

LAWNDALE ARTS EDUCATION PLAN

P.S. ARTS will be forming a partnership with the Lawndale Elementary School District to implement a comprehensive, articulated program for arts education that serves every student at their six elementary schools. Informed by P.S. ARTS' fourteen year history and its nationally recognized model for arts education partnerships, the Lawndale Arts Education Plan will attempt to define key components, factors, and outcomes for successful arts education partnerships, models that may be replicated and or reinterpreted nation wide. This partnership will consist of a five year action plan funded by The Herb Alpert Foundation and will take form through multiple phases of implementation. This initiative will be documented by an accompanying five-year study to assess the impact of an integrated arts program on students learning.

WORKPLAN

Year I (Jan. – Aug. 05)

Planning and Design:

A key part of this program is the articulation of an *Arts Education Vision Statement*. **This Arts Education Vision Statement will be adopted and signed by the Lawndale School Board demonstrating the commitment to an articulated arts education policy and plan.** The adoption of this arts policy plan is based on multiple studies and initiatives within the national arts education landscape highlighting the importance of having school board and district wide buy-in for any far-reaching and sustainable initiatives. Most relevant to the Lawndale Arts Education Plan is “Arts for All”, the regional blueprint for arts education developed by the Los Angeles Arts Commission. Outlined in this blueprint is the goal for all school districts in Los Angeles County “to enact a policy, adopt a plan with a timeline, and approve a budget to implement a comprehensive, and sequential k-12 arts education”.

Funding:

Careful attention will be paid to developing a strategic funding infrastructure that will provide the financial resources needed to ensure the long-term sustainability of the Lawndale Arts Education Plan. **An advisory committee will be formed consisting of foundation members, grant providers and school district members, representing a cross section between the public and private sectors.** The committee will be charged with designing a strategic funding plan that includes outside resources and district contributions towards establishing a sustainable model not contingent upon the vagaries of state and local education budgets and will be in-place by Year Four.

The funding model is:

LAWNDALE INITIATIVE FUNDING MODEL

Phase 1 4/05-7/05 8/05-6/06	Herb Alpert Fdn. 100% Begin Today for Tomorrow Lawndale 0%
Phase 2 9/06-6/07	Herb Alpert Fdn. 90% Lawndale 10%
Phase 3 9/07-6/08	Herb Alpert Fdn. 70% Lawndale 15% New Sources 15%
Phase 4 9/08-6/09	Herb Alpert Fdn. 50% Lawndale 20% New Sources 30%
Phase 5 9/09-6/10	Herb Alpert Fdn. 25% Lawndale 25% New Sources 50% - Study Completed -
Ongoing 9/10 -	Lawndale 25% New Sources 75%

Arts Advocacy:

Part of the overarching effort of the Lawndale Arts Education Plan is the idea that the arts can invigorate the climate and culture of school communities and be a key part of a school improvement plan. Towards this effort P.S. ARTS will offer Leadership Development workshops for elementary school principals to gain an understanding of the arts education policy and plan, foster greater support for arts education, identify core goals and vision of individual schools, and develop a collaborative environment with these school leaders to ensure a common sense of purpose related to the plan. **LESD will provide pull-out time for principals during Year I.** P.S. ARTS staff will also begin visiting all six elementary schools to identify resources currently available and develop a rapport with administration and faculty staff. Alongside gatherings with key community stakeholders i.e., parent groups, school instructional councils, local community arts organizations funders, business councils, etc and use these meetings as a platform to develop a local base of support within the City of Lawndale and the South Bay region in Los Angeles County. This provides ongoing opportunities to link much broader constituencies and ensure our mission of restoring the arts to public education with a built-in network of local supporters. As outlined in “Gaining The Arts Advantage: Lessons From School Districts That Value Arts Education”, an important factor for achieving district-wide arts education is the community:

“In districts with strong arts education, the community – broadly defined as parents and families, artists, arts organizations, businesses, local civic and cultural leaders and institutions – is actively engaged in the arts politics and instructional programs of the district”.

Curriculum:

1.0 Authentic Arts Experience

Throughout its history P.S. ARTS has offered arts education programs in all four arts disciplines (Dance, Music, Theatre, and Visual Arts) to our partner schools. Given the increased demands for public schools for mandated literacy and math programs, less and less time has been devoted to the arts. School principals and teachers are reluctant to take time away from student test preparation and literacy training which might impact negatively on student test scores and a school’s performance ratings. In spite of these demands P.S. ARTS has managed to implement a minimum of two arts disciplines at every one of our partners schools by designing arts curriculum that is integrated within the classroom curriculum.

Working with the Lawndale School District administration, principals, and lead teachers P.S. ARTS will identify arts disciplines that are most relevant to the demands of the district. Efforts will be made to implement both a Visual Arts program and a Performing Arts program (Dance, Theatre, Music) with schools having the choice of two disciplines per year. As per our recent program history, we have seen a greater request in Theatre programming indicating the wealth of language arts development and literacy connections promoted through the dramatic arts.

The curriculum in the two arts disciplines consists of sequential, standards-based content developing of skills, technique, and concepts in the arts. Lessons are based on the California Visual and Performing Arts Standards (VAPA) determining what students should be able to accomplish and master in a P.S. ARTS lesson. P.S. ARTS teaching-artists design curriculum maps and lessons that embed every strand of the VAPA standards throughout the entire year of instruction. Every class is designed to engage and cultivate the imagination, to encourage individual expression, and teach skills fundamental to the human artistic experience.

2.0 Integrated Curriculum

For the Lawndale Arts Education Plan P.S. ARTS will focus on making stronger connections to other core subject areas by designing a fully integrated arts curriculum. The Lawndale School District since the early 1990’s made great efforts in promoting professional development for their classroom teachers in using the arts as tools and strategies for learning. P.S. ARTS recognizes this as an invaluable opportunity to expand on the district’s work and develop a true collaborative relationship between classroom teachers and artists.

Classroom teachers will be trained in the VAPA standards to gain knowledge of higher level thinking developed in the arts. P.S. ARTS teaching artists will collaborate with classroom teachers in designing appropriate grade level curriculum that establishes connections to the other core subject areas, Language Arts, Science, Math, and Social Studies. Arts instruction will be set up to make these connections apparent by drawing on overarching concepts to help drive meaning and make connections for students between disciplines. A student learning about World Cultures in Visual Arts will be able to learn a concept such as structures by creating indigenous shelters, and classroom teachers will connect this to how structures appear in Math, Science, and Social Studies.

The goal behind this effort is to be more responsive to an individual district's prior history, build on the capacity that is already there, and promote greater dialogue and collaboration between the arts and the state mandated curriculum.

Professional Development:

Over the last few years P.S. ARTS has placed a much greater emphasis on professional development through ongoing workshops and institutes that broaden the knowledge based in arts education. This model of the arts as a tool for learning is promoted with both teaching artists and classroom teachers, engendering a wider constituency and advocacy for the arts in schools. **Building on these efforts P.S. ARTS will develop Course of Study learning sessions in the arts for teaching-artists and classroom teachers working in the Lawndale School District to broaden their knowledge and skills in curriculum, instruction, and assessment of standards-based practices in arts education.** Special attention will be given to the development of new assessment rubrics and criteria in arts instruction tied to Big Idea units. The Course of Study will be implemented through both Summer Institutes and ongoing workshops throughout the school year to ensure the successful application of new learning out in the schools.

Year II (Sept. 05 – June 06)

Implementation:

The foundation of P.S. ARTS programs since their inception has been the ability to establish arts education programs during the instructional day, promoting their relevance as another basic core subject area. To best meet the needs of the large student populations in Lawndale elementary schools, and provide opportunities for classroom teachers to learn in and through the arts, programming will be divided into two stages. Stage One is Professional Development offered to all classroom teachers at schools, focused on authentic experiences in the arts disciplines, developing skills and expertise in the arts repertoire, integrating the arts to the core content areas, and redefining teaching as a creative endeavor. Stage Two is instruction in a core arts discipline to every student at school during the second half of the instructional calendar.

Professional Development

Sept. 05 – Dec. 05

- Three cycles of Professional Development sessions (six weeks each) targeting classroom teachers (K-5). These PD sessions will develop knowledge and skills in the arts, higher confidence in applying these skills and knowledge, and build a greater level of engagement and advocacy towards the arts from classroom teachers. Included in these sessions are teacher/artist planning sessions, in-classroom lesson demonstrations, whole faculty in-service, and parent/community workshops.

Arts Instruction

Jan. 06 – June 06

- Instruction of a single arts discipline to every K-5 student, either Visual Arts or Performing Arts focusing on the sequential development of skills and concepts in the arts. Instruction is aligned to the California Visual and Performing Arts Standards and highlights curricular connections to core content through the use of Big Ideas and concepts as overarching themes. Assessment of student achievement is developed through rubrics tied to discipline specific criteria and standards based concepts and skills.

Year III – V (06/07, 07/08, 08/09)

Within these three years the Lawndale Arts Education Plan will reach a stable phase district wide. P.S. ARTS will manage and evaluate programming at each elementary school, and assist with the ongoing progress of the plan through its multiple facets.

Arts instruction within the elementary schools will consist of two arts disciplines (Visual and Performing Arts) per academic year. Each arts discipline will be rotated for a period of 16 weeks to both upper (4 – 6) and lower (K –3) elementary blocks, guaranteeing that every student will have a full years' instruction in the arts.

The Case Study of Lawndale Arts Education Plan will be published at the end of the five-year cycle, documenting key factors in the success of this district wide plan, and documenting model practices to implement a comprehensive arts education plan.

FIVE-YEAR STUDY

P.S. ARTS will embark upon a multi-year effort to find quantifiable data regarding the impact of an integrated arts curriculum on elementary school students learning K-6. This is P.S. ARTS' first foray with a multi-year study. The study aims to demonstrate the importance of the arts as a necessary component of the K-6 school curriculum and how

they promote the development in all students of high levels of intellectual, artistic and social competence. The arts provide opportunities for self-expression, bringing the inner world into the outer world of concrete reality. They integrate mind, body and spirit. They are as important as letters and numbers.

Key partners have been invited to participate in developing the criteria of the study. Representatives from the Los Angeles County Arts Commission, California Arts Council, H. Alpert Foundation, Lawndale Elementary School District Superintendent and Director of Curriculum Development and Instruction, Santa Monica-Malibu Unified School District, P.S. ARTS, and Pepperdine University will participate in this process. The research teams that are currently being considered are: West Ed and the Rand Corporation.

SUMMARY

The need in Lawndale for arts education programs is great and who better to meet that need than P.S. ARTS in partnership with the Lawndale Elementary School District, the Herb Alpert Foundation. P.S. ARTS is eager to continue our growth as an organization, serving more children and to build partnerships where we share a commonality that betters the community. We appreciate your interest in arts and education for all young people.