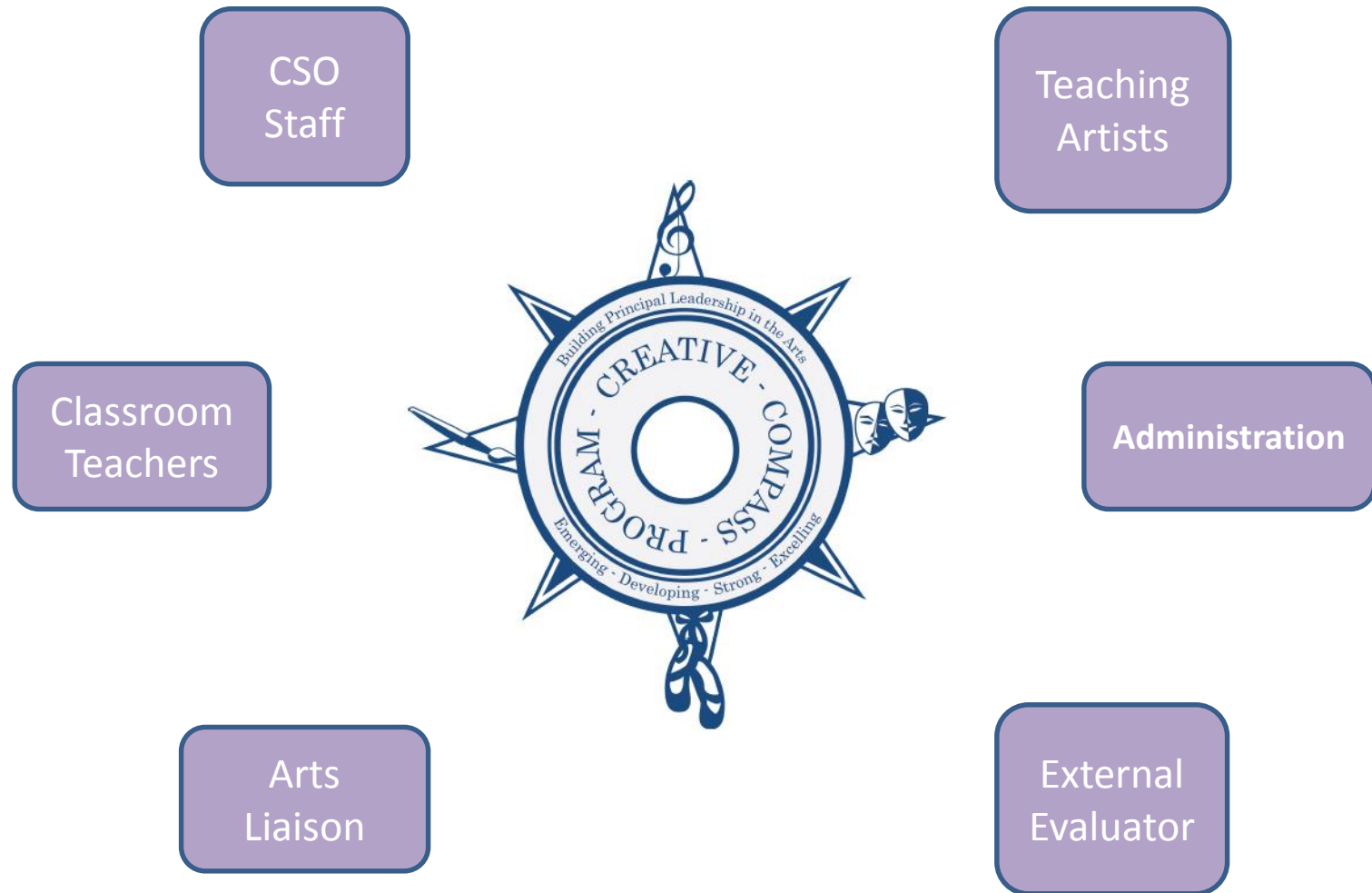
Students create and tell their own story and create music to accompany the story.













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“Having everybody work together to create the curriculum was helpful. Each teacher knew what was going on, and we all had a sense of ownership over it even though Avo and Cari were the ones teaching the lessons.” – Sawyer Elementary School Teacher



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# **CONNECT CURRICULUM PROGRAM**



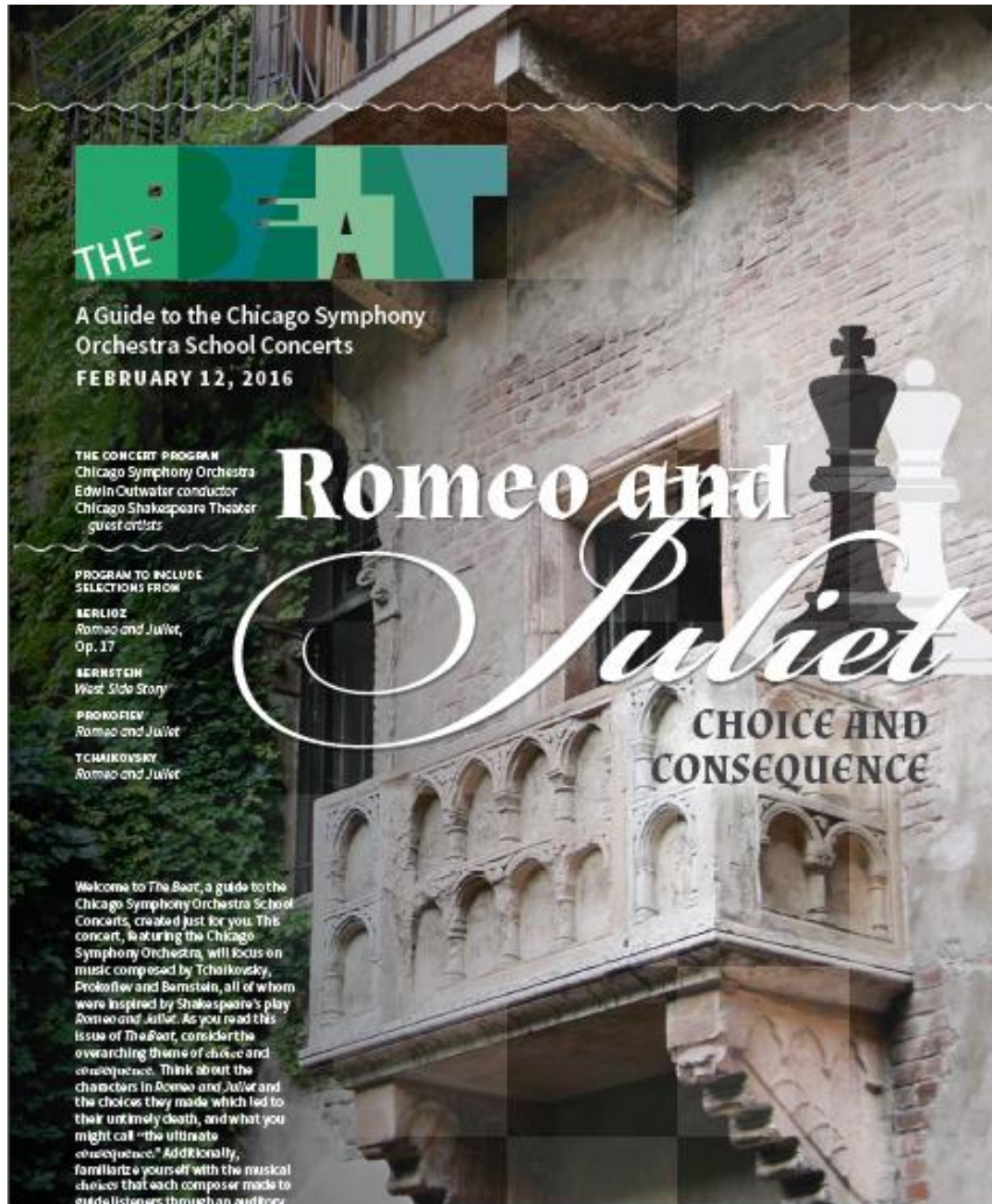


As a Professional Learning Community, teachers in this program meet regularly to share expertise and to work collaboratively to improve teaching skills and the academic performance of students via the development of lessons tied to the program's theme and orchestral repertoire.

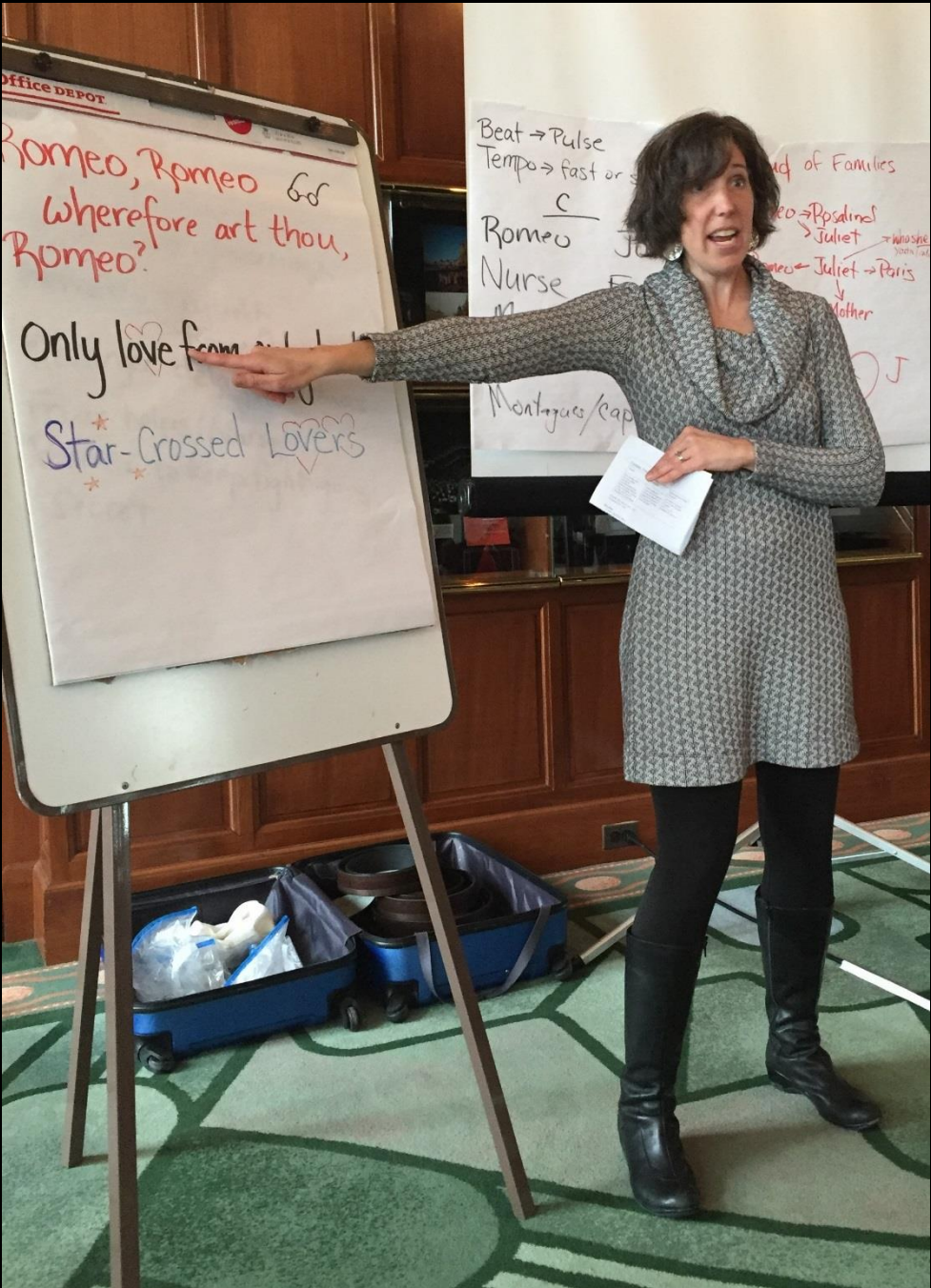












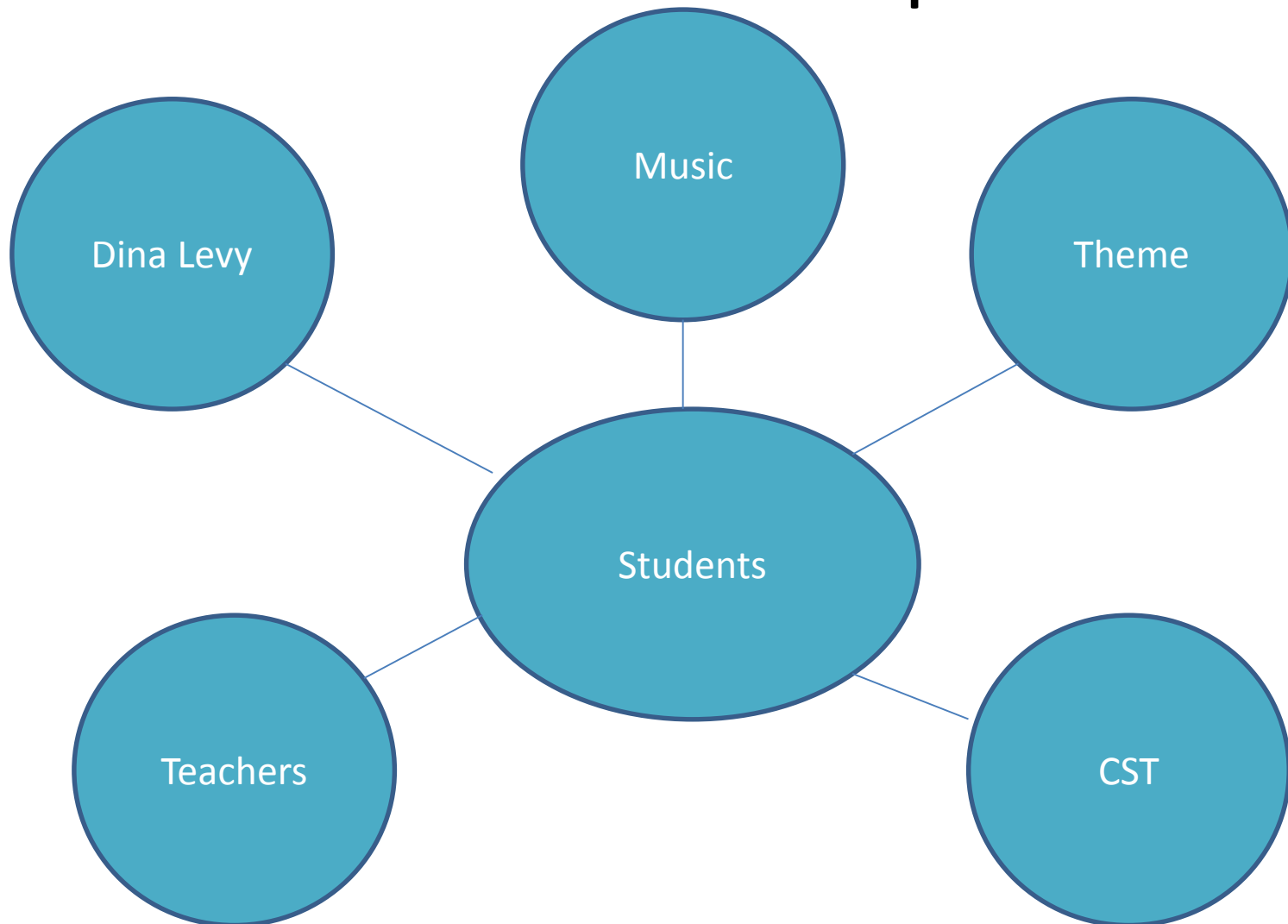






# Romeo & Juliet

## Choices and Consequences





“During the Suicide Prevention Workshop, we talked a lot about how we can engage [students] to discuss their feelings of these sensitive topics through the reading and music of *Romeo and Juliet*. I was struck by the comment Dina [Levi] made that Romeo had 9 out of the 10 warning signs for students who commit suicide. I think it makes sense that adults, especially in today’s socially pressurized school environment, know about these warning signs and learn ways to talk about and work through them with students.”

Science teacher, Clinton Elementary School





Teachers participate in a “fine tuning” of their lessons following the National School Reform Faculty tuning protocol:

- Each teacher presents what they are teaching or about to teach
- Clarifying questions are asked by the group
- The plan is examined by the group – ensuring that the plan is addressing the stated goals
- Warm and cool feedback is provided by the group
- Teachers modify their plans based on the feedback



“The CSO has become a "safe place" where ideas can be wild, big, and changing. Today we flip-flopped, changed, wiggled, maneuvered, surmised, and hypothesized as we made our way toward a cohesive unit plan.”

Music teacher, Swift Elementary School













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### **ACTIVITY**



# ESSENTIAL QUESTION

A question that lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading), and promotes inquiry and **uncoverage** of a subject. Essential questions thus do not yield a single straightforward answer (as a leading question does) but produce different plausible responses, about which thoughtful and knowledgeable people may disagree.

An essential question can be either overarching or topical (unit-specific) in scope.

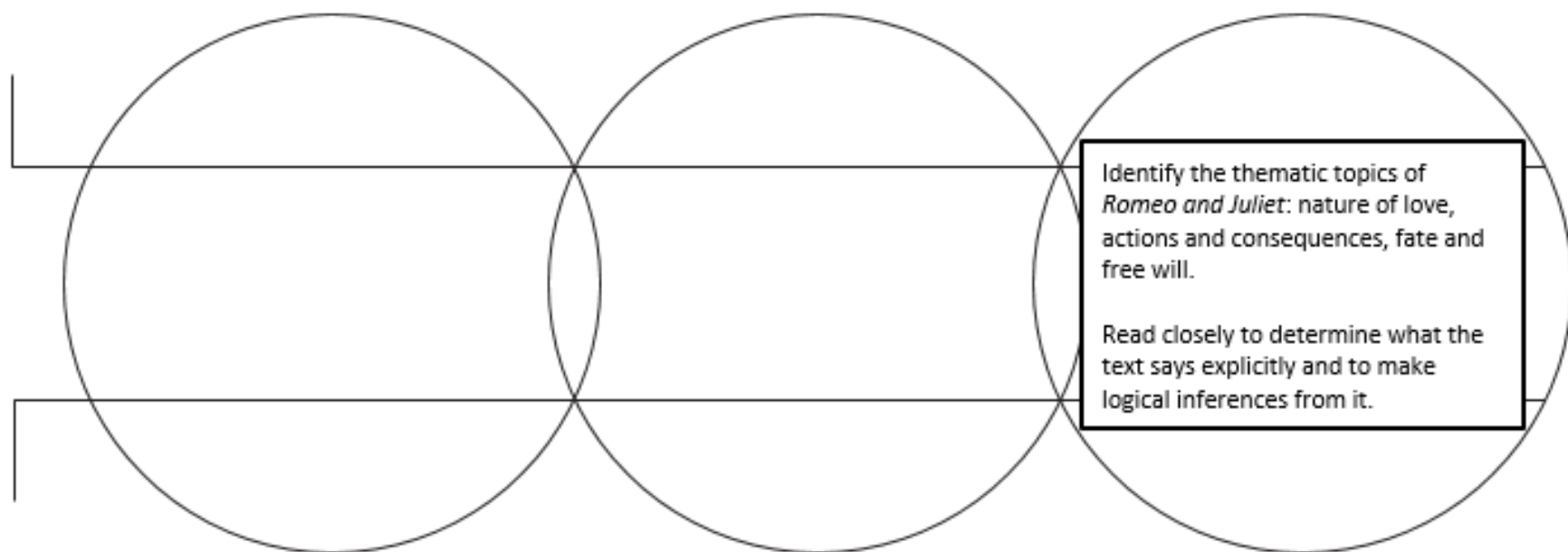


# parallel processes

Arts Process

Arts Integration Process

Language Arts Process



## **BIG IDEAS/ENDURING UNDERSTANDINGS**

**Choices and Consequences**

## **ESSENTIAL QUESTIONS**

In what ways do little decisions/choices affect our lives and our big achievements/responsibilities/tragedies?  
How do relationships shape values, actions, lives and the choices that we make?





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**Q&A**



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