



Addressing the Lack of Arts in Public K-12 U.S. Schools

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INTRODUCTION

Hearing **Hamlet's soliloquy**. Connecting with **Van Gogh's framed likeness** in a museum. Thrilling to the **melodies in a Mozart opera**. Marveling at a rap-master's rhymes.

All these art forms deepen a student's understanding of what it means to be a human being.

Although most people in the United States agree that education is important for America's youth, that STEM subjects are essential, and writing well is a valuable skill, an important aspect of K-12 education is too often ignored.

Sadly lacking in many K-12 public schools is arts education.

DATA AND FINDINGS

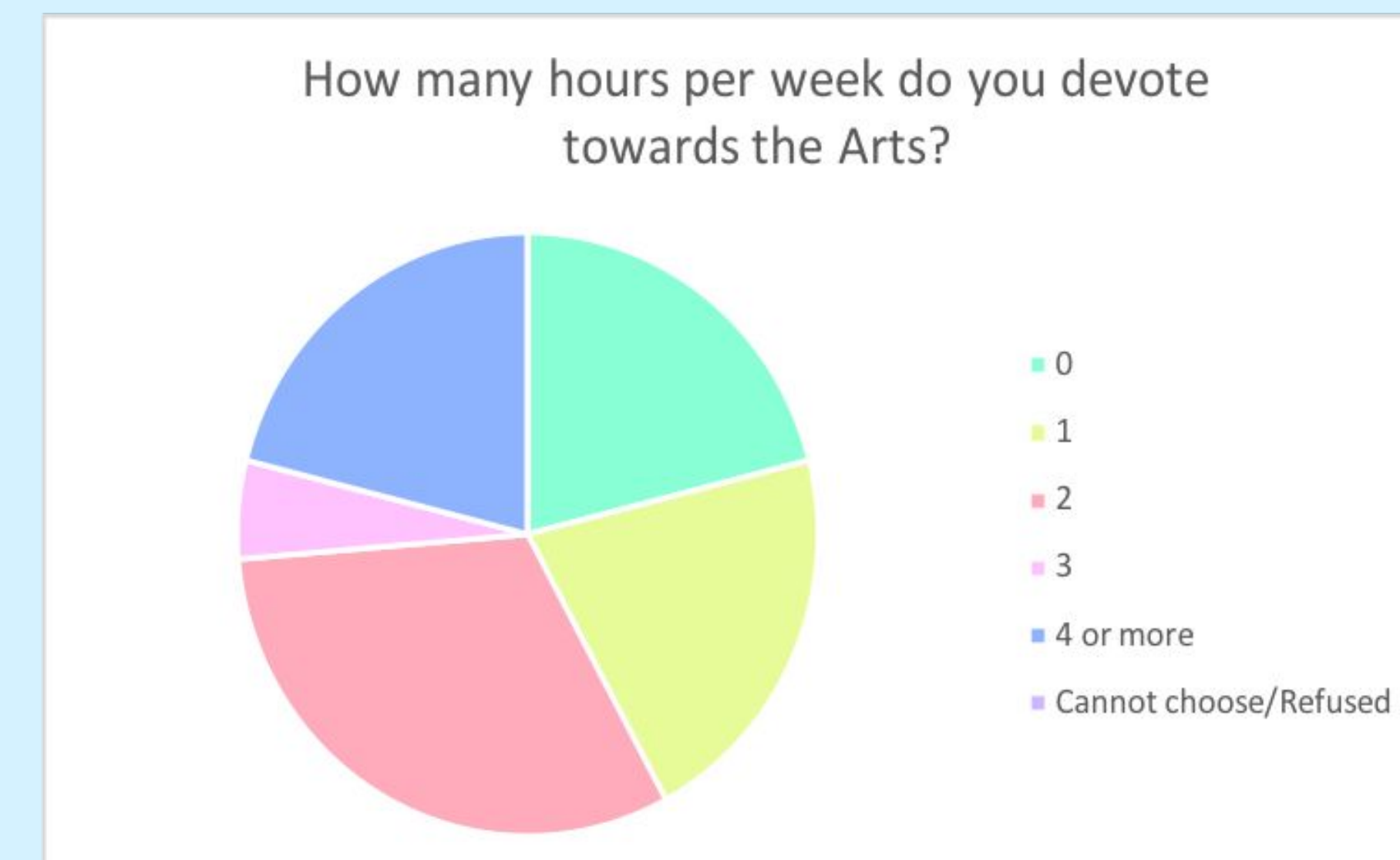


Figure 1: Chart of participant's response to evaluate their familiarity with the arts.

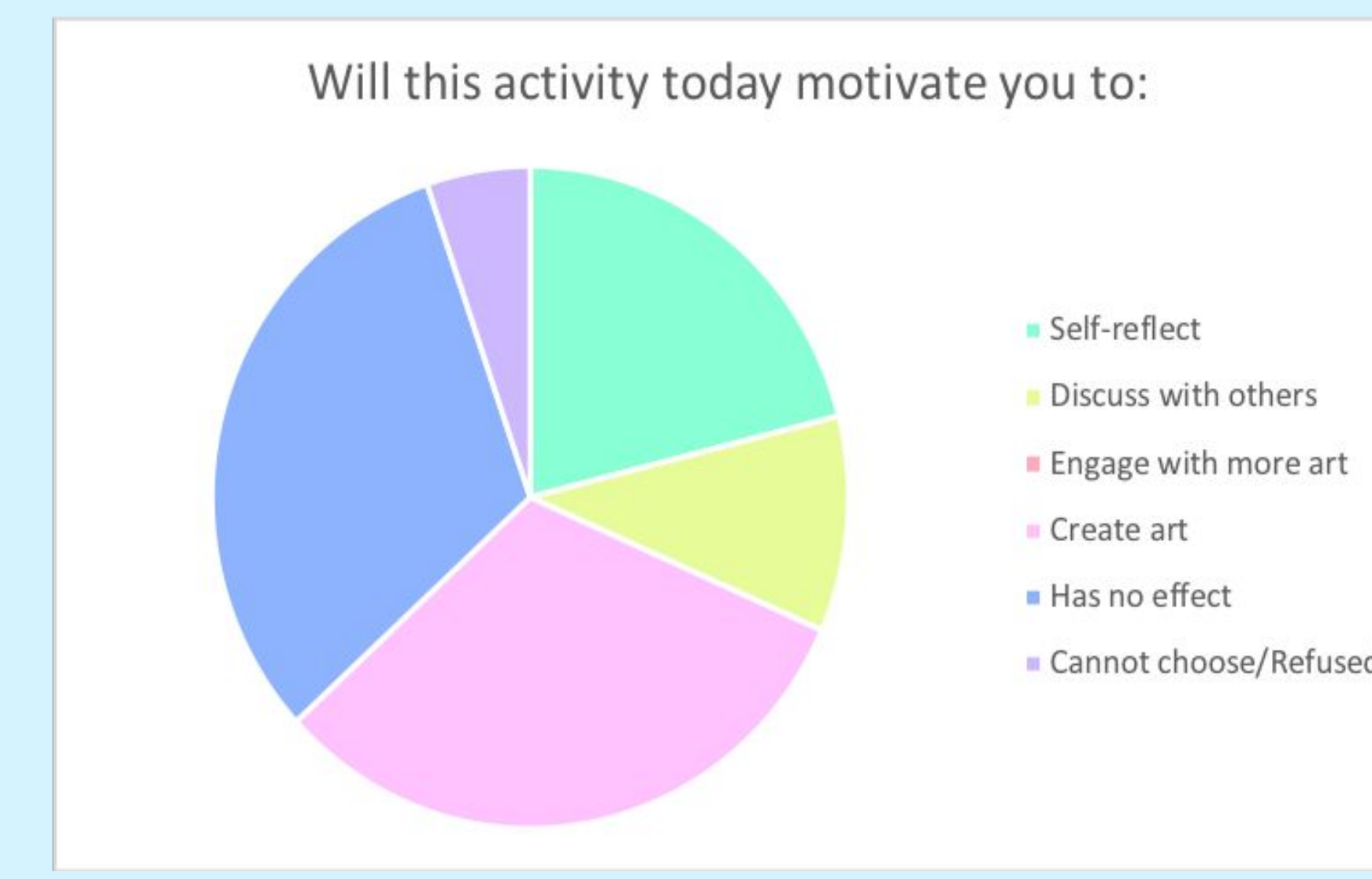


Figure 2: Chart to understand the effectiveness of the event.

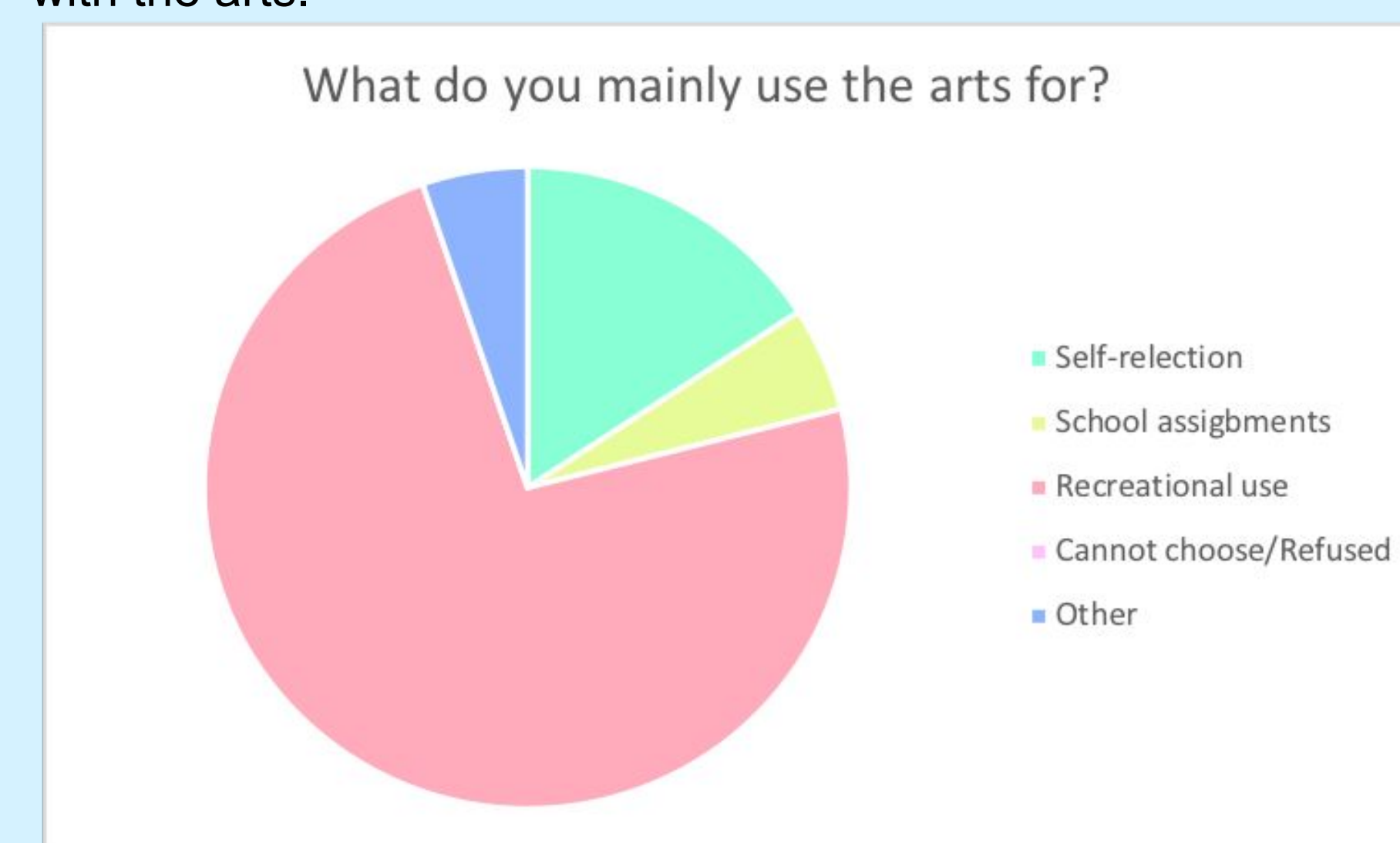


Figure 3: Chart to evaluate the usage of arts before the activity.

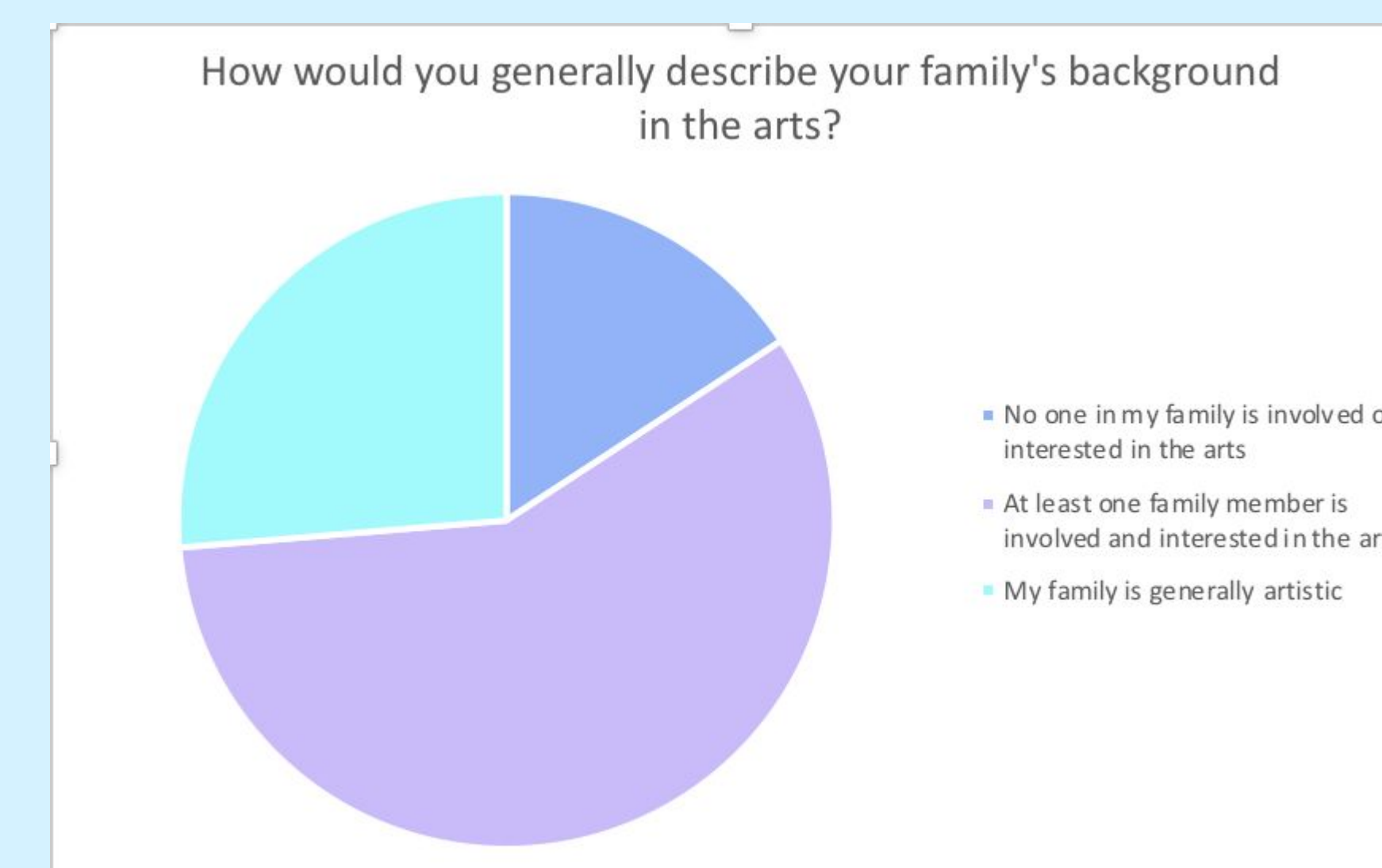


Figure 4: Chart to showcase the variety of backgrounds each participant had.

Participants in this activity came from a variety of different experiences, and we found that after the activity, most people were motivated to create art, self-reflect, and use arts for many different uses. Our findings show that after exposure to the arts, they are much more likely to continue and pursue different activities in arts.

CONCLUSION

- ❖ The cycle is virtuous: the more art a student experiences, the greater their appreciation for and engagement in the arts. Those with little arts experience, however, do not yearn for what they never knew.
- ❖ Students who engaged in the arts felt increased interest in successive engagement and expressed interest in greater engagement. Consequently, students should be exposed to diverse arts early and often on, from K-12, to help the arts become an integral part of their lives.



Figure 6: Results of the event. A collaborative art project

RESEARCH METHODOLOGIES

- ❖ The research methodology I used is a survey. The survey helped me gather feedback evaluating the success of the event, and suggestions for increasing and enhancing arts education.
- ❖ I collected data which describes a student's experience and the potential influence this event had on them.
- ❖ Event goal: Raise awareness through art collaboration and celebration to give teens the benefits of employing the arts to communicate their messages and enable them to resonate with other teens more profoundly than typically occurs.
- ❖ Event: We supply the materials, and we host two tables where we engage with our participants through conversation and sharing our works by responding to one of three topics: "Struggle I faced." "How I overcame the struggle." "Message I would tell my peers." When we finished, we combined all the art pieces into one overall poster.

DISCUSSION, ANALYSIS, AND EVALUATION



Figure 5: Results of the event: a collaboration of art expression from participants.

In the hope that the arts will become an integral part of their lives and desirable to students, we should socialize children because children are impressionable, and help them be able to turn to the arts to enrich their own lives, so society can truly benefit. Engagement with art leads to greater compassion, reducing prejudice, etc.

Even with the limited engagement on February 20 & 22 seems to have increased interest in greater engagement with the arts. Students who engaged in the arts felt increased interest in successive engagement and expressed interest in greater engagement. Consequently, students should be exposed to diverse arts early and often on, from K-12.

ACKNOWLEDGEMENTS / REFERENCES

Special thanks to AIRPLAY Community and Nikole Manou for helping make this project possible.

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