

advocacy

{art} starts

**A Toolkit for Arts Education:
Parents, Students, Teachers
and Community Members**

Contents:

Introduction

Arts Education Talking Points.

Research

Arizona Arts Standards.

An arts education checklist for Schools

Advocacy

Building a parent/community Art Support Group.

Testimonials

Resources

AAAE Membership form

An Education Without the Arts Receives an Incomplete

The promise for America's future lies in the successful education of its youth. When we speak of raising the bar on academic standards and measuring student understanding, it is natural to associate these terms with the academic basics. We believe that the arts are basic and essential to a complete education in and of themselves and that they contribute as well to learning in the other academic areas.

The Arizona Alliance for Arts Education believes that all children in the state of Arizona should have access to a comprehensive, sequential education in all of the arts. The State Board of Education believes it too. In 1997 they adopted the Arizona Arts Standards, guidelines for what every child K-12 should be able to know and do in the various artforms. Through its various initiatives, the goal of the Alliance for Arts Education Network is to ensure that decision-makers value, support and implement arts education agendas as integral components of student success.

The Arizona Alliance for Arts Education is a member of the Kennedy Center for Arts Education Network and is funded in part by Arizona ArtShare, the state arts endowment fund, through public and private contributions.

art is instrumental

According to U.S. Secretary of Education, Richard W. Riley, "...Art in all its distinct forms defines, in many ways, those qualities that are at the heart of education reform - creativity, perseverance, a sense of standards, and, above all, a striving for excellence."

So why isn't there more arts education in our schools?

One of Arizona's greatest challenges is the tremendous unevenness in the quality of arts education programs across the state. It is possible to redress these differences with priority realignment, professional development for teachers, and partnerships. A major function of the Arizona Alliance for Arts Education is to facilitate partnerships that will assure quality arts education for all students.

We can begin to address this issue by expecting more arts in our schools. Find out how: take the time to read through and use the components of this tool kit. This kit was designed to give you some "one stop shopping" arts education resources, from a checklist to assess a school's arts programs to a listing of arts in education funding opportunities.

Finally, please join us. As part of the Arizona Alliance for Arts Education you will share in the vision, participation and support of a large organization to help affect change.

{art} starts

Arts Education Talking Points

Arts Education Talking Points

1. The arts are central to life long learning

* We are surrounded by the arts. Our clothing, cars and homes reflect complex and expressive design. We hear music throughout the day. TV and film are filled with dance and drama. More and more we go to museums, to the theatre, music and dance performances

* The arts have been central to every culture past and present. Often the best way to understand other societies is through their arts. The arts are a reflection of our society; they inform and engage us, both subtly and deeply, and give meaning to our shared experiences.

2. A comprehensive, sequential arts education is essential for all students

* Students can develop unique expressive skills through their creation of the arts; and the arts present ways for students with differing learning styles and abilities to "find their voice"

* The arts present a powerful way for students to perceive the world around them. Thinking starts with the ability to perceive. (Project Zero)

* Experience with the arts transfers to and strengthens basic thinking skills in a variety of areas, e.g., spacial-temporal thinking needed for higher level mathematical reasoning (Gardiner and Shaw research), language and analytical thinking needed for verbal thinking and communication.

* Experiences in creating the arts are highly

motivating ways for students to develop social/group skills, e.g., collaboration, loyalty, responsibility, reliability, respect for others and their work.

* The Arizona School Board has mandated all arts for all students through junior high and proficiency in one art form for graduation.

3. The arts should be integrated into the curriculum and taught as independent disciplines.

* Dance, music, theater and the visual arts are each a distinct discipline and students must learn to critique and understand the role of each in society. They should also be introduced to creating in each art form.

* The arts are basic to the study of social studies and language arts since they are found in all social contexts and are a means of communication

* The arts are a highly motivating method for students to learn about many subjects including math, science and foreign languages.

4. Arts education prepares students for the workplace

* There are many interesting, well-paying job opportunities in the arts, or that use an arts background in the technology/communications and entertainment industries and in education.

* Business seeks students with arts degrees because they have developed valuable reasoning, creating and communication skills.

5. Arts education prepares students for college

* The U.S. Department of Education recommends that college bound middle school, junior high and high school students study the arts. Arizona universities require one high school arts credit for admission. The skills and behaviors students need to learn for successful job performance are directly impacted by their training in the arts.

research

{art} starts

Arts Rich Schools V.S. Arts Poor Schools had a 3% lower drop out rate before graduation. (Champions of Change)

There is a growing body of research, which supports how a child's involvement in the arts impacts learning and brain development in a positive way. While we believe that the value of arts education is intrinsic to student learning in and of itself, it is helpful to have a few examples of research findings:

* A study by the Arts Education Research Center at NYU shows that achievement test scores in academic subjects improve when the arts are used to assist learning in mathematics, creative writing, and communication skills.

* Arts Rich Schools V.S. Arts Poor Schools had a 3% lower drop out rate before graduation. (Champions of Change)

* Music stretches the brain to reinforce the natural ability to see and hear patterns and rhythms; this correlates to an area of the brain, which handles spatial/temporal thinking and higher cognitive reasoning skills, particularly math. (Shaw and Gardiner)

* The average student at Bolton elementary school had an IQ of 92. Through a residency/research project with the Winston-Salem Piedmont Triad Symphony students, test results showed that students who had undergone a music enhanced curriculum compared to students not in the program scored close to 50% higher in reading and math. (1993 Bolton Project)

* The writing quality of elementary students was consistently and significantly improved by using drawing and drama techniques that allowed the students to experiment, evaluate, revise and integrate ideas before writing began, thus significantly improving results. (B.H. Moore and H. Caldwell)

* High-risk elementary students with one year in the arts-infused "Different Ways of Knowing" program gained eight percentile points on standardized language arts tests; students with two years in the program gained 16 percentile points. Non-program students showed no percentile gain in language arts. (J.S. Catterall)

Arizona Arts Standards

{art} starts

In 1994, President Clinton signed the Goals 2000, Educate America Act in which the arts were included as one of the five core academic subjects. As a consequence, National Standards for the arts were created. Arizona was among many states whose Board of Education developed and adopted new statewide academic standards, including the standards for the arts.

The Arizona Arts Standards are not:

another test

new mandated curriculum

a policy

They are: "a framework for quality teaching, ...a roadmap for public education in Arizona"

Arizona State Board of Education

For each arts discipline, the Standards promote both work in the art form and work about it. They contain three broad ideas about what students should know and be able to do:

1. Creating Arts

Students know and apply the arts disciplines, techniques, and processes in original or interpretive work. They describe arts elements, demonstrate skills, perform in a variety of settings and improvise

2. Arts in Context (how interrelated conditions influence the development and reception of ideas about the arts)

Students analyze works of art from their own and other cultures and demonstrate how interrelated conditions influence the development and reception of ideas. They describe the role of arts in communities, describe elements in exemplary art works, identify sources from their culture that serve as motivation for the creation of art.

3. Arts as Inquiry (reflection about characteristics and meaning in the arts).

Students reflect on the concepts and themes and assess the merits of their work and the work of others. Building on previous knowledge and skills, they describe the interactive role of the artist and audience, describe their own work, analyze the basic elements of an art work or performance and reflect upon the meaning of art works for them.

Students who engage in the arts learn to convey their ideas and emotions and develop life-long learning and workplace skills.

The arts standards are sequential. They require schools to provide sequential study in the arts beginning at kindergarten. Each year builds on the previous year of learning.

The standards provide guidelines for teaching and learning in the arts at:

* Readiness (K), Foundation (grades 1-3),

* Essentials (grades 4-8) levels for

all students in dance, theater, music, and visual arts

* Proficiency (high school) in one arts form for high school graduation

* Distinction (honors level to perform with expression and technical accuracy.

In brief, the Standards specify that by the time students have completed high school they should:

* Be able to communicate at the essentials level in the four arts disciplines;

* Be able to communicate proficiently in at least one art form;

* Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods;

* Be able to develop and communicate basic analyses of works of art

For a full copy of the Arizona Arts and Reading/Writing Standards contact:

Arizona Student Assessment Program
Arizona Department of Education
1535 W. Jefferson St.
Phoenix, AZ 85007
<http://www.ade.state.as.us>

arts
value of

Arts in Schools Checklist

{art} starts

Checklist to assess your school's Dance, Music, Theatre and Visual Arts Programs and for school's Excellence in Arts Education

School Leadership:

Do instructional leaders (principals and superintendents) and faculty understand that the arts are essential to teaching and learning?

Is there a parent group organized to support arts education?

Do you work directly with the district arts coordinator or an administrator to ensure quality arts programs?

Do you encourage student arts exhibits, performances, field trips and speakers as a part of your arts programs?

Financial Support:

Does your school provide a budget for arts programs other than student fees and donations from the PTO, PTA or some other source?

Is there a budget for arts supplies and the acquisition and repair of instruments and equipment?

Is money designated for professional development

Art Curriculum:

Do the written goals and objective of your district and school include study of the arts?

Does the k-12 arts curriculum reflect the Arizona Arts Standards and include the opportunity to produce and create art works, to study arts history, criticism and appreciation?

building creativity

Arts Instruction:

Do teachers plan lessons and units in the arts that reflect the district curriculum?

Are arts specialists available as resources for classroom teachers?

Are parents and students aware of the standards?

Are students involved in the roles of artist, critic, historian and observer?

Do students and teachers assess progress in arts learning and teaching?

Classroom Materials and Resources:

Are resource textbooks and materials provided for each teacher and for the students?

Are they being used?

Are film, slides, prints, posters and original art work available for teacher use?

Does the library have a collection of resources for students on arts activities and techniques, arts appreciation and history, as well as artists and careers in the arts?

Are arts magazines and journals available?

Arts Personnel and Professional Development

Are programs staffed with certified endorsed arts teachers or classroom teachers who are adequately trained?

Is there on-going staff developments for your teachers?

Are classroom teachers and arts specialists provided training in methods to work together to integrate the arts into the curriculum?

Are classroom teachers provided training in a variety of arts activities and techniques, and in methods to teach arts appreciation, history and criticism?

Are the arts teachers active members of their arts education associations?

Are they pursuing advance course work and additional arts training?

What Can You Do To Increase the Quality of Arts Education?

Get complete copies of the Arts and Reading/Writing Standards

Contact Arizonans for Cultural Development for an Arts Advocacy in Arizona handbook

480 990-1664 website: azcd.org

Contact the Arizona Alliance for Arts Education and the Arizona Commission on the Arts for information about professional workshops, arts materials and residencies, arts partners.

Find out who is teaching the arts and what curriculum and activities are used.

Let everyone know that you, in your school, want education in all four arts for all students grades K-8 and in at least one art form for students in grades 9-12.

Make your school and community aware of the need for teachers qualified to teach the arts.

Create an awareness and understanding of the importance of arts education with your parents and students, faculty and administrators, school board and community members.

Resources

For more information and support for partnering arts programs, contact:

Arizona Alliance for Arts Education
602 264-0299 e-mail: idjra@aol.com

Arizona Commission on the Arts
Education Director
417 W. Roosevelt
602 229-8223

For a copy of the Arizona Arts Standards contact:

Arizona Student Assessment Program
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007

Testimonials

{art} starts

Increasingly business leaders are recognizing that a quality arts education for all students is critical for economic and cultural vitality. The Business Circle for Arts Education first convened in 1996 in recognition of the important role business must play toward this effort. The main goal of the Business Circle is to increase the general public's understanding of the value of arts education and why it is important for the business community.

Implementing the arts in Arizona's core curriculum will help strengthen the traditional 3 R's. In addition, the arts will develop students who think creatively, have high-level communication and interpersonal skills, are flexible across disciplinary boundaries, understand the multi-cultural dimensions our world, and possess a technological competence needed for the information age.

“ It isn't just about teaching kids to dance or sing or draw, it is about **OPENING UP THE REALM OF POSSIBILITIES** to them.

When they learn to use the right side of their brain in schools from the beginning, it makes them that **much more prepared for the problem solving they'll need in the real world.**”

Nancy Pendleton

Newsroom artist for The Arizona Republic.
She is also a painter and shows her work at Wilde Meyer galleries in Scottsdale and Tucson.

“

Sometimes art isn't considered approachable by the average person. Some consider it too elitist. The truth is that **ART IS ALL AROUND US** in a lot of different ways. It is not as limited as some would think. There are a lot of people who aren't aware that art is all around them in their everyday environment. **It makes the community a more appealing place to live and puts that personal experience in every day life.**

”

Dave A. Howell
Senior Vice President
Government Relations
Bank of America

“

When young people are transitioning to the business world, having had the **arts in their education can give them SELF-CONFIDENCE, EXPERIENCE AND TRAINING IN THE AREAS OF PUBLIC SPEAKING AND INTER-PERSONAL COMMUNICATION**, and I can't underestimate the importance of the teamwork experience they get. For example, if you're doing a play, no one does it by themselves. The actors have to work with the production people, and those people have to work with the set design people, and those people have to work with the music people. They all have to work together if the final output—the production—is going to work and be a success.

”

Jack Lunsford
Director of Government Relations,
Maricopa Community Colleges

“

If young people in architecture can't understand the kind of skills that are needed to put a building together or put a drawing together, it is difficult for me to train them in these areas. In any design field, **if a person has not picked up a level of abstract non-conventional thinking early on in their educational lives, it becomes more difficult to be successful in creating functional and poetic living environments.**

William P. Bruder

Architect, ltd. (buildings include, Burton Barr Phoenix Public Library, Scottsdale Museum of Contemporary Arts)

”



An Education without the
Arts receives an **incomplete.**

Join us. As part of the Arizona Alliance for Arts Education you will have the vision, participation and support of a large organization to help affect change.

MEMBERSHIP APPLICATION FORM

Student: \$5 Individual: \$25 Patron: \$50 or more AAAE Affiliate Membership: \$100

I can't join right now, but here is my contribution of \$_____ to help ensure that every student has access to a quality arts education.

School or Affiliate name _____

Name: _____

Day phone: (_____) _____

Other phone: (_____) _____

Fax number: (_____) _____

Address:

City: _____ State: _____ Zip: _____

Email: _____

Your occupation:

Check here if you or your organization would like to apply to serve on the AAAE Board of

Directors.

Make checks payable to: Arizona Alliance for Arts Education Mail this completed form and your check to: P.O. Box 44065, Phoenix, AZ 85064