



louisiana
arts education

Louisiana Department of
EDUCATION

November 2009

Arts e-bulletin

US DOE official looks to arts education for solutions

The Investing in Innovation Initiative, known as i3, is a \$650 million fund authorized under the American Recovery and Reinvestment Act (ARRA). This initiative will award grants in 2010 to local education agencies and nonprofit organizations, and is intended, in the words of Secretary Arne Duncan, to “create robust incentives to expand what works, invest in promising practices, and boldly innovate.”

James H. Shelton III, Deputy Assistant Secretary of the Office of Innovation and Improvement (OII) gave his perspective about the programs at OII. The Department’s objectives included investing in “breakthrough models that are going to change outcomes for students, teachers, and productivity.” This will be done by supporting arts programs “to push the envelope and really craft solutions that drive a different level of academic achievement and school performance. The second major objective is to make systemic changes to foster innovation in education.”

Access at <http://www.ed.gov/news/newsletters/innovator/2009/0924.html>.

Research suggests . . .

Wandell, Dougherty, Ben-Shachar, & Deutsch (2008) studied 49 children ages 7-12. They investigated how aesthetic ability and arts education correlated with improvements in reading ability. They used diffusion tensor imaging of the brain’s white matter. The researchers found a correlation between the amount of musical training and the amount of improvements in reading fluency. Preliminary data identified a relationship between mathematical skills and the arts.

Access at <http://www.dana.org/news/publications/publication.aspx?id=10760>.

Minton’s (2000) experimental study of 286 high school students found a relationship between dance study and the development of the creative thinking skills of originality, elaboration, and abstract thinking as measured by the Torrance Test of Creative Thinking. Access at http://www.aep-arts.org/publications/info.htm?publication_id=10.

DuPont (1992) examined the use of creative drama with fifth-grade students who were struggling readers. When fifth-grade students used creative drama to support story comprehension, the students achieved significantly higher scores on these tests. The study also reported that the skills gained from the drama instruction transferred to skills in comprehending literature not studied as part of the experiment.

In *Reading Research and Instruction*, 31(3), 41-52.

“The real purpose of arts education is to create complete human beings capable of leading successful and productive lives in a free society.”

Dana Gioia
Stanford University
Commencement address
(2007)

Imagination

Creativity

Innovation

Arts Organizations Online

DANCE

Louisiana Association for Health, Physical Education, Recreation, and Dance
www.lahperd.org

Louisiana Alliance for Dance
www.louisianadance.org

National Dance Education Organization
www.ndeo.org

MUSIC

Louisiana Music Education Association
www.lmeamusic.org

Louisiana American Choral Directors Association
www.la-acda.org

Music Educators National Conference
www.menc.org

THEATRE

Louisiana Educational Theatre Association
www.louisianathespians.com

Educational Theatre Association
www.edta.org

VISUAL ARTS

Louisiana Art Education Association
www.laea.net

National Art Education Association
www.naea-reston.org

“Students extremely lacking involvement in the arts have some chance of being generally disengaged in high school, which would probably work to their detriment.”

James S. Catterall, Ph.D.
(2009)

Professional Development Opportunities

Outstanding nationally-recognized clinicians share best practices at these conferences. In music education, rehearsals of the All-State Ensembles (band, choir, orchestra and jazz) are open for the educators to observe exceptional educators working with some of our best students.

Participation in the state conferences assists the arts educators to stay current on strategies in visual and performing arts education, network with colleagues from around the state and continue to create a world-class education system for all students in Louisiana.

For more information on these conferences, visit the links below.

LAHPERD – (Dance)	LAEA – (Visual Arts)	LMEA – (Music)
November 4-6	November 6- 7	November 19-23
Baton Rouge	Northwestern State University	Baton Rouge
http://www.lahperd.org/	http://www.laea.net/	http://www.lmeamusic.org/

In the News . . .

Arts education and graduation rates tied together. In a two-year study, researchers found that schools that offered the most access to arts education had the highest graduation rates. Schools in the top third were more likely to have certified arts educators and dedicated space for arts learning. View the report at <http://schools.nyc.gov/offices/teachlearn/arts/Documents/AnnualArtsReport08.pdf> or access the story at http://www.nytimes.com/2009/10/19/arts/19arts-ARTSEDUCTIO_BRF.html?_r=1.

The study presents current, comprehensive, and comparable information on arts education policy in 30 European countries. It provides a detailed picture of the aims and objectives of arts education, its organization, the provision of extra-curricular activities, as well as initiatives for the development of such education at school. It includes information on pupil assessment and teacher education in the arts. Besides the comparative study, detailed country descriptions on all topics covered are also available.

View the report at http://eacea.ec.europa.eu/education/eurydice/thematic_studies_en.php or access at <http://www.independent.com.mt/news.asp?newsitemid=95825>.

Sandra Ruppert, Director of the Arts Education Partnership, wrote The Arts Education Effect in *Education Week*. This was a response to the [2008 Arts Report Card](#). In this commentary she identifies research that indicates why schools with arts programs do better at narrowing achievement gaps. “Arts learning experiences play a vital role in developing students’ capacities for critical thinking, creativity, imagination, and innovation.”

Access at <http://www.aep-arts.org/files/EdWeekCommentary-ArtsEducationEffect.pdf>.

Call for Artwork

The International Child Art Foundation invites students to participate in the 4th Arts Olympiad, a prestigious arts and creative education initiative for children ages 8 to 12. Information on previous Arts Olympiads and festivals is at www.icaf.org. The International Child Art Foundation does not charge any fee for participation in the Arts Olympiad.

Imagination

Creativity

Innovation

When well taught, the arts transform students and their schools.

Dana Foundation
(2007)

“... no education system can be world class without valuing and integrating creativity in teaching and learning . . .”

National Advisory
Committee on Creativity
and Cultural Education
(1999)

Online resources

Transforming Arts Teaching (2007) explores how higher education institutions nationwide are preparing arts educators. This book summarizes sessions of the forum that met to discuss: What is the role of the arts college or conservatory? What is the role of the teacher education college? What do teachers of the arts see? What do we know about the best of arts teaching? What’s the bigger picture? What’s next? This book is available free at <http://www.dana.org/news/publications/publication.aspx?id=10158>.

Video from the forum is available at <http://www.dana.org/events/detail.aspx?id=7922>.

Sixteen videos are available from Learning and Teaching Scotland on creativity. These and other videos are available from iTunes University. Access at <http://deimos3.apple.com/WebObjects/Core.woa/Browse/ltscotland.org.uk.1981575507>.

Forty-seven videos produced by the Museum of Modern Art are also available on iTunes University. These videos include discussions about specific artworks, and conversations with modern artists. Most videos are less than six minutes. Access at <http://deimos3.apple.com/WebObjects/Core.woa/Browse/moma.org.1382147301>.

Kennedy Center Presents Telling Stories: Bryan Collier

Illustrator Bryan Collier started painting at the age of 15. The eastern shore served as the backdrop for many of his early works which included: the bay, marshlands, and wildlife. At an early age, Collier developed his own style of painting that incorporated water colors and collage. During this interview with moderator Maria Salvadore, Collier shares his interest in books as a young reader and how he integrates his original style of painting into children's books. You can access a downloadable PDF of the [study guide](#), which contains further details and instructional activities for this program.

Available at <https://www.kennedy-center.org/education/pwvtv/broadcast.cfm?>

Initiative Seeks to Help Districts Provide Arts Education

The *Any Given Child* initiative, created by the John F. Kennedy Center for the Performing Arts, seeks to bring access, balance, and equity to each child's arts education, using an affordable model that combines the resources of the school district, local arts groups, and the Kennedy Center. The program is designed for students in grades K-8.

Kennedy Center staff members work with community leaders and school administrators in a Community Team to develop a long-range plan for arts education that is tailor-made for their school district. The team reviews existing arts resources in the school district and the education programs offered by local arts organizations and companies. Once there is a snapshot of the arts education resources, the team develops a plan specific to the needs of that community.

The goal of *Any Given Child* is to ensure that children in the community are guaranteed a full arts education. *Any Given Child* seeks to assist school districts and arts organizations in providing equitable opportunities for all students to have an arts-rich educational experience.

Information available at <http://www.kennedy-center.org/education/anygivenchild/>.

Can students identify these dances?

Nutcracker
Revelations
Spirit
Appalachian Spring
Swan Lake

Do students recognize the music of these great composers?

Bach Beethoven
Brahms Mozart
Gershwin Sousa
Rodgers & Hammerstein

The Arts E-bulletin has more than 500 subscribers.

Submission deadline for the next Arts E-bulletin is the 20th of the month.

What fourth grade students are expected to do in the arts.

Dance

Recognize great dance works, innovators, and performers who have shaped the history of dance (D-HP-E3).

- Fourth grade students identify the title of a famous dance work from a visual representation or from a description of the dance. They recognize the names of important innovators and performers in the history of dance.

Recognize and discuss the sequencing of movements in dance (D-CA-E3).

- Students view a dance, identify the choreographic form used, and write a description of the movements that helped in this process.

Music

Identify simple music events (e.g., dynamic change, meter change, same/different sections) while listening to a work (M-CA-E2).

- Fourth grade students respond through purposeful movement to specific music events while listening to music.

Recognize great composers and their most significant musical works (M-HP-E5).

- Students can match a composition upon hearing an excerpt to the correct composer.

Theatre

Recognize that there are many possibilities and choices in the creative processes for theatre arts (TH-AP-E4).

- Fourth grade students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions.

Identify and express differences among reality, fantasy, role playing, and media productions (TH-CE-E5).

- Students imagine and clearly portray characters, their relationships, and their environments.

Visual Arts

View works of art and express observations about how the elements and principles of design are used in the works (VA-CA-E1).

- Fourth grade students describe how expressive features and organizational principles cause similar and different responses.

Use art vocabulary and the elements and principles of design to convey the language of art (create and discuss own artwork (VA-CE-E3).

- Students employ art vocabulary, elements of design (e.g., line, shape, color), referring to principles of design (location of elements), and general art vocabulary (e.g., space, pattern, shading, background/foreground) in describing their drawings or sketches.

Thank you for taking the time to examine these arts offerings.

Contact me if I may be of service to arts programs.

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