



K O O P E R A T I O N B I L D U N G S L A N D



BKJ Weitere Aktivitäten im Fachbereich Kooperationen und Bildungslandschaften
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/// NACHRICHTEN ZU KULTUR UND SCHULE

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EUROPÄISCHE UNION

>> EENC literature review on the role of Arts education in enhancing school attractiveness

The European Expert Network on Culture (EENC) is a European Commission initiative coordinated by Interarts and Culture Action Europe that gathers a pool of 17 experts in the field of culture. Its aim is to translate existing academic research into studies and papers that could provide policy recommendations for EU cultural policy development. On 5 April, the EENC published a literature review summarising the conclusions of existing research on the impact of the arts on school attractiveness and students' engagement with school. The literature review examines attractiveness in the eyes of different stakeholders in the educational field (students, families, teachers, school boards, etc.) and the conditions that may enhance such attractiveness. It also identifies fields in which additional research may be needed. Download the paper here [[PDF | 1,1 MB](#)].

>> Kunst- und Kulturerziehung an den Schulen in Europa

Internationale Organisationen haben sich in den letzten Jahren zunehmend für die musische Erziehung ("Kunsterziehung") interessiert. Die daraus resultierenden entscheidenden politischen Entwicklungen sind Gegenstand dieser EURYDICE-Studie. Download [[PDF | 1,1 MB](#)].

>> Fachtagung zur europäischen Netzwerkgründung: Kunstprojekte in Schulen

Das Netzwerk, das von der Europäischen Union unterstützt wird, hat seinen Sitz an der Alanus Hochschule für Kunst und Gesellschaft in Alfter bei Bonn. Gegründet wurde es vom Institut für Kunst im sozialen Brennpunkt und vom Institut für Kunst im Dialog der Hochschule. Das Netzwerk ermöglicht den europaweiten Austausch zwischen Künstlern*innen, Lehrern*innen an Schulen und anderen Einrichtungen. Voraussetzung ist es, pädagogische Angebote und künstlerische Aktivitäten für Kinder und Jugendliche als Mittel der Persönlichkeitsförderung zu integrieren.

Im jährlichen Turnus findet eine Netzwerk-Tagung statt. Den Auftakt machte die Tagung im September 2010, die unter dem Titel "Was kann Kunst – Kunstprojekte im sozialen Brennpunkt" an der Alanus Hochschule in Alfter bei Bonn stattfindet. [[Mehr ...](#)]

GROSSBRITANIEN

>> Creativity, Culture and Education (CCE)

Die Organisation Creativity, Culture and Education (CCE) wurde 2009 gegründet und entwickelt kulturelle Bildungsprogramme für Kinder und Jugendliche in Großbritannien.

>> Creative Partnerships

[Creative Partnerships](#) ist das größte Projekt zur Kulturellen Bildung und wird seit 2002 durchgeführt. Durch nachhaltige Partnerschaften von Schulen und Künstlern*innen aus allen Sparten wurde nicht nur das Schulklima verbessert. Creative Partnerships unterstützt außerdem die Schüler*innen in der Entwicklung neuer Kompetenzen und damit in der Bereicherung ihrer (beruflichen) Zukunftsaussichten.

>> Third Year Report: Evaluation of the Artful Learning Program

The National Center for Research on Evaluation, Standards, and Student Testing (CREST) at UCLA was contracted to undertake a three-year external evaluation of the Artful Learning program, an arts-based school improvement model developed from the work and philosophy of the late composer Leonard Bernstein. This is the third-year report of evaluation findings, with a primary focus on Artful Learning participants in the 2003–2004 school year. The purpose of this report is to provide information about the implementation and impact of the program at current participating school sites, as well as place these findings within the context of the overall findings from the three-year evaluation as a whole. Multiple quantitative and qualitative data collection methods were employed throughout this evaluation. Overall, the findings suggest that the Artful Learning program was a useful tool for teachers with a variety of previous teaching experience, district and state contextual demands, grade/content areas taught, and student populations. Teacher satisfaction with the professional development components of the program were high, although assessment was an area singled out as needing additional support. Recommendations, drawing from all three years of the evaluation, are also discussed. Download [[PDF | 2,4 MB](#)].

>> Cultural Learning Alliance

The [Cultural Learning Alliance](#) is for everyone who believes that children and young people should have an entitlement to quality cultural experiences.

IRLAND

>> Research Digest of the Arts Council Ireland: Arts Education and Other Learning Settings

This resource summarises a wide range of research (including a number of action research projects) undertaken in the field of arts education in Ireland. While the focus is on arts in schools, other settings also feature, including arts in healthcare, youth work and in communities. It includes hard data, reports, project evaluations, policy frameworks and guidelines, and a host of reports from long-term projects undertaken by local authorities, cultural institutions, arts organisations and education providers. Download [[PDF | 397 KB](#)].

KANADA

>> Learning through the arts

[LTTA](#) is a rigorous, structured curriculum program that impacts the classroom on a daily basis. The program's comprehensive format incorporates ongoing professional development of teachers, professional development of artists, writing of lesson plans, curriculum development, in-class delivery and continuous assessment. LTTA offers lesson plans for all academic subjects.

KOREA

>> KACES

The [Korea Arts and Culture Education Service](#) (KACES) is the first government agency dedicated to the advancement and promotion of arts and culture education in South Korea.

NIEDERLANDE

>> Scholen in de kunst

[[Mehr ...](#)]

>> Cultural Participation Fund

As its name implies, the [Cultural Participation Fund](#) promotes participation in culture, especially by encouraging people to engage in the arts and culture themselves. The fund does this, for one thing, by means of arrangements with the provinces and municipalities and by subsidising institutions.

ÖSTERREICH

>> Educult

Mit einem internationalen Netzwerk von mehr als 7000 Kontaktpersonen und ihren Institutionen konzipiert, organisiert und koordiniert [Educult](#)-Projekte der Kunst- und Kulturvermittlung, Kulturpolitik und Bildungspolitik, zum Interkulturellen Dialog, zur Wissenschaftsvermittlung sowie zur Publikumsentwicklung und -forschung. Darüber hinaus forscht, entwickelt und analysiert Educult Kultur- und Bildungspolitik auf nationaler und internationaler Ebene.

>> Grundsatzpapier in Österreich: Ganzheitlich-kreative Lernkultur in der Schule

Kreativität ist ein fächerübergreifendes Leitprinzip des Bildungswesens – so benennt es der [Grundsatzlerlass](#) des österreichischen Ministeriums für Unterricht, Kunst und Kultur. Auftrag der Schule ist es, die Schüler*innen in ihrer gesamten Persönlichkeit und Entwicklung zu unterstützen. Förderung von ganzheitlichem Lernen und individueller Kreativität, Kritik- und Teamfähigkeit und Umgang mit Diversität sind zentrale Themen, die auch neue Anforderungen an die Lehrer*innen stellen. Projekte der Kulturellen Bildung bieten dabei wesentliche Lernfelder für die Entwicklung einer ganzheitlich-kreativen Lernkultur.

>> KulturKontakt Austria (KKA)

Der [Bereich Kulturvermittlung bei KKA](#) konzipiert, begleitet und fördert im Auftrag des Bildungsministeriums partizipative Projekte und Aktivitäten der kulturellen Bildung mit Schulen in ganz Österreich. Im Zentrum der Arbeit steht der Ansatz, Kinder und Jugendliche ausgehend von ihrer eigenen Lebenswirklichkeit zur aktiven Teilhabe an künstlerischen und kulturellen Prozessen anzuregen. Die Projekte werden in Kooperation mit Kunst- und Kulturschaffenden bzw. Kunst- und Kultureinrichtungen durchgeführt. Damit unterstützt KKA gemeinsame und individuelle Lern- und Lehrprozesse von SchülerInnen, LehrerInnen, KünstlerInnen und VermittlerInnen, auch im Sinne einer neuen Lernkultur an Schulen.

>> PASI – Pro Arts School Initiative in Österreich

Die Pro Arts School Initiative ([PASI](#)) forderte in der Folge von „Linz 09, Kulturhauptstadt Europas“ die österreichische Bundesregierung auf, Kreativität die angemessene Bedeutung als Bildungsthema zu geben.

SCHWEIZ

>> Kultur macht Schule - Ein Projekt des Kanton Aargau

Das Projekt [Kultur macht Schule](#) führt Kinder und Jugendliche mit einem vielfältigen Angebot an Kunst und Kultur heran und informiert Lehrpersonen über die aktuellen Vermittlungsangebote im Kanton. Um diesen frühzeitigen Kontakt zu ermöglichen, erhalten Schulklassen vom Kanton einen finanziellen Beitrag für Theateraufführungen, Konzerte, Lesungen und Workshops mit Kunst- und Kulturschaffenden. Lehrpersonen können sich außerdem zum Thema "Kulturvermittlung" und über die einzelnen Angebote beraten lassen. Zweimal im Jahr erscheint ein Programmheft, in dem geeignete Kulturangebote für Schulklassen veröffentlicht werden. Mit dem "Funkenflug" werden innovative Kulturprojekte von Schulklassen ausgezeichnet und prämiert. Gesucht sind Projekte, die das kreative Potenzial wecken und fördern. Dabei ist die Zusammenarbeit mit Kulturschaffenden oder kulturellen Einrichtungen erwünscht.

USA

>> Arts Learning Tools and Resources: Bringing the ARTS to All Students

The California County Superintendents Educational Services Association ([CCSESA](#)) Arts Initiative released another publication entitled "Arts Learning Tools and Resources: Bringing the ARTS to All Students". It provides a summary of the six arts education tools and resources developed by regional lead county offices of education that can be used to guide advocacy, arts assessment, K-6 arts integration and curriculum development, leadership, and professional development. Also featured in the publication are the Vision and Core Principles developed by the CISC Visual and Performing Arts Subcommittee.

>> Guidebook to Expand Arts Learning in Public Schools

California State PTA (Parents and Teacher Association) and the California County Superintendents Arts Initiative have partnered to release a new publication entitled "Be a Leader for Arts Education: A [Guidebook](#) To Expand Arts Learning in Public Schools". The guide provides key information on the benefits of a comprehensive core curriculum and strategies you can use to ensure that the arts are integrated into that core.

The guide includes:

- Information supporting the belief that the arts are essential in our children's education
- Strategies for moving forward
- Ways to mobilize districts and engage community
- Planning tips and guidelines
- Web resources

>> Accountability in Arts Education: Building a Statewide System of Reciprocity

The need to tear down artificial barriers in order to accomplish lasting change resonates today. The artificial barriers that exist in public education - between different subject areas and competing priorities - compromise our children's education by forcing either/or choices.

We need to build effective coalitions that can move beyond these false dichotomies and implement a truly balanced education for tomorrow's citizens. In order to do that, we must develop shared accountability, so that no one involved in public education - teachers, parents, administrators, public officials, community leaders, future employers

- can stay on the sidelines and allow the current shortages and turf wars to continue to divide us.

For more information on the concept of "reciprocal accountability" in arts education, see the California Alliance for Arts Education's briefing paper "Accountability in Arts Education: Building a Statewide System of Reciprocity". Download [[PDF | 1.9 MB](#)]

In newly published findings, the nonprofit Center for Arts Education reports that New York City high schools with the highest graduation rates also offered students the most access to arts education. The report considered data gathered over two years from more than 200 schools. In New York City, the cultural capital of the world, public school students do not enjoy equal access to an arts education. In fact, in schools with the lowest graduation rates—where the arts could have the greatest impact—students have the least opportunity to participate in arts learning.

This report takes the first ever look at the relationship between school-based arts education and high school graduation rates in New York City public schools. The findings, based on data collected by the New York City Department of Education (DOE), strongly suggest that the arts play a key role in keeping students in high school and graduating on time.

>> Why Our Schools Need The Arts, Jessica Hoffmann Davis

This inspiring book leads the way to a new kind of advocacy—one that stops justifying the arts as useful to learning other subjects and argues instead for the powerful lessons that the arts, like no other subjects, teach our children. Davis, a leading voice in the field of arts education, offers a set of principles and tools that will be invaluable to advocates already working hard to make the case and secure a strong place for the arts in education. She also reaches out to those who care deeply about education but have yet to consider what the arts uniquely provide. This book is for anyone willing to brave a new terrain in which the arts are finally embraced without apology! Davis is a cognitive developmental psychologist and founder of the Arts in Education Program at the Harvard Graduate School of Education. Download [[PDF | 83.6 KB](#)]

>> National Endowment for the Arts Announces Upcoming Education Leaders Institute

Through the Education Leaders Institute, the National Endowment for the Arts will convene decisionmakers from several states to develop coordinated state arts education strategies to design public education with arts at the core. The latest Education Leaders Institute will be held in Chicago, Illinois, on July 26-28, 2010. The five state teams are led by the Oregon Arts Commission, Washington State Arts Commission, New Hampshire State Council on the Arts, Arts Alliance Illinois, and Ohio Arts Council.

The NEA is working in cooperation with the Illinois Arts Council, and its partner the Illinois Humanities Council to implement the NEA Education Leaders Institute. The Illinois Arts Council has broad experience with state and local government collaborations, and expertise in arts-in-education issues. [[Further information ...](#)]

>> Los Angeles County 'Arts for All' releases case studies

'Arts for All: The Vanguard Districts – [Case Studies](#) from the First Five Years' offers insights gleaned from eleven vanguard districts that joined the initiative in its first five years about implementing their arts education plans. In 2008, the Arts for All Executive Committee commissioned Lynn Waldorf to conduct a series of case studies on the eleven vanguard school districts that joined the initiative within its first five years.

>> New Project Zero study - The Qualities of Quality

The New Project Zero study 'The Qualities of Quality: Understanding Excellence in Arts Education' highlights importance of arts educators focusing on quality, and need for alignment of purposes. Many children in the United States have little or no opportunity for formal arts instruction and access to arts learning experiences remains a critical national challenge. Additionally, the quality of arts learning opportunities that are available to young people is a serious concern.

Understanding this second challenge — the challenge of creating and sustaining high quality formal arts learning experiences for K–12 youth, inside and outside of school—is the focus of a new report from Project Zero at the [Harvard Graduate School of Education](#).

'The Qualities of Quality: Understanding Excellence in Arts Education' addresses the multiple challenges of achieving and sustaining quality in arts education, across major as well as emerging art forms in rural, urban, and suburban settings. Further links: www.wallacefoundation.org and www.aep-arts.org.

>> Arts Education Partnership

The [Arts Education Partnership](#) provides information and communication about current and emerging arts education policies, issues, and activities at the national, state, and local levels.

>> Every child in every school

[[Further information ...](#)]

>> cape

'[cape](#)' advances the arts as a vital strategy for improving teaching and learning by increasing students' capacity for academic success, critical thinking and creativity. PE

advances the arts as a vital strategy for improving teaching and learning by increasing students' capacity for academic success, critical thinking and creativity. APE advances the arts as a vital strategy for improving teaching and learning by increasing students' capacity for academic success, critical thinking and creativity.

>> **National Art Education Association (NAEA)**

The [NAEA](#) is a dynamic community of practice where visual arts teachers, scholars, researchers and professors, students, administrators, and art museum educators, and artists come together around a shared belief in the power of the arts in developing human potential.

>> **National Guild for Arts Education**

[[Further information ...](#)]

>> **New Jersey Arts Education Partnership (NJAEF)**

The [NJAEF](#) was established in 2007 with the mission to provide a unified voice for a diverse group of constituents who agree on the educational benefits and impact of the arts, specifically the contribution they make to student achievement and a civilized, sustainable society.

>> **Arts for learning**

Young Audiences' most complete national program, *Arts for Learning Lessons* (A4L Lessons) © is a ground-breaking supplemental literacy program that joins the creativity and discipline of the arts with learning science to raise student achievement in reading and writing and to develop skills for learning and life. The program consists of five text-based instructional units for Grades K-8, taught by classroom teachers, that integrate an art form, and related residencies delivered in the classroom by a teaching artist, that accentuate the art form while reinforcing literacy skills. Each Unit and Residency incorporate a particular art form – one each on theater, music, and dance, and two on visual arts. Working back and forth with reading, writing, and art, each A4L Unit and Residency improves student achievement of specific literacy objectives while building children's capacities to think imaginatively, work cooperatively, and communicate effectively in words, images and performance. [[Further information ...](#)]

WELT WEIT

>> **IDEA (International Drama, Theatre and Education Association)**

[IDEA](#) ist eine internationale Organisation. In Zusammenarbeit mit anderen internationalen Organisationen, Netzwerken, Schul- und Kulturministerien, nichtstaatlichen Organisationen und einzelnen Fachleuten in Gemeinschaften, Schulen und Universitäten weltweit entwickelt und befürwortet IDEA die Kooperation von Theater und Schule. Ziel ist es, ein allgemeingültiges Konzept kreativen Lernens, unter Anwendung von Theater und Kunst, zu entwickeln und weltweit durchzusetzen. Im Sommer 2010 fand bereits der 7. IDEA Weltkongress in Brasilien statt.

>> **UNESCO**

Die [UNESCO](#)-Kommission hat einen Überblick mit [Positionen](#) deutscher Fachleute zu Kultureller Bildung und arts education, erschienen anlässlich der 2. Weltkonferenz zur Kulturellen Bildung 2010, herausgegeben.

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