



**Resource sites:**

[www.florida-arts.org](http://www.florida-arts.org)  
[www.flca.net](http://www.flca.net)  
[www.faae.org](http://www.faae.org)  
[edsitement.neh.gov](http://edsitement.neh.gov)  
[www.unitedarts.cc](http://www.unitedarts.cc)  
[www.aep-arts.org](http://www.aep-arts.org)  
[www.ocaec.org](http://www.ocaec.org)  
[www.WMFE.org](http://www.WMFE.org)  
[www.seminoleculturalarts.org](http://www.seminoleculturalarts.org)  
[www.pbs.org/arts](http://www.pbs.org/arts)  
[artsedge.kennedy-center.org](http://artsedge.kennedy-center.org)

**Excerpt from:** Art, Artists, and Teaching

<http://www.culturalpolicy.org/pdf/ArtEd.pdf>

*“One of the problems in our educational system is that we’ve submitted to stereotypes. Artists are thought to be ‘creative,’ concerned with feelings and values; scientists to be objective and bloodless and focused only on facts. This is a terrible caricature. One of the steps we might take for the future is to recognize a coming together of the arts and sciences and technology, and to use those connections to enrich educational development. Outside the school system, these relationships are abundant. The more we can see ourselves in the arts as part of a broader intellectual movement, the more chance we have to make change inside education.”*

—Ken Robinson, J. Paul Getty Trust

**The arts help to promote both the creative abilities and cultural literacy that are critical to developing fully engaged citizens in the global society.**

**Excerpt from:** A Place for Art

<http://artsedge.kennedy-center.org/pdf/placeforart.pdf>

*“The arts...challenge students with a series of ethical choices about what is worth doing, where we are going, which aspects of our reality need focus and attention, what needs to be changed and why. The arts are an essential ingredient in the education of a sensitive, intelligent, self-governing, and self-directed people.”*

—Walter Askin, Professor Emeritus,  
California State University, Los Angeles

**Excerpt from:** Critical Evidence/How the Arts Benefit Student Achievement

<http://www.nasaa-arts.org/publications/critical-evidence.pdf>

The American public, by an overwhelming margin, believes the arts are vital to a well-rounded education; more than half rate the importance of arts education a “ten” on a scale of one to ten.<sup>4</sup>

Yet, at the same time we celebrate the arts for the value they add to learning and to life, study of the arts is quietly disappearing from our schools. In schools across the country, opportunities for students to participate in high-quality arts instruction and activities are diminishing, the result of shifting priorities and budget cuts. Poor, inner-city and rural schools bear a disproportionate share of the losses. Studies show children from low-income families are less likely to be consistently involved in arts activities or instruction than children from high-income families.

Put simply, our rhetoric is out of sync with the reality. Why is it so important to keep the arts strong in our schools? How does study of the arts contribute to student achievement and success? (Con’t on pg. 2)



A May 2005 Harris Poll on the attitudes of Americans toward arts education, commissioned by Americans for the Arts, revealed strong public support. Among the findings:

**93%** agree the arts are vital to providing a well-rounded education for children, a 2% increase over 2001.

**86%** agree an arts education encourages and assists in the improvement of a child's attitudes toward school.

**83%** believe that arts education helps teach children to communicate effectively with adults and peers.

**79%** agree incorporating the arts into education is the first step in adding back what's missing in public education today.

**54%** rated the importance of arts education a "ten" on a scale of one to ten.

**79%** believe that it's important enough for them to get personally involved in increasing the amount and quality of arts education.

### What Is the NO CHILD LEFT BEHIND ACT?

*SOURCES: www.nochildleftbehind.gov; Rose, Lowell C. and Alec M. Gallup, The 36th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, 2004.*

The No Child Left Behind Act of 2001, as described by the U.S. Department of Education, is "the most sweeping reform of the Elementary and Secondary Education Act since it was enacted in 1965." With strong bipartisan support from Congress, President George W. Bush signed NCLB into law on January 8, 2002.

At over 1,000 pages of legislation, it is no surprise most Americans are still in the dark about the specifics of NCLB. In 2004, more than two years after it became law, two-thirds of Americans surveyed reported they knew "very little" or "nothing at all" about

NCLB, according to a Phi Delta Kappa/Gallup Poll. On average, parents of public school children were slightly better informed and, as a whole, had substantially increased their level of knowledge about the law from the previous year. In 2004, 62% of parents said they knew "very little" or "nothing at all" about NCLB, compared to 78% in 2003.

As outlined by the U.S. Department of Education, NCLB is based on four guiding principles or "pillars":

- Stronger Accountability for Results
- More Freedom for States and Communities
- Encouraging Proven Education Methods
- More Choices for Parents

A primary objective of NCLB is to close achievement gaps between students by bringing all students, regardless of race, ethnicity, gender or income to the proficient level on state standardized tests by the 2013–14 school year.

### Arts Course-taking Patterns and SAT Scores, 2005

	VERBAL MATH	
4+ years arts	534	540
4 years	543	541
3 years	514	516
2 years	508	517
1 year	501	515
1/2 yr. or less	485	502
Average for All SAT Test Takers	508	520

*Source: 2005 College-Bound Seniors: Total Group Profile Report, The College Board, 2005, Table 3-3; SAT Scores of Students Who Study the Arts: What We Can and Cannot Conclude about the Association, Kathryn Vaughn and Ellen Winner (Fall 2000).*