



## APPENDIX FOR USE WITH PARTNER ADVOCACY SLIDESHOW

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### What is an Arts Teacher?

(may need for slide #7)

Certified and/or endorsed arts teachers are professional educators with arts content area expertise. Teachers in dance, music, theatre and visual arts (state-recognized art forms) may have multiple certifications or endorsements in more than one art form and may be interested in interdisciplinary arts instruction. Arts teachers should be familiar with:

- Dance, theatre, music or visual arts standards sets (such as the Illinois State Standards, National Standards, and new National Core Arts Standards) in addition to Common Core State Standards, and be able to design instruction and assessments that drive student learning and success.
- Direct arts instruction methods.
- Arts integration methods and collaboration.
- Incorporating outside partnerships, supplementary opportunities and resources to complement and bolster student learning.
- Showcasing student work through exhibitions and performances that provide opportunity for parent/guardian and community involvement.

### What can an arts teacher do for your school?

(may need for slide #7)

In addition to increasing students' critical thinking, communication, collaboration, and creativity, having an arts teacher in the building may help contribute to school culture by supporting collaboration with students and teachers. Students who find success difficult to achieve in other areas of school often excel in artistic programs.

### What are requirements for schools in terms of certified arts instructors?

(may need for slide #7)

Instruction in all four art forms (Visual Art, Music, Dance, and Theatre) provided within the school day by a mix of certified and endorsed arts instructors as well as community arts partners & teaching artists. All schools with more than 350 students should have a minimum of at least 1 arts certified Full Time Equivalent (FTE). Schools with less than 350 students should have at least a 0.5 certified FTE.

- **K-8 Guidance:** Staff for a minimum of 1 FTE IL certified/endorsed arts instructor (visual art, music, dance, and/or drama) to reach the minimum of 120 minutes of arts instruction per week at every grade.
- **HS Requirements:** Staff for IL certified/endorsed arts instructors to offer the minimum of 2 art forms to meet the Fine Arts Graduation requirements of 2



Fine Arts Credits, 1 in each of 2 different art forms (choosing from visual art, music, dance, and/or drama)

- Please note: The 120 minutes/week for K-8 and the 2 Fine Arts Graduation Requirements for HS must be provided by "arts certified/endorsed" instructors. Arts instruction from non-arts certified staff, ESPs, partners, etc. does not fulfill these requirements.

**Specific content taught in each arts discipline**  
 (may need for slide #7)

<b>DANCE</b>	Promotes Student Understanding and Learning In:	Dance teachers design, instruct, and assess students using a standards-based dance curriculum that is age and ability level appropriate. They also:
	<ul style="list-style-type: none"> <li>▪ Interpretation of symbol systems</li> <li>▪ Understanding and prediction (pattern and repetition)</li> <li>▪ Societies and cultures</li> <li>▪ Abstract and conceptual thought</li> <li>▪ Combining ideas and thoughts to form a whole</li> <li>▪ Problem solving and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand, explain, and utilize dance vocabulary correctly in demonstration of various dance techniques such as ballet, modern/contemporary, jazz, tap, ballroom, and cultural/folk dance.</li> <li>▪ Direct dance recitals and performances to include managing rehearsals, parent/guardian volunteers, and communications with the community.</li> <li>▪ Incorporate warm-ups, across the floor, conditioning, and combinations into lessons.</li> <li>▪ Choreograph and compose dances.</li> <li>▪ Encourage student creativity.</li> <li>▪ Increase student learning across the curriculum through collaboration and integration of dance concepts and into academic subjects.</li> </ul>

<b>THEATRE</b>	Promotes Student Understanding and Learning In:	Theatre teachers design, instruct, and assess students using a standards-based drama/theatre curriculum that is age and ability level appropriate. They also:
	<ul style="list-style-type: none"> <li>▪ Reading proficiency</li> <li>▪ Literacy and language</li> <li>▪ Comprehension and understanding</li> <li>▪ Improving narrative writing</li> <li>▪ Problem solving and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand, explain, and utilize theatre vocabulary correctly in demonstration of various theatre principles such as acting styles, creative dramatics, reader's theatre, vocal and body expression, play production, stagecraft, playwriting, directing and performance.</li> <li>▪ Produce and direct student plays for school and public performance to include managing rehearsals, auditions and casting, parent/guardian volunteers, and communications with the community.</li> <li>▪ Incorporate warm-ups, vocal and body expression, improvisation and character development into lessons.</li> </ul>



MUSIC	Promotes Student Understanding and Learning In:	Music teachers design, instruct, and assess students using a standards-based music curriculum that is age and ability level appropriate. They also:
	<ul style="list-style-type: none"> <li>▪ Spatial-temporal reasoning</li> <li>▪ Numeracy, proportion, patterns, ratios, and mathematical relationships</li> <li>▪ Problem solving and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand, explain, and utilize music vocabulary correctly in demonstration of various music principles such as tone, expression, technique, performance protocol, critique and reflection.</li> <li>▪ Direct music performances to include managing rehearsals, parent/guardian volunteers, and communications with the community.</li> <li>▪ Incorporate warm-ups, vocal and body expression, improvisation, and composition into lessons.</li> <li>▪ Understand and utilize appropriate structures for learning including small and whole group ensembles, vocal and instrumental, and solo work.</li> </ul>

VISUAL ART	Promotes Student Understanding and Learning In:	Visual art teachers design, instruct, and assess students using a standards-based visual art curriculum that is age and ability level appropriate. They also:
	<ul style="list-style-type: none"> <li>▪ Drawing inferences</li> <li>▪ Reasoning</li> <li>▪ Proportion, patterns, and mathematical relationships</li> <li>▪ Reflection and self-assessment</li> <li>▪ Problem solving and creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand, explain, and utilize visual arts vocabulary correctly in demonstration of various techniques and principles such as drawing, painting, printmaking, photography and sculpture; media arts including film, graphic communications, animation and emerging technologies; architectural, environmental and industrial arts such as urban, interior, product and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.</li> <li>▪ Direct and curate exhibitions to include managing parent/guardian volunteers and communications with the community.</li> <li>▪ Incorporate warm-ups, skills-based instruction, critique, and reflection into lessons.</li> </ul>

**NOTE: MEDIA ARTS INFORMATION TO COME - SEE CPSARTS.ORG FOR UPDATES**

**Arts Experiences vs. Arts Instruction**

**(may need for slide #10)**

There is value in both exposing young people to the world of the arts and having students engage in an arts education experience that provides a rich curriculum/teaches art while also strengthening students' ability to think critically.

**Arts Exposure Experiences**

**(may need for slide #10)**

Arts Exposure activities include opportunities such as seeing an in-school performance (like dance or theater) or visiting a museum, cultural institution or special exhibit. Chicago is a city of vast cultural riches and over 36% of Chicago Public Schools takes advantage of visiting art museums, the opera, or symphony and/or contracting for a dance or theater performance to visit their school. Often times, these special events and/or field trip are well aligned to current classroom learning and provide experiential learning opportunities for young people.

Additionally, when young people have a chance to explore the broader community and their city, it offers young people new perspectives and, hopefully, a positive experience outside of their daily routine and school environment.



### **Arts Instruction**

**(may need for slide #10)**

Arts instruction is sequential instruction in arts disciplines that is taught by certified and/or endorsed Arts teachers. Most likely your school has a full-time or part-time certified arts instructor in one of the four arts disciplines. And you may have had partners that enhance or augment the teaching that is happening in classrooms, either through an arts residency or afterschool program that students participate in. Building arts partnerships that have ongoing, sequential arts instruction at the core is a greater investment of time, resources and leadership for both the school and potential partner. It also has the potential to create an incredibly rich learning experience for students while helping fill arts learning gaps such as: teaching additional arts disciplines currently not available, using arts learning as a way to approach a social or cultural issue or tie an art form to a seemingly unrelated academic subject in order to generate a greater understanding of both.

### **Arts Integration**

**(may need for slide #10)**

Arts Integration is an approach that incorporates the arts into other core curricula. Students engage in the creative process, which connects an art form to another subject area and meets objectives in both. Arts Integration is teaching and learning in which arts learning and other academic learning are connecting in ways which both arts and academic learning are deepened.

Arts integration goes beyond including art projects in class; it is a teaching strategy that seamlessly merges arts standards with core curricula to build connections and provide engaging context. For example, in a science classroom you might see students choreographing a dance using locomotor and non-locomotor movements to demonstrate their understanding of rotation versus revolution of the planets. In a math class, you might see students learning fractions by examining composition in Warhol's Campbell's soup paintings (*How the Arts Unlock the Door to Learning, Edutopia*).

### **Aesthetic Education**

**(may need for slide #10)**

Aesthetic Education recognizes the interconnectedness of body, mind, emotions and spirit. Aesthetic education enables students to express perceptions, feelings and ideas through reflective shaping of media including paint, clay, music, spoken or written words, and bodies in movement. Aesthetic education is an approach to teaching and learning that engages students in learning about works of art through hands-on inquiry, questioning, writing, and art making.

### **STEM + Arts = STEAM**

**(may need for slide #10)**

Science, Technology, Engineering, Arts, and Math (STEAM) refers not only to recommendations for interdisciplinary content, but to educational methods that may engender more broadly inclusive STEM study and practice.

In this climate of economic uncertainty, America is once again turning to innovation as the way to ensure a prosperous future. Yet innovation remains tightly coupled with Science, Technology, Engineering and Math - the STEM subjects. Art + Design are poised to transform our economy in the 21st century just as science and technology did in the last century. We need to add Art + Design to the equation – to transform STEM into STEAM.

(<http://stemtosteama.org/>)



## **Disciplinary Literacy and the Arts**

**(may need for slide #10)**

Instructional plans should demonstrate knowledge of appropriate disciplinary ways of reading, writing, and thinking within their subject areas and make an “elegant fit” for teaching literacy *through* the arts content.

## **Creative Schools Certification**

**(may need for slide #16/17)**

The Creative Schools Certification (CSC) acts as the blueprint and roadmap for how to use data to build and chart school progress. The CSC is the first-ever arts-focused public-facing accountability measure included on the CPS school score (report) card. The CSC is aligned to Pillar One of the District’s Action Plan, “High Standards, Rigorous Curriculum, and Powerful Instruction.”

The Creative Schools Certification places schools into categories that describe the level to which they meet the goals and priorities outlined in the CPS Arts Education Plan, based on school-reported arts data collected by Arts Liaisons. Three major data collection areas are targeted: Staffing and Instruction; Partnerships, Community and Culture; and Budget and Planning. Certification scores are calculated for schools based on the following data:

### **Staffing and Instruction**

- Arts Liaison and arts staffing ratio
- Instructional minutes (K-8)
- Instructional offerings (high school)
- Professional development

### **Partnerships, Community and Culture**

- Partnerships and collaborations with cultural partners
- Student, parent and community engagement - exhibits, performances, volunteer opportunities

### **Budget and Planning**

- Continuous Improvement Work Plan (CIWP) inclusion
- Dedicated funding per art form

The certification provides opportunities for additional resources, supports, and funding to help schools address gaps in arts learning, build more robust arts programs, and accomplish the goal of every child in every CPS school having access to a high-quality arts education.

## **Leadership and Action: Advocacy Story Tips and Building Buy-in**

**(may need for slide #26)**

### **How do you present your ideas? And to whom?**

- Your story cannot be wrong; it’s your own personal experience.
- Your experience has value and meaning.
- You don’t have to have all of the answers, just a clear “ask.”

### **Advocacy Story Tips**

While your lived experience is an invaluable asset to building arts education in schools, how you tell your story can affect the impact you make.

- Keep it brief. Focus on the important events that would move the audience and leave a memorable mark on them.
- Stick to the highlights. Aim for a minute or two.
- Emotion should move, not overwhelm. Try to strike a balance between lofty goals/ideals and realism.
- Motivate your audience and frame your story in a positive way.
- Make an “ask.” Don’t be shy. Let them know what would help, then put them on the hook by asking for their support.



## Building Buy-in

Buy-in is built when:

- People think the ideas you have are **important**.
  - Briefly outline the problem, the people impacted, and the program for which you are raising funds or buy-in.
  - Use existing data and information to build your case.
- People think the ideas you have are **doable**.
  - Explain why your parent/community/other group is the most or best qualified to respond.
  - Explain how you will go about solving the problem - what's the plan?
- People think the ideas you have are **sustainable**.
  - Highlight past arts accomplishments at the school.
  - Building buy-in depends on convincing people that any initiative that you are putting forth is going to be around for a while -- and that means making a commitment to ideas that are worth pursuing and sticking to them.

## Creative Schools Fund

### (general)

Through the 2012 Chicago Cultural Plan, the residents of Chicago called for access to arts education for all students in Chicago Public Schools. The Creative Schools Fund is intended to help Chicago reach that goal by supporting schools and empowering teachers to bring the arts to all students.

The Fund is part of the greater Creative Schools Initiative, an ambitious and strategic effort to build and sustain arts education across the CPS district by weaving the arts into the fabric of schools. The Initiative created a role for an Arts Liaison in every school, and it collects and provides ongoing data and information to help schools continually plan for the arts. The Fund is an incentive for schools to participate by making additional resources available to those schools that plan for the arts and make core investments in art teachers.

The Creative Schools Fund is currently the only funding effort in Chicago that makes grants directly to schools for programs designed by teachers with the sole purpose of bringing more arts to more Chicago Public Schools students.

The Fund is aligned with the Creative Schools Certification, the most complete arts education data effort in the nation. The Certification helps individual schools engage in and plan for the arts and track progress over time. This data helps the Fund prioritize schools with the greatest need and greatest opportunity to reach more students.