



DID YOU KNOW???

“The integration of cross-curriculum teaching techniques has been demonstrated to improve overall student performance. Teachers striving to incorporate art inspired instruction into their classrooms may enhance the students’ overall performance in other content areas.” (Hopper, 2010, p.3)

“Officials further noted that arts provide opportunities for students to feel successful because arts offer a variety of learning opportunities that meet a wide range of intelligences and learning styles.”(Gullat, 2007, p.214)

“Student benefits of art integration include: Elaborate and creative thinking and problem solving, verbal and nonverbal expressive abilities, applied learning in new contexts, increased skills in collaboration, increased self-confidence, and higher motivation” (Brown, 2007, p.173)

“This increased aesthetic perception of natural and manmade phenomena enhances students’ sensibilities impacting artwork, writing and observational skills” (Andrzejczak, 2005, p.2). Students are aware that art is about adding details, therefore, if art is an integral part of a student’s schooling, they will carry over their attention to details in reading and writing.

The mean score of the quizzes with a visual art project was 5.5 and the mean score of the quizzes without a visual arts project was 5.3. This shows that our students had slightly higher comprehension on the selected passages after they had done their piece of art that related to the story. When students use multiple ways to monitor their understanding of the story, comprehension increases.

Gravalin, K., & Maki, K. (2013), *The Effects of Visual Arts on Reading Comprehension of 3rd Grade Learners: An Action Research Paper*, *Masters of Arts in Education Action Research Papers: Paper 4*, Saint Paul, Minnesota: Saint Catherine University.

A recent study by Winner and Hetland (2007) revealed “a remarkable array of mental habits” that students learn in the art classroom that are not emphasized in other areas of the school curriculum. They include visual-spatial abilities, reflection, self-criticism, and the willingness to experiment and learn from their mistakes. These are some of the important skills needed in today’s workplace that are not being addressed by No Child Left Behind or by high-stakes testing.

“the arts teach children that problems can have more than one solution and that questions can have more than one answer” (Eisner, 1985)

Because art is a universal language, students from all cultural and economic backgrounds can find a home in the art classroom. When students are enthusiastic about learning, they are more likely to come to school and to stay in school. Educators must find ways for all students to have multiple opportunities for success.

Why does middle-level art matter? Learning and innovation skills will help to ensure that our students are prepared for increasingly complex life and work environments in the 21st century. According to the Partnership for 21st Century Skills (www.21stcenturyskills.org), these skills include creativity and innovation, critical thinking and problem-solving, and communication and collaboration.

Rushlow, B.B. (2007), Why Middle School Art Matters, *Middle Matters*, November 2007, Vol. 16, No. 2, Alexandria, Virginia: National Association of Elementary School Principals.

Research shows that students at risk of not successfully completing their high school educations cite their participation in the arts as a reason for staying in school. **iv**

Students who take four years of arts and music classes while in high school on average score about 100 points better on their SATs than students who took only one-half year or less. **v**

The average GPA of students who earned arts credits in high schools was 3.17 vs. 2.97 for students who earned low or no arts credits. **vi**

Low-income students with few or no arts credits are 5 times more likely not to graduate than their peers who earned many arts credits
Low-income students with intensive arts experiences in high school were 3 times more likely than students who lacked to earn a bachelor's degree. They also were more likely to earn "mostly A's" in college.

Low-income students were 4 times more likely to participate in student government and school service clubs when they have arts-rich experiences. **vii**

School and Arts Together! Why Arts Education Matters:

iv Critical Evidence, National Assembly of State Arts Agencies, 2006.

v The College Board, 2011. 2011 College-Bound Seniors: Total Group Profile Report.

vi Catterall, J.S., Dumais, S.A., & Hampden-Thompson, G. (2012), The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, *Research Report #55*, National Endowment for the Arts, Washington, DC: Library of Congress.

vii Catterall, J.S., Dumais, S.A., & Hampden-Thompson, G. (2012), The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies, *Research Report #55*, National Endowment for the Arts, Washington, DC: Library of Congress.

Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers.

At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied.

Most of the positive relationships between arts involvement and academic outcomes apply only to at-risk populations (low-SES). But positive relationships between arts and civic engagement are noted in high-SES groups as well.

Catterall, J.S., Dumais, S.A., & Hampden-Thompson, G. (2012), *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, *Research Report #55*, National Endowment for the Arts, Washington, DC: Library of Congress.
