

**Research-Based Strategies Used to Develop
Glencoe Visual Arts Programs**

Art is for Everyone

“The ultimate challenge for American education is to place all children on pathways toward success in school and in life. Through engagement with the arts, young people can better begin lifelong journeys of developing their capabilities and contributing to the world around them.”

- Richard Riley

Former US Secretary of Education

Glencoe/McGraw-Hill’s *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* present the most engaging, relevant, and comprehensive arts education programs for today’s middle and high school students. Art enriches the learning experience and allows for discovery and problem solving. Whether pursued as a career or as an avocational interest, involvement with the arts contributes to the development of lifelong skills such as creative thinking, making informed judgments, and developing discipline.

The National Standards for Visual Arts Education

The National Standards for Arts Education provide guidelines that set benchmark standards for grade-appropriate competency in the performing and visual arts. The National Standards of Arts Education, developed by the Consortium of National Arts Education Associations, establish a basis for curricula and describe the skills, knowledge and understanding all students should acquire in the arts.

The National Standards for Visual Arts Education	
Visual Arts Standard 1 Understanding and applying media, techniques, and processes	Visual Arts Standard 4 Understanding the visual arts in relation to history and cultures
Visual Arts Standard 2 Using knowledge of structures and functions	Visual Arts Standard 5 Reflecting upon and assessing the characteristics and merits of their work and the work of others
Visual Arts Standard 3 Choosing and evaluating a range of subject matter, symbols, and ideas	Visual Arts Standard 6 Making connections between visual arts and other disciplines

Glencoe Visual Arts Programs Support the National Standards for Arts Education

ArtTalk, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* employ interactive, student-centered, skills-based programs that are specifically correlated to the National Standards for Visual Arts Education. At the beginning of each Teacher Wraparound Edition, Glencoe provides a Scope and Sequence chart that clearly identifies the national standards met in each chapter.

ArtTalk, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* provide students with experiences that are sequentially planned, building upon previous concepts. Each Glencoe visual arts program offers learning opportunities that incorporate a variety of media, artistic styles, historical

periods, and cultural backgrounds. There are four basic components that provide overall structure for student learning objectives in these programs:

- **Perception** The process of being able to talk about personal artworks and the works of others and learning the basic skills and knowledge to express their ideas and feelings creatively are important to student success in the visual arts. By learning the elements and principles of art, students develop visual awareness.
- **Creative Expression** Studio projects and activities give students the opportunity to create works of art by elaborating on direct observation, experiences, and their imaginations. Students are challenged to create visual solutions using various media, tools, and techniques including digital media.
- **Historical and Cultural Heritage** Throughout the Glencoe programs, works of art from various historical periods and diverse cultures are presented to encourage student understanding of art history and cultural history. Expanded background information on the historical and cultural heritage of the artists featured is provided in student and teacher program components.
- **Evaluation** By interpreting and evaluating their own artworks and the works of others, students apply the art criticism process and the major theories of aesthetics. *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* offer multiple opportunities to analyze artworks to form conclusions about formal qualities, historical and cultural contexts, artistic intents, and meanings.

Glencoe Visual Arts Programs Promote Comprehensive Arts Education with Research-Based Instructional Strategies

To meet the needs of a standards-supporting curriculum, *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* are built upon seven specific research-based strategies. These strategies integrate quality content with opportunities for students to practice essential art skills.

1. Practicing Important Tasks and Skills

Providing students with opportunities to practice important tasks and skills has long been considered a successful strategy to improve understanding and memory (Anderson, 1995; King-Friedrichs, 2001; Marzano, Pickering, & Pollock, 2001). Practicing essential art skills deepens the students' understanding of the material. By applying creative expression, perceptual skills, and knowledge, students develop a lifelong appreciation and understanding of the visual arts.

ArtTalk, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* offer students numerous opportunities to practice essential art skills. Hands-on studio lessons guide students in creating original works of art. Students are challenged to create visual solutions using a variety of art media, tools, and techniques. Self-evaluation activities help students build self-assessment and aesthetic valuing skills as they reflect upon and appraise their own

artwork. Career Spotlights, Performing Arts Handbooks, and cross-curricular activities provide students with real world connections to art. Challenging individual and group activities provide engaging opportunities for students to apply art skills as well as knowledge of art concepts. Each chapter and lesson utilizes multiple instructional strategies to engage and challenge all types of learners.

2. Using Prior Knowledge to Learn New Information

According to researchers, learning occurs within the context of what is already known (Walberg, 1999). When students tap into previously learned information, they are able to learn new, related material more effectively. Strategies to promote this type of learning include (1) prompting students to recall prior knowledge or previous experiences, and (2) providing opportunities for students to repeat learning activities in order to reinforce the acquisition of new information and skills (Hardiman, 2001). To further facilitate learning, teachers can refer students to the textbook, use analogies, and encourage students to ask questions and elaborate on information from the textbook and other reliable sources. This research-based strategy is also central to successful reading and writing performances (Guthrie & Alvermann, 1999).

ArtTalk, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* are designed to strengthen students' reading skills, familiarize students with lesson content and ways to respond to artworks in the chapter. Discussion questions kick off each brief chapter introduction. These discussion questions encourage students to recall and share their prior art experiences, tying the new content to prior knowledge. These discussion questions preview the chapter and help make the text accessible to students of all reading levels.

3. Using Visuals to Communicate, Organize, and Reinforce

Visuals, such as diagrams, charts, illustrations, and photographs, play an important role in the learning process. Studies have shown that the two hemispheres of the brain process information differently. The right hemisphere is associated with creativity and imagery, and the left hemisphere is associated with logic and symbols (such as words and numbers). Integrating information processed from both sides of the brain leads to more complete learning. Thus, it is important to incorporate both visually stimulating learning materials and text-based materials in a curriculum (Hardiman, 2001). A program that combines interesting visuals with verbal descriptions increases the chances of students learning, understanding, and remembering important concepts. In addition, some students may be visual learners. Effective graphics will help these students comprehend and retain health information. Research also shows that the mental images stimulated by high-quality visuals extend retention of material compared with text only or lower-quality visuals (Willows & Houghton, 1987).

From line and color to pattern, balance, and unity; the Glencoe visual arts student texts interweave studio production with narrative lessons on the elements and principles of art, media and processes, art history, art criticism, and careers in art. *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* are visually oriented programs incorporating reproductions of artworks from a rich variety of cultures, covering a wide historical range. Each reproduction is discussed within the narrative portion of the text. The artwork captions reinforce chapter content and can be used as an effective teaching tool.

4. **Balancing Explicit and Implicit Instruction**

Research shows that lecturing alone is not sufficient for meaningful learning. A successful curriculum is one that combines both explicit and implicit instruction. Explicit instruction occurs when teachers and textbooks clearly explain problem-solving strategies to students in a direct, low-inference fashion (Duffy, 2002). Implicit instruction occurs when students figure out for themselves how to grapple with problems and construct conceptual knowledge (Pressley, Harris, & Marks, 1992; Shulman & Keislar, 1996). Evidence suggests that experiential learning activities that require students to make decisions, conduct experiments, and solve real-world problems enhance learning and memory (Leamson, 2000; Hardiman, 2001). Students are more likely to retain knowledge when they explore, question, discuss, and discover key concepts or ideas. This is not to say that teachers are removed from the educational process. Rather, the learning experience should include a balance of explicit and implicit instruction.

Interactive learning activities can be found throughout *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art*. In addition to lesson and chapter assessments, Glencoe also includes features such as cross-curricular connection activities, *TIME for Art*, Performing Arts Handbooks, critical thinking activities, project-based assessments and self-reflection activities. These activities engage students in the process of self discovery and art appreciation.

5. **Authentic Instruction and Achievement**

Authentic instruction is a framework for high quality instruction that engages students in higher-order thinking, and connects the classroom to the real world (Newmann & Wehlage, 1993). This type of instruction is aimed at producing student achievement that is meaningful and significant beyond the classroom. *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* address authentic instruction and achievement through features such as: *Connecting Art &*, *TIME Art Scene*, *TIME for Art*, Career Spotlights, Visual Culture, Performing Art Handbook, Digital Media Handbook and several activities located on Glencoe's Online Learning Center at glencoe.com. TIME art features give students an update from the real world of art at the end of each chapter. *Connecting Art &* links art to other academic subject areas and provides engaging cross-curricular activities. Career Spotlights introduce students to careers in art-related fields. The Performing Arts Handbook features artists and groups from the fields of dance, music, and theatre. This resource offers an opportunity for students to recognize and appreciate the connections that exist between art disciplines. The Digital Media Handbook presents simplified information on the key types of digital hardware and software used in current art classrooms.

6. **Developing Reading Comprehension and Writing Skills**

Reading, decoding, and writing skills help students to remember important ideas needed to learn new information, understand information required to practice important tasks, and develop verbal skills needed to perform well on achievement tests and later in life. Students must have opportunities to establish reading comprehension strategies such as questioning, visualizing, clarifying, elaborating, inferring, concluding, summarizing, and predicting (Pressley, 2002). They must also engage in writing for a variety of purposes (Graham & Harris, 2000).

ArtTalk, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* encourage students to be active readers and writers with features such as *Read, Set, Read!* This feature includes reading strategies for before, during, and after reading. Key Terms and Vocabulary are presented in the chapter opener and discussed throughout the chapter. *Quick Write* and motivator activities help students identify major themes in each chapter. Discussion questions at the beginning of each chapter help students link new material to prior knowledge.

7. Cooperative Learning

Cooperative learning occurs when students work in pairs or groups to complete tasks. Research shows that cooperative learning provides practice at valuable skills, such as positive interdependence, face-to-face interactions, individual and group accountability, interpersonal skills, and group processing (Johnson & Johnson, 1999). Research also confirms positive benefits for students in cooperative learning environments, including improved attitudes toward learning, greater time-on-task, and increased student achievement (Slavin, 1989/1990). Positive effects on social support behaviors and attitudes towards culturally diverse and academically handicapped peers have also been reported (Solomon, Watson, Schaps, Battistich, & Solomon, 1990). Cooperative learning has a highly positive effect when compared with strategies in which students compete with each other and strategies in which students work on tasks individually (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981). A balance of cooperative learning and individual learning allows students to develop group skills as well as practice skills independently (Anderson, Reder, & Simon, 1997).

Glencoe visual arts programs offer students opportunities to work individually or as part of a group on meaningful, art-related tasks. Each book contains both individual and group project-based activities. Important art skills such as collaboration and cooperation are also encouraged through self and peer assessment activities.

Verifying Learning—Assessment of Student Understanding in Glencoe Visual Arts Programs

ArtTalk, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* incorporate multiple tools for assessment. Students create artworks, conduct independent and group research, participate in class discussions, answer open-ended and multiple-choice review questions, reflect on completed projects, write critically and analytically, and keep portfolios of original works and writings. Assessment features, which support the No Child Left Behind Act and the National Visual Arts Standards, include the following:

- **Lesson and Chapter Assessment.** Lesson and chapter assessment questions provide an immediate review of the main ideas. Questions address facts and vocabulary, stimulate critical thinking, and provide practice in the application of visual arts skills. Answer keys are provided in the Teacher Wraparound Edition. Each Lesson Review also includes a hands-on lesson activity, allowing students to apply lesson concepts.
- **Studio Projects.** Hands-on studio lessons guide students in creating original works of art. Students are challenged to create visual solutions using a variety of art media, tools, and

techniques. Examples of fine art and exemplary student work provide background information and motivation for creative expression. Student objectives, supplies, and step-by-step instructions are explained in a clear and straightforward manner.

- **“Evaluating Your Work”.** Students build self-assessment and aesthetic valuing skills as they reflect upon and appraise their own works of art.
- **Portfolio Development.** Portfolio features and tips help students develop robust art portfolios.
- ***Portfolio and Assessment Techniques.*** This booklet addresses basic information used in portfolio assessment for the visual arts. Information is included in easy-to-use worksheets for teachers and students on the assessment process, how to use a portfolio, types of portfolio assessment, and developing and using rubrics.
- ***Mastering Standardized Tests.*** *Mastering Standardized Tests* provides students with an opportunity to review and strengthen their test-taking skills. At the same time, students are engaging in further aspects of the fine arts curriculum.
- ***ExamView® Assessment Suite.*** This CD-ROM enables teachers to create their own tests based on information contained in the textbook. A variety of question types—true/false, modified true/false, short answer, and multiple choice—offer flexibility in developing a multitude of tests. Answers to the questions are included.

Reaching Every Student— Art for All Students with Glencoe Visual Arts Programs

Art should be a part of every student’s life because it enriches the learning experience and allows for discovery and problem solving. Art can also provide lifelong benefits. Whether pursued as a career or as an interest, involvement with the arts contributes to the development of lifelong skills such as creative thinking, making informed judgments, and developing discipline. *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* offer a variety of engaging, relevant, and appropriate instructional methods for all learning styles and ability levels. With Glencoe visual arts programs, teachers can incorporate a wide variety of resources into their instruction.

- **Inclusion strategies** provide ideas for engaging students with different learning styles and ability levels.
- **Cross-curricular connections** teach students how concepts in one subject area can enhance and increase interest and knowledge in other subject areas such as math, science, social studies, and language arts.
- **Performing arts connections.** The visual and performing arts are mutually reinforcing. Glencoe visual arts programs are designed to underscore that unity by emphasizing how the foundations of all areas of art are built upon corresponding concepts and principles.

- **Technology integration.** Advances in digital media and other new technologies offer exciting opportunities to art teachers and students. Through CD-ROMs and the internet, students can sharpen their visual perception and have access to an infinite variety of artworks. With digital art software programs, students expand the limits of their creative expression and build skills for the modern workplace. New activities and resource components provide a range of technology options that encourage exploration of new possibilities both in art education and production.

In addition, a full line of multimedia resources is available with each Glencoe visual arts program. These resources offer a range of technology options to enhance skills, promote critical thinking, and connect the classroom to the world in which students live. Multimedia resources include:

- **TeacherWorks® CD-ROM** An easy-to-use program that includes an electronic version of the Teacher Wraparound Edition and all print materials. Teachers can create lessons correlated to the National Standards for Visual Arts Education with a click of the mouse. The electronic lesson planner provides flexibility to customize lessons and edit worksheets.
- **Art Interactions DVD / Art Showcase DVD** Each DVD provides access to hundreds of fine art images and information in a searchable gallery.
- **Fine Art Transparencies** Each Fine Arts Transparencies book contains full-color fine arts transparencies, background information, cross-curricular transparencies, teaching strategies, and student activities.
- **Fine Arts Prints** A collection of high quality masterpieces are printed on self-supporting stock to supplement the artwork appearing in the student text. These laminated prints are resistant to wear and are presented in a durable portfolio with an Instructor Guide.
- **Online Learning Center** The Online Learning Center provides up-to-date resources and activities to complement each of Glencoe's comprehensive art programs.
- **ArtSource®: Performing Arts Package** This exciting media package is a multimedia resource for further exploration of dance, music, and theatre. It includes an Instructor Guide, DVD, videotape, and CD-ROM.
- **National Museum of Women in the Arts CD-ROM** This CD-ROM provides unique access to over 200 artworks from the collection of the National Museum of Women in the Arts. Biographies of the artists and a quiz feature are included.

Summary

Glencoe/McGraw-Hill is committed to the idea that visual arts curricula should strive to meet all of the National Standards for Arts Education. A sound art curriculum allows teachers to guide students to increased levels of sophistication in fine arts skills and knowledge. This, in turn, helps students express their thoughts and ideas creatively while challenging their imagination, fostering

reflective thinking, and developing disciplined effort and critical-thinking skills. To meet this goal, Glencoe visual arts programs offer text that reinforces the concepts defined by the National Standards for Arts Education and provides ample opportunities for students to practice and apply fine art skills.

Grounded in the belief that art should be accessible to all students, *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* are designed to meet the needs of all learners. In-text activities are written for students with a wide range of skills, abilities, and learning styles. In addition, Glencoe offers specialized ancillaries that meet the needs of students with reading difficulties, advanced or gifted students, at-risk students, English-language learners, and students with cognitive or physical disabilities.

The National Standards for Visual Arts Education were developed to accomplish several goals, including guiding the development of curriculum frameworks, assessments, and other instructional materials. Attaining the vision of the National Standards for Visual Arts Education requires the talents, energy, and attention of many individuals including: students, teachers, school administrators, policy makers, teacher educators, parents, local communities, and curriculum developers. Glencoe is proud to contribute to this ongoing effort by providing the *ArtTalk*, *Art in Focus*, *Introducing Art*, *Exploring Art*, and *Understanding Art* as models of excellence in visual arts education in the twenty-first century.

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