



RESOURCES FOR TEACHING ARTISTS

ADVOCACY AND RESEARCH

The Center for Arts and Culture www.culturalpolicy.org aims to inform and improve policy decisions that affect cultural life. The guiding principles of that mission include freedom of imagination, inquiry and expression, as well as freedom of opportunity for all to participate in a vital and diverse culture. The Center was founded in 1994, as a way of moving beyond public debates over government funding for arts and culture to providing a broader context for cultural policies in the US. The Center is a nonprofit, non-partisan organization that commissions research, conducts public roundtables, and publishes new voices and perspectives on the arts and culture in seven key areas where policies intersect with cultural issues: law, globalization, access, preservation, community, investment, and education. Information and resources on all these topics can be found on the organization's website.

Davis, Jessica. ***Why Our Schools Need the Arts***. New York: Teachers College Press, 2007. In this book, Jessica Davis equips educators and advocates alike with a rich vocabulary and clear examples of how to teach and how to make the case for the essential and unique place of the arts in the school curriculum. From Richard J. Deasy, Director, Arts Education Partnership.

*Deasy, Richard J. and Stevenson, Lauren M. ***Third Space: When Learning Matters***. Washington, D.C.: Arts Education Partnership, 2005. *Third Space* tells the story of the profound changes in the lives of kids, teachers, and parents in ten economically disadvantaged communities across the country that place their bets on the arts as a way to create great schools.

****Eloquent Evidence: Arts at the Core of Learning***. National Assembly of State Arts Agencies. This brochure summarizes important, compelling rationales for integrating the arts in K-12 education. <http://www.nasaa-arts.org/publications/eloquent.pdf>

*Fiske, Edward B. (Ed.). ***Champions of Change: The Impact of the Arts on Learning***. <http://www.aep-arts.org/publications> Washington, D.C.: Arts Education Partnership, 1999.

Fowler, Charles. ***Strong Arts, Strong Schools: The Promising Potential and Shortsighted Disregard of the Arts in American Schooling***. New York: Oxford University Press, 2001. Fowler, a music educator and arts activist, explains--explicitly, forcefully, and convincingly--why the arts are crucial not only to education but to the health of society as a whole. From *Booklist*.

Goldbard, Arlene. ***New Creative Community: The Art of Cultural Development***. Oakland: New Village Press, 2006. A foundational textbook about how communities develop themselves and affect social change through the creative arts.

*Hetland, Lois, Ellen Winner, Shirley Veneema, and Kimberly M. Sheridan. ***Studio Thinking: The Real Benefits of Visual Arts Education***. New York: Teachers College Press, 2007. The authors challenge the effects of arts education in raising academic performance and suggest that the real educational power in the arts resides in acquired skills and habits of mind, i.e. creativity. An important new book that dovetails very neatly with the creative economy perspective. From Amazon.

*Marshall, David. **Workforce Skills and the Arts**. National Assembly of State Arts Agencies, 2008. <http://www.nasaa-arts.org/nasaanews/arts-and-learning/rbc-toolkit-section1.pdf> This web article outlines an arts advocacy position using workforce skills as its foundation. Arts education, it contends, develops skills and capacities that are key to the workforce of the 21st century.

Project Zero, <http://www.pz.harvard.edu/index.cfm> at Harvard, is one of the premier arts education research programs in the US.

Rabkin, Nick et al. **Teaching Artists – Four Themes on Directions for Research**,

<http://www.emcart.com/CCtaresearchbriefing.pdf> Columbia College, August 10, 2005.

Columbia College in Chicago is playing a key role in studying the teaching artist field in a rigorous way. They are currently (2008) conducting a survey of teaching artists in three American cities including Boston.

Robinson, Sir Kenneth. **Out of Our Minds: Learning to be Creative**. Oxford: Capstone Publishing, 2001. This book focuses on the widening gulf between academic institution teachings and the feelings, emotions and imagination that drive us as humans. From *Arts Professional*.

National Advocacy Organizations

Americans for the Arts <http://www.americansforthearts.org/> Through advocacy, research, partnerships, and professional development, Americans for the Arts strives to provide and secure more resources and support for arts education. This organization has assumed a national leadership role in arts advocacy during the past several years. The education web page is a rich source of articles, links, etc.

Arts Education Partnership <http://aep-arts.org/> is a national coalition of arts, education, business, philanthropic and government organizations that demonstrate and promote the essential role of the arts in the learning and development of every child and in the improvement of America's schools. AEP was founded and is supported by the National Endowment for the Arts and U. S. Department of Education in cooperation with the Council of Chief State School Officers and the National Assembly of State Arts Agencies.

Keep Arts in Schools <http://www.keepartsinschools.org/> was born from the belief that the arts are a vital component to every student's public school education--no matter where they live. It highlights the efforts of arts education organizations throughout the country, using the power of the web to make tools and resources available to those seeking to make the arts top priority in public schools and communities at-large.

Music Educator's National Conference www.menc.org is the national association for music teachers web site has a wealth of information pertinent to teaching artists.

National Arts Educators Association <http://www.naea-reston.org/> The National Art Education Association (NAEA), founded in 1947, is the leading professional organization for art educators serving 20,000 active members at pre-kindergarten through grade 12 levels as well as college and university professors and researchers, administrators, and museum educators. Other members include parents, students, retired educators, arts councils, schools—and others concerned about the critical role of the arts in teaching and learning.

***Public Education Network (PEN)** <http://www.publiceducation.org/index.asp> is a national association of local education funds (LEFs) and individuals working to advance public school reform in low-income communities

across our country. PEN believes an active, vocal constituency is the key to ensuring that every child, in every community, benefits from a quality public education. Although not concerned particularly with arts education, PEN offers a liberal perspective on current educational trends such as No Child Left Behind.

VH1 Save the Music Foundation http://www.vh1.com/partners/save_the_music/
serves elementary school children of all backgrounds and, diversities. A public charity, the Foundation operates in affiliation with, but separately from, VH1 the cable music channel. It provides a unique service in its efforts to improve the current state of education. The Foundation supports only music education programs and does not provide any money to schools or school districts. Instead, The Foundation provides complete band, string, keyboard, or guitar programs to benefiting schools.

New England Advocacy Organizations

Massachusetts Alliance for Arts Sciences and Humanities <http://www.massarted.com/>

Maine Alliance for Arts Education <http://www.maineartseducation.org/>

NH Citizens for the Arts <http://www.nhcfa.org/>

National Arts and Learning Collaborative www.artslearning.org

Rhode Island Citizens for the Arts www.ri4arts.org/

Rhode Island Arts Learning Network www.riartslearning.net