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Benefits of Implementing Visual Arts for Elementary School Students

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**Abstract**

Walking into an elementary classroom you might have observed that visual arts have been consistently disappearing from elementary school classrooms. Visual arts curriculum is especially important in elementary schools because it helps students to fully understand concepts in other areas of their academics. This senior capstone will focus and discuss the many benefits of implementing visual arts into an elementary school classroom. Through the use of literature review and interviews with teachers. The findings reveal that when visual arts are implemented into elementary schools, they do indeed serve students well and have positive effects in all academic areas of elementary school students.

### **Background and Introduction**

Visual art education has become a large discussion amongst people from all over the world. It seems that without art education, especially in elementary schools, it becomes impossible for students to broaden the other areas of their academics. Visual art education can play a part in every person's life from such a young age. Depending on how your experience with it that goes at a tender age, language arts is what will assist students' future in education. Visual art education is an important contribution to students in everyday life. Paul T. Sowden, a professor of psychology at the University of Winchester in England, warned that in Britain, as in the United States, arts and humanities subjects have suffered in recent years as the emphasis shifted to science and technology. It's important, he said, that arts education be available equally to everyone. But arts education, he said, is a chance to build resilience and determination in children, as well as to help them master complex skills (Klass, 2019). People perceive visual arts as a valuable tool in not only early education, but also in society. Visual art education helps students understand basic skills like reading and writing which are crucial fundamental skills for daily life. It also helps with better communicating with others; whether it be learning another language, higher quality speech, and even better body language. Increased self-confidence and self-understanding, enhanced communication skills, and improved cognition are among the many reasons for teaching the arts (Swapp, 2016).

Visual arts are a type of art form that is seen when incorporating more into elementary schools. When children are younger, arts education helps develop their capacity for collaboration, for creativity, and even for asking questions. As they get older, he said, "their

executive function is much more developed, their ability to sustain attentional tasks is much greater.” For them, arts education can offer the chance to refine and polish a skill over time or revise a project until it is as good as it can be (Klass, 2019). These would be art that creates work and that is primarily visual. For example, these works could be ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, film making, and architecture. According to researchers (Sabol, 2011), Art is one of the universal languages that all human beings understand and use to communicate. We use art to understand who we are, our places in the world, and the meaning of our lives. We use art to express ourselves and to speak to others across time and place. Human beings have an essential drive to create and understand visual imagery. This drive is one of the basic traits that make us human. The power of the visual arts to enrich human experience and society is recognized and celebrated throughout the world (Sabol, 2011).

The school that I choose to do my research in was a Turnaround Arts school. As mentioned on their website a Turnaround Arts school works with local program partners to provide arts education resources to clusters of schools in their region. Local partners include state agencies, school districts, operating foundations, and educational organizations. This shared leadership structure provides powerful tools to a critical mass of our schools while building local, sustainable structures and expertise for a lasting impact on students. Turnaround Arts in California is a nonprofit organization established to administer the Turnaround Arts program statewide to engage, empower, and transform the state’s schools and communities through the arts. This program was co-founded by renowned architect Frank Gehry and an arts education

advocate Malissa Shriver. Turnaround Arts: California has reached more than 20,000 students in 27 schools and 20 school districts in urban, suburban, and rural communities.

The school had started off at a middle school and had a bad reputation. The school was constantly being put on lockdown and had a lot of gang violence. They would later turned itself into an elementary school; however test scores were very low. As a whole, the school district decided that it might be best to start this program and turned it into a school of the arts. Through this program and have seen a big change in not only the school environment but also the community, the school also has many different types of learning that they have introduced to their students, such as Guided Language Acquisition Design (GLAD), and Visual thinking strategies (VTS). These different types of strategies allow students to understand the information they are receiving and produce work that is well done.

The Guided Language Acquisition Design (Guided Language Acquisition) is a common thing that teachers incorporate visual arts with other areas of academics, for example, English and History. The program is an instructional model that incorporates many research-based and highly effective instructional strategies. Using GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach. While originally developed for ELLs (English Language learners,) it benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills. Students taught in a GLAD classroom are prepared to be effective, literate citizens of a global society.

With this in mind, I framed my primary and secondary research questions. The primary research question that I plan to seek the answer to, is: *How does implementing visual arts benefit*

*elementary school students in an elementary classroom? My secondary or related research questions are: What does research say about the benefits of implementing visual arts for elementary school students? (Does learning about the arts improve motivation, concentration, confidence, and teamwork?) After the passage of No Child Left Behind, how does it affect the instructions of visual arts for elementary school students according to teachers? If so, how? What are the benefits of implementing visual arts in an elementary classroom? How does implementing visual art affect communities? Lastly, are there resources for teachers to implement visual arts in the elementary school classroom? If so, what are they?*

### **Literature Review**

Visual arts have a huge effect on the lives of elementary students. Though the arts receive relatively little attention from policymakers and school leaders, exposing young people to art and culture can have a big impact on their development (Greene, Kisida, Bogulski, Kraybill, Hitt, Bowen, 2014). Exposure to the arts also affects the values of young people, making them more tolerant and empathetic. We suspect that their awareness of different people, places, and ideas through the arts helps them appreciate and accept the differences they find in the broader world. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world. Noticing details in paintings during a school tour, for example, helps train students to consider details in the future (Greene, Kisida, Bogulski, Kraybill, Hitt, Bowen, 2014). In this Literature review, I will be going over the history and development of visual arts in a classroom setting, as well as information on how visual arts have benefitted elementary school students.

Visual art is art forms that create works that are primarily visual in nature, such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, film making, and architecture. Also, visual arts included are performing arts, such as drama theatre and dance, and under applied arts such as industrial, graphic, fashion, interior, and decorative design (Unbound Visual Arts, 2012)

Visual art can be traced all the way back to the Paleolithic Era when humans would do cave paintings. In 1749, Benjamin Franklin pioneered the idea of introducing art education to the school systems, which met with opposition that it was not relevant to education (Whitford, 1923). During the next forty years, art was adopted into the school general education. In 1840, the realization that learning art such as writing, geography, and drawing was much needed to support jobs to fit the industries that needed quality art majors. In 1882, art education meant more than drawing, but being able to express the form by understanding the impression and re-creating the impression. Around 1876, learning art was less formal and the beginning of color teaching was introduced and eventually improvement of paper, paints, crayons, pencils, brushes and all material and methods influence art education. In 1904, at the St. Louis Exposition, arts and craft were introduced correlating arts and industrial education (Whitford, 1923).

Whitford (1923) asserted that, “Art instruction developed rapidly in the schools from 1876,” (p. 111). From then and now, art education has changed immensely. The visual arts state standards in California are designed to enable students to achieve visual arts literacy and develop technical artistic skills (California Department of Education, 2018) In the Monterey Peninsula Unified School District (MPUSD), visual arts are offered at all grade levels. For example, it is



offered for 1st and 2nd Grade. Visual arts include an introduction to shape, line, texture, form, and color. Students interpret their environment and themselves through drawing, painting, and collage (California Department of Education, 2018).

In Westlawn Elementary School, Falls Church, VA, teachers are using drama and dance to teach math lessons such as exponents and units of measurements (Balingit, 2016). At Arlington Middle School in Arlington, VA, students are learning to sculpt to express their thoughts and opinions of current affairs. Teachers are saying that melding art and traditional subjects are a new and popular way to introduce art into the classrooms. A study done by the American Institute for Research found that students taught by visual art teachers perform better in math assessments compared to their peers who were not taught with visual art (Balingit, 2016). A study from 2006 to 2009, integration of arts impacting achievement in English Language and Math increased the assessment achievement (Harloff, 2011). Mariale Hardiman, Professor of Education and Vice Dean of Academic Affairs at St. John Hopkins University's School of Education, did a research on art integration for academic content by incorporating art-based teaching into lessons. Using songs, movement and visual vocabulary, showed students who had the arts-integrated units performed significantly better compared to students who had yet to experience the art integrated lessons (Harloff, 2011).

The state's common core standards are to enable students to achieve visual arts literacy and develop technical artistic skills. Visual arts include the traditional fine arts such as, but not limited to, drawing, painting, ceramics, metals, printmaking, fiber arts, photography, sculpture, works in wood, and mixed media; architectural, environmental, and industrial arts such as urban

interior, product, and landscape design; and the folk arts (California Department of Education, 2018). The variety of arts instructional methods and arts integration within (a) art forms such as dance, drama, visual arts, or music are taught in discrete classes focused on students' acquisition of arts standards; (b) arts-based activities are employed as a means to teach other academic areas or concepts in non-arts content (e.g. shaping the body like a particular letter to enhance emerging literacy through dance or movement); or (c) the arts are used to reinforce academic concepts and make the content more engaging (e.g., using warm and cool colors when creating maps in science class (Hardiman, JohnBull, Carran, Shelton, 2019)).

From the observations made by researchers, visual arts, however, seem to be less of a focus for school administrations as standardized testing is a means to prove student achievement and school's success in fulfilling its educational quota. The great education thinker John Dewey claimed that art is not the possession of a recognized few but the authentic expression of individuality for all. Among those who care about education, few would deny that the arts now struggle to survive in our nation's schools. The visual and performing arts frequently are marginalized as fringe subjects, taking a back seat in school curricula when funds are tight or teaching time is usurped by subjects that count toward school accountability measures (Hardiman, 2017). A majority of this is due to the No Child Left Behind Act (NCLB) which focuses more on science, technology, engineering, and mathematics (STEM). No Child Left Behind was signed into law in January 2002. It expanded the federal role in education in order "to close the achievement gap between disadvantaged and minority students and their peers." (Ruppert, 2006, p. 3). Under No Child Left Behind, accountability has hinged entirely on

standardized test scores, a single number that has been used to determine whether students graduate, or teachers keep their jobs. The problem is, a single test score is like a blinking “check engine” light on the dashboard. It can tell us something’s wrong but not how to fix it (Garcia & Thornton, 2015). “The visual arts and an education that includes quality instruction in the visual arts are central and critical for creating literate individuals for the 21st century in our nation” (Sabol, 2010, p. 4). Emphasis on teaching the “core” curriculum for testing of Math’s and English, has reduced the funds for art materials and art teachers have less time to teach students on the art, but instead, are teaching other subjects. Taking away art education from students deprives them of an opportunity to learn important academic, creative and social skills In fact, many school districts has put a low priority on art education. However, by 2014, at least twenty-seven states now consider the arts a "core" or "academic" subject. Of those, only Georgia lists the four traditional disciplines—dance, music, theater, and visual art—in its statutory definition. Note that the report refers to the District of Columbia as a state (Loewus, 2014).

Visual arts help promote growth, innovation, creativity, and development in elementary students. “Through the arts, students develop skills like resilience, grit, and a growth mindset to help them master their craft, do well academically, and succeed in life after high school,” (Swapp, 2016, p. 1). With the growing body of research that correlates art experiences with multiple domains of learning, including academic achievements, motivation and thinking skills, it is vital to realize that, in order to raise successful, well rounded thinkers, teachers will need to incorporate arts education into the curriculum so that students will be able to creatively think imaginatively with fresh ideas, thinking outside of the box, communicating more effectively with

confidence and become culturally awareness and empathy, it's critical to incorporate art education back into the school curriculum.

### **Methods and procedures**

To seek the answer to my secondary research questions, research was done at a school located in the Monterey Peninsula Unified District that is dedicated to incorporating visual arts into the classroom. I choose this particular school because I was aware that it was a very heavily visual arts-based school. The school had not always been a visual arts school and I wanted to learn more about the effect this change had on the students.

A few procedures have been used to collect the data to understand the views about visual art education. Through the Literature review and other sources of research about the history concerning visual arts in elementary schools, I also observed two different grades for about two weeks to see how visual arts effect students in different grades. During the observations in the classroom, understanding exactly how visual arts benefit elementary students and the types of the way's teachers have incorporated visual arts into all learning aspects for students are important, as well as, seeing how students interact with this type of curriculum.

Interviews with teachers (See Appendix A) located at the school were conducted to get some perspectives about the benefits of implementing visual arts into their school. The teachers that I was able to interview had a wide range of time they had been teaching at the school, from 15+ years to having just started the first year as a teacher, they had seen how the school has changed as compared to the previous time before they started to incorporate visual arts into the curriculum. They were able to explain how the students have changed after the incorporation of

visual arts into the school. As well, they also talked about how the administration and the community have also been affected by this integration of visual arts in the school. The feedback I was able to gather from the teachers was very helpful in understand what the benefits of visual arts are really.

### **Results, Findings, and Discussion**

After reviewing articles from journals, observing two different grades, and interviewing with teachers, I was able to collect data about the benefits of visual arts in an elementary classroom. The methods and the procedures included literature review and interviews with the teachers to collect data to provide the answers to my secondary research questions. The first two secondary questions could be answered by the literature review and the rest of my secondary questions were could be answered through the interviews with my subject participants. Much of the literature review and the responses from the interviews were very similar in the answers and provided more details on how visual arts help elementary students. They both pointed out positive benefits for elementary school students in all academic areas and even outside of the school. The following paragraphs consisted of the syntheses from the data to respond to my secondary research questions posed in the Introduction and Background section:

*What does research say about the benefits of implementing visual arts for elementary school students? (Does learning about the arts improve motivation, concentration, confidence, and teamwork?)*

This secondary question was essentially answered throughout the literature review (refer to p. 6-11). Visual arts help students with the development of motor skills, language skills, social

skills, decision-making, and inventiveness. Visual art in elementary classrooms has great beneficial effects on student learning by stimulating the multiple intelligences present in a typical group of students. Art activities can serve as a bridge to understanding for students; in addition, art has the potential to act as therapy for students with emotional issues (Flory, 2014). The teachers interviewed also expressed how positive it has been on the school after implementing visual arts into the curriculum. Children grew so much when they have the freedom to express what they're learning in their own way (Teacher A, personal communication, 4 November 2019). Visual arts help students who are learning English. Implementing visual arts in the classroom does not only helps develop English language, but also encourages students to see the content in a different way (Teacher B, personal communication, 14, November 2019). Students can show what they have learned in a way other than a test. This is especially important since many of our students are reading below grade level and typical tests include a lot of reading- (Teacher C, personal communication, 16 November 2019). Teacher D expressed that, especially at her school, many of our students are challenged academically due to second language and demographic issues. The arts are a great equalizer. One of my most creative and talented artist for students is reading at a first-grade level in my fourth-grade classroom. She receives affirmation through the arts which she rarely receives in other areas of our instruction (Teacher D, personal communication, 14, November 2019).

*After the passage of No Child Left Behind, how does it affect the instructions of visual arts for elementary school students according to teachers? If so, how?*

This secondary question was mostly answered by the literature review (refer to p. 9-10) and was also supported in my interview with the teacher. The No Child Left Behind Act does not support all students. If anything, it is a burden to many elementary school students. The No Child Left Behind Act puts more focus on STEM areas and leaves out visual arts that mandates that all students hit arbitrary scores on standardized tests instead of ensuring equal opportunities (Garcia & Thornton, 2015). The teachers interviewed also agreed with these sentiments about the No Child Left Behind Act. Teacher A stated that NCLB is really strict and in reality, there are some kids who are just not at all the same level as their peers. She stated that she really likes project-based learning instead. For example, with math when it comes to word problems students don't pick up that kind of instruction easily all the time she feels if there were different types of things incorporated into the math lesson like visual arts the students pick it up better. Success should not be measured through standardized testing (Teacher A, personal communication, 4 November 2019). Teacher B and C both did not know much about No Child Left Behind. However, Teacher D explained that No Child Left Behind was a policy put in place by our federal government to affirm the perspective that normed tests would insure instruction in academic curriculum that would reinforce basic memorization skills and norms that assume a shared culture and history, which are not the reality in most of our 21st century classrooms. The arts were not a part of that scenario. As far as Teacher D knows, no new federal funding was allocated to the arts during that period (Teacher D, personal communication, 14, November 2019).

*What are the benefits of implementing visual arts in an elementary classroom?*

Through the interviews with multiple teachers, this secondary question was thoroughly answered. Teacher A explained that she feels that many of the students have a lot of struggles that they deal with at school and outside of school. After the administration started implementing visual arts into the school, many of the students like school so much more compared to before. She stated that you can actively see them wanting to participate in things and activities. They're more confident and excited to talk about artwork and explain their thinking. Through visual art, there does not always need to be the wrong and right answer. They are learning different ways to express what they know, and they enjoy it: (Teacher A., personal communication, 4 November 2019). Teacher B stated that in the classroom, students look at 3-5 pieces of famous (and not so famous) artwork per week and have discussions about the images. Almost every single hand is raised throughout the discussion. They look forward to seeing these new pieces of art each week. Creating art pieces also helps students retain information and dive deeper into the content (Teacher B, personal communication, 14 November 2019). Teacher C also had the same kind of opinions about visual arts as the other teachers. Visual arts engage the students more and allows them to do something that they see as fun while learning at the same time (Teacher C, personal communication, 16 November 2019). Teacher D explained that students are calm and centered while creating art. They do not act out or attempt to divert their attention from lessons in which they are not developmentally or emotionally prepared to succeed (Teacher D, personal communication, 14 November 2019).

*How does implementing visual art affect communities?*



Through the interviews with multiple teachers, they were able to help answer this secondary question. Teacher A stated that implementing visual arts has had a positive effect on the community in many ways. As mentioned before (refer to. p. 4-5), this school had a very bad reputation in the community, and she said, “Whenever I mentioned I worked at this school, everyone would always ask me why or why I don’t teach somewhere else:” (Teacher A, personal communication, 4 November 2019). However, after they became a Turnaround Arts school and started doing projects that involved the community people started to change their minds about the school and she explained many parents want to bring their children to the school because they see the benefits that visual arts have had on other students. They have so many more parent volunteers at the school now and it’s so exciting to see this change (Teacher A, personal communication, 4 November 2019). Visual arts also positively affect the community because it involves many local artists in the area. They have a program that if you donate services hours to the school, for example. Teaching elementary students’ photography or teaching students how to make their own stop motion videos, they school will provide the artist with free housing, but they have to be local. This does not only encourage local artists, but also the students to get so excited to be able to learn new things and they get very passionate about it (Teacher A, personal communication, 4 November 2019). Both Teacher B and C do not live in the area that they teach but Teacher C does and explained that the community around the school is changing. They’ve observed and so has its perspective of the school and people enjoy coming to visit the school (Teacher C, personal communication, 16 November 2019). Teacher D stated that the community includes people from various cultures who support their children in learning about other cultures

and celebrating their own birthrights and visual arts have helped with that (Teacher D, personal communication, 14, November 2019).

*Lastly, are there resources for teachers to implement visual arts in the elementary school classroom? If so, what are they?*

In the interview, Teacher A responded to this secondary question by stating that the best resource is the art teacher that they have at the school. The art teacher is a full-time art teacher and she is there every day, instead of like most schools where the art teacher comes two days a week, for example. She helps plan all their big events. Like recently, they had a Latino Art Night where the community could come to the school and see all the artwork done by the students. They made black light paintings, created sugar skulls, had drawings of skeletons for Día de Los Muertos, etc. She explained how amazing it was to see so much of the community come to this event and support all the students because it acknowledges all the hard work, they put into making their artworks. Another helpful resource she stated was the administration and her fellow teachers. She explained that the visual arts program would not be successful if it wasn't for their administration whom is very supportive of the things they are doing. The principal passes out nametags that say, "how am I an artist today?" and the students can fill it out with what they've done that day and the staff will ask them throughout the day about the art that they've done. It helps with better communication with the students because they get excited about being able to tell others what they've made. There are also other resources as mentioned before, like GLAD, VTS, and the Turnaround Arts that provide many detailed resources for

integrating visual arts into elementary school classrooms (Teacher A, personal communication, 4 November 2019).

Visual arts have positively impacted the school, students, and the community. Visual arts provide so many opportunities for the school and community to come together to better the education of the students. All four teachers interviewed only had positive remarks about incorporating visual arts into their school. The information received from all these sources were very valuable. The teachers interviewed, offered a great deal of information in regard to how they feel the extent visual arts have affected their students. All of the feedback about schools based on visual arts were positive. Nonetheless, there were a few problems while I was conducting my research.

### **Problems and Limitations**

Although there was an abundance of information on this issue, one of the problems that I faced while conducting this research was interviewing teachers. A lot of the teachers were very busy especially around this time with testing that were taken place along with parent-teacher conferences. It was a bit difficult to find time to meet with them. For some of the teachers, they just asked to email them the questions and they would answer as soon as they could, but they were busy. Understandably so, I created a google form because I felt that this would be the easiest way to communicate with them and get the data I was looking for. A good amount of the teachers still has not yet respond to the form, but they have emailed me to let me know that they would still like to do it, and the teacher that did the interview was very helpful.

There was also the issue of starting my observation in the classroom at the site I had chosen. As I mentioned earlier, the school that I had chosen to do my observations at, was quite busy during this time. In addition, with my own personal schedule, it was a bit hard to find times that fit both the teacher and my schedule. Another issue involves the students. Someday, students get out of school early on certain days which exacerbated the process of collecting data for this senior capstone research project. However, the teacher who allowed me to come into her class, really tried hard to make time for me even if it was only for thirty minutes or an hour.

### **Recommendations**

Visual arts curriculum is a strong foundation for children to do well academically. Visual arts help students who might need alternate ways of trying to learn. Many elementary students struggle because reading only from a book doesn't really help them. Learning shouldn't just be right or wrong but allows students to fully understand the concepts that are taught in their own ways. To help students who are struggling in school due to standardized education, a few recommendations will be made in this section.

A major resource for teachers and school districts that want to integrate visual arts into their school curriculum could look into what the Turnaround Arts program to see what they could do for the students in their schools. This program supports the schools by donating time and money to these schools. They help provide resources, expertise, and coaching to teachers on how to integrate visual arts into their classrooms. The programs focus not only on the students and teachers, but also on the administration, school environment, and the community. "Arts education isn't something we add on after we've achieved other priorities like raising test scores

and getting kids into college. It's actually critical for achieving those priorities in the first place. That's what the Turnaround Arts program is all about" (Turnaround Arts, 2011, p. 1).

Another recommendation that would help teachers integrate visual arts into their classroom is the idea provided by Teacher A. Teacher A suggested that talking with fellow teachers and administrations about integrating art programs would help (Teacher A, personal communication, 4 November 2019). Teacher A explained that, bouncing of ideas with fellow teachers about how they could come up with ideas to help bring visual arts into the classroom environment is very helpful and really makes a difference (Teacher A, personal communication, 4 November 2019).

### **Conclusions**

All too often, the arts are marginalized in our schools. In response to this marginalization, educators have sought to justify the arts in terms of their instrumental value in promoting thinking in non-arts subjects considered to be more important, such as reading or mathematics (Tyler & Likova, 2012). With this in mind, the primary research question involves the benefits of implementing visual arts into an elementary classroom. Visual arts education has been a constant conversation amongst teachers, administrations, and the government. A prominent educator, John Dewey believes that everyone is an artist and learning visual art is a distinction and honor. It makes the world beautiful (Goldblatt, 2006). In the early 1900s, visual arts was introduced into the education systems, realizing the value it gives to make students well rounded by exploring and honing their skills in critical thinking, creativity, confidence and cultural awareness. Visual art is not recognized as a vital component in education, but many art

advocates believe that giving the children the skills with visual art can help them to be successful as multi-talented, multi skilled, allowing them to be well-rounded person.

During the process of observations within the classrooms and interviews with teachers, see the impact that visual arts has impacted not only the school, but also, the whole community. The teachers interviewed all stated that they have seen their students grow so much when they had the opportunity to learn new skills that would later help with their academic development. Visual arts education tends to promote project-based learning, which allows students to learn other subjects in hand through a type of visual arts project. Elementary school students tend to be more excited about this type of learning because it allows them to express their thinking in a different way other than just reading the text. Visual arts engage students and their community. Visual arts indeed provide many positive outcomes for students to be able to achieve academic success. Both art learning and art production involve a complex interplay between multiple sensory–motor and higher cognitive mechanisms (Tyler & Likova, 2012). Visual arts allow elementary school students to do something that they see as fun while learning at the same time.

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## **Appendix A**

### **Teacher Interview Questions**

1. What do you feel are some of the benefits of implementing a visual arts curriculum in your classroom?
2. How do you think the No Child Left Behind Act has affected visual art being taught in elementary schools? Has art funding been cut?
  3. What kind of impact do you think visual arts has on students?
  4. How difficult is it implementing visual arts into a curriculum?
  5. What do you think art education has done for your students?
6. How important do you feel art education is for students in general?
7. Is your community involved in art education? And if yes, do you think that art education has impacted the community? How?
8. What type of resources is available to teachers who are trying to implement visual arts into their classrooms?
9. Does your school implement either your state's instructional standards or the national standards for arts education?
10. Does your school have a written plan for the arts program? How did you come up with this plan?
  11. Is the school administration supportive of the arts program?
  12. Are professional artists ever involved in instructions?