



Louisiana Department of
EDUCATION

March 2012

Arts e-bulletin

“Culture and the arts are essential components of a comprehensive education leading to the full development of the individual. Therefore, Arts Education is a universal human right, for all learners, including those who are often excluded from education, such as immigrants, cultural minority groups, and people with disabilities.”

United Nations Educational,
Scientific, and Cultural
Organization

Transforming Education Through the Arts

Brian Caldwell and Tanya Vaughn conducted research on a music education program that provided music instruction to students in a quasi-experimental design. The students were chosen from schools within disadvantaged communities. The researchers began with the idea that arts education is a universal human right. Many of the research studies with which the field is familiar are again found here. Arts education research is reviewed in this book, which most readers will find both fresh and supportive. The book examines the effects of arts education on underprivileged students in the areas of (1) attendance, dropout, detention, and suspension, (2) student achievement – literacy and numeracy and (3) student well-being. Students who were in the program the longest had higher attendance than matched students. There were fewer dropout and disciplinary infractions. Students who had 60 minutes of music instruction a week showed an equivalent to a gain in achievement of at least a year in reading. Students also showed significantly higher results in writing, spelling, grammar and punctuation and overall literacy. Arts students exhibited the highest levels of resilience, increased confidence and improved behavior through participation in arts programs. Educators and administrators reported that the confidence gained as a result of the arts programs was evidenced in other academic areas.

Details at <http://www.routledge.com/books/details/9780415687027/>.

Research suggests . . .

Adolescent Male Attitudes About Singing in Choir

Lucas (2011) examined the factors which would influence male students to elect choir. Data were collected from 101 seventh and eighth grade students. The results suggested that students enrolled because they thought they were good singers. Peer pressure was less of a factor than enjoyment. Perceived support from their families, principals, and other educators influenced their decision.

Access at [Update: Applications of Research in Music Education](#) (30)1.

In Defense of the Value of Visual Arts in Public Education

Seymore (2009) conducted a descriptive study of multiple sources to examine whether visual arts should be taught for intrinsic or extrinsic reasons. She concluded that visual arts educators could defend their programs. “The goals of art education should be to aid each pupil to the full extent of their abilities to perceive and understand the relationships among the elements and principles of design as they appear in the natural and man-made environment, as they influence mental images, and as they appear in works of art” (p. 30).

Access at <http://digitalcommons.utep.edu/dissertations/AA11465272/>.

Imagination

Creativity

Innovation

In the News . . .

School Arts = Higher Scores

San Diego reported the results of an arts integration program in which theatre education assisted students in understanding what was read. Students in the arts classrooms saw gains of more than three times the control group on the state literacy tests, with the largest gains in the “lowest performing” students.

Access at <http://www.utsandiego.com/news/2012/feb/10/student-scores-improve-with-unique-arts-program/>.

Increased Arts Practice Improves Reading Fluency

Students who experience a music education have stronger phonological awareness. (The neurological study suggested that the key to students creating, performing and responding to music was the critical element.) “Posner shows that focused training in music, dance or theatre strengthens the brain’s attention system and therefore improves cognitive performance in general.”

Access at http://www.witness.co.za/index.php?showcontent&global%5B_id%5D=76635.

Musical Creativity and the Brain

López-González and Limb have found that brain areas controlling executive function are deactivated during improvisation, while those controlling language and sensorimotor skills are activated. Researchers have concluded that musical creativity clearly cannot be tied to just one brain area or process.

Access at <http://www.dana.org/news/cerebrum/detail.aspx?id=35670>.

Resources

Teaching African American Civil Rights through American Art at the Smithsonian

The Smithsonian Museum makes connections through art, history, social change. Educators can present the civil rights movement using the museum’s collections. Lessons and resources are available at the website.

Access at <http://africanamericanart.si.edu/>.

Opportunities for Students

All-Star Bands

Louisiana Bandmasters Association sponsors the Middle School All-Star Symphonic and Concert Bands and the High School All-Star Jazz Band. These ensembles will perform at the University of Louisiana at Lafayette on May 29-30, 2012. The All-Star Bands is for students in grades 6-8 and the All-Star Jazz Band is comprised of students in the 9th-12th grades who are nominated by their directors during the spring semester. The Jazz Band conductor/clinician is selected from among a list of the finest jazz educators. A nationally-known clinician is chosen to conduct the Symphonic Band, and the Concert Band is conducted by LBA's own elected "Bandmaster of the Year" at the LMEA Convention in November. Visit www.labandmasters.org for more information.

Southwest Summer Music Academy

The Southwest Summer Music Academy will be held on the campus of Southwest Mississippi Community College in Summit, MS (45 minutes north of Hammond, LA). The academy is designed specifically for band students from grades 6 – 9. Students will develop fundamentals on their instruments and participate in a number of activities, including: Jazz Band, Steel Pans, Woodwind Choir, Brass Choir, Large Concert Ensemble, Master Classes, and Music Theory Classes. Individuals interested in receiving materials for the Southwest Summer Music Academy should contact Mr. Andrew Dale, Director of Bands, at Andrew.Dale@smcc.edu or at (601) 276-3749.

"It is important for a teacher to spark student interest in a topic, and the Oh Freedom! website definitely sparked the interest of my students."

Penny Prado, social studies teacher, Riverdale Middle School, Jefferson, La.

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/>

Professional Development

Louisiana Theatre in Our Schools Mini-Conference

Louisiana State University and the American Alliance for Theatre and Education are convening a mini-conference March 30th to increase collaboration among theatre educators and to bolster connections between local arts organizations and the schools. Participants will leave with fresh ideas to use in the classroom after attending breakout sessions, interactive workshops, and networking roundtables. The event aims to raise awareness about the value of theatre in our schools by bringing local theatre practitioners and educators together in a show of unity and purpose. For more information contact Blake Wilson at mbwilson@lsu.edu. Register online at <http://www.aate.com/?page=latios>.

Gifted... Talented... Drive-In's, Oh My!

All teachers who provide instruction to gifted and talented students in special education or regular classroom settings are invited. The one-day institutes will take place in Natchitoches (March 31) and in Baton Rouge (April 28). Academic/research strands have been planned, as well as strands for the talented areas of art, theatre, and music. Topics covered will include critical thinking, creativity, vocabulary and comprehension strategies for advanced learners. Four content sessions are available for art, music, and theatre. Different presentations will be offered at each site. Registration is available at <http://www.louisianaschools.net/topics/coursewhere.html>. For more information, contact marian.johnson@la.gov.

Videos of Note

Writing Creatively: Plays

This podcast provides an overview of the process of playwriting. Contemporary playwrights give tips on how to read, watch and understand plays. Access at <http://itunes.apple.com/us/course/writing-creatively-plays/id495058951>.

Origins of American Animation

The Library of Congress has early American animation films from 1900-1921 which show the development of animation and reveal the social attitudes. These short videos are available through iTunes University at <http://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=386017694>.

Communicating Through Music

Music is a form of communication. This podcast uses video, audio and text to examine how music is understood in various settings. It explores how technology has changed the way music is experienced. Access at <http://itunes.apple.com/us/course/communicating-through-music/id495059829>.

Grants

Champion Creatively Alive Children

Crayola and the National Association for Elementary School Principals are sponsoring a grant program that supports education in implementing innovative, arts-infused education experiences. Grants that promote creativity, critical thinking, communication, and collaboration are encouraged. Access at <http://www.naesp.org/champion-creatively-alive-children>.

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

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