

Annenberg/CPB  
Video Library Guide

# The Arts in Every Classroom

A Video Library, K–5

Programs featuring classrooms where the arts play a vital role in teaching and learning

**Produced by Lavine Production Group in collaboration with  
KSA-Plus Communications and the Southeast Center for Education in the Arts**

***The Arts in Every Classroom:  
A Video Library, K-5***

is produced by  
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ISBN: 1-57680-581-6

Funding for  
*The Arts in Every Classroom: A Video Library, K-5*  
is provided by Annenberg/CPB.

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# About This Video Library

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## Overview

The programs in this video library show classroom teachers and arts specialists using the arts in a variety of successful ways. The 14 video programs, filmed in elementary schools around the country, along with this print guide and a companion Web site, serve as a professional development resource for K–5 teachers seeking new ideas for integrating the arts into the classroom. Teachers featured in these programs include specialists in dance, music, theatre, and visual art, as well as classroom teachers from kindergarten through fifth grade. For example, you can see how:

- all 485 students—including prekindergarteners—in an elementary school near Atlanta, Georgia, learn to play the violin;
- a tiny rural school on the plains of Colorado uses visiting artists to enhance learning for its students;
- an arts-based school in Brooklyn, New York, collaborates with local artists to weave dance and poetry into the first-grade curriculum;
- a New Orleans, Louisiana, classroom teacher collaborates with a local museum to help students develop their own visions of their hometown; and
- dance, music, theatre, and visual art specialists approach their subjects in a variety of settings.

Programs in this video library explore a variety of approaches. Some schools use the arts as tools to help students learn science, history, and other subjects, while other schools emphasize what can be gained from the study of the art forms themselves. Some schools have arts specialist teachers, and some do not. In some cases, the arts are taught separately from each other; in others an integrated, multi-arts approach is used. Most of the schools in this video library use a combination of approaches, depending on the learning objectives of a specific lesson or unit of study.

The programs all feature extensive classroom examples. Most programs also provide candid footage of classroom teachers interacting with arts specialist teachers, visiting or resident artists, principals, parents, and others as they plan and implement their lessons. In each program, arts specialists and classroom teachers will find ideas and activities they can take back to their own classrooms, as well as insights into the planning and implementation process.

These programs can be useful to teachers in helping their students to meet the learning goals defined in *National Standards for Arts Education*, which outlines basic arts learning outcomes integral to the comprehensive education of every student from kindergarten to grade 12. The Consortium of National Arts Education Associations published the national standards in 1994 through a grant administered by the Music Educators National Conference. In this guide, correlations to the standards are indicated for each of the programs where standards are relevant.

# About This Video Library, cont'd.

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## Video Library Components

### The Programs

*The Arts in Every Classroom: A Video Library, K-5* includes 14 programs, which are grouped into four content categories for easy reference:

- **Introducing Arts Education** introduces viewers to opinions and perspectives from a variety of educators and locations. The program is made up of three parts: "What Is Arts Education?" (14 minutes), "What Are the Arts?" (5 minutes), and "How Do You Know They're Learning?" (4 minutes).
- **Arts Specialists at Work** presents five half-hour programs that give in-depth looks at the work of outstanding arts specialist teachers in a variety of elementary school settings. Programs in this group are "Expanding the Role of the Arts Specialist," "Teaching Dance," "Teaching Music," "Teaching Theatre," and "Teaching Visual Art."
- **Arts in the General Classroom** comprises six half-hour programs that show classroom situations where practitioners use the arts as keys to learning across the curriculum. These programs include "Developing an Arts-Based Unit," "Working With Local Artists," "Collaborating With a Cultural Resource," "Bringing Artists to Your Community," "Students Create a Multi-Arts Performance," and "Borrowing From the Arts To Enhance Learning."
- **Organizing for the Arts** offers two half-hour programs that address specific aspects of operating a school that has an arts emphasis. These programs are "Three Leaders at Arts-Based Schools" and "Leadership Team."

### The Library Guide

This guide provides information about the library programs as well as ideas for viewing and using these programs in your school, preservice or professional development program, or community. It features pre- and post-viewing activities and discussion questions centered on each program.

### The Web Site

On the video library Web site at [www.learner.org/channel/libraries/artsineveryclassroom](http://www.learner.org/channel/libraries/artsineveryclassroom), you can access more resources about each program in the library. Materials on the Web site include profiles of featured schools; interviews with teachers, principals, visiting artists, and others who appear in the programs; lesson plans and background materials for some classroom activities; cross-references to related video library programs; and links to additional Web and print resources. In addition, this guide can be printed from the video library Web site.

### Companion Resources

This video library is a companion to *The Arts in Every Classroom: A Workshop for Elementary School Teachers*, a professional development workshop funded by Annenberg/CPB. The workshop is broadcast on the Annenberg/CPB Channel and available for purchase from Annenberg/CPB. For more information, go to [www.learner.org](http://www.learner.org) or call **1-800-LEARNER**. The workshop consists of:

- eight one-hour **video programs** that introduce key concepts in teaching the arts in the elementary classroom and developing an arts-based curriculum;
- a **Web site** featuring an online guide for participants and facilitators of local workshop sessions, additional information on effective teaching practices, and other resources; and
- a **print guide** containing information for participants and facilitators, including ideas for viewing and discussing the workshop programs, summaries of the programs, and plans for conducting local workshop sessions.

The workshop Web site can be found at [www.learner.org/channel/workshops/artsineveryclassroom](http://www.learner.org/channel/workshops/artsineveryclassroom).

# Viewing Suggestions

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This video library presents successful approaches and practices used in arts education at schools throughout the United States. Together, these programs communicate some of the reasons why advocates of arts-based education believe so strongly in its benefits. The programs, along with the Web site, provide a wealth of practical strategies and examples viewers can apply in their own schools.

Below are some of the ways you can use these programs.

## Professional Development

Schools and districts that are planning to incorporate arts-based material or strengthen the use of the arts can use the video library programs to help teachers and administrators build skills in various aspects of arts education. Use one or more programs in inservice courses or workshop sessions, play a program as part of a team or department meeting, or make individual programs available for teachers to view on their own.

The list below recommends specific programs for various uses.

### **For general knowledge about the arts and arts-based education:**

- What Is Arts Education?
- What Are the Arts?
- How Do You Know They're Learning?
- Expanding the Role of the Arts Specialist

### **To build skills in teaching the art forms:**

- Expanding the Role of the Arts Specialist
- Teaching Dance
- Teaching Music
- Teaching Theatre
- Teaching Visual Art

### **For ideas on integrating the arts and using the arts to enhance learning:**

- What Is Arts Education?
- What Are the Arts?
- Expanding the Role of the Arts Specialist
- Developing an Arts-Based Unit
- Working With Local Artists
- Collaborating With a Cultural Resource
- Bringing Artists to Your Community
- Students Create a Multi-Arts Performance
- Borrowing From the Arts To Enhance Learning

# Viewing Suggestions, cont'd.

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## **For team building and collaboration:**

- Expanding the Role of the Arts Specialist
- Developing an Arts-Based Unit
- Working With Local Artists
- Collaborating With a Cultural Resource
- Students Create a Multi-Arts Performance
- Three Leaders at Arts-Based Schools
- Leadership Team

## **To build skills in curriculum planning:**

- What Is Arts Education?
- How Do You Know They're Learning?
- Expanding the Role of the Arts Specialist
- Developing an Arts-Based Unit
- Working With Local Artists
- Collaborating With a Cultural Resource

## **To build skills in partnership development:**

- Working With Local Artists
- Collaborating With a Cultural Resource
- Bringing Artists to Your Community

## **For ideas on administering arts-based programs:**

- Three Leaders at Arts-Based Schools
- Leadership Team

## **Parent and Community Information**

By showing successful programs in action and presenting articulate viewpoints from teachers, administrators, parents, and students, these video library programs make strong statements about teaching the arts as well as using the arts to promote learning in other subjects.

The following programs can be used effectively at meetings of parent-teacher groups, school boards, arts advocacy committees, or other forums to provide information, start conversations, and build interest in planned arts-based initiatives:

- What Is Arts Education?
- What Are the Arts?
- How Do You Know They're Learning?
- Expanding the Role of the Arts Specialist
- Working With Local Artists
- Collaborating With a Cultural Resource
- Bringing Artists to Your Community



# Viewing Suggestions, cont'd.

## Supplement to the Companion Workshop

Several of the library programs illustrate concepts and lessons explored in *The Arts in Every Classroom* workshop programs. Relevant video library programs for each workshop program are listed in the Ongoing Activities section of the workshop Web site ([www.learner.org/channel/workshops/artsineveryclassroom](http://www.learner.org/channel/workshops/artsineveryclassroom)) and in the Between Sessions section of the print guide. Most of the video library programs provide context for the workshop as a whole. Facilitators and participants may find it helpful to watch relevant library programs as part of the reflection process after a workshop session.

## Finding Specific Grade-Level Programs and Art Forms

This video library showcases successful practices in dance, music, theatre, and visual art for kindergarten through grade five. See the table below for recommendations on which programs address each of the art forms at various grade levels.

***The Arts in Every Classroom: A Video Library, K-5***  
**Appropriate Programs for Various Grade Levels**

Grade	Dance	Music	Theatre	Visual Art
<b>Kindergarten</b>	Students Create a Multi-Arts Performance	Teaching Music Students Create a Multi-Arts Performance	Bringing Artists to Your Community Students Create a Multi-Arts Performance	Students Create a Multi-Arts Performance
<b>First Grade</b>	Developing an Arts-Based Unit Working With Local Artists	Developing an Arts-Based Unit	Expanding the Role of the Arts Specialist Teaching Theatre Developing an Arts-Based Unit	Expanding the Role of the Arts Specialist Developing an Arts-Based Unit
<b>Second Grade</b>	Expanding the Role of the Arts Specialist Teaching Dance Developing an Arts-Based Unit	Developing an Arts-Based Unit	Developing an Arts-Based Unit	Teaching Visual Art Developing an Arts-Based Unit Three Leaders at Arts-Based Schools
<b>Third Grade</b>	Teaching Dance	Teaching Music Bringing Artists to Your Community	Teaching Theatre Borrowing From the Arts To Enhance Learning	
<b>Fourth Grade</b>	Teaching Dance Students Create a Multi-Arts Performance	Teaching Music Students Create a Multi-Arts Performance	Teaching Theatre Bringing Artists to Your Community Students Create a Multi-Arts Performance Borrowing From the Arts To Enhance Learning	Collaborating With a Cultural Resource Students Create a Multi-Arts Performance Borrowing From the Arts To Enhance Learning
<b>Fifth Grade</b>	Expanding the Role of the Arts Specialist Teaching Dance	Teaching Music	Teaching Theatre Borrowing From the Arts To Enhance Learning	Teaching Visual Art Borrowing From the Arts To Enhance Learning

# Tips for Facilitators

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The video library programs can be viewed on their own or in combination with other programs. This gives facilitators a great deal of latitude in using these tapes with a variety of audiences and in a variety of situations. The half-hour length of most programs makes them easy to use as a discussion starter or as the heart of a presentation.

Here are some suggestions for making your presentation more successful:

- **Set your objectives.** Why are you showing this program to this audience? What are the insights, information, and/or skills that you want viewers to come away with?
- **Know your audience.** What are participants' interests, goals, and biases? Anticipate how they might react to the program, and plan how you would answer possible questions.
- **Build a presentation.** Plan how you will use the video library program to achieve your objectives. Identify aspects of the program that you especially want the audience to see, and draw their attention to these things before you watch the program. You may wish to distribute in advance discussion questions that the audience can consider while viewing the program. After the program has ended, take a few minutes to discuss it before you move on.
- **Know the topic.** Use the video library Web site to learn more about the schools, teachers, and lessons in these programs. The Web site suggests additional resources, including Web links, for each program.
- **Prepare the audience.** Provide participants with information that can help them get the most out of the program. For example, you might distribute profiles of the featured schools or teachers. This information is available on the companion Web site.

## Materials Needed

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To watch these library programs, you will need:

- the appropriate videotapes or a broadcast of them via the Annenberg/CPB Channel;
- a television monitor (and videocassette player if you are viewing programs on tape) or an Internet connection for a Web feed;
- this guide; and
- background information about the program, available in this guide and on the video library Web site.

For professional development, team-building sessions, or facilitated discussions, you also may need a flip chart, markers, pads, and pens for individual notes and reflections.

# Project Advisors

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## Advisors for *The Arts in Every Classroom*

**Arnold Aprill** is the executive director of the Chicago Arts Partnerships in Education, a network of 30 Chicago public schools, 45 professional arts organizations, and 11 community organizations dedicated to co-planning whole-school improvement through the arts.

**Deborah Brzoska** is the director of arts education for the Vancouver School District in Vancouver, Washington, which has been recognized by the President's Committee on Arts and Humanities as one of nine districts in the nation with exemplary K–12 arts education.

**David Diaz Guerrero** has been a documentary photographer for more than 30 years. He has been a recipient of a Colorado Humanities and Arts grant, an NEA Collaborative Project grant, and a Colorado Council on the Arts Visual Artist fellowship. He has taught as a visiting artist in several schools in Colorado.

**Joseph Juliano, Jr.,** served as president of the American Alliance for Theatre & Education, an association of artists and educators serving young people. He is the director of fine arts for the Hamden Public Schools in Hamden, Connecticut, where he supervises programs in all the arts for grades K–12. In addition, he is on the steering committee of the Arts Education Partnership and is chair of the Interdisciplinary Committee of the Consortium of National Arts Education Associations.

**Donald J. Killeen** is national program manager of the National Arts Education Consortium, Department of Art Education, Ohio State University. He has more than 20 years of experience teaching and administering in higher education settings both in the United States and internationally. From 1997 to 2002, he directed the Transforming Education Through the Arts Challenge (TETAC), a five-year national education reform initiative designed to link comprehensive arts education with national and local efforts to reform our nation's schools. TETAC was funded by the Walter H. Annenberg Foundation and the Getty Education Institute for the Arts.

**Sally Nogg**, a first-grade teacher at John F. Kennedy Elementary School in Brewster, New York, is an early childhood specialist who has been a classroom teacher for more than 25 years. She began teaching at the secondary level but after six years moved to primary grades. Her teaching experience ranges from living and teaching on Indian reservations in Arizona and New Mexico to working in an inner-city school in Albuquerque, New Mexico. She specializes in diverse populations and developmentally appropriate practices.

**Martha Rodriguez-Torres** is the principal of P.S. 156, The Waverly School of the Arts, in the Brownsville section of Brooklyn, New York. When she started at Waverly, it was a relatively low-performing school with only 17 percent of the children reading at or above grade level. She made the school into an arts magnet school and improved student performance outcomes.

**Vicki Rosenberg** is vice president and chief operating officer of the Council of Michigan Foundations. Before taking this position, she was senior program officer with the Getty Grant Program, a subsidiary of the J. Paul Getty Trust, where she managed national programs designed to improve the quality and status of arts education in American public schools.

**Wayne Walters** is principal of the Frick International Studies Academy in Pittsburgh, Pennsylvania. Previously he was assistant principal at Northview Heights Elementary School, where he fostered a music program for inner-city children. He also was an elementary and vocal music teacher at Martin Luther King, Jr., Elementary School in Pittsburgh.

**Stella Yu** is associate director of the Mayor's Office of Art, Culture and Film in Denver, Colorado. She has a background in fine arts, arts education, and business and is an accomplished visual artist who spent many years as a visual art specialist teacher.

# Project Advisors, cont'd.

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## Instructional Advisors

Additional material for the Web site and print guide for *The Arts in Every Classroom: A Video Library, K–5* was provided by the Southeast Center for Education in the Arts (SCEA), which also provided instructional design for the workshop that is part of *The Arts in Every Classroom*. Located at the University of Tennessee at Chattanooga (UTC), SCEA is a think tank and laboratory for creative inquiry into teaching and learning. SCEA's multi-arts focus on comprehensive arts education and arts integration provides a dynamic approach to innovative professional development and education reform.

### SCEA Staff

**Kim Wheatley**, director of the Southeast Center for Education in the Arts, holds the UTC Lyndhurst Chair of Excellence in Art Education. He served on the writing committees for the *National Standards for Arts Education* and the *Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Teachers*.

**Susanne Burgess**, director of the Southeast Institute for Education in Music at the Southeast Center for Education in the Arts, has worked with all age groups from newborn to college, teaching general and choral music in public and private schools, conservatories, and community organizations.

**Scott Rosenow**, director of the Southeast Institute for Education in Theatre at the Southeast Center for Education in the Arts, has taught and directed theatre at the elementary, middle, high school, and university levels.

### Project Collaborators to SCEA

**Kathy Blum** is the headmaster at Cliff Valley School, a private elementary school in Atlanta, Georgia. She previously was director of theatre at the Southeast Center for Education in the Arts and has provided professional development for elementary and secondary school teachers throughout the country.

**Kathy DeJean** is the dance specialist at Lusher Alternative Elementary and Middle Schools in New Orleans, Louisiana. She has taught, danced, and choreographed in schools and professional dance companies in the United States and Europe.

**Ann Rowson Love** is the curator of education at the Ogden Museum of Southern Art in New Orleans, Louisiana. She previously was director of visual art at the Southeast Center for Education in the Arts.

**Hazel Lucas** is a curriculum coordinator at Browns Mill Elementary School in Lithonia, Georgia. She previously taught fifth-grade social studies at Browns Mill and has given workshops in visual art education in the United States and China.

# Introducing Arts Education

Length: 23 minutes (three segments)

## Featured Schools

School:	Barney Ford Elementary School
Location:	Denver, Colorado
In this program:	George E. Jackson, III, drama teacher
School:	Harmony Leland Elementary School
Location:	Mableton, Georgia
In this program:	Sandra McGary-Ervin, principal Barrett Jackson, string specialist Crystal Peters, music specialist Jermal Riggins, second-grade teacher
School:	Idalia School
Location:	Idalia, Colorado
In this program:	Michael Stanwood, visiting musician
School:	Lusher Alternative Elementary School
Location:	New Orleans, Louisiana
In this program:	Kathleen Hurstell Riedlinger, principal Kathy DeJean, dance teacher Marti Dumas, fifth-grade teacher Carolyn Cunningham, fifth-grade teacher Amanda Newberry, theatre teacher Warren Irwin, visiting artist Antwine Williams, parent

School:	P.S. 156, The Waverly School of the Arts
Location:	Brooklyn, New York
In this program:	Martha Rodriguez-Torres, principal
School:	Smith Renaissance School of the Arts
Location:	Denver, Colorado
In this program:	Rory Pullens, assistant principal Sylvia Bookhardt, music teacher

# About This Program

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“Introducing Arts Education” consists of three parts:

- “What Is Arts Education?” (14 minutes),
- “What Are the Arts?” (5 minutes), and
- “How Do You Know They’re Learning?” (4 minutes).

View the three parts in sequence, stopping for discussion after each.

In the first part, “What Is Arts Education?,” Denver Public Schools district arts coordinator Stephen Gonzales discusses ways of teaching and learning related to the arts:

- classroom projects using arts materials that are not necessarily related to arts curriculum goals;
- arts-related enrichment, such as trips to the symphony;
- using the arts as a conduit for learning in other subject areas; and
- using a teacher certified in an art form such as music or dance to deliver a curriculum based on local or other standards for that art form.

Gonzales also discusses the impact of arts education on children’s performance on the Colorado Student Assessment Program (CSAP) test, noting that children with exposure to the arts “are more enlightened or prepared to learn, or have more tools to learn.”

The arts are taught in elementary schools for a variety of reasons. This program gathers insights from teachers and administrators who are using the arts successfully in six elementary schools. Here are some of their thoughts:

“That’s who we are as human beings... We are the arts. [The arts are] an excellent chronological history from the beginning of time to today. We’re expressive. We have feelings, we have conceptualization in our minds—all of those things are the arts. So, in education, art becomes a very important and vital component because that’s how kids learn.” —*Stephen Gonzales, district arts coordinator, Denver Public Schools*

“The arts...have not only given a spirit and a life to our programs that to me makes it magical, [but also, in subjects such as] language arts, math, science, and social studies, we find that kids are taught better when they’re taught through the arts.” —*Kathleen Hurstell Riedlinger, principal, Lusher Alternative Elementary School, New Orleans, Louisiana*

“By putting the arts in, the children were able to have success in something that was fun for them... We added a writing component so the children could begin to write about the arts... Then they started thinking about it and doing all kinds of other things through the whole curriculum. And it has had a great impact on them.” —*Martha Rodriguez-Torres, principal, P.S. 156, The Waverly School of the Arts, Brooklyn, New York*

“Our transiency rate was 33 percent... Now it’s down to 14 percent. I’m building a stable community. So I’m watching the arts change my entire school climate. The confidence level and self-esteem of the children...transfers over to the regular classroom.” —*Sandra McGary-Ervin, principal, Harmony Leland Elementary School, Mableton, Georgia*

# About This Program, cont'd.

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These and other comments are illustrated with examples of learning experiences in classrooms across the United States:

- In Georgia, second-grade teacher Jermal Riggins uses paintings and drawings to introduce concepts in astronomy, history, and the nature of imagination.
- In Denver, Colorado, music teacher Sylvia Bookhardt prepares music students for a performance assessment that is part of the district's music standards.
- In Louisiana, theatre teacher Amanda Newberry uses a theatre exercise in characterization to teach students how to ask effective questions.

"What Is Arts Education?" concludes with a proud New Orleans, Louisiana, parent, who observes that his son's arts-based education has made him not only a better student but also a better person.

"What Are the Arts?" and "How Do You Know They're Learning?" provide additional perspective on arts education that you may wish to consider and discuss as you continue to explore the programs in this video library.

We all know the arts when we experience them—but coming up with a general definition is a real challenge. Teachers, administrators, students, and parents offer candid, thoughtful, and sometimes humorous comments on what the arts mean to them. "What Are the Arts?" is useful as a discussion starter with adults and students.

Learning takes many forms, and some areas of proficiency are highly subjective. In "How Do You Know They're Learning?" educators from several schools tell how they know if their students are "getting" what the teachers are teaching. This program is useful as a discussion starter with teachers, administrators, and parents.



# Viewing Suggestions

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## Who Should Watch This Program

“Introducing Arts Education” makes a strong case for expanding the use of the arts in every classroom. For this reason, the program is an effective tool to capture interest in the arts and focus it on specific goals. Among the audiences who would find this program useful are:

- classroom teachers, to consider how the arts can enhance their instruction;
- principals, curriculum directors, and other administrators, to see some of the ways schools are integrating arts education into their curricula and instructional practices;
- parents and parent groups, to learn how arts education can benefit their children’s learning; and
- school boards and policymakers, to help make the case for funding and policies that promote the arts in district classrooms.

## Before Watching

*The Arts in Every Classroom* is based on the premise that the arts are valuable in themselves. Arts are essential to the development of people and their culture—and that is why arts should be part of every school’s curriculum.

In this program, educators and others point out that the arts also enhance learning in other areas. As you watch this program, consider these questions:

- How do the arts contribute to students’ readiness to learn?
- How do the arts promote a better learning environment?
- How can the arts be used to improve student performance in other academic subjects, such as reading, math, science, and history?
- Why are the learning goals described in the National Arts Education Standards important for all students?
- How can teachers use the arts to advance effective instructional strategies such as inquiry-based teaching and learning?

## Watching the Program

Watch the three parts of this program in sequence. After watching “What Is Arts Education?” complete the discussion and activities below before viewing “What Are the Arts?” and “How Do You Know They’re Learning?”

# Viewing Suggestions, cont'd.

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## Suggested Activities and Discussion

Consider the following questions for reflection:

- What value do you see in arts education?
- What is your school's attitude toward arts education?
- What steps can you take to incorporate the arts into your classroom or school?
- What role do questions play in learning, and how can you encourage students to ask questions about the arts and specific artworks?
- How do the arts provide a forum for student inquiry that can enhance learning?

Below are some additional ways you can build on the ideas in this program in a variety of school and community settings.

### Professional Development Sessions for Teachers

- Consider ways you can incorporate the arts in your everyday teaching. How might your students benefit from exposure to or experience in dance, music, theatre, or visual art?
- Think of a favorite painting, play, dance, or piece of music. See if you can find a way to connect it to a subject or unit you are currently teaching. Design a series of lessons incorporating this artwork.
- Consider how the arts impact the daily lives of your students—for example, in video games or popular fashions. How can you use these everyday art objects to teach subjects such as math, history, and social studies?
- Visit the Arts Education section of the workshop Web site at [www.learner.org/channel/workshops/artsineveryclassroom](http://www.learner.org/channel/workshops/artsineveryclassroom) for perspectives on arts-based approaches you can incorporate in your classroom.

### Curriculum-Planning Sessions

- Consider how you might include an arts specialist teacher in a planning session of grade-level teachers.
- Invite a working artist or a representative of a local arts organization to a session. Together, identify places where arts-based learning would strengthen the curriculum.
- For more ideas and resources on incorporating the arts, explore arts education resources, such as the Web sites of the John F. Kennedy Center's ArtsEdge at <http://artsedge.kennedy-center.org> or the Perpich Center for Arts Education at [www.pcae.k12.mn.us](http://www.pcae.k12.mn.us).
- Consider using *The Arts in Every Classroom's* eight-part workshop as a professional development course. It will help you plan and teach multi-arts curriculum. Graduate credit is available. Go to [www.learner.org/channel/workshops/artsineveryclassroom](http://www.learner.org/channel/workshops/artsineveryclassroom) for more information.

### School Board, Parent-Teacher, or Local Government Meetings

- Invite a teacher or principal from a school with a successful arts-based program to talk about its benefits and address concerns the audience might have.
- Present examples of student work that demonstrate the value of arts-based learning.
- Identify examples of programs that you could use as models or resources for your own planning.

# Additional Resources

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## Related Video Library Programs

Watch these programs for more information on ideas explored in “Introducing Arts Education”:

- Expanding the Role of the Arts Specialist
- Teaching Dance
- Teaching Music
- Teaching Theatre
- Teaching Visual Art
- Working With Local Artists
- Collaborating With a Cultural Resource
- Bringing Artists to Your Community
- Borrowing From the Arts To Enhance Learning

## Web Resources

*The Arts in Every Classroom* video library Web site: [www.learner.org/channel/libraries/artsineveryclassroom](http://www.learner.org/channel/libraries/artsineveryclassroom)

*The Arts in Every Classroom* workshop Web site: [www.learner.org/channel/workshops/artsineveryclassroom](http://www.learner.org/channel/workshops/artsineveryclassroom)

### Standards for the Arts

National Standards for Arts Education: [www.ed.gov/pubs/ArtsStandards.html](http://www.ed.gov/pubs/ArtsStandards.html)

State Standards for the Arts: [www.ncsl.org/programs/arts/artsed/artedhom.htm](http://www.ncsl.org/programs/arts/artsted/artedhom.htm)

Colorado Student Assessment Program: [www.cde.state.co.us/index\\_assess.htm](http://www.cde.state.co.us/index_assess.htm)

### Related Organizations and Resources

The Center for Arts Education: [www.cae-nyc.org](http://www.cae-nyc.org)

Inner-City Arts: [www.inner-cityarts.org](http://www.inner-cityarts.org)

Leonard Bernstein Center for Learning: [www.grammy.com/academy/foundation/lbc](http://www.grammy.com/academy/foundation/lbc)

Project Arts of the New York City Board of Education: [www.nycenet.edu/projectarts](http://www.nycenet.edu/projectarts)

Southeast Center for Education in the Arts: [www.sceaonline.com](http://www.sceaonline.com)

Young Audiences, Inc.: [www.youngaudiences.org](http://www.youngaudiences.org)

# Notes

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