

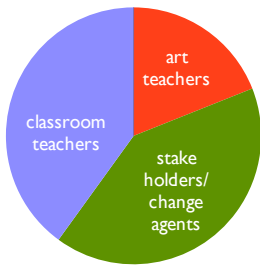


TEACHING THROUGH THE PRISM THE POWER OF INTEGRATING ART INTO K-12 EDUCATION
 Thursday, June 23 and Friday, June 24, 2011
 The Phillips Collection, Washington, D.C.

“Being around like-minded professionals, being surrounded by the art of the Phillips, taking home tools for advocacy (video, reports)— all gave me courage and a renewed sense of mission for the work.”

—Forum evaluation comment

90% of attendees rated their experience at the Forum “8 or higher” on a scale of 1-10.



WHO CAME?

170 participants from 17 states, from California to Mississippi, explored the theory and practice of arts integration over the two-day Forum. It was an exciting dialogue with a balanced representation of 19% art teachers, 41% classroom teachers (74% from public schools), and 40% stake holders and change agents such as museum educators, school administrators, and policy makers, including the U.S. Department of Education and National Endowment for the Humanities leadership.

INSPIRATION AND RESEARCH

The President’s Committee on the Arts and Humanities recently called for the expansion of arts integration practice in K-12 education in its report *Reinvesting in Arts Education: Winning America’s Future through Creative Schools*. At the Forum, Rachel Goslins, executive director of the President’s Committee, presented new research demonstrating the positive impact of arts integration on K-12 education.



Speakers also included Eric Booth, a leading advocate on arts integration who roused educators with inspirational and practical information to take back to the classroom, and acclaimed neuroscientist Rex Jung, who shared his new research on the neuroscience of creativity and implications for arts integration.

WHAT IS ARTS INTEGRATION?

Arts integration blends the teaching of art and other core curriculum areas (such as language arts, science, and social studies) in a symbiotic way that enhances learning in all subjects.



