

FINE ARTS AND THE RECOMMENDED GRADUATION PROGRAM

PRACTICAL THOUGHTS ON HIGH SCHOOL COURSE SELECTION

21ST CENTURY DIRECTION FOR EDUCATION

HOW THE ARTS DEVELOP

THE YOUNG BRAIN

Sousa, D. (2006)

Disaffected Students

the arts reach students who are not otherwise being reached. They engage students in learning.

Different Learning Styles

the arts provide a bridge to successful learning in all areas of academic study.

Personal and Interpersonal Connections

the arts connect students to themselves and to each other. Engagement in the arts demonstrates an interdependence and collaborative effort of all involved.

School and Classroom Climate

schools become places of discovery when the arts transform the learning environment. The arts break down cultural barriers and provide bridges to all curriculum areas.

Gifted and Talented Students

the arts provide new challenges for students already considered successful. The chance for unlimited challenge keeps these students highly motivated.

College Admissions and Test Scores

according to the College Board, students who took arts classes have higher math and verbal scores.

World of Work

the adult workplace has changed, and the capacity to use imagination and Communicate to others are essentials today.

“Are we fixing the wrong things?” *Educational Leadership*, May 2006 — Yong Zhao, Distinguished Professor of Education and Director of the U.S.-China Center for Research on Education Excellence:

- Even though math and science is poorer and interest in math and science is less among U.S. residents, the United States remains an economic leader and innovative powerhouse because of the creative, risk-taking, can-do spirit of its people.
- At the same time the U.S. schools are encouraged and forced to chase after test scores, China, Singapore, South Korea, and Japan — all named as major competitors — have started education reforms aimed at fostering more creativity and innovative thinking among their citizens.

- As the United States moves toward a required curriculum of study for high schools, China works to implement a flexible system with more electives and choices for students.
- Creativity cannot be taught, but it can be killed. Involvement in the arts is a part of the multifaceted experience of growing up in the United States.

A Whole New Mind, Why Right Brainers Will Rule the Future — Riverhead Trade, 2006. Daniel Pink, Author and Speaker:

- The last few decades have belonged to a certain kind of person with a certain kind of mind — computer programmers who could crank code, lawyers who could craft contracts, MBAs who could crunch numbers. But the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind.
- Prize aptitudes are defined as “high concept.” High concept involves the ability to empathize with others, to understand the subtleties of human interaction, to find joy in one’s self and to elicit it in others, and to stretch beyond the quotidian in purpose and meaning. All of these capacities are fostered and nurtured in the arts.

THE U.S. DEPARTMENT OF EDUCATION . . .

. . . recommends the arts to college-bound junior high and high school students asserting, “Many colleges view participation in arts and music as valuable experience that broadens students’ understanding and appreciation of the world around them.”

RECOMMENDED HIGH SCHOOL PROGRAM

The Recommended High School Program (RHSP) is the required program for all freshmen entering high school in 2007 and beyond. This 26 credit plan incorporates the additional required math and science courses mandated by the State Board of Education.

Because of the additional math and science study, the State Board of Education increased the total number of credits required for

graduation under the Recommended High School Program to 26 in order to preserve time for elective courses.

In 2009, House Bill 3 was signed into State Law. This Law provides more flexibility in course selection to earn the required 26 credits for graduation. This flexibility is to encourage students to pursue their interests through elective course offerings.

The following courses are required under the RHSP:

English - 4 credits
Math - 4 credits
Science - 4 credits
Social Studies - 3 ½ credits
Economics - ½ credit
Foreign Language - 2 credits
Fine Arts - 1 credit
PE - 1 credit
Health - ½ credit
Speech - ½ credit
Electives - 5 credits

FINE ARTS AND THE RECOMMENDED GRADUATION PROGRAM

Parents often ask how their students can complete the recommended high school graduation requirements and still participate in performing arts throughout high school. Below are suggested samples of 4-year high school graduation plans. **Please note that none of these plans require HS credits to be earned in junior high or during summer school.**

Many courses must be taken in order (English, Math, Science and Social Studies), however, electives and foreign language classes, among others, can be taken in any year.

	9th grade	10th grade	11th grade	12th grade
1	English I	English II	English III	English IV
2	Math	Math	Math	Math
3	Science	Science	Science	Science
4	World Geography	World History	U.S. History	Gov/Eco

KATY ISD RECOMMENDED HIGH SCHOOL PROGRAM WITH BAND

Band				
5	Band (.5 PE/.5 Fine Arts)	Band (.5PE/.5 Fine Arts)	Band (Elective)	Band (Elective)
6	Other Lang. I or II (or Elective)	Other Lang. I,II, III (or Elective)	Other Lang. I,II,III,IV (or Elective)	Other Lang. II, III, IV (or Elective)
7	Elective	Elective	Speech/Health (.5)/(.5)	Elective

KATY ISD RECOMMENDED HIGH SCHOOL PROGRAM WITH DANCE TEAM

Dance Team				
5	Dance I-DT Training (Fine Arts)	Dance II-DT (PE)	Dance III-DT (Elective)	Dance IV-DT (Elective)
6	Other Lang. I ,II (or Elective)	Other Lang. I, II, III (or Elective)	Other Lang. I, II, III, IV (or Elective)	Other Lang. II, III, IV (or Elective)
7	Elective	Elective	Speech/Health (.5)/(.5)	Elective

KATY ISD RECOMMENDED HIGH SCHOOL PROGRAM WITH CHOIR, DANCE, ORCHESTRA, THEATRE, OR ART (CDOTA)

Choir, Dance, Orchestra, Theatre, or Art (CDOTA) Students				
5	CDOTA (Fine Arts)	CDOTA (Elective)	CDOTA (Elective)	CDOTA (Elective)
6	Other Lang. I , II (or Elective)	Other Lang. I, II, III (or Elective)	Other Lang. I, II, III, IV (or Elective)	Other Lang. II, III, IV (or Elective)
7	Elective	PE	Speech/Health (.5)/(.5)	Elective

INCREASED ACADEMIC ACHIEVEMENT

More than 10 million high school students responded to a questionnaire indicating the number of years of fine arts classes they took. Students who took fine arts classes had higher mathematics, verbal and composite SAT scores than students who did not take fine arts classes. Furthermore, the SAT scores increases linearly with the addition of more years of fine arts classes.

PREPARING FOR THE 21st CENTURY

"The arts teach many of the skills, aptitudes, and values that are at the heart of America's 'creative economy' and beyond. Arts education isn't another problem that policymakers have to address but a solution they need to embrace."

- Ken Robinson,
Senior advisor,
Getty Foundation

SOMETHING TO REMEMBER . . .

Researchers suggest that the process of making music can lead to improved listening and memory skills.

A study tested sixty college students for verbal memory. Of the students, those who had music training before the age of twelve recalled more information than did those who did not have early musical instruction.

Sources:

- House Bill 3-Texas State Law, 2009
- Katy ISD Recommended Graduation Plan (2010).
- Katy ISD Guidance and Counseling Department
- Pink, D.(2006) *A Whole New Mind, Why Right-Brainers Will Rule the Future*, Riverhead Trade.
- Sousa, D.(2006, December) How the Arts Develop the Young Brain-Neurological research is revealing the impressive impact of arts instruction on students' cognitive, social and emotional development, *The School Administrator*.
- Zhao, Y.(2006, May) *Are We Fixing the Wrong Things?*, *Educational Leadership*.