

Practical Ways to Advocate for the Visual Arts

Illinois Art Education Association

Visual Arts Education is Essential

Visual arts are vital to comprehensive student education and in cultivating collaboration, communication, critical thinking, curiosity, innovation, and problem-solving skills.

Position Statements: Visual Arts as Part of a Well-Rounded Education * STEAM Education * Graduation Requirement in the Visual Arts * Early Childhood Art Education

Advocating Legislators*	Advocating School Leadership	Advocating in the Community	Advocating Your Program
<p>Follow Lawmakers on Social Media: Post student artwork, articles you find about the importance of the arts, participating in an art events include FB, Twitter, & or Instagram in the posting. #IAEAED</p>	<p>Presenting to School Board: The Elementary and Secondary Education Act</p>	<p>Follow Town/Village/City, District, Building on Social Media: Same as Advocating Legislators.* Offer to partner with boosters, creating signage, t-shirt designs, etc. (If applicable)</p>	<p>NAEW (National Arts in Education Week): Second full week of September has been designated as NAEW by the US Congress. https://www.arteducators.org/advocacy/arts-in-education-week</p>
<p>Invite Lawmakers: STEAM events & you are having booth, invite your local lawmakers to the event.</p>	<p>Invite School Board Members & District Administration: When having STEAM events & you are having booth, invite your local lawmakers to the event.</p>	<p>Invite Business Leaders, Vocational Leaders, & Local College Professors: When having STEAM events and you are having booth, invite your local lawmakers to the event.</p>	<p>NAHS & NJAHS: Have your members set up a STEAM booth events. Invite administration to a lesson that is connecting to STEAM</p>

Equitable Learning

All students, regardless of school funding levels, deserve visual arts education that embraces diversity and the voices of different people and communities.

Position Statements: Equity for All Students* Diversity in Visual Arts Education* Use of Imagery, Cultural Appropriation, and Socially Just Practices

Advocating Legislators	Advocating School Leadership	Advocating in the Community	Advocating Your Program
<p>Make connections with your local legislators by inviting them to your school for a keystone project that highlights access to underserved.</p>	<p>Individualization/Differentiation Invite your administrators into a self-directed lesson and illustrate how we make learning relevant to our students and acknowledge the true vehicle of learning in our curriculum, which is inquiry/curiosity and self-motivation.</p>	<p>Community Art (Murals, window painting, etc): Reach out to local businesses/community centers and have students volunteer to create murals to raise awareness on diversity.</p>	<p>Community Art (Murals, window painting, etc): Reach out to local businesses/community centers and have students volunteer to create murals to raise awareness on diversity.</p>
<p>Congressional High School Art Competition:https://www.house.gov/educators-and-students/congressional-art-competition</p>		<p>Build a Social-Justice project with a community exhibition, and facilitate conversation with the learning community allowing them to form their own conclusions from the artwork.</p>	

Arts Educators as Professionals

Visual arts educators are professionals, and visual arts courses must be taught by certified art educators, which are pedagogical and developmental experts able to personalize, differentiate, and individualize for all students. All visual art educators should have access to ongoing professional development.

Position Statements: Professional Development * Certified/Licensed Visual Art Educators in Pre-K through 12 School Settings * PreK-12 Educator Evaluation in the Visual Arts

Advocating Legislators	Advocating School Leadership	Advocating in the Community	Advocating Your Program
Invite a legislator or local official to your student art exhibition where your students talk about their works and showcase their depth of learning.	Ask your supervisor if you can watch IAEA or NAEA recorded webinars for content-specific PD during scheduled school-wide PDs not applicable to the arts.	Contact your parent boosters or teachers union to see if they would cover the registration fee for an art teacher to attend the state/national conference	When speaking about your program, use positive, professional language of teaching and learning. Lead workshops at your building, district, region Institute Days, IAEA Conferences, & NAEA Convention.
	Extend personal invitations to school leadership for special classroom activities and Art Shows.		Write articles for NAEA & IAEA publication as well as other education and discipline venues.

Assessment

Authentic assessment in the visual arts formative, summative, portfolio, self, peer and rubric assessments.

Position Statements: Student Assessment in the Visual Arts Classroom * Impact of High Stakes and Standardized Testing on Visual Arts

Advocating Legislators	Advocating School Leadership	Advocating in the Community	Advocating for Program
Coffee Date with Legislators: Share with them articles about best teaching practices within assessments, after asking building leadership, invite them to your classroom to share why visual art assessments are different from other subjects.	Invite District & School Board to Lunch: Share with them articles about best teaching practices within assessments. After asking building leadership, invite them to your classroom to see why visual art assessment differs from other subjects.	Invite Mayor & Business Leadership: Share with them articles about best teaching practices within assessments, after asking building leadership, invite them to your classroom to share why visual art assessments are different from other subjects.	Posting Grading Rubrics: While hanging student artwork in the hallways, post the rubric that you used to guide the evaluation.

Field Trips

Authentic field-based and museum learning experiences promote creative and critical thinking skills in a real-world environment vital to a comprehensive education.

Position Statements: Field Trips/Field-Based Learning/Equity * Benefits of Art Museum Learning in Education

Advocating Legislators	Advocating School Leadership	Advocating in the Community	Advocating Your Program
Inviting Lawmakers on your Field Trip	Invite school administration on field trips.	Visits to local museums, art installations, and other community based venues provides students with primary source knowledge, respect, and connections to place.	Many Illinois museums offer k-12 partnerships and programs, free of charge, such as University of Chicago's Smart Museum of Art, Art Institute of Chicago, and the Museum of Contemporary Art in Chicago.
Encourage Lawmakers to creating laws that provide funds that would make Art Museums free for students.	Schedule field trips with other content area teachers to collaborate on a larger project that can be taken back to the school.	Inviting Business Leaders, Mayor, Adlerson, City Council Person, on the Field Trip.	Plan a presentation of class artwork at a local library geared toward a particular audience, allowing students to participate in this real world experience by organizing, hanging and marketing their show.

Class Size & Facilities

Equitable instructional time and funding for visual arts, an essential safe learning environment, and a recommended age-approximate class sizes of up to 25 students enable student success in meeting state and national standards.

Position Statements: Physical Safety in the Art Classroom * Scheduling, Time, Funding and/or Resources for Visual Arts Education

Advocating Legislators	Advocating School Leadership	Advocating in the Community	Advocating Your Program
<p>Coffee Date with Legislators: Share with them articles about best teaching practices maybe, after asking building leadership, invite them to your classroom.</p>	<p>Invite District & School Board Members: Share with them articles about best teaching practices maybe, after asking building leadership, invite them to your classroom.</p>	<p>Coffee Date with Mayor & Business Leaders: Share with them articles about best teaching practices maybe, and invite them to your classroom.</p>	<p>Invite Parents: Share with them articles about best teaching practices maybe, and invite them to your classroom.</p>
<p>Share with legislators a work completed by a student. Walk them through the process highlighting time involved and how class size would impact safety.</p>	<p>Share with school leadership the safety concerns as linked to class size and equipment.</p>	<p>Invite family members out for a family art night so they can see the space and how its used.</p>	<p>Create flipped classroom videos to be watched with parents. Giving families incentives to talk about art together.</p>
<p>Compare art program funding per pupil to highlight the inequity between districts in the same state.</p>	<p>Attend school board meetings and discuss successes and concerns.</p>	<p>Display student work throughout the community</p>	<p>Get all of your program's events covered by local media.</p>
<p>Invite Legislators to art shows and events put on by your program.</p>			

Community Impact

Visual arts education promotes a positive school culture and climate and prepares learners as creative leaders of tomorrow's workforce.

Position Statements: Impact of Visual Arts Workforce Development * Positive School Culture and Climate are fostered by the Arts. Which is good for the school climate and a site where all students (regardless of giftedness-remediation) collaborate.* Student Art Contests and Competitions help Creates a Vibrant Communities (as in outside of school communities)

Advocating Legislators	Advocating School Leadership	Advocating in the Community	Advocating Your Program
<p>Sign Up for Advocacy Day in the 2020-2021 school year! Invite your legislator to the IAEA, Scholastic, and other student shows.</p>	<p>Work with the school team, they can help involve diverse grade levels, subjects & proficiency levels together on collaborative projects. Art teachers can bring their knowledge of contemporary art practice and help with formal elements involved in the design and implementation of collaborative school public art, murals, videos, books, structures, and more.</p>	<p>Students are eager for ways to contribute to their community. Civic groups, business groups, arts groups, and other community groups should cultivate relationships with teens and younger people to build communities that represent the present, past and future.</p>	<p>Look for competitions to submit student artwork like IAEA student show, NAEA student show, NAEA flag poster contest, IAEA Arts in Education Week poster contest, Chicagoland 4x5, Scholastic Art Competition, IHSAE Art Competition, College & University Art Competitions, and Congressional High School Art Competition.</p>
	<p>Present to the School Board and School Leadership on the importance of art education in students' lives, while focusing on the economic, achievement, socio-emotional, and cognitive benefits.</p>		