

New York City Department of Education

Division of Academics, Performance, and Support

Office of School Partnerships and Programs

Office of Arts and Special Projects



SHUBERT ARTS LEADERSHIP INSTITUTE

May 3, 2012

Our Conversation Today...

- I How do you support quality arts learning and college and career readiness for all students?
- II How to use the Danielson *Framework* to reflect upon arts teaching?
- III How can cultural partners collaborate with your school to plan and provide comprehensive and sequential arts learning for students? PANEL
- IV What does a visionary leader need to understand about the arts? PANEL
- V “Nuts and Bolts” – Afternoon Clinic with Principals and Arts Liaisons

The Arts and the Common Core Conversation...

- **Communicate how the arts support Common Core college and career readiness**
- **Engage in Common Core Planning with other content area teachers**
- **Demonstrate how arts teaching and learning supports content-rich curriculum and rigorous student learning**
- **Make visible how the arts prepare students for college and career readiness in the 21st Century world and workplace**

Line of Inquiry

How do you support quality arts learning and college and career readiness for all students?

The Arts and the Common Core...

Capacities of Students who are College and Career ready

They demonstrate independence.



They build strong content knowledge.



**They respond to the
varying demands of
audience, task, purpose,
and discipline.**



They comprehend as well as critique.



They value evidence.



They use technology and digital media strategically and capably.



They come to understand other perspectives and cultures.



Guiding Principles for the Arts Grades K–12

David Coleman

Arts Making

“Studying works of arts as training in close observation across the arts disciplines and preparing students to create and perform in the arts.”

Arts Literacy

“Engaging in a deep study of works of art across arts disciplines and preparing students to develop arts literacy and develop their own art.”

Making Connections

“Studying the social, political, cultural and economic contexts of works of arts while maintaining an in depth focus on each work, allowing students deeper understanding of the works of art that includes their connections with other areas of knowledge and in the evolution of the art disciplines.”

Community and Cultural Resources

“Integrating the appropriate USNY cultural institutions to promote a rich study of the arts”

Careers in the Arts

“Studying the arts associated careers, including the choices artists make as they design solutions and how aesthetics influence choices consumers make.”

Lifelong Learning in the Arts

“Developing a lifelong curiosity about the arts, and understanding that art transcends time.”

Sequential Arts Learning Pre-k to 12

“Providing an explicit learning progression in the arts disciplines along the pre-k – grade 12 continuum that is developmentally appropriate.”

Workshop Session #1

Using the Danielson *Framework* to reflect on arts teaching

Support for Citywide Instructional Expectations

Students:

- Ground reading, writing, and discussion in evidence from text (both “arts as text” and related informational text)
- Experience more rigorous assignments to:
 - > deepen knowledge and conceptual understanding
 - > strengthen abilities to use text and textual evidence in writing and discussion; inspire and inform their arts making

Support for Citywide Instructional Expectations

Teachers:

- identify areas to focus professional growth and actively pursue that growth (Danielson).
- Analyze student work to adjust teaching practice and instructional planning

Supporting Citywide Instructional Expectations

Arts as Text:

- Rigorous analysis of arts as text
- Arts making experiences
- Related reading and writing

Cluster Intervisitations

Visits to like schools with promising arts teaching and learning.

May 15 24Q049

May 18 28Q190

May 23 16K335

May 25 30 Q084

May 30 02M089

Reflection and Wrap Up...

- What is the most important take away for you from today's work?
- What aspect of quality teaching in the arts do you want to support in your school next year?
- What tools or strategies did you explore today through the panels and clinic that can help you build a quality arts program in your school?

Supporting Your Vision...

- **Arts Education Toolkit for School Leaders:**
 - All Blueprints and Charts
 - DVD on Quality Arts Education in NYC
 - Arts Education Manual for School Leaders
 - Arts Education Reflection Tool

 - What Counts in Elementary Instruction
 - Elementary Arts Tracking Tool

Office of Arts and Special Projects:
artscount@schools.nyc.gov

- <http://schools.nyc.gov/offices/teachlearn/arts>

Thank You for Your Ongoing Support For Your Schools and Students!

Office of Arts and Special Projects

New York City Department of Education

52 Chambers Street, Room 210

New York, NY 10007

Phone: 212-374-0300

Email: artsandspecialprojects@schools.nyc.gov

www.schools.nyc.gov/artseducation