Illinois Quality Afterschool Webinar:

Arts and Creative Learning in Afterschool and Summer Programs

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The Power of Arts Integration in Your School

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Expanding Minds and Opportunities: Lessons from Afterschool and Summer

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Why The Arts?

Academic Benefits
- Stimulates critical thinking, creativity and cognitive skills
- Increases student focus, in all areas of study
- Correlates with higher verbal and math SAT scores

Developmental Benefits
- Motivates and engages children
- Facilitates symbolic communication
- Promotes relationships
- Nurtures team-building skills
- Increases cultural literacy

Societal Benefits
- Schools with low access to enrichment have the highest dropout rates, while schools with high graduation rates provide great access to arts education

Sources:
Americans for the Arts, 2002
National Assembly of State Arts Agencies
in collaboration with the Arts Education Partnership, 2006
The Center for Arts Education, 2009
70% of students, across K-8 grade levels, were able to identify or describe how they used their time productively in their SCALE class using descriptive detail.

89% of the student sample in the SCALE study recognized the cause and effect relationship between the decisions they made regarding their use of time in their SCALE class and the results of those decisions.

38% of the student sample in the SCALE study were able to identify time related concepts and practices from their experience in SCALE that could be applied to success during the school day or in their home lives.
Big Thought 2007-2011 Longitudinal Study

Percentage of High-Impact Learning* Occurring in Thriving Minds 2007-2011

*Research conducted in partnership with Dallas ISD Evaluation and Accountability and WolfBrown, using a rubric based on the Principles of Learning developed by the Institute for Learning, the National Standards for Arts Education, and the Framework for 21st Century Learning, developed by the Partnership for 21st Century Learning Skills.
The Power of the Arts in 21st Century Community Learning Centers

The arts can engage students and parents who feel disenfranchised, uninterested, or left behind.

The arts can help level the playing field by providing additional and novel instruction.

The arts can connect to school-day learning to augment understanding.
Arts Integration Nuts and Bolts
Structuring the Program to the Site

Unique Structural Approach
• Specific grade levels
• Sign-up, mixed-age groups
• Specific classrooms that continue from in-school to after-school

Instructional Approaches
• Whole-team (several adults)
• Individual teacher/artist team

Overall Focus
• Environmentalism
• Bilingual and cultural emphasis
• Career planning

These approaches are envisioned by the developing leadership team and focused by CAPE program staff.
The Co-Teaching Model

- In-school teachers partner with after-school CAPE teaching artists.

- The teacher and the teaching artists co-plan and co-deliver the arts integrated curriculum.

- There are no pre-designed curriculums. Curriculums equally emphasize artistic and academic learning.

- The teacher and the artist model collaboration for students. They also shift roles, encouraging the same kinds of growth and flexibility in students.

- CAPE brings artists who are curious and readily work across disciplines and subjects.
Action Research and Public Sharing

- Teachers/teaching artists:
  - create inquiry questions about their curriculum.
  - document their curriculum.
  - reflect on their documentation for answers to their inquiry questions, and develop new questions.

- Students also become empowered to think of themselves as researchers.

- CAPE staff work with external researchers to better understand teaching and learning in our 21st CCLC programs, considering research as part of the artistic practice.

- Public sharing is effective when:
  - it includes both process and product.
  - students are engaged from the very beginning on who constitutes their public, and how making their work public impacts its form and meaning.
Program Associates

CAPE program staff visit each school each week.

The program staff:
• Help document curriculum
• Consult
• Troubleshoot
• Administer
• Aid with research
• Witness the work of students, teachers, and teaching artists

The program staff plan and coordinate cross-site professional development meetings where teachers and artists can exchange ideas and questions about what is happening in teaching and learning in their 21st CCLC CAPE after-school programs.

The program staff seek and develop collaborative relationships with the neighborhood communities and with other cultural organizations for the CAPE 21st CCLC schools.
Getting Started and Finding Success through Arts Integration
Reframing Arts Integration

If people don’t care, you have to give them reason to care.

✓ Connect the arts to school and life
✓ Look for overlapping agendas
✓ Help make a milkshake
An Artist for Every Occasion

Within your city there are talented artists with capabilities to reach unique segments of your student and parent population.

Sometimes, you have to do some Easter egg hunting to find them.
Existing Citywide Arts Opportunities

A Thriving Minds After-School student hands out lanterns for the Aurora Project, a partnership with Fossil, the Crow Collection of Asian Art and Big Thought.

A piece of artwork created for the Dallas Love Project, which helped after-school students connect history and the arts as part of the city’s remembrance of JFK.
Businesses and Professionals

Half Price Books helps make literacy the foundation for creative expression.

The Perot Museum of Nature and Science uses exploration and curiosity for powerful STEAM lessons.
The Unusual Suspects

Big Thought integrates the arts and service-learning through partnerships with sports events and organizations.
The Process of Engaging Your Community

Learn

- Have conversations with the community
  (artists, teachers, administrators, parents, nonprofits, funders and elected officials)
- Conduct surveys, interviews, asset mapping, etc.
- Inventory the potential resources your community has

Share

- Share the findings with influencers
  (City and school boards, legislators, community leaders)
- Share the findings with possible partners

Enlist & Articulate

- Invite people to join
- Define the outcomes that the partnership will accomplish
- Articulate the vision and the expectations for achieving it

Organize

- Define governance structures
- Assign roles and responsibilities
- Create accountability mechanisms
Resources

*Arts In Afterschool: Integrating the Arts with Other Subjects* (SEDL Afterschool Training Toolkit)

**What Is It?**
Integrating the Arts with Other Subjects combines the creative engagement of arts activities with content from other subject areas, such as math, science, language arts, social studies, and technology. There are many ways to integrate the arts with specific content areas. For example, an interplanetary travel brochure combines science content with art skills.

There are many types of arts-integrated activities. Some examples are project- or problem-based, or thematic projects that require collaboration and incorporate content...
Resources

The Arts and Afterschool Programs: A Research Synthesis (SEDL)
Resources

Arts Enrichment in Afterschool (Afterschool Alliance Issue Brief)

ILLINOIS QUALITY AFTERSCHOOL
Resources

Common Core and the Arts
(Arts Education Partnership)
Resources

*Something to Say: Success Principles for Afterschool Arts Programs From Urban Youth and Other Experts* (The Wallace Foundation)