

<http://www.statenislandarts.org/artsineducation/curricula.html>

ARTS IN EDUCATION DEFINITION LIST

Arts in education: Students and teachers partner with artists and arts and cultural institutions to integrate the arts.

Arts In Education/Empire State Partnership Program: A New York State Council on the Arts program that supports cultural institutions which form partnerships with schools to create interdisciplinary programs to use the arts that illuminate and enrich the study of the arts or environmental sciences and other curriculum areas.

Arts in education partnership: Educators, artists, and/or arts and cultural institutions combine talents and resources in a spirit of mutual cooperation and responsibility to create programs for students that are interdisciplinary and/or integrated in the study of non-arts subjects and the arts or environmental sciences.

Arts Education: Skill based instruction in various art disciplines.

Arts Instruction: Sequential instruction in the arts taught by certified specialists.

Artist Residency: A residency is an intensive series of classroom sessions with a qualified teaching artist. Residencies are designed to immerse students in a particular art form, and most are also designed to teach another subject area or areas through that art form. Through residencies, students meet applicable learning standards both in the arts and in other curriculum areas. This process of sustained, in-depth arts experiences actively engages students in creative learning, developing a broad range of cognitive, performance and social skills. Students cultivate an understanding and appreciation of the arts discipline, explore multiple learning styles and intelligences, and experience alternative approaches to traditional subject matter.

Here is the definition from the national YA "Arts for Learning School Planning Guide": Residences are multiple, participatory sessions between teaching artists and students. In a residency students experience in-depth study of a teaching artist's specialized skill, which ideally integrates the arts and the curriculum. Residencies can include performances, exhibitions, performance demonstrations, and workshops in one or more art forms with a variety of teaching artists.

Board of Cooperative Educational Services (BOCES): Arts in Education Cooperative Service Agreement: BOCES operates a shared service (school districts receive aid on services that are shared among districts) designed to integrate the arts into education. Individual activities may include music, drama, dance, writing, and the visual and media arts. Staff development related to a specific arts activity may also be provided. Student field trips also may receive State aid. Exploratory Enrichment: BOCES also operates a shared instructional program in academic (including the arts) or occupational subject matter areas, providing activities that exceed or are different from content offerings found in standard courses. Program activities may occur in BOCES facilities, shared district classrooms, college facilities, or specialized facilities.

Certified Arts Specialist: A visual arts, music, dance, or theatre educator certified by the State of New York to teach.

Contact Session: Each time an artist and teacher together connect with a small group of students separated by time can be considered once contact session.

Core Group: A core group is the same group of students who interact with the same artist for a minimum of 3 class sessions. A core group cannot be a "pull out" groups such as past artistically talented students.

Curriculum Areas: Math, Science, Social Studies, English Language Arts, Visual Arts, Music, Dance, Theater, etc.

Curriculum Integration: When educators and artists collaboratively create a plan to advance educational objectives in the arts or other curricular areas.

Goal: Long term results; describe long-term intentions, often based on shared values.

Interdisciplinary Curriculum: Webster's definition: "Pertaining to or involving two or more branches of knowledge"

Learner Outcome: The actual result of an activity designed to achieve a specific intended future result (objective) in a student, teacher, artist partnership experience.

Local Capacity Building Program: NYSCA funded regrant programs that support arts-in-education partnerships between schools and cultural organizations or individual artists. Regional organizations promote the regrant program; coordinate application and panel review process, and provide ongoing technical assistance and professional development to support the growth of funded and potential partnerships. LCB programs generally support projects that are small and represent first-time or new forays into arts in education on the part of applicants. Funded projects must also focus on the interdisciplinary or integrated study of non-arts subjects and the arts, and all the activities must occur within the school day.

Multi-disciplinary: Consisting of many disciplines

New York Learning Standards for the Arts: The standards encompass expectations for achievement, instructional activities and performance indicators. They serve as frameworks around which teachers, teaching artists, and cultural educators are expected to build curricula and related learning experiences. Additional information and pdf and HTML versions of the Learning Standards for the Arts are available at www.emsc.nysed.gov/ciai/arts.html

Objectives: Short-term results associated with each long-term goal- anticipated outcomes linked to the general goals.

Performance Demonstrations: Professional artists visit schools and allow large groups of students (assemblies) to experience an art form or culture through performance, demonstrations and audience participation

Professional Development: Professional development workshops provide constituents with tools to construct successful teacher/artist/student classroom partnerships. Quality of offerings can help ensure continued support for arts in education programs and encourage school improvement in and through the arts.

Performance Indicator: Evidence or a performance measure, often indirect, that shows if the intended outcome has been achieved.

Reflection Practice: Looking Closely at Student Work; Teachers, Teaching Artists, Administrators take time to develop methods of collective inquiry; the kinds of conversations and processes that create collective responsibility for assessing and improving instructional practice and learning opportunities. Reflective Practice Protocol- agreed upon guidelines for a conversation; vehicles for building the skills- and culture- necessary for collaborative work. A "safe" structure to ask challenging questions of each other and ensures that there is some equity and parity in terms of how each person's issues are attended to.

Release Time: (for grant purposes) The school district allows a teacher to take time from the normal school day to attend workshops, planning sessions, etc.)

Teaching Artist: A professional with training and experience in an art form and with knowledge of teaching practice. Note: a collaborative draft definition from the ATA President, Dale Davis & members: A Teaching Artist is a professional visual, performing, or literary artist who works in schools and in the community. The Teaching Artist may perform for the students and teachers, may work in long term or short-term residencies in classrooms or in a community setting, or may lead in program development through involvement in curricula planning and residencies with

school partners. The Teaching Artist is an educator who brings the creative process into the classroom and the community.

Workshops: Professional teaching artists work with students and teachers in a classroom setting incorporating hands-on experiences that allow students to gain skills in both arts and non-arts subject areas. **Lecture/Demonstration:**

Professional artists lecture and demonstrate an art form with minimal hands-on experiences for students and teachers. **Classroom working sessions:** Generally a 30-40 minute time period during which the teacher, students and artist(es) are working collaboratively together. **Field Trip:** Students visit arts organizations and cultural institutions to see professional examples of the arts.