

PEACE STARTS WITH A SMILE™



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What is the Role of the Arts in Education?

It is important for children to study the arts. First, the arts have intrinsic value. Producing art, whether it is creating a piece of visual art or performing through dance, theatre, or music, allows children to develop their creativity in ways that cannot be matched by core school subjects. Moreover, each arts discipline has its own distinct symbol system to aid in understanding the world. Each has its own vocabulary and distinct repertoire of skills. By accessing these modes of perception, students may respond to the everyday world in a more perceptive fashion.

Second, studying the arts enhances the study of other subjects. For example, patterning is an important concept in both art and science. It occurs in the arts as a sequence of musical notes, color, or texture. A reoccurring movement pattern characterizes dance. Dramatic works use pattern to establish conflict and its resolution. In nature, patterns occur in the formation of trees and leaves, markings on animals, and geologic formations. A further example of how arts enhance learning is drawn from the study of history, where knowledge is broadened by examining art, music, dance, and theatre from the same period.

Additionally, studying the arts develops important ways of knowing and understanding the world. This is reflected in

test scores and educational findings that suggest that in schools where strong arts programs exist, overall academic achievement is improved.

All evidence points to a relationship between the arts and other academic disciplines that is clear and compelling, indicating to both fields that one cannot really flourish without the influence of the other.

Through study of the arts, students learn higher order thinking skills: critical thinking, analyzing, and decision making.

How do quality arts programs contribute to school environment?

In addition to positive effects on student achievement, quality programming in the arts can have positive effects on school climate and culture. For example, research shows improvement in both teacher and student attendance where arts are integrated into the school curriculum.

Improvement in teacher attendance and parent involvement has improved in schools where the arts curriculum contribute to providing schools with a more engaging environment.

How do the arts develop workplace and lifelong skills?

Policy makers now recognize that the benefits of arts education extend far beyond the school walls. Arts education is influential in developing appropriate lifelong and workplace skills. The Arts enhance our economic competitiveness by developing creative problem-solving skills, imagination, self-discipline, and attention to detail.

Arts education helps produce citizens and workers who are comfortable using many different symbol systems (verbal, mathematical, visual, auditory). Arts education develops the very capacities that business leaders, educators, and parents want the schools to provide our children: creative problem solving, analytical thinking, collaborative skills and judgment.



Policy makers are also recognizing the toll that the modern, stressful lifestyle takes on individuals. The ability to be resilient in the face of adversity has been identified as a key coping mechanism. Researchers have noted that the skills needed for the development of a student's resiliency may be developed through study of the arts. Resiliency skills serve as coping mechanisms, enabling individuals to effectively respond to stress and trauma in their lives. In addition, decreases in incidence of students involved with substance abuse have been noted, specifically with prevention programs and projects that address the resiliency of students. Studies shows that when students are involved with a long-term art program and have regular contact with adults who are invested in their progress, they will develop resiliency and creativity skills as well as self-confidence.

Recognizing that the arts make a contribution to developing workplace and lifelong skills, a conscious decision can be made to include a career standard within each discipline. Art educators provide knowledge of career opportunities in the arts to their students. Developing an awareness of the variety of careers in the arts may include discussion of how designers create what is around us everyday, whether it be our cars, toothpaste tubes, or clothes.

Other areas of focus are the fields of architecture, museum and classroom education, industrial design, web design, illustration, apparel design, film, composing, and performance in dance, music, or theatre. Arts careers can vary widely from marketing and management, to the technology of lighting and video, or product and set design.

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The intent of providing a focus on careers in the curriculum standards is not to imply that all students will become artists and performers; rather, it is to provide students with an understanding of and awareness about the many career options available to them. For example, if a student excels in computer technology and has an interest in theatre, perhaps he or she may pursue both through a career in technical theatre.

Integration and the Arts

In order to maximize the benefits of the arts in education, it is vital that the arts are integrated into the total school curriculum.

There are many ways to define integration and there are a variety of valid instructional practices that lead to meaningful integration. There is not one particular method, but educators can make substantive, standards-based connections among the arts and other subjects. Mutually reinforcing connections are identified when students make concept-based connections rather than subject-specific ones. For example, symmetrical design is a major theme of ancient Egyptian art. Students may apply their knowledge of symmetry to the study of equations in mathematics, the principles of balance in physics, or the creation of a palindrome in music or dance.

Integrating among subjects requires students to use critical thinking skills. Arts promote the broad and deep thinking necessary for integrated studies. The arts by virtue of their capacity to embody and share the rich diversity of human experience across time, space and cultures, are prime sources of meaningful themes and curricular centers” for integrated approaches to learning.

What is the purpose of this educational Speaker Series?

The Speakers will share their expertise and success stories and provide a vision for the future, outlining high but reachable expectations for student learning in the four arts disciplines: Dance, Theatre, Music, and Visual Arts. Each discipline represents a unique combination of ideas, skills, and knowledge that are taught for their intrinsic value. It is the responsibility of teachers, administrators, and school board members to design educational programs appropriate for their communities. Decisions about curriculum, specific grade-level and course offerings, and instructional methods, activities, and materials remain at the local level.

Arts educators must identify and implement methods that enable students to acquire the requisite knowledge and skills. To implement the arts framework, local curriculum planning committees might ask, “Where are we now?” and “Where would we like to be?” District goals and objectives can then be crafted aligning local curriculum with framework standards. This will require the support of community, students, educators, and the administration.

Arts educators are utilizing computers and other technologies as creative and expressive tools with which to study and create experiences in the arts. This Speaker Series encourages schools to provide opportunities for students to master the creative possibilities of technology. It embraces the study of traditional art forms while recognizing the need to explore a variety of technologies and their implications for arts education. Currently, schools are using computer-based assessment portfolios, computer networks, virtual reality for student exhibitions, and creating technical magic on stage with computer-run light and sound boards. Therefore, technology is included as a broad goal in this international Speaker Series.

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About the Speaker Series

All the Speakers have at least one thing in common - they share insight, provoke thought and stimulate conversation about compelling and timely issues, stories and events.

We attract experts from around the world to this relatively new Speaker Series. By offering **entertaining educational** opportunities that are unique and unavailable elsewhere, we continue to attract Speakers and Sponsors from all continents.

The Speaker Series features a number of highly regarded experts in the field of Education, and the lecture program will be expanded to include internationally renowned educators, philanthropists, artists, business executives, policy makers, scientists, authors, media experts and other luminaries.

Producers of the 2015-18 Speaker Series have become well established and highly regarded in international education community, and an integral part of international business community.

We work closely with Special Events to identify Speakers who have particular appeal for our fast growing international audience.

The Peace Starts With A Smile Speaker Series also addresses an important role of its global mission - public service in the communities - by dedicating Speakers to address education and other societal issues and concerns.

Speaker Series Support & Funding

All production expenses for the Speaker Series is covered by sponsorships. No state funds, research foundation funds, or donations or general gifts are used to fund or support the Speakers. The Speaker series will benefit K-12 students, educators, and administrators worldwide.

We thank our valued Speakers and Sponsors - the many Teachers, Administrators, Artists, Advocates, Philanthropists, and so many volunteers who contribute to the 2015-18 Speaker Series.