

Team 1 Assignment 3

PART I:

Through intensive arts in education programs, these learning environments transform classroom settings, which enhance creative cognitive abilities and strengthen social interactions between students and teachers (Burton, Horowitz & Abeles, pp. 38-39; Winner & Hetland, 2008, pp. 29-30). In these classrooms, the arts accommodates different learning styles as well as students at varying levels of achievement, providing alternative opportunities for engagement, learning, and productive challenges to increase academic success (Arts Education Navigator: Getting Started, p. 7; Arts Education Navigator: Facts & Figures, pp. 5-9). Additionally, the benefits of the arts in education extend beyond the classroom, positively influencing success in life and work through the application of innovative and creative skills that employers desire (Arts Education Navigator: Facts & Figures, pp. 10-13).

PART II:

Arts Integration: An approach to teaching where students engage in the creative process. Integrated arts education connects an art form or forms to another subject. Objectives of both subjects are met in this teaching model.

Silverstein, L. B. & Layne, S. (n.d.). *What is arts integration?* Retrieved from <http://artsedge.kennedy-center.org/educators/how-to/arts-integration-beta/what-is-arts-integration-beta.aspx>

The particular strengths and weaknesses listed pertain to an 8am-3pm “normal school day” model.

	Strengths	Weaknesses
Learning Outcomes and Achievements	<ul style="list-style-type: none">-Increased creativity, fluency, originality, elaboration and resistance to closure in students (Burton, Horowitz & Abeles, p. 36)-Arts intersection with literacy, language, self-identity, social skills, persistence, resilience, group learning and participation (Burnaford, 2007)-The high school dropout rate is decreased when there is a high-art involvement in student learning; (1.4% dropout rate for high arts involvement vs. 4.8% dropout for low arts involvement by grade 10) (Navigator: Facts & Figures, p.14)	<ul style="list-style-type: none">-The technical skills of the arts become diluted (Bodilly, Augustine, & Zakaras, 2009, pp. 12-13)-Offering appropriate training and continuing education for teachers is difficult, expensive, and often impractical (Dana Foundation, 2003)

Lobbying and Advocacy	<p>-Transferable skills for life-long learning; observing, envisioning, innovation through exploration, and reflective self-evaluation (Winner & Hetland, p. 30)</p> <p>-If integration is done well, it creates hard-wired success for other subjects (Burton, Horowitz & Abeles, p. 38)</p> <p>-21st century skills; problem-solving, communication, team work, learning and technical skills, working with diversity (Hager, p. 12)</p>	<p>-Integration often means giving the arts 2nd class status to other core subjects in which it is being integrated (Zakaras & Lowell, 2008)</p> <p>-The practical measurement of the positive effects the arts offer. If we can't measure the strengthened skills, then there is no great way to advocate for it. (Winner & Hetland, p. 31)</p>
Cultivating Demand for the Arts	<p>-Integrated arts offers greater community good; community partnerships of arts organizations can be formed and relationships strengthened between communities and schools when the arts are cultivated at the school level, showcased, and then extend into the community for participation and interaction (Navigator: Getting Started, p. 15; Arts Education, pp. 7, 12).</p>	<p>-Appropriate funding follows demand, and that is sometimes harder to cultivate (Zakaras & Lowell, 2008)</p>

PART III: Please see our attached radio drama.

PART IV: Please find the attached PDF on technology in 21st century arts education.

To preface this illustration, we'd like to note the reservations we had concerning the model for online arts learning, specifically involving the visceral disciplines such as ceramics, dance, drama, etc. in a 21st century environment. We feel, given the ever-present nature of online technologies and the learning capacities within various school subjects, the arts present a unique challenge in their implementation from a digital platform. Thus, we brainstormed the challenges of this problem as evident in the following two scenarios presented for high school students, incorporating both physical and digital interactions throughout the school day, exemplified from Ted Mero's *The Best of Both Worlds: Online Curriculum in a Classroom Setting*. Our school schedule details students with their computers at home in the morning, coming to school around 11 AM or so, and leaving by 3 PM for rehearsals, studio class, or field trips to museums, etc.

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