Partnerships and Community Engagement to Integrate Art

Educator builds partnerships that bring local artists into the learning environment and/or takes students out into the community to share their artistic expression.

Key Method

The educator creates a partnership with local artists or arts organization to enhance the integration of art into the classroom environment. This partnership provides students with continued exposure to the idea of art as a lifelong benefit.

Method Components

What is Outreach?

The educator, networking with fellow teachers, begins discussing a partnership with community artists and organizations to support arts integration in the classroom and/or the school.

Components of Outreach and Building a Successful Partnership

- Decide what art project you and your class/school would like to create.
- Brainstorm a list of possible partners.
- Reach out to prospective partners via letter, email, phone call.
- Invite interested partner(s) to meet and discuss the project.
  - Make sure to share perspectives from all sides of the partnership regarding benefits, concerns, and intended outcomes.
- Determine the roles/contributions of the teacher and partner.
- Establish a timeline for completion of the project.
- After completing the art project, celebrate your collaboration.
  - Publicize to local entities and shareholders.
- Begin planning the next project with your community partner.

Possible Partnerships

Be creative in your thinking! Think beyond the world of individual artists.

- Museums
- Art galleries

- Service and/or cultural organizations
- Corporations (Wal-Mart, Safeway, Target, etc.)
- Craftspeople (welders, masons, carpenters, etc.)
- Naturalists
- Environmentalists
- Universities
- Senior or community centers
- GoFundMe

Purposeful Partnerships

- Entrepreneurial
- Pay it forward
- Service learning
- Senior organizations
- Animal shelters

Opportunities for Partnerships

- Local galleries, restaurants, and coffee houses
- Performances at coffee houses and concert venues
- Festivals and farmers' markets

Things to Consider

Student safety is always our primary focus. The vetting of volunteers is paramount to creating the right partnership. Always speak with a district administrator about current policy regarding work with outside organizations, whether they are faith-based, civic, social, or service organizations.

Supporting Research

Andrade, H., et al. (2014). Formative assessment in the visual arts. *Art Education*, *67*(1). Retrieved from

http://connection.ebscohost.com/c/articles/93290484/formative-assessment-visual-arts

The article discusses the Artful Learning Communities project, which aimed to help elementary and middle school arts teachers to assess learning in the arts, promote student art achievements through assessment, and develop the ability of teachers to systematize their assessment through the use of feedback.

Appel, M. P. (2006). Arts integration across the curriculum. *Leadership, 36*(2), 14-17. Retrieved from

https://eric.ed.gov/?id=EJ771707

In this article, the author discusses the benefits of arts integration; emphasizes that arts integration requires careful thought, planning, and assessment; and provides an example of a successful collaboration between arts providers, schools, a county office of education, and the University of California in which professional development is provided to educators during an intensive summer institute and a follow-up session during the fall.

Chappell, S. V., & Cahnmann-Taylor, M. (2013). No child left with crayons: The imperative of arts-based education and research with language "minority" and other minoritized communities." *Review of Research in Education, 37(1)*, 243-268. Retrieved from

http://journals.sagepub.com/doi/abs/10.3102/0091732x12461615

Ballengee-Morris, C., & Stuhr, P. L. (2015). Multicultural art and visual cultural education in a changing world. *Art Education, 54*(4), 6-13. Retrieved from

https://www.tandfonline.com/doi/pdf/10.1080/00043125.2001.11653451?needAccess=true

Latham, K. (2017). Integrating art into the classroom: a necessary component of a well-rounded education. Honors College Capstone Experience/Thesis Projects, paper 717. Retrieved from

http://digitalcommons.wku.edu/stu_hon_theses/717

Pitts, S. E. (2016). Music, language and learning: Investigating the impact of a music workshop project in four English early years settings. *International Journal of Education & the Arts*, *17*(20). Retrieved from

http://www.artsedsearch.org/study/music-language-and-learning-investigating-the-impact-of-a-music-workshop-project-in-four-english-early-years-settings/

Winner, E., et al. (2013). *Art for Art's Sake? The Impact of Arts Education*. Organisation for Economic Co-operation and Development (OECD).

https://books.google.com/bookshl=en&lr=&id=YPN_ffgNjr0C&oi=fnd&pg=PA3&dq=Arts+Education+Research&ots=jlUtVl1d

Resources

Articles

Defining Arts Integration

http://www.kennedycenter.org/education/partners/defining_arts_integration.pdf

More Schools Are Working to Integrate the Arts into Classroom Learning

https://www.washingtonpost.com/local/education/more-schools-are-working-to-integrate-the-arts-into-classroom-learning/2015/10/14/d36c2e64-7201-11e5-8d93-0af317ed58c9_story.html?noredirect=on&utm_term=.138fbabaa639

How Integrating Arts into Other Subject Areas Makes Learning Come Alive

https://www.kqed.org/mindshift/38576/how-integrating-arts-into-other-subjects-makes-learning-come-alive

The Art of Partnerships: Community Resources for Arts Education

http://www.kappanonline.org/art-partnerships-community-resources-arts-education/

"Improving Learning in Schools with Arts Partners in the Community: A Guide to Arts and Education Collaboration"

https://www.semanticscholar.org/paper/Learning-Partnerships%3A-Improving-Learning-in-with-A-Dreeszen-Aprill/c2280241d4837b2b0fcb0eac49ec90f2440173ab

Videos

Eric Berridge: Why Tech Needs the Humanities

https://www.ted.com/talks/eric_berridge_why_tech_needs_the_humanities

Liz Coleman: A Call to Reinvent Liberal Arts Education

https://www.ted.com/talks/liz_coleman_s_call_to_reinvent_liberal_arts_education

Mae Jemison: Teaching Arts and Sciences Together

https://www.ted.com/talks/mae_jemison_on_teaching_arts_and_sciences_together

Ken Robinson: Do Schools Kill Creativity?

https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Ken Robinson: Changing Education Paradigms

https://www.ted.com/talks/ken_robinson_changing_education_paradigms

Edutopia: Arts Integration for Deeper Learning in Middle School

Teaching Resources

The Kennedy Center—ArtsEdge

http://artsedge.kennedy-center.org/educators/how-to/series/arts-integration/arts-integration

Education Closet

https://educationcloset.com/2017/09/27/21st-century-skills-scales-susan-thomas/

Integrating Arts Learning with the Common Core State Standards

http://ccsesa.org/wp-content/uploads/2014/12/FINAL-Common-Core-Publication.compressed.pdf

Digital Narrative Examples

http://www.artsintegrationconsulting.com/resources/documentation-of-student/digital-narrative-examples/

Project Zero (Harvard Graduate School of Education)

http://www.pz.harvard.edu/

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and receive a proficient for all components in Part 2.

Part 1. Overview Questions

175-250 words

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will identify you to your reviewers.
● What type of art event or project are you going to organize?
● What means will you use to ascertain the type of project you want to create?
● How will you decide which artist/organization to partner with?

- **Passing:** The educator completely addresses the questions, which lay the groundwork for building the community partnership. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following **four artifacts** as evidence of your learning. *Please do not include any information that will identify you or your students to your reviewers.*

Artifact 1: Philosophy Statement

Write a 200- to 400-word philosophy statement to describe the community arts partnership you created. Include why you chose to pair the local entity with your learners. What benefits did both sides gain from working together? Describe the arts and content areas paired in the partnership. Include grade levels and pertinent demographic and cultural information.

Artifact 2: Budget

Submit a budget list for this community partnership. Account for who paid for different parts of the opportunity and include all donations of goods, services, and time.

Artifact 3: Evidence of Partnership

Submit 10−20 photos of the partnership in action (not just end products). Take care to protect the identity of students. One way to do this is to have students shield their faces with the work, or take the photo from over their heads/shoulders. Include captions for all photos.

Artifact 4: Anecdotes

Record and share 3–5 student and partner anecdotes surrounding the project. These should show evidence of new learning.
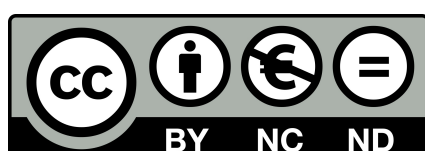
null	Proficient	Basic	Developing
Artifact 1: Philosophy Statement	200- to 400-word philosophy statement includes all: description of community arts partnership, why you chose to pair the local entity with your learners, benefits both sides gained, description of the arts and content areas paired, grade levels and pertinent demographic/cultural information. Grammar, spelling, and sentence structure enhance clear communication.	200- to 400-word philosophy statement includes some but not all: description of community arts partnership, why you chose to pair the local entity with your learners, benefits both sides gained, description of the arts and content areas paired, grade levels and pertinent demographic/cultural information. Grammar, spelling, and sentence structure allow for clear communication.	Fewer than half the required components listed are included in the description, and/or the description lacks significant detail. Grammar, spelling, and sentence structure may inhibit clear communication
Artifact 2: Budget	Budget list accounts for who paid for different parts of the opportunity, including all donations of goods, services, and time. Grammar, spelling, and sentence structure enhance clear communication.	Budget lacks apparent accounting for who paid for different parts of the opportunity, including all donations of goods, services, and time. Grammar, spelling, and sentence structure allow for clear communication.	Budget is significantly lacking detail. Grammar, spelling, and sentence structure may inhibit clear communication.
Artifact 3: Evidence of partnership	Evidence of partnership: Submit 10–20 photos of the partnership in action (not just end products). Identity of students is protected. All photos include captions.	Evidence of partnership: 5–9 photos of the partnership in action (not just end products). Identity of students is not always protected. Some photos include captions.	Evidence of partnership: Fewer than 5 photos of the partnership in action (not just end products). Identity of students is not (or is not always) protected. Few photos (or none) include captions.
Artifact 4: Anecdotes	3–5 student and partner anecdotes surrounding the project. Statements show evidence of new learning.	2 student and partner anecdotes surrounding the project. Evidence of new learning is vague.	1 student and partner anecdote surrounding the project. Statements lack evidence of new learning.

Reflection

400-500 words

Please answer the following reflective questions. Please do not include any information that will identify you to your reviewers.

Reflect: Share one positive opportunity that arose from the partnership and one negative or unexpected experience from the partnership. For both, include possible future impacts you will consider. Describe how both affect you as the educator and their impact on your learners. After this experience, how will you encourage more community involvement in your learning spaces?

- **Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.