

**Sound Design Project (SDP) of Chicago Arts Partnerships in Education:  
An Integrative 3-year Project Involving  
Sound Teaching Artists, Music Teaching Artists, and Classroom Teachers  
Preliminary Evaluation by Dr. Olga M. Vazquez**

**Three Evaluation Questions: A Case Study Approach**

1. In what ways are teachers impacted by the arts integrated project taught by a collaborative team of a music teaching artist, a sound teaching artist, and a classroom teacher?
2. In what ways are students impacted by the arts integrated project taught by a collaborative team of a music teaching artist, a sound teaching artist, and a classroom teacher?
3. How does the combined teaching of sound and music in an arts integrated project impact the classroom environment?

**Who Was Involved?**

- ✓ 4 Chicago schools (in their 2<sup>nd</sup> year of implementation)
- ✓ 6 teaching artists (3 sound and 3 music teaching artists)
- ✓ 6 SPD classroom teachers

**What was collected and analyzed?**

- ✓ Professional Development Agendas (Year 1 and 2)
- ✓ Notes from Professional Development Sessions (Year 1 and 2)
- ✓ Teacher and Teaching Artist Surveys from Professional Development Sessions (Year 1 and 2)
- ✓ Teacher and Teaching Artist Planning Forms (Year 2)
- ✓ Teacher and Teaching Artist Demographic Data/Survey and Reflection Questions (Year 2)
- ✓ SPD On-Line Templates of Project Planning, Implementation, Student Learning, and Reflections (Year 2)

**Research Question #1 – In What Ways Were Teachers Impacted?**

Two of CAPE’s goals are to build teacher and teaching artist capacity and to contribute to the knowledge in the field. The organization achieves these goals through four key components: Inquiry, Documentation, Professional Development, and Collaborative Research. This research methodology strongly contributed to the impact of the SDP on teachers.

**Summary of Impact Themes of Sound Design Project on Teachers**

(Data Collected From On-Line Templates, PD Surveys, Planning Forms, and Survey/Reflection Questions)

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1. Knowing and Learning the Implications of Integration as a Learning Tool for Student Learning
  2. Understanding and Appreciation of Sound and Music Integration
  3. Collaborating, Sharing, and Listening as a Result of Professional Development Workshops
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- *This idea was new to me and has had a positive impact on my teaching in a fundamental way. I have a much broader appreciation and perspective on the fundamental importance of music and art as a multidisciplinary tool. Arts integration has provided me with a much richer understanding of the importance of art and music in the lives of students.*
- *[T]hrough the hands-on process—the material is easier to comprehend/wrap your head around.*
- *...I have become more aware of integrating across multiple subjects and arts when designing lesson and unit plans.*
- *It has made me realize the big importance in creating more opportunities in my classroom for my students to do the experimenting and discovering in their learning.*
- *I realized through this project that it [is] so important to look at different ways of teaching and to bring different mediums into your classroom because it can be extremely enriching for the students.*

In the SDP, teachers were introduced to arts integration, they learned how to use it, they actually used it in their SDP units, and they saw the results of using it. Through this learning process, teachers saw the benefits of using arts integration and were provided with the necessary skills and ongoing support needed for them to feel confident in implementing arts integrated curricula, thus increasing the quality of learning opportunities for students.

**Research Question #2 – In What Ways Were Students Impacted?**

The SDP more powerfully impacted students in social and emotional gains, many of which are essential skills for work and life today. Science, language arts, and history were the subject areas most frequently addressed, while learning and innovation skills were prominent in almost all of the SDP units.

**Summary of Impact of Sound Design Project on Students’ 21<sup>st</sup> Century Learning Skills**

(Data Collected From On-Line Templates, Planning Forms, and Survey/Reflection Questions)

<b>21<sup>st</sup> Century Learning Skill</b>	<b>Areas</b>
Core Subjects and 21 <sup>st</sup> Century Themes	English/reading/language arts, world languages, arts, mathematics, science, geography, history, government/civics
Learning and Innovation Skills	Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration
Information, Media, and Technology Skills	Information Literacy, Media Literacy, ICT (Information, Communications and Technology) Literacy
Life and Career Skills	Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility

The strongest evidence of student musical learning was in five of the nine National Standards for Music Education with an emphasis on #3 and #4, which are two of the least addressed music standards.

<b>National Standard for Music Education</b>	<b>National Core Arts Standards</b>	<b>CAPE Mission</b>
#3 Improvising melodies, variations, and accompaniments (Creative)	Creating / Performing	Increase Students’ Creativity
#4 Composing and arranging music within specified guidelines (Creative)	Creating	Increase Students’ Creativity
#6 Listening to, analyzing, and describing music (Evaluative)	Responding	Increase Students’ Critical Thinking
#8 Understanding relationships between music, the other arts, and disciplines outside the arts (Integrative)	Connecting	Increase Arts Driven Education
#9 Understanding music in relation to history and culture (Integrative)	Connecting	Increase Arts Driven Education

**Research Question #3 – In what ways was the school environment impacted?**

The skills learned by the students in the SDP crossed over into other areas of their schools, outside of the SDP environment. The teacher/artist partnership required a set of skills that also had a positive impact on the school environment.

**Summary of Shared Skills That Have Impacted the School Environment**

(Data Collected From Survey/Reflection Questions)

Creative Thinking	Collaborating
Community Building	Choice/Freedom
Teamwork/Working Together	Leading/Teaching
Sharing/Reflecting	Facilitating/Guiding
Listening/Focus Hearing	Connecting