

## ARTIST STATEMENT

*"As cliché as it sounds, I've been drawing ever since I can remember. I decided to take art classes in high school to explore opportunities with art in the future and discovered I loved to create my designs over bright colors with bold black lines. My inspiration for this piece was the freedom that comes with art. The crazy and random designs, in a way, represent the craziness that comes with art, allowing one to express oneself and find freedom. When creating the picture, I knew I wanted to incorporate ballerina slippers, the drama masks, music notes and paint to cover all areas of the fine arts while also showing my own artistic style with the bright colors and paisley design."*

- Holly Johnson  
Hinsdale South High School

The IAAE Awards Ceremony will be held at the Governor's Mansion in Springfield on March 14, 2013. The IAAE recognizes individuals and organizations who have contributed outstanding service to the field of arts education during the past year. Along with the poster contest winners the following categories will be recognized:

- Arts Educator • Arts Exemplar
- Public and Community Service
- Industry/Business Partner
- Artist • School Administration and • IAAE Organization.

## Illinois Arts Education Week

is a great time to advocate for arts education and plan family, school and community arts events. Use this poster to reinforce the importance of the arts in the academic and social development of students and arts education in your community. Share this information with administrators, teachers, parents, and community members. The artwork for this poster was selected from an annual contest which is coordinated by the Illinois State Board of Education. This year's poster contest winners will receive recognition at the annual IAAE Awards

Ceremony at the Governor's Mansion on March 14, 2013. The winners are: **First Place** - Holly Johnson, Art Instructor - Mr. Greg Gardner, Hinsdale South High School, District 86, Darien, IL; **Second Place** - Kelly Henaughan, Art Instructor - Mrs. Louise Miller, St. Charles East High School, District 303, St. Charles, IL; and **Third Place** - Trystin Mansfield, Art Instructor - Ms. Andrea Collins, DuQuoin High School, District 300, DuQuoin, IL. Please refer to the ISBE website at [www.isbe.net/grants/arts\\_week](http://www.isbe.net/grants/arts_week) in August 2013 for information about the upcoming 2014 poster contest.

## RESOURCES

*These resources include multiple evidence-based research studies, curricular resources for educators, and information on National Arts Education programming.*

**Arts with the Brain in Mind** (2001) uses research on the brain and learning to make a definitive case for making the arts a core part of the curriculum of all subject areas. Eric Jensen explains how to use musical, visual and kinesthetic arts to enhance brain development, develop thinking skills, and make classrooms more positive and inclusive. The book is available online at [www.ascd.org](http://www.ascd.org) or [www.amazon.com](http://www.amazon.com).

**Champions of Change: The Impact of the Arts on Learning** (1999) is a comprehensive report compiling several major studies that provide new evidence of enhanced learning and achievement when students are involved in a variety of arts experiences. Information on ordering this publication or downloading a free PDF version is available on the Arts Education Partnership website, [www.aep-arts.org](http://www.aep-arts.org).

**Critical Evidence: How the Arts Benefit Student Achievement** (2006) responds to the needs of policymakers, educators, parents and advocates for fact-based, non-technical language documenting the most current and compelling research in the value of arts learning experiences. Information on ordering this publication or downloading a free PDF version is available on the Arts Education Partnership website, [www.aep-arts.org](http://www.aep-arts.org).

**Critical Links: Learning in the Arts and Student Academic and Social Development** (2002) summarizes and discusses 62 research studies that examine the effects of arts learning on students' social and academic skills. The research studies cover each of the art forms and have been widely used to help make the case that learning in the arts is academic, basic, and comprehensive. Information on ordering this publication or downloading a free PDF version is available on the Arts Education Partnership website, [www.aep-arts.org](http://www.aep-arts.org).

**Integrated Curriculum Arts Project (ICAP)**, coordinated by the Illinois Alliance for Arts Education (IAAE), published by the Illinois State Board of Education, (2002). This guide provides fine arts integrated lesson plans that build on and extend the work of the Illinois Learning Standards for Fine Arts. Available by contacting the Illinois State Board of Education, 100 North First Street, Springfield, IL 62777-0001 or (217) 524-4832 or e-mail: [arts@isbe.net](mailto:arts@isbe.net).

**Making a Case for the Arts: How and Why the Arts are Critical to Student Achievement and Better Schools** (2006) describes the benefits of arts education based on new research published by the Arts Education Partnership and can be used for many advocacy purposes. Information on ordering this brochure or downloading a free PDF version is available on the Arts Education Partnership website, [www.aep-arts.org](http://www.aep-arts.org).

## UPCOMING ART EVENTS

**Youth Art Month (YAM - March)**  
Illinois Art Education Association (IAEA)  
Judy Krueger, YAM Coordinator  
IllinoisYAM@gmail.com  
www.ilaea.org

**Music in Our Schools Month (March)**  
“Music Education - Orchestrating Success”  
National Association for Music Education  
www.nafme.org

**2013 NAEA National Convention**  
National Art Education Association  
March 7-10, 2013 - Fort Worth, TX  
www.arteducators.org

**The Concert for Music in Our Schools Month**  
formerly *The World's Largest Concert*  
Free music and audio tracks online  
www.nafme.org/concert

**2013 National Forum: Arts, Education,  
and the Next America**  
Arts Education Partnership (AEP)  
April 4-5, 2013 - Washington D.C.  
www.aep-arts.org

**Arts Advocacy Day**  
The 2013 National Arts Action Summit  
April 8-9, 2013 - Washington, DC  
www.artsusa.org

**35<sup>th</sup> Annual Illinois High School  
Dance Festival**  
Saturday, May 11, 2013  
Maine West High School, DesPlaines  
www.ihsdance.org

**One State Together in the Arts Conference**  
Arts Alliance Illinois  
June 24-25, 2013 - Moline, IL  
www.artsalliance.org

**36<sup>th</sup> Illinois Shakespeare Festival**  
Illinois State University  
Ewing Manor  
July 5 - August 10, 2013 - Normal, IL  
www.thefestival.org

**Public Events - Illinois State Museum**  
Springfield, Chicago and more  
www.museum.state.il.us/events

**IAAE Arts Professional Development Institute**  
Arts Alive - July 2013  
See IAAE website for specific information  
www.illinoisalliance4artsed.org

**National Arts and Humanities Month**  
October 2013  
www.artsusa.org/get\_involved/advocacy/  
nahm

**National Arts in Education Week**  
September 8-14, 2013

**Illinois Art Education Association (IAEA)**  
Fall Conference: Past, Present and Future  
October 24-26, 2013 - Lisle, IL  
www.ilaea.org/iaea

## The Arts as a Core Academic Subject

In 1997 Illinois became one of the first states to develop and adopt learning standards. The Illinois Learning Standards define what all students in Illinois public schools should know and be able to do as a result of their elementary and secondary schooling in the content learning areas of English language arts, mathematics, science, social science, physical development and health, fine arts, and foreign languages. With the passage of the No Child Left Behind Act, which President Bush signed into law in 2002, the arts are now recognized at the federal level as a core academic subject.

### Illinois Learning Goals and Standards for the Fine Arts

The Illinois Learning Goals and Standards for the Fine Arts were developed using the National Standards for Arts Education, the 1985 State Goals for Fine Arts, various other national and state resources, and local standards contributed by team members. The Goals and Standards address the language of the fine arts; sensory elements; organizational principles; expressive qualities; and how the arts are similar, different, or related to each other. They define what a comprehensive arts education curriculum should encompass and reflect a commitment to a quality education for every Illinois student. The Illinois State Board of Education has also developed performance descriptors for each Standard to guide Illinois educators as they assist their students in meeting performance expectations at ten stages of educational development.

STATE GOALS	Why These Goals Are Important
<b>25 Know the language of the arts.</b>	Through observation, discussion, interpretation and analysis, students learn the “language” of the arts. They learn to understand how others express ideas in dance, drama, music and visual art forms. In addition to acquiring knowledge essential to performance and production, students become arts consumers (e.g., attending live performances or movies, purchasing paintings or jewelry, or visiting museums) who understand the basic elements and principles underlying artworks and are able to critique them.
<b>26 Through creating and performing, understand how works of art are produced.</b>	Students acquire skills to produce and perform dance, drama, music and visual art. They learn to use media, tools and technologies. They learn to shape ideas and emotions into sounds, images and actions. As students create and perform their own artworks and review the works of others, they become more imaginative, strengthen their problem-solving skills and learn to respond to the creativity of others. Creating and performing are at the core of the fine arts. Students also learn about the role of the artist (e.g., dancer, painter, actor, director, scriptwriter, musician).
<b>27 Understand the role of the arts in civilizations, past and present.</b>	The arts are a record of civilizations, past and present. Artists are influenced by—and influence—the times and places in which they live and work. As students learn through the arts about people and civilizations, they learn about others and themselves. Also, students learn about careers related to this goal (e.g., animator, curator, art historian, sound technician).

The above information is excerpted from the Illinois Learning Standards, adopted July 1997 by the Illinois State Board of Education. The complete version of the Illinois Learning Standards can be downloaded and printed at: [www.isbe.net/ils](http://www.isbe.net/ils)

*“It’s not good enough to know just math, English, or science. You have to be able to put it all together, and hopefully in a way that no one else has figured out how to do before. To be the next great inventor of something we haven’t dreamed of yet, you need to have creative skills.”*

*- Lieutenant Governor Sheila Simon*

**39<sup>th</sup> Annual Illinois High School  
Theatre Festival**  
January 9-11, 2014  
Illinois Theatre Association  
[www.illinoistheatre.org](http://www.illinoistheatre.org)

**Illinois Music Education Conference**  
January 22-25, 2014 – Peoria, IL  
[www.ilmea.org/events](http://www.ilmea.org/events)

## INTERNET RESOURCES

*Access the following websites for activities, curricula and resources to keep up-to-date on news and issues concerning arts education.*

**Americans for the Arts**  
[www.artsusa.org](http://www.artsusa.org)

**Arts Alliance Illinois**  
[www.artsalliance.org](http://www.artsalliance.org)

**Arts and Education Exchange**  
[www.ArtsEducationExchange.org](http://www.ArtsEducationExchange.org)

**ArtsEdNet**  
[www.getty.edu/education](http://www.getty.edu/education)

**Arts Education Partnership**  
[www.aep-arts.org](http://www.aep-arts.org)

**Arts for Learning**  
[www.arts4learning.org](http://www.arts4learning.org)

**Dance USA**  
[www.danceusa.org](http://www.danceusa.org)

**Federal Resources  
for Educational Excellence**  
[www.free.ed.gov/index.cfm](http://www.free.ed.gov/index.cfm)

**IDEA - International Drama/Theatre  
and Education Association**  
[www.idea-org.net](http://www.idea-org.net)

**Illinois Arts Council**  
[www.state.il.us/agency/iac](http://www.state.il.us/agency/iac)

**Illinois State Board of Education**  
[www.isbe.net/grants](http://www.isbe.net/grants)

**Illinois Theatre Association**  
[www.illinoistheatre.org](http://www.illinoistheatre.org)

**Library of Congress**  
[www.loc.gov/index.html](http://www.loc.gov/index.html)

**National Art Education Association**  
[www.arteducators.org](http://www.arteducators.org)

**National Assembly of State Arts Agencies**  
[www.nasaa-arts.org](http://www.nasaa-arts.org)

**National Endowment for the Arts**  
[www.arts.endow.gov](http://www.arts.endow.gov)

**National Gallery of Art**  
[www.nga.gov/education/classroom](http://www.nga.gov/education/classroom)

**The Art Institute of Chicago**  
[www.artic.edu/aic](http://www.artic.edu/aic)

**The Kennedy Center**  
[www.kennedy-center.org](http://www.kennedy-center.org)

**U.S. Department of Education  
No Child Left Behind**  
[www2.ed.gov/nclb/landing.jhtml](http://www2.ed.gov/nclb/landing.jhtml)

## 10 Lessons the Arts Teach

- 1. The arts teach children to make good judgments about qualitative relationships.**  
Unlike much of the curriculum in which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
- 2. The arts teach children that problems can have more than one solution**  
and that questions can have more than one answer.
- 3. The arts celebrate multiple perspectives.**  
One of their large lessons is that there are many ways to see and interpret the world.
- 4. The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity.**  
Learning in the arts requires the ability and a willingness to surrender to the unanticipated possibilities of the work as it unfolds.
- 5. The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know.** The limits of our language do not define the limits of our cognition.
- 6. The arts teach students that small differences can have large effects.**  
The arts traffic in subtleties.
- 7. The arts teach students to think through and within a material.**  
All art forms employ some means through which images become real.
- 8. The arts help children learn to say what cannot be said.**  
When children are invited to disclose what a work of art helps them feel, they must reach into their poetic capacities to find the words that will do the job.
- 9. The arts enable us to have experience we can have from no other source**  
and through such experience to discover the range and variety of what we are capable of feeling.
- 10. The arts' position in the school curriculum symbolizes to the young what adults believe is important.**

SOURCE: *The Arts and the Creation of Mind*, (2002) Eisner, E., Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press. Available from NAEA Publications. The above chart is available in 52 languages at the National Art Educators Association's website along with other valuable information concerning arts education: [www.arteducators.org/advocacy/10-lessons-the-arts-teach](http://www.arteducators.org/advocacy/10-lessons-the-arts-teach)



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### For more information concerning the IAAE:

Illinois Alliance for Arts Education  
315 East Dresser Road  
DeKalb, IL 60115  
Phone: 815-756-7615  
Email: [barbarah79@comcast.net](mailto:barbarah79@comcast.net)  
[www.illinoisalliance4artsed.org](http://www.illinoisalliance4artsed.org)

### For additional posters:

Illinois State Board of Education  
College and Career Readiness Division (N-242)  
100 North First Street  
Springfield, IL 62777-0001  
Phone: 217-524-4832  
Email: [arts@isbe.net](mailto:arts@isbe.net)