



Arts Learning Task Force Meeting Minutes • January 14, 2015 • Atlanta, GA

Attendees: Ann Cramer, Amy Duke, Karen Hallacy, Molly Howard, Woody Leonard, Lisa Love, Atiba Mbiwan, Debi West, Charisse Williams, Gladys Wyant, Barry Schrenk, Karen Paty, Allen Bell

10:00 am Tour of Arts and STEAM Classes at Drew Charter School

Don Doran, Head of School, Drew Charter School, welcomed the Arts Learning Task Force members in attendance.

Barbara Preuss, Principal of the Elementary Academy at Drew Charter School, led the Task Force members on a tour of the Elementary Academy and provided details about the school. The tour included classes in robotics, visual arts, dance, chorus, music, engineering and design, as well as the media center.

The Task Force members then made their way to the campus for the Junior Academy and Senior Academy.

The tour included the engineering/design classroom, the 6th grade beginning harp class, the Center for the Arts, the gymnasium, and the dance studio.

11:30 am Lunch Break – Main Board Room

12:00 pm Guest Speakers and Q & A at Drew Charter School

Joining the Arts Learning Task Force members were: Don Doran, Head of School; Boon Boonyapat, Director of Teaching and Learning; Barbara Preuss, Elementary Academy Principal; Reginald Colbert, Fine Arts Facilitator; Renee Ruffin, Visual Art Instructor; Collins Anderson, Visual Art Instructor; and Dr. John Haberlen, Emeritus Professor of Music, Georgia State University.

Dr. John Haberlen discussed the partnership between Georgia State University and Drew Charter School.

Mr. Reginald Colbert discussed his approach to promoting and integrating the arts at Drew Charter School.

Q & A with Drew Charter School Faculty & Staff

Questions and discussion topics included the following themes:

- Theatre classes
- Funding and fund raising
- Arts integration

- What makes Drew successful
- Professional development
- Planning time for teachers (including common planning time)
- Project-Based Learning
- The STEAM approach and STEAM projects
- The history of Drew
- Technology
- The length and structure of the school day
- Enrollment
- The East Lake neighborhood/community
- Literacy
- Students with special needs
- The experience and approach by the Head of School
- Teacher pay scale
- School culture and climate
- AP classes

Task Force members were then guided on an abbreviated tour of the second floor of the high school, including a computer lab, and visual arts and geography classrooms.

1:30 pm Depart for Woodruff Arts Center

2:00 pm Seminar with Eric Booth at Woodruff Arts Center

Center Space, Memorial Arts Building on the Woodruff Arts Center campus

Eric Booth discussed a number of themes related to arts integration, including:

- Intrinsic motivation
- The definition of art
- Incorporation of existing educational concepts
- Arts integration models
- Isotonic instruction
- Metaphoric thinking
- Aesthetics across the curriculum
- “Omni-competence”
- Personal relevance

He then led the seminar participants through three exercises to emphasize the elements, qualities, and educational strategies of arts integration:

Exercise 1: List the ways in which a mouse and a refrigerator are the same.

Exercise 2, Part I: Partners A and B. B wants A’s chair. B has two minutes to convince A to give up their chair.

Exercise 2, Part II: Create a narrative or play about what happened between partner A and B in Part I and extrapolate on it.

Exercise 3: Partner A is Meriwether Lewis (from Lewis and Clark), Partner B is Pierre Cruzatte. Pierre Cruzatte had one eye and wore a patch, but he played several essential roles in the expedition. He was the fiddler, the cook, the navigator, and he knew more Native American

languages than anyone on the expedition. In this exercise, Cruzatte is ready to leave the expedition. It is the job of Lewis to convince him to stay.

Booth then continued his discussion of arts integration, including:

- “The Qualities of Quality”
- The motivation of the learner
- The learning environment
- Personal relevance
- Student-led work
- The idea of “Flow”
- Academic achievement
- Daniel Pink’s “Drive”
- Arts integration partners
- Qualities of successful arts integration partnerships
- Planning time
- Teaching artists
- Celebration of the work as part of the process

Booth is working on a book that will be published soon. In the book, he looks at arts education in the 22 most impoverished communities around the world.

4:00 pm Adjourn