

# A | R | T | S AT THE CORE OF LEARNING

Volume 4. No. 2 May 15, 2003

---

## **Teaching Artists: On-going learning and development**

The Oklahoma Arts Council recently convened a series of important discussions concerning teaching artists across the state. Forum on Roster Artists Management Effectiveness or F.R.A.M.E. identified a set of guiding principles of teaching artists. "Foremost of the principles is that the work of teaching artists provide age and developmentally appropriate active engagement and participation in the creative arts process," said Debbie Simms, OAC staff.

F.R.A.M.E. also determined that: 1) experiences should focus on a target group with a specific purpose and intended outcome selected to meet participant needs; 2) activities must honor the integrity and authenticity of the arts process and 3) experiences assure the creative development of each participant.

A Teaching Artists Professional Development Series was also initiated by the Arts Education Department of the Oklahoma Arts Council. Topics were carefully selected to increase the knowledge of teaching artists and keep their instructional skills current. The training included Developmental Issues I: Early Childhood, Childhood, Adolescents; Developmental Issues II: Adults and seniors; Disabilities Etiquette; and Web Design. Experts in each area made presentations and classes allowed time for discussion and networking. Continuing education certificates from the Oklahoma Arts Council were presented to each participant, offering a total of 16 continuing education units by attending all four sessions. A new series is planned for next year and will include higher education students interested in the teaching artist profession.

## **Oklahoma Center for Arts Education assumes leadership role**

The Oklahoma Center for Arts Education, under the leadership of Dr. John Clinton, Executive Director, will serve as a professional development institute and learning resources center for the state and region. Within the College of Arts, Media and Design at University of Central Oklahoma, OCAE will cultivate, strengthen, promote and develop arts education programs in Oklahoma schools and communities. It will focus on professional development, arts integration, advocacy and research. OCAE provides oversight for the Oklahoma A+ Schools program and recently sponsored a symposium in partnership with the Oklahoma Arts Council on Expressive Arts, Healing, Wellness and Human Development. For more information about this exciting new resource, contact Dr. Clinton at 405-974-3779 or visit <http://www.camd.ucok.edu/ocae.html>

---

## Grant Opportunities

### **Artists-in-Residence Grants - Matching Funds Reduced**

In response to this year's budget crisis and to help schools and organizations as they continue their efforts to provide quality arts and learning experiences, the Oklahoma Arts Council initiated a reduced match for artists-in-schools and artists-in-communities grant requests. For a one-week/block artist residency, OAC will grant \$500 towards the total fee of \$700 per week/block. Schools or qualified sponsoring organizations will only be required to match with \$200 per week. Funding is limited and applicants submit the application on-line. For more information visit OAC's Web site: [www.arts.state.ok.us](http://www.arts.state.ok.us).

### **National Education Association Grants**

The National Education Association Foundation awards \$1,000-\$3,000 grants to practicing public school teachers in grades K-12, public school education support professionals, and higher education faculty and staff at public colleges and universities. Eligible applicants may submit a proposal at any time. Notification will be made within seven months of receipt of the application. For more information visit: <http://www.nfie.org/grants.htm>

### **Teaching Tolerance Grants**

Grants of up to \$2,000 are available to K-12 teachers from the Teaching Tolerance project of the Southern Poverty Law Center, a nonprofit group that fights

discrimination. The grants are awarded for activities promoting diversity, peacemaking, community service, or other aspects of tolerance education. Requests should include a typed, 500-word description of the activity and the proposed budget. Application deadline: open. For more information, visit: <http://www.tolerance.org/teach/expand/gra/index.jsp>

### **Summer reading for the family**

Teachers, parents, children and virtually all members of the community are facing uncertain times. Resources are needed to help children and adults learn how to cope with or off set the constant barrage of worrisome headlines in the media. As summer approaches and children are out of school, they will spend many hours watching television. There are several electronic resources that might provide support and specific strategies for helping alleviate stress at this time. Resources are available by visiting: American Psychological Association, <http://helping.apa.org/index.html> and Magination Press, <http://www.maginationpress.com/aboutus.html> and an interactive site for children: [www.kidspsych.org](http://www.kidspsych.org)

### **The Arts in Peacemaking and Conflict**

"Conflict resolution education and the arts share many qualities and fit together like pieces of a puzzle. When taught together, the lessons of both fields reinforce each other, resulting in better relationships between arts teachers, youth, and

---

communities. Both conflict resolution, education and the arts are large pieces used to help build a healthier community.”

*The Art in Peacemaking*

This statement summarizes the premise of a new publication from The Partnership for Conflict Resolution Education in the Arts, which was created as an initiative to capitalize on the strengths of arts programs and conflict resolution. The partnership is a national leadership initiative of the National Endowment for the Arts and the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice. The resource guide, *The Art in Peacemaking: A Guide to Integrating Conflict Resolution Education into Youth Arts Programs*, is a valuable addition for arts programs that work with youth. Handouts and activities for integrating conflict resolution into arts programs are included and suggestions that provide youth with programs that help build self-respect, respect of differences and social responsibility while providing them skills and processes that help peacefully manage conflicts. Arts based activities build on the basic concepts of conflict resolution and include writing/poetry, dance/movement, drama/theater, music/sound, visual arts and media literacy. Each activity is divided into five sections: objectives, time frame, materials, procedure and follow-up activities. The 87-page document may be downloaded from: <http://www/arts/gov/pub/ArtinPeacemaking>

### **Learning through the Arts guide now available**

“The arts should be supported not only because research supports their value but also because they are as dynamic and broad-based as more widely accepted disciplines. They contribute to the development and enhancement of multiple neurobiological systems, including cognition, emotional, immune, circulatory and perceptual-motor systems. Ultimately, the arts can help make us better people.”

Eric Jensen,  
Teacher, Scholar and Member of the  
Society for Neuroscience and  
New York Academy of Science

A guide to the NEA's arts education initiatives includes brief descriptions of arts learning grants, partnerships, and programs; a thumbnail history of the Endowment's involvement in arts education research; a section on successful projects and programs that the NEA has supported; and a list of arts learning partners and organizations. Altogether, the publication, *Learning through the Arts: A Guide to the National Endowment for the Arts and Arts Education* demonstrates the Endowment's continued commitment to arts learning for children and youth. The 44-page document, published by the National Endowment for the Arts, 2002 may be downloaded from: <http://www/arts/gov/pub/ArtsLearning>

ARTS at the Core of Learning: Paulette Black  
ARTS at the Core of Learning designer: Scott A. Cowan  
Published by the Oklahoma Arts Council  
as authorized by Betty Price, Executive Director  
Quik Print has printed 600 copies of this  
publication at a cost of \$120.15  
Copies have been deposited with the  
Publications Clearinghouse  
of the Oklahoma Department of Libraries.  
O K L A H O M A



P.O. Box 52001-2001  
OKLAHOMA CITY, OK 73152-2001  
405.521.2931  
TDD 405.521.2931

NONPROFIT ORG.  
U.S. POSTAGE

PAID  
OKLA. CITY, OKLA.  
PERMIT NO. 1462

---

**Web Watching:** Valuable arts learning resources including special issues for schools, community programs or other settings. Check out the latest additions to the Resources and Programs for Schools Web listing, on the Oklahoma Arts Council's Web site: [www.arts.state.ok.us](http://www.arts.state.ok.us)

About Our Kids  
<http://www.aboutourkids.org>

Afterschool Alliance  
[http://www.afterschoolalliance.org/lights\\_2002/index.cfm](http://www.afterschoolalliance.org/lights_2002/index.cfm)

Americans for the Arts  
<http://www.americansforthearts.org>

Art After School  
<http://www.artafterschool.com>

Arts@Work Grant Program  
<http://www.nfie.org/programs/artsatwork.htm>

Coming Up Taller for Children & Youth at Risk  
<http://www.cominguptaller.org>

International Child Art Foundation  
<http://www.icaaf.org>

National Dropout Prevention Center  
<http://www.dropoutprevention.org/>

No Child Left Behind  
<http://www.nochildleftbehind.gov>

Oklahoma Institute for Child Advocacy  
<http://www.oica.org/index.html>

Public Education Network  
[www.publiceducation.org](http://www.publiceducation.org)

Smithsonian Jazz  
<http://www.smithsonianjazz.org/>

Takenote: A Center for Teaching About Orchestra  
<http://www.symphonymworks.net/takenote/>