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ABSTRACT

The 1990-91 school year has been designated the Year of the Arts in Education in Connecticut. This guide describes what state agencies are doing to celebrate this special year and seeks to inform various groups about what they can do to help develop Year of the Arts in Education activities. Suggestions are made for various groups including: art teachers, classroom and non-art teachers, guidance counselors, students, school principals, boards of education, PTAs and PTOs, colleges and universities, independent artists, performers, arts organizations, corporations, local industries, businesses, and the media. (DB)

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THE YEAR OF THE ARTS IN EDUCATION: 1990-91
What it is all about. What to expect. What to do.

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Connecticut State Department of Education
September, 1990

The 1990-91 school year has been designated the Year of the Arts in Education in Connecticut by Governor William A. O'Neill, the Connecticut State Board of Education and the Connecticut Commission on the Arts. Commissioner of Education Gerald N. Tirozzi and John Ostrout, Acting Executive Director of the Commission on the Arts, announced that the goal of this year-long observance is to improve the Arts* education of all Connecticut students. Commissioner Tirozzi said this year is one for "consciousness raising and conscience searching about the important role of the Arts in the education of all children."

Arts education is an essential part of the basic school curriculum, both because of the inherent value of Arts study and because of the contribution that the Arts can make to learning in other areas of the school curriculum and to students' attitudes toward school. The Arts consist of four distinct disciplines: dance, drama, music and the visual arts. Connecticut statutes require that every school district offer instruction in the Arts, and the State Board of Education has stressed the importance of an Arts education in its publication, *Connecticut's Common Core of Learning*. The Arts are sophisticated disciplines with histories, philosophies and processes for creation and performance that provide the basis for aesthetic education and critical thinking. The Arts offer a substance both to education and to our lives. Unfortunately, the contributions of Arts education too often go unrecognized and unrealized in our schools.

We know that the Arts contribute to keeping potential dropouts in school, because the Arts involve these students in creative, exciting learning processes that change their attitudes toward education and school. We know through research that the Arts can help students learn reading and writing skills, because they provide ways to approach these skills through nontraditional learning modes. We have learned that the Arts are not only basic to educational processes, but also primal, in that children begin learning through scribbling, making up rhythmic sounds, moving and dancing, and playing imaginative games. As the elderly find new energy through returning to Arts activities, we realize that to eliminate the Arts from our schools is to create a void in people's intellectual and emotional lives which often leads to destitution, depression and a lack of self-esteem. The Arts can fill the void of hopelessness that often leads to

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* In this document, the word "Arts" is capitalized when used to refer to all four arts disciplines, in order to avoid confusion with the word "art," which is often used in education to refer specifically to the visual arts.

crime and destruction. When we leave the Arts out of school programs, our society loses the ideal means to teach children to create rather than destroy, to express anger and rage through creative processes rather than through violence, to seek beauty and reject ugliness and to find solace in the Arts instead of in escape through vices such as drugs. For all of these reasons, virtually every published document advocating school reform has supported placing the Arts in the core of the basic curriculum.

The purpose of the Year of the Arts in Education is to encourage school districts to place the Arts on an equal footing with other basic subjects. To achieve this, Connecticut's State Department of Education (CSDE) and Commission on the Arts (CCA) have entered into a joint enterprise of programs and activities to increase public awareness of the importance of the Arts in education. The challenge, as defined by Commissioner Tirozzi, will be to celebrate the Arts in education without special funding and state financial support. New state funding is just not possible in these tight fiscal times. The challenge is not a new one for people in the Arts. For artists and Arts educators, having no money is more a chronic condition than a crisis.

What state agencies are doing to celebrate the Year of the Arts in Education

The State Department of Education and the Connecticut Commission on the Arts have planned several special activities, some of which are listed below. Most of these activities also provide opportunities for local participation:

1. The ABC (Arts are Basic to the Curriculum) Task Force was created in April 1989 and includes representatives from the Arts, Arts education and other educational organizations; museums; public broadcasting; school and college faculty, administrators and board members; cultural groups; and the public and business sectors. Commissioner Tirozzi and the Executive Director of the Commission on the Arts co-chaired the task force, which conducted a study of the status and needs of Arts education in Connecticut. The report of the ABC Task Force, including specific recommendations for improving Arts education, will be released in October 1990.

2. The Commission on the Arts added three Arts in Education Awards to its annual Arts Awards program recognizing leadership in the Arts in Connecticut. The new awards are for Arts teachers, classroom teachers and elementary schools who integrate and teach the Arts in an exemplary fashion. Each school superintendent received a letter soliciting nominations. Sixty-four nominations were received and reviewed by a panel of judges. Two awardees in each of the three categories were selected and recognized as part of the CCA's annual Arts Award ceremony in September. At the ceremony Governor O'Neill presented the awards to Commissioner Tirozzi, who accepted them on behalf of the six awardees. (The six awardees are included in the Contacts and Sources List on page 23.) Southern New England Telephone (SNET) sponsored the event.

3. March 1991 will be Arts in Education Month in Connecticut. Plans are being made for a statewide student art exhibition in the Concourse Gallery of the new Legislative Office Building, with student groups giving musical, dramatic and dance performances in the main lobby. There will be a statewide conference on March 27 for elementary administrators and classroom teachers, focusing on successful models for integrating the Arts into elementary curriculums. A parallel conference will be held for artists and Arts organizations on March 28, designed to help them work with local schools to plan educational activities that maximize student learning and coordinate with local curriculum. More information will be announced as these events are organized. The superintendent of each school district has been asked to designate a local Year of the Arts in Education liaison, who will coordinate local activities and disseminate information sent from the State Department of Education.

4. A poster and logo proclaiming "1990-91: The Year of the Arts in Education" will be distributed to all schools for use in local celebrations, art exhibitions, programs and bulletin boards. Additional copies are available from the CSDE and CCA. (A set of logos is printed on the last page of this publication,

for your use.) The posters and logo were developed by Peter Good Graphic Design in Chester. The cost of the posters was underwritten by Champion International of Stamford.

5. A Superintendent's Retreat exploring the role of the Arts in quality education is being planned for the summer of 1991.

6. Special priority will be placed on Arts workshops during the CSDE's Institute for Teaching and Learning (ITL) 1991 summer sessions.

7. During the fall of 1990 the CCA identified artists who have been successful artists in residence, and trained them to serve as master teachers for other artists who wish to present residencies in the schools.

8. The CSDE will write a new curriculum guide for the Arts, which should be available during the 1991-92 school year.

9. The Fall 1990 issues of the CSDE publication, *Challenge Update*, and the CCA publication, *State of the Arts*, were both devoted to Arts education.

10. The Commission on the Arts is developing an Arts resource guide for educators, to help them locate and make use of available artists, Arts organizations, grants and other resources. This document, entitled *Arts in Education Resource Directory*, will be available in November 1990. (See the Contacts and Sources List on page 23.)

11. The Commission on the Arts is placing a special priority on funding artist residencies during the Year of the Arts in Education.

Other events also are being planned. The theme of the Connecticut Art Education Association fall conference will be "The Year of the Arts in Education." A group of interested citizens will be meeting this fall to form a Connecticut Alliance for Arts Education (CAAE). The purpose of the Alliance will be to promote the Arts education in Connecticut. (Interested individuals should see the Contacts and Sources List on page 23 for further information).

The real success of the Year of the Arts in Education, however, lies in what happens at the local level. Individual school districts, educational organizations, teachers, artists and citizens must promote the importance of the Arts in their own school programs. (See the Contacts and Sources List on page 23 for information and assistance.)

Suggestions for developing Year of the Arts in Education activities

There are as many potential ways to celebrate the Year of the Arts in Education as there are creative citizens and institutions anxious to participate. Many appropriate projects do not require a large outlay of money, but can be incorporated into regular activities through a shift of emphasis and priorities. What follows are lists of suggestions for possible activities and projects, organized by individual and organizational role. They are intended primarily as starting points for creative thought. The most effective projects will be those designed to suit the specific interests and needs of each locale and organization. *The most important thing you can do is to make the Year of the Arts in Education work for you.*

What can Arts teachers do?

1. Meet as soon as possible with administrators, parents and other teachers to begin planning special joint programs and exhibits in your districts. Develop and publicize a calendar of events. To prepare for a districtwide Arts in Education celebration in March, you might choose to focus on a specific Arts area during certain months, such as: music in November, drama in December, dance in January and the visual arts in February. Then, recognize the total Arts program with exhibits and performances in March, during Arts in Education Month.

2. Use the phrase "1990-91: The Year of the Arts in Education," the logo and the poster in your school programs, exhibits and special Arts events. Print the logo in your school papers and announcements. Add it to your school letterheads and report cards. Have students silk-screen the logo on T-shirts.

3. Volunteer to present Arts education programs for a PTA/PTO meeting in your school. You might involve parents in hands-on activities designed to use their creative imagination processes and critical thinking skills, and follow with a discussion of how the Arts help develop such important thinking skills.

4. Initiate a self-assessment of your Arts program, and provide a report to your board of education. Checklists and assessment survey materials are available from the CSDE. For Art and Drama, contact Robert Saunders (Art Consultant) at 566-2169; for Music and Dance, contact Scott Shuler (Music Consultant) at 566-4565.

5. Initiate Arts curriculum revision, if it has not already begun in your district. Request that the Arts curriculum be given a high revision priority, at least equal to that of other subject areas.

6. Develop or revise your Arts integration programs to more richly enhance the non-Arts subject areas, and include interdisciplinary objectives in your Arts

curriculum guides. Work with your colleagues in non-Arts subject areas to explore the relationship between your Arts area and other disciplines. Also work with your colleagues to build the Arts into non-Arts curriculums, such as:

- Language Arts: Enlightened whole language instruction makes extensive use of the Arts. Basic to any language and communication system is the integration of reading, writing, listening, speaking and viewing, that is, reading in the most general sense of the word. This includes the interpretation of both verbal and nonverbal communication symbol systems. It is the nonverbal symbol systems that are used in the Arts and require a high level of interpretive ability, such as: reading music notations and conducting gestures, recognizing visual symbols in the environment, following indicators in cognitive maps and interpreting facial and physical gestures in dance and theater. Philosophizing and writing about the Arts have a historical precedent that reaches back to Plato and Aristotle. Students follow in this tradition when they research and write about the Arts. They can use as topics Arts history (famous artists and performers, art works and performances in history); aesthetics (analyzing works of art and performances); Arts criticism (writing descriptions and comparisons between art works and performances); or writing, illustrating and making books.

- Mathematics: There is a mathematical and geometrical basis to all art forms. For example, the golden ratio or mean plays an important role in visual art, architecture and music. Some areas of intersection between the Arts and mathematics include geometric and abstract art, music theory and acoustics, and the geometrical patterns and rhythms of choreography in dance and stage movements in theater production.

- Science: Numerous scientific principles and theories can be conveyed through the Arts. Color theory and color mixing (pigment, light, stage, television and film production, photography and computer graphics) relate to the science of light. Sound production, music acoustics and wave forms, and visual and auditory perception relate to both physics and biology. The development and use of natural materials and resources in producing art, crafts and musical instruments involve chemistry and physics. There is also a close relationship between aesthetics, environmental studies and the vast number of art works inspired by natural phenomena. Scientists seek and study naturally occurring patterns (snow flakes, crystal forms, sea shells, cosmic bodies and fractals) that also provide inspiration for artistic creations.

- Social Studies: The Arts are, by definition, important elements of culture; multicultural programs, therefore, should make extensive use of the Arts. History can be taught very effectively and appealingly through the Arts, both by viewing films, plays, dances and works of art

or reproductions about life in different periods of time or cultures; and by learning how the historical styles of art, architecture, dance, music, theater, crafts and puppetry reflect different standards and tastes; moral, ethical, and religious beliefs of different cultures; national characteristics; and periods of time. For example, ballroom and folk dances for educated classes of societies use more complex geometrical movements, while those for less educated classes involve simpler geometry. Researching and writing about the role of the Arts in society and the community, in different periods of time or cultures, integrates three disciplines: Arts history, social studies and language arts.

- Foreign Language: Effective language teaching involves not just the words, but also the culture, of foreign nations. The Arts convey a great deal of what is important about a culture. Much of the great art and folk song literature is in languages other than English. Regular singing should be a part of every foreign language experience, and singing in foreign languages should be part of the choral music experience.

- Physical Education: When dance is present in the physical education curriculum it too often is limited to aerobic activity and ballroom dancing, but dance can be much more. Students should learn to express themselves through creative movement and learn to appreciate the expressive movement of others. These processes can be encouraged through instruction in dance as art.

Arts specialists should work with non-Arts teachers to help them develop packets of Arts activities and resources that they can use during specific curricular units, such as the study of native Americans or wave forms, so that the non-Arts teacher can conduct Arts-related instruction without the Arts specialist being present. This will enhance the non-Arts teacher's effectiveness, while reinforcing the teaching that Arts teachers do in their classes.

Special events and projects, such as schoolwide themes that link to each area of the curriculum, also provide effective means of integrating the Arts with other curricular areas.

7. Use an Integrated Arts in Education theme for your annual March Youth Art Month exhibitions and Music in Our Schools Month performances. Plan a districtwide celebration of the products and performances resulting from the integration of the Arts rather than demonstrating the Arts alone. Enlist the support and cooperation of teachers and students in both the Arts and non-Arts areas for organizing and giving demonstrations related to their subject areas.

8. Music teachers can prepare their students to participate in the Annual World's Largest Concert, to be broadcast on CPTV from 1:00-1:30 p.m., on Thursday, March 7, 1991. Members of the Music Educators National

Conference (MENC) will receive information about this event. More information can be obtained directly from MENC by calling (800) 336-3768.

9. Hold a Year of the Arts in Education public celebration on the village green or other public location. Have a parade of floats or costumes, using a Beaux Artes, Circus or other theme. Send out invitations to the mayor, board members and other local dignitaries, and present a plaque or award to a deserving Arts supporter. Your local Arts council, cultural committee or parent groups might assist in the sponsorship of such a communitywide effort.

10. Hold an Arts Alive, Arts Career Day or Arts Alumni Day that features professional artists and/or graduates who pursued Arts careers. Your alumni who went into the Arts are testimonials to the quality and importance of your Arts program. Schedule such events to coincide with budget planning time, to support additional budget allocations or staffing for Arts education. Invite parents who are involved in Arts activities, either professionally or avocationally, to share their interests and skills with your classes.

11. Write news releases about your Year of the Arts in Education programs and exhibits, or letters to the editor and Op-Ed articles on the importance of the Arts in education, for your local newspaper.

12. If you do not have an Artist-in-Residence program, initiate one. Contact David Marshall at the CCA (see the Contacts and Sources List on page 23).

13. Contact your local cable access channels to arrange special coverage of your performances and exhibits during the Year of the Arts in Education. Arrange to videotape all of your Arts events, and run an edited tape for your PTO/PTA and board of education.

14. Make the Year of the Arts in Education work for you. Initiate something that you have wanted to do with your particular Arts program but have not been able to do. Learn more about or get involved in one of the other Arts areas that interests you most.

15. Consider joining the Connecticut Alliance for Arts Education (CAAE).

What can classroom and other non-Arts teachers do?

1. Work more closely with your Arts teachers to discover relationships between the Arts and your subject matter, and exploit these relationships in your curriculum. (See suggestion No. 6 for Arts teachers, on pages 6-7, for further ideas.)

2. Participate with Arts teachers in planning the Arts curriculum, so that areas of importance to you can be more effectively reinforced.

3. If you do not already do so, attend occasional Arts classes and enjoy doing or taking part in what your students are learning about the Arts.

4. Elect to attend Arts-related in-service programs when they are offered by your school district, Regional Educational Service Center or the CSDE. If you are an elementary classroom teacher, attend the Arts in-service conference on March 27, 1991, the theme of which will be integrating the Arts into school curriculums. The presenters will include the Arts and elementary classroom teachers and administrators who won the 1990 Arts Awards for Arts education.

5. Write an article for your local newspaper or school newsletter supporting the importance of an Arts education to students' development.

6. Assign your students an essay on what life would be like without the Arts, or how the Arts make life more enjoyable.

7. Make the Year of the Arts in Education work for you personally, by attending Arts functions, opening receptions to museum art exhibits, the concerts, theater and dance productions in your community in an art form with which you are not yet familiar or comfortable.

What can library media and instructional technology specialists do?

The media play an increasingly important role in bringing Arts experiences and resources to citizens. An increasing number of art works is being created through the use of technology. Indeed, the developing movement toward "multimedia" makes extensive use of Arts elements such as music, graphic design and movement. Library media and instructional technology specialists might:

1. Assist Arts teachers in videotaping special Arts activities, student learning activities, and musical and stage performances. Edit the tapes for viewing at PTA/PTO meetings, board of education and other public meetings. Save such tapes for making assessments and evaluations of improvement in student performance, and growth in Arts areas.

2. Produce your own Arts promotional film, showing students involved in art and performing Arts activities and discussing works of art; and interviews with administrators, community leaders, board members, students and teachers on the importance of the Arts to the school program.

3. Assess the library-media center holdings on the Arts and Arts resources, consult with your Arts teachers for areas they would like to teach through

media, and initiate a long-range plan for increasing these resources. Such resources eventually should include educational software, music and graphics composition software, music records or compact discs, listening areas with headphones, art reproductions, slides and film strips, and video and audio cassettes.

4. Work with other interested faculty to develop a video/film curriculum for your school. The ABC Task Force report highlighted the need for students to develop literacy in these important contemporary media.

What can guidance counselors do?

Guidance counselors play an important role in providing students with opportunities and encouragement to elect Arts courses.

1. Encourage students to elect Arts courses, and to continue their involvement in the Arts through high school.

2. Work with school administrators to develop school scheduling systems that minimize conflicts between Arts electives and other important courses. If students do not already have an opportunity to take eight classes, consider either implementing an eight-period day or adding an eighth period that rotates across a seven-period schedule.

What can students do?

1. Participate in the special activities, exhibits, festivities and performances which your school holds to celebrate the Year of the Arts in Education.

2. Initiate exhibits, festivities, public and school performances or assemblies of your work and talents beyond those developed by your Arts teachers and school administrators.

3. Initiate a student newsletter of Arts events during the current year, and use the Year of the Arts in Education logo in your letterhead.

4. Elect a course in dance, drama, music or the visual arts that you might otherwise not have considered, either during the current school year or during 1991-92.

5. Discover the excitement of the professional stage by attending at least one professional performance in dance, drama or theater, opera, or concert music, perhaps in an Arts area outside of your usual areas of interest.

6. Discover the pleasures of art museums by visiting at least one Connecticut art museum or famous home without the formality of being on a school field trip.

7. If your parents support the Arts, encourage them to join the Connecticut Alliance for Arts Education (CAAE). Consider joining CAAE yourself.

What can district Arts administrators do?

1. Coordinate the Years of the Arts in Education activities for your district.

2. See your superintendent of schools, and volunteer to be Year of the Arts in Education liaison between your district and the CSDE and CCA.

3. Review the suggestions above, or make a list of your own, and make them a priority for your school district.

4. Develop a districtwide planning committee for the Year of the Arts in Education that consists of teachers, administrators and parents.

5. In order to make the Year of the Arts in Education work for you, initiate something you have been wanting to do for your program.

6. Work with the media to publicize local Arts activities, Year of the Arts in Education plans and the status of proposed Arts program improvements.

7. Make sure that the Year of the Arts in Education posters are prominently displayed. Make sure that the logo appears on district newsletters, letterhead and as much other printed material as possible.

8. Consider joining the Connecticut Alliance for the Arts Education (CAAE).

What can school principals do?

1. Support your Arts teachers' efforts to celebrate the Year of the Arts in Education in your school.

2. Form and serve on a schoolwide Year of the Arts in Education planning committee that includes parents and teachers.

3. Review the suggestions offered in this publication, or determine priorities of your own, for the improvement of the Arts program in your school.

4. Assess the Arts resources in your school building and find room in your budget for needed resources for your Arts history, aesthetics and appreciation programs and media center (see suggestions for media

specialists, on page 9); display cases for art work; field trips to art museums and student concerts; dance and theater performances; and artist residencies.

5. Include some aspect of the Arts in your staff development or school faculty meetings, and attend the meetings yourself. Initiate site-based in-service in the Arts for all of your teachers. If you are an elementary principal or curriculum coordinator, attend the Arts in-service conference on March 27, 1991, the theme of which will be integrating the Arts into school curriculums. The presenters will include elementary Arts and classroom teachers and administrators who won the 1990 Arts Awards for Arts education.

6. Work with your teachers to choose a schoolwide theme or project that will facilitate integrating the Arts into other curricular areas. For example, Canton Middle School built a schoolwide project around *Oliver Twist* that included history, societal issues such child labor, a performance of the musical *Oliver!*, costume design appropriate to the period, and study of Dickens's book. Other schools have focused on a particular nation, such as China, or have sponsored community events with artistic themes, such as a Monet Luncheon.

7. At the secondary level, work with your guidance counselors to develop a scheduling system that minimizes conflicts between Arts electives and other courses. If students do not already have an opportunity to take eight classes, consider either implementing an eight-period day or adding an eighth period that rotates across a seven-period schedule.

8. At the elementary level, develop a schedule for Arts teachers that provides them with opportunities to plan cooperative, integrated activities with classroom teachers. Encourage your teachers to develop joint curricular units, possibly beginning with grades K-1 in the first year, 2-3 in the second, and so on, until the curricular areas have been coordinated in grades K-6.

9. Make the Year of the Arts in Education work for you personally, and overcome any discomfort you may feel about participating in the Arts as the result of an inadequate Arts program when you were in school. Attend professional theatrical stage or dance performances, concerts, or art museum exhibits, in an Arts area new to you.

10. Consider joining the Connecticut Alliance for Arts Education (CAAE).

What can district superintendents do?

1. Designate someone to act as liaison with the CSDE and CCA to receive additional information, schedules of events and other publications related to the Year of the Arts in Education.

2. Support the efforts and programs that your Arts teachers and administrators propose.

3. Review those activities suggested in this publication, or suggest areas of your own, which you feel have a priority in your district for the Year of the Arts, such as: curriculum development, needs assessment, the addition of Arts resources and curriculum aids to school media centers, and professional development programs.

4. Increase the offerings of Arts-related in-service sessions in your staff development programs, such as: ways to integrate the Arts into the curriculum, or into specific subject areas; trips for teachers to nearby community Arts events and institutions; specialized sessions for Arts teachers; ways to use artists-in-residence more effectively; or Arts skills and techniques for classroom teachers.

5. Participate in Arts conferences, the special Superintendent's Retreat on the Arts in Education, and other Arts opportunities yourself, rather than sending an Arts teacher or administrator to represent you. Make the Year of the Arts in Education work for you personally, overcome any sense of inadequacy or Arts-related disability that may have resulted from an impoverished Arts program when you were in school, and allow the Arts to enrich your own life and administration.

6. Send your Arts faculty to their national, regional and/or state professional conferences, to seek ideas for improving your school district's art programs.

7. Include the Year of the Arts in Education logo on all district correspondence, newsletters and other printed materials. Display the Year of the Arts in Education poster and student art work prominently in the district offices and in the board of education meeting room.

8. Invite your Arts staff to prepare a presentation on the importance of Arts education for a board of education meeting. Encourage them to draft a statement on the importance of the Arts for your board to endorse, and add the statement to your district's goals or mission statement.

9. Feature student art work and/or photos of Arts activities on next year's district calendar.

10. Consider joining the Connecticut Alliance for Arts Education (CAAE).

What can boards of education do?

1. Initiate and adopt a district policy recognizing the importance of the Arts in your students' creative, aesthetic, intellectual, emotional and career

development. Recognize the role the Arts play in achieving the goals and objectives of your district.

2. Support your local Arts initiative by endorsing a needs assessment of the Arts program within your district, and set up a long-range plan for improvements in the district's Arts programs.

3. If the amount of Arts instruction received by your elementary and secondary students does not meet minimum state recommendations, increase Arts instructional time for your students. For example, the suggested range for art and music instruction in grades 1-6 is 60-100 minutes per week.

4. Many Connecticut school districts require at least one year of coursework in the Arts for high school graduation. *Toward Civilization*, a report on Arts education commissioned by Congress, and the report of Connecticut's ABC Task Force, recommend requiring two to three credits of Arts study for high school graduation. An increasing number of state university systems is requiring Arts study for admission. Consider implementing such a requirement in your school district.

5. Support budget requests arising from the Year of the Arts in Education, to bring about the changes necessary for quality learning in all of your school programs.

6. Develop plans to provide instruction in at least one Arts area that is currently missing from your district's curriculum. All Connecticut districts offer programs in music and the visual arts, but many need to add curriculums in drama, dance and video/film.

7. Coordination, planning and ongoing leadership are necessary for students to experience a high-quality Arts education program. If your district does not already have an art, music and/or Arts coordinator, designate one.

8. If your district does not already have appropriate facilities in each school for art exhibits and Arts performances, recommend that building construction plans include such facilities.

9. Examine the architecture and interior design of your school facilities, and initiate improvements in the learning environment that include the display of artwork, attention to color and other aesthetic considerations.

10. Make the Year of the Arts in Education work for you, as board members, to enrich your lives and overcome any deficiency or creative disability which may have resulted from poorly supported Arts programs in the school district where you grew up.

11. Take out an institutional membership in the Connecticut Alliance for Arts Education (CAAE).

What can PTAs and PTOs do?

Parent-teacher groups often have supported the Arts in their schools and school districts. For some, the following suggestions might involve expanding existing Arts support programs, under the aegis of the Year of the Arts in Education.

1. Include at least one evening in your program schedule to address the importance of the Arts in your school. Feature an outside speaker, a hands-on parent participation program conducted by one of your Arts teachers, and/or opportunities to learn about and understand a particular art form, such as music, art, dance or drama.

2. Contribute to the purchase of resource materials for the school media center or library (such as books, periodicals, reproductions, music, slides and video cassettes) on the history and understanding of art, music, dance and drama.

3. If your school has not had one before, sponsor or co-sponsor a Year of the Arts in Education "Festival Day." Feature special Arts programs, demonstrations, student performances, exhibits and displays open to parents and public.

4. Support the Arts budget and improvements to the Arts program when the budget is up for review.

5. If your district does not already have appropriate facilities in each school for art exhibits and Arts performances, propose a building construction program that will include such facilities.

6. Make the Year of the Arts in Education work for parents. Organize a field trip for parents to an art museum, major art exhibit, or musical or theatrical performance.

7. Encourage PTA/PTO members to submit letters to the local paper supporting the Arts as an essential part of the school program.

8. Make your members aware of the Connecticut Alliance for Arts Education (CAAE), and provide them with information regarding how to join.

What can professional educational organizations do?

Emphasize the importance of the Arts, as they relate to your organization's particular focus, in your conferences and newsletters for the 1990-91 school year:

1. Make the Arts the focus of your annual in-service conference, either this year or next.

2. Include sessions at your in-service conference that deal with the Arts in relation to your subject or interest area, under the heading "A Year of the Arts in Education Presentation." (If you need presenters, see the Contacts and Sources List on page 23.)

3. Include the Year of the Arts in Education logo in your conference programs, and newsletter. (A page of logos is provided on the last page of this publication, which you are encouraged to duplicate. For copies of the Year of the Arts in Education poster and additional logos, see the Contacts and Sources List on page 23.)

4. Encourage vendors who carry texts, computer programs and other products relating the Arts to your subject area to promote them at your conferences.

5. Invite vendors of Arts supplies, periodicals, publications, art reproductions and other related Arts education materials to exhibit at your conferences. For potential vendors see the Contacts and Sources List on page 23.

6. Draft, endorse and publicize a statement supporting the importance of the Arts in a well-balanced curriculum.

7. Publicize the new Connecticut Alliance for Arts Education (CAAE) in your newsletter, and encourage interested members to join (see the Contacts and Sources List for information).

What can Regional Educational Service Centers (RESCs) do?

1. Host a meeting for all district Year of the Arts in Education liaisons in your region, to generate and share ideas both for the 1990-91 school year and the future.

2. Assess the needs for Arts education in-service programs in your regional membership districts, and conduct appropriate workshops, discussion groups and other activities.

3. Display the Year of the Arts in Education poster, and use the logo in your program listings.

4. Assess your resource center holdings for the Arts, and increase the quantity and quality of your Arts holdings to include materials on the history and aesthetics of the art forms, such as: art reproductions; video cassettes on art, music, dance and drama; music audio cassettes; and art and music computer software.

5. Increase your Arts consultant staff. Consider providing supervisory and curriculum development expertise in each of the four basic Arts areas for districts in your region that lack Arts supervisors or coordinators. Even districts that have art and music leadership may lack the resources to develop and/or improve dance and drama programs.

6. Arrange Arts Advanced Placement courses and other specialized Arts courses for regions where students do not already have access to such courses. Encourage interdistrict cooperation and/or magnet programs in the Arts.

7. Take out an institutional membership in the Connecticut Alliance for Arts Education (CAAE), and designate a representative to attend its meetings.

What can colleges and universities do?

Institutions of higher education can play a special role in ensuring that the leaders of the future are knowledgeable about and value the Arts. College and university faculty and administrators can:

1. Support the recommendation of the ABC Task Force that two (2) credits in the Arts at the high school level be required for admission to state universities. Having students with such a background should greatly enrich your freshman courses in the Arts and humanities as well as your campus culture.

2. Ask your chief admissions officer to send a statement to K-12 guidance counselors and administrators stressing the importance of Arts study for admission to and graduation from your institution.

3. Increase the amount of Arts study required among the core courses for an undergraduate degree at your institution.

4. If your institution trains elementary teachers and school administrators, make sure that their preparation includes study in the Arts.

5. Review the ABC Task Force Report with special attention to other recommendations for teacher preparation in the Arts, as they might affect your institution.

6. Arts faculties can make themselves available to K-12 schools for teacher in-service and artist residencies.

7. Sponsor a campuswide day focused on the Arts, during which you can invite K-12 students to visit your campus and Arts facilities.

8. Initiate a capital campaign to improve your Arts facilities.

9. Increase opportunities for Arts study on your campus, including new or updated electives for non-Arts majors.

10. Explore the feasibility of adding a new Arts program to your current offerings, particularly in an underrepresented area such as dance, drama, or Arts therapy.

11. Print the Year of the Arts in Education logo in your school newspapers as spots or fillers.

12. Use the logo, and phrases such as "Celebrating the Year of the Arts in Education," on printed programs for musical and stage productions, and art exhibition listings and announcements.

13. Encourage the student activities or government councils to place a special emphasis on the Arts during the year.

13. Display the Year of the Arts in Education poster in your Arts departments, student union and other prominent places.

14. Use the Year of the Arts in Education to initiate an assessment of your Arts offerings and their direction, and initiate a three-, five- or ten-year plan.

15. Have your Arts department become an institutional member of the Connecticut Alliance for Arts Education (CAAE), and appoint a representative.

What can independent artists, performers and Arts organizations do?

Public schools will be encouraged to make increased use of artists-in-residence programs both during and after the Year of the Arts in Education. Arts In Education (A.I.E.) programs are an important component of comprehensive Arts education programs.

1. Contact schools in your local community to make them aware of your availability. Consider working directly through the Connecticut Commission on the Arts and/or joining the roster of a broker of Arts education services, i.e., an agency that works with school districts in planning and coordinating A.I.E. programs (see the Contacts and Sources List on page 23).

2. Arrange with local Arts educators to donate a work, performance, or residency to a school. Plan and publicize the event in such a way as to increase the likelihood of future artist residencies.

3. Attend the CCA's conference for artists and Arts organizations on March 28, 1991, which will focus on working with schools to develop A.I.E. programs that coordinate with local curriculums while enriching student Arts experiences. Contact the CCA for further information.

4. Provide free or reduced-price tickets to performances for students, teachers, administrators and school board members.

5. Create a presentation for your local school boards and PTA/PTOs to familiarize them with your educational programs.

6. Conduct an assessment of your educational programs. Contact David Marshall at the CCA for advice regarding this process (see the Contacts and Sources List on page 23).

7. Add a member of the educational community —such as an Arts teacher, administrator, or school board member— to your board, and solicit their advice regarding your educational programs.

8. Use the Year of the Arts in Education logo on your brochures, programs, catalogs, envelopes and stationery.

9. Consider joining the Connecticut Alliance for Arts Education (CAAE).

What can special interest groups do?

The CSDE and CCA recognize that special interest groups may wish to participate in the Year of the Arts in Education. When choosing activities for the Year of the Arts in Education, special interest groups should consider processes that stimulate imagination and creativity. Avoid poster contests, coloring books and work sheets, and essay contests. These are questionable teaching techniques that rely on competition with others as motivation, and usually contribute little intellectual, creative or aesthetic quality to the learning process. If competitions are used, classrooms or schools —not individual students— should be the participants. Encourage group activities involving research, such as murals and exhibits on a special interest theme, or original short plays that portray both sides of a particular issue. (For further information about contests, see the Contacts and Sources List on page 23.)

What can corporations, local industries and businesses do?

1. Consider an Arts-in-education priority for your funding and grants program during 1990-91 or the following year.

2. Adopt a school or school district, and provide funds for needed art and music supplies and equipment; add Arts resource materials to the school media centers; or purchase art, music, dance and theater books for school libraries.

3. Sponsor a particular artist or performing Arts group for a residency or series of residencies in the local schools. Artists can be identified and located through the Connecticut Commission on the Arts or brokers of Arts education services.

4. Offer to match any contributions your employees make to nonprofit Arts organizations.

5. Work through your local Chamber of Commerce to establish an endowment for artist residencies in your region or community.

6. Include the Year of the Arts in Education logo on your advertising in print media. Sponsor public service advertisements supporting the importance of the Arts in education.

7. Encourage your employees to join the Connecticut Alliance for Arts Education (CAAE), and consider providing financial support for the efforts of that organization.

What can public libraries and community centers do?

1. Display the Year of the Arts in Education poster, and use the logo in your flyers, community announcements or newsletters. Publicize your Arts-related activities as Year of the Arts in Education celebrations.

2. Invite the schools in your community to prepare exhibits of student art, or have students give public performances of music, dance or theater in your community room, either throughout 1990-91 or during Arts in Education Month (March 1991).

3. In your display spaces, feature books about art, music, theater or dance under a Year of the Arts in Education heading, or display records of music related to film, theater and dance; rental art reproductions; videos on the Arts or museum tours; children's books about the Arts or architecture; and books that are beautifully illustrated.

4. If you have a film program, feature a series of films about artists, dancers, musicians, singers and actors. Hold a "great plays" or "great novels" film

series, featuring plays and novels that have been made into films. When a film relates to a particular Arts area, invite an Arts teacher from a local school to say a few words about the film, about adapting novels and plays to film, about the aesthetics of the film or about the message it conveys about people in the Arts. For example, is it accurate or does it feed stereotypical images and attitudes?

What can the media do?

Because one of the most important purposes of the Year of the Arts in Education is to raise public consciousness about the importance of the Arts in education, the media play a critical role in its success. What follows are suggestions developed by Arts educators. Media specialists will undoubtedly be able to develop a number of even more compelling ideas.

1. Provide special coverage for Arts events in the schools.

2. Print letters you receive in support of Arts education. If you receive multiple letters, publish them at regular intervals; if not, solicit such letters from local community members, artists and educators.

3. Investigate and report on what your local school districts are doing for the Year of the Arts in Education. Contact each district's Year of the Arts in Education liaison, and ask him or her to keep you posted on local activities.

4. Provide special coverage for Arts education budgets during the period when local school boards are determining their priorities for the coming year.

5. Create a regional calendar of school Arts events, and publish it as an insert and/or a regular column.

6. Send your Arts critics and education reporters together to school exhibits, productions and performances.

7. Provide publicity for local businesses that support the Arts and Arts education.

8. Publicize the activities of your local Arts council.

9. Announce the first meeting of the Connecticut Alliance for Arts Education (CAAE), and cover the event.

10. Display the Year of the Arts in Education logo regularly, perhaps in conjunction with your coverage of Year of the Arts in Education events. Include the logo in program listings. Reprint the Year of the Arts in Education poster as a newspaper insert.

11. Do a series on the Arts organizations in your area, focusing particularly on their educational activities.

12. Print highlights from the report of the Arts are Basic in Curriculum (ABC) Task Force released in October 1990.

13. Sponsor an artist residency or series of residencies in the schools.

14. Do an investigative piece comparing the Arts offerings in your district to state-recommended minimum guidelines and state and national quality standards.

15. Do human interest stories on local graduates who are pursuing Arts careers. Highlight the value of their school experiences to their careers. Similarly feature other community members who pursue Arts activities avocationally.

16. Feature a different art form each month, such as: music in November, drama in December, dance in January and the visual arts in February. Then feature all of the Arts during March, which is national Art, Music, Dance and Drama in the Schools Month as well as statewide Arts in Education Month.

17. Do feature stories on winners of the 1990 Commission on the Arts Awards for Arts Education who live in your region.

18. Interview Commissioner of Education Gerald N. Tirozzi and other prominent educators about the importance of Arts education.

19. Broadcast public service spots on the importance of Arts in education. Several such spots have been developed, and are available for broadcast. Contact Scott Shuler or Robert Saunders for information (see the Contacts and Sources List on page 23).

20. Broadcast performances and productions of school groups.

21. Assist your local school district(s) in developing a video/film education program. The ABC Task Force report highlighted the need for students to develop literacy in these important contemporary media.

22. Run a regular Arts in Education page featuring photos and articles about Arts activities in the schools, as well as reprints of student art work. Display the Year of the Arts in Education logo on the page.

23. Feel free to contact either the Commission on the Arts or the Department of Education to discuss or pursue any other ideas you may have (see the Contacts and Sources List on page 23).

Year of the Arts in Education Contacts and Sources List

1. For additional information on the Year of the Arts in Education, publications, and materials from the State Department of Education such as:

   K-12 Arts Education Survey and program self-assessment forms
   Connecticut's Common Core of Learning
   The Year of the Arts in Education poster and logo
   Arts are Basic to Curriculum Task Force Report (available 10/15/90)
   A Position Paper on Art Contests (AHO-3)
   What's Wrong with Coloring Books?
   Arts vendors and conference exhibitors

   contact: Dr. Robert J. Saunders, Art Consultant (203/566-2169), or Dr. Scott C. Shuler, Music Consultant (203/566-4565), or write to them at:

   Connecticut State Department of Education
   Box 2219, Hartford, CT 06145.

2. For information and support materials about artists-in-residence programs and brokers of Arts education services from the Connecticut Commission on the Arts, or copies of:

   Arts in Education Resource Directory
   Artsbook (includes programs and offerings of the CCA)
   The Year of the Arts in Education poster and logo
   Arts are Basic to Curriculum Task Force Report (available 10/15/90)

   contact: David Marshall, A.I.E. Coordinator (203/566-4770), or write to him at:

   Connecticut Commission on the Arts
   227 Lawrence St.,
   Hartford, CT 06106.

3. The following is a partial list of brokers of Arts education services that provide artists-in-residence programs:

   Bright Solutions
   Allison B. Spitzer, President (261-7615)

   Center for Theater Techniques in Education
   Mary Hunter Wolf, President (776-6484)

   Connecticut Institute for the Arts in Education
   Edwin DeGroat, Executive Director (827-7949)

City Spirit Artists
Eva Scopino, Director (773-1777)

Creative Arts in Education Program
Pam Stover, Director (443-7139)

Greater Mansfield Council for the Arts
Phyllis Dowd, Director (487-1824)

Young Audiences of Connecticut
Margaret Levine, Executive Director (865-0600)

4. For suggestions of speakers and presenters for conferences and in-service programs on the Arts or integrating the Arts in education, contact the State Department of Education and the Commission on the Arts (see above); Joseph Juliano, President, Connecticut Arts Administrators Association (CAAA), (203) 248-2828; or Eileen McVicar, Connecticut Art Education Association Resource Directory, (203) 666-6768.

5. The following educators and schools were recipients of Arts Awards for integrating the Arts into elementary curriculums, and might be able to provide in-service workshops and suggestions:

   Mr. William Derry, drama teacher and Arts facilitator (787-6498)
   Davis Street School, 35 Davis Street, New Haven, CT, 06515

   Ms. Shirlee Sheathelm, art teacher (429-9341)
   Mansfield Middle School, 205 Spring Hill Road, Storrs, CT, 06268

   Ms. Kathryn Sassu, grade 5 classroom teacher (235-7997)
   Benjamin Franklin School, 426 West Main St., Meriden, CT, 06450-5663

   Ms. Signe Rogalski, grade 6 classroom teacher (693-8343)
   Canton Intermediate School, 39 Dyer Street, Collinsville, CT, 06022

   Southwest Elementary School, c/o Dr. Victor Ferry, principal (444-7671)
   51 Daniels Avenue, Waterford, CT, 06385

   Wolcott Elementary School, c/o Dr. Plato Karefelis, principal (561-2300)
   71 Wolcott Road, West Hartford, CT, 06110

6. In order to join or obtain information about the Connecticut Alliance for the Arts Education (CAAE), contact:

   Mrs. Joyce Schmidt (203/442-7556)
   57 Colonial Drive
   Waterford, CT 06385.

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