



The Wow Factor: The impact of arts in education

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What do these countries have in common?

Canada, Finland, New Zealand, Japan, Korea, Estonia, Australia, The Netherlands Germany UK, Czech Republic, Hong Kong, Switzerland, Austria, Belgium and Iceland.



A blurred background image showing a group of people in a social setting, possibly a dance or party. A man in a pink shirt is prominent in the foreground, and other people are visible in the background, some wearing colorful clothing like a red shirt.

**And can you guess what these
countries have in common?**

**○ Brazil, Colombia, Cuba,
Cambodia, Bhutan,
Kenya and Nigeria.**

The QCA: Identifies 5 creative behaviours.

- ☐ ☐ Questioning and challenging
- ☐ ☐ Making connections and seeing relationships
- ☐ ☐ Envisaging what might be
- ☐ ☐ Exploring ideas, keeping options open
- ☐ ☐ Reflecting critically on ideas actions and outcomes



Ofsted

- The arts are important because they are intrinsic components of human culture, heritage and creativity and are ways of knowing, representing, presenting, interpreting and symbolising human experience.
- Contact with the arts requires the abilities to question, explore and collaborate; and to extend and develop one's ideas, and the ideas of others.
- The creation of art requires a sense of structure, discipline, rigour, and a positive response to challenge.

- school climate
- cultural capital in families
- teacher engagement

DANS			
Dansen in de vrije ruimte met aangegeven bewegingen.	Een eenvoudige dans uitvoeren (kringdans).	Een moeilijkere, ingewikkelde dans uitvoeren (rij-dans, op wisselende plaatsen in de ruimte, ingewikkelde choreografie).	Zelf een eenvoudige dans bedenken bij muziekstuk.
Spil 11	Spil 13	Spil 17	Spil 18

Zelf een moeilijke dans bedenken bij een muziekstuk.	Het aanleren van een moeilijke dans aan anderen.		
Spil 20/21	Spil 22/23		

DRAMA

Bij drama gaat het erom dat kinderen de en mimiek leren kennen en toepassen.

Nog geen alsof - handelingen stellen, kan wel eenvoudige alsof handelingen van de begeleider aflezen.	Kan aangeleerde alsof-handelingen uitvoeren. Andere kinderen kunnen deze ook echt aflezen.	Kan zelf alsof - handelingen bedenken en uitvoeren. Andere kinderen kunnen de handelingen aflezen.
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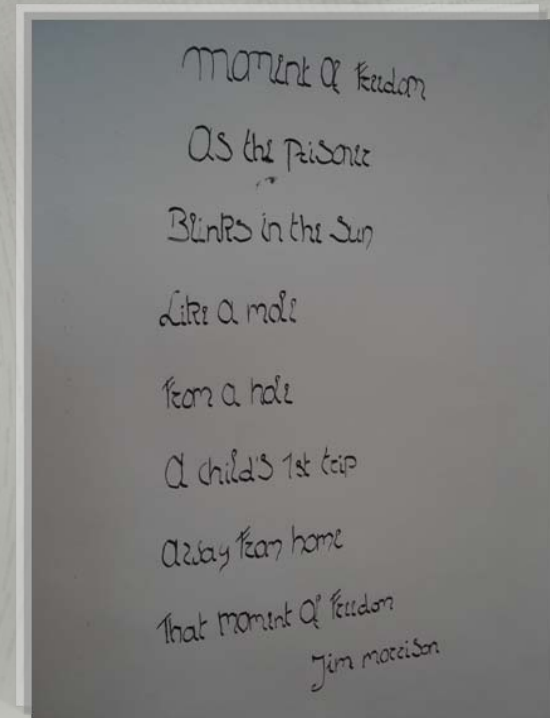
The question

Interpellasjon fra Tove Karoline Knutsen (A) til kunnskapsministeren Datert: 05.02.2008

- Den siste tids debatt om kvalitet i skolen har hatt sterkt fokus på PISA-undersøkelsens funn, som viser at Norge kommer relativt dårlig ut i basisfag som språk og matematikk. Med dette som viktigste utgangspunkt har det brede perspektivet på skolens mål og oppdrag manglet så langt i debatten. Viktige læringsmål for skolen ivaretas gjennom pedagogiske plattformer for hele fagporteføljen; elevene skal lære å forstå logiske strukturer, handtere kvalitative og kvantitative størrelser og øve opp evnen til refleksjon og kritisk tenkning. En UNESCO-rapport fra 2004, basert på en bred undersøkelse utført av professor Anne Bamford, konkluderer med at god, tilpasset og tilstrekkelig undervisning i estetiske fag har stor betydning for både det generelle kunnskapsnivå og læringsmiljøet. Hvordan ser statsråden at slike perspektiver kan implementeres i tenkningen rundt, og tiltakene for, en bedre skole?

Ofsted's inspection data suggests that the **good teaching** is in the arts

- **In secondary schools, for instance, there is** more very good teaching in art and design and music than in any other subject.
- **Inspection data also show that many children with English as an Additional Language and children with special educational needs learn particularly well in art and design in comparison with other subjects.**



Improving City Schools

- *The arts help good teaching?*
 - had very high expectations of the pupils
 - planned carefully for all the pupils in the class
 - took account of the pupils' artistic interests outside school and made the curriculum broad and relevant
 - challenged pupils creatively
 - celebrated pupils' work in school and with their parents
 - made links with professional artists and arts organisations outside school
 - ensured that pupils were quickly involved in lessons in the practical nature of the subject
 - formed positive relationships with pupils in lessons and in extra-curricular activities.

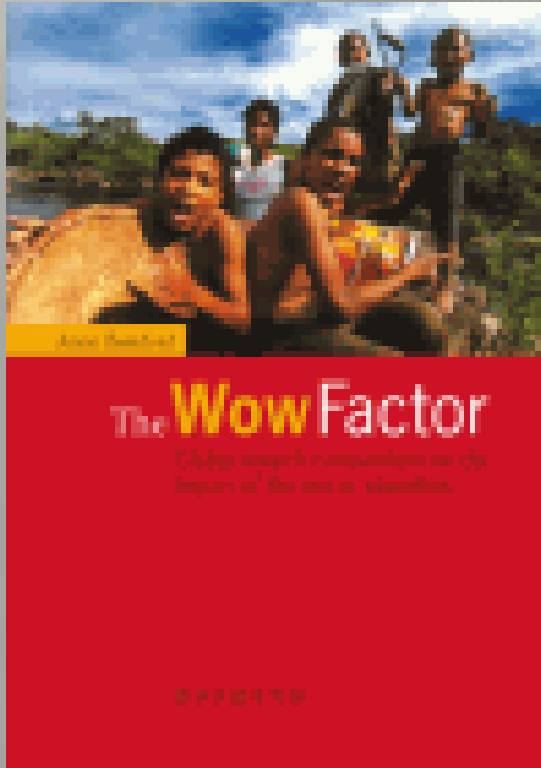
(Ofsted 2000, 3b)

Where to get a copy...

Anne Bamford

The Wow Factor

Global research compendium on the impact of the arts in education



ISBN 3-8309-1617-5

And can be obtained through

order@waxmann.com or
<http://www.waxmann.com>

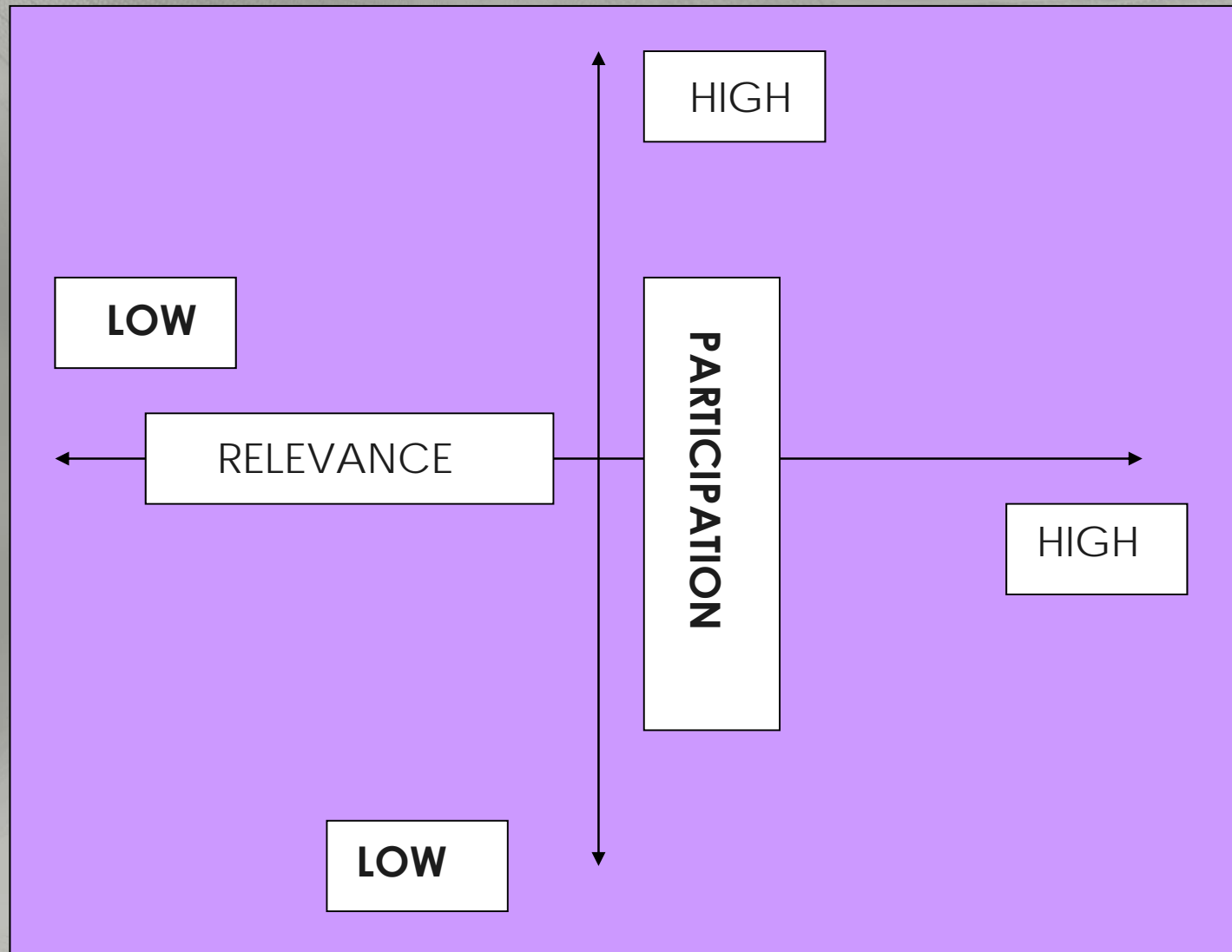
www.engineerroomcogs.org

Overall findings

- The arts appear in the educational policy in almost every country in the world;
- There is a gulf between the 'lip service' given to arts education and the provisions provided within schools
- The term 'arts education' is culture and context specific
- There is a difference between *education in the arts* and *education through the arts*
- Quality arts education has impact on the child, the teaching and learning environment, and on the community
- There is a need for more training for key providers at the coalface of the delivery-chain (e.g. teachers, artists, and other pedagogical staff)



There seemed to be between 17-28% (averaged at around 22%) negative impacts of poor quality programmes. Put crudely, this meant that in a global sense about $\frac{1}{4}$ of all the arts and cultural education a child receives is likely to have a negative impact



Relevance

- **Relevance to the nation**
- **Relevance to the community**
- **Relevance to the individual**



Cultural diversity?



Accessibility to all

- Quality programmes are built around the notion of inclusivity



Quality



- **creative**
- **artistic**
- **cultural**
- **economic**
- **social**
- **innovation**
- **spiritual**
- **educational**

World Economic Forum, Davos 2006

Economic forecasts...

The arts will be a major force in economic development. The so-called creative industries are emerging as the largest single sector of economic activity in many countries and as the driving force of the 'tiger' economies of India, China and Korea.





Global music sales fell by 10% last year

Domestic market 32% in volume

Brian Slagel started Metal Blade out of the back of his mother's home in 1982 with the release of "Metal Massacre" — the first album to feature songs from Metallica and Ratt. His current gross annual sales — some \$10 million-plus in the States and another \$6 million-plus abroad — have been growing at 4 to 5 percent a year recently. Fans still want T-shirts and CDs, and there's no shortage of new metal bands.

'Quality' is defined as being those arts education provisions that are of high value and worth in terms of skills, attitudes and performance. In other words, a form of arts education that is relevant and meaningful to the learner.



Active partnership and collaboration



- Shared responsibility for planning, implementing and evaluating a programme.

Flexible organizational structures and permeable boundaries

- organizational flexibility
- open boundaries



Reflection

- View their work more critically and reflectively



Local

- Quality programmes connect with the local environment.



Project-based, research-based inquiry initiating approaches

- research-orientated approaches, combined with project-based methods



Active creation, performance and exhibition

- Exhibition and performance brings kudos to the participants and promotes the benefits of the arts to a wider audience.



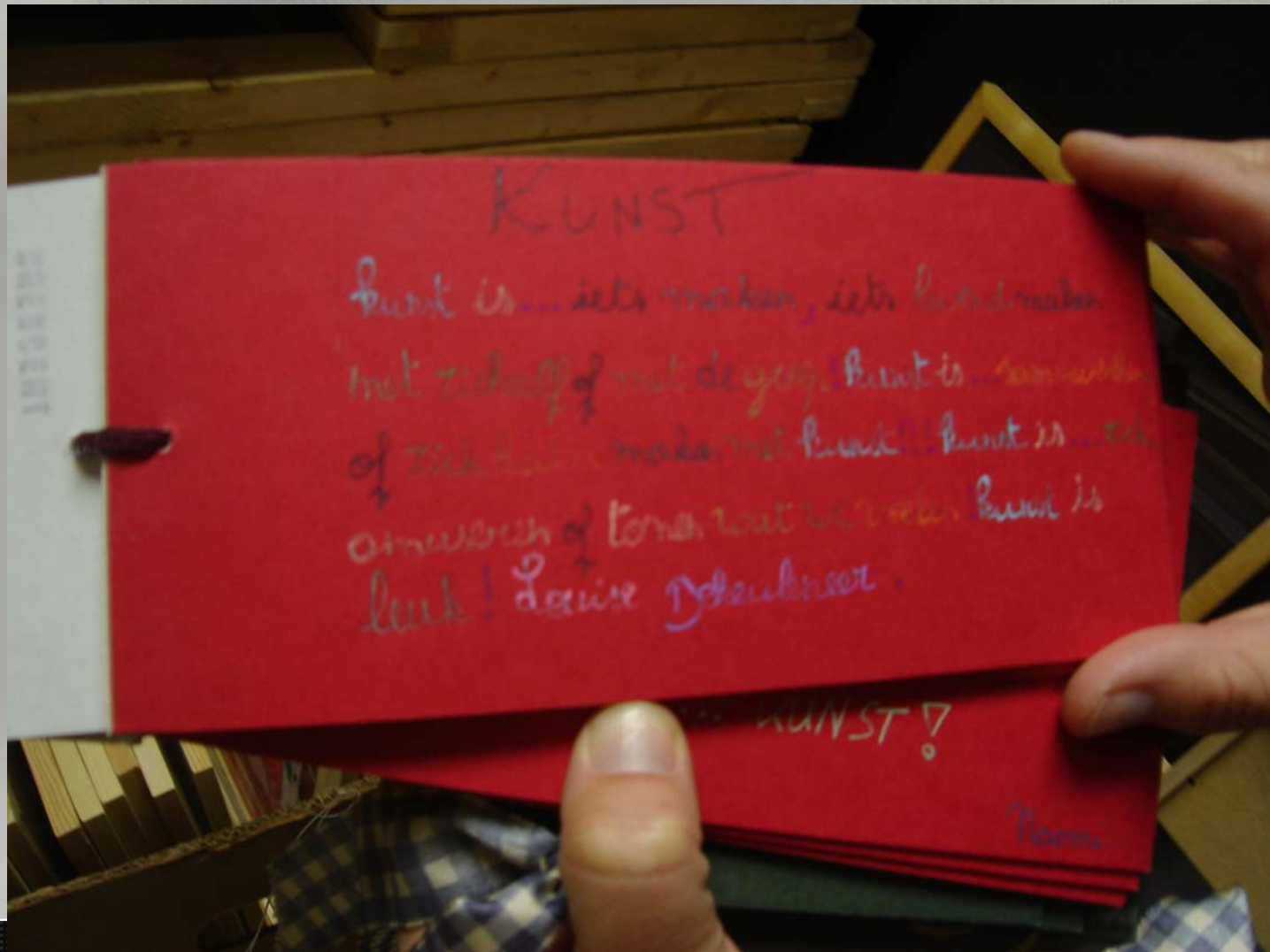
The languages of the arts



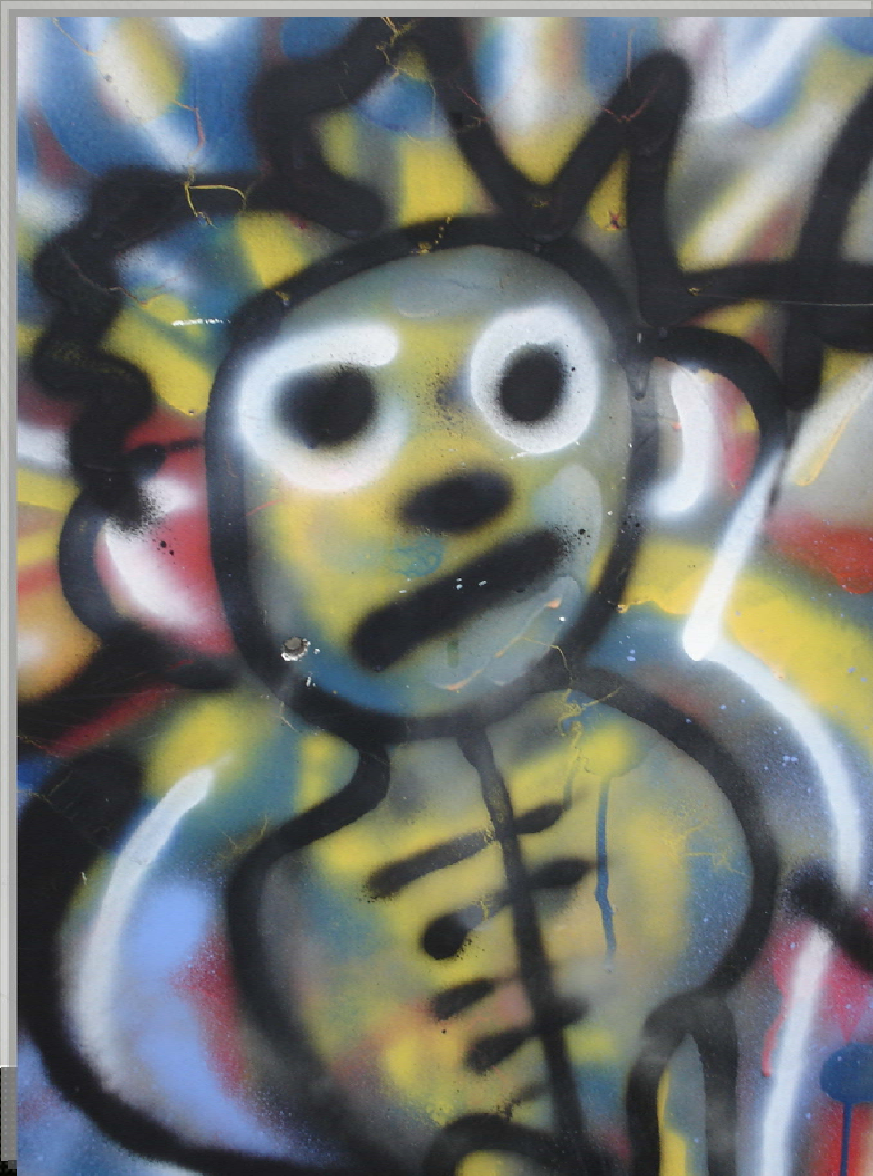
Encourages people to take risks and use their full potential



Monitoring quality

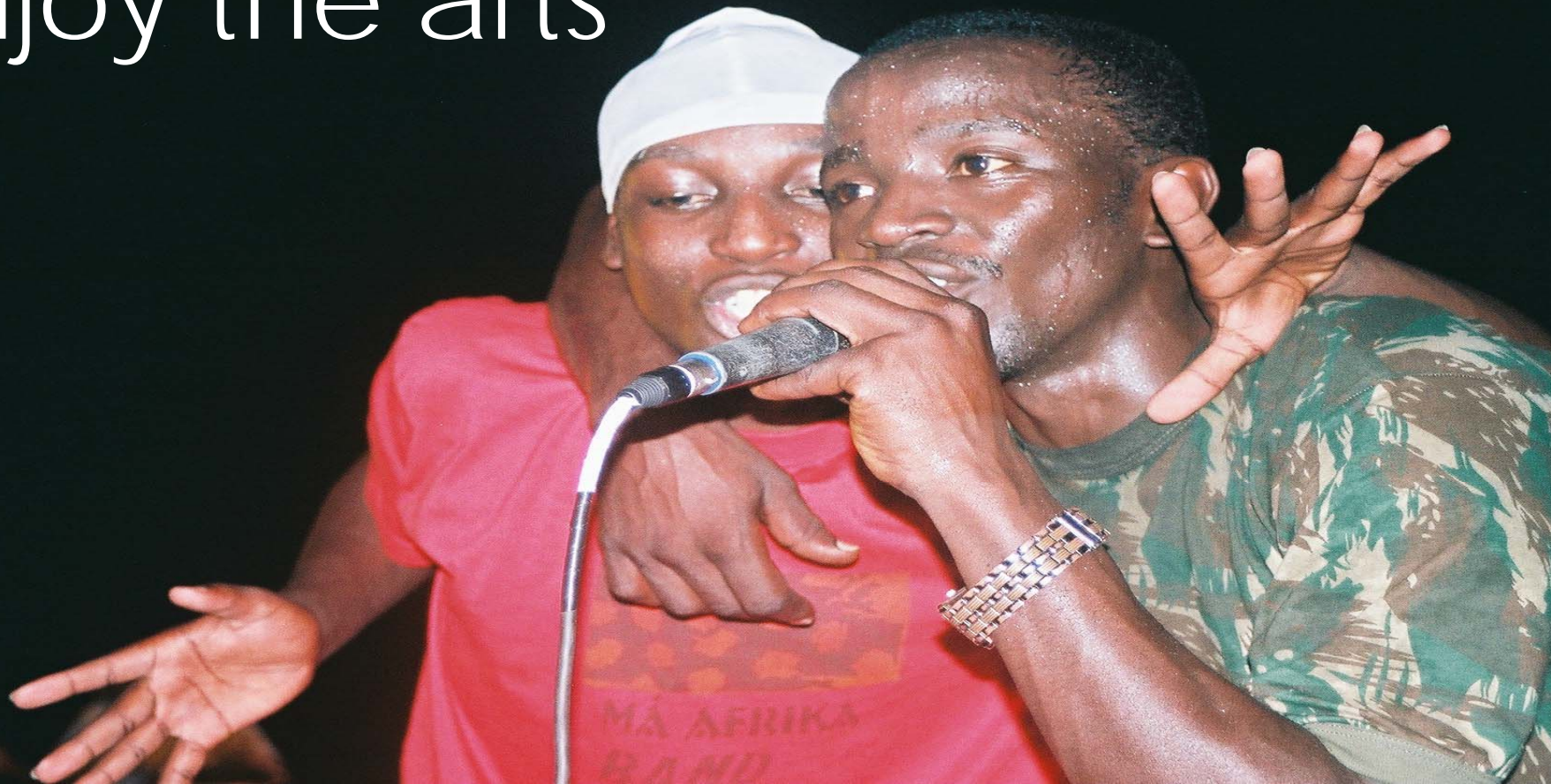


Leadership





Everyone has the right **freely**
to participate in the cultural
life of the community, to
enjoy the arts



Promotion of Arts Education and Creativity

- In 1999 UNESCO launched the International Appeal for the Promotion of Arts Education and Creativity within Schools, as part of the construction of a culture of peace. The appeal, among other things, stated that: “we are today clearly and strongly aware of the important influence of the creative spirit in shaping the human personality, bringing out the full potential of children and adolescents and maintaining their emotional balance.” The Appeal also emphasized the need to move to more balanced kinds of education to meet the needs of the 21st century.

<http://www.unesco.org/culture/lea>

http://www.kunststyrelsen.dk/db/files/ildsjaele_in_the_classroom.pdf

- o **Research**

The establishment of a centre of knowledge for the arts and cultural subjects

- o **Assessment**

The evaluation process continues to need strengthening, and the educational results need to be made apparent throughout the entire programme of education

- o **Sustained**

The number of teaching hours needs to be increased

- o **Professional development**

Continuing education and teacher training opportunities for artists and teachers

- o **Partnership**

The establishment of a Cultural Ambassador arrangement

Involving artists in school teaching

More offers of artistic experiences



Flanders

http://www.nsd.be/web/canon/admin/media/14585_41.pdf

- Arts, cultural or heritage education
- Teacher education and professional development
- Accessibility in school and out of school
- Policy level disagreements
- Continuity of experiences
- Vocational education
- Multiple systems
- Mobilising the professional groups









The Netherlands


<http://www.minocw.nl/english/culture/index.html>



- Arts or culture?
 - media? Heritage?
- Long term partnerships
 - Joining the dots
 - Cultural agencies
 - Continuous learning lines
- Teachers
- Monitoring
- Funding

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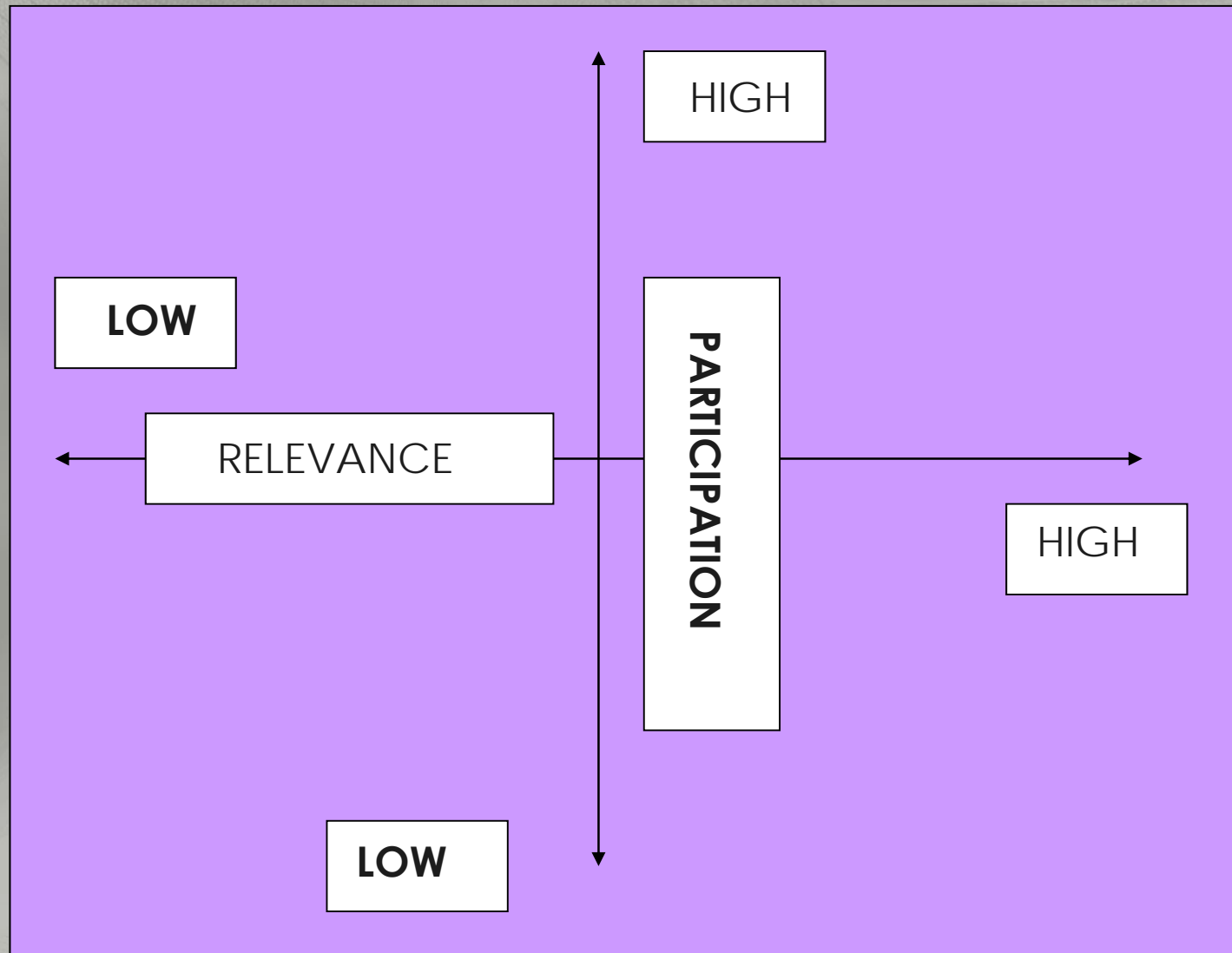
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Norway?





Gonneril



Regan

