

A publication of  
**Shelby County Schools**  
**Fine Arts Department**

Department of  
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**Dr. Nan McDonald is Featured Presenter at Summer Arts Infusion Workshop**

Dr. Nan McDonald, Professor of Music at San Diego State University, will be the featured presenter at the 1st annual Shelby County Schools Arts Infusion Summer Workshop. Dr. McDonald has over 25 years of teaching experience in music education from preschool through university-level. At San Diego State University, she serves as the Coordinator of Music Education and teaches Music for Children courses for majors in music education as well as Music Education Practicum courses for the preparation of future K-12 music educators.

Dr. McDonald is a featured presenter at state, regional and national

conferences and workshops. She continues her action research with many teachers and students in inner city K-8 general classrooms where she guides teachers to design customized integrated arts lessons across the curriculum content areas. She is a recognized author with articles in professional journals for music, fine arts and reading educators. Her most recent publication is *Facilitating Understanding Through Arts Integration Across the K-8 Curriculum: Purposeful planning*. She is also the author of *Handbook For K-8 Arts Integration* and *Teaching Literacy Through the Arts*.

Dr. McDonald is an engaging, experienced presenter who actively

involves her audiences in the process of constructing arts integrated lessons and units of study. Her hands-on approach to professional development will allow participants to both learn and experience the arts integration process.

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## Websites and Resources for Arts Infusion

Kennedy Center ARTSEdge  
[www.artsedge.kennedycenter.org](http://www.artsedge.kennedycenter.org)

The Kennedy Center ARTSEdge site contains numerous resources and lesson plans which demonstrate the arts infused approach to teaching

Chicago Arts Partnership in Education (CAPE)  
<http://www.capeweb.org>

The Chicago Arts Partnership in Education has been in existence since the early 1990s, and their groundbreaking work in arts infusion produced the book, *Renaissance in the Classroom*, an essential guide for any successful arts infusion program. The site contains lesson plans, resource lists and articles on arts infusion.

New Horizons for Learning  
[http://www.newhorizons.org/strategies/arts/front\\_arts.htm](http://www.newhorizons.org/strategies/arts/front_arts.htm)

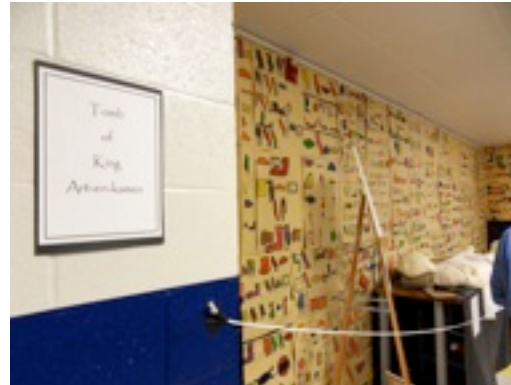
The New Horizons for Learning "Arts In Education" page contains articles, recommended reading and related links on arts infusion programs.

Tennessee Alliance for Arts Education  
<http://www.tnartsed.org/>

The Tennessee Alliance for Arts Education unites educators, artists, and community leaders to promote, support, and advocate for arts education for all children in grades K-12 throughout the state. Visit their "resources" page for an extensive list of arts infusion related links.

Whole Schools Initiative  
<http://www.mswholeschools.org>

The Whole Schools Initiative is in partnership with the Mississippi Arts Commission to provide training and support to arts infused schools across the state of Mississippi. Lesson plans are available on the site, as well as their performance report, "The Arts Are an "R," Too."



Photos courtesy of Meredith Wilson

## Arts Infusion Teaching Teams Visit Tupelo, Mississippi Schools

On March 23, arts infusion teaching teams from E.A. Harrold Elementary, Rivercrest Elementary, Millington Middle and Shadowlawn Middle visited Thomas Street Elementary School and Tupelo Middle School in Tupelo, Mississippi. These schools are part of the Mississippi Whole Schools Initiative, a statewide network of arts infused schools.

SCS teachers and administrators participated in school tours, classroom observations and a lunchtime question and answer session with teachers from Thomas Street Elementary and Tupelo Middle School. While Thomas Street has been part of WSI for many years, Tupelo Middle is in its first year of arts infusion. Teachers and administrators from both schools were both informative and pragmatic in their comments on questions dealing with state testing, grading and the daily practice of arts infusion.

At the conclusion of the trip, SCS teachers and administrators in attendance were asked to provide their impressions of the arts infused schools:

The cooperation and planning I observed from the staff members seem to be the key to the program's success in Tupelo. The ideas, enthusiasm and the passion demonstrated by the faculty members and students in these two schools were awesome! -Vernessa Lester, Rivercrest Elementary

I have spent most of this week bragging about the schools in Tupelo and how well they infuse the arts with the other subjects. I was refilled with happiness when seeing everyone working together for the education of our children. -Meredith Wilson, Millington Middle School

Every child does not learn in the same way and combining the arts with the regular classroom curriculum will be a valuable tool in helping all students reach success. The arts will no longer be a separate entity from all the other subjects. This is a positive move in the right direction for our children. -Portia Tate, Rivercrest Elementary



## Shelby County Lead Art Teacher Creates SCS Arts Infusion Logo

Amanda Galbraith, Lead Art Teacher for Shelby County Schools, created the official logo for the SCS Arts Infusion Project. This logo will be used in both digital and print form as a visual representation of the project.

Amanda used information from Brad Foust, Art/Music Grant Facilitator, as well as her own knowledge of arts infusion, to create the logo. "The goal of the logo is to quickly communicate the idea of infusion," Galbraith said. "The logo attempts to achieve this in many ways. First, the two colors used in the logo are the primary colors used in the SCS logo. These two colors mixed together create a range of new colors, much like the range of student learning that occurs in an arts infused school. The shapes in the logo are inspired by guitar picks, which represents another area of arts infusion. Finally, the interaction of the two shapes are abstracted wings of a butterfly. The butterfly represents the product of a transformation or metamorphosis, much like a school who chooses to become and Arts Infusion Member School."

All schools joining the arts infusion project will initially be identified as *Arts Infusion Member* schools, or AIM schools. Schools must work in the program for at least two years before being considered for Whole Arts Member (WAM) status.

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## Vision of a Model Arts Infused School

When you walk into an ARTS-INFUSED school, there is an immediate feeling of welcome, openness, and comfort. The absence of threat is reflected in the children's art on the walls, the sense of diversity, the

smiles of welcome from children and adults, and a willingness to draw you into the community. The tangible evidence is supported by a spirit and texture in the air - invisible and yet enveloping. It's not too neat. This is a good place to be!

In an ARTS-INFUSED School, the voice of the child is heard. This central statement puts the child, or all students, at the center of decision-making. For any decision, the first question is, "Why?" and the next is, "Is it in the best interest of the students." The most obvious evidence of the child's voice is expressive art, writing, and voices around the school. But this voice is equally evident in decisions made every day, and the school's policies. While budgetary constraints, scheduling, and adult convenience are considered, they don't overshadow what is best for students. Although quality materials help students learn, "stuff" is not substituted for process.

The key ingredient in a staff member of an ARTS-INFUSED School is openness. Very few teachers begin with the expertise to integrate the arts and other disciplines, or with the model of democratic process in the classroom and school. Teachers who are willing to learn with their students, make mistakes together, and have a childlike sense of wonder about new ideas will probably become a great team member. It takes only one or two nay-sayers to make the environment uncomfortable for risk-taking. Teachers gain expertise and experience through interactions with one another, visiting artists, and in-service opportunities related to integrated curriculum, multiple intelligences, learning theory/brain-based learning, and the artistic processes. An open, collaborative spirit forms between faculty members.

excerpts from *Vision of a Model Arts-Infused School*, available at: <http://www.aeideas.com/text/articles/artsinfused.cfm>

## Upcoming Events

April 2010

April 1-2, 2010

Brad Foust will participate in a panel discussion, "How Teaching Strategies Must Change to Accommodate 21st Century Learners," at TeachMeet 2010 Conference, Nashville, TN

April 7-8, 2010

Brad Foust will attend the Kennedy Center Changing Education Through the Arts (CETA) Conference in Washington, DC

April 15, 2010

Brad Foust will present a session, "Technology in the Elementary Music Classroom," at the 2010 Tennessee Music Education Association Conference in Nashville, TN

April 22, 2010

Brad will speak at the April PTA meeting at Rivercrest Elementary School

For more information, contact:

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