



INFUSING ARTS THROUGH OUT SCHOOLS AND COMMUNITIES

Discussion Prompts: Infusing the Arts in Schools and Communities

Several Aspen summit participants spoke about how the arts had played a critical role in transforming the lives of their children or other loved ones.

- How have the arts impacted you or others around you?

During the Aspen Summit, Elliot Eisner shared his vision of a world where art education prepares students to function as artists as they work in a wide range of occupations. The most immediate way to realize such vision would be for instruction in the arts to be infused through out the curriculum.

- Are you seeing such a vision realized in schools around you?
- And, if so, how?
- If not, what gets in the way of realizing this dream?

Discussion Prompts: Integration

In the move toward realizing such a powerful vision, Aspen Summit participant Susan Sclafani said she sometimes saw unfortunate situations where teachers lacking the needed expertise fail in efforts to integrate the arts into their instruction.

- What expertise and attitudes do teachers need to have to integrate the arts with their instruction?
- In your experience, what's working? Why?

Discussion Prompts: High Hopes

What are your highest hopes for the arts?



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Transcripts (As Spoken)

Learning Environments Infused with the Arts

Scott Shanklin Peterson on a Great South Carolina Middle School Our kids went to Hand Middle School in Charleston South Carolina, which in that time was – a very mediocre school. Hand Middle School got a new principal who turned that school into a middle school where everything was taught through the arts. That school totally turned around, made top test scores, was rated the number one middle school in the United States, the cover of *Time*, everything you could ever want in a school. And not only is everything taught through the arts, but the art programs themselves for those who really want to delve into the arts are excellent. So it's not that you're giving up one thing to have the other thing. The arts teachers there are the facilitators working with the regular classroom teachers to help them incorporate arts projects into what they're doing and we also have the same thing in Charleston with our Ashley Read Creative school. I know many of you are probably familiar with it, that people have been visiting, examining and copying everything for the past twenty years. It's a fabulous school. Their test scores are out the roof. Now, why are other districts and why are not the other schools in Charleston doing this same thing? Why are not the other schools in Columbia that are middle schools doing what Hand is doing and we're trying to spread that?

Deborah Reeve on a New Breed of Leader Behind Many School Successes

Its been interesting to watch school leaders from among arts educators move into school leadership positions and what they have brought from the standpoint of vision and creativity and a deep knowledge and understanding of learning in the arts can be applied overall to a learning community.

Middle School Teacher Louis West on Exhibiting Student Work in the Community

The more visual arts you have, the further it can extend out into the community. I know in Howard County we go to great lengths to put art work up many places, lawyers offices, not just banks but important places where people go to meet, legislator offices, county executive offices. We have art in very important places where very important people see it who make very important decisions. The theme that I hung in the county executives office the theme was all Howard County, local architecture and landscaping, so in there are all these are art works of kids, photographs, pastels, drawings, paintings of local scenes. And so, it is an incredible and powerful way to extend art into the community.

Education Reformer Terry Peterson on After School Programs: One area that I have worked quite a lot the last few years in is the expansion of after school programs. There's a space there that could include the visual arts. When I visit good programs, they often



include the arts. So it looks to me like that's an opportunity. The forces that are creating after school programs are going to continue. It is a good place, a good platform for the visual arts.

Transcripts

Integration:

Scott Shanklin-Peterson Reports on her Small Group Discussions Where we really got into discussion was integrated arts education and the debate about that it's a big challenge to enable the arts to maintain their distinctive nature within an integrated curriculum and so how do you hold onto the value of the arts. And you really need solid professional development for teachers to do that.

Then another group came in and really talked about how at the upper level in particular others outside of the arts are integrating the arts to teach their subjects. And so how do we get our arms around that, how do we - - that and is it going to change the roll of the certified art teacher to be more of a facilitator, a mentor, a trainer than just an individual classroom teacher behind a closed door.

And that—the other teachers that using the arts really - - experience and need the help of these arts teachers to make it excellent. And then at the upper level schools 80 percent of the students are not in—choosing art classes or are not enrolled in art classes and so they need to get the art and history classes and social studies and other areas as well. And so - - the art teacher can help dig it out and support it.

Susan Sclafani On the Need for Expertise to Integrate Instruction (audio)

Integration doesn't work often because you don't have experts in their own areas so that they're really able to see connections and enable young people to see connections and it's really more of connecting rather than integrating. As Daniel Pink and others talk about this now being the generation of the generalists who can cross span ideas in open fields in order to solve problems, really it's going to be a team approach where experts from different areas of expertise are coming together with generalist who often can ask the naive question that enables people to see to come together. So it—one is not better than the other, you've got to have both and we have not been producing experts to the degree we need to, particularly in our K-12 system.

Laura Chapman Wondering Why the Arts Have to Integrate with Everyone Else (audio) Why is it always the other way around? Why don't we ask for social studies to be taught to enhance learning in the arts and sciences and humanities? Why don't we ever thing that way? Why is it that the arts are always viewed as, it's always a one-way street.



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C. High Hopes for the Arts

Olivia Gude Wanting Schools to Overflow with Arts (video) How do we structure the visual arts education to let the work that students do fill the school, flood the school so that part of the learning that takes place in the arts isn't just what happens in the classroom but what is generated in the classroom and then shared with the classroom community.

Jack Davis on Intergenerational Learning (video) One image I'd like to see is more intergenerational learning. I think it is really critical as we address the needs of students of the future because we are a mobile society. We are not the typical family that we always have perceived in the past.

B. Stephen Carpenter, II on Extending Art Education Beyond the Classroom (video)

So let me build on that, what you are saying Olivia, the art education is not limited to the classroom, not limited to the making, it takes place in the educational space of the community. Art education is a community endeavor.

Bonnie Rushlow on Children with Special Needs (Audio) My hope is that 10 years from now, more people like Doug's friend Dennis who could not speak or not sign but created handmade books to communicate, and my niece Finley, who has a severe learning disability in math and reading, but has perfect pitch, can be helped by the arts to find their voice and place in life. My dream is that someday soon the arts will play a far larger role than many imagined possible, in developing thoughtful, creative American citizens.

Bennett Reimer on Too Much Change (Audio)

The problem in change is that we have to not change everything. There are some things that we don't want to change, like the principles that we are devoted to.