

Educational Round Article Synopsis

Title: Moving Arts from the Edges: Experiences in an Arts Integrated Middle School

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This is a research article in which an American middle school with strong Arts-Integration was studied. I do think that findings of the study are valuable and applicable to some components of our case. The first part of the article begins with a historical synopsis of how art has been pushed to the periphery of education while “core” subjects are still considered Mathematics, Science and Languages. I will certainly use Vaughan’s Bibliography to further explore why the arts have become so neglected in the publicly funded school system and yet the arts are so important in educating the “whole” student. A breakdown of the article is as follows:

History of Arts Education: A Luxury not a Necessity

- arts not treated same as mathematics or science
- arts still seen as expendable luxuries school systems are not willing to spend money on
- ‘arts sometimes associated with frivolous world of TV and entertainment, not with the technological future that has become the serious business of education’
- public tends to underestimate the importance of the arts and the essential contributions they can make to education because it’s regarded as entertainment-don’t understand it provides a different way of thinking for students success.
- Parents and people uneducated in the arts perpetuate this notation.

Arts and Multiple literacies/ intelligences: Making a Case for the Arts

- the arts help students define who they are, see themselves as part of larger culture, broaden their perspectives, expand their abilities to communicate, to develop their imagination, and to evaluate and make judgments.
- Arts-integrated education can improve student's lives - academically, socially and emotionally.
- Arts celebrate multiple perspectives and importance of personal interpretation.
- Arts teach divergent ways of thinking, responding to challenges and problem solving.

Characteristics of an Arts integrated school as demonstrated through the study

- **Greatest factor in success of arts integration is cooperative teaching and planning. Vaughn explains that at school studied teachers put in much extra work to coordinate in order to meaningfully and successfully integrate the arts.
- This touches on one of our case questions about PD and how teachers can be trained on how to effectively integrate the arts.
- Key findings about student attitudes and thoughts in integrated schools:
 - “arts generate a spirit of accomplishment, risk-taking, and respect.”
 - “students are able to see themselves as talented.”
 - See themselves as artists

- School takes on creative meaning to students in an arts-integrated school
- students have heightened sense of self efficacy and confidence in all subject areas