A black and white photograph of Leonard Bernstein, looking upwards with his mouth open and hands raised in a gesture of awe or inspiration. The background is dark, and the lighting highlights his face and hands.

Leonard Bernstein boldly challenged us to develop and encourage programs that integrate the arts into everyday learning.

We believe and can demonstrate the arts are a pathway for complete student engagement, educator empowerment and a compelling model to transform learning.

Discover and explore - *Artful Learning*



discover & explore



Artful Learning®

Artful Learning stimulates and deepens academic learning through the arts.

Artful Learning is a transformational learning model that empowers educators to use the arts and the artistic process to awaken and sustain the love of learning for all students.

Initiated by American music icon Leonard Bernstein and realized by thousands of people around the globe - ***Artful Learning*** is changing the landscape of teaching and learning.



menu

Menu



Adaptation Unit of Study



Artful Learning

What It Is

How it Works

Impact

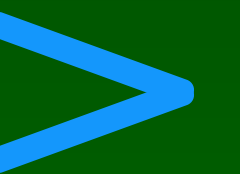
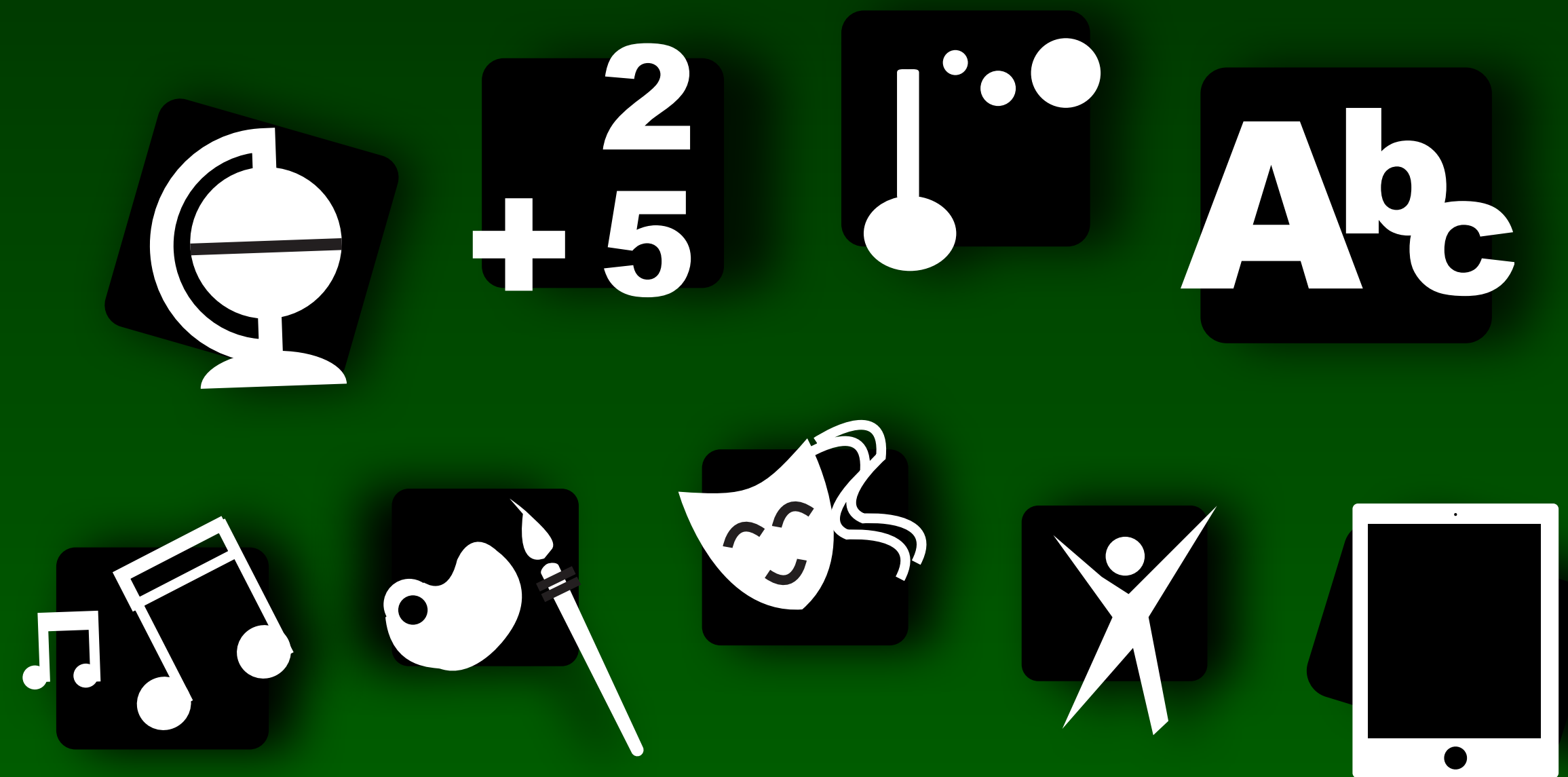
Advantages

Contact Us





Artful Learning employs an interdisciplinary approach that is anchored by a central *Concept* while posing a *Significant Question* that allow educators to teach a broad spectrum of rigorous academic content. Studying through the lens of the arts generates a measurably deeper level of comprehension and retention in students PreK through high school.



[learn more](#)

Artful Learning Sequence

experience | inquire | create | reflect

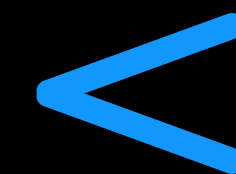


A Sequence for Learning

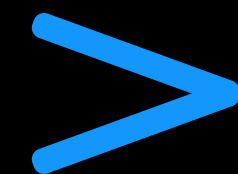
Artful Learning uses a distinctive four-phase sequence for curriculum planning, delivery and assessment as well as identified strategies for school transformation. The sequence may be applied to any existing curricula by incorporating the arts and the artistic process across all academic disciplines.



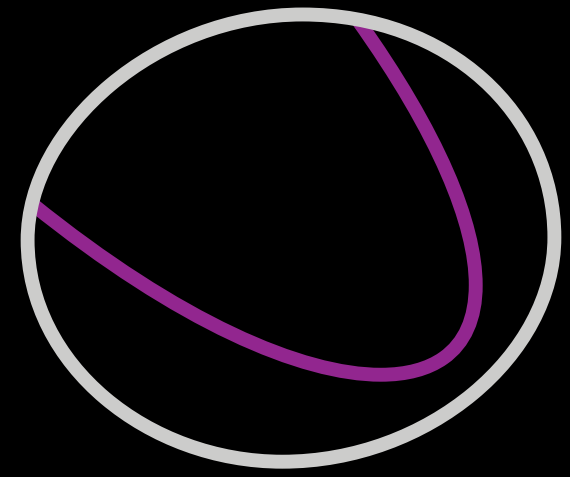
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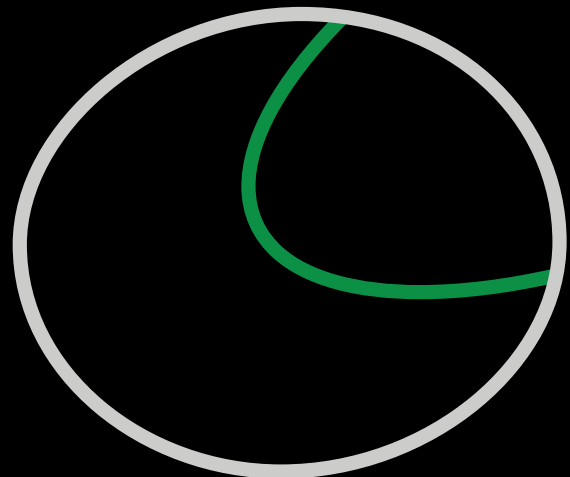


learn more



experience

Uses a Masterwork linked to a Concept & Significant Question as catalysts to engage all students.



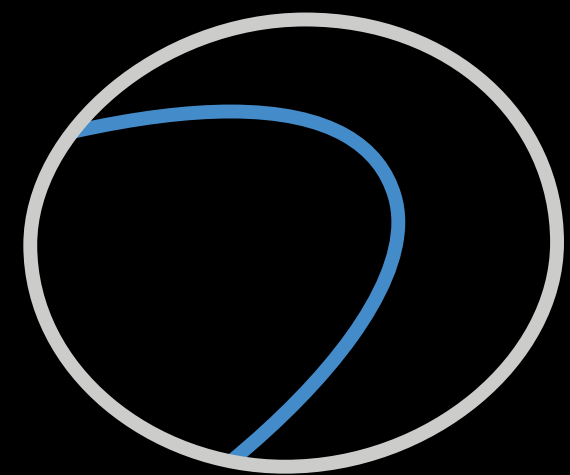
inquire

Leads students through research & inquiry-based investigation to new hypotheses.



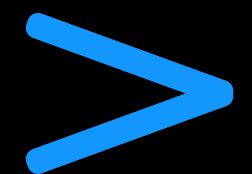
create

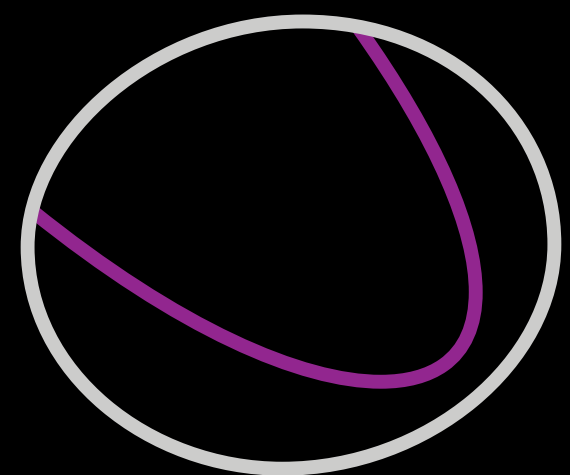
Brings students' original ideas to product & project-based outcomes.



reflect

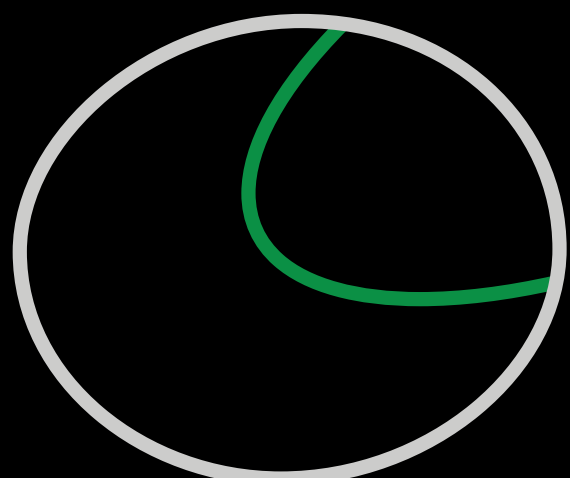
Guides students through documenting & interpreting their understanding.





experience

Students experience and respond to a Concept and Masterwork through sight, sound and movement. Ideas, emotions and understandings are awakened by the Concept and Masterwork, which serve as catalysts for immediate engagement. Students leave this phase curious and wanting to know more.



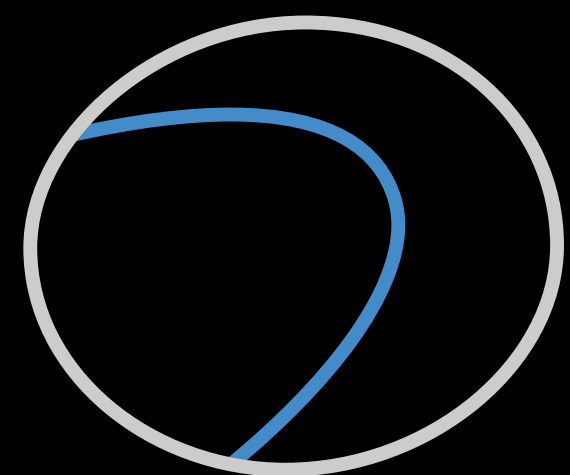
inquire

A Significant Question guides the inquiry and students employ a variety of research techniques utilizing the interdisciplinary content to learn more. As students inquire through substantive investigation, new understandings develop and connections are made.



create

Students design and complete an Original Creation - a tangible, artistic manifestation that demonstrates their understanding of this new knowledge. Thinking moves from divergent to convergent as students' focus on what is best to represent the academic content learned. They construct a prototype and create the final product - continually evaluating and revising until the Original Creation is ready for presentation.



reflect

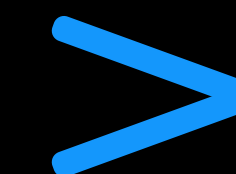
Students cogitate on their journey through the Unit of Study and ask Deepening Questions about what has been learned. They document this process through detailed narratives, maps and metaphors. Students look ahead and consider how they can use what they have learned in practical application, identify the valuable skills acquired and what their next steps will be.

Artful Learning Model Sequence

> Tap on Original Creation for a detailed description of this element.



menu



learn more



Original Creations can be realized through traditional or non-traditional arts media, technology and a myriad of other forms. Subject Areas of Focus can be transformed through sounds, materials, words or movements to communicate a point of view.

A middle school student represented his understanding of the history and impact of communication through metaphor using steel and fused glass.

What is an *Original Creation*?

A bold or innovative product created by the student to express understanding of the Concept and Significant Question in a new or distinctive way. The act of creating challenges students to use higher order thinking - requiring the ability to apply and synthesize the knowledge they have learned.



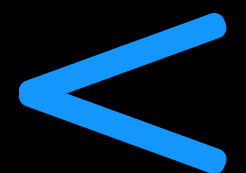
create
reflect

Students design and complete an **Original Creation** - a tangible, artistic manifestation that demonstrates their understanding of this new knowledge. Thinking moves from divergent to convergent as students' focus on what is best to represent the academic content learned. They construct a prototype and create the final product - continually evaluating and revising until the **Original Creation** is ready for presentation.

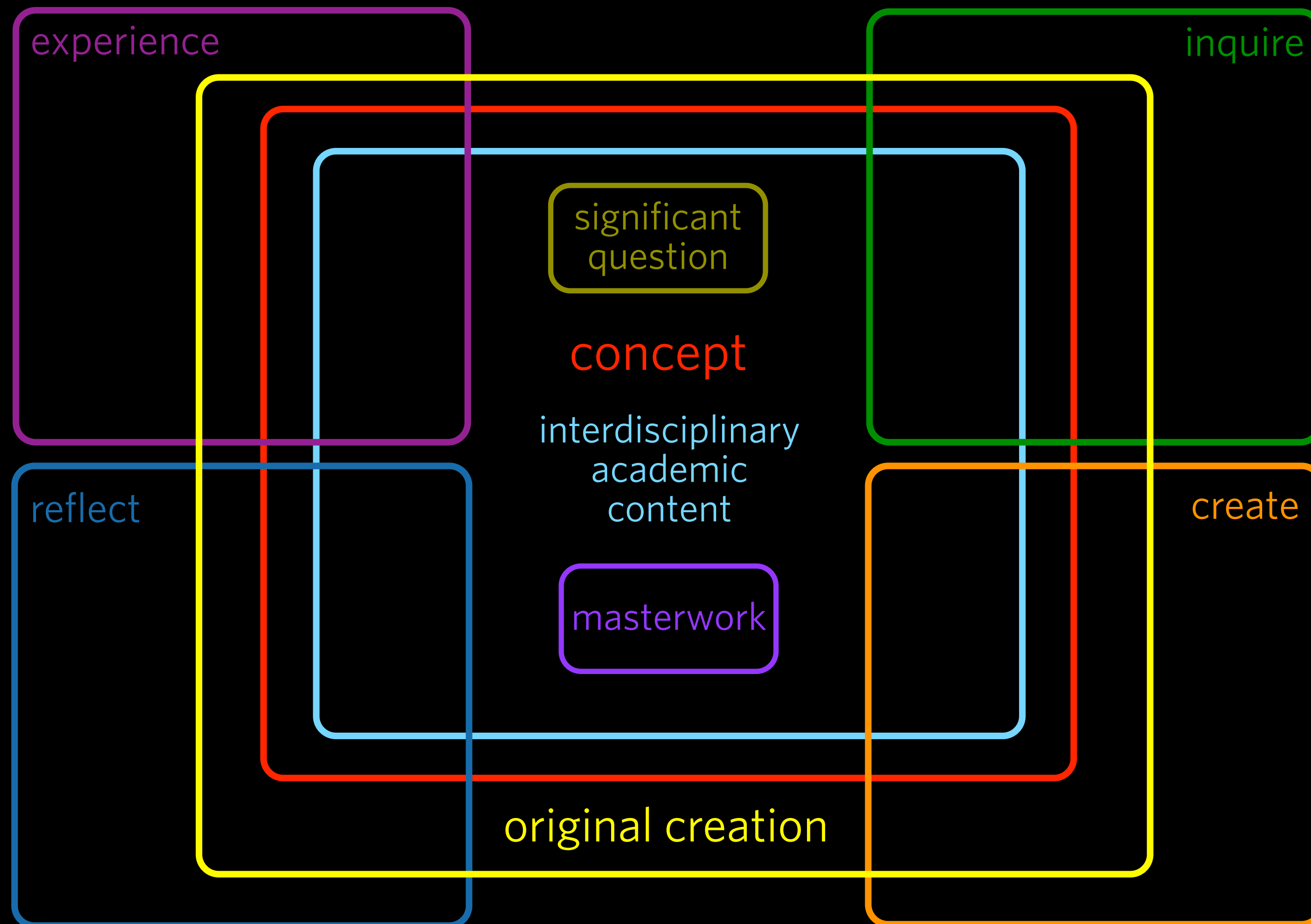
Artful Learning Model Sequence



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Artful Learning uses a concept-based, interdisciplinary framework that arts-aligns the curriculum to engage all learners.

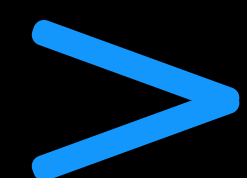
The framework provides educators with a creative approach for developing unit design across the curriculum and assessment that exceeds best practices to deliver powerful, differentiated learning for all students.

A customized, school leadership infrastructure is created for sustainability to transform the school educational experience.

Artful Learning Model Sequence & Framework



menu



learn more

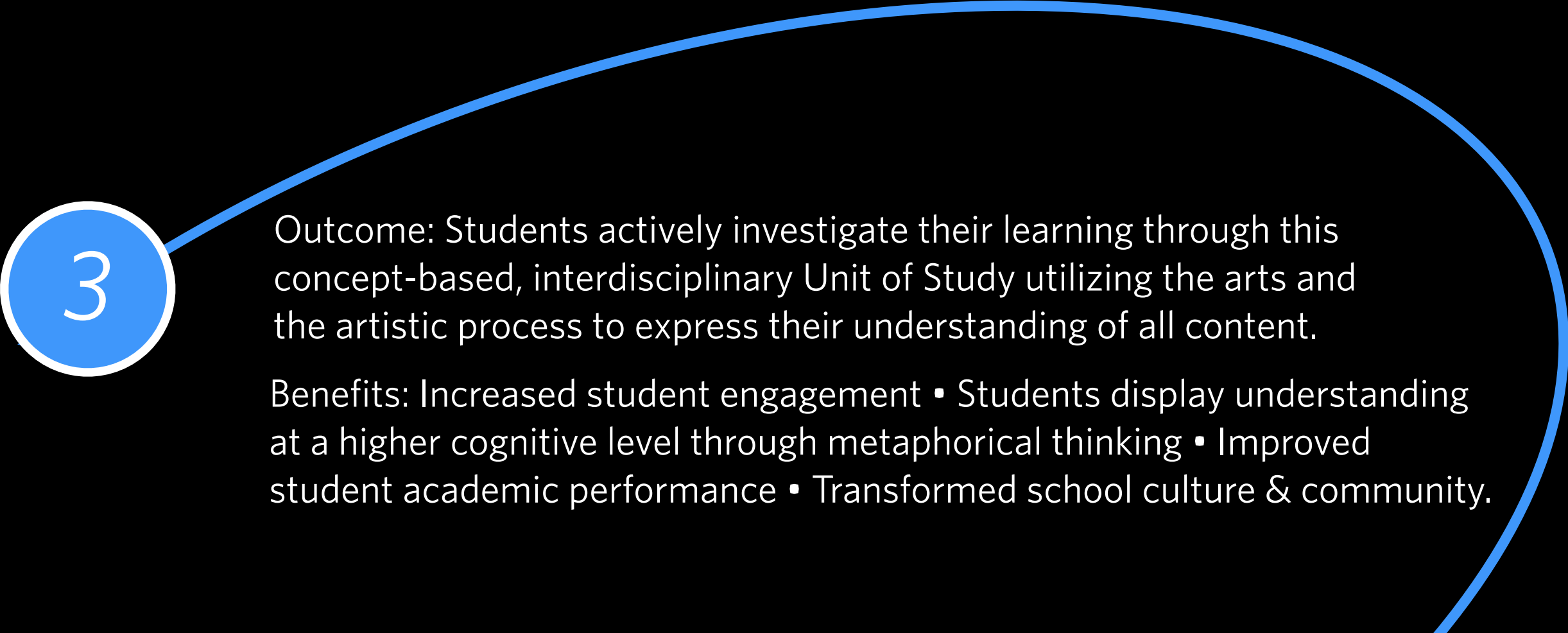
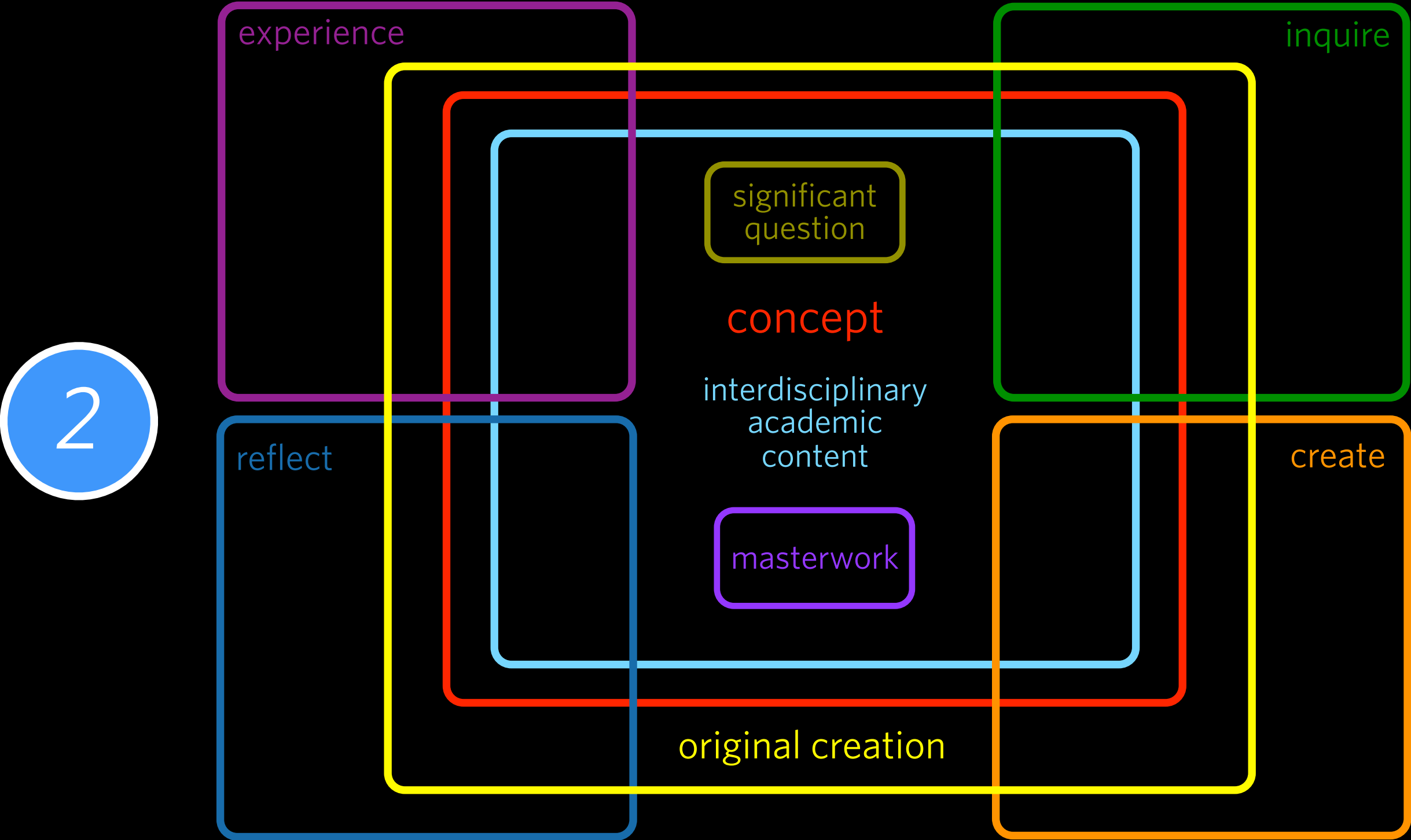
Artful Learning Model Sequence & Framework

How It Works

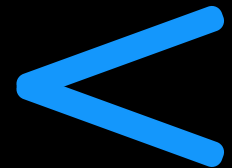
All learning content, modalities and initiatives are reviewed by educators to construct a curriculum map. Interdisciplinary connections are made between all Subject Areas of Focus.



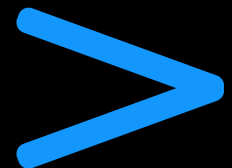
A rigorous Unit of Study is developed to follow the Artful Learning Sequence & Framework.



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It all begins with curious educators and leaders committing to three years of professional development to learn and implement the Artful Learning model.

In addition to providing educators with a vibrant approach to reimagining teaching and learning, it empowers arts specialists in music, visual arts, theatre, dance, media arts and technology to integrate and expand their role as essential collaborators with developing experiences for every learner.

Educators learn how the science of sound is produced inspired by Aaron Copland's *Fanfare for the Common Man* recorded by Leonard Bernstein and the New York Philharmonic.

Learning how an Inquiry Center generates investigative research transfers to unit design when educators begin the process.



menu



Adaptation Unit of Study Overview

Enduring Understanding & Narrative

Adaptation impacts cultures and environments.

Adaptation is defined as a physical or behavioral change. By exploring the subject of adaptation through a variety of different contexts, students will understand that adaptation not only functions as an essential action that helps organisms survive in their specific environments, but that it also represents differences in artistic perception and creation. Organisms adapt to changes in their environments in order to continue to thrive. Artists create different adaptations of a specific artistic piece. Adaptation is essential for the survival of organisms as well as creativity.

Context of the 17 week Unit of Study guides students with what they must be able to understand, know and do through the lens of adaptation.

Students will develop proficiency and vocabulary in the listed interdisciplinary curricular areas while demonstrating their understanding through academic and artistic assessments.

Subject Areas of Focus

ELA: Written and Oral Language Conventions

ELA: Listening and Speaking

ELA: Listening and Speaking Strategies

ELA: Speaking Applications

ELA: Reading

ELA: Reading Comprehension

ELA: Writing

ELA: Writing (Research)

ELA: Writing Applications

ELA: Writing Strategies

ELA: Written and Oral English Language Conventions

ELA: Word Analysis

ELA: Literary Response and Analysis

ELA: Word Analysis | Fluency | Systemic Vocabulary Development

Reading: Integration of Knowledge and Ideas

Reading: Production and Distribution of Writing

Dance: Aesthetic Valuing

Dance: Connections | Relationships | Applications

Language Arts: Reading Comprehension

Mathematics: Mathematical Reasoning

Mathematics: Measurement and Geometry

Mathematics: Statistics | Data Analysis | Probability

Mathematics: Number Sense

Science: Investigation and Experimentation

Science: Life Sciences

History: Social Science

Music: Aesthetic Valuing

Music: Connections | Relationships | Applications

Music: Creative Expression

Theatre: Connections | Relationships | Applications

Theatre: Artistic Perception

Theatre: Artistic Expression

Theatre: Historical and Cultural Context

Visual Arts: Artistic Perception

Visual Arts: Aesthetic Valuing

Visual Arts: Connections | Relationships | Applications

Visual Arts: Historical and Cultural Context

Visual Arts: Creative Expression

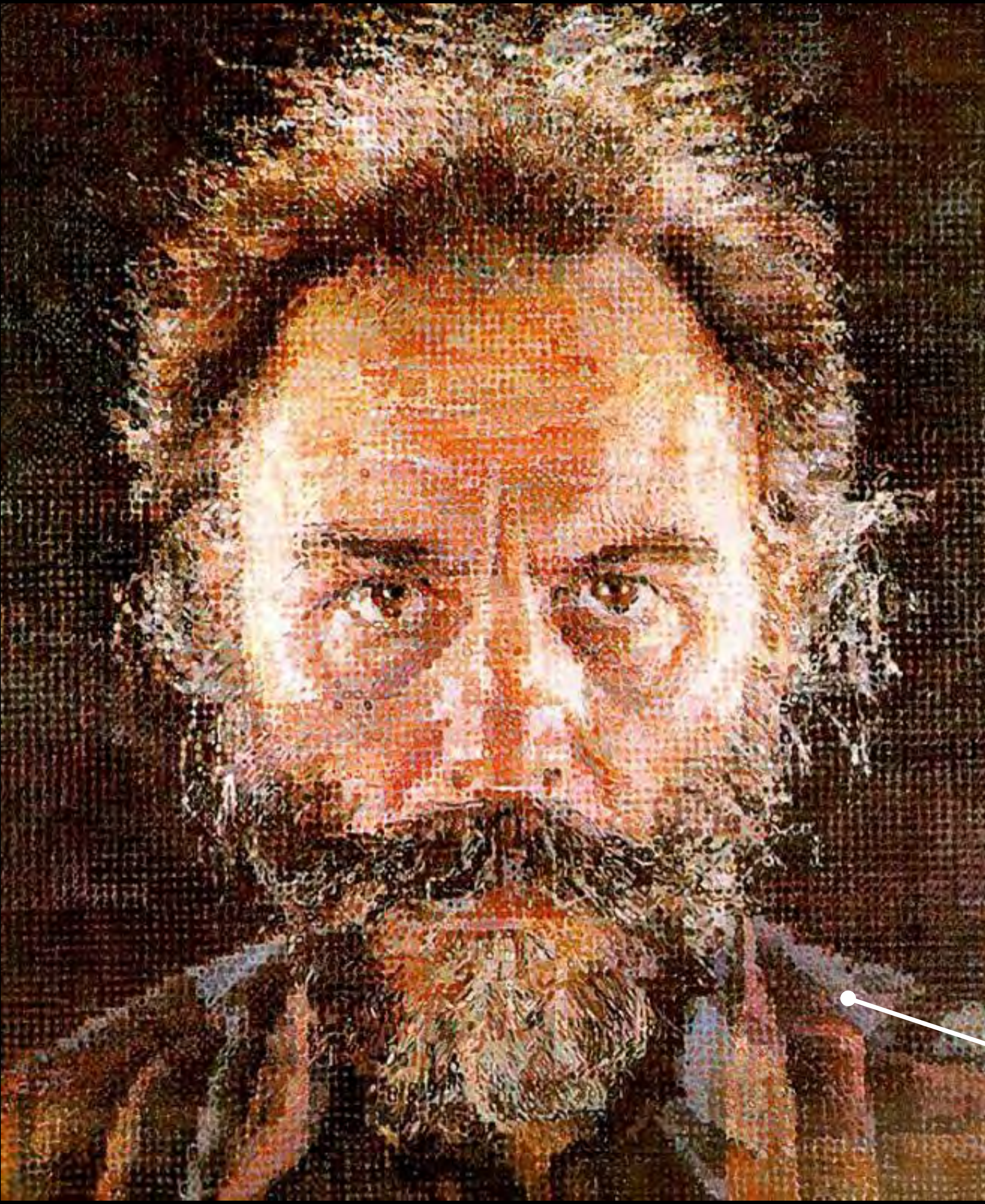
Subject Areas of Focus are organized on a curriculum map. These standards are then reorganized to find the greatest nexus of integration. For example: science + writing + reading + visual arts.



[learn more](#)



[menu](#)



Concept Adaptation

Significant Question

What impact does adaptation have on cultures and environments?

Masterwork

Lucas

Chuck Close

1986 - 87

Oil and graphite on canvas



Click here to see the original photograph from which this painting was adapted.

What is a *Concept*?

An organizing idea or mental construct that is timeless and universal - powerfully linking various topics while crossing multiple disciplines of study.

What is a *Significant Question*?

An overarching question that frames the inquiry by challenging assumptions. This point of reference generates researchable investigations to produce diverse answers.

What is a *Masterwork*?

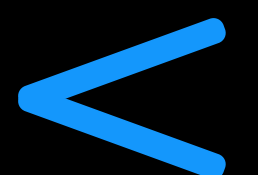
Any human achievement that has exerted influence and regarded to be the best example of the genre. It embodies a significant innovation, theory or insight and has the intrinsic power to engage across disciplines and cultures.



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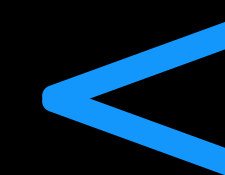
Original photograph Chuck Close adapted for his painting of *Lucas*.



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Concept Exploration

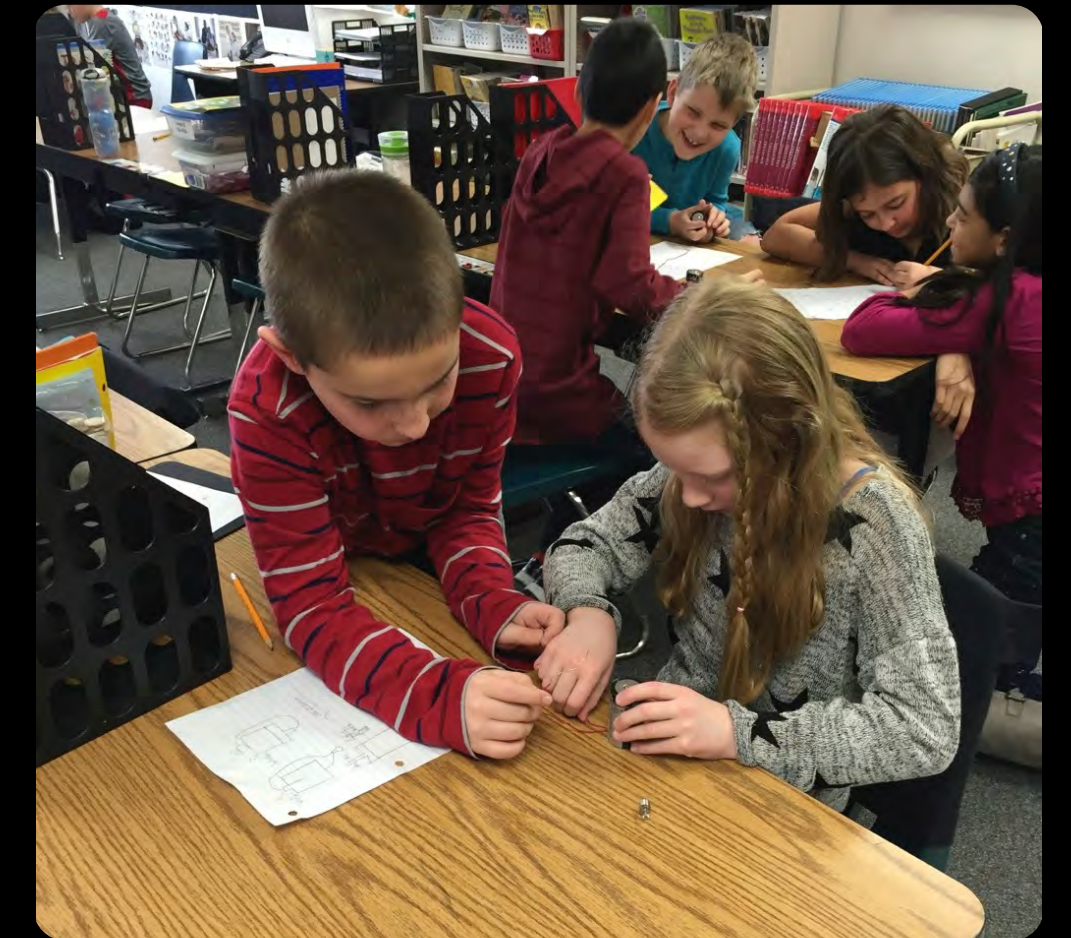


Masterwork Experience

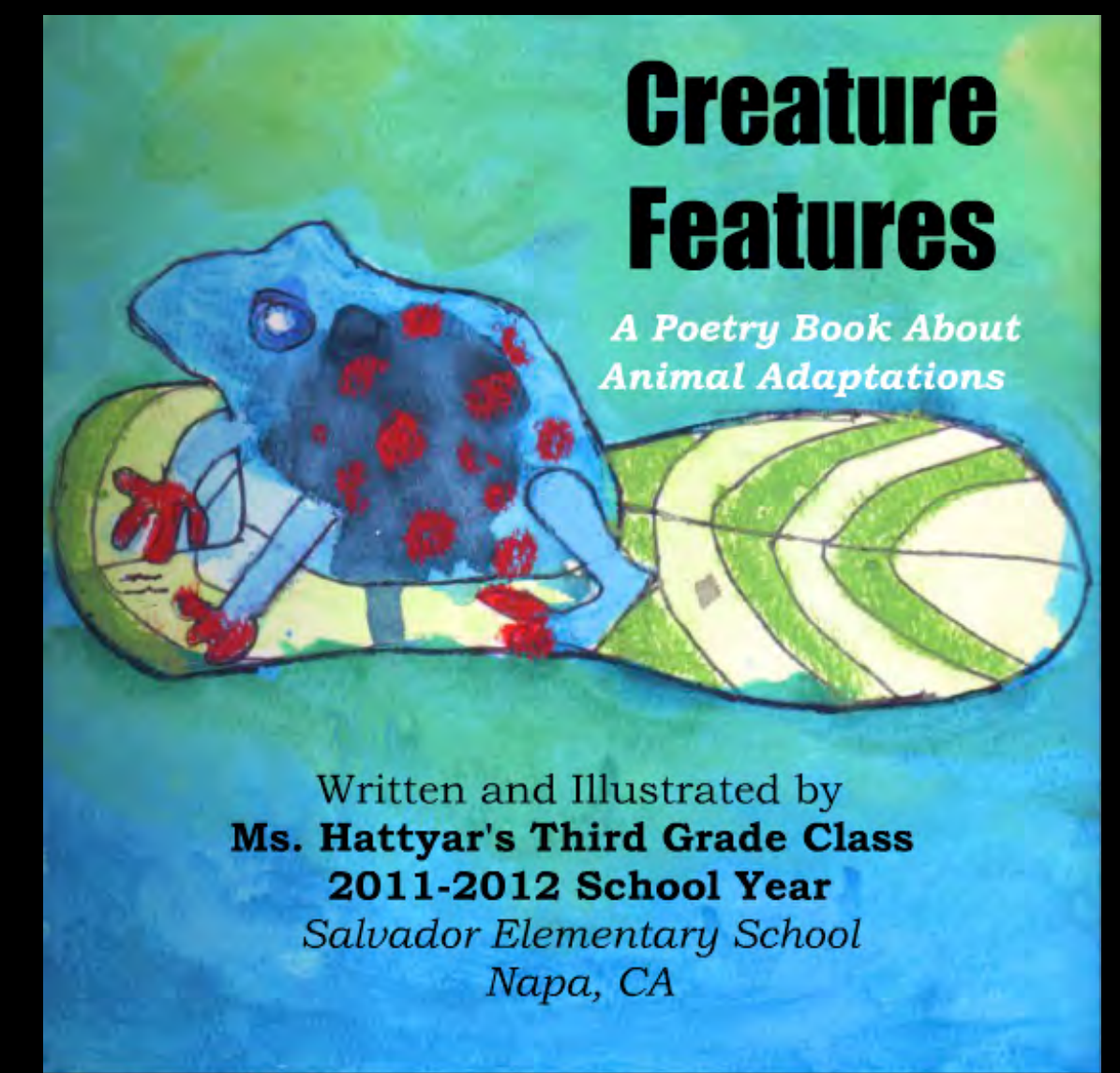


Adaptation Unit of Study Overview

> Tap any element to learn more.



Inquiry Centers



Original Creation



Concept Exploration

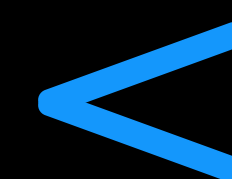
Educators differentiate experiences for the visual, auditory and kinesthetic learners with arts-based skills & strategies. Whether physicalizing the concept through tableaux or adapting the color scheme of Vincent van Gogh's *The Starry Night* - every student has an opportunity to express understanding.



learn more



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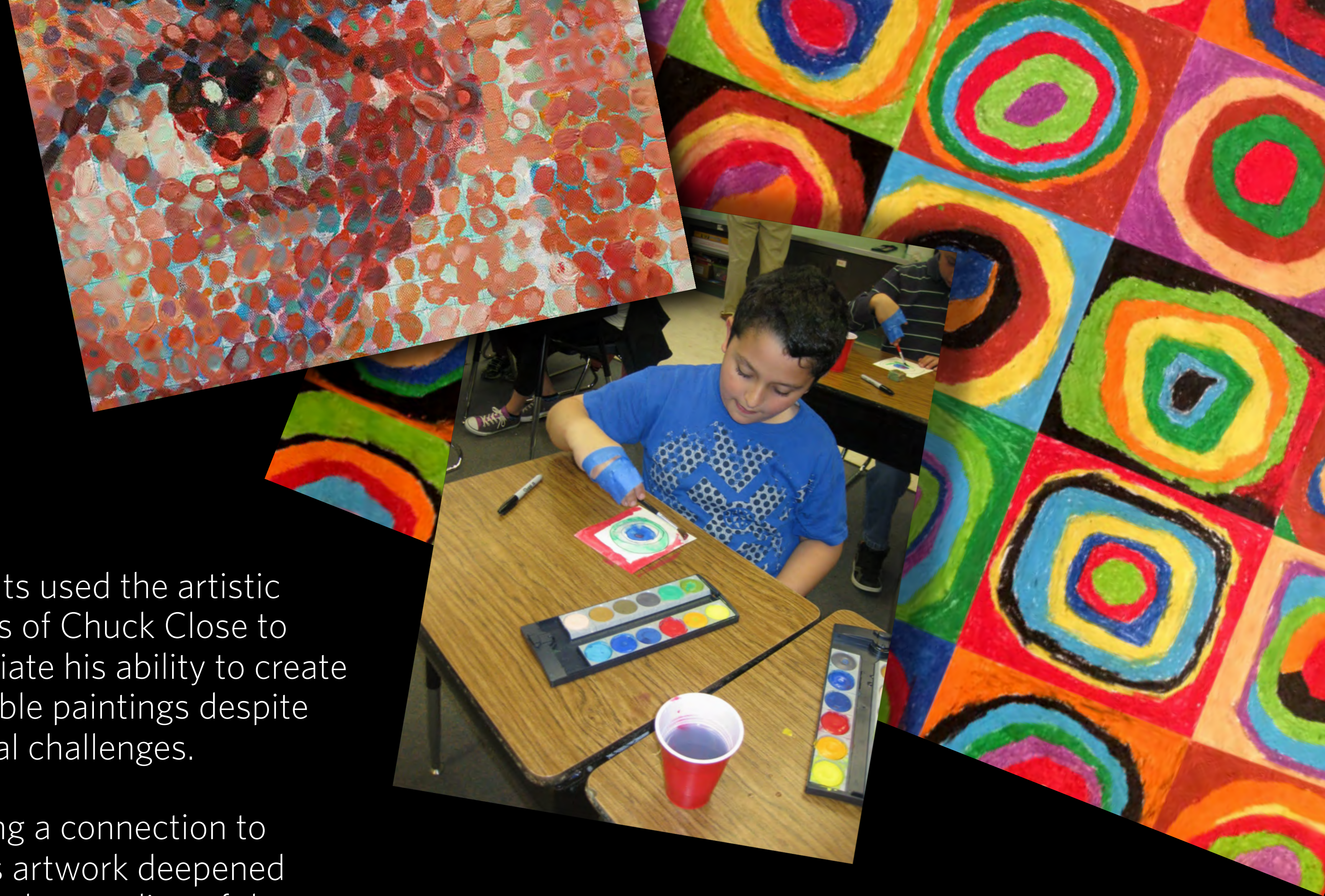
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Masterwork Experience

Students used the artistic process of Chuck Close to appreciate his ability to create incredible paintings despite physical challenges.

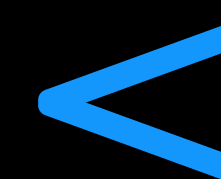
Creating a connection to Close's artwork deepened their understanding of the adaptation concept.



[learn more](#)

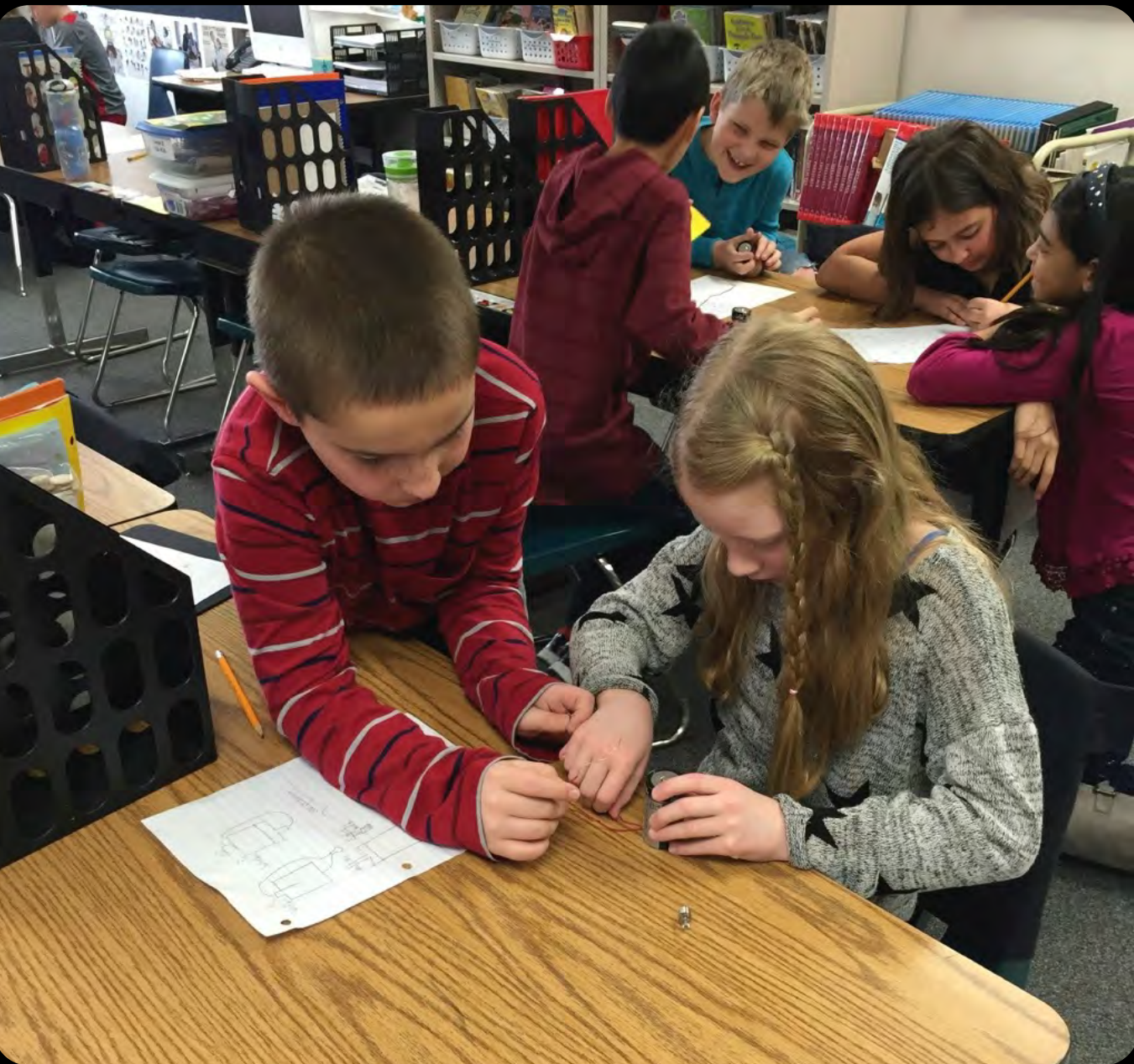


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Rigorous unit design allows for active, intense and constructivist investigation during the inquiry phase of the model.



Inquiry Centers

Collaboration, critical thinking, communication and creativity allow for a myriad of student and educator exchanges.

Integrated centers included:

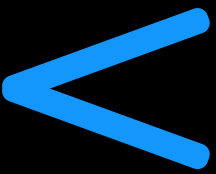
- Plant Adaptations
- Animal Adaptations
- Adaptations in Literature
- Native Americans
- Literature Exploration
- Adaptations of the Cinderella Story



learn more

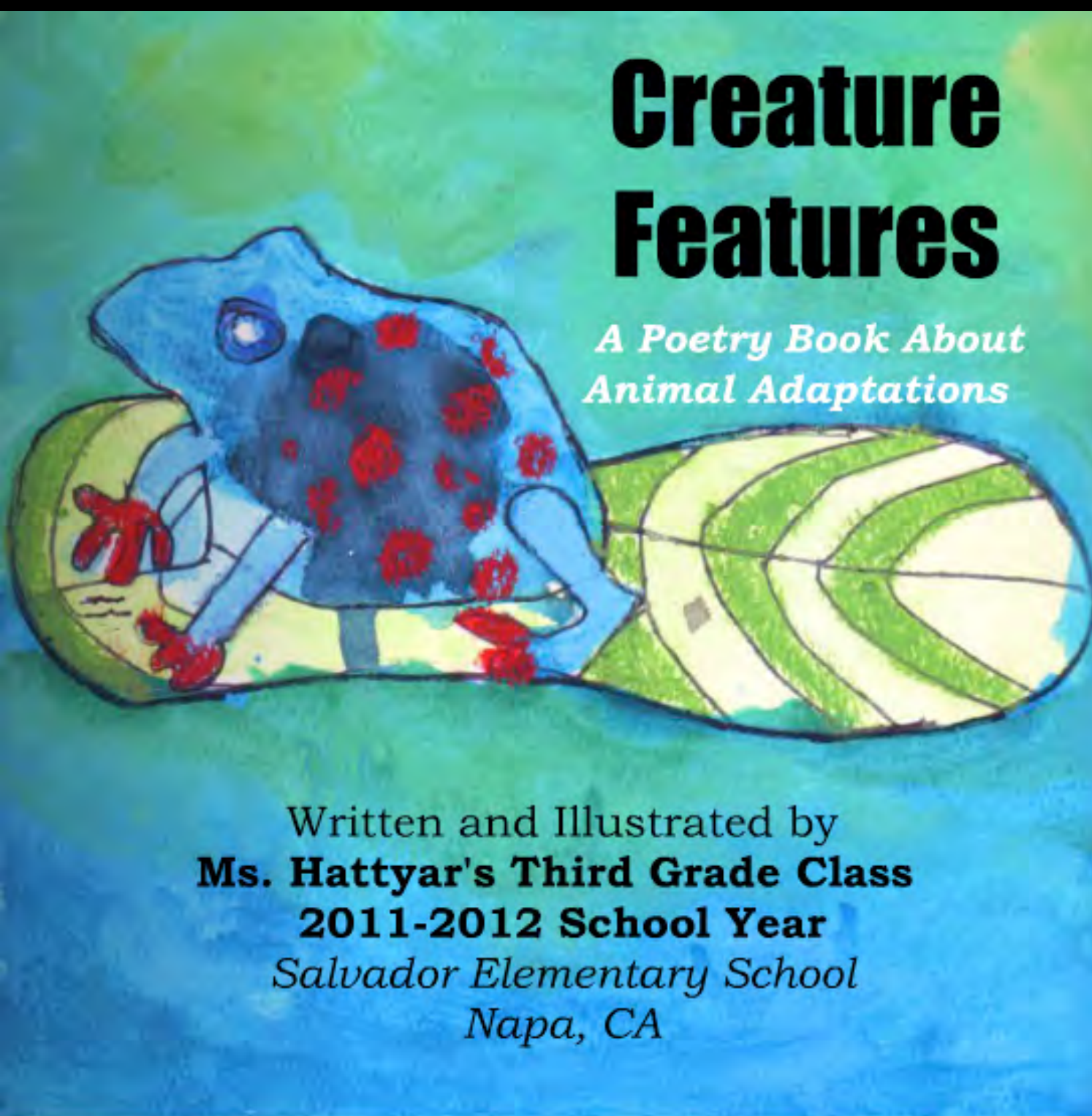


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Students published a book of mixed media artwork and poetry showcasing animal adaptations.



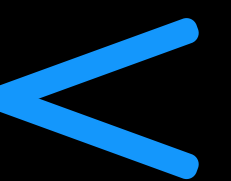
Original Creation

Common Core Reading and Writing Production Standards fused with Life Sciences and Visual Arts Standards comprised the interdisciplinary construct.

A focus on academic vocabulary and artistic fluency empowered students to produce this rich and vibrant tome.



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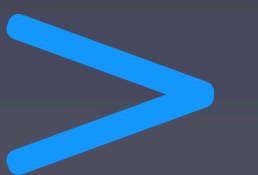


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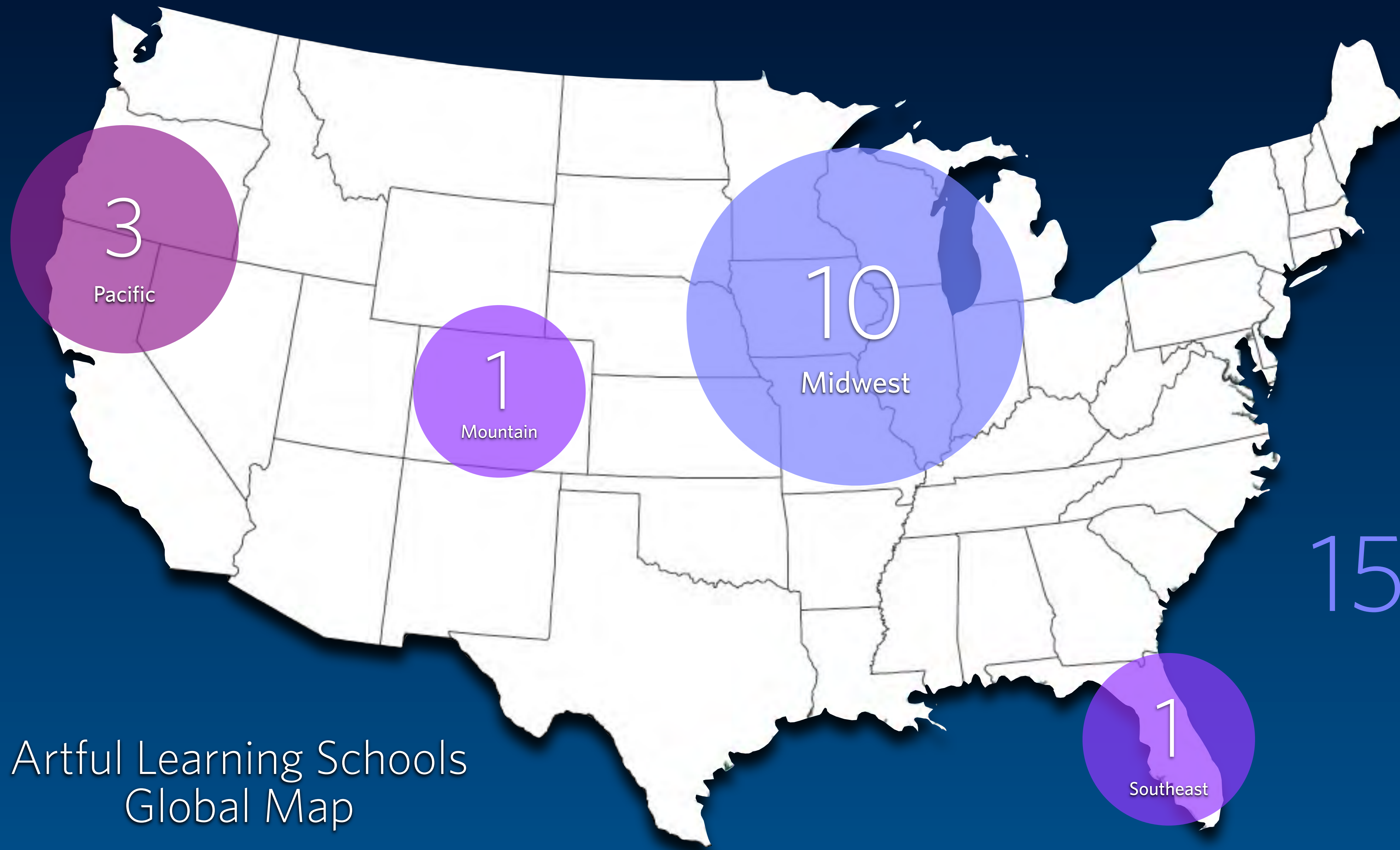
250,000 students exposed to the model

800 educators, principals & artists
mentoring with the framework every day

7,500 learners used *Artful Learning* today



[learn more](#)

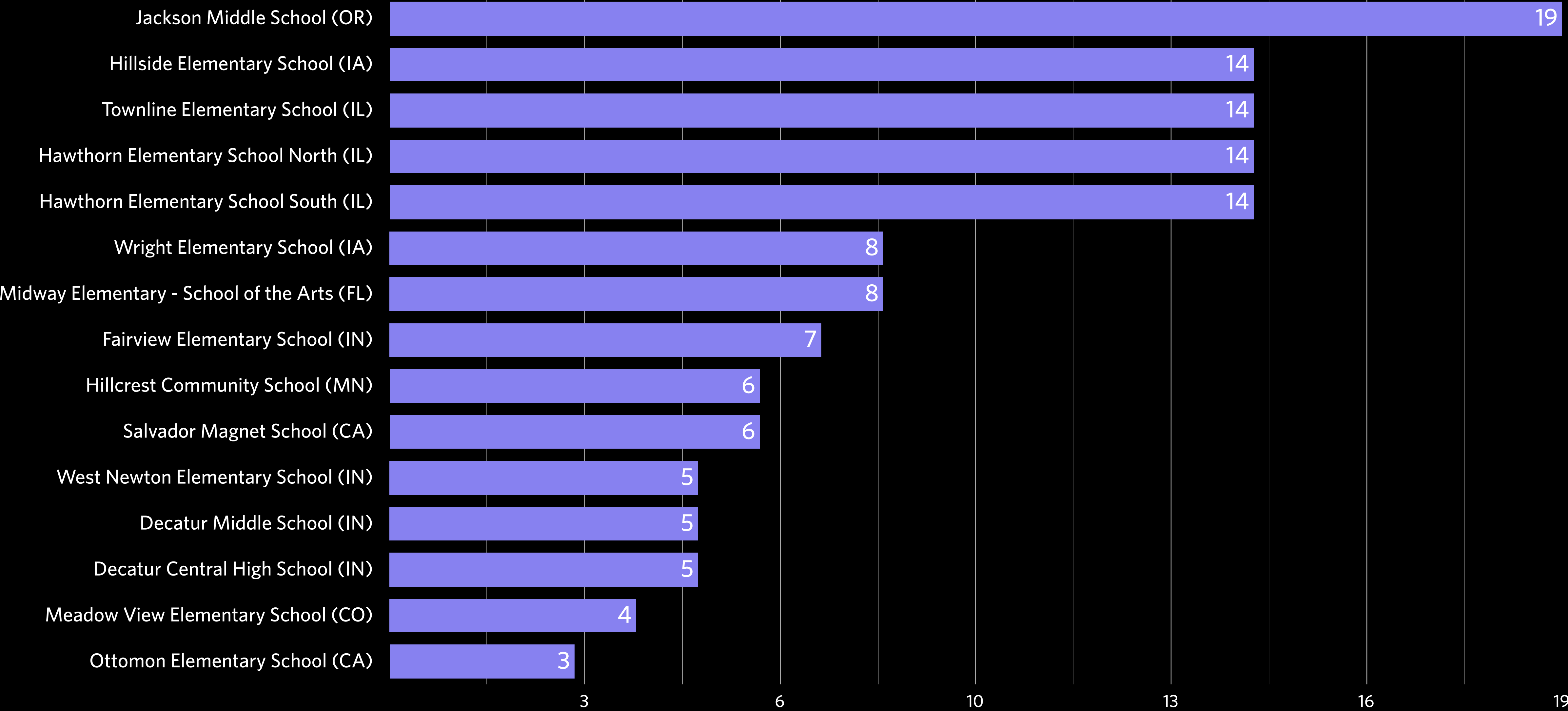


15 schools in
8 states

Artful Learning Schools Global Map

[View the breakdown >](#)

Artful Learning • Legacy & Emergent Schools • 2016-2017

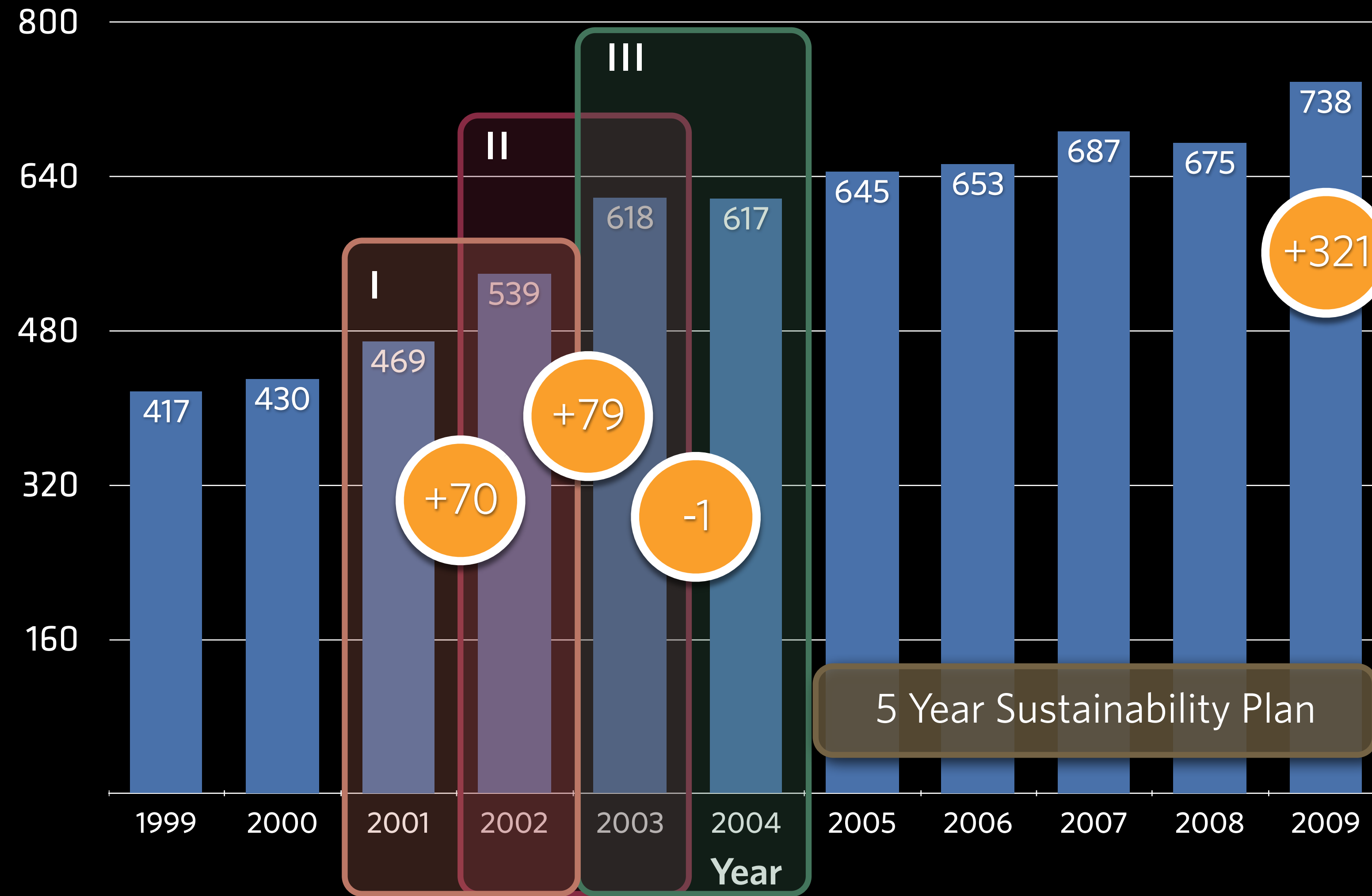


Years Implementing & Sustaining Artful Learning

Artful Learning School

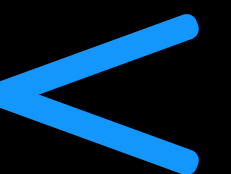
Academic Performance Index (API) History*

K - 5 API Growth



Sustained
Academic Growth

- Level I
- Level II
- Level III





Artful Learning Advantages

Creative Process

Uses the arts and the artistic process to increase student engagement and improve academic achievement.

Powerful Framework

Provides a framework for exploring and delivering curriculum that revitalizes teaching, learning and leadership.

Relevant Professional Development

Facilitates a three-year professional development series for teachers and the school leadership team.

Customized Support

Adaptable to any educational system for seamless integration and sustainability.

Differentiated Instruction

Empowers educators to develop differentiated instruction that meets the needs of all learners.



A black and white photograph of Leonard Bernstein, shown from the chest up, looking slightly to the right with a thoughtful expression. He is wearing a light-colored turtleneck sweater. His right hand is raised, with fingers slightly spread, as if gesturing while speaking.

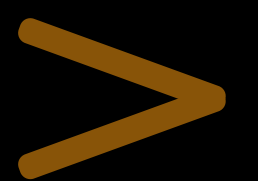
Synopsis

The *Artful Learning* **Life & Legacy Timeline** extols the significant life work of Leonard Bernstein (1918-1990) as an Artist, Teacher and Scholar. Encouraging educators employing the methodology to view their work as teachers and leaders in the same light, this sampling of Bernstein's achievements highlight just some of the contributions he made to music, the arts and education.

Trace the trajectory of his incredible career and learn how Artful Learning evolved.



menu



learn more



1940 - 1942

Bernstein meets conductor and founder Serge Koussevitsky at Tanglewood. He will serve as Koussevitsky's conducting assistant and eventually become an educator and mentor for the rest of his life to aspiring conducting students during summers at Tanglewood. During this period he composed and premiered **Symphony No. 1, Jeremiah**, dedicated to his father Samuel Bernstein.



1944

The debut of **Fancy Free** with choreographer Jerome Robbins and Leonard Bernstein as composer, establishes both men as creative geniuses. They will collaborate together on the musical comedy **On The Town** (1944), **Facsimile** (1946), the masterpiece **West Side Story** (1957) and the ballet **Dybbuk** (1974). In 1945, Bernstein is named director of the New York City Symphony.



1944 - 1948

Bernstein publishes an article in The New York Times, "The Negro in Music" while becoming an advocate for the African-American musician. Ever the consummate academician as pictured here, he studies a score in preparation for a rehearsal. He conducts for various orchestras in the United States and abroad.

1945

As with Koussevitsky, Leonard Bernstein maintained an enduring friendship with composer, conductor and author, Aaron Copland. Bernstein is pictured with Copland both at the piano as a young student and as the accomplished maestro conferring with his mentor and colleague of fifty-three years during an orchestral rehearsal.



back

learn more



1949 - 1953

During this period as a classical composer, Bernstein completes his **Symphony No.2, The Age of Anxiety** and the one-act opera **Trouble in Tahiti** (1952). This work will eventually be incorporated into the second act as a flashback of Bernstein's second opera, **A Quiet Place** (1984). Equally comfortable in the musical theatre world, **Wonderful Town** (1953) opens in New York to critical acclaim. This is the second successful collaboration with friends Betty Comden and Adolph Green.



1954

The Emmy Award winning (one of twelve Bernstein will earn over his lifetime) **Omnibus** appears on CBS-TV and ABC-TV. The transcripts from these seven shows, of which Bernstein was the author, were later published as **The Joy of Music**. He is quoted as saying, "I realized suddenly that...this old quasirabbinical instinct I had for teaching and explaining and verbalizing found a real paradise in the whole electronic world of television." In 1956, Bernstein composes **Candide**, "a comic operetta based on Voltaire's satire." While it's critical acclaim was mixed, it is considered by many to be one of Bernstein's finest works.

1957

As a retelling of Shakespeare's Romeo and Juliet in a contemporary New York setting, **West Side Story** combined the talents of Leonard Bernstein (music), Stephen Sondheim (lyrics), Arthur Laurents (book), and Jerome Robbins (choreography and direction) to revolutionize and inspire the American musical. It remains a touchstone in the lexicon of all artistic disciplines - innovative and magnificent - while being a lasting commercial success. Here composer and lyricist rehearse members of the original Broadway production.



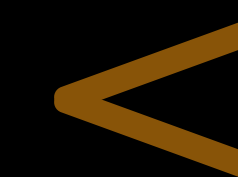
WEST SIDE STORY

1958

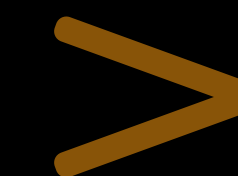
Bernstein is named Principal Conductor and Music Director of the New York Philharmonic, a position he held until 1969. In addition to the regular concert season performances, he and the orchestra recorded most of the standard repertoire for Columbia Records. Together they were recognized as world music ambassadors with triumphant tours of Latin America (1958), Canada (1967) and the International Tour (1959) through thirteen countries that was hailed by *Time* magazine as "likely to go down as the most successful of all time."

1958 - 1960

The **Young People's Concerts** debuts on CBS-TV and continued until 1972. All fifty-three programs were researched, written and conducted by Bernstein with the New York Philharmonic. A viewing audience of 27 million people watched these concerts broadcasted "live" from Carnegie Hall in New York structured around inquiry-based discovery. The book **Leonard Bernstein's Young People's Concerts for Reading and Listening** was adapted from this material and published in 1962. With the success of the televised Young People's Concerts, a new series for CBS-TV targeted at an adult audience, **Leonard Bernstein and the New York Philharmonic**, led The New York Times to proclaim that, "One of the best things that ever happened to television is Leonard Bernstein."



back



learn more



1963 - 1971

Composes **Symphony No. 3, Kaddish, Chichester Psalms** and publishes his third book, **The Infinite Variety of Music**. In 1971, **Mass: A Theater Piece of Singers, Players, and Dancers** opens the opera house at the John F. Kennedy Center for Performing Arts in Washington, D.C. Bernstein is appointed conductor laureate for the New York Philharmonic while accepting guest-conducting positions with orchestras in Paris, Tel Aviv, Tokyo and Vienna. As a celebrated operatic conductor with productions of *Carmen, Falstaff, Cavalleria Rusticana*, and a noted champion for the music of Gustav Mahler, Bernstein's world-wide acclaim increases.

1973

The Unanswered Question, named after the composition by Charles Ives, evolved into a series of six lectures written and delivered by Leonard Bernstein while at Harvard serving as the Charles Eliot Norton Professor of Poetry. These lectures explored the psycholinguistic models of Noam Chomsky through phonology, syntax and the semantics of music.

The Bernstein mantra of **"...the best way to know a 'thing' is in the context of another discipline"** became the initial cell of **Artful Learning** over thirty years ago and informed the vision to further develop this methodology.



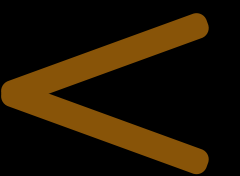
1980 - 1990

Bernstein as teacher and visionary. Bernstein has been called "the most able teacher of music to large audiences on the world." A life-long educator committed to developing opportunities for inspired learning was realized during this period. He served as the Artistic Director for the Los Angeles Philharmonic Institute in California, founded the Pacific Music Festival in Sapporo, Japan and developed an exemplary training orchestra at the Schleswig-Holstein Music Festival in Germany. His fourth book, **Findings** (1982) was published and he conducted the **Berlin Celebration Concerts** (1989) on both sides of the Berlin Wall as it was being demolished.

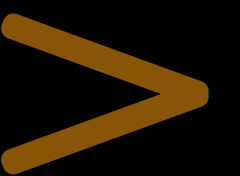
1990

Bernstein receives the Praemium Imperiale, an international prize created by the Japan Arts Association - awarded for lifetime achievement in the Arts. Bernstein used the \$100,000 prize to launch the Bernstein Education Through the Arts (BETA) Fund, Inc. to *"develop and encourage programs that integrate the Arts into the daily school experience."*

The vision of **Artful Learning** has been developed and refined for nearly two decades into a transformative learning system to establish creative and artistic processes for teaching and learning. **The Leonard Bernstein Center** was founded in 1992 with the **Artful Learning** organization incorporating in 2009.



back



learn more

A sepia-toned photograph of Leonard Bernstein conducting. He is shown from the chest up, wearing a dark suit and a white shirt with a bow tie. His head is tilted back, and his right hand is raised in a conducting gesture. The background is dark and out of focus.

THE BEST WAY TO **KNOW** A THING IS IN THE
CONTEXT OF **ANOTHER DISCIPLINE**

Leonard Bernstein - 1973



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Adaptation Unit of Study written by Shannon Hattyar | Salvador Magnet School - Napa, CA

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