

Chapter 1 : Learn + Tools – National Art Education Association

Art educators need ongoing professional development in order to keep abreast of changes that affect learning outcomes of their students. Combinations of new technology, laws, teaching materials, instructional methods, and numerous other developments influence teaching in ways teachers must learn and understand.

Those who have studied learning processes throughout the ages, beginning with Plato, have emphasized the importance of the arts in the education process. Arts education refers to education in the disciplines of music, dance, theatre, and visual arts. Study in the arts is integral to our society. They are a part of the cultural heritage of every American. The arts are what make us most human, most complete as people. The arts cannot be learned through occasional or random exposure any more than math or science can. Education and engagement in the fine arts are an essential part of the school curriculum and an important component in the educational program of every student in Katy ISD. Sufficient data exists to overwhelmingly support the belief that study and participation in the fine arts is a key component in improving learning throughout all academic areas. Evidence of its effectiveness in reducing student dropout, raising student attendance, developing better team players, fostering a love for learning, improving greater student dignity, enhancing student creativity, and producing a more prepared citizen for the workplace for tomorrow can be found documented in studies held in many varied settings, from school campuses, to corporate America. Evidence from brain research is only one of many reasons education and engagement in fine arts is beneficial to the educational process. The arts develop neural systems that produce a broad spectrum of benefits ranging from fine motor skills to creativity and improved emotional balance. One must realize that these systems often take months and even years to fine-tune. The fine arts also provide learners with non-academic benefits such as promoting self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression, as well as social harmony and appreciation of diversity. These are the very fibers of the fabric known as our American culture. The following are findings reported in *Champions of Change*: The arts reach students not normally reached, in ways and methods not normally used. This leads to better student attendance and lower dropout rates. It changes the learning environment to one of discovery. This often re-ignites the love of learning in students tired of just being fed facts. Students connect with each other better. This often results in fewer fights, greater understanding of diversity, and greater peer support. The arts provide challenges to students of all levels. Students learn to become sustained, self-directed learners. The student does not just become an outlet for stored facts from direct instruction, but seeks to extend instruction to higher levels of proficiency. The study of the fine arts positively impacts the learning of students of lower socioeconomic status as much or more than those of a higher socioeconomic status. Twenty-one percent of students of low socioeconomic status who had studied music scored higher in math versus just eleven percent of those who had not. By the senior year, these figures grew to 33 percent and 16 percent, respectively, suggesting a cumulative value to music education. Is the study of fine arts important? The arts promote the understanding and sharing of culture. They promote social skills that enhance the awareness and respect of others. The fine arts enhance perceptual and cognitive skills. The Burton study of more than children found that those in the arts curriculum were far superior in creative thinking, self-concept, problem-solving, self-expression, risk-taking, and cooperation than those who were not Burton et al. The arts have the capacity to engage everyone. All levels of American society can and do participate in the fine arts. There are no barriers of race, religion, culture, geography, or socioeconomic levels. The primary sources of content information are no longer teacher lectures or textbooks. Learning is not limited to what you know, but is dependent upon how to find information and how to use that information quickly, creatively, and cooperatively. Workplace demands are for students to understand how to solve problems, what makes arguments plausible, how to build teams and coalitions, and how to incorporate the concept of fairness into the everyday decisions. Students need to be thinkers, possess people skills, be problem-solvers, demonstrate creativity, and work as a member of a team. We need to offer more in-depth learning about the things that matter the most: The arts provide all of these. Perhaps the most fundamental element to education one should consider is the manner in which we perceive and make sense of

the world in which we live. An effective education in the fine arts helps students to see what they look at, hear what they listen to, and feel what they touch. Engagement in the fine arts helps students to stretch their minds beyond the boundaries of the printed text or the rules of what is provable. The arts free the mind from rigid certainty. Imagine the benefits of seeking, finding, and developing multiple solutions to the myriad of problems facing our society today! These processes, taught through the study of the arts, help to develop the tolerance for coping with the ambiguities and uncertainties present in the everyday affairs of human existence. There is a universal need for words, music, dance, and visual art to give expression to the innate urgings of the human spirit. Arts with the brain in mind. Why the arts are basic. Improving student performance through the arts. Is anyone out there listening?. Long term outcomes of music education: What students should learn in the arts. Content of the curriculum. Association for Supervision and Curriculum Development.

Chapter 2 : Visual arts education - Wikipedia

NCLB, enacted in , included art as one of the ten core academic subjects of public education, a designation that qualified arts programs for an assortment of federal grants.

Search Colleges 10 Salient Studies on the Arts in Education A fine arts education “including music, theater, drawing, painting, or sculpture” whether in practice or theory, has been a part of any well-rounded curriculum for decades “but that may be changing. Many schools today are cutting back or eliminating their art programs due to budget constraints. Numerous studies done over the past decade have demonstrated the amazing benefits of such an integral education facet. And, of course, demonstrate what a disservice many schools are doing by undervaluing such an integral part of their education and development. A report by the Arts Education Partnership revealed that schoolchildren exposed to drama, music and dance are often more proficient at reading, writing, and math. While school districts might be tempted to think the arts a frivolous part of the educational system, this report suggests otherwise. It looked at over 62 different studies from researchers, spanning the range of fine arts from dance to the visual arts. In , it was the first report of its kind to look at the impact of art on academic performance. Using this data, researchers determined that students who received more arts education did better on standardized tests, improved their social skills and were more motivated than those who had reduced or no access. An updated report with consistent results was conducted by the same researcher in The Solomon R. Guggenheim Museum study on art education showed a link between arts education and improved literacy skills. The study was the result of a pilot program through the Guggenheim called Learning Through Art, which sent artists into schools to teach students and help them create their own masterpieces. Kids who took part in the program performed better on six different categories of literacy and critical thinking skills than those who did not. While students did better on an oral exam, they did not on standardized, written literacy tests “a disparity researchers said could exist because they did not emphasize written communication in the program. Program organizers believe the improvements were the result of students learning valuable critical thinking skills while talking about art, which could then be applied to understanding and analyzing literary materials. Winner and Hetland head up an arts education program called Project Zero at the Harvard Graduate School of Education, so they are by no means opponents of creative expression. Yet in their study, they found little academic improvement in math, science, and reading in their arts education program enrollees. While the backlash from their report was swift and brutal, the researchers stuck by their findings. And for good reason. Namely, it helps students improve visual analysis skills, learn from mistakes, be creative and make better critical judgments. It can actually help connect them to the larger world, ultimately improving community cohesion. A bold assertion, but not one without merit. Students from lower income families often get little exposure to the arts if they are not provided by schools. The report shows that arts education can help close the gap between socioeconomic groups, creating a more level playing field between children who may not be exposed to these enrichment experiences outside of school and some of their more privileged peers. The report studied students at 12 New York, Connecticut, Virginia and South Carolina schools to compile their results. Not only were students at schools with high levels of art education earning higher scores on critical thinking tests, but teachers also seemed happier. Part of the increase in their satisfaction was a result of their charges, who were found to be generally more cooperative and expressive and enjoy a better rapport with educators. This is something those at online colleges for education should keep in mind. The Center for Arts Education published a report in that suggests arts education may improve graduation rates. Taking a look at the role of arts education in New York public schools, this report found that schools with the lowest access also had the highest dropout rates. Conversely, those with the highest graduation rates also had the greatest access to arts education and resources. While there are undoubtedly a number of other factors that play into graduation rates, the research in this study and others like it most notably The Role of the Fine and Performing Arts in High School Dropout Prevention, which you can read here has found that many at-risk students cite participation in the arts as their reason for staying. Participation in these activities has a quantifiable impact on levels of delinquency, truancy and academic

performance. Arts education may not just help raise test scores, but also the learning process itself, as a recent study revealed. This report on the Maryland school system found that skills learned in the visual arts could help improve reading and the counterparts fostered in playing an instrument could be applied to math. Researchers and school officials believe that arts education can be a valuable education reform tool, and classroom integration of creative opportunities could be key to motivating students and improving standardized test scores. Taking it a step further, online colleges in Maryland, for example, are creating post-secondary education opportunities for students in the state. A study of Missouri public schools in found that greater arts education led to fewer disciplinary infractions and higher attendance, graduation rates and test scores. They found that arts education had a significant effect on the academic and social success of their students. Those with greater arts participation were more likely to come to class, avoid being removed and graduate. Additionally, they demonstrated greater proficiency in mathematics and communication. Many have aspired to online colleges in Missouri, or other states. Similar studies of other statewide education systems have discovered nearly identical results. While proponents of arts education have long asserted that creative training can help develop skills translating into other areas of academics, little research had been done to investigate the scientific component. Aspects of training in the arts, like motor control, attention and motivation, were studied by researchers who participated in the report, with some interesting results. In one four-year study, students undertaking regular music training were found to have changes in their brain structures helping them transfer their motor skills to similar areas. Another found students motivated to practice a specific art form and spent time with focused attention increased the efficiency of their attention network as a whole, even when working in other areas of study and it improved their fluid IQ scores. Many of the problems that plagued arts education programs in schools ten years ago are still major issues today, this survey revealed. Many believe the numbers are even worse today, as the survey was conducted prior to the economic woes that have paralyzed many schools systems in recent years. The survey attempted to look at theater and dance programs, but since so few schools offer them, they were dropped from the study. More from Improving Online Education.

Chapter 3 : The Importance of Art in Child Development . Music & Arts . Education | PBS Parents

Understanding the stages of artistic development can help you become better at creating art. It can also help you become a more effective art teacher. We develop artistically. Just like we develop other skills like talking and walking in stages, we develop artistic skills in the same way. In

The Importance of Art in Child Development By Grace Hwang Lynch In recent years, school curricula in the United States have shifted heavily toward common core subjects of reading and math, but what about the arts? Although some may regard art education as a luxury, simple creative activities are some of the building blocks of child development. Learning to create and appreciate visual aesthetics may be more important than ever to the development of the next generation of children as they grow up. **Developmental Benefits of Art Motor Skills:** Many of the motions involved in making art, such as holding a paintbrush or scribbling with a crayon, are essential to the growth of fine motor skills in young children. According to the National Institutes of Health, developmental milestones around age three should include drawing a circle and beginning to use safety scissors. Around age four, children may be able to draw a square and begin cutting straight lines with scissors. Many preschool programs emphasize the use of scissors because it develops the dexterity children will need for writing. For very young children, making art—or just talking about it—provides opportunities to learn words for colors, shapes and actions. According to a report by Americans for the Arts, art education strengthens problem-solving and critical-thinking skills. The experience of making decisions and choices in the course of creating art carries over into other parts of life. Drawing, sculpting with clay and threading beads on a string all develop visual-spatial skills, which are more important than ever. Even toddlers know how to operate a smart phone or tablet, which means that even before they can read, kids are taking in visual information. This information consists of cues that we get from pictures or three-dimensional objects from digital media, books and television. Art education teaches students how to interpret, criticize, and use visual information, and how to make choices based on it. When kids are encouraged to express themselves and take risks in creating art, they develop a sense of innovation that will be important in their adult lives. As we live in an increasingly diverse society, the images of different groups in the media may also present mixed messages. Studies show that there is a correlation between art and other achievement. A report by Americans for the Arts states that young people who participate regularly in the arts three hours a day on three days each week through one full year are four times more likely to be recognized for academic achievement, to participate in a math and science fair or to win an award for writing an essay or poem than children who do not participate. She blogs about Asian fusion family and food at HapaMama.

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For many students, art classes provided in school are the primary source of art education and are therefore an essential part of public school core curriculum. In many schools, art programs seek to establish skills in crafts, design, painting and other forms of visual expression. For elementary school students, art classes seek to foster interest as well as skill in many different forms of art. The art teacher usually has the freedom to design their own classes, but in general, classes will include basic drawing, painting and crafts. In middle school, classes continue to help students improve basic artistic skills, while introducing concepts in art history. At this level, lessons are still basic and intended to establish a solid foundation in skill and history. In high school, art classes expand to include other visual medium, such as video, photography and even graphic design. Art theory is also introduced at this level, and the subject becomes more of a serious academic study than an activity. Still, it is equally important to the development of a well-rounded student. Dance is usually offered as an elective, and a number of new initiatives have helped to strengthen the place of dance in schools and have led to an increase in extracurricular dance clubs. Dance can additionally be taught as part of a physical education program. Teaching Drama Like dance, drama is a form of art that is not a mandatory part of the curriculum, but still can play a very important roll in the development of students. Drama, or theater, is usually offered as an elective or an extracurricular activity, and is concerned with instilling students with an aptitude for acting in a variety of styles, methods and techniques. Drama teachers train students to communicate, control and project their voices, and present themselves. In elementary school, drama usually takes the form of school pageants or skits organized by teachers to educate students about teamwork, creativity and oftentimes literature. In middle school or high schools, full-length plays or musicals are orchestrated by students and their drama teachers in cooperation. Here, students can be exposed to drama as an elective or as part of an English class. Many drama clubs are supervised by an instructor who teaches in another subject and volunteers for the role. This is often an English teacher or other educator who has a measure of experience with literature and drama. Some schools, however, employ a drama teacher on a full-time basis.

Chapter 5 : 10 Studies on the Importance of Art in Education - calendrierdelascience.com

This program specifically supports the implementation of high-quality model professional development programs for arts educators and other instructional staff in the areas of music, dance, drama, media arts, and visual arts, including folk arts, for students in kindergarten through grade 12 (K) in which 50 percent or more of the students are from low-income families.

Art model posing in a French painting school following the atelier method Discussion class on art appreciation at Shimer College Art is often taught through drawing , an empirical activity which involves seeing, interpreting and discovering appropriate marks to reproduce an observed phenomenon. Drawing instruction has been a component of formal education in the West since the Hellenistic period. In addition, especially in higher education in the liberal arts tradition, art is often taught as "art appreciation", a subject for aesthetic criticism rather than direct engagement. Art education is not limited to formal educational institutions. Some professional artists provide private or semi-private instruction in their own studios. This may take the form of an apprenticeship in which the student learns from a professional artist while assisting the artist with their work. One form of this teaching style is the Atelier Method as exemplified by Gustave Moreau who taught Picasso, Braque and many other artists. During their free time formal training took place in art workshops or, more often, in homes or alone outside. It was in these ateliers that artists learned the craft through apprenticeship to masters, a relationship that was controlled by guild statutes. Florentine contracts dating from the late 13th century state that the master was expected to clothe and feed the apprentice, who was called upon to be a faithful servant in return. An apprentice often paid the master during the early years of his education; assuming the apprenticeship was productive, the student would be compensated later in his training. Northern European workshops featured similar terms. Michelangelo recommended that a young painter spend a year on drawing alone, then six years grinding colors, preparing panels and using gold leaf, during which time the study of drawing would continue. Another six years would be required to master fresco and tempera painting. These examples of skill and values from the early European art inspired later generations, including the Colonists of early America. Cultural appropriation within the classroom[edit] Individuals who employ cultural appropriation have the ability to produce works of considerable aesthetic merit. This technique can be appreciated in the production of African or Native-American mask making projects, where students emulate technique and explore new material use and construction methods which esteem those practices of different cultures. Currently, the leading educational organization for the arts in the country is the UNA Universidad Nacional de las Artes [16]. Studio based teaching initiatives integrating contextual and media elements have been implemented as part of a national Studio Teaching Project [17] supported by the Australian Learning and Teaching Council ALTC since As a result, after independence there was an effort to incorporate Egyptian and Middle Eastern traditions into art and art appreciation courses. The study of art appreciation in America began with the Artists of Today Movement in the late 19th century and began to fade at the end of the s. Picture study was an important part of the art education curriculum. The idea was to bring culture to the child to change the parents. Prior to World War II an artist did not usually need a college degree. Since that time the Bachelor of Fine Arts and then the Master of Fine Arts became recommended degrees to be a professional artist, facilitated by the passage of the G. Bill in , which sent a wave of World War II veterans off to school, art school included. University art departments quickly expanded. American artists who might once have studied at bohemian, craft-intensive schools like the Art Students League , Black Mountain College , or the Hans Hofmann School of Art in Greenwich Village ; began enrolling at universities instead. Education through the visual arts is an important and effective influence in allowing students, from an early age, to comprehend and implement the foundational democratic process emphasized within the United States societal structure. Through art education, students develop enhanced skills for understanding the meaning making of others. Through quality art education, youth develop the capacity to learn several jobs much easier than others. Most significantly, engagement with the arts teaches youth to perceive complexity as pleasure and possibility, not as irritating uncertainty. Heightened self-awareness is extended to heightened awareness of others. When it

comes to art, art therapists are often used to connect with students with special needs. However, some art therapists pull students out of the classroom, causing them to fall behind in their other schoolwork such as math, English, and science. Because of this, art therapy is reserved for students who do not have much chance for long-term improvements, but rather short-term developmental skills, or for those who seek to increase their all-round capabilities. Art is also a way that special educators teach their students fundamentals that they may not even realize. Testing continues to prove that art in any classroom, but especially special education classrooms causes students to be motivated, enthusiastic, and in some cases, even promote learning in other subject areas. Current trends in scholarship employ postmodern and visual culture approaches to art education, [38] [39] consider effects of globalism on the production and interpretation of images [40] and focus renewed interest on issues of creativity. AERI seeks to promote a broad range of rigorous research practices and methodologies drawn from the arts, humanities, and social sciences to improve inquiry related to teaching and learning in and through the visual arts.

Chapter 6 : Methods of Teaching Art | Our Pastimes

Although some may regard art education as a luxury, simple creative activities are some of the building blocks of child development. Learn more about the developmental benefits of art.

Twitter is a great way of finding inspiring speakers to visit your school, says one teacher. Track the success of sessions: For so many years in schools professional development has been top-led and driven by initiatives that have fallen by the wayside in a short amount of time. The movement towards evidence-based practice in education can only be good. I will have had six Twitter-initiated professional development experiences by the end of this year. At my school, we try to constantly connect back to our own personal beliefs about what great teaching and learning should look like – sessions are about fundamental values as well as day to day practice. Many of our staff are engaged in their own research and professional reading is part and parcel of the way we keep ourselves informed. I feel it is an empowering way of moving forward. Follow-up on how people found sessions: I know everyone hates filling in questionnaires, but they are really useful, including anonymous ones where people can be honest and up front. A quick feedback session at the beginning of subsequent training can work well and provide the basis for follow-up sessions. Ross Morrison McGill, assistant headteacher Allocate adequate time and pick delivery days carefully: The key to engaging professional development sessions is giving staff the time to take part in something meaningful for their own development and balancing this with school priorities. This cannot be achieved in five inset days throughout the year. The schools with outstanding professional development models encourage tailored CPD pathways for the individual teacher and support members of staff throughout the year in dropdown sessions and after-school groups. Voluntary sessions work best after school hours and on Saturday mornings, whereas formal training tends to be best in the afternoons. Be creative when buying-in speakers: The best CPD providers and the most engaging are when you go searching for them yourself, or when you receive a recommendation. Every single penny was well-spent and staff left feeling inspired time and time again. Thomas Starkey, contributor Let teachers drive training: Would I be too obvious if I said that organised CPD sessions should be chosen and instigated by the teachers themselves? I believe that much of the disconnect teachers feel during development days is because they are told what it will be about by senior management. A more collaborative approach when planning sessions could be mutually beneficial. Development by teachers for teachers may lead to greater investment and raise the chance of follow-up implementation. Kate Oakley, senior early years practitioner Survey staff needs: My staff are asked to fill out a training needs analysis form at least once a year and have plenty of opportunities to suggest continuing professional development CPD training, resource or visit ideas. This ensures that any resulting sessions are targeted, relevant and make the best use of limited time. Susie Arnott, contributor Take charge of your own training: Loads of conferences, teachmeets, eTwinning and British Council events are advertised on Twitter. Professional development will be the most engaging when you follow your interests. This content is brought to you by Guardian Professional. Looking for your next role? Take a look at Guardian jobs for schools for thousands of the latest teaching, leadership and support jobs.

Chapter 7 : NSEAD - The National Society for Education in Art and Design

*2 Professional Development in Art Education: A Study of Needs, Issues, and Concerns of Art Educators F. Robert Sabol
Purdue University Sponsored by the National Art Education Foundation.*

Ben learns to read. He also puts together a board game and writes a book about it. The arts are integral to his motivation and learning. In both general education and special education populations, the arts have been found to: Reach students in ways that they are not otherwise being reached; Connect students to themselves and each other; Transform the environment for learning; Provide learning opportunities for the adults in the lives of young people; Provide new challenges for those students already considered successful; Connect learning experiences to the world of real work; Enable young people to have direct involvement with the arts and artists through "artists-in-residence" programs ; and Support extended engagement in the artistic process Fiske, These benefits, however, are only reaped when teachers are provided the professional development and support to learn how to integrate and fully involve the arts in the classroom Fiske, In a compendium of 64 educational studies, Critical Links Deasy, , several studies make the connection between the impact the arts have on academics for students with disabilities: Drama develops higher order language and literacy skills as students act out historical or literary figures, they immerse themselves in a theme and can explore and learn about it in a personal way. Music enhances language learning by teaching students about rhythm, pitch, and sound. Rhythm helps students learn rhymes and develop phonological awareness " components of reading. Repetitive songs help teach academic facts to be memorized like the multiplication tables and help make the learning experience easier and more enjoyable. Fine Art experiences develop literacy, numeracy, and writing skills. Drawing and painting reinforce motor skills and can also be a way of learning shapes, contrasts, boundaries, spatial relationships, size and other math concepts. See the Learning Disabilities and the Arts article. Implementing arts-oriented classroom technology is no different than working in any other kind of technology into the classroom. It is extremely important to involve knowledgeable teachers who can adapt their teaching to a learner-centered, creative process with other teachers, students, and families, and provide a classroom environment that has access to technology. In using technology for creative pursuits, teachers can introduce and reinforce concepts that have been previously introduced by more traditional teaching methods, and in doing so adapt the concepts to the various needs of all their students. Many students with learning disabilities struggle to communicate their thoughts and feelings. They may have trouble finding the words or using language effectively. The visual arts, such as painting, drawing, music, and computer graphics, can give them a non-verbal way to express themselves and interact with other people. Computer graphics programs in particular can provide alternative avenues for creative expression, and when coupled with overall classroom software application, use and retention of knowledge and skills through repetitive movement and software training, for example , can result in students retaining the ability and knowledge to use alternative input devices " often up to two full years after initial use, according to one study Hutinger, Combining the arts with technology can create new and exciting ways to keep students motivated and engaged in the learning process and the world around them. As with all technology, it is of utmost importance that students with disabilities get the support they need to learn to use the tools and features of the technology. Many sites have tutorials that a teacher or parent can use to structure learning how to use the program. The literacy and language of critique that are involved in sharing with peers is valuable for students. Tools for integrating the arts with technology So how do you integrate technology into the arts to positively influence student learning? There are many software programs available to families and schools to promote this kind of creative growth and which can be used to meet individual needs. Existing computer operating system may have programs that you have not tried yet such as Paint Windows. Look for what you can do in your system with digital photographs to provide students a multimedia start with their art, check out MovieMaker in Windows and iMovie in MacOS iLife suite. There are also a host of free programs to explore. Find more by searching for your topic plus the words "free programs. Music JamStudio online With JamStudio, users can mix and create digital audio tracks to create their own music; the user interface is geared toward the rock and youth set.

Chapter 8 : The Importance of Fine Arts Education

The Art of Ed is an online resource for art teachers providing online classes, teaching materials, lessons, videos and much more.

Chapter 9 : Professional Development in Art Education – National Art Education Association

The All-Party Parliamentary Group for Art, Craft and Design in Education. The All-Party Parliamentary Group for Art, Craft and Design in Education is an informal cross-party group which is run by and for Members of the Commons and Lords.