



Community Education Council For District One

P.S. 20 Anna Silver School, Rm. 126, New York, N.Y. 10002, (212) 353-2946, Fax (212) 353-2945
CEC1@schools.nyc.gov www.cecd1.org

*Members: Arnette Scott/Marco Battistella/Latesha Moore/Michael Stutman/Moses Seuram/
Stephanie Thompson/Luke Henry/Aline Gnali/Naomi Peña/David Post*

Daniella Phillips–District 1 Community Superintendent

D1 Middle School Arts Survey

At the close of the 2014-2015 school year, the CEC for D1 disseminated a confidential survey of the arts instruction and programming offered in district middle schools. Responses (10) from our middle schools attest to: **comprehensive arts programming; specialized educators, art spaces, and resources; integration with the school and the broader art community; and real collaboration with local partners.**

Comprehensive: Meeting NYSED Guidelines

All schools meet NYSED guidelines for 6th grade arts education, with 3 schools reporting that all students in 6th grade received at least 93 hours of art instruction, equally allocated to the 4 art forms (art, music, dance and theater) throughout the academic year. 7 schools reported meeting these guidelines, but with a focus on one or two of the art forms. These schools offer their students a choice of 2 from all art forms or offer an option to take more than 2, offer the art forms that matched the qualifications of their art teacher, or supplement the in-school offering with an after-school program. For 2 of these schools, lack of funding was cited twice as the barrier to a broader allocation.

All but 1 school reported meeting 8th grade guidelines, instruction enabling students to achieve state intermediate learning standards through a minimum of two semesters of any 2 of the 4 arts taught by a licensed certified arts teacher. A school reported being unable to meet these guidelines, due to insufficient funding to support arts instruction.

Specialized: Certified Teachers and Dedicated Resources

Certified teachers

8 schools reported having at least 1 certified arts teacher on staff (1 school with 4 or more teachers, 1 school with 3, 2 schools with 2, and 4 schools with 1). A single school reported not having a certified teacher on staff, while another did not respond to this question.

Dedicated art spaces

Schools reported having dedicated art spaces, with art (6 schools), music (6), dance (6), and theater (2) rooms. Some schools reported having the use of multiple rooms for one or more of these disciplines, or having a room that could serve 2 disciplines (art and dance). A school reported having to use classrooms for musical (drumming and singing) instruction.

Auditoriums

Schools reported having an adequate auditorium stage (8), lighting (7), curtain (7), seating (7), and sound system (6). One school reported having an auditorium with state of the art technology, while another specifically identified a need for lighting for performances. Highlighting the unavoidable competition for resources caused by existing or incoming charter schools, others (2) noted that auditorium space or access was limited due to co-location.

Exhibiting art

Schools reported having a dedicated hallway bulletin board (9), other dedicated bulletin board (7), or dedicated gallery space (3) for exhibiting art. Alternatively, libraries, auditorium spaces, or school walls were used as displays. One school had a wall dedicated to photography.

Additional resources

Schools also cited resources needed to help meet state guidelines, including supplies, e.g., graphic art software (2); materials, e.g., paint, paintbrushes, pencils, paper (2); and musical instruments or funding for instruments (4). Others cited faculty (a certified dance teacher, a 2nd certified teacher).

Integrated: Art Residencies, Performances, Field Trips, and Programmatic Offerings

D1 middle schools offer integrated art education, with regular residencies (4), performances (9), field trips (6), and programmatic couplings, including ELL+arts (2) and STEM to STEAM (STEM+Art) (2).

Residencies	Field trips	Performances	STEM to STEAM	Arts integration	ELL and art	Other
Yes: SEA, Third St. Music School, Rosie's Broadway Kids, etc.		Yes: concerts, musical theater		Yes: LeAp		
Yes: Multicultural music group		Yes: performed by students (concerts 2x/year)	Yes: through after-school	Yes: social studies		
	Yes: museums, photo exhibitions, films	Yes: Dance showcase, Art Gallery Openings, Theater productions, Talent shows, Rock Band Performances				
	Yes: Blueman Group, Carnegie Hall, Theater Performances	Yes: Winter/Spring Concert, Hip Hop Dance Club, Drama Plays		Yes: Offer an Art History course (In. Drumming)		
	Yes	Yes		Yes		
	Yes: i.e., MET, MOMA			Yes, Grecian Urns in 6th grade as part of ancient civ. study. Roaring 20 adverts, theater studies crossing over with Humanities, small group Rock and Roll History re: social movements		
Yes: Smartworks, Artists Space		Yes: Art Gallery opening each June	Yes: 7th grade in collaboration with Hall of Science			
Yes: Theater, photography, and visual	Yes: Lincoln Center, Broadway, New Victory Theater	Yes: Autumn Harvest		Yes: Science and ELA	Yes: Visual and Theater Program	
	Yes	Yes			Yes	LeAp Program, Third Street Music during the day and after school; Photography via the Leadership Program
		Yes		Yes		

Collaborative: School and Philanthropic Communities

SLT support

Half of the responding schools have SLT's that play major roles in building and planning for the arts programming at their school.

PTA support

2 schools reported having PTA's that provided resources and support of the arts (e.g., donations of musical instruments).

Foundation, corporation, or government agency grants for arts

7 schools reported receiving art grants from either a foundation (e.g., 21st Century Grant, Matisse Foundation, Schubert Foundation), corporation (Lincoln Center, Third Street Music School), or a government agency (NYS ESDSVP grant) or official (discretionary grant from local elected officials in support of Project CASA).

Other Funding Sources

5 schools reported receiving Title I funding for their arts programming. Schools also pointed to foundation support, the Mayor's budget increase for arts funding, discretionary funds from elected officials, or non-profit support for their arts programming.

Collaborative: CBOs, art not-for-profits, other schools and programs

CBO's providing arts

School administrators listed a number of CBOs as providing arts to their middle school students, including 21st Century (4 schools), Henry Street Settlement (3), University Settlement (2), Educational Alliance (2), OST (2) and Grand Street Settlement, Sports and Arts in Schools, Advantage, and Beacon. Other listed affiliations included Lincoln Center, Rosie's Broadway Kids, and Third Street Music School.

After school arts programs

9 schools reported having after-school arts programs in varied disciplines and settings, including musical theater, portfolio art class, hip/hop dance class, photography, and computer graphic design.

Small school arts collaborations

1 school reported participating in a small school arts collaboration with another D1 school.

Learning Partnerships

3 schools reported engaging in a learning partnership with local programs (e.g., LeAp, Third Street Music School, Henry Street Settlement) to support their arts instruction.

Funding and Space Barriers

When asked to rank the barriers the school has experienced when it comes to offering arts programming, 8 schools identified “funding” as a primary factor, with a need for “available certified arts teachers” and “insufficient available space” as predominate secondary factors.

Conclusion

On the whole, the survey indicates a robust arts education for D1 middle school students, in spite of instances of inadequate funding.

The CEC would like to thank our middle schools for participating in the arts survey.