

## Lessons the Arts Teach... US

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In my visits, I have seen the creative, caring nature of our talented teachers across the state. I appreciate you opening up your classrooms and forwarding the artistic ideas that you are shaping with students. In one particular conversation with an arts colleague, I was wondering what main topic to dive into for this issue. This person shared, "why not get us back to our passion for the arts." I agree. On page two, check the videos and website links about arts in education. In addition, read through the 10 Lessons the Arts Teach by Elliot W. Eisner.

As you reflect about what our students learn through the arts, consider what you have learned. Let's revisit our passions for the arts. Why did we step into this path? What artistic experience had inspired you to move in this direction?

For me I have several people from my past who ignited my spark for the arts. A parent and two teachers had encouraged me to pursue arts education. They gave me room to explore, create, reflect, and

grow. Now, I am continually motivated through the work you are doing, inspiring students through the arts and helping them to develop their skills. Thank you for your work and for connecting with others to freshen your learning path.

Read the words of Elliot W. Eisner, arts educator, who shared 10 Lessons the Arts Teach. I encourage you to digest these lessons with both your students and yourself in mind. Think about how you may share your reflections about these lessons with colleagues.

Consider joining the Google + Communities - Wisconsin Art Educators, Wisconsin Music Educators, and/or Wisconsin Theatre Educators. Set up a free Gmail account, and then search within the Google Communities.

As always, please share your ideas to help us foster arts excellence across Wisconsin.



- Kudos - Celebration news
- From the Field - Instruction
- Creative Classrooms

I wish you adventures that allow you and your students to explore, create, reflect, and grow. -Julie



**10 Lessons the Arts Teach**  
By Elliot Eisner

- 1 The arts teach children to make **GOOD JUDGMENTS** about qualitative relationships. Unlike much of the curriculum to which correct answers and rules prevail, in the arts, it is judgment rather than rules that prevail.
- 2 The arts teach children that problems can have **MORE** than **ONE** solution and that questions can have more than one answer.
- 3 The arts celebrate **MULTIPLE PERSPECTIVES**. One of the large lessons is that there are many ways to **SEE** and **INTERPRET** the world.
- 4 The arts teach children that in complex forms of problem solving purposes are seldom fixed, but change with circumstance and opportunity. Learning in the arts requires the **ABILITY** and a **WILLINGNESS** to surrender to the unanticipated possibilities of the work as it unfolds.
- 5 The arts make **VIVID** the fact that neither words in their literal form nor numbers exhaust what we can **KNOW**. The limits of our language do not define the limits of our **COGNITION**.
- 6 The arts teach students that **SMALL DIFFERENCES** can have **LARGE EFFECTS**. The arts traffic in subtleties.
- 7 The arts teach students to think through and within a material. All art forms employ some means through which **IMAGES** become **REAL**.
- 8 The arts help **CHILDREN LEARN** to say what cannot be said. When children are invited to disclose what a work of art helps them **FEEL**, they must reach into their **POETIC CAPACITIES** to find the words that will do the job.
- 9 The **ARTS ENABLE** us to have **EXPERIENCE** we can have from no other source and through such experience to **DISCOVER** the range and variety of what we are capable of **FEELING**.
- 10 The **ARTS** position in the school curriculum symbolize to the young what adults **BELIEVE** is **IMPORTANT**.

©2002 by Elliot W. Eisner. The Arts and Creativity of Mind, Instruction & Character in the Schools and in the Home. 199-745, 199-746, 199-747, 199-748, 199-749, 199-750, 199-751, 199-752, 199-753, 199-754, 199-755, 199-756, 199-757, 199-758, 199-759, 199-760, 199-761, 199-762, 199-763, 199-764, 199-765, 199-766, 199-767, 199-768, 199-769, 199-770, 199-771, 199-772, 199-773, 199-774, 199-775, 199-776, 199-777, 199-778, 199-779, 199-780, 199-781, 199-782, 199-783, 199-784, 199-785, 199-786, 199-787, 199-788, 199-789, 199-790, 199-791, 199-792, 199-793, 199-794, 199-795, 199-796, 199-797, 199-798, 199-799, 199-800, 199-801, 199-802, 199-803, 199-804, 199-805, 199-806, 199-807, 199-808, 199-809, 199-810, 199-811, 199-812, 199-813, 199-814, 199-815, 199-816, 199-817, 199-818, 199-819, 199-820, 199-821, 199-822, 199-823, 199-824, 199-825, 199-826, 199-827, 199-828, 199-829, 199-830, 199-831, 199-832, 199-833, 199-834, 199-835, 199-836, 199-837, 199-838, 199-839, 199-840, 199-841, 199-842, 199-843, 199-844, 199-845, 199-846, 199-847, 199-848, 199-849, 199-850, 199-851, 199-852, 199-853, 199-854, 199-855, 199-856, 199-857, 199-858, 199-859, 199-860, 199-861, 199-862, 199-863, 199-864, 199-865, 199-866, 199-867, 199-868, 199-869, 199-870, 199-871, 199-872, 199-873, 199-874, 199-875, 199-876, 199-877, 199-878, 199-879, 199-880, 199-881, 199-882, 199-883, 199-884, 199-885, 199-886, 199-887, 199-888, 199-889, 199-890, 199-891, 199-892, 199-893, 199-894, 199-895, 199-896, 199-897, 199-898, 199-899, 199-900, 199-901, 199-902, 199-903, 199-904, 199-905, 199-906, 199-907, 199-908, 199-909, 199-910, 199-911, 199-912, 199-913, 199-914, 199-915, 199-916, 199-917, 199-918, 199-919, 199-920, 199-921, 199-922, 199-923, 199-924, 199-925, 199-926, 199-927, 199-928, 199-929, 199-930, 199-931, 199-932, 199-933, 199-934, 199-935, 199-936, 199-937, 199-938, 199-939, 199-940, 199-941, 199-942, 199-943, 199-944, 199-945, 199-946, 199-947, 199-948, 199-949, 199-950, 199-951, 199-952, 199-953, 199-954, 199-955, 199-956, 199-957, 199-958, 199-959, 199-960, 199-961, 199-962, 199-963, 199-964, 199-965, 199-966, 199-967, 199-968, 199-969, 199-970, 199-971, 199-972, 199-973, 199-974, 199-975, 199-976, 199-977, 199-978, 199-979, 199-980, 199-981, 199-982, 199-983, 199-984, 199-985, 199-986, 199-987, 199-988, 199-989, 199-990, 199-991, 199-992, 199-993, 199-994, 199-995, 199-996, 199-997, 199-998, 199-999, 199-1000.

**NAEA**  
National Art Education Association  
www.arteducators.org

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**"Kudos"**  
Waukesha School District named their Central Campus site Les Paul Middle School after the Wizard of Waukesha. The ceremony included performances of the choir with "Vaya Con Dios" and the band "Brazil." 2015 marks the 100th birthday celebration of Les Paul. Stay tune for more news on activities and events. Article , Les Paul Foundation , School site



- Additional education sites:
- [Annenberg Learner](#)
  - [ArtsEdge: Multimedia](#)
  - [Art of Education \(AOE\)](#)
  - [BadgerLink](#)
  - [BBC Learning Zone](#)
  - [Education Closet](#)
  - [From the Top](#)
  - [MAM Teacher Resources](#)
  - [PBS Arts](#)
  - [Teaching Channel](#)
  - [Teaching Today](#)
  - [Watch Know Learn](#)
  - [Wisconsin Biographies](#)
  - [Wisconsin Media Lab](#)

## Just in Time – Professional Development



**Elliot W. Eisner** - 5 minute animation sharing highlights from the book by E. Eisner, *The Arts and the Creation of Mind*.



**Art Education Advocacy** - This video highlights the artistic connections to our lives and how artistic expression leads to the creating of something new. 3+ minutes



**Dennis W. Creedon**, Asst. Superintendent of Philadelphia, shares his experiences as a student, teacher, and leader in arts education. 3+ minutes



**NASAA Arts Education Research links** - This site offers several links to research documents and reports about arts education.

## Creativity Education

What creative practices have you been using within your classroom to support student learning? Share by submitting ideas within the online site - [Creative Classrooms](#) for future issue consideration.

Check the resources below.

- [DPI Creativity Education](#) website
- [National Creativity Network \(NCN\)](#)
- [WIFACE](#) diigo site
- [3 Steps to Promote Creativity in Education](#)
- [Preparing Creative and Critical Thinkers](#) — Educational Leadership



National Coalition for CORE ARTS Standards

## Arts Standards



The National Coalition for Core Arts Standards (NCCAS) and SEADAE launched the standards in June 2014. Wisconsin has not adopted these standards at this time. However, please review the resources to inform your work in supporting learners in the arts. To learn more about standards in the areas of art, dance, media arts, music, and theatre, visit <http://www.nationalartsstandards.org/>. The current Wisconsin Academic Learning Standards are online at: [Art and Design Education](#), [Dance Education](#), [Music Education](#), [Theatre Education](#).

## Disciplinary Literacy Arts Sessions

**DISCIPLINARY LITERACY IN THE ARTS**  
Tip Sheet

**Disciplinary Literacy (DL) - Wisconsin Definition**  
"Disciplinary literacy is defined as the synthesis of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field."

**What does DL mean for arts education?**  
For DL, the definition supports the continual building of skills, knowledge and techniques while focusing on the art form's discipline. The skills students will use to learning include: exploring, creating, responding, and performing.

**Disciplinary Literacy is NOT...**  
• the same as content area reading (literacy) only.  
• for language arts only.  
• "the call" to replace general reading strategies (Kuhlthau, 2015).  
• focused on every teacher's reading teacher (Peggie Lally, et al., 2010).

**Disciplinary Literacy IS...**  
• aimed at what we teach versus how we teach.  
• exploring the content knowledge, experiences, and skills needed to develop proficiency.  
• a set of skills (reading, writing, listening, speaking, thinking, and performing) to support a more in-depth study of a content area.

The arts have unique symbolic systems of communication, allowing people across countries, cultures, and time to connect. The icons in these symbols which may include letters, numbers, lines, notes, and various images and make meaning of the ideas. The symbols are representative ideas and messages for the learner to decipher. The "disciplinary user" receives opportunities for the learner to interpret and then apply through exploring, creating, responding, and performing.

The [Tip Sheet](#) provides [DL Arts Examples](#)

- DL Arts Session**
- [CESA 5 11/12/14 AM](#)
  - [CESA 5 11/12/14 PM](#)

Additional professional development options, including an online [Fine Arts Professional Development](#) site are available. Please contact [Julie Palkowski](#) if your district is interested in discussing options.

Visit past newsletter issues [2012-13 #7](#) & [#8](#) to learn more about DL and "Informational Text."

**WORDS, #, Images, Auditory Cues**

## SLOs in the Arts

Resources and online materials:

- [Student Learning Objectives in the Arts PD site](#) provides all session materials and extension activities for learning.
- Fine Arts and Creativity newsletter issues - [2013 Issue #3](#), [Issue #4](#)
- [SLO in the Arts - Tip Sheet](#)
- [SLO Toolkit](#)
- [Wisconsin DPI SLO Site](#)
- [Updated Template \(Version 7\)](#)
- [Template and Critical Friends Document](#)
- Wisconsin arts SLO examples and rubrics for:
  - [Art](#)
  - [Choir](#)
  - [Dance](#)
  - [Instrumental Music](#)
  - [General Music](#)
  - [Theatre](#)
- [Disciplinary Literacy SLO Rubric Examples](#)





Here are lesson ideas from Wisconsin Arts Teachers. Feel free to email each person with additional questions about the ideas. If you would like to share a strategy for future newsletters, please submit these at the "[From the Field.](#)"

## From the Field

**Title** - Elementary School Theatre Classes

**Shared by** – [Jane Kouba](#), Drama Teacher for the School of Technology and Arts, La Crosse

**Description** – At the School of Technology and Arts in La Crosse, students worked on pantomime, character walk, and object use to create the "Who" and the "Where" of a scene. These skills are used to build scenes that integrate their classroom curriculum with drama. 4/5th grade students worked on creating skits about their imagination mapping work they created with their classroom teachers. 2nd/3rd grade students created group sculptures about Kickapoo Valley Reserve critters, brainstormed ideas, and worked them into skits to share about the three field trips our school is taking to the Reserve this year. Our youngest K/1st grade students worked on beginning, middle, and the end of a story, as well as plot, character, and setting by reading and recreating Rumpelstiltskin.



4/5 students work with pantomime



2/3 students work with character walk



2/3 students work with pantomime

**Title** - Medieval Feast

**Shared by** – [Brianna Joy](#), Art Teacher of Viroqua Middle School and High School

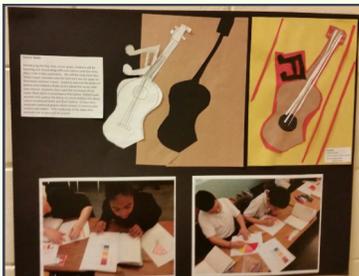
**Description** – The Medieval Feast occurred in November in Viroqua. The event involved about 160 high school music and art students. A marketplace with vendors selling items such as jewelry, leather goods, pottery, and food were at the event. Other school organizations had booths. The guests for the event were entertained by the royal court and villagers through singing and various instrumental groups, along with a tumbling act. Additional small skits and a game show, the Feudal Feud, were a part of the night. A medieval-inspired five course meal was served by participants in costumes. A merry time was had by all! A special thank you to the staff involved from the art and music departments.



**Title** - Big Idea - Career Goals

**Shared by** – [Lauren Navarro](#), Art Teacher of Bruce Guadalupe Community School, Milwaukee

**Description** – Introducing the Big Idea, career goals, students will be learning and researching different careers and how they play a role in the community. We will be using illustrator, Rafael Lopez Gonzalez and Eric Karl. Both use cut paper to illustrate children's books. Students learned the basics of poetry and created a Haiku poem about the career that they chose. Students then used the technique of cut paper illustration to accompany their poem. Rafael Lopez worked with author Pat More to create Haikus about traditional Latino foods and history. In class, students analyzed statistical graphs about careers in America, later using bar graphs and pie charts to visually show the data. This is one unit of the ALMA program, which integrates art with literacy and math.



Writing Haiku poems and researching careers

[Website](#)



Fireman



Zoo Keeper

## Virtual Office Visits

Participate within an online office visit. Ask questions, listen, and share with Julie Palkowski and other fine arts colleagues. You can stay for the entire time or just a few minutes. The visit is Tuesday, Dec. 16, 2014, from 7:30am - 8:30am and 12:00pm - 1:00pm. Scan the QR code or go to the Today's Meet site - [WIFineArtsEducators](http://WIFineArtsEducators). Tutorial



## Wisconsin High School Theatre Festival

This year's 24th festival was hosted by Viterbo College in La Crosse, WI. The event highlighted high school theatre performances and tech crew sessions in addition to having theatre focused workshops for students within the three day festival. Check the [Wisconsin High School Theatre Festival website](#) for additional details and to find out how your school may participate within next year's festival. The 2015 festival will be hosted by UW – Whitewater in November. [Registration information](#) will be updated soon.



One Act Play performance at the festival in La Crosse, WI



Viroqua HS Orchestra rehearsal



Viroqua HS Library Art Gallery—large scale



Gale-Ettrick-Trempealeau HS Introduction to Art



Viroqua HS Band rehearsal



Bruce Guadalupe Community School - Milwaukee Art print, poetry

# Highlights



Viroqua ES Art Gallery piece



School of Technology and Arts - ES Drama class La Crosse



Viroqua HS Choir rehearsal



Viroqua ES Music compositions



Gale-Ettrick-Trempealeau HS Vocal Point rehearsal

## Arts Organization News



**Music Listening Project** - focused on listening activities with different musical styles, forms, and timbres for students in grades 4-6.



**Wisconsin Arts Board news**



**Alliance for Wisconsin Theatre**



**WAEA, Visual Arts Classic, Youth Art Month MAS Project -**

The workbook with lesson plans complimenting the work of MAS artists is described online. [Click here to read A Note from the Founder, Frank Juarez](#) and for WAEA conference presentation.



**The Wisconsin Dance Council—Highlights and education news**

**Wisconsin School Music Association ; classroom honors activities**



**Music Education News & Information - NAFME**



**Visioneers Design Challenge**

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#### Fine Arts Professional Development Site -

<https://sites.google.com/a/dpi.wi.gov/fineartspd/>



## Follow Us



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[Creativity Education and Research](#)



[Inclusive Arts Education](#)



[Music Education and Research](#)



[WIFACE](#) - arts education diigo links



## State Superintendent News

Wisconsin Department of Public Instruction updates are provided online. Highlights recently posted include:

[DPI Site](#) - latest news and links

[Agenda 2017: Every Child a Graduate, College and Career Ready](#)

[DPI ConnectEd](#) - arts articles

- [Lessons from an A Cappella Group](#) (October 2014)
- [Music and Art News](#) (March 2014)
- [Student Contests - Art, Photography...](#)(February 2014)
- For [past fine arts education related postings](#), click the link.



## Events

- [WI DPI Fine Arts Professional Development Calendar](#)
- [WIFineArtsEducators](#)—Virtual office visit, Dec. 16, 2014, from 7:30am-8:30am and 12:00pm-1:00pm.
- Scholastic Art Awards - Wisconsin. Email Coordinator [Helen Ehlke](#) of the Milwaukee Art Museum for entry information. Deadline - December 9, 2014.
- [UW Stevens Point Dance Productions, Tickets, Details](#)
- [VSA Wisconsin Events](#)
- [WCME Center Events](#)
- [Woodson Art Museum Teacher Resource Guide](#) , Wausau
- [Youth Art Month Regional Events](#)

## NEW Fine Arts Professional Development

Visit the [Fine Arts PD site](#) for articles, resources, and videos focused on Fine Arts Education topics. Please share your suggestions for the site. Contact [Julie Palkowski](#) for additional options.

### DPI Fine Arts Sites

- [Fine Arts and Creativity Education](#)
- [Fine Arts Pedagogy; Teacher Licensure](#) - fine arts
- Wisconsin Academic Standards posters:
  - [Art and Design](#)
  - [Music](#)
  - [Dance](#)
  - [Theatre](#)

## VSA Wisconsin – Call for Art



VSA Wisconsin, an organization that celebrates the artistic achievements of children and adults with disabilities, is issuing its annual statewide Call for Art to students with disabilities ages 5-21. A jury of art professionals will review the work. The submission deadline is February 9, 2015. Applications and more details are available on VSA Wisconsin's website at [http://vsawis.org/exhibitions\\_sales/call\\_for\\_art/cfabrochurefyfy15.pdf](http://vsawis.org/exhibitions_sales/call_for_art/cfabrochurefyfy15.pdf). All artists submitting to the Call for Art will have their work displayed in a public exhibition April 13 – May 2 at the VSA Wisconsin Gallery in Madison. A reception for the artists and general public will be May 2 from 2-4 p.m.

## Past Newsletter Issues