



**louisiana
arts education**

Louisiana Department of
EDUCATION

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Arts e-bulletin

Chiefs Embrace Call for Data Collection for All Core Courses

The Council of Chief State School Officers (CCSSO) has endorsed the collection of key data in all core subjects as defined by the Elementary and Secondary Education Act (ESEA). This recommendation, approved by CCSSO's Board of Directors, provides guidance to states for the development of the Statewide Longitudinal Data Systems (SLDS).

The recommendation was proposed by the Education Information Management Advisory Consortium (EIMAC) following a presentation at their annual meeting about rising concerns among education leaders that non-tested subjects would be excluded from the development of the SLDS. The recommendation states:

“Chiefs should encourage data collections of school courses, teachers, and numbers of students enrolled. Collections should include the core academic subjects as defined by ESEA as well as physical education, health, and career technology education.” (ESEA defines core academic subjects as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.)

Sue Gendron, Commissioner of Education (Maine) and CCSSO President, stated, “As we move ahead with our unprecedented effort to collect important and comparable data from all states, it is critical that we have a complete picture of the range and depth of the curriculum around the country. This includes the curricular areas that are tested as well as those that are not.” *Story continued on page four.*

Research suggests . . .

Sloane-Boekbinder (2009) wrote a thesis to challenge the perception that arts education is expendable. To do this, she explores research about the physiological processes that occur during art making. Her study suggests that the key to education reform can be found in an arts-integrated model. She writes, “The arts are essential to becoming a fully actualized human being.”

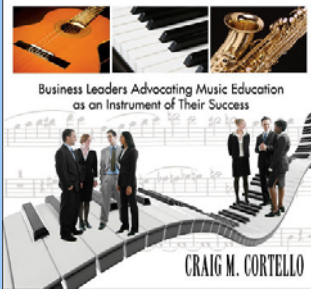
Access at <http://www.jpas.org/education.php?ID=13>.

Ms. Sloane-Boekbinder wrote middle school visual arts model lessons for the Louisiana Department of Education. These model lessons are available at <http://www.louisianaschools.net/ide/saa/1359.html>.

“You can’t have high-tech innovation without art and music. All forms of creativity feed off each other.”

Richard Florida
The Rise of the Creative Class

Everything We Needed to Know About Business We Learned Playing Music



"Innovation creates so many jobs and so much opportunity for our country. It is absolutely key to our long-term success in the global economy."

David Kappos,
Dir. of the Patent Office
2009

Book Review

In *Everything We Needed to Know About Business We Learned Playing Music*, Craig Cortello (2009) interviews 32 CEO's and executives at companies like Time Warner, UNISYS, and Marketing Informatics. They share how their experiences in music education developed skills that have contributed to their success. He examines how music and the arts will play an important role in preparing students for life and success in the 21st century. Through his interviews, he identified nine habits that were developed as result of the CEO's participation in music education. Those universal benefits are confidence and self-esteem, collaboration and teamwork, leadership, salesmanship and branding, creativity and innovation, risk acceptance, discipline and fundamentals, individuality, and passion. This book gives arts educators another "arrow" to put in their quivers.

Cortello, C. M. (2009). *Everything we needed to know about business we learned playing music: From the band room to the boardroom, business leaders advocating music education as an instrument of their success*. Metairie, LA: La Dolce Vita.

In the News . . .

Embrace New Conceptual Age

Laurence Kaptain, Dean of the College of Music and Dramatic Arts at LSU, wrote an editorial to the Baton Rouge Advocate. "Louisiana and all states will benefit by embracing active learning and the transferable skills of the arts that will open doors to all students through entrepreneurship, creativity and innovation."

Access at <http://www.2theadvocate.com/opinion/70159737.html?showAll=y&c=y>.

Michigan students make music with iPhones

It's the first [University of Michigan Mobile Phone Ensemble](#) and the brainchild of engineering and music professor Georg Essl. The students took a class where they learned to turn their iPhones into pocket-sized musical instruments.

Access at <http://www.npr.org/templates/story/story.php?storyId=121229968&ps=bb4>.

Videos of Note

Julian Treasure quickly discusses the physiological, psychological, cognitive, and behavioral ways music affects people. An advanced video for music benchmark (AP 3).

Access at http://www.ted.com/talks/julian_treasure_the_4_ways_sound_affects_us.html.

The Columbus Museum of Art is dedicated to the pursuit of excellence through art education. They have twenty-four short art videos that illustrate cultural images and themes.

Access at <http://deimos3.apple.com/WebObjects/Core.woa/Browse/eTech-ohio-gov-public.1897830313>.

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.icafo.org. The International Child Art Foundation does not charge any fee for participation in the Arts Olympiad.

Arts Organizations Online

DANCE

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

Louisiana Alliance for Dance
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

Professional Development

South Central Regional Music Conference

The South Central Regional Music Conference is a four-state regional conference that offers opportunities for band, choir, string, and jazz students to participate in an ensemble. The conference will be in Monroe, LA; February 25 – 27, 2010. The conductors are nationally known and are excellent educators. Performance ensembles also have the opportunity for pre-festival adjudication and will participate in a clinic with a nationally recognized educator.

Visit <http://www.scrmusic.info/> for more information.

The Kennedy Center: “Arts Integration Schools: What, Why, and How” Conference

The Kennedy Center will host a national conference: Arts Integration Schools: What, Why, and How in Washington, DC. The conference will share a decade of the Kennedy Center’s experience in Washington, D.C. area schools to build a school-wide philosophy for and practice of arts integration. Changing Education Through the Arts is a school reform effort realized through ongoing, in-depth professional learning.

Visit <http://www.kennedy-center.org/education/ceta/conference.html> to learn more about registering for the conference (April 7-8 or 7-10). The registration deadline is February 1, 2010. For further information, contact Amy Duma at alduma@kennedy-center.org or (202)416-8842.

Arts & Education Forum: Arts Integration and Teacher Change Report Available

The Southeast Center for Education in the Arts’ (SCEA) second *Arts & Education Forum: Arts Integration and Teacher Change* differed from conferences where program overviews and success stories are showcased. Personal narratives stimulated discussions about dilemmas faced by professional development providers seeking to foster teacher change for improving arts integration. Facilitators posed questions to frame conversations, and sessions concluded with participants identifying ideas they could incorporate into practice, as well as emerging questions.

A report on the proceedings is filled with session accounts, participants’ insights and questions, photographs, and lessons learned. A copy of the *2009 Forum Report* is available from SCEA’s website: <http://www.utc.edu/Outreach/SCEA/SCEA-2009-Forum-Report.pdf>

SCEA’s 2010 Forum – *Navigating the Interdisciplinarity Currents* – will be held in Chattanooga on May 14-15, 2010. Access at <http://www.utc.edu/Outreach/SCEA/>.

Auditions

The New Orleans Center for Creative Arts is accepting applications for 2010-11. Offerings comprise a Summer Conservatory, including Creative Writing, Culinary Arts, Dance, Media Arts, Classical Instrumental, Jazz, Vocal, Drama, Musical Theatre, Theatre Design and Visual Arts. Current 7-11th grade students are eligible to apply.

- Fall Prep: Vocal and/or Dance: year-long preparatory instruction after school for 6-8th grade students. Current 5-7th grade students may apply.
- High School: 2010-11 Attendance options of ½ day or after school in Creative Writing, Dance, Media Arts, Classical Instrumental, Jazz, Vocal, Drama, Musical Theatre, Theatre Design and Visual Arts for high school students beginning in August 2010. Current 8-11th grade students may apply.

For more information and to access the application, visit www.nocca.com. The application deadline is March 5.

“Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.”

Scott Adams
Creator of Dilbert

Grants

The [Muzak Heart & Soul Foundation](#), a nonprofit, works to redefine and expand the scope of music education. Music Matters Grants for 2010 program will focus on educational reform in school music programs and independent music programs across the United States. Music education must be the key component of programs requesting funds. Applications will be accepted from public school programs (qualifying for Title I federal funding and serving a minimum of 70 percent low-income students) and nonprofit 501(c)(3) programs directly funding music education (serving students regardless of their ability to pay). Applicant schools and programs must already employ a music educator(s) and have an existing music program. Deadline: February 5, 2010.

Access at http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=273300034.

Online Resources

Thinkfinity is a website that brings educators online resources for free. The website has quick and easy access to high-quality classroom materials.

Access at <http://thinkfinity.org/EducatorHome.aspx>.

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Jerry Zahorchak, CCSSO Liaison to EIMAC and Pennsylvania’s Commissioner of Education, noted “When state data on classes, teachers, and students are collected, we must have a complete and accurate picture of what courses are being offered, who is teaching them, and how many students are receiving the instruction.”

“The Council is vitally interested in promoting a full and balanced curriculum for all students. Collecting data on all curricular areas is the only way to make this balance transparent,” added Gene Wilhoit, Executive Director, CCSSO.

The State Education Agency Directors of Arts Education (SEADAE) brought forward the concern on behalf of the non-tested subject areas. “We are grateful to CCSSO for embracing this recommendation and setting the expectation for all subjects to be included in these developing state data systems,” stated Deb Hansen, SEADAE President. “By having reliable data for all core subjects, education leaders, policy makers, and subject-area specialists will have the information needed to make informed decisions regarding student access to the broad range of subjects that make up a quality education.”

Access to data on arts education in the United States has been elusive. Currently, no data exist to determine the number of students participating in arts education across the nation, the number of schools with arts programs, or the schools in which arts offerings are not available. As a result, SEADAE has taken the lead in the drive for improved data collection for arts education. The SEADAE Data Task Force, comprised of state arts education leaders and representatives of the four professional arts education associations for Dance, Music, Theatre, and Visual Arts, has been working for several months. The group is currently reviewing the status of data collection and analysis for each state, as well as working with the National Center for Education Statistics (NCES) on the development of course names and description for all arts courses to aid states in the implementation of the CCSSO recommendation

The SEADAE Data Task Force is part of SEADAE’s **National Expectations for Learning in Arts Education** initiative to advance access, equity, and excellence in arts education for all students. This initiative targets student learning, teacher practice, educational leadership, data collection, policy development, and community partnerships.

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

Dance

Identify basic examples of the dance elements in various works of dance (D-CA-E2).

- Fourth grade students observe a dance and describe how space, time and energy are used.

Recognize universal themes in dance and how dance communicates a universal language. (D-HP-E5).

- Students take an active role in a class discussion about interpretations of and reactions to dance.

Music

Demonstrate awareness of where and how music is used in daily life and within the community. (M-AP-E3).

- Fourth grade students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Identify relationships among music, other arts, and disciplines outside the arts (M-CA-E4).

- Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Theatre

Develop a basic understanding of the processes of creating, performing, and observing theatre (TH- AP-E3).

- Fourth grade students describe experiences of creating and performing theatric works. They demonstrate audience behavior when observing a production.

Use basic theatre arts vocabulary to express and explain opinions about scripts and performances (TH- CA-E4).

- Students analyze dramatizations and constructively suggest alternative ideas for dramatizing roles and developing situations, along with means of improving the collaborative process of planning, playing, responding, and evaluating.

Visual Arts

Recognize that there are many possibilities and choices in the processes for designing and producing visual arts (VA-AP-E4).

- Fourth grade students know the differences among visual characteristics and purposes of art in order to convey ideas.

Identify art images and themes from the past and present and discuss historical differences (VA-HP-E3).

- Students identify specific works of art as belonging to particular cultures, times, and places.

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

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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