









Buck Family  
Fund

# Teaching through the Arts

ARTS EDUCATION, LEARNING ENGAGEMENT & 21<sup>ST</sup> CENTURY SKILLS

April 5, 2016

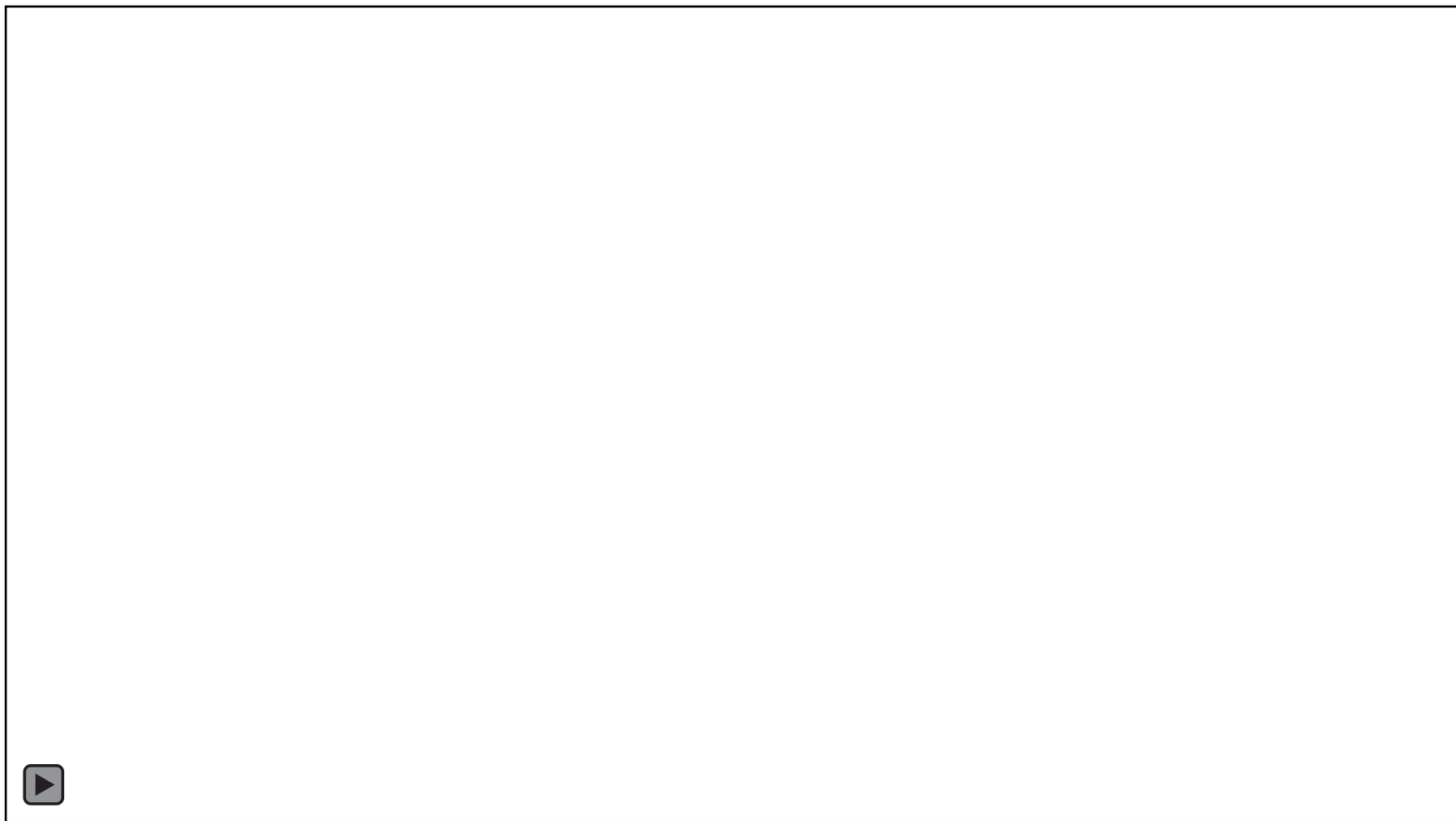


# Why does art education matter?

- ❖ CA Educational Code identifies the arts as a core subject, part of a comprehensive education
- ❖ Enhances student engagement, attendance, achievement
- ❖ Levels the learning playing field for diverse learners
- ❖ Cultivates 21<sup>st</sup> Century skills (creative & critical thinking, collaboration, communication)
- ❖ Improves teachers' experience and fulfillment
- ❖ Fosters social-emotional learning









# Moment of Opportunity

- ❖ Implementation of Common Core Curriculum & Next Generation Science Standards
- ❖ Local Control Funding Formula (LCFF)/Local Control Accountability Planning process (LCAP)
- ❖ CA-wide alliances that marshal resources, share information, support implementation
- ❖ Strong partnership MCOE, MCF/BFF, Schools Rule!
- ❖ Infusion of new funding for the Arts by Gov. Brown







# Commitment to Arts Education

- ❖ MCF/BFF has a longstanding commitment to arts education, including a multi-year investment in the Arts Education Demonstration Project (AEDP)
- ❖ MCF/BFF also has a strong commitment to supporting diverse community-based arts nonprofits, the lifeblood of a thriving arts ecosystem in the County
- ❖ Strategic plan refresh in late 2014 reaffirmed significance of arts education as a tool for addressing MCF/BFF's Education program **aims**
- ❖ Annual evaluations of the AEDP provided insights reflected in the *Teaching Through the Arts* strategy; strategy recommends sustained support of arts nonprofits (\$250,000-\$350,000 in annual grantmaking + professional development investments)

# *Teaching Through the Arts*

## Proposed Strategy



Develop “living” map of Marin’s arts education ecosystem & centralized arts education leadership capacity



Support arts education nonprofits and school personnel to deliver quality arts education



Provide professional development for Teaching Artists teachers, and educational administrators



Support efforts to advocate for prioritization of arts education within focus districts’ LCAPs





# Data and Leadership

1. Understand the lay of the land – create “living map” that displays the discipline, amount, and delivery mechanism of arts educ’n in preK-12 schools
  - Provides transparent platform to inform resource allocation
  - Helps Districts and principals plan for and implement arts education
  - Enables community arts education partners and funders to identify gaps and opportunities
  - Provides parents with more information about arts ed in/connected to their local schools
  
2. Assign dedicated leadership & coordination capacity
  - Director of Arts Education within MCOE
  - Marin County Arts Education Advisory Board
  - Marin County Arts Education Vision/Plan, using participatory planning process
  - Parent Smarts PTA Enrichment Program





# Promote Instructional Excellence

**Fostering positive changes in instructional practice is the single greatest driver of improvements in student achievement**

(L. Darling-Hammond)

**Infuse the 4 C's of 21<sup>st</sup> C. Learning – critical thinking, communication, collaboration & creativity – into all education policy**

*(Blueprint for Creative Schools)*



- ❖ Increase the presence of Credentialed Arts Specialists in schools
- ❖ Increase professional development in arts integration
- ❖ Support the use of Arts Integration Planners





# Support a Robust Arts Education Ecosystem

- ❖ Invest in community-based arts education nonprofits and initiatives of local arts & cultural organizations
- ❖ Provide access to professional development opportunities for Teaching Artists and classroom teachers
- ❖ Ensure access to culturally resonant arts educ'n
- ❖ Champion teacher training inclusive of arts educ'n
- ❖ Promote more widespread access to opportunities in opportunities in digital media/tech-focused creative arts





# Align and Increase Resources

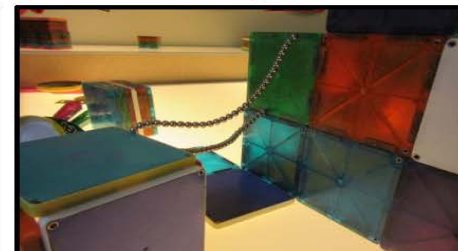
- ❖ Engage parents (PTA, ELAC)
- ❖ Take advantage of opportunity posed by LCFF/LCAP process
- ❖ Align/pool private and public funding
- ❖ Involve local arts & cultural organizations more fully



# Art *is* Education

Magnets & Metal Loose Parts – A learning story

February 5<sup>th</sup> 2016



## Reflection:

What opportunities lie in the exploration of magnets and metal loose parts



## Context

Today our new collection of metal loose parts were organized and offered in partnership with the ever loved and familiar magna tiles at our light table.

## Children's Work

The children dove right in to connecting and testing out what happens when you combine the materials. They began asking questions and inventing creations.

## Artifacts

"How do these work?" – Jack  
 "I made a kite." – Miles  
 "Look at it!" – Jack  
 "they can create by themselves!" – Miles  
 "I'm going to make a big rigs." – Jack

## Interpretation

**I am a creator of ideas and questions...**

This is the enduring understanding that resonates with the work happening with loose parts and exploration of metal & magnets. The children are enthralled with the processes of experimenting and representing.





# Conclusion

*“Our future as an innovative country depends on ensuring that everyone has access to the arts and to cultural opportunity . . . But the intersection of creativity and commerce is about more than economic stimulus; it’s also about who we are as people.”*

– Michelle Obama, Honorary Chair, President’s Committee on the Arts & the Humanities

