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Arts Education + Tennessee Principals

“Educating the Whole Child in the Age of COVID”

Mario R. Rossero, Executive Director, National Art Education Association (NAEA)



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Arts Education: Where We've Been and Where We're Going!

Agenda

- Getting on the Same Page: Terminology, History, and Context
- Standards and Outcomes
- Arts in Age of COVID-19: How to Maximize Your Arts Education Program
- Resources and Supports
- Closing

Getting on the Same Page

Arts in the Age of COVID-19: How to Maximize Your Arts Education Program





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Getting On the Same Page: *Key Terms*



- **Artforms:**

- Visual Art & Design (drawing, painting, ceramics, sculpture, etc...)
- Music (instrumental & vocal)
- Dance
- Drama/Theater (performance and production)
- Media Arts



- **Arts Teachers:** Individuals meeting in-depth training requirements that are certified in their artform, state by state



- **Teaching Artists:** Individuals with an arts & culture background/expertise that visit and/or partner with teachers/classrooms/schools



- **Arts Partners:** Community organizations, museums, cultural institutions, performing arts centers, higher education, etc..



- **Arts Instruction:** Direct arts instruction (discipline -based), arts integration (purposefully connecting concepts and skills from the arts & other subjects on level playing field), Culturally Sustaining, etc...



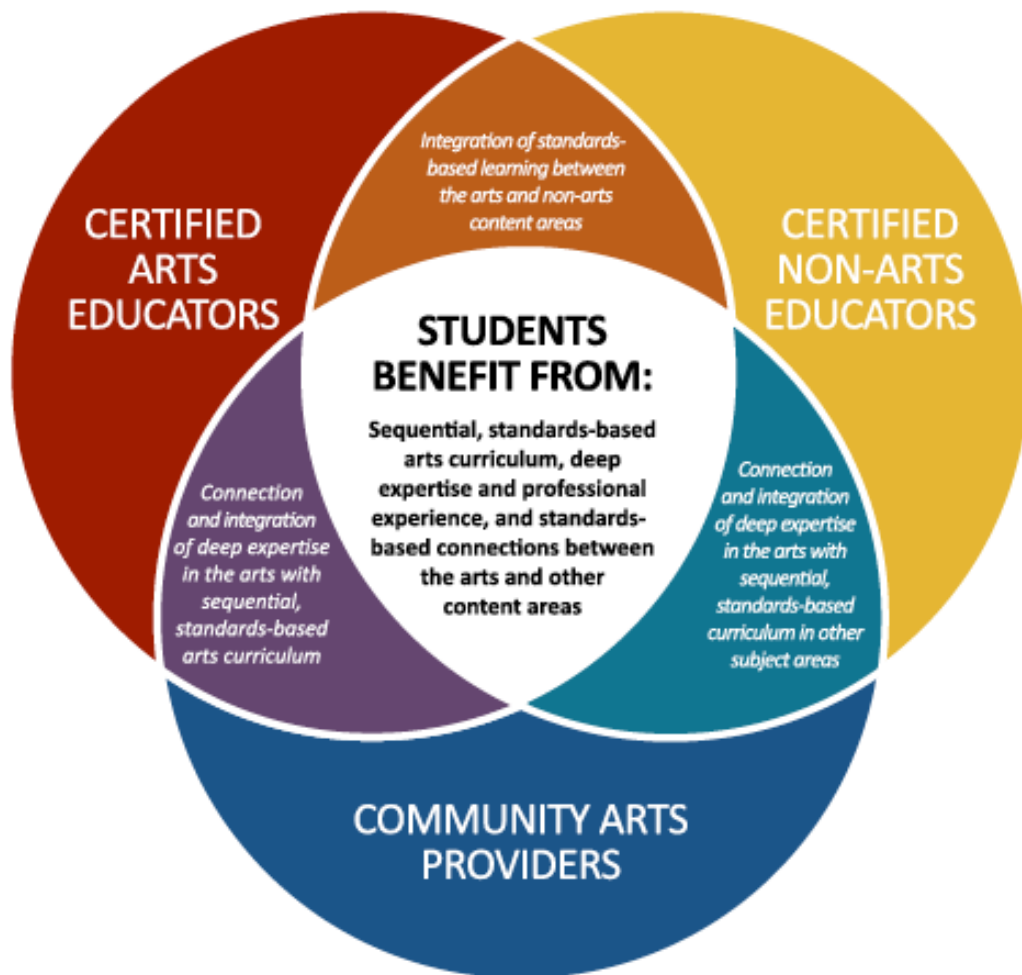
- **Standards:** Vetted national and state expectations for learning across art forms/subjects and grade levels*

*<https://www.nationalartsstandards.org/>



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Getting on the Same Page: *The Arts Ed Ecosystem (Local)*





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Getting On the Same Page: *Big Ideas in the Arts*



The skills, techniques, elements, and principles of the arts can be learned, studied, refined, and practiced.



Artists use tools and resources, as well as their own experiences and skills, to create art.



The arts provide a medium to understand and exchange ideas.



People have expressed experiences and ideas through the arts across time and cultures.



There are formal and informal processes used to assess the quality of works in the arts.



People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.



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Getting on the Same Page: *History and Context*

1800s-1965: Policy: Fighting for Policy, Getting Policy			1965-1994: Fighting for Core, Getting Core			1994-2015: Fighting for Equitable Access in an Era of Accountability				
1886	1934, 1947	1965	1977	1988	1994	1995	1999	2002	2009	2016-20
Settlement Houses: Jane Addams Hull House	John Dewey: <i>Art as Experience</i> (1934) Viktor Lowenfeld: <i>Creative and Mental Growth</i> (1947)	National Foundation on the Arts and Humanities Act of 1965 (P.L. 89-209) NEA NEH ESEA Penn State Seminar in Art Education Kennedy Center (Dec 1964)	Coming to Our Senses: <i>The Significance of the Arts for American Education</i>	NEA: Towards Civilization: Report shows arts in jeopardy in US schools	Clinton: Goals 2000: Arts added to core subjects	Core: Federal education law introduced the arts as a part of the definition for core academic subjects	Champions of Change: Study on arts achievement outcomes	Bush: No Child Left Behind: Arts as core, but new era of accountability	Nation's Arts Report Card: NAEP report shows broad and persistent achievement gaps in visual art and music based on socioeconomic, race, ethnicity, gender, school type, and location	Obama: Every Student Succeeds Act: ESSA includes the arts as part of a "well-rounded" education

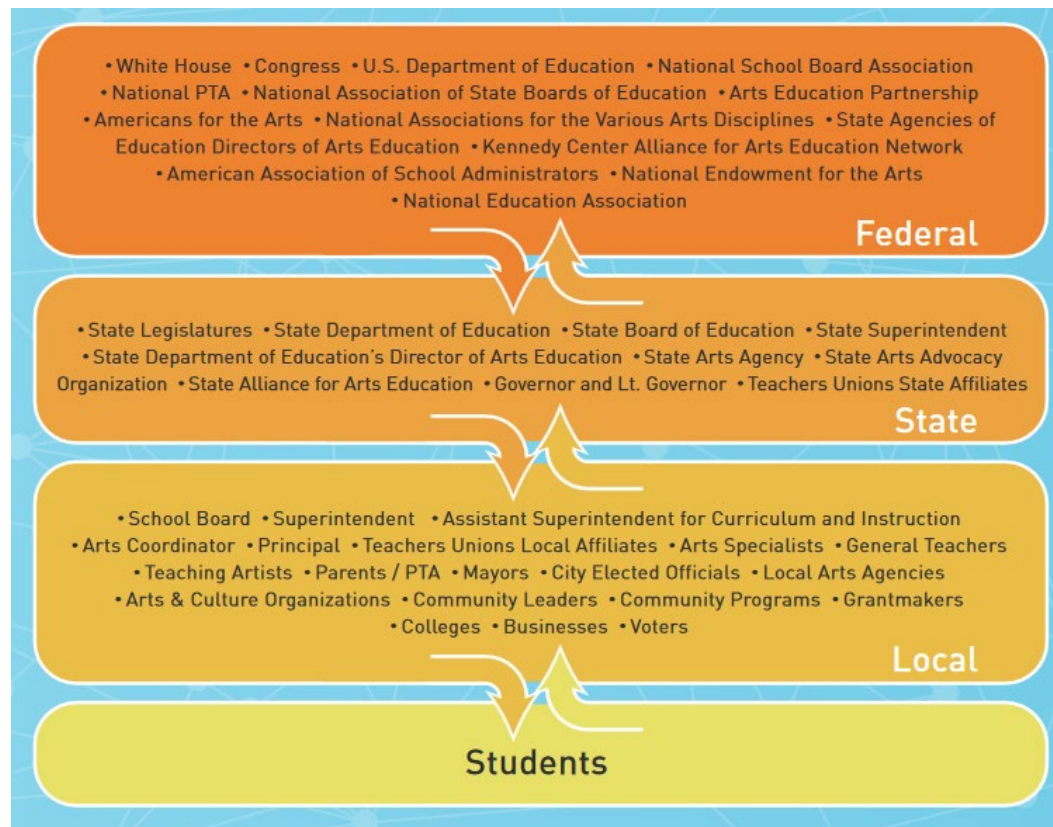
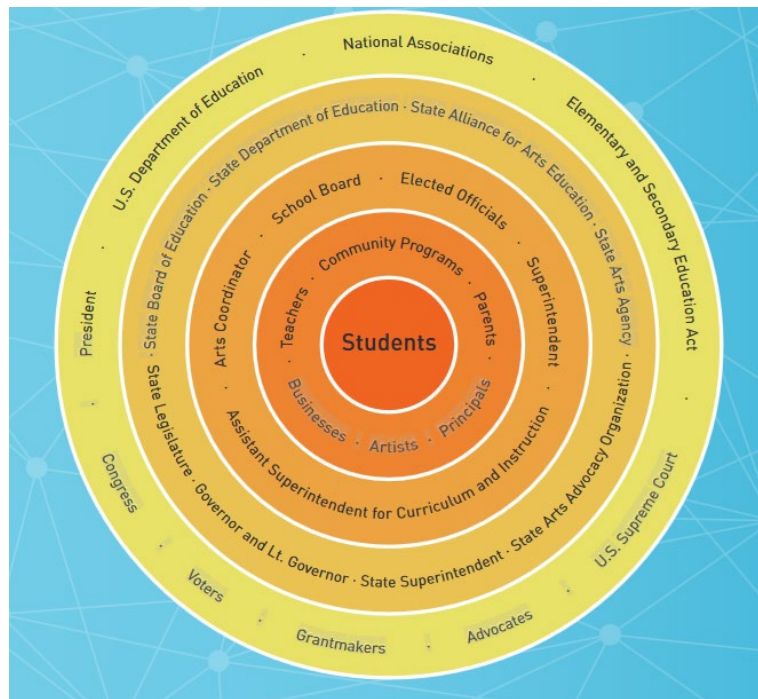
This research provides compelling evidence that the arts can and do serve as champions of change in learning. Yet realizing the full potential of learning in and through the arts for all American children will require heroic acts from all segments of our society....we must make involvement with the arts a basic part of their learning experience.

-Champions of Change: The Impact of the Arts on Learning, 1999



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Getting on the Same Page: *The Arts Ed Ecosystem (National)*





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Arts Education Standards

NATIONALCORE ARTSSTANDARDS

Dance, Media Arts, Music, Theatre And Visual Arts



What Are The Standards?

[Learn More....](#)

What is the status of state arts standards revision?

[Learn More...](#)



Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.



Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.



Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.




Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



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Arts Education Standards: Tennessee



Department of
Education

Go to TN.gov

Search Education

Top Links ▾ About TDOE ▾ Instruction ▾ For Educators ▾ For Students & Families For Districts News PBS Teaching Tennessee

Find COVID-19 Information and Resources

Academic Standards

- English Language Arts
- Mathematics
- Science
- Social Studies
- Writing Rubrics
- Arts Education**
 - Career Clusters & Standards
 - Counseling and Career Guidance

Fine Arts: Dance, Music, Theatre, Visual Art

> Tennessee Arts Education at a Glance

Fine arts academic standards include separate sets of standards for each of the five arts: dance, music, theatre, visual art, and media art. Each set of standards is based on the national standards for that art area. Shared between all fine arts disciplines are the 11 foundations and the four overarching domains.

Each of the courses addresses all of the standards for the specific art discipline. Greater emphasis may be placed on some standards and less on others depending on the specific nature of the course. These standards provide a common point of reference for district and local educators and provide direction in meeting the challenge of ensuring that all students attain the appropriate knowledge and skills as set forth in the standards.



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ArtScan Tennessee



March 2020

State	Tennessee
Arts as Core Academic Subject	Not found in statute or code.
Early Childhood Arts Ed State Standards	Tennessee Early Learning Development Standards (2018)
Elementary & Secondary Arts Ed State Standards	Tennessee Academic Standards for Fine Arts (2018)
Arts Ed Instructional Requirement - Elementary	Art and Music: The course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education to help each student foster creative thinking, spatial learning, discipline, craftsmanship and the intrinsic rewards of hard work. Local boards of education are encouraged to fully implement the art and music curriculum adopted by the board of education through both art and music classes, as well as integration into other core academic subjects. (Tenn. Code Ann. § 49-6-1025)
Arts Ed Instructional Requirement - Middle	Art and Music: The course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education to help each student foster creative thinking, spatial learning, discipline, craftsmanship and the intrinsic rewards of hard work. Local boards of education are encouraged to fully implement the art and music curriculum adopted by the board of education through both art and music classes, as well as integration into other core academic subjects. (Tenn. Code Ann. § 49-6-1025)
Arts Ed Instructional Requirement - High School	Not found in statute or code.
Arts Requirements for High School Graduation	Graduation Requirements - The following twenty-two (22) credits shall be required for graduation: Fine Arts - 1 credit. (Tenn. Comp. R & Regs. 0520-01-03-06)
Arts Alternatives for High School Graduation	The following twenty-two (22) credits shall be required for graduation: Fine Arts 1 credit (Tenn. Comp. R. & Regs. 0520-01-03-06).
Arts Ed Assessment Requirements	Not found in statute or code.
Arts Ed Requirements for State Accreditation	Not found in statute or code.
Licensure Requirements for Non-Arts Teachers	Employment Standards: A classroom teacher with an endorsement in elementary education or early childhood education is eligible to teach any subject, including art, music, and physical education, in the grades covered by the endorsement as part of the teacher's regular classroom assignment. (Tenn. Comp. R & Regs.0520-01-02-03)
Licensure Requirements for Arts Teachers	A teacher in grades K through 8 who teaches art, music, or physical education the major portion of the day shall be endorsed in art, music, or physical education respectively. (Tenn. Comp. R & Regs.0520-01-02-03)



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Benefits & Outcomes

Artistic Achievement	First and foremost the impact of arts learning must be shared in artistic outcomes and achievements.
Academic Achievement:	A student involved in the arts is four times more likely to be recognized for academic achievement.
Lower Dropout Rates:	Students with high arts participation and low socioeconomic status have a 4 percent dropout rate—five times lower than their low socioeconomic status peers.
SAT Scores:	Students who take four years of arts and music classes average almost 100 points higher on their SAT scores than students who take only one -half year or less.
College Graduation:	Low-income students who are highly engaged in the arts are twice as likely to graduate college as their peers with no arts education.
Creativity:	72% of business leaders say that creativity is the number one skill they are seeking when hiring.
Well-Rounded Education:	93% of Americans believe that the arts are vital to providing a well -rounded education.
Core Academic Subject:	The arts are recognized as a core academic subject under the federal Elementary and Secondary Education Act (now part of ESSA).
Social-Emotional Learning	The arts create <i>safe spaces</i> for expression, human connection, and social-emotional learning and trauma-informed education.

*Americans for the Arts “10 Arts Education Fast Facts” (2013)



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Arts Education in the Age of COVID-19: Priorities

The COVID Classroom: All of Education is upside down right now, with a simultaneous mix of greater valuing and devaluing of the arts, community by community. **As a School Leader:**

1. **Maximize Your Arts Educator:** *Include your Arts Educator on your COVID-19 Planning Team*
 - a. *Whole School Mindset*
 - b. *Success in a Resource Constrained Environment*
 - c. *Community Builder*
 - d. *Safe Space for Expression and SEL*
 - e. *Expert Schedulers*
2. **Maintain Quality:** *Support rigorous arts instruction and be sure to include everything from skills to concepts*
3. **Get Creative with Schedules and Budgets:** *Work with your Arts Educator on options for schedule rotations, creative supply sources, and everyday workarounds*
4. **Prioritize and Invest:** *Double-down on your Arts Educator--this investment pays off for the entire school community, especially when maximized and valued for their skills!*



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Arts Education in the Age of COVID-19: Tips

Whether in-person, remote, or hybrid these tips and recommendations support a successful arts education classroom. **As an Arts Educator:**

1. *Coalesce school-wide resources and make individual student kits (think levels: good-better-best)*
2. *Involve the family in art learning, making, and sharing*
3. *Create a dedicated studio space at home*
4. *Showcase student work and accomplishments by hosting virtual performances and exhibitions*
5. *Lean into the arts as a tool for equity and be culturally responsive with arts curriculum*
6. *Lean into the arts as a tool for social emotional learning, create safe spaces for expression, and partner with the school counselor*
7. *Establish regular structures, set clear expectations, set up communication systems, and keep lessons current and relevant*
8. *Engage students with meaningful assignments/projects and ensure that artists and art styles are relevant to their lives (highlight living diverse artists!)*
9. *Be flexible in allowing students to take assignments in another direction and to express their views, interests, and feelings*
10. *Provide valuable and timely feedback; Focus on formative assessment*



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In-Person, Remote, & Hybrid Learning Resources

1. *I need arts education resources across all art forms:* [Arts Education Partnership COVID-19 Resources](#)
2. *I'm looking for:*
 - a. [Visual Art Education and Design Resources](#)
 - b. [Music Education Resources](#)
 - c. [Dance Education Resources](#)
 - d. [Drama/Theater Education Resources](#)
 - e. [Media Arts Resources](#)
3. *I want to make connections between the* [Arts and SEL](#)
4. *I want to make connections between the* [Arts and Equity, Diversity, and Inclusion](#)
5. *Show me the case for Arts Education:* [Arts Education is Essential](#) unified letter

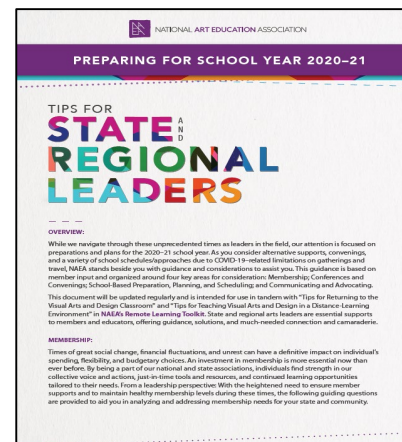
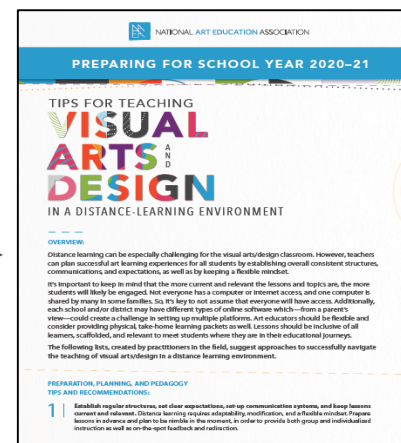
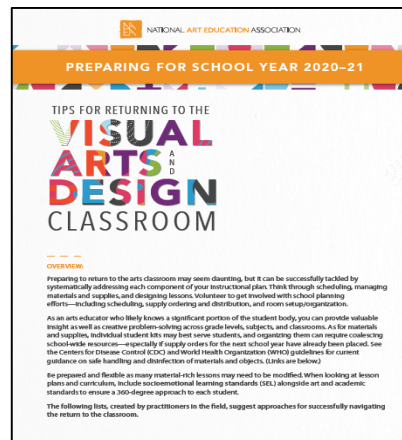


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In-Person, Remote, and Hybrid Learning Supports

Distance Learning Resources

- Elementary Division
- Middle Level Division
- Secondary Division
- Higher Education Division
- Preservice Division
- Supervision and Administration Division
- Museum Education Division
- Social Emotional Learning
- Equity, Diversity, and Inclusion





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Brand New: NAEA Town Hall Discussions

Opportunities Ahead...the NAEA community is now more essential than ever to instruct and cultivate the next generation of artists, creative thinkers, makers, problem-solvers, and community builders



1. Tues, Oct 20, 7-8pm (ET): Art Education and School Year 2020-21: Navigating Remote Learning, Hybrid Learning, and In-Person Instruction in the COVID-19 Landscape



2. Tues, Nov 17, 7-8pm (ET): Art Education and Social Emotional Learning: Taking Care of Our Learners and Ourselves

3. Tues, Dec 15, 7-8pm (ET): Art Education and Equity, Diversity, and Inclusion: Moving from Ideas to Action

4. Tues, Jan 26, 7-8pm (ET): Art Education and School Year 2020-21: From Skills to Concepts--Working Across the Curriculum in a New Environment

5. Tues, Feb 9, 7-8pm (ET): The Art Education Continuum: Building a Pipeline from Pre-Service to Practitioner to Professor



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Brand New: NAEA Town Hall Discussions



NATIONAL ART EDUCATION ASSOCIATION

**ART EDUCATION
& SCHOOL YEAR 2020-21**
Navigating Remote, Hybrid, and In-Person
Instruction in the COVID-19 Landscape

TUESDAY, OCTOBER 20 | 7-8 PM ET

View panelist bios, conversation recording, and more
at www.arteducators.org/community/town-hall

Sharing solutions and support for success in this unique school year is our goal for this conversation. Join expert guides as they communicate how they are navigating the current landscape as supervisors, administrators, and classroom practitioners. Gain perspectives from various vantage points and walk away with practical ideas for immediate use—whether you're faced with the challenges and opportunities of remote, in-person, or hybrid learning during the COVID-19 pandemic.



L. Earl Franks, EdD, CAE
Executive Director, National
Association of Elementary School
Principals, Alexandria, VA

3 TIPS FOR SUCCESS

for navigating instruction in the COVID-19 landscape

1. Follow NAESP for resources/supports related to the COVID-19 pandemic—school reopening, school funding, and other supports for school leaders and the school/students they serve. You can also find information on race and equity issues.
2. Work with all stakeholder groups to implement your program safely.
3. Collaborate with your local, state, and national professional organizations.

GO-TO RESOURCE/S

for support during this unique time

Visit www.naesp.org, as well as websites for many other partner organizations.

SELF-CARE SHARE

Exercise, healthy eating, and adequate sleep.



Alysia Lee
Coordinator, Fine Arts
State Department of Education
Baltimore, MD

3 TIPS FOR SUCCESS

for navigating instruction in the COVID-19 landscape

1. Maslow before Bloom's
2. Use the Creative Process.
3. Stop. Collaborate. And Listen.

GO-TO RESOURCE/S

for support during this unique time

COVID-19 Response and Path Forward: A Collaborative Living Document From the Fine Arts Supervisors of Maryland Public Schools

As a guiding document for the continuity of fine arts education in Maryland public schools, this resource can be used to support local decision making that is in the best interest of students and maintains high-quality fine arts programs. The continuity of fine arts programs for all students ensures that local school systems can provide social-emotional learning, culturally relevant pedagogy, and a well-rounded education.

View the document here:
www.msdefinearts.org/statwide-arts-resources

SELF-CARE SHARE

Alysia writes songs! Here is a song she wrote for performing at racial justice events and gatherings:
<https://youtu.be/MVr6UEgUehY>



Armon Barrows
Visual and Graphic Arts Teacher
Crater University Academy
Central Point, OR
www.armonbarrows.com

3 TIPS FOR SUCCESS

for navigating instruction in the COVID-19 landscape

1. Keep a reasonable routine during online learning through unexpected and compounding adversity.
2. Recognize and understand the technology limitations facing everyone involved with distance learning.
3. Keep true to your voice and the importance of having it in your lessons—students are there for you, as well.

GO-TO RESOURCE/S

for support during this unique time

Myself—understanding just what I bring to the table and drawing on my own experiences while teaching (and acknowledging that I have to repackage it as well). Additionally, the ability to recognize that I know what I'm doing and everyone is in the same boat. I am just as much as an expert as many of those around me—it's a level playing field during distance teaching! I also depend on administrators, coworkers, careful observation, and the ability to listen to others' experiences.

SELF-CARE SHARE

During this unique time, I make sure that I keep to an established schedule for myself. Schoolwork used to be all-consuming as it was, so without leaving time for my other pursuits (the outdoors, some freelance art, art for myself, reading comics), I could conceivably find something school-related to fill every minute of every day. Giving myself permission to step away at a scheduled time (to "clock out") is crucial.

Find out more about NAEA Town Hall Conversations at www.arteducators.org/community/town-hall



Luisa Tio
Art Teacher, Matthew Maury Elementary,
Alexandria City Public Schools,
Alexandria, VA
www.luisatio.com

3 TIPS FOR SUCCESS

for navigating instruction in the COVID-19 landscape

1. Don't be hard on yourself! I know everyone says this is an unprecedented time... but it is, and we are all learning as we go along. We get better and the technology gets easier every day.
2. Connect with your students. That's why we teach, right? I try to say something specific to every student about their art during every class and try to celebrate things like birthdays and losing teeth.
3. There are positives to being online. Some children very much respond to videos; it is a great way to teach drawing skills, and you are helping children to express themselves and feel better in these tumultuous times.

GO-TO RESOURCE/S

for support during this unique time

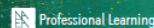
My colleagues! I am blessed to work with some amazing art teachers who are generous with their time and experience; my team at my elementary school is also essential for good advice and general support. I also count on my technology person at school to troubleshoot Canvas issues, and I go to our ACPIS fine arts coordinator, Andrew Watson, for help with thinking big.

Also, the internet is a go-to resource. YouTube videos—I can get great ideas and learn how to do just about anything! And Pinterest is basically endless idea generation.

SELF-CARE SHARE

Exercise is probably the best de-stressor for me. I also enjoy spending time outside; connecting with my family and friends (over Zoom, or socially distanced if possible); sleeping; reading; and of course, making art!

Online Professional Learning for Art Educators and FREE for NAEA Members! Convenient, relevant webinars to support your learning needs.



WEBINARS

virtual.arteducators.org

Art educators worldwide are asking important questions and sharing ideas on Collaborate, NAEA's 24/7 online community!

COLLABORATE
INSPIRE AND BE INSPIRED

collaborate.arteducators.org

Not an NAEA Member? Join your vibrant professional community for support, resources, opportunities, and inspiration!



www.arteducators.org

The NAEA Remote Learning Toolkit is a repository of resources to help visual arts educators navigate the 2020-21 school year!



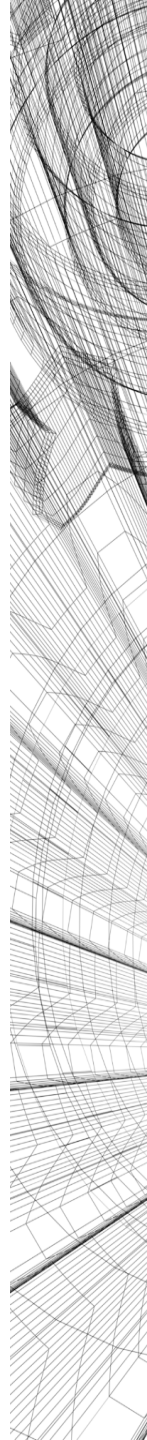
www.arteducators.org



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Championing the Arts

- I want to advocate for the arts within my school/district: [Thom's Open Letter to School Decision-Makers](#)
- I want to advocate for museum ed: [Thom's Open Letter for Museum Ed](#)
- I want to provide data and talking points on the value of art education: [Advocacy Toolkit](#)
- I want to respond to a specific issue in art education: [Platform and Position Statements](#)
- I want to provide a deeper dive into a topic: [Advocacy papers](#)
- I want to take steps towards increased diversity, equity, and inclusion: [James' Open Letter](#)
- I want to see a state by state comparison of art ed requirements: [AEP's ArtScan](#)
- I want broad advocacy tools for the arts and art ed: [Americans for the Arts](#)
- I want evidence on the impact of art and arts learning: [Wallace Arts Education Knowledge Center](#) and broader reports on specific issues: [NEA Arts Education](#)





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There would be no art and there would be no science if human beings had no desire to create. And if we had everything we ever need or wanted, we would have no reason for creating anything. So, at the root of all art and all science there exists a gap – a gap between what the world is like and what the human creator wishes and hopes for it to be like. Our unique way of bridging the gap in each of our lives seems to me to be the essence of the reason for human creativity.

-Mister Rogers, *You Are Special*

Contact Information



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