

# ARTS & HUMANITIES NEWS

KENTUCKY DEPARTMENT OF EDUCATION

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## Program Review updates

The Program Review diagnostic tools in the Adaptive System of School Improvement Tool (ASSIST) became available in early February. A [technical assistance guide](#) has been developed specifically for Kentucky schools and districts and is available on the [KDE Program Review Web page](#). It provides an overview of ASSIST and step-by-step instructions for completing and submitting Program Review reports in ASSIST. Schools will need to begin a new diagnostic for the 2012-13 school year for each of the reviews.

Schools should contact AdvancEd for technical questions regarding ASSIST at (888) 413-3669. Contact the KDE content consultants for questions regarding program area content at (502) 564-2106.

### Program Review accountability clarification

In the fall of 2012, schools received data from the 2011-2012 assessments of Next-Generation Learners (NGL). This data was used to set 2012-2013 NGL proficiency goals that schools will be working toward this spring. Since Program Reviews were not factored into the NGL proficiency goals, Program Reviews will not count in the overall accountability for the school year 2012-2013. However, Program Review scores will serve two different roles in accountability for the summer/fall of 2013:

- (1) Program Review classification (Needs Improvement, Proficient, Distinguished) for each area (AH/PLCS/Writing) will be publicly reported.
- (2) Scores will provide a baseline for the combined accountability model that includes Next-Generation Learner and Next-Generation Instructional Programs and Support (Program Reviews) and the overall score as the target for Proficient in 2013-14.

Schools **must** enter all data into ASSIST for all Pro-



gram Reviews by **June 1, 2013**.

During the 2013-14 school year, schools and districts should be working to improve baseline data. This provides an opportunity for schools to make needed improvements in program areas.

### Arts and Humanities change

A change was made in January to the Arts and Humanities review. Under Curriculum and Instruction, demonstrator 1, characteristic b, the average of 150 minutes of arts instruction per week was moved to the Distinguished level of implementation. The Proficient level calls for "... students have regularly scheduled... arts instruction..." Bulleted clarification for the elementary, middle and high school levels also was added to the Needs Improvement and Distinguished levels.

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# College Board releases study on Common Core and Arts Standards alignment

The College Board, in collaboration with the National Coalition for Core Arts Standards (NCCAS), has released a new research report that details the alignment between the 2010 Common Core State Standards in English/Language Arts (ELA) and Math, and the National Core Arts Standards currently being written.



[\*The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework\*](#) analyzes parallels between the ELA and math standards and the foundations of artistic literacy outlined in the [\*National Core Arts Standards: A Conceptual Framework for Arts Learning\*](#), the NCCAS document guiding the work of the writing teams. The Common Core report was prepared by Amy Charleroy, the associate director for the College Board's Office of Academic Initiatives.

The College Board, an NCCAS partner, has conducted several research projects for the coalition under the leadership of the Office of Academic Initiative's senior director, Nancy Rubino. All of the reports are available on the NCCAS Web page

NCCAS is a coalition of national arts and education organizations committed to developing voluntary, researched-based arts education standards that will build on the foundation created by the 1994 standards and 2005 Standards for Learning and Teaching Dance in the Arts, support the 21st-century needs of students and teachers, help ensure that all students are college and career ready, and affirm the place of arts education in a balanced core curriculum.

"The College Board has demonstrated its principled commitment to make the arts central to American education," said David Coleman, president and chief operating officer of The College Board. "I think the Common Core Standards are an extraordinary platform to build core arts standards on. They offer a huge opportunity to the arts community. I would say pay attention to them and to their specifics."

Part one of the *Arts and the Common Core* report is a content-based alignment study that focuses on

arts-based examples and references already present in the Common Core ELA standards. Part two investigates areas of overlap between skills and habits emphasized in the Common Core standards and those outlined in NCCAS's conceptual framework.

In part one, the research looks at all four groups of the ELA College and Career Readiness anchor standards and their corresponding grade-level standards, analyzing the function of specific references to the arts in these standards across the disciplines of dance, media arts, music, theatre and visual arts. For example, among the 220 reading standards reviewed, the study found that 50 use arts-based content as a tool for strengthening analysis and observation skills.

Part two clarifies the elements of the Common Core State Standards that reference the same broad goals and thinking skills (such as the conceptual framework's creative practices of imagining, constructing, investigating and reflecting) that are shaping the development of the National Core Arts Standards.

The College Board study includes a series of tables that compare the NCCAS framework's philosophical foundations, lifelong goals and creative practices, analyzing connections to the Common Core's anchor standards in reading, writing, speaking and listening, and language, and the eight Standards for Mathematical Practice. Findings indicate that the philosophical foundation/lifelong goal "The Arts as Communication" connected strongly to the language and goals of most ELA and math standards. The eight Standards for Mathematical Practice also exhibited consistent and strong alignment with the framework's four creative practices.

To find out more about the College Board's arts education initiatives go to <http://advocacy.collegeboard.org/preparation-access/arts-core>.

To view all the public documents of the National Core Arts Standards, visit <http://nccas.wikispaces.com>.

## Arts education grant available to Kentucky teachers

Opportunities are available for teachers to collaborate with professional artists to provide unique arts-education experiences for students through the Kentucky Arts Council's Teaching Art Together grant.



The Teaching Art Together grant allows teachers to work with professional artists listed in the arts council's Teaching Artists Directory to design and implement innovative five- to 20-day residencies.

"Teaching Art Together residencies provide excellent arts education opportunities for children and teachers alike," said Lori Meadows, arts council executive director. "The grant gives students hands-on arts experiences with professional teaching artists. It gives teachers tools to continue implementing arts across

the curriculum after the initial project ends."

Any teacher or group of teachers in a public or private school that supports any grades, preschool to 12, may apply. The grant application deadline is April 1.

The focus of artist residencies can vary widely, depending on the goals of the teacher and expertise of the artist hired for

the residency. Artists selected for the Teaching Artists Directory work in a wide variety of disciplines, including dance, folk arts, literary arts, media/video, music, storytelling, theater and visual arts.

The Teaching Art Together grant guidelines and application can be found at the arts council website. For more information about applying, contact Chris Cathers, program branch manager, at [christopher.cathers@ky.gov](mailto:christopher.cathers@ky.gov) or (888)833-2787, ext. 488.

## VSA Ky Arts Inclusion Educational Residencies in every Congressional District

VSA Kentucky announces the 25 sites of the 2013 VSA Kentucky Arts Inclusion Program. In partnership with the KDE Division of Learning Services, the VSA Kentucky Arts Inclusion Program provides experiential, inclusionary projects in all the arts disciplines (dance, drama, literary arts, music and visual arts) for Kentucky students with and without disabilities. VSA Kentucky's adjudicated roster teaching artists are trained and mentored to adapt their art forms for children of all abilities before doing VSA Kentucky residencies. The arts disciplines are used as inclusionary vehicles to interface with the Common Core State Standards and Kentucky Core Academic Standards to help guarantee success for all students.

- Lexington Hearing and Speech Center
- Lewis County Central Elementary School
- North Calloway Elementary School
- North Hardin High School
- Price Elementary, Jefferson Co. Schools
- Pulaski Elementary
- Russell Cave Elementary, Fayette Co. Schools
- Sandy Hook Elementary, Elliott Co. Schools
- Schaffner Traditional Elementary, Jefferson Co. Schools
- Wolfe County Middle School
- Washington County High School
- Wilkerson Elementary, Jefferson Co. Schools
- Wingo Elementary, Graves Co. Schools

The 2013 Arts Inclusion sites are:

- Adair County Elementary
- Anderson County Middle School
- Audubon Youth Development Ctr., Jefferson Co. Schools
- Berea Community Middle/High School, Berea Independent Schools
- Bristow Elementary, Warren Co. Schools
- Cassidy Elementary, Fayette Co. Schools
- Clarkson Elementary, Grayson Co. Schools
- Crossroads Elementary, Bullitt Co. Schools
- Cumberland County High School
- The de Paul School, Louisville
- Drakes Creek Elementary, Warren Co. Schools
- Lakewood Elementary, Hardin Co. Schools

### Start with the Arts Professional Development

VSA Kentucky is offering a six hour training in Start with the Arts on Saturday, April 27, 9 a.m. to 4 p.m. at the Explorium of Lexington, 440 W. Short St. For more information, call (859) 258-3253, ext. 17, or email [explore@explorium.com](mailto:explore@explorium.com).

Start with the Arts was developed by VSA and integrates the arts (creative movement, creative dramatics, music and visual arts) as vehicles for teaching early childhood curriculum themes. This program is designed to include children of all abilities with adaptive strategies built into each activity.

# Letcher County Central High School Band participates in the 2013 Presidential Inaugural Parade



(photos courtesy of LCCHS Band Facebook page)  
Lining up for the parade.



LCCHS Band and JROTC Honor Guard at the Bluegrass Ball. Pictured with Gov. Steve Beshear and Lt. Jerry Abramson.

*My name is Cori Riffe, a senior at Letcher County Central High School. Marching in the Inaugural Parade was something that I will remember for the rest of my life. It was definitely the highlight of my senior year. Getting the chance to march for the President of the United States was an honor and something to be proud of. Having that experience with my friends was amazing, and memories that will last a lifetime were made during those three days. Marching by the Presidential Stand was something that sent chills through my body. Absolutely amazing! I am so grateful for the experience and hope that one day other students from this county my also get the chance to do something like that.*



The Letcher County Central High School Band in the warming tent prior to the parade.



LCCHS band flags practicing in the warming tent prior to the parade.

ArtsEd  
Fact

Student participation in the performing arts positively relates to social development in early childhood. For example, self-directed and guided dramatic play were found to contribute to the development of students' social skills, social problem-solving abilities and intellectual and emotional development related to social roles ([Williamson & Silvern, 1992](#); [Fink, 1976](#)). Also, dance was found to facilitate the development and improvement of social skills, particularly for at-risk students ([Lobo & Winsler, 2006](#)).

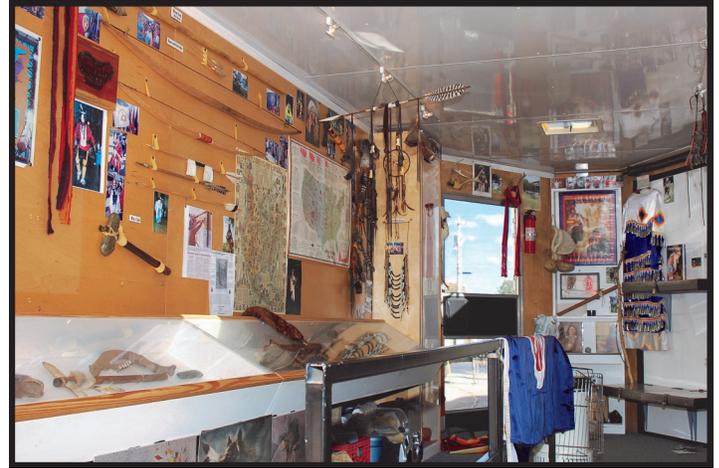
## Kentucky Native American heritage

The Kentucky Native American Heritage Museum (KNAHM) was founded in 1999 to promote understanding of North America's indigenous people from both historic and contemporary perspectives, through collection and dissemination of information about their histories, cultures, beliefs and expressive arts; their existing communities, lifestyles, occupations and ways; and their past and ongoing contributions to Appalachia's and our nation's cultural weave.

Part of the mission of the KNAHM is to provide a venue for, and to support the work and lifestyles of, those who preserve tribal traditions in their homes and communities through educational and social activities, creative expressions and proactive honoring of diversity in schools, museums, libraries, festivals and other public and private outlets.

The museum brings native people and the general public into closer contact, promoting mutual awareness and appreciation. The museum also teaches children and adults about the Eastern Woodland Tribes that inhabited this region when Europeans first came and had significant effect on everything from choice of self-government to food ways and survival skills; whose descendants (estimated to include up to 90 percent of all Appalachians) still play the primary role in shaping the mountain character.

The museum began as a mobile outreach to schools, libraries, museums, festivals and Pow-Wows in Kentucky. Originally designed to serve



Photos courtesy of KNAHM

The Kentucky Native American Heritage Museum provides a mobile museum of art, artifacts and interpretive materials.

Kentucky, KNAHM also extends its outreach into areas of Indiana, Ohio, Tennessee, Virginia and West Virginia. Through 2012, 85,000 people have directly benefited from active participation in KNAHM programs.

The museum also offers teacher resources such as a guide to [American Indian Literature](#) and [lessons on stereotypes and contributions of Native Americans](#) and a list of links of interest.

For more information or to book the museum, please call (606) 526-5635, e-mail at [sioux80@msn.com](mailto:sioux80@msn.com) or visit the website at [www.knahm.org](http://www.knahm.org).

The Kentucky Native American Heritage Museum is a 501(c)3 non-profit organization.



Students from Whitley County High School participate as dancers in a recent KNAHM Pow-Wow in Corbin.

## Need to know news



### App provides instant access to education information

An app for iPhones, iPads and iPods compiles content from the Kentucky Department of Education (KDE) to enhance communications on education-related matters across the state.

The free KDE News app is available through [iTunes](#). The app is designed to provide users with immediate access to many items housed on the [KDE website](#), including:

- *Kentucky Teacher* magazine
- messages to superintendents and teachers
- headlines
- Education Commissioner Terry Holliday's blog
- videos
- Kentucky Education Technology System (KETS) *Tech Tips*
- photo gallery

This app is the latest in a line of technology products from KDE to help the agency share information and provide transparency. A Windows Mobile version of the app also is in development.

### **Kentucky Teacher**

The Kentucky Department of Education (KDE) publishes [Kentucky Teacher](#) to communicate directly with the state's 40,000 public school teachers. The stories of this award-winning publication include news, perspectives and practical, workable ideas for guiding students to higher levels of achievement.



[Kentucky Teacher](#) is a professional development tool for teachers. As such, it focuses on the work of highly quali-

fied, successful educators to improve teaching and learning in Kentucky schools.

[Kentucky Teacher](#) also focuses on items related to the Department of Education's and Kentucky Board of Education's work including Senate Bill 1, strategic plans and more.

### **SEADAE seeking student work**

The State Education

Questions about arts education in Kentucky? Contact the KDE Arts And Humanities Consultant  
Robert Duncan  
(502)564-2106

[Robert.duncan@education.ky.gov](mailto:Robert.duncan@education.ky.gov)

Agency Directors of Arts Education (SEADAE) will begin a gallery of changing images of student artwork on its website. Please send images of student work, students in action or arts teachers in the classroom, including dance, drama, music and visual arts, to KDE Arts and Humanities Consultant Robert Duncan, [robert.duncan@education.ky.gov](mailto:robert.duncan@education.ky.gov), to be forwarded to SEADAE for consideration.



Make certain that all of the proper photo releases and permissions are in place and you have full rights to the image. Photos must be of high quality and resolution and show the great things that are happening in Kentucky schools on a daily basis. Out-of-focus, poorly lit, low-quality photos will not be considered for forwarding to SEADAE.

Photos are subject to cropping and other minor edits that will not compromise the overall composition.

### **Website has page for newsletters**

Thanks to the input of many KDE staffers, the KDE website now has a page that contains the agency's content- and program-specific newsletters, including the *Arts and Humanities News*.



Visit <http://education.ky.gov/comm/Pages/KDE-Newsletters.aspx> to see the KDE Newsstand. The page also can be

accessed from the main Communications page on the [KDE website](#).

### **KYEM earthquake awareness competitions**

Kentucky Emergency Management (KYEM) challenges all 3rd-, 4th- and 5th-grade students to a statewide poster contest promoting earthquake awareness.



Classroom teachers may submit one winning poster (continued on p. 7...)

Items in Need to Know News come from various sources. Please contact those sources directly with questions or concerns.

## Need to know news

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per grade level, from a 3rd- 4th- or 5th-grade class.

All posters must be submitted to [KYEM-EQ@gmail.com](mailto:KYEM-EQ@gmail.com) by March 28, 2013, to be eligible and must be submitted digitally, either scanned or by photograph in jpeg, gif or pdf format at minimum 300 dpi. Full details included in the *Earthquake Awareness & "ShakeOut"* instructional unit <http://kyem.ky.gov/programs/Pages/Teachers.aspx>.

KYEM will select one statewide winner from each grade level and will award the 2013 prizes in June.

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### High school PSA video competition

The Kentucky Division of Emergency Management (KYEM) is sponsoring a public service announcement video contest for high school students. KYEM is looking for original, imaginative and creative videos that inspire earthquake awareness and earthquake preparedness. Go to the [KYEM video page](#) for complete information.



Winning videos will be aired across the state during 2013, featured on this website and used in promotion of the 2014 PSA contest.

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### Vans Custom Culture art competition

Americans for the Arts proudly announces the fourth annual Vans Custom Culture art competition. U.S.-based public or private high schools can compete to win \$50,000 for their visual art program.

Each art class that registers will receive four pairs of blank canvas Vans shoes to design its own creations around four themes, and entries will be judged via a selection committee and public vote. Five finalists will travel to New York City for the Vans Custom Culture final event in June 2013. The top school may also have its shoes produced and sold in Vans stores. Learn more at <http://www.vans.com/customculture/>.

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### Kennedy Center Conference on Arts Education, Special Education call for entries

The John F. Kennedy Center for the Performing Arts Office of VSA and Accessibility invites the submission

of proposals for the 2013 Examining the Intersection of Arts Education and Special Education Conference on Aug. 7-8. This unique conference presents practices, policies, and research at the forefront of serving students with disabilities through arts and special education.

The conference will provide attendees with innovative and thought-provoking sessions addressing an array of topics and emerging issues relevant to providing students with disabilities access to and engagement in arts educational programming. Learn more about the conference on the Kennedy Center's [website](#).

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### Register today for the Logan Arts Leadership Institute

The Logan Arts Leadership Institute (LALI) at Interlochen Center for the Arts is now open for registration. LALI is a free virtual program designed to promote arts leadership among high school and undergraduate students to help them understand the kinds of experiences and study required for new leaders in the arts. Because the dispositions for leadership are formed at an early age, LALI strives to create a cadre of new leaders who will understand and want to play significant leadership roles in arts and culture, education, and non-profit organizations.

For more information and to apply, please visit <http://www.interlochen.org/lal>.

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### AEP and IMLS Call for Existing Research on Arts Programs

The Institute of Museum and Library Services (IMLS) and the Arts Education Partnership (AEP) have joined forces to expand the body of knowledge on how museums and libraries support youth development through their arts programs. As part of a new cooperative effort, IMLS and AEP are encouraging submissions of existing studies for review and possible inclusion in AEP's [ArtsEdSearch.org](http://ArtsEdSearch.org) – the nation's first online clearinghouse of research and policy information focused entirely on the educational outcomes associated with arts learning.

The project seeks formal research or evaluation of arts education programming provided by museums or libraries that investigates a question or hypothesis, rather than journalistic or descriptive accounts. Read the full press release and details for submission [here](#).

## Need to know news

### Doodle 4 Google 2013

Doodle 4 Google, an annual competition for students in grades K-12, is now open for submissions. Winners have an opportunity at scholarships, school technology grants and more. An overview pamphlet and posters are available [here](#) for you to use to help promote the event. You can also learn more on the Google website at [google.com/doodle4google](http://google.com/doodle4google). Submissions close March 22.

Google doodles are the spontaneous changes to the Google logo that mark a special day. Since the first



2012 winner, "If I could travel in time I would go..."

"Google Doodle" in 1998, nearly 1,500 doodles have been displayed on the Google homepages around the world – an iconic emblem of the Google brand and culture.

Doodle 4 Google invites young users

to take part in this playful tradition by challenging budding artists to create their own Google doodle.

With a mission of promoting art and education, Doodle 4 Google encourages young artists to embrace their creativity and curiosity. With only a broad theme to spark their imaginations, the Google logo serves as a blank canvas on which young "doodlers" can express their inspirations, interests and ambitions. This year's theme is "My Best Day Ever ... ."

Fifty talented state finalists (one from each state) will be selected by Google's guest judges and travel to New York City to celebrate their achievements. The grand-prize winner will be decided by a public vote and announced on May 22 at the final event in New York City.

The winner will get to see their doodle on the Google.com homepage and receives a \$30,000 scholarship for college. Additionally, their school will receive a \$50,000 technology grant. All 50 finalists will have their work displayed at the American Museum of Natural History in New York City and receive prizes for their talent and creativity. Celebrity guest judges take part in the contest as well. This year Katie Couric, Aly Raisman, Pendleton Ward, and Chris Sanders are among the celebrity judges. The final winner will be judged by a public vote online between

May 1 and May 10 by Google users throughout the country.

For more information, contact Leah Weisberg at (207) 831-6402 or [leahw@google.com](mailto:leahw@google.com), or Carolyn Witte, (415) 489-8126 or at [cwitte@google.com](mailto:cwitte@google.com).

### Summer Challenge 2013 for Gifted studies at Murray State

Summer Challenge courses provide gifted children opportunities to learn and express their talents through a variety of different areas. A residential camp option gives students a unique experience not only to live on a college campus during the session, but to spend time with other gifted children from across the region. A commuter camp also is available for those who do not wish to take advantage of the residential option.

2013 sessions for rising 6th- through rising 9th-graders include:

#### *Eye of the Artist*

Students learn from the beginning or advanced artistic skill levels in this engaging class where creativity and problem solving are combined with artistic ability. Through art based critical thinking activities and creating original artworks, students will learn and practice advanced techniques through new and exciting artistic activities.

#### *Advanced Photoshop*

Students will be immersed in innovative technology as they learn how to create and manipulate images using Adobe Photoshop and their own creative and critical thinking skills. Participants will learn how to implement digital photography, explore textures and use many editing options to enhance, transform and render digital images into fantastic masterpieces.

For more information, contact Tami Dandeneau [tdandeneau@murraystate.edu](mailto:tdandeneau@murraystate.edu) or Toddie Adams at [tadams16@murraystate.edu](mailto:tadams16@murraystate.edu).

### Grammy in the schools Music Educator Award

For every performer who makes it to the Grammy stage, there was a teacher who played a critical role in getting them there. And really, that's true for every-  
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## Need to know news

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one who is making music today. Maybe they introduced you to your first instrument. Or they showed you how to get over your stage fright. Or maybe they just inspired you to have the confidence to go for it when you were ready to give up.



It's time to say thank you to all of those teachers who put in all of those hours to make sure that all

of us love and play music today! And who better to do that than the people who bring you the Grammy Awards?

Grammy in the Schools will select 10 finalists, including one winner, each year to be recognized for their remarkable impact. The winner will be flown to Los Angeles to accept the Award and attend the Grammys, plus pick up a \$10,000 honorarium. All finalists will receive a \$1,000 honorarium as well.

For more information, go to [in the Grammys in the Schools](#).

The National Association for Music Educators (NAfME), along with the National Association of Music Merchants (NAMM), supports this initiative. NAfME is supporting the project with advocacy resources, promotion and, most importantly, will select a member to sit on the award's Blue Ribbon Selection Committee.

The deadline to nominate is April 15, 2013.

### Summer Training in folk arts and oral history

The 2013 Local Learning roster of summer institutes and workshops is now available at [www.locallearningnetwork.org](http://www.locallearningnetwork.org). Several opportunities

are available nationwide for artists and educators to receive professional development in folk arts, folk-life, and oral history. Follow the previous link to download a document listing these opportunities from the home page of the [Local Learning website](#).

### Berea Festival of Learnshops

Whether your interest is writing for children, playing the dulcimer or blacksmithing, the Berea Festival of Learnshops has something for you.

Select among workshops that last from two hours to five days to pursue your interest in sustainable living, culinary arts, collage, painting, Appalachian crafts, fiber arts, jewelry, glass, story-



telling, literary arts, theatre, music, dance, Native American folk arts, bonsai, woodworking, or professional development for educators. The Festival of Learnshops is family friendly, so bring your kids or grandkids, enroll them in the children's activities or join an intergenerational class and create together.

For more information, go to the [Berea Festival of Learnshops Web page](#).

### KAEA provides professional learning information

The Kentucky Art Education Association has information for many professional learning opportunities for arts teachers from Advanced Placement and KET as well as regional offerings. Go to the [KAEA website](#) for more information.



*Integrated arts education is designed to promote transfer of learning between the arts and other subjects, between the arts and the capacities students need to become successful adults. It is designed to use the emotional, social and sensory dimensions of the arts to engage students and leverage development and learning across the curriculum... We might call it the arts for learning's sake.*

*-Nick Rabkin, "Learning in the Arts"*

