



CASE-MAKING FACT SHEET #1

ART AND EDUCATION IN SCHOOLS: A MULTIFACETED CONNECTION

The introduction of art into the curriculum in Canada has taken a varied approach. Art Specialists who are full time teachers and the Visiting Artist both deliver art programming in schools in successful and varied ways.

ART TEACHER SPECIALISTS:

The Art Teacher Specialist has had specific training in an art discipline such as music, visual art, or drama, and teaches it on a regular basis as part of the schools full time teaching staff.

Over the past few years, many of the Art Teacher Specialists in the primary grades have been removed, and generalist teachers have delivered art classes. Fortunately, we are now beginning to see the return of the Art Teacher Specialist to the classroom. In Canadian high schools, Art Teacher Specialists teach in art specific studios offering music, drama, visual arts and multi-media, and, depending on the province, students are required to have at least one art credit to graduate.

VISITING ARTIST:

Visiting Artist delivers art in two ways.

1. In an arts integrated approach, art becomes a vehicle to teach another subject such as drama to convey a history lesson.
2. As a stand alone art class, the Visiting Artist treats art as a subject with its unique skills to learn.

The arts delivered by the Art Teacher Specialist or Visiting Artist engage students in learning in a deeper way. With positive and direct numerical research indicating the arts offer students substantial benefits, the arts when delivered by qualified professionals, are an essential part student success.

AN ARTS INTEGRATED CLASSROOM LOOKS DIFFERENT!

“... the first thing you notice in an arts integrated class is that everybody’s working. Everybody’s on task. Everybody is thinking and doing things and nobody is sleeping or day dreaming, and that’s the really significant difference in classes. You can just tell in class-there’s an electricity in the classroom, there’s energy in classes using arts integrated things.”

“Made in Canada, Getting Creative”, Chris Daniels, Time Magazine July 4, 2005 (1)

AN ARTS INTEGRATED APPROACH THAT INCLUDES

- Q**uilts stitched with facts about Canada
- H**istorical play on Columbus written and acted by students
- L**antern making as an introduction to geometry.
- D**esigning and using rap to learn times tables

These cross-curriculum approaches ultimately reach all students in different ways

“Integrated curriculum gives students multiple connection points between past learning and new learning.”

“Engaged in Learning: The ArtsSmarts Model”, Karen Hume, 2006, pg 18 (2)

MULTIFACETED



BENEFITS OF ARTS EDUCATION

In a global research compendium on the impact of the arts in education, “The WOW Factor” stated

- **Quality arts education programs lead to improvements in academic achievement**
- **Literacy is significantly enhanced through arts education**
- **Arts-rich education enhances performance in language learning**
- **71% of quality arts programming had led to direct improvements in academic achievement**

“The WOW Factor”, Anne Bamford , 2006, pg 107 (3)

Grade 10 - comparison of high versus low involvement in the arts

	High Arts	Low Arts
1. Scoring in top 2 quartiles, Grade 10 Standardized Test Composite	72.5%	45%
2. Scoring in top 2 quartiles in Reading	70.9%	45.1%
3. Scoring in top 2 quartiles in History	70.9%	46.3%

“Champions of Change, Involvement In the Arts & Human Development”, James S. Catterall , pg 3 (4)

“Learning Through the Arts” final report to the Royal Conservatory of Music reported that the grade 6 LTTA students scored significantly higher on mathematical tests of computation and estimation than students in the two types of control schools, equivalent to a difference of 11 percentile points in raw scores.

“Learning Through the Arts-National Assessment 1999-2002”, Dr. Rena Uptis, Dr. Katherine Smithrim, pg 2 5)

WHY? MAKING THE CONNECTIONS:

It is important to numerically establish a link in the relationship between art integrated class participation and grade improvement in schools. Documented increases in test scores gets attention, and policy makers, and educators can justify spending if the numbers are there. However, as important is the question **does** art effect math scores, so is the question **why** does art affect them.

Multiple Intelligences

1. **Linguistic Intelligence (word smart)**
2. **Logical-Mathematical intelligence (number/reasoning smart)**
3. **Spatial Intelligence (picture smart)**
4. **Bodily-Kinesthetic Intelligence (body smart)**
5. **Musical Intelligence (music smart)**
6. **Interpersonal Intelligence (people smart)**
7. **Intrapersonal Intelligence (self smart)**

As Howard Gardner in his book “Frames of Mind.” The Theory of Multiple Intelligence” there can be various entry points to engaging students who learn differently. He has identified 7 different approaches:



Arts education ensures that students who learn through spatial., kinesthetic and musical intelligence who traditionally do not do well in the classroom have an opportunity to learn, especially in classes that are taught with an art infused curriculum.

“Frames of Mind: The Theory of Multiple Intelligence”, Howard Gardner, 1983, pg 41-44 (6)

**ENGAGEMENT IN LEARNING, INCREASED SELF ESTEEM, PROFICIENCY IN TECHNICAL SKILLS,
ENHANCED SOCIAL SKILLS, CREATIVE THINKING, GREATER EMPATHY,
ACCESSIBILITY FOR ALL CHILDREN**

TEACHERS AND KIDS BENEFIT TOO!

After a three year involvement in the Learning Through The Arts National Assessment, site coordinators said they believed teachers gained the following:

- Increased skills and understanding in the arts
- New ways to teach curriculum subjects using the arts
- More knowledge of how to access and recognize student learning through the arts
- A greater degree of engagement in their own learning in the arts, alongside their students
- New and meaningful relationships with the artistic community
- Great respect for the work, talent, and commitment of artists

*“Learning through the Arts: National Assessment -1992-2002, Final Report to the Royal Conservatory of Music,”
Dr. R. Uptis, Dr. K. Smithrim, 2003, pg 43 (10)*

In an arts integrated classroom, Grade 6 students identified personal growth areas.

1. “The arts taught us how to bring out inner feelings, how to cooperate, listen, and express ourselves through movement”
2. “Arts are more important to meet new people, make friends, stay out of trouble, and be with a ‘good’ group”
3. “Oh, that was such a great experience, I got to dance in front of everybody. It made me feel like a star!

*“Learning through the Arts: National Assessment-1992-2002, Final Report to the Royal Conservatory of Music”, Dr. R. Uptis,
Dr. K. Smithrim, 2003, pg 19-20 (7)*

Ultimately, “the arts have shown links to student motivation and engagement in school, attitudes that contribute to academic achievement”.

*“Champions of Change: General Involvement and Intensive Involvement In Music and Theatre Arts”, J. Catterall,
R. Chapleau, J. Iwanaga, pg 4 (7)*

HOW DO WE CREATE HIGH QUALITY ARTS INSTRUCTION?

- Supportive principals, schools, school boards
- Highly skilled artists
- Adventuresome, risk taking teachers
- Properly funded programs

Learning through art is a diverse experience!

FOOTNOTES

1. “Made in Canada, Getting Creative”, Chris Daniels, Time Magazine July 4, 2005
2. Engaged in Learning: The ArtsSmarts Model”, Karen Hume, 2006, pg 18
3. “The WOW Factor”, Anne Bamford , 2006, pg 107
4. “Champions of Change, General Involvement In the Arts & Human Development”, James S Catterall, R.Chapleau, J. Iwanaga, pg 3
5. “Learning Through the Arts-National Assessment”- 1992-2002, Dr. Rena Upitis, Dr. Katherine Smithrim, 2003, pg 2

6. “Frames of Mind: The Theory of Multiple Intelligence”, Howard Gardner,1983, pg 41-44
7. “Learning through the Arts: National Assessment”-1992-2002, Final Report to the Royal Conservatory of Music,” Dr. R. Upitis, Dr. K. Smithrim, 2003, pg 43
8. “Learning through the Arts: National Assessment-1992-2002, Final Report to the Royal Conservatory of Music”, Dr. R. Upitis, Dr. K. Smithrim, 2003, pg 19-20
9. “Champions of Change: General Involvement and Intensive Involvement In Music and Theatre Arts”, J. Catterall, R.Chapleau, J. Iwanaga, pg 4

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2. Creating Our Future: A Community Based Approach to Youth Development through the Arts, St. Leonard’s Society of London
3. Engaged in Learning: The ArtsSmarts Model”, Karen Hume, 2006
4. Frames of Mind: The Theory of Multiple Intelligence”, Howard Gardner, 1983
5. Learning Through the Arts, National Assessment, Dr.R. Upitis, Dr.Katherine Smithrim, 2003
6. Learning to Live, Living to Learn: Perspectives on Arts Education in Canada, , Canadian Commission For UNESCO, August 2005

7. Made in Canada, Getting Creative, Chris Daniels, Time Magazine July 4, 2005
8. Making Learning Visible: Children as Individual and Group Learners, Project Zero, Harvard Graduate School of Education, 2001
9. National Arts and Youth Demonstration Project, Robin Wright, Lindsay John, David R. Offord, William Rowe, Mcgill University
10. Student Learning In the Arts, NZARE Conference, December 2003
11. “The Contribution of the Arts to a Healthy and Creative Canada” Arts Policy, Canadian Heritage, April 2004 Draft
12. “The WOW Factor”, Anne Bamford , Waxman Munster, 2006

WEBSITES

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- “Why Teachers Integrate”: [www.eric.ed.gov /Eric Web Portal/custom/portlets/record/details](http://www.eric.ed.gov/Eric%20Web%20Portal/custom/portlets/record/details)
- “Research in the Arts”: [www.rand.org /research_areas/arts](http://www.rand.org/research_areas/arts)
- “Arts Education Partnership”: [www.aep-arts.org /resources/research.html](http://www.aep-arts.org/resources/research.html)
- “Chicago Arts Partnership In Education”: [www.capweb.org /publiviations/maa/pdfs/chicagoarts.pdf](http://www.capweb.org/publiviations/maa/pdfs/chicagoarts.pdf)
- “Learning Through the Arts”: www.educ.queensu.ca
- “National Assembly of State Arts Agencies”: www.nasaa.arts.org
- “Learning Through the Arts” [www.ltta.ca /program_description.html](http://www.ltta.ca/program_description.html)
- “Making the Case for Arts Education”: www.arts.on.ca
- “Arts Council of England”: www.artscouncil.org.uk



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