

FOR SCHOOLS & PRINCIPALS

STRATEGIES TO DEVELOP AND GROW AN ARTS RICH SCHOOL

CONSIDER YOUR VISION AND MISSION STATEMENT

Your **vision statement** should be short and memorable—easy for all stakeholders in your school and community to remember. Your **mission** should grow naturally from your vision. The following components can help you include the arts as you fulfill your vision and/or mission.

FORM A SCHOOL ARTS TEAM

The school arts team (or arts committee) collaborates on creating and implementing a school arts plan. The school arts team should include

- school administrators,
- grade-level teachers,
- arts specialist(s),
- parents, and
- community representatives.

The arts team meets to align the school improvement plan with

- curriculum,
- projects,
- performances,
- showcases, and
- complementary arts activities.

This team can work with the local city or state arts council, district arts coordinator, and school PTA, as well as with other organizations who might provide support for key initiatives. The arts team can contribute significantly in identifying sources of supplemental funding, writing grants, and promoting philanthropic giving to support the school arts plan.

QUESTIONS YOU MIGHT WANT TO CONSIDER:

WE HAVE NOT YET FORMED ONE

HOW OFTEN DOES YOUR SCHOOL ARTS TEAM MEET?

0 1 2 3 4 5
SPORADIC REGULARLY

HOW WOULD YOU DESCRIBE THE MEMBERSHIP OF YOUR SCHOOL ARTS TEAM?

LACKING BROAD REPRESENTATION INCLUSIVE BROAD REPRESENTATION

HOW WOULD YOU DESCRIBE THE INVOLVEMENT OF YOUR SCHOOL ARTS TEAM?

NOMINALLY INVOLVED FULLY ENGAGED, PROVIDES STRONG LEADERSHIP

CREATE A SCHOOL ARTS PLAN

Creating a specific plan for the arts at your school helps to ensure that you track the progress in realizing your vision and mission. A school arts plan is created by the school arts team. It could include short-term, mid-range, and long-term goals, and it should be realistic and measurable, but malleable. An inventory must be taken of teachers, parents, community members, and businesses to assess the depth and breadth of support for your vision and mission. This plan can be separate from or included in the school improvement plan.

The following statements were provided by the principal of one of our partnership schools:

We made our school [arts plan] part of the school mission statement.

“The mission of Fox Hollow is to maximize every child’s capacity as a learner and to maintain a happy, positive, and nurturing educational environment for children. To help assure each child’s success, Fox Hollow has five areas of focus: literacy, numeracy, differentiated instruction, gifted education, and arts integration.”

Having it part of the mission statement has made it possible for me to include the arts in the School Improvement Plan. Having the arts a part of the School Improvement Plan gives me access to additional funding sources.

– Kevin Pullan, Fox Hollow Principal

An arts plan includes strategies for improving the quality and quantity of arts education at your school. Strategies like the following might be included:

- Raising money for supplies or for an artist-in-residence program
- Planning a school arts night
- Hiring an arts specialist
- Designating and creating a dedicated space for arts instruction
- Providing teachers with opportunities for professional development in arts instruction

QUESTIONS YOU MIGHT WANT TO CONSIDER:

WE HAVE NOT YET WRITTEN ONE

HOW WOULD YOU DESCRIBE YOUR SCHOOL ARTS PLAN? SKETCHY ⁰ ¹ ² ³ ⁴ ⁵ COMPREHENSIVE ACROSS GRADES

HOW WOULD YOU DESCRIBE THE SUPPORT FOR YOUR SCHOOL ARTS PLAN? NOT FULLY EMBRACED VERY BROAD

HOW WOULD YOU DESCRIBE THE CURRENT IMPLEMENTATION OF YOUR SCHOOL ARTS PLAN? NOT IMPLEMENTED FULLY IMPLEMENTED

HOW WELL ALIGNED IS YOUR SCHOOL ARTS PLAN WITH PTA PROGRAMS AND INITIATIVES? NOT ALIGNED VERY CLOSELY ALIGNED

INCLUDE THE ARTS SPECIALIST IN GRADE-LEVEL PROFESSIONAL LEARNING COMMUNITIES (PLCS)

In many schools, teachers meet regularly in grade-level PLCs to develop unified curriculum and settle on important student learning outcomes. Arts specialists can add significant value to these conversations by reinforcing concepts and providing assessment through arts integrated instruction.

QUESTIONS YOU MIGHT WANT TO CONSIDER:

HOW WOULD YOU DESCRIBE THE ENGAGEMENT OF YOUR ARTS SPECIALISTS IN GRADE-LEVEL PLC MEETINGS?		0	1	2	3	4	5	
	RARE PARTICIPATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	REGULAR PARTICIPATION

STRATEGICALLY HIRE AN ARTS FRIENDLY FACULTY

To support your arts vision, mission, and school arts plan, your faculty should include qualified arts specialists as well as grade-level teachers with the knowledge, skills, and dispositions to pursue high quality arts integration. The following qualifications are important to consider when hiring arts specialists and grade-level teachers at your school.

QUALIFICATIONS FOR ARTS SPECIALISTS IN ORDER OF PREFERENCE

- A secondary license and a K-6 or K-12 endorsement in the art form, or an elementary license with a K-6 endorsement in an art form
- If candidates with the above qualifications are not in the hiring pool consider a professional teaching artist seeking alternative route to licensure (ARL), or
- A secondary or elementary licensed teacher who is qualified to pursue a state-approved endorsement plan in the art form

PREFERRED EXPERIENCE FOR ARTS SPECIALISTS

- Background in teaching the art form in elementary school
- Passion for teaching arts education and arts integration as part of daily instruction
- Ability to build good rapport with students and parents and collaborate with faculty and staff

SAMPLE INTERVIEW QUESTIONS FOR ARTS SPECIALISTS

- What do you believe are the strengths of the current standards in your art form?
- What does it mean to you to be an arts specialist?
- When you think about your typical day as an arts specialist, what tasks do you imagine yourself doing?
- Explain what you believe to be the most accurate definition of arts integration.
- If you are a successful arts specialist at this school, how will I be able to tell at the end of the school year?
- How do you see yourself working with professional learning teams?
- Describe the classroom management strategies specific to teaching your art form?
- Describe how you will facilitate and assess student learning through the creative process?

PREFERRED EXPERIENCE FOR HIRING GRADE-LEVEL TEACHERS

In addition to having an elementary teaching license, consider arts experiences such as:

- College majors or minors in an art form
- Completion of an arts integration endorsement or evidence of work toward an arts integration endorsement
- Prior experience with arts education and arts integrated methods of instruction
- Background or passion for a specific art form or multiple art forms

SAMPLE INTERVIEW QUESTIONS FOR GRADE-LEVEL TEACHERS

- Describe the background or experiences you have had in the arts.
- How would you use the arts to enhance your students' learning?
- If you could receive professional development in any art form, what art form would you chose and what would the workshop look like?
- What is your definition of arts integration?
- How would arts integration look in your classroom?

QUESTIONS YOU MIGHT WANT TO CONSIDER:

HOW WOULD YOU DESCRIBE YOUR SUCCESS IN HIRING GRADE-LEVEL TEACHERS WITH INTEREST AND BACKGROUNDS IN THE ARTS?

ARTS NOT CONSIDERED IN HIRING PROCESS 0 1 2 3 4 5 HIGHLY SUCCESSFUL

HOW DO YOU INDUCT NEW TEACHERS INTO YOUR SCHOOL'S ARTS CULTURE?

NO INDUCTION COMPREHENSIVE INDUCTION PLAN

WHAT LEVEL OF SUPPORT DO YOU PROVIDE FOR TEACHERS TO PARTICIPATE IN ARTS-FOCUSED PROFESSIONAL DEVELOPMENT WORKSHOPS AND CONFERENCES?

THE TEACHER'S DECISION/RESPONSIBILITY HIGH LEVEL OF ENCOURAGEMENT



INVOLVE PARENTS AND COMMUNITY

Successful arts rich schools create a culture where parents and community members are highly visible, routinely contributing their talents and skills in support of the school's vision, mission, and plan for arts integration. Their assistance can take many forms: for example, leading or co-teaching arts projects either before or after school; participating in planning and carrying out arts events; assuming leadership for fundraising initiatives; writing grants; working with publicity; maintaining arts resources on the school website etc.) A parent or community member must be selected to serve as the arts representative on your school community council. (Advocacy materials to share with parents are provided in the Funding and Advocacy section of this handbook.)

QUESTIONS YOU MIGHT WANT TO CONSIDER:

HOW INVOLVED ARE PARENTS AND COMMUNITY MEMBERS IN YOUR SCHOOL'S ARTS CULTURE?

	0	1	2	3	4	5	
NOT INVOLVED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HIGHLY INVOLVED

HOW WOULD YOU DESCRIBE THE INVOLVEMENT OF THE ARTS REPRESENTATIVE WHO SERVES ON YOUR SCHOOL COMMUNITY COUNCIL?

NOMINALLY ENGAGED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FULLY ENGAGED
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PROVIDE ADEQUATE MATERIALS AND FUNDING

Arts rich schools provide their arts specialists and classroom teachers with ready access to needed supplies, materials, and space. Arts supplies and equipment need to be a part of your school's annual budget. But it is also important to look for ancillary sources of materials and supplies that don't tax your school's budget. (Ideas for grants and fundraising are included in the Funding and Advocacy section.)

MATERIALS

The arts require specific materials which include, but are not limited to the following.

- **Music:** instruments, digital music players and recording equipment (including cameras), music stands, amplification devices
- **Dance:** drum, scarves, digital music players and recording devices (including cameras), costumes and accessories
- **Theatre:** props, costumes and accessories, movable curtains, digital music players and recording devices (including cameras), amplification devices
- **Visual Arts:** paper, drying racks, aprons, paint, chalk, tape, glue, pencils, erasers, clay, glaze, kilns, digital music players and recording devices (including cameras)



DESIGNATE ARTS SPACES IN THE SCHOOL

Arts instruction requires designated spaces that are designed for safety and full student engagement. Students need enough space to participate in both individual and group arts activities, where requisite supplies are readily accessible, where walls can display key curriculum ideas and art work, and where “sound bleed” does not impact adjacent classrooms. Students experience significant cognitive and emotional effects when they enter a space designated for arts experiences. The ideal arts space looks different for each school. Listed below are suggestions to optimize spaces for art making, along with some creative solutions where space is limited.

Optimal Music Space: Students need a large space for music class, a space where they can use a variety of volume levels. Thus enclosed classrooms surrounded by walls that contain sound are preferred, as they decrease the potential for disrupting neighboring classrooms but allow students to explore the full range of expression through sound.

Optimal Dance Space: The ideal dance space includes a sprung wooden floor to protect students and teachers from injury caused by dancing on cement or carpeted floors. But a large space free of chairs and desks can also serve as an adequate space for dance instruction. A space with walls separating it from other classrooms decreases the potential for disrupting learning in surrounding classrooms.

Optimal Drama Space: A classroom that doubles as a black box theater is ideal for theatre experiences. A stage space or a classroom can also be adequate. While it is tempting to use the school stage space as an extra storage location, the stage can be valuable for performing arts instruction.

Optimal Visual Arts Space: Visual arts classrooms need tables and counter space for creating, modeling, dying, drying, and storing—among other things. Availability of a sink is ideal. Tile or cement floors are ideal because they can be washed easily. The visual art space can also be transformed into a temporary art museum or art gallery to highlight student work. Wall space throughout the school that can serve as a gallery for student work, is also important.

Creative Solutions: When the optimal spaces described are not available, you can adapt arts learning to take place in a variety of spaces such as a gym, cafeteria, media center, hallway, playground, garden, sidewalk, common space or lobby area. Don’t let lack of a designated arts space prevent you or your teachers from providing high quality arts instruction. Arts specialists can travel from classroom to classroom, bringing their materials with them (see “Arts on a Cart” in the For Teachers section). Storage space—including drying racks for visual arts projects—will still be required.

QUESTIONS YOU MIGHT WANT TO CONSIDER:

HAVE YOU IDENTIFIED AND ALLOCATED APPROPRIATE SPACES FOR ARTS INSTRUCTION AT YOUR SCHOOL?

	0	1	2	3	4	5	
NOT ALWAYS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	YES, ROUTINELY

HOW WOULD YOU DESCRIBE YOUR ANNUAL BUDGET ALLOCATIONS FOR THE ARTS?

NO BUDGET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ROBUST
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HOW AGGRESSIVELY DO YOU PURSUE SUPPLEMENTAL FUNDING FOR YOUR ARTS PROGRAMS?

NOT PURSUING OPTIONS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ROUTINELY & DILIGENTLY
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MAINTAIN RELATIONSHIPS WITH DISTRICT LEADERSHIPS

Closely interfacing with district-level leadership is essential to the success of an arts rich school.

District Arts Coordinator (DAC)

Meet with your DAC and find out how this individual and the district can support the arts at your school. DACs have information about arts events, training resources, and arts materials for teachers across art forms. Many of them have budgets to support teachers who want to participate in arts training and professional arts education conferences, as well as supplemental funding for busing students on field trips. Your DAC may have experience writing grants (e.g., to bring artists to your school through the Utah Division of Arts and Museums). Some DACs hold monthly meetings with elementary arts representatives from each school. If these meetings occur in your district, send a mem-

ber of your arts team to attend and subsequently report back to your school about upcoming arts opportunities in your area.

District Curriculum Consultants

Cultivating positive relationships with district level curriculum consultants in all content areas (e.g., English language arts, math, science, social studies) helps build connections between arts instruction and district goals, curricula, and programs. Close partnerships can be formed to align school and district priorities, thus providing unified support for teachers. Conversations across curricular areas can also reveal enticing possibilities for integrated student learning.

QUESTIONS YOU MIGHT WANT TO CONSIDER:

HOW WOULD YOU DESCRIBE
THE RELATIONSHIP YOU SHARE
WITH YOUR DAC?

0 1 2 3 4 5
UNDERDEVELOPED HIGHLY SUPPORTIVE

HOW INVOLVED ARE YOUR DISTRICT
CURRICULUM CONSULTANTS IN YOUR
SCHOOL'S ARTS CULTURE?

LITTLE ENGAGEMENT KNOWLEDGEABLE AND SUPPORTIVE

PRODUCE ARTS EVENTS

Showcasing student achievement in the arts—for peers, parents, and the public—is essential to building the culture and traditions of an arts rich school. Below are a few ways you can assure that art making and art performing are visible and impactful. (The For Students section of this binder includes more ideas on producing meaningful artistic performances and exhibitions at your school.)



Performances: A music, theatre, or dance performance can be presented by students to highlight their achievements in these arts. Performances may occur at a school arts night, during the school day, or at a more formal evening performance for parents and the community. Particular attention should be paid to the aesthetic experience of audiences. The aesthetic impact of a performance could be increased by using interesting and appropriate venues throughout the school (e.g., a classroom emptied of desks, a hallway, a foyer, a playground, etc.).

Exhibitions/Galleries: Students’ art work can be displayed in common areas such as hallways, cafeteria, and display cases, or perhaps a classroom or media center can be transformed for a short time into an art gallery for parents and students to enjoy during a school’s Arts Week or at an evening event such as School Arts Night. Meaningful arts education yields powerful aesthetic artifacts—worth showcasing, worth sharing, and worth celebrating. But they need to be distinguished from hallway art derived from trivial topics with artifacts that appear as cookie cutter images without individual expression.

Informances: An informance is an informal (and informing) performance or exhibition created by students that focuses on process—thus is educational, entertaining, and casual. It is intended to showcase students’ academic progress in the arts. An informance might involve a grade-level or individual class performing for another grade-level or class, or a class performing for their parents during school hours, or a small group performance within a single classroom.

QUESTIONS YOU MIGHT WANT TO CONSIDER:

HOW WOULD YOU DESCRIBE THE ROLE OF PERFORMANCES/EXHIBITIONS IN ADVANCING THE CULTURE OF YOUR SCHOOL? 0 1 2 3 4 5
 UNDERDEVELOPED HIGHLY IMPACTFUL

HOW HAVE YOU ENGAGED PROFESSIONAL COMPANIES/ARTISTS AS PART OF YOUR SCHOOL’S ARTS CULTURE? NOT SCHEDULED STRONG PARTNERSHIP

HOW WOULD YOU DESCRIBE YOUR SCHOOL’S PARTICIPATION IN ARTS RELATED FIELD TRIPS? RARE FREQUENT

PUBLICIZE AND PROMOTE ARTS EVENTS

In their formative role in shaping the arts culture at their schools, principals can initiate school-wide arts themes, share arts-related books, promote events at staff meetings, select arts topics to be treated in professional development sessions, etc. A looping video display at the entrance to the school might showcase art work and arts performances, inviting visitors to stop and experience a part of the school they might not have seen previously. Transforming school hallways into gallery spaces helps to publicize the arts as well as highlight and honor students’ artistic and creative achievements. An arts page on the school website can be similarly informative.

The arts are central to our experience as humans. Publicizing and promoting student creativity provides a window into what students know and can do, helping to demonstrate how important the arts are to student learning.

QUESTIONS YOU MIGHT WANT TO CONSIDER:

HOW WOULD YOU DESCRIBE YOUR EFFORTS TO PROMOTE AND PUBLICIZE YOUR SCHOOL’S ARTS PROGRAMS? 0 1 2 3 4 5
 NOT COORDINATED REGULAR