

vaea

Virginia **art** Education Association

WINTER
2015

Inside:

*It's ALL about
ADVOCACY!*

VAEA

Fall
Professional
Development
Conference
Report

AWARDS

Recognizing
Outstanding
Art Educators
in Virginia

NEW

Distinguished
Fellows

ELECTIONS

for VAEA
OFFICERS
Coming!

*Cover Art: Sophia,
Gr.2, Nuckols Farm ES.
Art Educator:
Jennifer B. Hampton*

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In my past two articles about Advocacy, I've written about advocacy as sharing stories from your classroom through social media or student artist statements. **At its core, advocacy is delivering a shared message about how the arts bring real value to our children's education.**

I'm honored that **Mike Gettings**, Visual Arts Supervisor, Chesterfield County Public Schools, has taken his personal time, not only to speak to the Virginia Board of Education about the impact of fine arts courses on student achievement, but has also written a heart-felt inspirational message to you here to preface the text of his speech from November 20. I know you will enjoy it and be as inspired as I am by his words. After reading his words (below), if you want a partner in the next steps, feel free to contact me at: cyndihwells@yahoo.com.

Mike Gettings' words to VAEA members:

"As art teachers we are great enablers. We hope to impart to our charges the love of arts, creativity and habits of mind and studio that will benefit our children for years to come. We have built our entire life career around teaching the arts. Unfortunately not everybody recognizes the importance of arts education for our children.



Mike Gettings as the Light Man at the VMFA Friday Evening Event.

So what is to be done? The obvious answer is that we must teach everybody, not just our children, about how important the arts are in our children's education and lives.

We must never give up; never surrender to the malaise of complacency that art education for all will always be there. It is up to all of us to educate and advocate for our art programs.

We need to educate and advocate in the classroom, front office, school boards and legislator's offices. I can do this alone and will continue to do so, but linked together our strength in numbers and righteous

information we will carry the cause of arts education forward and make great strides in understanding the benefits for our children, state and national heritage.

All this will not be finished in in 180 days. I won't be finished in 1,000 days. It is an ongoing effort. Let us all begin. In your hands, more than in mine, is held the torch to light up the final success of our course.

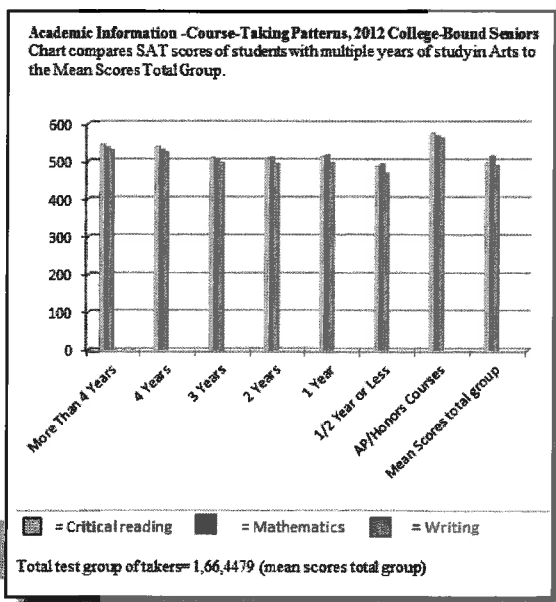
To the Virginia Board of Education: "What Arts Education Brings To Our Children"

Public Comments
Respectfully submitted by **Michael Gettings**,
November 20, 2014

First, a true story - Sophie took art in high school culminating her senior year with several scholastics national gold keys. She was offered free rides to art schools. Instead she chose to attend Rice University to study architecture. Double majoring in Architecture and Art she wrote, "As a practicing artist, I seek to understand and express the human condition. As an architect and designer, I am driven to address those conditions and improve upon them."

The key component to all arts programs are critical and creative thinking. Critical and creative thinking are structured, analytical and evaluative thought processes. In the creation of art, these thought processes are used either explicitly or implicitly. In teaching our children these skills, we are adding clarity of thought to their intellectual toolkit.

Arts develop and strengthen self-efficacy. Students work harder and longer when they judge themselves as capable to perform a task. The arts provide students extra motivation to stay in school and graduate.



The chart at left, and the table below, show Virginia students with continuous arts enrollment have higher mean SAT scores than

**Years of Study
in the Arts**

**Critical
Reading
increase/
Mean**

**Writing
increase/
Mean**

More Than 4 Years	46	542	22	536	40	528
4 Years	42	538	16	530	35	523
3 Years	13	509		505	7	495
2 Years	11	507		510	5	493
1 Year	15	511	2	516	8	496

1 This figure was derived by subtracting the “Mean Scores for Total Group” from the mean of the Arts & Music scores . Total group = 1,664,479 test takers.

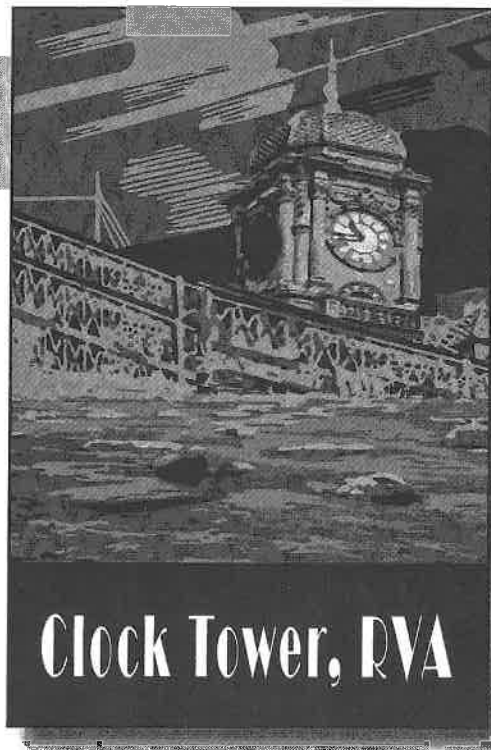
The National Endowment for the Arts publication, “The Arts and Achievement in At-Risk Youth” reports that economically disadvantaged students who have high levels of arts engagement show more positive outcomes. They tend to do better on academic measures including grades, test scores, honors society membership, graduation rates, college enrollment, volunteering, and engagement in politics.

They also found that at-risk teenagers with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, those of the general population. In other words, programs offering deep arts involvement may help to narrow the achievement gap.

In art we teach working to completion, attention to detail and craft; caring for tools, materials and space. Art making uses divergent problem solving. During art making a constant dialogue of critique, assessment and revision takes place. Art teaches our children to be visually and culturally literate citizens and consumers. Through art education our children develop a lifelong appreciation of the arts and understand art related career pathways.

We are very fortunate to live in the great Commonwealth of Virginia in which the state school board and legislature understands that importance of arts education for all of our children. Our children benefit and in turn so does our society, culture and economic strength. And let’s not forget, the arts enable our children to create meaning and beauty.

Your continued support for arts education in words and deeds are very much appreciated.



Clock Tower, RVA

Sidney, James River HS, Chesterfield Co.
Art Educator: Kelly Bisogno

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