

**Welcome to VSA Vermont's supplemental summary of the visual elements** in our 5-minute video, *Deputies of Delight*, about our graduate level course in arts integration and Universal Design for Learning that helps teaching artists engage students of all abilities in core curriculum. This supplement is designed to provide highlights of the visual part of the video as well as text of the captioning correlated with the names, titles and organizations of the speakers.

## **There are three main visual features in this video:**

- 1) **Faces of the people who speak** during the video, with captioned names and titles.
- 2) **Scenes taken at the final day of the teaching artist course** when the class members presented their curriculum units to each other. These scenes were taken in the Amy E. Tarrant Gallery of the Flynn Center for the Performing Arts.
- 3) **Scenes from classrooms** at the Integrated Arts Academy during residencies when teaching artists who took the course used their knowledge to collaborate with teachers in presenting arts integrated curriculum units.

**In the video we see each** of the speakers for at least part of the time they are talking. When we don't see them, we are listening to their voices while watching a sequence of scenes described in the next section of highlights. The full text of each person's speech, identified with each person's name, title and organization, is presented below the highlights section, in the order it appears in the video.

## **Highlights of speakers' faces, in order of appearance:**

**Judy Chalmer, Director, VSA Vermont** is shown in head and shoulders, wearing a red turtleneck sweater and a brown-ish red jacket. She is a petite woman with short gray hair, brown glasses whose sincere expression as she begins talking softens as she continues to speak, into smiles at the end of the video.

**Lisa Condino, Teaching Artist, VSA Vermont**, wears a printed scarf, brown sweater and earrings, glasses perched on top of her head. Her warm face surrounded by long brown hair glows with pleasure as she speaks.

**Stacy Raphael, Associate Director of School Programs, Flynn Center for the Performing Arts** stands out clear and close up in the hallway of the Integrated Arts Academy in front of a slightly blurred backdrop of children's paintings. Stacy's short hair is swept away from her animated face as she speaks. She wears earrings, a dark blouse and a pin made of many small geometric shapes. The colors we see in the blurred background of children's artwork are predominantly orange and green, arranged around a poster that also, at this point in the video, is too blurred to read.

**Charles Rathbone, Professor Emeritus, University of Vermont** sits at a table in front of a whiteboard across which drawings of musical notes, a hand and a cartoon character are dancing. His gray hair, gray moustache and small goatee-style beard, frame a face of deep engagement as he speaks, his arms and hands gesturing expressively as they rest on the table.

**Laura Greve, Classroom Teacher, Integrated Arts Academy:** sits at the same table as Charles Rathbone, her arms relaxed, hands folded in front of her, sometimes leaning back to brush back her long brown hair. She wears a mint green blouse with black polka dots, and a small pendant around her neck that matches a thin ring on her finger. Her bright brown eyes convey warmth and thoughtfulness as she speaks.

**Bobby Riley, Principal, Integrated Arts Academy** sits at the table in a light blue checked shirt, a red lanyard hanging from his neck, his sleeves rolled up, a light stubble beard and rumpled hair, looking warm and informal, ready to engage.

**Judy Klima, Arts Coach: Integrated Arts Academy** is seated at the same table and wears a lime green sweater and matching lime green reading glasses, presenting a playful involvement with color even as she discusses serious topics.

**Victor Prussack, Manager of Magnet Schools, Burlington School District** sits similarly at the table. His closely cropped, slightly balding hair, and his trim goatee beard frame a lively expression and easy smile as he talks passionately about the project.

**Ben Doyle, Education Programs Manager, Vermont Arts Council** sits, with rolled up sleeves on his blue shirt. His thick brown hair and clean shaven face, portrays a picture of earnest intelligence as he reflects on the collaborative.

**Melissa Steady, Education Director, Burlington City Arts** is shown in close up of her smiling, freckled face, framed by wisps of reddish blond hair escaping playfully from a loose bun at the back of her neck, her rosy cheeks bursting with fun.

## **Highlights from scenes of the final day of the teaching artist course:**

A table arrayed with notebooks full of colorful representations of art forms, surrounded by coffee cups, scissors, water bottles, and curled strips of colorful ripped paper, all materials from the final day of the teaching artist course. Adults standing close together, talking and mingling informally with huge smiles. Close ups of a hand taking notes with a pencil. Artists seated and listening attentively to presenters. Sometimes we see individual teaching artists presenting formally at the head of the table. One stands in front of a wall covered with posters from historical performances such as Porgy and Bess, Hello Dolly and Phish that have performed at the Flynn Center. One presenter draws in the air with a paintbrush, dissolving into giggles of delight as she talks. Another leads the group in a slow exploration of arm movements mirroring photographs of various sculptures taped to a wall. There is a close up scene of one hand smoothing plaster of Paris over another outstretched wrist and hand. In another scene artists stand looking at photographs of arm sculptures across the world, including a Buddha's arm, a large outdoor sculpture of a boxer's fist hung so as to freely swing from a tripod, the detail of Greek sculpture. There is a close up of a paintbrush dipped in a foil bowl, lifted and then dabbed, full of glue, onto a paper. Another close up shows a marker filling up a page with geometric designs, the page turned and turned to create new angles.

## **Highlights from scenes of classrooms during artist**

**residencies:** Scenes include a close up of children's hands fitting pipe cleaner puppets together, and groups of children sitting in a circle while pipe cleaners are handed out. In another scene students and teachers stand and lean over a low table carefully spreading colored rice into geometric designs in a South Asian art form called rangoli. In another classroom scene, children kneel side by side with paintbrushes at the edge of a common paper. There is a close up without any people in it of the hallway of the Integrated Arts Academy, showing the detail of the children's art display we saw blurred before, now clear with its poster, titled Pop Art and Poetry, featuring print-making using words formed into paintings. The children and the artists in the classrooms are from many cultures, some wearing t-shirts and pants, others wearing head coverings and wraps, all engaged in common creativity. We also see the arched hallway and welcoming, art-filled entrance to the Integrated Arts Academy,

## **Full text of captioning, identified by speaker:**

**Voice of Judy Chalmer, Director, VSA Vermont:** Today is the culminating day of a graduate level course for teaching artists in arts integration and inclusive teaching practices. The artists who have been doing classroom observations and learning about theory are presenting curriculum units. I'm Judy Chalmer and I'm the Director of VSA Vermont. And we are an organization that uses the magic of the arts to engage the capabilities and enhance the confidence of children and adults with disabilities.

**Voice of Lisa Condino, Teaching Artist, VSA Vermont:** The unit that I designed for Arts Connect is listening and communication as a result of plaster sculpting. So, like building empathy through a partnership, and thinking about, too, public sculptures throughout the world that are just an arm and the effect that has on a community.

**Voice of Stacy Raphael, Associate Director of School Programs, Flynn Center for the Performing Arts:** Well, for us it's a part of being on the cutting edge, of really understanding how kids are learning and how that ties back to the work we do in classrooms with teachers and students.

**Voice of Charles Rathbone, Professor Emeritus, University of Vermont:** In fact, it's through the arts and through thinking about the arts in terms of Universal Design that we approach the basics and in all kinds different and new and encouraging ways. Probably the most important words in Universal Design are the idea of multiple options. Multiple options that teachers would use to present content, multiple options that teachers would allow students to use to reveal what they know. And then, if you're doing that, then there's all kinds of ways that students can become engaged. I guess I'd like to say that it was really a good thing to be able to use Universal Design up front with the teaching as they began, as they learned about teaching and teachers in this context at the Integrated Arts Academy, and then thought about their own planning.

**Voice of Laura Greve, Classroom Teacher, Integrated Arts Academy:** Universal Design for Learning is about accessibility for students so that it fits their needs and the way that they want to learn and what speaks to them. And the amount of ownership and engagement that the children have, is, that's all I needed.

**Voice of Bobby Riley, Principal, Integrated Arts Academy:** By being involved in this we were sort of contributing to the vibrancy of the arts community not only in Burlington but in the State of Vermont. This collaborative process that we've created, I think that we're changing the way that we look at arts in the State of Vermont.

**Voice of Judy Klima, Arts Coach, Integrated Arts Academy:** One of the best parts about having a resident artist or a teaching artist in the school, is precisely the fact that they are different from the classroom teacher, they have an expertise that the teacher doesn't have, and they're basically coming in specifically and only to collaborate with that classroom teacher around a curriculum that the teacher would like more help with to help students access that learning.

**Voice of Lisa Condino, Teaching Arts, VSA Vermont:** The camaraderie of having a group of artists with a vision of wanting to teach, using art as a tool, has been incredible. And then to go into a place like IAA where they get it- it's inspiring to see what's happening. We're not all alone in our own creative trench, fighting the fight for the arts.

**Voice of Victor Prussack, Coordinator of Magnet Schools, Burlington School District:** This is what the Integrated Arts Academy does, this is what the magnet schools do, which is foster good partnerships that are ultimately going to help kids. We're at that next stage of how can we take what we're doing and starting to spread that out. So, it's not just any longer about the Integrated Arts Academy.

**Voice of Ben Doyle, Education Programs Manager, Vermont Arts Council:** And that's our goal here, that these teaching artists can now go across Vermont and share the skills that they have with schools and really bring teaching artistry to the next level.

**Voice of Melissa Steady, Education Director, Burlington City Arts:** And just raising the bar of professionalism, when we send teaching artists into schools, what does that collaboration mean, and how do we make it the best that we possibly can. It's just been a wonderful collaboration. I really feel a shift has happened in the last year or two where arts organizations are working together, schools are working with arts organizations. It's a real team effort.

**Voice of Judy Chalmer, Director VSA Vermont:** Really, it's about making learning delightful for children and bringing artists who are kind of like Deputies of Delight, into schools.

**Voice of Ben Doyle, Education Programs Manager, Vermont Arts Council:** I think it really serves for a model for the arts and for other nonprofit organizations to work together in this kind of collective impact model. I think it's really pretty remarkable.

**Voice of Judy Chalmer, Director VSA Vermont:** I'm so proud that inclusive arts integration and the engagement of students with disabilities is boosting the power of learning for all students. And I'm so happy that VSA Vermont has such great partners in this effort.

## Credits

This project, led by VSA Vermont, is a collaboration including Burlington School District's Integrated Arts Academy, Burlington City Arts, the Flynn Center for the Performing Arts, the Vermont Arts Council and Saint Michael's College. This program is provided under a contract with the John F. Kennedy Center for the Performing Arts.