

## Arts Education Definitions

**Arts Education (also “Learning IN the Arts”):** Instruction and programming in all arts disciplines—including but not limited to dance, music, visual art, theater, creative writing, media arts, and aesthetics. Arts education encompasses all the visual and performing arts delivered in a standards-based, sequential approach by a qualified instructor as part of the core curriculum. The most common courses provided in schools include Art (visual art), Band, Drama, and Choir.

**Arts in Education (also Integrated Arts Instruction, “Learning THROUGH the Arts”):** Students and classroom teachers partner with arts teachers, artists and arts and cultural institutions to integrate the arts into the curriculum of other subjects, such as math, literacy, science etc..

**Arts Exposure:** Students visit arts organizations and cultural institutions to see professional examples of the arts.

**Arts Instruction:** Sequential instruction in arts disciplines taught by certified specialists.

**Arts Performance Demonstrations:** Professional artists visit schools or out-of-school time programs and allow large groups of students (assemblies) to experience an art form or culture through performance, demonstrations, and audience participation.

**Arts Residency:** A residency is an intensive series of classroom sessions with a qualified teaching artist. Residencies are designed to immerse students in a particular art form, and most are also designed to teach another subject area (or areas) through that art form. Arts residencies can take place in non-school hour programs (after school, community-based programs).

**Assessment:** The process of using comprehensive evaluation tools to determine the value, significance, and level of skill or achievement reached as a result of an arts in education program.

**Co-Teaching Model:** Involves teacher-artist pairs integrating concepts from the arts and non-arts disciplines that reinforce each other. At different points, students’ experiences may focus more on the art form or on the non-arts subject, while at other times the arts and non-arts instruction appear seamless.

**Core Subject:** The body of knowledge that all students are expected to learn, as opposed to an elective.

**Curriculum:** A plan of instruction that details what students are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place. Curriculum areas include math, science, social studies, language arts, visual arts, music, dance, theatre, physical education, technology, health, etc.

**Equity:** The state of educational impartiality and fairness in which all children—minorities and nonminorities, males and females, successful students and those who fall behind, students with special needs and students who have been denied access in the past—receive a high-quality education and have equal access to the services they need in order to benefit from that education.

**Inquiry:** A process in which students investigate a problem, devise and work through a plan to solve the problem, and propose a solution to the problem.

**Interdisciplinary Curriculum:** A curriculum that consciously applies the methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

**Integrated Arts Instruction:** see Arts in Education

**Multiple Intelligences:** A set of theories about how people learn in a variety of ways. Howard Gardner a professor at the Harvard Graduate School of Education, developed and introduced the theory that there is not a single "intelligence" but rather that there are eight intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic.

**No Child Left Behind:** The NCLB Act reauthorizes the Elementary Secondary Education Act and incorporates the following principles: increased accountability for states, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for states and local educational agencies (LEAs) in the use of federal education dollars; and a stronger emphasis on reading, especially for our youngest children. The NCLB Act strengthens Title I accountability by requiring states to implement statewide accountability systems covering all public schools and students.

**Standards:** Statements of what students should know and be able to demonstrate. Various standards have been developed by national organizations, state departments of education, districts, and schools.

**Teaching Artist:** A Teaching Artist is a professional visual, performing, or literary artist who works in schools and in the community. The Teaching Artist may perform for the students and teachers, may work in long term or short-term residencies in classrooms or in a community setting, or may lead in program development through involvement in curricular planning and residencies with school partners.

**Title 1 Funds:**

Federal funds that are given to enable all children to meet high academic standards and to provide extra resources to improve instruction in high-poverty schools to ensure that poor and minority children have the same opportunities as other children to meet the challenging academic standards. These funds often surface for special teacher education programs, technology improvements, program-linked materials, research-based curricular changes, etc.