

Formal Outline!

I introduction

- A thesis – As a result of the No Child Left Behind legislation, the education of America’s children is jeopardized because of a lack of artistic classes since the law focuses exclusively on core academics.

II importance of the arts

- A “Most depression and violence can be characterized as the closing of our imagination” (Rodriquez, 1)
- B history accompanied by form of art: cave paintings, pottery, sculpture (Larry Garf, 4)
 - 1 art predates language & writing
 - 2 art forms a culture – societies are explained through the arts – it is the signature of a civilization (Babylon, colossus of Rhodes, Greek sculptures/architectural detail) (Larry Garf, 4)
- C many kids instinctively use art as an expression – until the structure of their school career puts an end to this love affair (Larry Garf, 4)
 - 1 art is a highly successful learning process for ppl of all ages (Larry Garf, 4)
 - 2 therapists ask children to draw to determine what is wrong – “creativity is a natural part of problem solving; that’s why children draw & paint spontaneously” (Barbara Deutsch, 1)
- D statistics show a raise in test scores when students are influenced by art (Larry Garf, 3)
 - 1 research has shown that participation in the arts benefits children both as a core subject in its own right & when integrated with other subjects (McCoy, 1)

III involvement of the arts in classrooms

- A benefits of arts integration (Appel, 15) (chart)
 - 1 w/o art the teacher’s and students’ creativity level decreases which limits what students can learn (Carnevale, 1)
- B for most schools it is only via the classroom teacher that this part of the curriculum (art) will survive (Larry Garf, 2)
- C include kids in art class like they are incorporated in gym class (Larry Garf, 1)
 - 1 are go beyond intellectual disciplines of academic areas by involving the emotions (Barbara Deutsch)
 - 2 “Expressive as well as intellectual experiences are important in helping the school improve the culture” (Barbara Deutsch)
- D transform the classroom environment – provided motivation, a desire to learn, promote brain growth, influence personal well being, create a less stressful environment, improvement in student engagement, teach discipline & the value of hard work (McCoy, 31)
 - 1 school offers a way to build young minds through creative play with the aid of the arts (Tobias, 1)

IV NCLB

- A “it’s as if we all decided that a checkup was as good as a cure” (Arianna Huffington, 1)
- B meant to close the achievement gap between high- and low- performing children especially between minority & higher class citizens (public law, 16)
 - 1 for these schools most children don’t care about an education so a magnet must be placed at the school to attract ppl – the arts (Feldman, 31)

- 2 for this they say they will allocate money when the funding is low thus not all of the schools that need money the most see it – causing it to fail
 - 3 this law has high stakes, is standardized, discriminates against the minority (doesn't give them needed money cuz they fail 2 reach standards that aren't even possible), has under-funded testing that “simply continues to deny our children the tools needed for critical thinking” (Arianna Huffington, 1)
- C a way to fix the problems schools have
- 1 set a goal to allow every child to read by 2014 (Hess & Finn, 7)
- D train engine (Hess & Finn, 1)
- V how NCLB fails
- A “Decisions that affect individual students' life chances or educational opportunities should not be made on the basis of the test scores alone” (Meg Robbins, 2)
- 1 tests – fail 2 measure creative intelligence (Meg Robbins, 1)
 - 2 some states hold children back if they fail the standardized testing (Meg Robbins, 1)
- B not a way to improve schools, just about fealty to a noble by making states follow the legislation or they don't receive \$\$ from the gov't (Hess & Finn, 2)
- C used as an experiment that resulted in massive data collection and better information systems – but very little educational gain and high political costs (Gail L. Sunderman & Gary Orfield, 139)
- 1 relies on multiple-choice testing, which is all memorization and educated guesses rather than essays, which are critical thinking (Arianna Huffington, 1)
- D it doesn't help to remove much needed money from low-performing schools that usually could improve if they were to get money (Gail L. Sunderman & Gary Orfield, 139)
- 1 “we don't need another test to tell us how bad our tests are – what we need is money for smaller classes, better facilities, more counselors, student centers, and qualified teachers” (Meg Robbins, 3).
 - 2 the law is very specific about what states must do (mandates), but the resources provided have been limited at best – which make schools take \$\$ out of other stuff (the arts) (Sunderman & Orfield, 138)
 - a there is little governmental incentive to include the arts because they are not seen as core subjects, and they are difficult to test the students on.
- VI why the arts are needed to help improve the education of students – as opposed to NCLB
- A the brain (Betty Edwards)
- 1 creativity and imagination is magnified by art – you need imagination to picture stories in literature, understand the intensity of history, to help comprehend math
 - a models of atoms in chemistry
 - b medical schools use visuals & performing arts to better hone their diagnostic skills, searching for patterns & identifying outliers (Appel, 15)
 - c creating a storytelling dance 2 highlight a point in history, teaching mathematics (Mr. Koch) (Appel, 17)
 - d for training lifeguards practice saving another lifeguard that is acting as if they are having problems swimming (Anna B.)
- B problem schools are usually located in problem areas – studies show that troubled kids can get out of a rut through the aid of art (Luis J. Rodriguez)
- C are promotes critical thinking through decision making, experimenting, organizing & judging; there is no one answer to an art problem, therefore it provides opportunities for individual, imaginative solutions (Barbara Deutsch)