

Essential Learning... *In the Arts*

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ARTS EDUCATION
COLLABORATIVE

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Dance/Movement Residencies Awarded in IU1

Attack Theatre and the Arts Education Collaborative congratulate the following teachers who were recently awarded Integrating Dance/Movement into the Curriculum residency programs:

- Brandon Duncan, Albert Gallatin Area School District, elementary health & physical education
- Deborah Murdock, Canon McMillan School District, first grade
- Tracey Corazzi, IU1, special education
- Emily Dadisman, Central Greene School District, elementary music

Made possible by a grant from the Claude Worthington Benedum Foundation, the programs are awarded to promote the integration of dance and movement into the curriculum for classroom teachers, physical education teachers or arts teachers. Recipients of the residencies will participate in a day long professional development workshop, a two-day individualized workshop for students and a culminating performance for the entire school body. We applaud these teachers for demonstrating leadership by articulating goals that will provide a meaningful learning experience for them and their students.

Save the Date: Leadership Academy 2009

Recognized as a model for professional development by the Los Angeles County Arts Commission (<http://handbook.laartsed.org/models/index.ashx?md=19>), the Leadership Academy is a year-long opportunity for arts educators throughout southwestern Pennsylvania. Participants attend an interactive five-day workshop over the summer and create an action plan that focuses on an identified school, district or organizational need. Over the course of the year, they work with a network of experienced educators to identify professional goals and turn action plans into reality. Four seminars over the course of the 2009 - 2010 school year add to the depth of the entire experience.

The 2009 Leadership Academy will begin with its summer session July 27th to 31st, 2009 at the Society for Contemporary Craft. Applications will become available in March 2009. For more information visit: www.artsedcollaborative.org/LeadershipAcademy.html.

Music Aesthetics: An Ongoing Conversation



PSO Composer of the Year,
John Adams

On January 14, twenty-three educators gathered at Heinz Hall for the first day of the music aesthetics workshop, *What Why Music Means*. This second iteration of the music aesthetics workshop series is designed to explore a broader understanding of music aesthetics and tie in to the historical and cultural context of music. The music aesthetics workshop series is a partnership between the Arts Education Collaborative and Pittsburgh Symphony Orchestra.

Certainly a highlight of the first day of this series was the conversation with Pittsburgh Symphony Orchestra's Composer of the Year, John Adams. Adams led a discussion regarding the interaction of the composer and performer. One workshop participant remarked: "It was thrilling to be one-on-one with a working composer who was conducting his own and others compositions."

Day two will take place on March 11 and will focus on providing participants with practical information as it relates to leading discussions in the classroom related to aesthetics. For more information on AEC professional development opportunities, visit www.artsedcollaborative.org/calendar.html.

A Seat At The Table

by Elizabeth Kripp, Program Associate, AEC

The words “strategic planning” can evoke a wide variety of emotions ranging from enthusiasm to acceptance to sheer apprehension. The process of determining where an organization is going over the next few years and how it will know when it gets there is challenging. And, it’s hard work!

On the other hand, many educators can work within their organizations for years and not be aware of the impact of this process on their professional lives. I know that because I was one of them. It wasn’t until late in my teaching career that I became involved in this initiative after being invited to participate. The result of that experience was a major breakthrough in my understanding of how school districts establish their direction, determine priorities, identify strategies, and set measurable outcomes, all while engaging the stakeholders. It made a huge difference in how I functioned in my elementary classroom. Because I knew what the vision was, it became clear how my work contributed to getting us there and I was part of it. How invigorating and empowering!

Now I’m part of it again in a different organization as the AEC undergoes strategic planning and I welcome that opportunity. Several members of the AEC Leadership Academy have been part of it within their organizations and school districts as well. Most were invited to participate, although Leslie Kunkel (Blackhawk SD) didn’t wait for that. “I asked to be involved. I felt it was important for art to be present in the planning.” Each leader came to the table with a desire to be involved in the planning. As Michelle Scureman (Upper St. Clair SD) says, “I wanted to know the process and the outcomes of our system. It was very enlightening and I am anxiously waiting to begin the next few years with great goals.”

And as the work continued, other positive aspects of participating emerged. Carol Froelich (Mt. Lebanon SD) points out, “It makes for a more cohesive work environment when all aspects of education are represented and educators work together to achieve common goals.” Diane Lally (South Fayette SD) agrees, “I enjoyed being part of a group of people who all come together with the same goal in mind — becoming the best school district around and deciding how it would be done.”

Being part of a group of leaders who are focused on success can provide many opportunities for personal leadership growth as well. Jordan Crosby (Carnegie Museum of Art) described it this way, “I learned a lot during the meetings about other people from other departments at the museum in terms of their perspectives, needs, and objectives and how they relate to my own in the field of education.”

Involvement in strategic planning requires a real commitment in terms of time and energy, but in the end everyone wins. The organization has a plan and committee members have participated in and observed the leadership process of getting many people to come to consensus around common goals. For arts educators in particular, there is another benefit according to Mariann Fox (Mt. Lebanon SD), “It has broadened my leadership skills and given me a leadership position outside the arts.”

Have we convinced you? Take advantage the next time this opportunity rolls around in your organization. If you don’t know when that is going to happen – find out.

“The sign on the door of opportunity reads PUSH.” - Unknown

Entering into the Policy Influencing Processes: Why Bother?



by Dr. Sarah Tambucci
Director, AEC

"Education is one of the most intimate functions of government – it deals with people's most prized possession, their children." - John Thomas Thompson

Is it any wonder that the education system has pulls and pushes, conflicts and struggles, compromise and consensus? What topic is more precious and evokes more emotion than "what is best for my child?" Key to an informed citizenry is the policy influencing process. It is a process in which our democracy invites our input. It is a process in which we can all choose to engage.

A systemic approach to arts education begins with the realization that our political system is based in the struggle that is never ending – the struggle over the allocation of social values and resources. It is a process of conflict regulation. It is a process of allocating limited resources to social causes.

Please accept this call to action.

Entering into the policy influencing process is a matter of choice. We all have multiple, and often conflicting, priorities pulling at us at every turn. There aren't enough hours in the day. But we now need to make a decision to step up to the plate or step aside. In spite of our conflicting priorities, our political process provides us opportunity to advance an arts education agenda. We now must decide to engage in the process to advance that agenda or to be content with the status quo.

We have choices. Shall we choose to be benign subjects in the political process or perform as leaders in informing the political process? This issue of *Essential Learning... in the Arts* (Page 2) contains reflections from teacher leaders who have realized the empowering effects of entering into the process of educating an electorate that holds dear our constituents, our children.

Best practices and lessons learned are summary phrases that encourage us to realize the power of successful experience. We offer this primer of strategies:

- **Enter** into the policy influencing process. You are an informed citizen with a point of view that supports arts education for all students.

- **Accept** a role to participate in strategic planning and goal setting. You are a knowledgeable, skillful professional who is clear about the value of the arts in education.
- **Contribute** to a shared vision of what can happen when the arts are a part of every child's education. You can inform the decision making process and make a difference.

We congratulate you, in advance, for your commitment to quality arts education by contributing your time, talents and expertise in developing a shared vision, exploring common ground, setting realistic goals, and realizing a future where learning in the arts is a part of every child's arsenal of skills.

In The News...

House Education & Labor Committee to Hold Hearings on How the Arts Benefit the Economy and Education

House Education and Labor Chairman George Miller (D-CA) announced last week that he will be hosting a series of hearings this spring on the arts and their impact on the economy and education. In addition, the hearings will also focus on what can be done to improve support for the arts. "Like so many other sectors of our economy, the arts and music are suffering greatly – hurting millions of workers and families who depend on these industries for good jobs and the students who benefit from participation in arts education in school. Research shows that when students are exposed to the arts, they perform better in other subjects," said Miller.

"President Obama has made it clear that the arts have a critical role to play in improving our schools, our workforce and our overall quality of life. These hearings will give Congress the opportunity to hear from experts in these fields about how supporting the arts can help us build a stronger America."

The goal of the House Education and Labor Committee in the 111th Congress is to "rebuild and strengthen America's middle class by improving the lives of students, workers and families." For more information, visit <http://edlabor.house.gov/newsroom/2009/02/chairman-miller-announces-plan.shtml>.

Opportunities & Events

Attack Theatre

What: *Passion Reflected*

Where: Attack Theatre

Dates: February 16-17 & 20-21, 2009

Time: 8:00 pm

An evening of quirky and quixotic relationships with compelling dance, new songs, Spanish love, and modern art – all in one evening. Attack Theatre's *Passion Reflected* is an escape into a world of imagination and discovery, fear and love – where relationships are not only examined, they are tried, tested, and proven. Featuring the synthesis of a ten-month collaboration with the Carnegie Museum of Art, a powerful adaption of *El Amor Brujo*, and a playful snapshot of life and love with Los Angeles based singer/songwriter Katie Costello.

\$20 advance; \$25 at the door; \$15 students and seniors. For tickets, call ProArtsTickets at 412.394.3353 or go online at www.proartstickets.org. For more information visit: www.attacktheatre.com or call 412.441.8444.

Gateway to the Arts & Pittsburgh Center for the Arts

What: Teacher Workshop: Aesthetics

Where: Pittsburgh Center for the Arts

Date: Wednesday, February 18, 2009

Time: 4:00 pm - 6:00 pm

Enjoy an evening with fellow teaching artists and instructors at the Pittsburgh Center for the Arts to deepen your knowledge of aesthetics and its role in your children's and adults' classes, workshops, and residency projects. Through this fun, hands-on workshop we will explore specific techniques that inspire thoughtful art-making by looking deeply at works of art. RSVP by February 16 to: rsvp@pittsburgharts.org or 412-361-0455, ex 366.

The Oriental Star Dance School

What: Dance Performance

Where: CAPA Theater/Main Stage

Date: Saturday, February 28, 2009

Time: 4:30 pm-6:30 pm

Join us for "The Oriental Star Dance School" 3rd public performance at the CAPA Theater/ Main Stage. At the performance we will present 16 Chinese classical and folk dances full of variety.

Coming to this showcase we promise will bring you a lot of fun and a much better understanding of the Chinese culture and the art of the Chinese dance. Tickets are \$12 and \$25. For tickets, call: 412-498-2124. To find out more about The Oriental Star Dance School, visit: www.orientalstardanceschool.com.

The Children's Museum

What: Teacher Workshop: Illuminated Paper Sculpture

Where: The Children's Museum

When: March 12, 2009

Time: 5:00 - 7:00 pm

Hone your artistic skills at this teacher workshop presented by visiting fiber artist, Wanda Spangler-Warren. Take everything you learn back to your classroom to develop focused activities that tie into educational standards. This workshop is provided in partnership with the Arts Education Collaborative.

Spangler-Warren will be introducing illuminated paper sculpture techniques. Using reed, tissue paper and glue to create translucent three-dimensional strata for a wall-hung sculpture, participants will explore this sensuous, tangible and expressive art form and how it translates to the classroom.

Registration is \$15 and light refreshments available starting at 4:00 pm. Participants are eligible to earn 2 ACT 48 credits for attending. For more information or to register contact Lois Winslow, Director of Education at (412) 322-5058 ext. 224, or lwinslow@pittsburghkids.org.

Pittsburgh Glass Center

What: Neighborhood Mosaic Project

Where: Pittsburgh Glass Center

Date: Through March 31, 2009

The Neighborhood Mosaic Project is a collaborative residency and exhibition between Pittsburgh artist Daviea Davis, PGC, several schools and the community. Davis is working with students in the schools and community members at PGC to "map" the city in mosaic glass during her residency from January to March 31, 2009. She will integrate all of the ideas into a 360 degree glass mosaic panorama of the unique characteristics and joys of the City of Pittsburgh that will open for public view on April 3 and run through June 14, 2009. The project is sponsored by the Multicultural Arts Institute, Construction Junction and Youghiogheny Glass.

Opportunities & Events (Cont.)

Everyone is invited to join Davis at PGC and help with the mosaic Tuesday – Friday from 10 am – 3 pm, through March 31 or during these special times at PGC – Friday, February 13 from 5 – 9 pm and Friday, March 6 from 6 -9 pm. Learn more by visiting www.pittsburghglasscenter.org or by calling 412-365-2145.

City Theatre

What: Young Playwrights Contest

Deadline: Saturday, March 31, 2009

Enter the City Theatre Young Playwrights Contest, and make your voice heard! Selected playwrights will receive productions of their plays directed by professional directors, performed by professional actors, and presented at City Theatre next season as part of the annual Young Playwrights Festival! Original one-act plays only. No screenplays, musicals, or adaptations of other authors' works. For more information, visit :www.citytheatrecompany.org/education.

Carnegie Museum of Art

What: Spring Educator Open House

Where: CMA Theater

Dates: Saturday, March 31, 2009

Time: 1:30 pm (lecture) & 2:30 (workshop)

Discover connections between the creative processes of art and science as you explore *Matsubara: A Celebration in Pittsburgh* and *Forum 62: Maria Grazia Rosin*. Learn helpful strategies for exercising visual thinking in your classroom. Come early for a lecture by curator Sarah Nichols on the work of glass artist Maria Grazia Rosin, who explores a multifaceted interest in science, from biology to physics.

Earn four Act 48 hours with curator's lecture. Call the Group Visits office to register 412.622.3288. Registration is \$15 and includes dinner and a glass of wine. Special discount for art and science teacher teams! (\$10 each for art and science teachers from the same school).

Citizens for the Arts in PA

What: 2009 Arts in Education Day

Where: State Capitol Building, Harrisburg

Date: April 1, 2009

A reminder that the nomination form for groups to participate in Arts in Education Day on April 1 is up on the web at <http://citizensfortheartsinpa.org/documents/2009artsineducationdaynominationform.pdf>. Nominations are due by **February 28**. Nominees are limited to individuals or groups that are associated with Pennsylvania public and private schools and Pennsylvania 501(c)(3) nonprofit organizations working with students in after-school programming. Groups who participated in Arts in Education Day 2007 or 2008 will not be considered for 2009.

Frick Art & History Center

What: Student Workshop

Where: Frick Art & History Center

Date: Through May 24, 2009

Introduce your students to the world of Claude Monet, Theodore Rousseau, Jean-Francois Millet and Camille Corot, all featured in *The Road to Impressionism: Barbizon Landscapes from the Walters Art Museum*. In our studio workshops, students use pencil and pastel or watercolor and ink to experiment with color, light and illusion of space to create a landscape. Or teachers can combine an interactive tour of the Barbizon exhibition with a special tour of Clayton, the 19th century home of Henry Clay Frick, for a unique cross-curricular experience. Space is limited. Call 412-205-2022 or email education@TheFrickPittsburgh.org today to reserve a program for your students. Visit www.TheFrickPittsburgh.org for more information.

Please submit your Upcoming Events & Opportunities to Dana at: castod@artsedcollaborative.org
Due to limited space, submissions will run on a first come, first serve basis.

Sarah Tambucci, Ph.D.: Director
Dora Baraky: Director of Operations
Michael Cerveris, DMA: Program Associate
Elizabeth Kripp: Program Associate
Dana Casto: Project Manager
Deborah Boersma: Project Manager
Glenn Bailey, Jr.: Intern

Arts Education Collaborative
425 Sixth Avenue, Suite 2650
Pittsburgh, PA 15219
P: (412) 201-7405
F: (412) 201-7401
www.artsedcollaborative.org