



# ARTREE

## Resource Catalogue

ALL THE ARTS FOR ALL THE PEOPLE

[www.ArtsMerced.org](http://www.ArtsMerced.org)

[MCArts@ArtsMerced.org](mailto:MCArts@ArtsMerced.org)

645 WEST MAIN STREET    MERCED CA 95340

TEL: 209/388.1090    FAX: 209/388.1106

## What is ARTREE?

Involvement in the arts is fundamental to our mental, social and physical development. ARTREE was developed out of a commitment to that philosophy and is the result of a long-term study by a committee of school administrators, teachers, artists and parents. The project has been adopted as one facet of arts education within participating schools. ARTREE represents the first broad-based effort in the county to enrich the arts experiences of children.

Directed by a committee of the Merced County Arts Council, Inc, (MCAC) its purpose is to stimulate creativity, broaden experiences and excite curiosity in all the arts. ARTREE serves public and private schools in Merced County providing workshops, demonstrations, performances and teacher in-services by selected professional artists in culture, dance, drama, music and the literary and visual arts.

ARTREE workshops and performances have been designed in alignment with the California State Department of Education's *Visual and Performing Arts Content Framework* (excerpt on following page). ARTREE workshops and performances are designed to encourage participation and problem-solving and challenge the student to develop solutions to their creative endeavors.

## ARTREE Artists are Flexible

This catalogue is designed with flexibility in mind. Teachers are encouraged to work with MCAC and the ARTREE artists to develop programs that will meet the specific developmental needs of their students. Would you like to enhance a curriculum area with an arts activity? How about an area of the arts you would like to study with your class? Do you need help with a performance? Are you interested in an artist-in-residence program? ARTREE can help!

Most ARTREE artists are multi-talented, as well as flexible, and are able to do other activities besides what is listed in the catalogue. Because of space limitations, it is not possible to list all of their talents and areas of expertise. If you have a special request for an activity or artist, please let MCAC know and we will try to accommodate. Suggestions always are welcome for program ideas and new artist inclusions.



### *ARTREE at the Multicultural Arts Center*

Docented field trips of the Merced Multicultural Arts Center are available for school groups, and ARTREE workshops at the Center can be scheduled in conjunction with a tour. For information about the Center's most recent gallery exhibits, visit [www.ArtsMerced.org](http://www.ArtsMerced.org), or stop in at 645 West Main Street in Merced.

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## *Important Notes*

- ! Teachers are to remain in the classroom the entire time that the ARTREE artist is in the classroom. The purpose of ARTREE is to provide teachers with the services of an experienced artist, so that the teacher will be able to learn and expand their future lesson plans to include the arts.
- ! Teachers are educators; artists are artists. Therefore the teacher is responsible for educating the students while the artist is there to demonstrate as a supplement to the teacher's curriculum.
- ! Do not schedule an ARTREE workshop when a substitute will be in the classroom. ARTREE artists may reschedule or cancel the workshop either in advance or on-site if a substitute is present.
- ! Do not combine classes for workshops that are listed for only one class. One class equals one teacher's class, not an entire grade. Students benefit from the smaller class size by receiving more individual attention and the artist is better able to facilitate the workshop when the size of the group is more manageable.
- ! Artists must be compensated for at least two consecutive hours per day if traveling outside of Merced County for an activity. Artists are free to negotiate with schools for additional compensation for breaks longer than 30 minutes, not including lunch or recess.
- ! All requests and scheduling, as well as changes or cancellations, must be processed through MCAC.
- ! MCAC and ARTREE artists reserve the right to cancel workshops, performances or participation in a program if procedures are not in accordance with its policies and philosophy.

### *Symbols for Core Curriculum Subjects*

To better serve the needs of the educators and school administrators, all ARTREE workshops and performances are listed in this catalog with the core curriculum subject to which they most closely correspond. Many activities have multiple curriculum connections. By listing the core subjects that connect to each activity under their descriptions, ARTREE hopes to better establish the effectiveness of using the arts to teach all curriculum subjects. These symbols will direct the user to the curriculum subjects for each activity.

**R** Reading and Language Arts  
**M** Math  
**H** History/Social Science

**S** Science  
**A** Arts  
**P** Physical Education/Health

### *ARTREE Artist Selection*

Potential artists initially are screened through an application, which collects educational background, classroom experience, work history and references; and it contains questions pertaining to the applicant's viewpoints concerning arts education. Candidates must have the teaching skills needed to elicit a creative response from children, which enables them to be creative in the future. Applications are reviewed and qualified applicants are invited to a series of interviews. The final interview is with a review panel, which consists of the MCAC program director, two local teachers, a member of the MCAC youth arts committee and/or a peer artist.

Following a majority decision of the panel, accepted artists attend an orientation to familiarize themselves with the program's philosophy, policies and procedures. Artists are provided with this catalogue, the California State Department of Education's *Visual and Performing Arts Content Framework*, the California State Board of Education *Visual and Performing Arts Content Standards for California Public Schools, Pre-kindergarten through Grade Twelve* and MCAC's arts library. Artists develop grade-appropriate workshops in line with the artist's expertise as well as the classroom environment. After final assessment, the workshops are approved and added to this catalogue. New artists may attend/assist with experienced artists' workshops for training purposes before conducting their own.

## California State Standards

In 2000, the California State Board of Education created the *Visual and Performing Arts Content Standards for California Public Schools, Pre-kindergarten through Grade Twelve*. The content standards are intended to provide a framework for programs that a school may offer in the instruction of visual and performing arts.

The arts convey knowledge and meaning that is not learned through the study of other subjects. The hope is that the arts are made available to all students and that the standards assist in guiding arts education. The standards outline what students should be able to master at specific grade levels, but the basic concepts are the same throughout. The four categories are: dance, music, theatre and visual arts. Each category consists of five sections.

1. ARTISTIC PERCEPTION: Processing, analyzing and responding to sensory information through language and skills unique to the arts.
2. CREATIVE EXPRESSION: Creating, performing and participating in the arts.
3. HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of the arts.
4. AESTHETIC VALUING: Responding to, analyzing and making judgments about works of art.
5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in the art to learning in other art forms and subject areas, and to careers.

To learn more about the *Visual and Performing Arts Content Standards for California Public Schools, Pre-kindergarten through Grade Twelve*, visit <http://www.cde.ca.gov/re/pn/fd/visperfmarts-stnd-pdf.asp>, or ask your school for a hard copy.

## California State Framework

Listed below is an excerpt from the California State Department of Education's *Visual and Performing Arts Content Framework*. This document provides a foundation for curriculum development in dance, drama, music and visual arts. It is available at <http://www.cde.ca.gov/re/pn/fd/vpaframework.asp>, as well as at the MCAC library. ARTREE encourages artists to design their workshops and performances to comply with this format.

**AESTHETIC PERCEPTION:** Each art is unique and essential in the curriculum because of the particular avenues of perception that it develops. Increased perception sensitizes the individual to the world. As one develops a fuller awareness of the nuances of light, color, sound, movement and composition through experiences in the arts, otherwise ordinary experiences take on an aesthetic dimension. Heightened perception provides a stimulus for imagination and creativity, and also it has an impact on all learning. In the arts, the development of aesthetic perception enables one to comprehend and respond to the elements of an object or event and to express and appreciate it in greater depth.

**CREATIVE EXPRESSION:** Expression in the arts includes originating, creating, performing and interpreting. Direct personal involvement in these expressive modes is necessary for one to understand and appreciate each discipline. Purposeful arts activities focus, channel and encourage communication and originality, and provide increasing understanding of the structure and language of the arts. Creative expression in the arts helps one to know one's self and to appreciate one's own and others' uniqueness. Activities that lead to discovering interrelationships among the arts generate excitement, encourage creative exploration and enhance learning.

**ARTS HERITAGE:** The study of the arts within cultural contexts develops a broad base for the students to understand creative artists, their works, their evolution and their effects on society in the past and present. Knowledge of the artistic accomplishments of the great cultures of the world enables students to see the place of the arts in relation to those cultures and to grasp the relevance of the arts in contemporary society. In addition, knowledge of the arts of various cultures—past and present—helps students gain appreciation and understanding of these cultures and of their heritage.

**AESTHETIC VALUING:** Life is enriched as the awareness and response to beauty in all of its forms increase. To develop aesthetic values, the student studies the sensory, intellectual, emotional and philosophic bases for understanding the arts and for making judgments about their form, content, technique and purpose. Through study and direct experience, the student develops criteria for arriving at personal judgments.

## *Policies and Procedures*

- SELECT a workshop/performance that enhances your classroom curriculum or call the MCAC for suggestions.
- COORDINATE your request with other teachers, if possible, with the help of your school's ARTREE contact person.
- CONTACT your school's ARTREE contact person or principal to make sure your school has issued a purchase order to ARTREE to cover the costs of ARTREE workshops for a school year, or arrange for a purchase order for your individual workshop(s)/performances(s).
- DEDUCT the amount of the request from your school's budget.
- REQUEST your choice at least 6 weeks in advance by completing one ARTREE Request Form per artist selected, found at [www.ArtsMerced.org](http://www.ArtsMerced.org). Be certain to list the funding source/account number where indicated and include a contact phone number. (A sample form is included in this catalogue.)
- KEEP AND SEND a copy for your records and email a copy to [MCArts@artsmerced.org](mailto:MCArts@artsmerced.org), fax to 388-1106 or mail to 645 W Main Street, Merced CA 95340.
- WAIT for a call from your artist to confirm the dates and times and to arrange a phone or in-person orientation. Remember that the activity is not considered confirmed until after orientation, when the artist calls ARTREE to finalize dates and times.
- MEET OR TALK to your artist for the orientation, to learn particular requests, such as classroom set-up, requested supplies, equipment, etc; and to tell the artist about any particular needs of your classroom, such as curriculum content, students with disabilities, etc.
- INTRODUCE the background and accomplishments of your artist to your class prior to the workshop or performance.
- PARTICIPATE IN AND ENJOY a delightful experience in the arts with your students.
- COMPLETE AND SEND an evaluation form, found at [www.ArtsMerced.org](http://www.ArtsMerced.org), and email a copy to [MCArts@artsmerced.org](mailto:MCArts@artsmerced.org), or mail to 645 W Main Street, Merced CA 95340. (A sample form is included in this catalogue.)

## Workshop Information

### SCHOOL CONTACT PERSON

Each school is required to designate an ARTREE Contact Person, who is responsible for coordinating workshops and performances and maintaining a master schedule of ARTREE events for their school.

### ORIENTATION

The intention of mandating an orientation is to personalize the ARTREE workshop to meet the specific needs of each class. The teacher and the artist must make contact several weeks prior to the workshop to confirm the program dates and times, as well as plan for the workshop. To make the workshop as meaningful as possible, MCAC recommends that the teacher and artist also orient each other with their particular needs, such as classroom set-up, requested and available supplies and equipment, curriculum content, students with disabilities and other requirements. This also is a good time to discuss expectations of each other; students' previous exposure to art and the expectations of them; workshop objectives; and pre- and post-workshop activities to tie in the experience.

### ARTIST FEES

Each workshop session is 45 minutes to one hour at \$32 per session. Artists receive a one-time \$10 orientation fee. Finally, the materials fee listed in the catalogue or requested by the artist will be included.

### ADMINISTRATIVE FEE

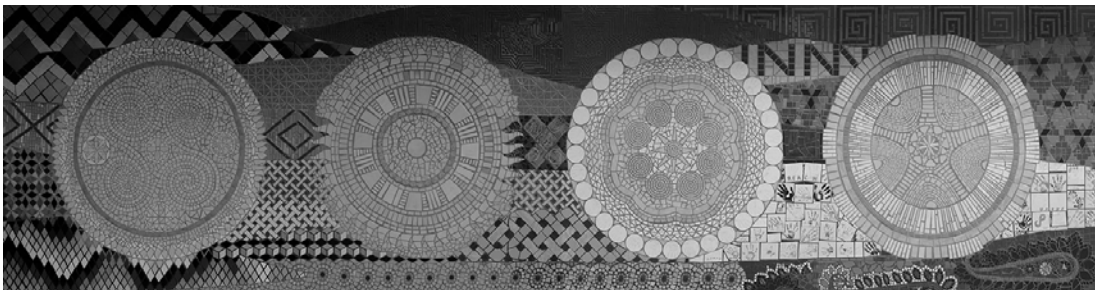
A portion of ARTREE's administrative cost is funded through the California Arts Council and the Merced County Arts Council, Inc. general fund; but do not cover all expenses. Therefore, \$7 administrative charge is included in the \$32 per workshop session cost.

### PAYMENT

Schools/school districts are required to pay the Merced County Arts Council, Inc. upon receiving an invoice within 30 days of the workshop, according to the fees agreed upon by the school/school district and MCAC.

### TEACHER PARTICIPATION

ARTREE is designed to broaden the arts experiences of teachers as well as students. The ARTREE artist is placed in the classroom as a *master artist* in their discipline, not to replace the teacher. MCAC encourages teachers to familiarize both themselves and their students with the artist's background and accomplishments prior to the workshop as a way of introducing success in the arts to the classroom. We hope that teachers will enhance and increase fine arts curriculum in the classrooms as a result of ARTREE. Artist workshops give teachers an opportunity to increase their skills in the arts. Please use ARTREE as a resource in rounding out a curriculum area or to introduce a related subject. Keep in mind that ARTREE artists are available for teacher in-services.



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## ARTS EDUCATION: Creating Student Success In School, Work, and Life

October 13, 2006

A child's education is not complete unless it includes the arts. In fact, the No Child Left Behind Act (NCLB) lists the arts among the core academic subjects, requiring schools to enable all students to achieve in the arts and to reap the full benefits of a comprehensive arts education. In spite of this federal direction, access to arts education in our schools is eroding. A report from the Center for Education Policy concludes that, since the enactment of NCLB, 22% of school districts surveyed have reduced instructional time for art and music. This is happening at a time when parents, employers, and civic leaders are demanding improvements to the learning environment that will make our schools places where all learners will access a complete education and opportunities to succeed. These demands cannot be met without comprehensive arts education in our nation's schools.

As this country works to strengthen our foothold in the global economy, the arts equip students with a creative, competitive edge. To succeed in today's economy of ideas, students must masterfully use words, images, sounds, and motion to communicate. The arts provide the skills and knowledge students need to develop the creativity and determination necessary for success in today's global information age.

Where schools and communities are delivering high-quality learning opportunities in, through, and about the arts for children, extraordinary results occur. A recent study by the Arts Education Partnership, *Third Space: When Learning Matters*, finds that schools with large populations of students in economic poverty - too often places of frustration and failure for both students and teachers - can be transformed into vibrant hubs of learning when the arts are infused into their culture and curriculum.

The retention of our best teachers is a daunting challenge. It can be met, however, by ensuring schools embrace the arts. Schools, especially those struggling, can retain their best teachers by becoming havens for creativity and innovation; places where students want to learn and teachers want to teach. As we aim to improve the teaching environment, the arts can help us retain our best future and current educators in our nation's schools. A comprehensive strategy for a complete education includes rigorous, sequential arts instruction in the classroom, as well as participation and learning in available community-based arts programs. Public schools have the responsibility for providing a complete education for all children, meeting the commitment put forth in NCLB. The federal commitment to arts education must be strengthened so that the arts are implemented as a part of the core curriculum of our nation's schools and are an integral part of every child's development.

### ACHIEVEMENT IN AND THROUGH THE ARTS

POSITION: The Arts Help Close the Achievement Gap.

ARGUMENT: The arts make a tremendous impact on the developmental growth of every child, leveling the "learning field" across socio-economic boundaries. The arts reach students not otherwise engaged, uniquely bridging the broad spectrum of learning styles. Low achieving students often become high achievers in arts learning settings. Their success in the arts classroom often transfers to achievement in other subject areas. Students who participate in the arts outperform those who do not on virtually every measure. Researchers found that sustained learning in music and theater correlate to greater success in math and reading, with students from lower socio-economic backgrounds reaping the greatest benefits.<sup>1</sup> It is now accepted that the arts are uniquely able to boost learning and achievement for young children, students with disabilities, students from economically disadvantaged circumstances, and students needing remedial instruction.<sup>2</sup> Students in high-poverty schools benefit dramatically from arts education. The arts teach children the skills necessary to succeed in life, including learning to solve problems and make decisions; learning to think creatively; building self-esteem and self-discipline; articulating a vision; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish.

Ask: Academic achievement for disadvantaged students should be strengthened by integrating successful arts education models into the schools. Urge high-poverty schools to use federal funds to ensure that a comprehensive arts education is available for all students and to integrate the arts into school curriculum to improve student achievement. Provide support for local, state, and national partnerships that promote standards and strategies in support of arts education.

#### EDUCATIONAL EQUITY IN AND THROUGH THE ARTS

Position: The Arts Are a Core Academic Subject and Must Reach All Children.

Argument: The federal government requires that a complete education for every child must include rigorous instruction in all “core academic subjects”- a designation given to the arts in the No Child Left Behind Act (NCLB). Unfortunately, national studies have shown that the implementation of NCLB has led to the erosion of art education in the schools, with 22% of surveyed school districts reporting a decrease in instructional time for art and music.<sup>1</sup> U.S. Secretary of Education Margaret Spellings has said, “Many educators across the country have shown that a focus in NCLB on reading and math is not mutually exclusive of the arts and music. In fact, we all know that a well-rounded curriculum that includes the arts and music contributes to higher academic achievement.” A comprehensive arts education – fully integrated as a core subject of learning – fosters the creativity and innovation needed for a more competitive workforce. Department of Education Arts in Education (AIE) programs identify and disseminate successful models of arts instruction, integration, and professional development, and support the leadership initiatives of VSAarts and the John F. Kennedy Center for the Performing Arts. In addition, in-school and after-school learning partnerships with arts organizations which, when teamed with rigorous instruction in the arts during the school day, provide students with opportunities to achieve arts literacy. These programs decrease the frequency of delinquent behavior and school truancy, and improve overall academic performance, communication skills, and the ability to complete work on tasks from start to finish.

ASK: Congress must address the unintended consequences of NCLB that have diminished the presence of arts education in our schools; as one of NCLB's core academic subjects, preserve and strengthen the arts and improve the implementation of the arts as a core academic subject at the state and local levels. Congress should also continue and strengthen support for programs and partnerships that maximize the capacity of the arts to reach all students, including the Department's AIE program, the primary Federal initiative for developing national models in arts education and professional development.

<sup>1</sup> <outbind://215/#\_ftnref1> Center on Education Policy. (2006). From the Capitol to the Classroom: Year 4 of the No Child Left Behind Act, March 2006. (p. xi).

<sup>2</sup> Horowitz, R. & Webb-Dempsey, J. (2003). Promising signs of positive effects: Lessons from the multi-arts studies. In R. J. Deasy (Ed). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington, DC: Arts Education Partnership. (p. 98-100). Mason, C.Y., Thormann, M. S., & Steedley, K. M. (2004). *How Students with Disabilities Learn in and through the Arts*. Washington, DC: VSAarts. (p. 19-25).

<sup>3</sup> Center on Education Policy. (2006). *From the Capitol to the Classroom: Year 4 of the No Child Left Behind Act*, March 2006. (p. xi).

#### TEACHERS AND THE ARTS

POSITION: The Retention of Arts Teachers Is Crucial to Creating Powerful Learning Communities and Maximizing Student Achievement.

ARGUMENT: One-third of new teachers leave the profession within three years; half within five years.<sup>4</sup> Most affected are urban, rural, and minority communities with large populations of students in economic poverty. But schools have the ability to retain their best teachers by transforming schools - especially those drowning in frustration and failure for students and teachers alike - with the infusion of the arts into their curriculum. When schools embrace the arts, they can become vibrant and successful centers of learning and community life - places where students want to learn and teachers want to teach.<sup>5</sup> For schools to develop this sense of community and collaboration through the arts, arts instruction for every child must be delivered by teachers with specific and expert arts and education knowledge. To do otherwise dilutes both the benefits in student achievement and opportunities for schools to retain their best teachers.

**ASK:** To provide students with a complete education, the arts must be both comprehensively learned *and* rigorously taught as a core academic subject. In addition to providing students with essential skills to succeed in school, work, and life, rigorous arts education offers a methodology for learning that generates creative teaching solutions from which all teachers can benefit. Student learning will benefit by ensuring arts education specialists are the providers of rigorous arts instruction, continuing support for professional development of new and experienced teachers, and increasing federal support for the transformation of struggling schools into successful learning communities through the arts.

#### IMPROVE NATIONAL MEASUREMENTS OF THE ARTS

**POSITION:** The U.S. Department of Education Must Include the Arts in All Research and Data Collection Regarding the "Core Academic Subjects."

**ARGUMENT:** NCLB and current U.S. Department of Education policy make it clear that decisions regarding education should be made on the basis of research. Furthermore, as this nation crafts major policies regarding the future of public education, it is imperative that sound research is available on the status of learning and teaching in our schools. The U.S. Department of Education is the only entity in a position to collect essential national demographic information and to guide policy research of this kind. In the past, influential data-gathering has taken place in a manner that excludes the collection of information on the arts. For example, the Department's January 1999 study on "Teacher Quality" specifically excluded arts teachers from the study sample. Meaningful research is needed to determine the status of dance, music, theater, and visual arts education. Since the arts are designated as a core academic subject, they should be included in all research and data collection efforts by the U.S. Department of Education. For example, the Fast Response Survey System (FRSS) report, *Arts in Education in Public Elementary and Secondary Schools*, is the only Department of Education-produced research report on the status of how arts education is delivered in America's public schools. The last FRSS report on arts education featured data collected in the 1999-2000 school year. An updated report with the next round of data collection is long overdue. The National Assessment of Educational Progress in the Arts (NAEP) - the national arts "report card" - provides critical information about the arts skills and knowledge of our nation's students. The next NAEP is scheduled to be administered in 2008, and must stay on track. The FRSS and NAEP are essential to studying and improving access to the arts as a core academic subject.

**ASK:** The U.S. Department of Education's research efforts must be strengthened by systematically including the arts in studies conducted on the condition of education, practices that improve academic achievement, and the effectiveness of Federal and other education programs.

<sup>4</sup> Ingersoll, R. M. (2002). Teacher shortage: A case of wrong diagnosis and wrong prescription. *NASSP Bulletin*. 86. pp. 16-31.

<sup>5</sup> Stevenson, L. M. & Deasy, R. J. (2005). *Third Space: When Learning Matters*. Washington, DC: Arts Education Partnership. (pp. 10-11).

#### ARTS EDUCATION: CREATING STUDENT SUCCESS IN SCHOOL, WORK, AND LIFE

Alliance for Young Artists & Writers, Inc.  
American Alliance for Theatre and Education  
American Art Therapy Association  
American Arts Alliance  
American Association of Family & Consumer Sciences  
American Association of Museums  
American Federation of Musicians  
American Institute for Conservation of  
Historic & Artistic Works  
American Library Association  
American Music Therapy Association  
American String Teachers Association  
American Symphony Orchestra League  
Americans for the Arts  
ASCAP Foundation  
Association for Supervision & Curriculum  
Development  
Association of Art Museum Directors  
Association of Independent Colleges of Art & Design  
Association of Performing Arts Presenters  
Binney & Smith, Inc.

#### NATIONAL SIGNATORIES

Chorus America  
Country Music Foundation  
Dance/USA  
Educational Theatre Association  
Educators for Social Responsibility  
International Alliance for Invitational Education  
International Council of Fine Arts Deans  
Lesley University  
Lincoln Center Institute for the Arts in Education  
Literary Network  
MENC-The National Association for Music Education  
Music for All Foundation  
MusicFriends  
NAMM International Music Products Association  
National A+ Schools Consortium  
National Academy of Recording Arts & Sciences  
National Art Education Association  
National Assembly of State Arts Agencies  
National Association for Sport & Physical Education  
National Association of Elementary School Principals  
National Association of State Boards of Education  
National Dance Association  
National Dance Education Organization  
National Education Association  
National Guild of Community Schools of the Arts  
National Network for Folk Arts in Education  
National Parent Teacher Association  
OPERA America  
Operation Respect  
School Social Work Association of America  
Service Employees International Union  
State Education Agency Directors of Arts Education  
The American Architectural Foundation  
The Grammy Foundation  
The John F. Kennedy Center for the Performing Arts  
Theatre Communications Group  
VH1 Save The Music Foundation  
VSA arts  
Wolf Trap Foundation for the Performing Arts  
Young Audiences, Inc

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