



Louisiana Department of  
**EDUCATION**

January 2012

*Arts e-bulletin*

## **Writers Selected for National Arts Standards Project**

The National Coalition of Core Arts Standards (NCCAS) has completed the selection of writing teams for the next generation of arts standards project. NCCAS is a coalition of eight national organizations committed to developing new voluntary arts education standards that will build on the foundations created by the 1994 National Arts Standards and, more recently, the 2005 Standards for Learning and Teaching Dance in the Arts. The revision of standards will guide curriculum designers, teacher training programs, funders, and federal and state policy makers in their arts education decision-making.

NCCAS received more than 360 applications from throughout the country to serve on one of the four writing teams of dance, music, theatre, and visual arts. The coalition's professional arts education organizations chose team writers based on breadth of experience and skills in teaching, standards and curriculum-writing, assessment and leadership, and practical knowledge in their area of expertise.

Visit <http://nccas.wikispaces.com/> for more information.

## **College Board Releases Report of State Arts Standards**

In preparation for revised arts education standards, the College Board reported on current arts education standards in eight states and media arts standards in two districts and two states. The review examined dance, music, theatre, and visual arts standards. This information was delivered to the National Coalition for Core Arts Standards (NCCAS), a partnership of national arts education organizations and state education agencies. This coalition is leading the revision of the national arts standards, which, when completed, will replace the arts standards published in 1994.

Visit <http://nccas.wikispaces.com/> for more information and to review the report submitted by the College Board.

## **Research suggests . . .**

*Remain or React: The Music Education Profession's Responses to Sputnik and A Nation at Risk* Richerme (2012) offers a historical analysis of responses to perceived challenges to music education. She observed that the language and practices of music educators did not adjust with the perceived challenges. She calls for music educators to have serious discussions about music education standards, assessments, and evaluation. Available in *Arts Education Policy Review* 113 (35-44).

"Imagination lights the  
slow fuse of possibility."

Emily Dickinson

*Imagination*

*Creativity*

*Innovation*

## Arts Organizations Online

### **DANCE**

Louisiana Association for Health, Physical Education, Recreation, and Dance  
[www.lahperd.org](http://www.lahperd.org)

Louisiana Alliance for Dance  
[www.louisianadance.org](http://www.louisianadance.org)

National Dance Education Organization  
[www.ndeo.org](http://www.ndeo.org)

### **MUSIC**

Louisiana Music Education Association  
[www.lmeamusic.org](http://www.lmeamusic.org)

Louisiana American Choral Directors Association  
[www.la-acda.org](http://www.la-acda.org)

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

Louisiana Association for Jazz Education  
[www.lajelouisiana.org](http://www.lajelouisiana.org)

Music Educators National Conference  
[www.menc.org](http://www.menc.org)

### **THEATRE**

Louisiana Educational Theatre Association  
[www.louisianathespians.com](http://www.louisianathespians.com)

Educational Theatre Association  
[www.edta.org](http://www.edta.org)

### **VISUAL ARTS**

Louisiana Art Education Association  
<http://laarteducators.org/>

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

## **In the News . . .**

### *Performing Arts Instrumental in School Success*

In Australia, an independent evaluation of an arts program taught in disadvantaged schools found significantly higher grades in English, math, and science when compared with similar schools with no arts classes. The research said that the improvement on the national tests was the equivalent of having an extra year of school. Access at <http://preview.tinyurl.com/d53fhvk>.

## **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, Anthony Maiello, and Tim Lautzenheiser. 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**

### *Dance vs. PowerPoint: A Modest Proposal*

Curious about what a superfluid is? John Bohannon, a molecular biologist, uses dancers instead of PowerPoint to explain scientific concepts. He says, "If you are trying to give someone the big picture of a complex idea, the fewer words the better." Access at <http://www.ted.com/>.

### *I Love Jazz*

This is a magazine-style podcast with videos of interviews and performances to assist students in developing an appreciation of the historical jazz tradition. It introduces students to the American art forms of Jazz and Ragtime.

For a subscription to this free podcast, visit <http://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=422585924>.

### *National Theatre's War Horse*

Before *War Horse* was a movie, it was a story and a stage play. This series of video podcasts shows the evolution of the actors and the puppets used to tell the story. Access at <http://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=431847237>.

### *21st Century Skills Map Webinar*

The Partnership for 21st Century Skills hosted a webinar including representatives from Crayola and the National Association for Music Education. They explained how the arts and 21st Century Skills, such as, creativity, communication, collaboration, and critical thinking, contribute to a student's education.

Access at <http://www.youtube.com/watch?v=CuL6FUKXezc>.

## Opportunities for Students

### *Louisiana Art Education Association's (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](mailto: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 his/her 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>.

### *Educator Events at New Orleans Museum of Art*

Events are free, but registration is required. Please contact the Department of Interpretation and Audience Engagement at [education@noma.org](mailto:education@noma.org) or 504-658-4128. View events at <http://noma.org/pages/detail/58/Educators>.

## Resources

### *Learning in a Visual Age: The Critical Importance of Visual Arts Education*

*Learning in a Visual Age* is a collection of 14 essays written in response to the National Art Education Association (NAEA) report, *Learning in a Visual Age: The Critical Importance of Visual Arts Education*. These essays describe the value of visual arts education in a constantly changing educational environment and demonstrate why visual arts education is important for meeting every student's educational needs.

The white paper made the following recommendations:

1. Since visual arts is a core academic subject, the reauthorization of the Elementary and Secondary Education Act should require schools with Title I programs to maintain or develop programs in the visual arts and should broaden measures of school progress to include learning in the visual arts.
2. The U.S. Department of Education must include the arts in all regularly-conducted research and data collection regarding the core academic subjects.
3. The U.S. Department of Education should disseminate research on visual arts assessment to states and districts and should encourage states to demonstrate the extent to which they incorporate research on arts assessment in their plans for assessment redesign.
4. The Title II program should encourage schools to form effective partnerships between visual arts teachers and teachers from other subjects to develop and advance arts instruction across the curriculum.

Access at [http://www.arteducators.org/learning/learning-in-a-visual-age/3\\_NAEA\\_LVA\\_10.pdf](http://www.arteducators.org/learning/learning-in-a-visual-age/3_NAEA_LVA_10.pdf).

### *Barbershop Harmony Society*

The website has public domain music and early recordings available for downloading. It also contains many documents for music educators to download.

Access at <http://www.barbershop.org/resources.html>.

“Effective teaching requires a substantial amount of expertise. It requires teaching by a skilled and experienced professional with extensive arts content background, a range of pedagogical approaches, and the patience and persistence to turn small advantages and unexpected events into major breakthroughs in learning.”

Learning in a Visual Age

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

The content standard precedes the assessment statement.

### Dance

*Recognize and explore dance as a way to create and communicate ideas and feelings (D-CE-E3).*

- Fourth grade students create and use movement to express ideas and feelings from books or poetry. Observers analyze and interpret what the dance communicates in relation to a personal context.

*Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of dance (D-AP-E2).*

- Students explain, using appropriate terminology, their personal preferences for specific dance works and styles.

### Music

*Recognize and respond to concepts of beauty and taste in the ideas and creations of others through the study of music (M-AP-E2).*

- Fourth grade students explain, using appropriate terminology, their personal preferences for specific music works and styles.

*Improvise or compose and perform simple musical ideas, such as echoing melody or short rhythmic patterns. (M-CE-E3).*

- Students create and arrange music to accompany readings or dramatizations.

### Theatre

*Exhibit physical and emotional dimensions of characterization through experimentation and through role playing (TH-CE-E3).*

- Fourth grade students assume roles that contribute to the action of classroom dramatizations based on personal experience and literature.

*Recognize and respond to concepts of beauty and taste in ideas and creations of others through the study of theatre arts (TH-AP-E2).*

- Students explain, using appropriate terminology, their personal preferences for specific dramatic works and styles.

### Visual Arts

*Explore and identify imagery from a variety of sources and creative visual representations (VA-CE-E1).*

- Fourth grade students use different media, techniques and processes to communicate ideas, experiences, and stories.

*Recognize great artists and works of art that have shaped the history of art (VA-HP-E6).*

- 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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dance



music



theatre



visual arts



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

*Imagination*

*Creativity*

*Innovation*