Why Art Education is Essential
Kansas Art Education Association’s Presentation on Graduation Requirements
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President of the Kansas Art Education Association

18 Years Experience in Art Education

- 18 years at Sterling Grade School USD 376
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Board Member of the Kansas Art Education Association

13 Years Experience in Art Education

- 7 years K-12 at Jackson Heights USD 335
- 6 years K-6 Auburn-Washburn USD 437
Who We Are

Mission Statement
The Kansas Art Education Association is dedicated to the advancement of human and cultural understanding through the study of art by providing opportunities for professional growth and development, exchange of knowledge and ideas, and service and leadership for the advancement of quality art education.
The Arts Are Essential

The visual arts are an essential part of a well-rounded education, basic to the education of all students.

## Goals for Today

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The 4 C’s

Visual arts education provides every student opportunities to develop the essential 21st century learning skills of communication, collaboration, creativity, critical thinking and problem solving.

From the Partnership for 21st Century Learning:

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today’s world and those who are not. These skills include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

“Soft skills get little respect but will make or break your career.”

-Peggy Klaus
“Soft Skills”

The fine arts are designed to build qualities like individuality and “soft skills” such as

- communication
- cultural awareness
- social awareness
- the ability to cooperate and work as a team
- the ability to identify and solve unique problems

…and to help students grow emotionally and intellectually in ways other courses are not.
Visual Art = Communication

The practice of Visual Art is literally prehistoric.

Art is a form of communication older than written language.

Pictured: Chauvet Cave, Ardèche, France. Dated to: 30,000 to 28,000 B.C.

https://www.smithsonianmag.com/history/journey-oldest-cave-paintings-world-180957685/
Art = Communication

This artwork was created by a student at Jackson Heights High School. The visual information along with the student’s artist statement helped him communicate his ideas to others.

The student in the photograph spent several minutes contemplating the artwork when on display at the Kansas Youth Art Month exhibition.
In 1941 President Franklin D. Roosevelt outlined the Four Freedoms in his annual message to Congress.

Freedom of Speech, Freedom From Want, Freedom From Fear, Freedom of Worship

Roosevelt saw the Four Freedoms as both a national ideal and one that was needed “everywhere in the world.” Despite attempts by FDR and government agencies, the ideas failed to catch public attention.

In 1942, the White House turned to artists to solve this problem. Norman Rockwell took on the challenge and created a series of 4 paintings which were published in the Saturday Evening Post and helped to finally get the ideas of the Four Freedoms into the public eye.
The basic definition of visual literacy is the ability to read, write and create visual images. It is a concept that relates to art and design but it also has much wider applications. **Visual literacy is about language, communication and interaction.** Visual media is a linguistic tool with which we communicate, exchange ideas and navigate our complex world.

The importance of the visual culture to contemporary life makes it imperative that education includes learning to make meaning of multi-faceted visual information and experiences.

https://visualliteracytoday.org/what-is-visual-literacy/#:~:text=The%20basic%20definition%20of%20visual,about%20language%2C%20communication%20and%20interaction
https://www.arteducators.org/advocacy-policy/articles/519-naea-position-statement-on-graduation-requirements-in-the-visual-arts
72% of Americans believe the Arts unify us regardless of age, race or ethnicity.

Source: Americans for the Arts
Art Helps Kids Connect to School

Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school.

Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors and are also more likely to

- have better academic achievement, including higher grades and test scores,
- have better school attendance
- and stay in school longer

https://www.apa.org/pi/lgbt/programs/safe-supportive/school-connectedness

For many students, art classrooms are their safe place, where they feel most connected to school.
We believe the arts are integral to student success.
The Purpose of Art Education

Over time the goals of art education have shifted in order to prepare students for society’s needs.

- **1800s -** Mechanical drawing, copied patterns because draftspeople needed
- **1930s -** Drafting, etc to prepare students for trades
- **1950s -** Developing creative thinking to compete in space race
- **1980s -** Discipline Based Art Education emphasized criticism, aesthetics, and art history in addition to production

In 2014 The National Visual Arts Standards were updated to reflect today’s needs with the philosophical foundations of the arts as communication, creative personal realization, cultural/history connectors, a means to well-being, and community engagement.

https://www.nationalartsstandards.org/
Art Courses Can Boost Achievement

- Arts education is associated with lower dropout rates, as well as better academic outcomes;
- Participating in arts programs can predict students’ school engagement and persistence toward graduation;
- Taking art courses can help students to develop socioemotional skills valued in social relationships, the workplace, and education settings, such as collaboration and teamwork skills, social tolerance, and self-confidence; and
- Engaging in arts activities fosters students’ critical/creative thinking and problem-solving skills (National Dropout Prevention Center/Network at Clemson University, 2017).

https://www.nsba.org/ASBJ/2020/February/Not-Only-Arts-Sake
The benefits of strong visual arts education are enough to stand on their own.

However...

“Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics.”

“Multiple independent studies have shown increased years of enrollment in arts courses are positively correlated with higher SAT verbal and math scores. High school students who take arts classes have higher math and verbal SAT scores than students who take no arts classes.”

Critical Evidence: How the Arts Benefit Student Achievement
The Studio Thinking Project, part of Harvard’s Graduate School of Education, studied the kinds of habits of mind implicitly and explicitly taught in strong visual arts classes.

**Develop Craft** (Technique & Studio Practice)

**Engage & Persist** (Finding Passion & Sticking with It)

**Envision** (Imagining & Planning)

**Express** (Finding & Showing Meaning)

**Observe** (Looking Closely)

**Reflect** (Question & Explain and Evaluate)

**Stretch & Explore** (Play, Use Mistakes & Discover)

**Understand Art Worlds** (Domain & Communities)

These are some of the skills that will serve students no matter what they choose for their future careers.
“Creativity can be defined as the ability to generate new and adaptive ideas or novel solutions to problems and it is thus considered as fundamental for human civilization (Sternberg and Lubart, 1999; Takeuchi et al., 2011)...

Divergent thinking is characterized by the production of many different original solutions – rather than only one”

Arts Courses are a great place to provide students the opportunity for divergent thinking. In many general education courses there is one correct answer for students to find. In visual arts classes, divergent thinking is developed and encouraged.

The Arts ARE Career Preparation
Art Careers in Kansas

How many art jobs were held in the state of Kansas in 2019?

45,663

Source: U.S. Bureau of Economic Analysis
The arts assist in one’s development in innovative ways that can provide successes that go beyond the present.

Jobs that can be automated, ARE being automated.  
It is likely that a large percentage of our students’ future careers do not yet exist.

“Today, the defining skills of the previous era —the ‘left brain’ capabilities that powered the Information Age —are necessary but no longer sufficient. And the capabilities we once disdained or thought frivolous —the ‘right-brain’ qualities of inventiveness, empathy, joyfulness, and meaning —increasingly will determine who flourishes and who flounders.”
—Daniel H. Pink, A Whole New Mind: Why Right-Brainers Will Rule the Future
Career Preparation: Art Skills in Demand

Given the research on employment trends and, anticipating that a variety of new career opportunities will emerge over time, that visual arts education is essential to every learner’s educational foundation and training for future employment in an increasingly complex and interconnected world.

When surveyed, CEOs identified creativity as the number one trait sought when hiring.

Since learners are future contributors and creative leaders of tomorrow’s workforce, this underscores the importance that every learner must have ongoing access to sequential visual arts education throughout their PreK-12 education.

Visual Arts Education is Forward Thinking

Learning in the visual arts benefits all areas of the business, industry, research, and service sectors. In addition, gainful careers in a variety of art, design, and digital-related fields are abundant and comprise a multi-billion-dollar industry in many states and provinces. When considered nationally and globally, the financial impact of the arts is compounded exponentially. Providing visual arts education to all individuals is forward thinking, preparing them for successful employment now and in the future.

ENTREPRENEURIAL EXPERIENCES Students identify a compelling social or market problem and mobilize resources to research and solve it. Leveraging input and support from multiple stakeholders, students iteratively analyze, prototype, implement, reflect and adapt potential solutions. Outputs of MVA-level entrepreneurial experiences include a market and stakeholder research summary, a ‘business plan’ that includes an assessment of costs and benefits associated with development or operation of their solution, and feedback from relevant external stakeholders obtained through exhibition or ‘shark-tank’ type pitch opportunities.

Fictional Jocelyn may feel as though her fine arts credit is holding her back from taking courses that are more pertinent to her future career, however, universities including Ivy League medical schools acknowledge the benefits of arts courses for future doctors.
Art Helps Prepares Future Doctors

The Yale School of Medicine requires students to spend time in art museums developing their observational skills which helps them become better at diagnosis and improves their bedside manner.

A Columbia University study indicated that medical students and professionals demonstrated an increased capacity for personal reflection, awareness of personal bias, and tolerance of ambiguity—all skills that can have a tangible effect on patients’ diagnoses—after taking part in a six-week art course.

Pre-dental students are encouraged to take art classes to improve their manual dexterity and eye for details. The tools and processes used are even similar, mirroring drilling for cavities, masking casts of teeth, and sculpting to rebuild smiles.

https://www.artsy.net/article/artsy-editorial-med-schools-requiring-art-classes
Roger Kneebone, professor of surgical education at Imperial College, London, says young people have so little experience of craft skills that they struggle with anything practical.

"It is important and an increasingly urgent issue," says Prof Kneebone, who warns medical students might have high academic grades but cannot cut or sew.

"It is a concern of mine and my scientific colleagues that whereas in the past you could make the assumption that students would leave school able to do certain practical things - cutting things out, making things - that is no longer the case," says Prof Kneebone.

The professor, who teaches surgery to medical students, says young people need to have a more rounded education, including creative and artistic subjects, where they learn to use their hands.
Art Helps Police Officers Learn How to Look

Professional Development conducted in art museums helps members of law enforcement develop their observational skills and improve precision of language.

How much do you think the arts and culture sector contributed to the Kansas economy in 2019?

$4.6 Billion

$6.9 Billion from Construction

Source: U.S. Bureau of Economic Analysis
I think people should take art to get outside of your normal day to day thinking, I think if you are willing to do something that may not work then you are becoming more like an artist, art just isn’t how you can make a pretty picture it’s using your mind and problem solving and creating something that wasn’t in the world ‘til you made it.

-Felicity, 10th Grade
Art classes aren’t just for art majors or people who plan on it being part of their career… It's important and a good idea to take at least one art class in school so that you can learn things you wouldn't otherwise. Also, if you've never tried it before, then how can you decide whether or not you like it?

-Clara, 9th Grade
A Well Rounded Education is Important

1 credit in the Fine Arts is currently required for high school graduation.

1 credit = only 4.8% of students’ academic courses

Providing students a well rounded education prepares them for college, careers, and to be global citizens.

Art is a universal language and through it each nation makes its own unique contribution to the culture of mankind.

- Dwight D. Eisenhower
1. Reread Scene 1. What does Liang’s father say that tells you how he feels about his son?

When Liang tells his father he wants to marry the princess, his father says, **bont be silly** Then when Liang tells his father he will get rid of the dragon, his father says, **bont be foolish**

2. In Scene 1, how does the author use the setting descriptions to tell about the sequence of events?

The first setting tells **they sold frnchierom tos**

The second setting tells **emperors dater smiert and**

The third setting tells about **they wet to thre emperors**

3. How has Father’s opinion of Liang changed by the end of Scene 2?

By the end of Scene 2, Father’s opinion has changed because **Befor He benent dieve Liang after He bolved Hem.**

4. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.
Yesterda\n on the feld  trp …

I feld a shak.
I seen a sum tip ox.

turtle
turtle
turtle
dinosaur
dinosaur
dinosaur

saw

snake
snake
snake

field

saw

snake

a mouse.

saw

a bino son head.

saw

a radder shak.

rattle

saw

a digitit.

ate

a cheese burger and gan

grapes

and a cookie and chips.

I seen a dino shak.

played

its

head.

Fun.

messenger

sized

marker

board.

one

a kid size marker

board.
KSBE Mission: To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student’s gifts and talents.
No people can afford to neglect the creative minds among it. They enrich the life of the Nation. They reveal the farthest horizons of man's possibility. And Government--as representative of all the people--should always play a role in stimulating our people. 
~Lindon B. Johnson

Source: https://www.presidency.ucsb.edu/documents/remarks-the-white-house-festival-the-arts