



MÚSICA Y BAILE

**Arts and Culture Education for
Community Engagement and
Program Sustainability**

21st CCLC Spring Conference 2013





Community Arts Sustaining Academics (CASA) is a **National Museum of Mexican Art (NMMA)** education program in partnership with **Frida Kahlo Community Organization (FKCO)** and the **Chicago Public Schools (CPS)**.



NMMA Education Program

Five Content Area

- Art Making
- Art Literacy & Interpretation
- Cultural Understanding
- Social Justice & Critical Thinking
- Community/Family Engagement



Project Zero

- **Qualities of Project-Based Work**

- Engagement
- Authenticity
- Knowledge Generation
- Collaboration
- Academic Reinforcement
- Ongoing Assessment

Project-Based and Experiential Learning in After-School Programming, Aryeh, Seidel, et al, Boston's After-School for all-Report, 2002



Project Zero (Research cont.)

- 8 Studio Habits of Mind

- Develop Craft
- Engage & Persist
- Envision
- Express
- Observe
- Reflect
- Stretch & Explore
- Understand Arts Community



Studio Habits of Mind from Studio Thinking, Hetland, Winner, et al, Teachers College Press, 2007

Chicago Public Schools

Chicago Guide For Teaching and Learning in the Arts



- Music/Dance Making
- Music/Dance Literacy
- Interpretation & Evaluation
- Making Connections

CPS Office of Arts Education, 2010

NMMA Education Program

- Art Making
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Aligned with Common Core, and US Department of Education National Art Standards, and IL State Art Standards.



Artists as Cultural Workers

“educational practice is something very serious. As teachers, we deal with people, with children, adolescents, and adults. We participate in their development. We may help them or set them back in their search. We are intrinsically connected to them in their process of discovery. Incompetence, poor preparation, and irresponsibility in our practice may contribute to their failure. But with responsibility, scientific preparation, and a taste for teaching, with seriousness and a testimony to the struggle of injustice, we can also contribute to the gradual transformation of learners into *strong presences in the world.*”

Teachers As Cultural Workers, Freire, West View Press p.62, 2005



Democratic Education

“Teachers who have a vision of democratic education assume that learning is never confined solely to an institutionalized classroom...the democratic educator...seeks to re-envision schooling as always a part of our real world experience, and our real life. Embracing the concept of Democratic Education we see teaching and learning as taking place constantly.”

Teaching Community: A pedagogy of Hope, Hooks, Routledge p.41, 2003

NMMA Education Program

Professional development for teaching artist

- Curriculum design
- Lesson plans
- Assessing student learning
- Making learning visible
- Role of the teaching artist in after-school programs
 - Artist as Teacher
 - Artist as Researcher
 - Artist as Cultural Worker



CASA Program Overview

- Currently in year four as a 21st CCLC
- Located at 3 sites: Hancock high school, Hurley, and **Tarkington** elementary schools.
- Free after-school art classes for students
- Youth mentoring and Artist/Teacher apprenticeship program
- Parent and family classes, family fieldtrips and community events
- Professional development for teaching artist, youth mentors, and classroom teachers

CASA Evaluation Findings

Increased Student Participation from Year to Year

<i>Tarkington Elementary School</i>	Year 1	Year 2	Year 3
Total Unduplicated enrollment	11	42	79
a) Number of students attending less than 30 days	0	12	10
b) Number of students attending 30-59 days	4	13	20
c) Number of students attending 60-89 days	7	10	16
d) Number of students attending 90+ days	0	7	33

Dramatic Average Daily Attendance Increase

<i>Tarkington Elementary School</i>	Year 1	Year 2	Year 3
ADA for After School Program	6	18	46

CASA Evaluation Findings (cont.)

- CASA students are more likely to respond positively to questions in the survey such as “ I feel close to people at this school”, “I do things that make a difference in my school”, as compared to control student responses of “rarely” or “never” to the same question.



Dance Class



Music Class



Community Engagement

Noche De Fandango 2011
Tarkington Community Fandango 2012
AUSL festival of the arts and Science
2011 and 2012
Field trip to Old town School of Folk music
to see Sones De Mexico Perform
Field trip to Millennium Park 2012
North Shore Center for the Performing Arts
National Museum of Mexican Art
CASA culminating events 2010, 2011, 2012
Hurley School Cultural Festival 2012
Tarkington Pancake Breakfast 2011 and 2012
Tarkington Dr. Seuss Reading Night
Tarkington Fall Open House 2011,2012
Art Institute of Chicago April 2013
Migration event
UIC Forum April 2013 Dia Del Niño Event
Parent Dance and Music and Art Workshops
And a few more not listed here.



Program Sustainability

- Changing the way the school collaborates and partners with NFP's agencies in the school
- Fostered a new way to engage the community at the school, by involving parents and other teachers.
- Shaping the identity of the students as Artist and a asset in the school community.
- Empowering teaching artists to do community work.
- Sharing program findings with funders, School investment in the program.



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