

**Arts Language Proposal for the re-authorization of
PUBLIC LAW 107-110--Jan. 8, 2002
The No Child Left Behind Act**

Respectfully submitted by the Arts Legislative Language Committee
Patty Bode and Dennis Fehr, Co-chairs

Section 1. Title V, Part A, Subpart 15, Arts in Education is amended—

(a) in subsection 5551(a)(1) by inserting “The arts are defined as creative activities and products of the theater, the visual arts, dance, music, and multimedia combinations of the above, and shall be henceforth referred to as ‘the arts disciplines’”; and

(b) “To foster divergent thinking as a counterbalance to the convergent thinking fostered by most school curricula, a goal of public education from Early Childhood through twelfth grade shall be that all children are taught the arts by arts specialists certified in their respective arts disciplines by accredited institutions of teacher education. Arts specialists shall demonstrate competence in the fundamentals of their respective disciplines. A further goal is that teachers of other subjects from Early Childhood through twelfth grade shall integrate the arts with the teaching of those subjects. The teaching of art by teachers of other subjects shall not replace the teaching of the arts by art specialists, but shall occur in addition to it.” and

(c) in subsection 5551(a)(2) by inserting “A goal of public education from Early Childhood through twelfth grade shall be for all children to receive an average of sixty minutes of art instruction per week, under the guidance of specialists in the respective arts disciplines. This instruction is to occur during the regularly scheduled school day. Arts instruction time shall not be interrupted to tutor children in other subjects or to prepare them for assessment examinations in other subjects. Arts instruction from Early Childhood through twelfth grade shall receive its allocation of Title I funding to help achieve this and other goals delineated in this law”; and

(d) “A goal of public education from Early Childhood through twelfth grade shall be that arts education shall include instruction in visual arts, music, dance, and theater for every child in the public schools of the United States”; and

(e) in subsection 5551(a)(3) by inserting “The study of arts forms created by artists and communities representing multiple races, ethnicities, cultures, religious affiliations, gender identities and under-represented groups, as well as traditionally recognized groups, shall be included in all arts curricula”; and

(f) “To involve community museums, arts centers, performance facilities, institutions of higher education, cultural and civic organizations, and other arts venues in school arts programs, the schools shall establish relationships with such entities as may exist in their communities. These arts venues shall align their collaborative efforts with local, state and national arts education standards”; and

(g) "To teach children to interpret media messages critically, arts curricula shall include study of mass media, visual culture, popular culture, government documents, educational materials, and entertainment and commercial productions, with age-appropriate attention given to how these means of visual communication manipulate arts and aesthetic content to influence thought and emotion"; and

(h) "To create a civically engaged and ethical citizenry, study of the arts shall include age-appropriate examination of social justice and ethical questions posed by artworks throughout history and across world cultures "; and

(i) "Arts education curricula shall draw from the wisdom of traditional, contemporary, child-centered and curriculum-centered theories of arts pedagogy"; and

(j) "Because the world is increasingly replacing text with imagery to transmit information, thus requiring visual literacy on the part of future generations; and because creative problem solving and multiple forms of intelligence are playing an increasingly important role in world events, the need to assess student knowledge within the arts is as important as the need to assess student knowledge in other disciplines; therefore, assessment in the arts shall be conducted using multiple instruments, which can include but are not limited to the following:

(1) The portfolio: A collection of the work of an individual student that shows progress over time.

(2) The rubric: A table of criteria that precisely defines quality through varying levels of benchmark characteristics. These tables establish teacher expectations for students.

(3) Pre-assessment: A means of establishing a student's knowledge and/or interests prior to instruction. When compared to performance at the end of instruction, this information enables teachers to measure individual student progress. It also aids teachers in modifying instructional objectives to fit student needs.

(4) Teacher/student conferencing: Dialogue between teacher and students (individual or group), the purpose of which is to assess the student's ability to discuss art concepts. This method enables students to make connections through dialogue and develop verbal strengths in the arts.

(5) Student self-evaluation: This practice develops the critical ability to assess one's own work in comparison to project objectives. The focus of such inquiry is to increase complex thinking, awareness, and creative problem-solving ability.