



Chicago Arts Partnerships in Education

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CAPE Documentation Ideas and Tips for Partnership Classrooms

Timeframe	Big Ideas	Tips/Practical Examples
Getting Started	<ul style="list-style-type: none"> • Teacher/artist hopes for unit – why is this project taking place? • Student knowledge of content areas, and student questions • Student responsibility as Dem. Site leaders • Any questions about unit/arts integration ideas 	<ul style="list-style-type: none"> • Interviews with students (written, video, or audio) • Collection of work – first attempts, first drafts, etc. • Still images • Written descriptions of units and questions • Surveys and student questions for audience members
In the Process	<ul style="list-style-type: none"> • Process documentation • Surprises/changes in direction and why (for example, extraordinary changes in student behavior/learning) • Collecting reflections on learning along the way • Teacher/artist collaboration during process 	<ul style="list-style-type: none"> • Journal entries • Still images • Student work in progress • Written interviews • Audio/video taping of process • Sketching/writing • Reflection statements
Moving Beyond	<ul style="list-style-type: none"> • Student responsibility – what was student role in demonstration site? • Artist/teacher collaboration –how did they reinforce/support each other's work? • Artist, teacher, student reactions • Effect of arts integration on student learning • Effectiveness of demonstration site – how did school/colleagues react? What were student perceptions of demonstration site? 	<ul style="list-style-type: none"> • Finished student work • Written reflections • Documentation of culminating activity • Surveys/feedback • Audience interviews/surveys • Reflect on changes during process and subsequent effects on expected outcomes (compare with beginning and middle reflections/hopes) • Lesson plans