

ARTS EDUCATION

Creating Student Success in School, Work, and Life

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A child's education is not complete unless it includes the arts. The *Every Student Succeeds Act* (ESSA), the current iteration of the *Elementary and Secondary Education Act of 1965* (ESEA), lists the arts and music in a definition of a "well-rounded education," including all arts disciplines (dance, media arts, music, theatre, and visual arts) as subject areas eligible for Title I and Title IV funds and other federal resources administered by state and local education agencies. A comprehensive strategy for a complete education includes rigorous, sequential, standards-based arts K-12 instruction in the classroom, arts integration programs, as well as participation and learning in community-based arts programs. The federal commitment to arts education must be affirmed at the state and local level so that the arts are part of the well-rounded curriculum of our nation's schools and are an integral part of every child's development.

THE ARTS PREPARE STUDENTS FOR SCHOOL, WORK, AND LIFE

- As this country works to strengthen our place in the 21st century global economy, the arts equip students with a creative, competitive edge. The arts provide the skills and knowledge students need to develop the creativity and determination necessary for success.
- 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.
- Multiple research studies suggest the arts play a critical role in preparing students for work and life.¹ A comprehensive arts education fosters the creativity and innovation needed for a competitive workforce.

ARTS EDUCATION CAN HELP CLOSE THE ACHIEVEMENT GAP

- Studies have found that high school students from under-resourced environments who are highly involved in the arts have better grades, are less likely to drop out, and are more likely to go on to college.²
- The arts play a unique role in boosting learning and achievement for young children, middle school students, students with disabilities, students from under-resourced environments, and students needing remedial instruction.³
- The College Board's National Task Force on the Arts in Education recommends that "greater access to arts education can serve as an effective tool in closing the achievement gap, increasing the number of underserved students that achieve at the highest level in education."⁴
- The U.S. Department of Education's ten-year review of Arts in Education-funded programs finds that "students in arts programming had better attendance, fewer disciplinary issues and improved on-task behavior relative to comparison students."⁵
- The National Coalition for Core Arts Standards' document, *A Conceptual Framework for Arts Learning*, states that artistic literacy is critical to a child's comprehensive education "in our increasingly multi-media age, where information is communicated less through numeracy and the written word."⁶

THE ARTS CAN TRANSFORM THE LEARNING ENVIRONMENT

¹ Arts Education Partnership ArtsEdSearch database. www.artsedsearch.org.

² Catterall, J.S., Dumais, S.A., & Hampden-Thompson, G. (2012). *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. Washington, D.C.: National Endowment for the Arts.

³ Horowitz, R. & Webb-Dempsey, J. (2003). Promising signs of positive effects: Lessons from the multi-arts studies. Catterall, J.S and Arenege G. (2016) *JumpStart Theatre: Impacts in Three Middle Schools* (p. 25-34). In R. J. Deasy (Ed). *Critical Links: Learning in the Arts and Student Academic and Social Development*. Washington, D.C.: 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, D.C.: VSAarts. (p. 19-25).

⁴ The College Board. (2009). *Arts at the Core: Recommendations for Advancing the State of Arts Education in the 21st Century*. (p.11).

⁵ U.S. Department of Education. *Progress and Promise: Ten Years of the Arts Education Model Development and Dissemination Program*. (p. 13).

⁶ National Coalition for Core Arts Standards (2012). *A Conceptual Framework* (p. 17).

- A 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.⁷
- Teacher turnover within five years is 46% and recent data shows that fewer college students are pursuing teaching careers.⁸ Having the arts in schools has been found to improve teacher morale, satisfaction, and attendance by fostering havens for creativity and innovation—places where students want to learn and teachers want to teach.⁹
- When schools embrace the arts, they can become vibrant and successful centers of learning and community life.¹⁰

ARTS EDUCATION MUST BE PROVIDED TO ALL STUDENTS

- The 2009–10 U.S. Department of Education Fast Response Statistical Survey (FRSS) found that schools with a higher concentration of students in poverty were less likely to offer arts education.¹¹ The results of the study were alarming enough to prompt the U.S. Department of Education (ED) to declare the status of arts education “an equity issue and a civil rights issue.” The 2016 NAEP Arts Assessment similarly found that 13% of students attend schools that offer music classes less than once a week or not at all and 21% of students attend schools that offer visual arts classes less than once a week or not at all.¹²
- A 2011 national survey of 1,001 3rd to 12th grade public school teachers found that, “according to most teachers, schools are narrowing the curriculum, shifting instructional time and resources toward math and language arts and away from subjects such as [visual] art, music, foreign language, and social studies. Two-thirds (66%) say that other subjects ‘get crowded out by extra attention being paid to math or language arts.’”¹³
- Parents, educators, policy leaders, and the public should have full access to information about the availability of arts education in our nation’s schools and ESSA requires states to provide accountability data in state report cards at the school and district level. Federal and state governments should collect data on a more frequent and complete basis. Statewide longitudinal data collection efforts should include all well-rounded subjects, including the arts, as stated in a recommendation by the Education Commission of the States.¹⁴
- When schools embrace the arts, they can become vibrant and successful centers of learning and community life.¹⁵

⁷ Stevenson, L. M. & Deasy, R. J. (2005). *Third Space: When Learning Matters*. Washington, D.C.: Arts Education Partnership. (pp. 10-11).

⁸ Aragon, S. (2016). *Teacher Shortages: What We Know* (pp. 2-3).

⁹ Barry, N.H. (2010). *Oklahoma A+ Schools: What the research tells us 2002-2007. Volume 3, quantitative measures*.

¹⁰ Stevenson, L. M. & Deasy, R. J. (2005). *Third Space: When Learning Matters*. Washington, D.C.: Arts Education Partnership. (pp. 10-11).

¹¹ Parsad, Basmat & Spiegelman, Maura. (2012). *Arts Education in Public Elementary and Secondary Schools: 1999-2000 and 2009-10*. (p.14 & 28).

¹² U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2016 Arts Assessment.

¹³ Common Core. (2012). *Learning Less: Public School Teachers Describe a Narrowing Curriculum*. (p.1).

¹⁴ Education Commission of the States publication, “Using State Data Systems to Create An Information Culture in Education” April 15, 2019.

¹⁵ Stevenson, L. M. & Deasy, R. J. (2005). *Third Space: When Learning Matters*. Washington, D.C.: Arts Education Partnership. (pp. 10-11).