



Louisiana Department of
EDUCATION

December 2011

Arts e-bulletin

National Coalition for Core Arts Standards Meets

The National Coalition for Core Arts Standards (NCCAS) is a partnership of national arts education organizations and states. This past month, members met and heard a report on international arts standards from the College Board in Phoenix, Arizona. NCCAS discussed the framework and needs of new arts standards. These standards would replace the arts standards published in 1994. Visit <http://nccas.wikispaces.com/> for more information about the leadership team and the work.

Research suggests . . .

Adolescent Males in Dance: A Closer Look at Their Journey

Li (2011) examined male dance students between the ages of 13-18. She identified three stages: denial, self or full acceptance, and excellence. She provides insights and practical strategies for working with adolescent males.

Available in *Journal of Physical Education, Recreation and Dance* 82(7).

Effects of Pullout Lessons on the Academic Achievement of Eighth Grade Band Students

Hash (2011) examined the results of 353 students. He reported that band students achieved significantly higher mean scores than non-band students. There were no significant differences between the highest scoring non-band students and all band students combined.

Available in *Update* 30(1). (A research journal from the National Association for Music Education.)

Book Review

Music Advocacy: Moving from Survival to Vision

Rather than this being a book on the qualitative reasons for music education, which are also important, this is a practical book based on the district's fiscal reasons that support music education. While John Benham wrote this book based on his decades of experience in defending the needs for music education, it is a great book for all arts education advocates. The fourth chapter is a great primer on research for educators considering graduate school or continuing their own learning. Another chapter discusses the pros and cons of various schedules. He does an amazing job of explaining how music educators add full time equivalent (FTE) value to their schools. He explains how arts advocates can give political cover for school boards and administrators to provide music education for all students. "Most people do not understand that money is not saved by cutting music programs, but by making them stronger" (Benham, 2011, p. 151).

"... arts education can transform students, communities, and their schools."

Laura Johnson
Arts Education Partnership

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

Louisiana Association of Kodály Educators
<http://tinyurl.com/3rtvze9>

Louisiana Association for Jazz Education
www.lajelouisiana.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
<http://laarteducators.org/>

National Art Education Association
<http://www.arteducators.org/>

In the News . . .

Artists in Demand for Video Game Industry

The video game industry earned \$60 billion globally in 2010. "As gaming continues to rise in popularity...and expand in what defines a gaming experience, artists of all types will be in high demand to provide all the visual elements we as game consumers expect and at the quality we demand," says Nick Heitzman, a game developer.

Access at <http://www.usatoday.com/tech/gaming/story/2011-11-13/video-game-art-artistry>.

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 23-25 and March 1-3, 2012. 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 nationally-recognized educators, such as Eugene Corporon and Anthony Maiello. Visit <http://www.scrmusic.info/> for more information.

Louisiana Thespian Festival

A weekend of workshops, performances, scholarship opportunities, college visits and networking at the Louisiana Thespian Festival.

January 27-28, 2012

Northwestern State University

Visit <http://www.louisianathespians.com/> for more information.

Videos of Note

What Do Media Arts Look Like?

This year, media arts courses were approved for students to meet the graduation requirement. Last month, the National Coalition for Core Arts Standards took up the discussion, "Should new standards be created for the media arts?" In an effort to provide examples of what the products might look like, student-created videos were supplied. The following page contains those videos.

Access at <https://nccas.wikispaces.com/Media+Arts+Student+Work>.

High Tech Art (with a sense of humor)

Aparna Rao re-imagines the familiar in surprising, often humorous, ways. She creates high-tech art installations – a camera that tracks you through the room only to make you invisible on screen – that put a playful spin on ordinary objects and interactions.

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

Music and Math

This interactive presentation describes the relationship between math and music.

Access at <http://prezi.com/af-un0fav7ck/aep-presentation/>.

Opportunities for Students

Louisiana Art Education Association (LAEA's) Flag Design Contest

This year's theme for Youth Art Month is "Celebrating Louisiana's Bicentennial." The teacher must be an LAEA member to participate. You can learn more about how art educators from around the state help to promote and advocate art education within our schools, communities, and state. For more information on LAEA membership, visit <http://laarteducators.org/>. If you have any questions, email Virginia Berthelot at virginia.berthelot@lpsb.org.

George Rodrigue Foundation of the Arts 2012 Scholarship Art Contest

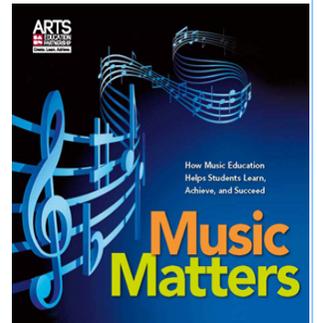
The George Rodrigue Foundation of the Arts (GRFA) will provide \$45,000 in college scholarships and awards to students whose artwork best commemorates the 200 years of rich culture and heritage of our great state. In the second round of judging, the Louisiana Bicentennial Commission will select either the first place senior or junior winner as the official artist for a Louisiana Bicentennial poster. This artist will have the opportunity to work personally with George Rodrigue to transform their artwork into the Louisiana Bicentennial poster to be displayed and sold across the state during 2012. For more information, visit <http://www.georgerodriguefoundation.org/site391.php>.

Resources

Music Matters: How Music Education Helps Students Learn, Achieve, and Succeed

Beyond the intrinsic value of music to cultures worldwide, education in music has benefits for young people that transcend the musical domain. In this bulletin, the Arts Education Partnership reviewed an extensive body of research to identify high-quality, evidence-based studies that document student learning outcomes associated with an education in and through music. *Music Matters* shows conclusively that music education equips students to learn; music education facilitates student academic achievement; and music education develops the creative capacities for lifelong success.

Access at <http://www.aep-arts.org/files/publications/Music%20Matters%20Final.pdf>.



The Complete Works of William Shakespeare

The Massachusetts Institute of Technology, a private research university located in Cambridge, MA, hosts the plays and poetry of William Shakespeare on their website.

Access at <http://shakespeare.mit.edu/>.

West Side Story: Online Exhibition

The Library of Congress has an online exhibition of notes, photos, and on the musical retelling the story of Romeo and Juliet.

Access at <http://www.loc.gov/exhibits/westsidestory/>.

Western Social Dance: An Overview of the Collection

The Library of Congress offers many resources, including video clips of professionals dancing to historic social dances. Many links are provided to source documents.

Access at <http://memory.loc.gov/ammem/dihtml/diessay0.html>.

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

The content standard precedes the assessment statement.

Dance

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

- 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).

- 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).

- 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).

- 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.

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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Fine Arts Program Coordinator

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