



## **Arts Learning Task Force Meeting Minutes • February 19, 2015 Michael C. Carlos Museum • Atlanta, GA**

**Attendees:** Ann Cramer, Pam Beagle-Daresta, Lisa Love, Charisse Williams, Debi West, Karen Hallacy, Atiba Mbiwan, Barry Schrenk, Elizabeth Hornor, Julie Taylor Green, Randy Taylor, Christopher Moses, Sharon Story, Diane Sales, Dantes Rameau, Karen Paty, Allen Bell

### **10:15 am Welcome and Tour of Carlos Museum and Q & A**

Julie Taylor Green, Senior Manager of School Programs, Carlos Museum

**Julie Taylor Green** provided an introduction to the Carlos Museum for the Arts Learning Task Force. The tour included the permanent collection galleries in the museum, the temporary exhibit, "African Cosmos: Stellar Arts," and an interactive exercise. Julie also provided details about the education programs at the museum, including programs for preschool students, students visiting from schools, and seniors.

### **11:15 am Teaching Artist Presentations and Q & A**

Pam Beagle-Daresta, Teaching Artist  
Randy Taylor, Teaching Artist

**Pam Beagle-Daresta** talked briefly about her work as a teaching artist with the Carlos Museum. She then introduced Randy Taylor.

**Randy Taylor** is a teaching artist and college professor. As a teaching artist, he takes visiting programs in to schools. Much of that work requires coordination and planning time with the classroom teacher. He discussed his typical school residency, the model for the program, and who pays for it. He also talked about the benefits of arts learning for literacy and the lack of arts learning in rural areas of the state.

Pam talked about the Artist-in-Residence program model developed by Georgia Council for the Arts. It was used by other states to set up their residency programs. The model included studio and residency time, as well as a community service component where visiting artists would bring programs to places like prisons, senior centers, libraries, etc. These programs were often taken to schools that did not otherwise have access to arts learning.

Pam also discussed her current contract with the Jonas Foundation in Dalton. The foundation funds school arts programs that bring teaching artists into the schools. The contract is to provide programming to 18 schools. This is the biggest program of its kind in Georgia this year; however, there is not as much work as there used to be, since GCA's budget was cut and the arts education grant programs were eliminated.

Randy concurred, reflecting that he used to be booked every day of the school year. He is now teaching at the college level because the frequency of the teaching artist work went away.

Pam explained that Fulton County Arts & Culture's support for the work of teaching artists went away as well.

Randy concurred. He also discussed a program called Arts Connect, which focused on brain-based learning. Schools and teachers were self-selecting. It included a summer training program. Arts Connect was in five Atlanta area counties. The program no longer exists.

There is a need for training for teaching artists and mentorship. This training should include business models, skills in the arts and teaching, professional development for teaching artists and classroom teachers, and mentorship with other teaching artists. This would include skills in building relationships with classroom teachers.

Randy is working on an arts integration certificate of credit through Georgia Piedmont Technical College. The tracks include: visual art, music and movement, and drama/theatre. The program includes skill development in the art form, integration with content areas, and working with communities, families, and teaching artists.

The Task Force recommended expanding the arts integration certificate program throughout the technical college and university system.

The Task Force also discussed the need for more rigorous training and testing as part of the certification process for arts instructors.

## **12:00 pm Lunch Break**

### **12:30 pm Arts Organization Presentations and Q & A**

Christopher Moses, Director of Education, Alliance Theatre

Sharon Story, Dean, and Diane Sales, Community Partnership Mgr, Atlanta Ballet

Dantes Rameau, Executive Director, Atlanta Music Project

**Christopher Moses** reviewed the mission and education programs of the **Alliance Theatre**. Primarily, they are in service to the Atlanta community and they are committed to producing world-class theater programs for all ages. They provide programs for elementary school, middle school, and high school students. They have programs in school and after school. They have programs for business executives, as well as training for educators and teaching artists. He specifically cited the benefits of arts learning for English language learners.

**Sharon Story** talked about the work of the **Atlanta Ballet**. The Centre for Dance Education is 18 years old. They have a long history of working with Park Lane Elementary. They also started an ensemble, which works more intensively with a select number of students. Also, schools attend fully-staged programs at The Fox Theatre and Cobb Energy Center. Students can get scholarships to participate in the Dance Institute. Atlanta Ballet also has a relationship with the Latin American Association.

**Diane Sales** talked about the Atlanta Ballet's **Alvin Ailey Camp**, which she manages. The camp is a summer intensive program where pre-teens from underserved communities are introduced to dance as a physical activity that requires athletic ability comparable to skills demanded by any sport. Campers also increase their leadership skills and participate in a variety of social activities. They are still working on funding for the program.

In answer to a question from the Task Force about accreditation, Sharon explained that The Centre for Dance Education is accredited through the National Association of Schools of Dance. They have a Curriculum Coordinator who reviews the lesson plans for teaching artists and schools.

**Dantes Rameau** is Executive Director and Co-Founder of **Atlanta Music Project**. He shared a video on El Sistema, the program on which Atlanta Music Project (AMP) is based. The benefits of music education are not just limited to music and academics; they also include personal and social benefits, family benefits, and community benefits.

The Abreu Fellows Program allowed Dantes to receive training in the El Sistema model and then relocate to Atlanta to begin AMP, which is a nonprofit organization, founded in 2010, which provides tuition-free, intensive music education for underserved students. There are three sites: one for strings, one for winds, and one for choir. They have 107 students, 12 teaching artists, and perform 25 concerts each year.

AMP programs are neighborhood-based, occur after school, and have an intensive schedule (including hours of rehearsal every day). There are no auditions; however, the students must commit to attend every day. AMP employs professional teaching artists. The program includes numerous performances at numerous venues around Atlanta. AMP has office and performance space at the Woodruff Arts Center.

## **Q & A with Guest Speakers**

Discussion themes during the Q & A included:

- The myriad benefits of arts learning, including social and emotional health, self-esteem, behavior, motivation, etc.
- The difficulty of quantifying these benefits of arts learning.
- The importance of observing the neighborhoods and communities in which students live.
- The support of organization board members for work in arts education.
- Policy recommendations, including funding for the arts in school and for arts organizations providing arts learning opportunities.
- The need to get parents and board members more involved.
- Recent research about the benefits of music education.
- The difference between arts learning during the school day and arts learning after school.
- The importance of daily engagement with arts learning, especially during the school day.
- The need for more rigorous arts learning in all schools.
- The need for quality arts instruction in all schools, including well-trained instructors.
- The need for students to be “arts smart,” regardless of how many hours of arts learning they receive.

### **1:55 pm Closing Information**

- Attendees briefly discussed the progress of the Working Groups on formulating recommendations.
- Attendees briefly discussed future meetings of the Task Force.

### **2:00 pm Adjourn**