

Philadelphia Arts
in Education
Partnership **EP**



**AFFIRMING THE VALUE OF THE ARTS
IN THE EDUCATION OF OUR CHILDREN**

Recent studies affirm the belief that arts education is integral to the development of well-rounded human beings. The arts promote critical thinking and problem-solving skills, help to foster better cultural understanding, encourage the development of a sense of personal responsibility and self-discipline. Unfortunately, education reforms and policy changes in the past two decades have had a great impact on arts education resulting in a loss of both financial and programmatic support. As a result, many schools no longer have the means to deliver quality arts education programs to their students.

Schools now look to community arts and cultural institutions to help fill the gap that under-funding and under-valuing of the arts have created. By engaging the expertise of arts and cultural institutions and teaching artists through standards-based, arts integrated programming in the classroom, student learning is enhanced. Schools have increased the number of strategic collaborations with arts institutions and teaching artists as a way to maintain the arts as an essential part of public education.

In Philadelphia a passionate commitment to education in and through the arts found an outlet when, in 1996, a group of the city's arts and education leaders joined forces to pool resources and share ideas about the most effective delivery of their arts programs for area schools. This led to the formation of the Philadelphia Arts in Education Partnership (PAEP), operating under the aegis of The University of the Arts. Now a unified voice in support of arts in education developed initial programming to encourage that effort.

Today, the Philadelphia Arts in Education Partnership celebrates its uniqueness among the nation's arts in education partnerships by virtue of both its core programming and its composition of more than 82 of the region's leading cultural organizations and institutions of higher learning as well as school districts throughout southeastern Pennsylvania. Additionally, PAEP has taken its place as a leader in the research and evaluation of the impact of the arts in the lives of students, teachers, and teaching artists.

The Philadelphia Arts in Education Partnership provides engaging educational experiences learning in and through the arts for K-12 students of southeastern Pennsylvania by working collaboratively with arts specialists, classroom teachers, teaching artists, schools, and arts institutions. Through a range of programs and services, PAEP achieves its primary goal of advancing student learning by promoting best practices in the design and implementation of arts in education programming, building capacity in those who deliver arts in education programs, and providing access to resources and networks in support of arts in education programming.

In the fall of 2001, PAEP created its **Arts-Based Collaborative Partnership** Program that, as of spring 2007, has implemented **113** arts integrated projects impacting **11,145** students, **425** teachers, **165** artists, and **64** art institutions. As the southeastern regional partner for the Pennsylvania Council on the Arts - Arts in Education program, PAEP has, since 2005, managed the Council's Residency Programs placing artists in **28** residencies to work with nearly **4,200** students.

Through PAEP's extensive assessment and evaluation practices over the past five years, it has been able to identify core attributes necessary for successful partnerships between teachers, artists, and arts organizations. These attributes for successful partnerships are in the following areas of contracting, collaboration, and management:

- Formulation and ratification of a contract between all partnership members detailing contributions, work responsibilities, deliverables, and due dates;
- Shared responsibilities for project design and implementation;
- Development of a detailed plan for the assessment of output and outcome objectives with all partners participating in the data collection, analysis, and reporting process;
- Shared workload, except where agreed upon by all members;
- Defined timeline and identification of major milestones; and
- Institution of a formal conflict resolution process where disputes can be settled efficiently and effectively.

PAEP participating teachers through comments in surveys and focus groups offer this advice:

- Expectations of teachers and artists should be clear from the beginning.
- Providing incentives for school administration to support project is critical.
- Teachers need to do research ahead of time to understand what is involved in the art form they have chosen.
- Schedule adequate preparation time.
- Be excited about your project.
- Convey to artist what school life is like – students, core requirements, school climate, and schedules.
- Teachers need to extend what the artist does while the project is ongoing and after the project has concluded.
- Teachers need to help artists find ways to connect the arts to the core curriculum and the real world.
- Assume projects may take longer than planned

Arts Integrated Collaborative Project Toolkit

Topics covered:

1. Project Design
2. Project Management
3. Project Implementation
4. Project Assessment
5. Integrating the Arts
6. Planning guides

Cohort Planning Template

Directions:

This template will lead you through the process of planning your standards-based, arts integrated project and serve as a guide in the implementation and assessment of the project. As you answer each question or provide details, you are creating a document that not only specifies what you will be doing and how you will be doing it, but also how you will define each participant's role and responsibilities, create a timeline of activities, and an assessment plan to capture student learning as well as develop a structure to reflect on and evaluate the success of the project overall. At the end of this process, you will have not only a written plan for implementation but also a document that will serve as a contract between all parties.

WHAT STANDARDS-BASED ARTS INTEGRATED PROJECTS ACCOMPLISH:

- Teach students how to transfer knowledge
- Involve the whole community as a learning environment
- Teach students how to analyze, explain, and apply knowledge
- Orient students to achieve results
- Teach students how to make decisions
- Teach students how to work more cooperatively
- Encourage individuality and diversity
- Improve students' retention of knowledge
- Provide meaning to students' experiences
- Teach students that learning is fun

I. **Project design:**

- A. What purpose does this project serve? What are the goals of the project?
- B. What is the theme, topic or essential question of the project?
- C. What experiential activities and events will occur?
- D. What connections to literacy will be made?
- E. How will other curricular connections be integrated into the project?
- F. What local, state, and/or national standards will the project address?
- G. What specific learning objectives are students expected to achieve? List these objectives for each area of integration.
- H. What student work, such as performances, exhibits, products, writings, will be created?

II. Description and Roles of All Partners

Describe what role each participant will have in the project and require each one to sign off on those responsibilities.

- Classroom teachers
- Visual arts specialist
- Music specialist
- Literacy specialist (if participating)
- Teaching artist
- Arts partner (if participating)

III. Timeline:

- A. Provide a calendar of project activities including a start date and a completion date.
- B. Develop benchmarks and incorporate them into the calendar.
- C. If performances or exhibitions will be an end product, be sure to provide for adequate rehearsal or preparation time.
- D. Schedule adequate meetings to review progress (such as meeting benchmarks, etc.) and revise where and when necessary.

IV. Assessment and Evaluation:

Devise an assessment and evaluation plan that:

- A. Identifies critical skills and learning objectives within the art form listed in the project description;
- B. Identifies critical skills and learning objectives for integrated content areas;
- C. Identifies social and affective skill objectives targeted in the project description;
- D. Describes what kind of change in each of these skill areas you anticipate; and
- E. Describes where students should be at the end of the project, who will be responsible for tracking that change, how will it be tracked, and how will that change be reported.

WHAT STANDARDS-BASED, ARTS INTERDISCIPLINARY PROJECTS ENTAIL:

- Curriculum that is organized around topics, broad themes, or essential questions that contain elements of most areas of knowledge.
- Themes like justice, conflict, change, shelter, or identity are well suited to interdisciplinary projects because they act as umbrellas for English, Social Studies, History, Science, and Math.
- Students demonstrate their acquisition of knowledge (research) through the production of art works or performance of original work in music, dance, or theater.
- Interdisciplinary projects promote collaboration – not only among students but also among participating teachers.

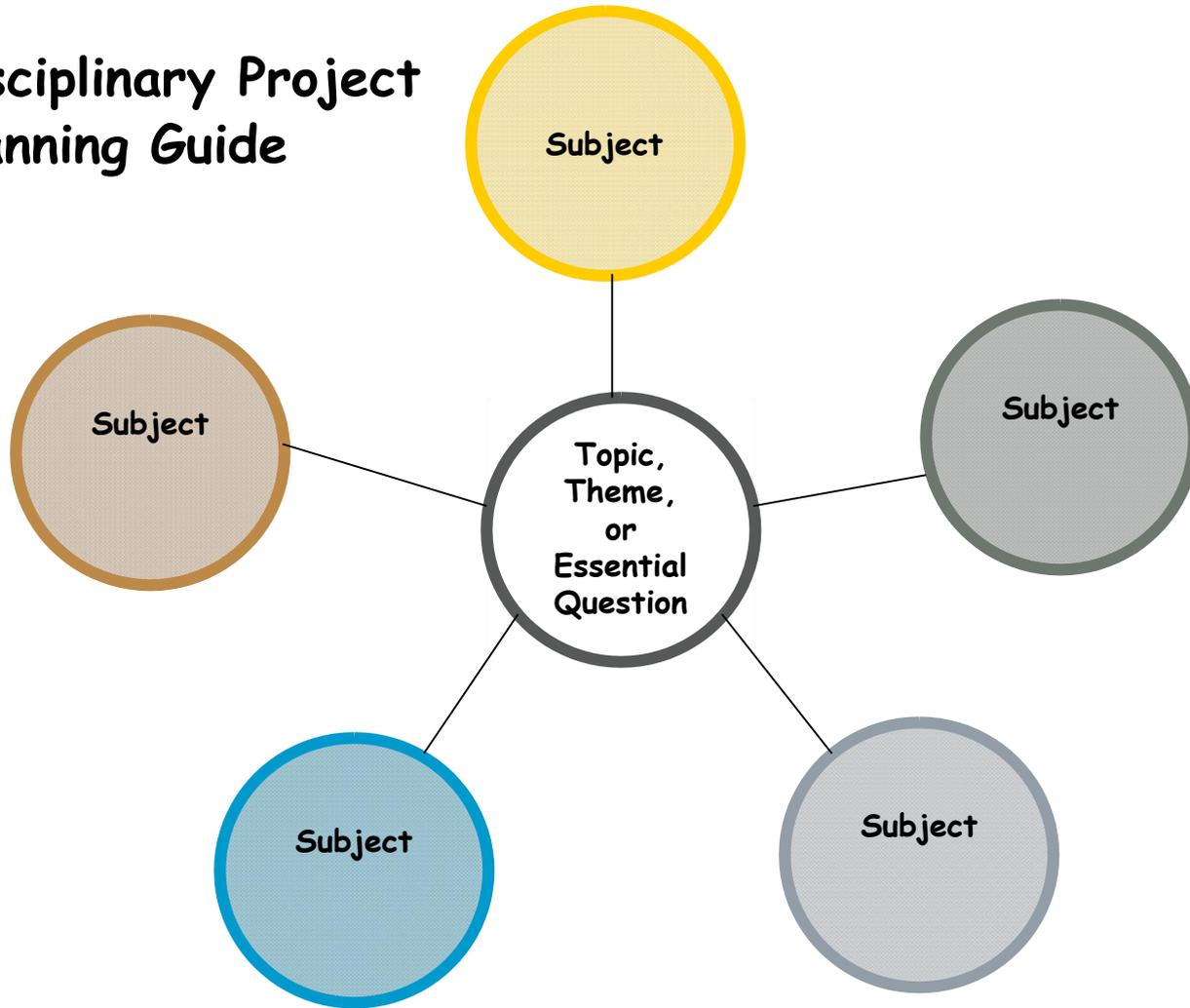
STANDARDS-BASED, ARTS INTEGRATED PROJECTS

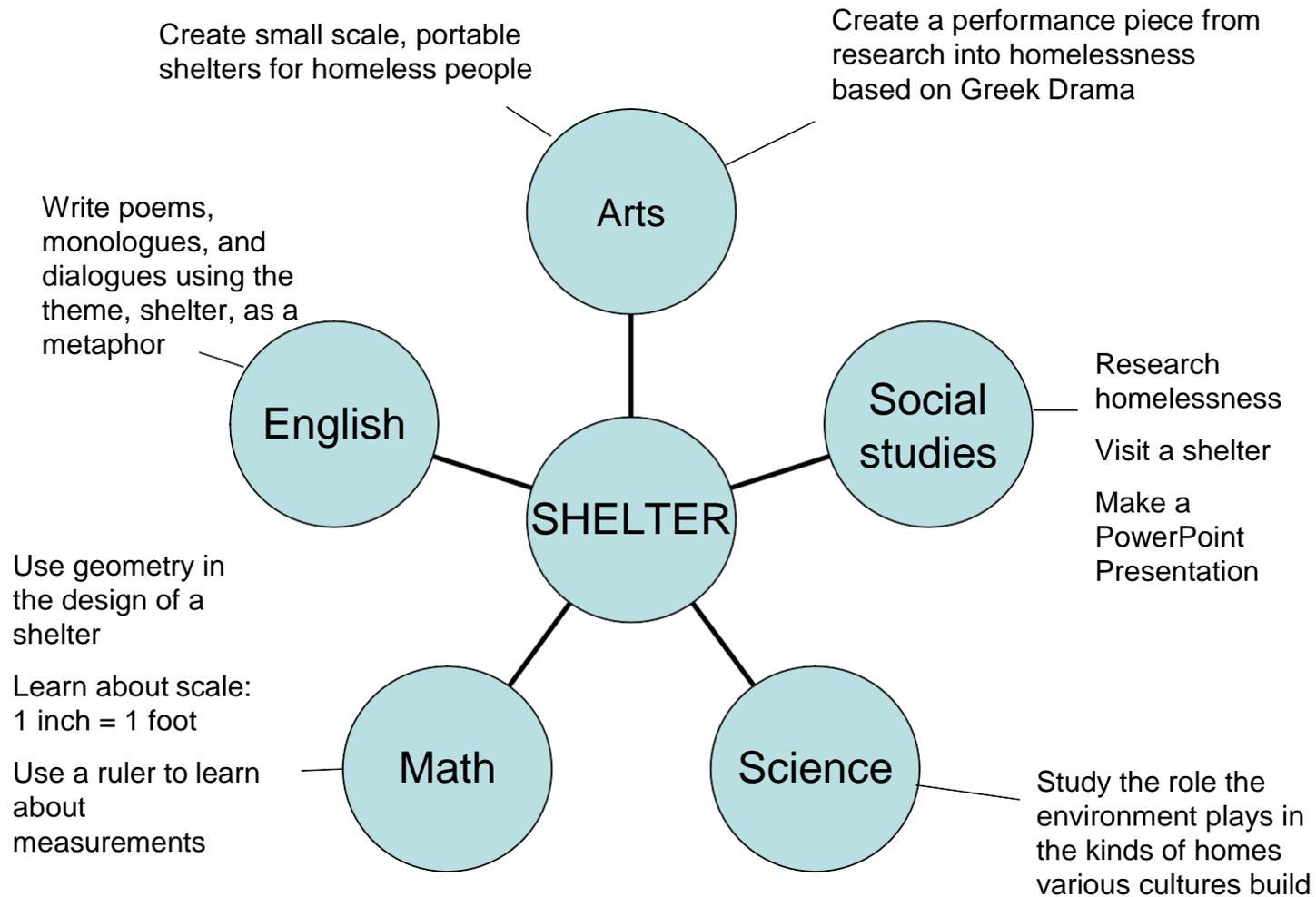
1. Make the learning project based or experiential.
2. Plan to connect the arts to the core curriculum.
3. Include research, writing, and reflection as an integral component of your project to promote literacy skill development and critical thinking skills.
4. Use a graphic organizer like the following example to insure that you have made all the necessary connections to the curriculum in each subject area.

5. Be specific in creating learning objectives. Create only two or three learning objectives in each area:
 - arts skill development
 - content skill development
 - affective skill development

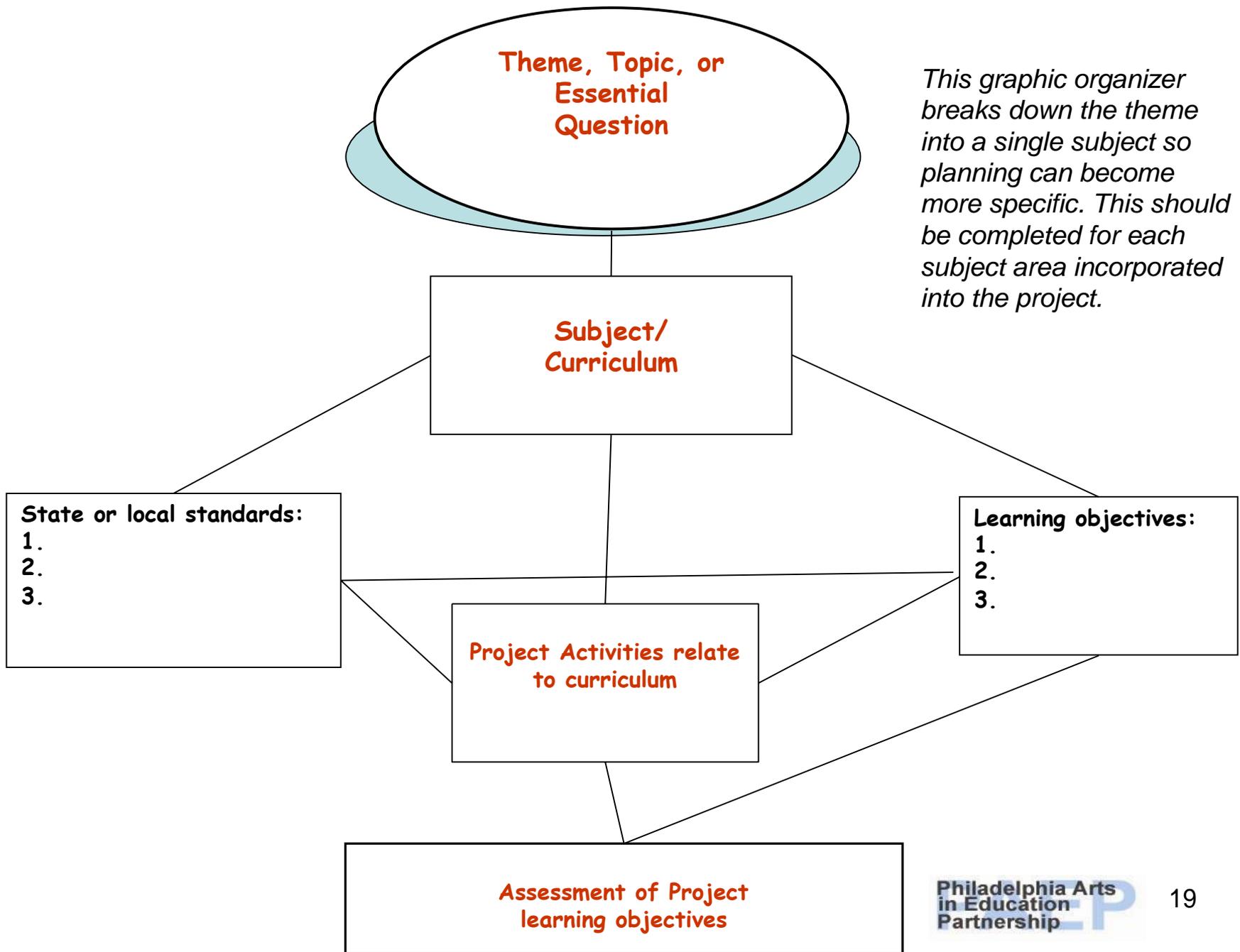
6. Assess student learning from multiple perspectives by using process portfolios, journals, content knowledge tests, peer critiques, etc.

Interdisciplinary Project Planning Guide





Shelter is used as the major theme: see how each subject area contributes to the whole. As a start, integrate only one or two subject areas with the arts.



This graphic organizer breaks down the theme into a single subject so planning can become more specific. This should be completed for each subject area incorporated into the project.

KEEP IN MIND:

- ❖ The scope of the project should have a narrow focus.
- ❖ Organization is crucial to success.
- ❖ Choose an artist or partner organization that shares your vision.
- ❖ Plan together. Two heads are better than one. Each participant offers a different perspective.
- ❖ And, don't forget to plan assessment strategies when you are deciding on learning objectives and not after the fact.
- ❖ Produce the plan as a written document that once all participant sign becomes a contract.