

Case study twenty-eight: USA: Defining Proficiency in the Arts

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Aims

The Rhode Island Arts Learning Network (RIALN) has been supporting the work of four coordinated teams across the state, which are grappling with and defining ways that students might exhibit proficiency in an art form for graduation. The teams -- music, visual arts, theatre and dance represent the arts educators, professional artists, parents, and students, from a wide variety of backgrounds.

Research methods

Survey

Results

The project is still gathering information but meetings held in 2003 indicated the following results:

- The arts are now included in the statements of proficiency required for all senior students;
- The discipline based teams have prepared and are testing statements of proficiency in all the art disciplines;
- The teams identified evidence that could be gathered to document proficiency in the arts;
- The teams developed frameworks for judging bodies of evidence in the arts;
- Students samples were gathered to profile proficiency in the arts;
- With minimum expenditure on resources and few support structures, teams worked collaboratively to build proficiency levels in each art discipline;
- Rhode Island teams collaborated with teams from Minnesota and Wyoming to build proficiency frameworks, and;
- The process modelled team work and collaboration in renewal of content and quality education.

Main Impact

We envision a Rhode Island where all children and youth have access to rich and challenging arts learning opportunities in their homes, schools, and communities, thus enabling them to become creative and critical thinkers, effective communicators, responsible citizens, and knowledgeable adults. This mission of the Rhode Island

Literacy in the Arts Task Force has focused and driven the work of arts educators across our small community.

Main Challenges

Not supplied