
Meeting High Academic Standards Through Arts Education



**A Resource Kit
Incorporating the
Arts Curriculum Matrix**

International Center for Leadership in Education

Please visit www.LeaderEd.com and click on Curriculum Matrix on the navigation bar to view sample charts from the Arts Education Curriculum Matrix for your state.

Acknowledgments

The International Center for Leadership in Education
wishes to thank

Lynda Kirkman McCulloch

for her valuable contributions
to this resource kit.



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Appendix - Resources

Appendix - Essential Skills

Employment in Selected Arts Occupations (2000)

Musicians and singers	191,000
Photographers	131,000
All other arts/design workers	112,000
All other entertainers/performers/ related workers	74,000
Multi-media artists/animators	69,000
Music directors/composers	50,000
Art directors	47,000
Camera operators – TV/video/ motion picture	27,000
Agents/business managers of artists/ performers/athletes	17,000
Film/video directors	16,000
Dancers	15,000
Motion picture projectionists	11,000
Musical instrument repairers/tuners	7,000

— U.S. Department of Labor,
Bureau of Labor Statistics.
“Occupation Report”
www.bls.gov

What Research Says about Arts Education

Throughout history, the arts have served people’s needs. With “necessity as the mother of invention,” people have always created things to enhance their lives — from the simple housekeeping items to sublime creations with no other purpose than to please and stimulate the senses. We study the arts to understand a past or present culture, our own and others’. Humans are creative by nature, and that creativity plays a major part in defining who we are, in advancing whom we can become, and in shaping the world in which we live.

The arts are inseparable from our world. Visual arts, music, dance, and theatre are infused throughout all aspects of our lives, and with various levels of awareness, interest, skill or aptitude, we are all participants in some aspect of the arts. And for those who would still perpetuate the myth that the arts are fine for entertainment, recreation, and hobbies but are of no practical use — certainly no way to earn a decent living — the arts now represent a multi-billion-dollar industry that helps fuel the economic engine of this country. The Bureau of Labor Statistics lists hundreds of jobs in the arts and related fields and rates the job market as one of the fastest growing sectors.

There is a substantive body of research literature that suggests multiple reasons, both academic and nonacademic, for including the arts as a part of preK-12 education for all students. Numerous studies describe the positive effects the arts have on cognitive and neurological development; overall student achievement; improved scores on state and national assessments; multiple learning styles that are addressed through the different arts media; and specific links between areas of the arts and

core subjects, especially in English language arts and mathematics. Equally important are the positive effects the arts have on students' attitudes that are directly related to themselves as learners and to their learning environment. The sidebar provides an inventory of effects of learning in the arts on academic and social development, based on research findings.

Traditionally, teacher preparation programs do not require arts education majors to have a working knowledge of the research that supports their field of study. Indeed, most preparation at the undergraduate level does not assume that prospective arts educators need to know much at all about any aspect of research, including gathering, analyzing, and using data to inform instructional decisions that can increase student performance. Consequently, when faced with the potential reduction or elimination of programs, arts educators and other advocates tend to rely on their deep abiding passion to define and defend the importance of arts in the curriculum. This passion is not to be taken lightly, for it is one of the greatest and most desirable assets found in any educator; however, with the increased focus on accountability as measured by student test scores, research-based evidence can greatly strengthen the case for arts education. While the arts both honor and foster intuitive knowing, research now supports what most good arts teachers have always known to be true from experience.

Research by Elliot Eisner, a professor of Education and Art at Stanford University, has identified eight key competencies of cognitive growth that are developed through the arts. They are:

1. Perception of relationships
2. Attention to nuance

Academic and Social Benefits of Multi-arts Programs

Integrated arts/academics

Reading, verbal and mathematics skills
Creative thinking
Achievement motivation
Cognitive engagement
Instructional practice in the school
Professional culture of the school
School climate
Community engagement and identity

Intensive arts experience

Self-confidence
Risk-taking
Paying attention
Persevering
Empathy for others
Self-initiating
Task persistence
Ownership of learning
Collaboration skills
Leadership
Reduced dropout rates
Educational aspirations
Higher-order thinking skills

Arts-rich school environment

Creativity
Engagement/attendance
Range of personal and social development
Higher-order thinking skills

— James S. Catterall, "Critical Links: Learning in the Arts and Student Academic and Social Development," p. 152

Elliot Eisner. “Why Art in Education and Why Arts Education?”

3. Awareness that problems can have multiple solutions
4. Ability to shift aims in process
5. Ability to make decisions in the absence of rule
6. Imagination as a source of content
7. Ability to operate within the constraints of a medium
8. Ability to frame the world from an aesthetic perspective

A bibliography of selected arts education research is included in the Appendix.

A bibliography of selected arts education research is included in the Appendix of this resource kit. School administrators and faculty need to be familiar with this work, as it is one of the fundamental building blocks for developing a quality program that can increase student performance in the arts and across the entire school curriculum.



Chapter VI

State Arts Education Curriculum Matrix

Overview of Arts Matrix

The original Curriculum Matrix is available in two staff development resource kits for teachers:

Achieving AYP Using State-Specific Curriculum Matrix Data

and

Improving Performance for Special Education Students

It is also included in *No Child Left Behind State-specific Resource Kit for School Leaders*.

The International Center can provide assistance in interpreting and using Curriculum Matrix data. Please contact us with questions or requests. (518) 399-2776
info@LeaderEd.com

This chapter contains the Arts Education Curriculum Matrix. It crosswalks your state academic standards in English language arts, mathematics, and science to:

1. the Curriculum Survey of Essential Skills national rankings
2. state academic tests
3. visual arts, dance, music, and theatre

The Arts Education Curriculum Matrix is an expansion of the Curriculum Matrix for your state, which crosswalks the K-12 English language arts, math, and science standards to the Essential Skills and state tests.

Preceding the Arts Education Curriculum Matrix is a chart called State Information Resources that provides details on the sources of the information on standards and tests used in the original Curriculum Matrix. A State Development Team assisted the International Center in reviewing and analyzing that information. For the Arts Education Curriculum Matrix, arts experts did the crosswalks to the four arts areas.

On the Arts Education Curriculum Matrix charts:

- The first column identifies the standards and subcategories (competencies, benchmarks, etc.) in the academic discipline.
- The second column shows the crosswalk of the standard subcategories to the Curriculum Survey of Essential Skills. Essential Skills numbered from 1 to 35 were the top-ranked skills; those between 36 and 70

were considered of medium importance according to the Survey; and Essential Skills ranked 71 or above are the least critical skills. The complete listing of the Essential Skills by rank in English language arts, mathematics, and science can be found in the Appendix.

- The third column offers summary information about the match between the state assessment and the standard subcategories. The H (high), M (medium), or L (low, which means no questions on that topic) designation is based the weight given to that standard subcategory on the state assessment.
- In the remaining columns, the standard subcategories are crosswalked to the arts curriculum areas using H and M to suggest to degree to which the arts program area lends itself to delivering the content associated with that standard subcategory. H means the arts experts believe the academic content could readily be incorporated in the program area; M means that it could be incorporated with some effort. These experts used the full range of each arts discipline when rating the standard subcategories. In addition to creating and performing works of art, history, appreciation, criticism, and arts and technology in the workplace are important aspects of the arts and should be included in a balanced K-12 program. The multitude of options for student work used in the arts allows unique approaches to acquiring and applying content knowledge and skills. As an example, original skits, songs, choreography, drawings, etc. provide students opportunities to approach most any subject matter.

The Appendix contains a complete listing of the essential skills for English language arts, mathematics, and science in rank order. On the Curriculum Matrix, the letter e (English), m (mathematics), or s (science) precedes the rank number.

See page A34 in Chapter VII for many examples of student work.

A graphic for Chapter VII featuring a white rectangular box with the text 'Chapter VII' in bold black font. The box is set against a background of overlapping black and white geometric shapes, including a large black triangle pointing to the right and a white triangle pointing to the left.

Chapter VII

Activities for Staff Development

Processes to Align Curriculum and Instruction

One of the challenges that school leaders face is stimulating staff to try something new without negating the work that has preceded it.

Using the Activities

Teachers of English, mathematics, and science have found that aligning standards, tests, and essential skills to improve instruction is not a simple task. It requires significant and persistent effort to implement these curricular changes. Arts educators will find the same to be true for them.

The aligning of curriculum and instruction can be broken into 11 Processes (see Figure 9 and Table XII). Figure 9 shows the Data Inputs to the processes as well as the Outputs. Table VII provides a Characteristics checklist to help arts leaders assess where they are in aligning curriculum and instruction.

Schools that have a number of these characteristics are well on their way to having standards-based aligned curriculum and instruction. Schools that lack some of these items know there is work to be done. If an Output does not exist, the corresponding Process is what the school staff needs to work on. It is not necessary to redo outputs that already exist, simply review these with staff and connect them to a process.

The activities in this chapter focus on aligning standards with curriculum, improving instructional practices, and planning for increased student performance.

Staff Development Activities

1.	Identifying Factors that Influence Change	A6
2.	Matching Standards to Curriculum	A7
3.	Understanding Standards	A8
4.	Using the Arts Education Curriculum Matrix	A10
5.	Differentiating Standards and Instruction	A12
6.	Valuing a Curriculum Map	A15
7.	Developing a Curriculum Map	A18
8.	Analyzing Gaps Using Curriculum Maps	A19
9.	Mapping Across Disciplines	A21
10.	Planning for Rigorous and Relevant Learning	A23
11.	Which Instructional Strategies Work Best?	A27
12.	Linking Standards and Student Work	A31
13.	Analyzing Students' Performance on the Test	A35
14.	Identifying Academic Intervention Strategies	A38
15.	Peer Review of Lessons	A41
16.	Planning for Change in Arts Education Programs	A47

4

**Using the
Arts Education
Curriculum
Matrix**

Purpose

This activity gives arts teachers practice using the Arts Education Curriculum Matrix. By analyzing the Arts Curriculum Matrix, teachers will understand its organization, categories, and priority ratings. Once they are familiar with the Matrix, arts teachers will see its value for identifying academic essential skills that can easily be integrated into arts education.

Preparation

- Make copies of relevant pages from your state Arts Curriculum Matrix (found in Chapter VI)
- Make copies of the **Arts Education Curriculum Matrix Discussion Questions** worksheet

Procedure

1. Review the origin and meaning of the information displayed on the Arts Curriculum Matrix.

2. Group teachers by arts area.

Time
1 hour

3. Have teachers work in pairs or small groups to analyze the information on the Arts Curriculum Matrix to identify skills that can be integrated into their arts curriculum. Have them respond to each of the questions on the handout:

- Which topics/performance indicators are emphasized on state assessments?
- Which topics/performance indicators/essential skills can easily be taught in the arts course?
- How could you use this information?

Using the Appendix:

- Which topics are most valued by the community as reflected in the Curriculum Survey of Essential Skills?

4. Lead a full-group discussion on what was learned and what needs to be modified in arts instruction to help students master those academic standards with high priority ratings based on the Arts Curriculum Matrix information.

Arts Education Curriculum Matrix Discussion Questions

Worksheet

Which topics/performance indicators are emphasized on state assessments?

Which topics/performance indicators/essential skills can easily be taught in the arts course?

How could you use this information?

Which topics are most valued by the community as reflected in the Curriculum Survey of Essential Skills?