



## Visual Arts

*Using a new model of creativity that clearly explains how the arts develop intellect, 15 APS visual arts teachers learn how to use the High Museum of Art as an interdisciplinary teaching tool—and to put their curriculum on the cutting-edge of educating students for academic success.*

# Arts-Driven Education = Academic Achievement!

*A Masterpiece of Learning* is a new teacher development initiative that is energizing the Atlanta Public School's Visual Arts Program, starting with an intense 4-day workshop at the High Museum of Art. As a result of this workshop, participants develop 75 new lesson plans and will bring over 1,100 students from 15 schools to the High for individualized, interdisciplinary learning experiences focusing on the unique educational goals of each school. It culminates in museum-based, student-centered learning projects at the city-wide Invitational Art Education Fair on April 18th, 2008.

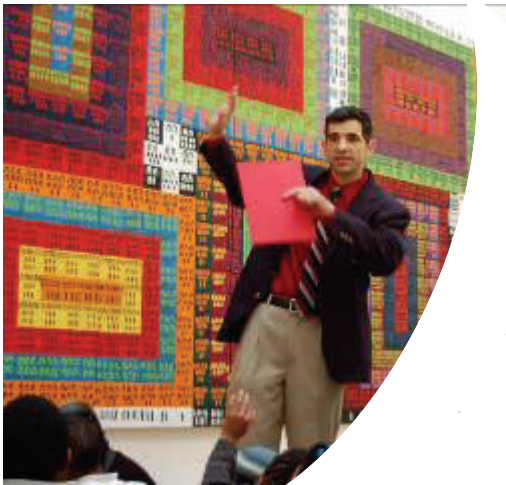
Too often, interdisciplinary approaches to art education reduce art to merely illustrating concepts in other subjects, eliminating the unique intellectual characteristics of the creative process that teach children to be pioneers on the frontiers of knowledge. *A Masterpiece of Learning* is based on the

idea that the arts establish new intellectual horizons through the artist's ability to: 1.) imagine new ideas by forming new images with unexpected meanings; and 2.) formulate new ways of thinking by orchestrating source material from diverse disciplines into new, coherent conceptual frameworks. Most students experience art through the pages of books, and typical museum visits bring brief, passing encounters with masterworks guided by impersonal audio-tours. This project is different by using a new model of creativity to help teachers bring students into direct, academically-rich, personal dialogues with the art of the High Museum's permanent collection. Unique in the nation, this initiative was conceived and implemented by APS art teacher Raymond Veon, with funding provided by the McCarthy-Dressman Educational Foundation with extensive support from Art Access and the High Museum of Art.



## The McCarthy-Dressman Educational Foundation

The McCarthy Dressman Education Foundation partners with individuals to expand educational opportunities for America's youth by nurturing their curiosity about the world and their place in it. Its mission is to serve as a catalyst in maximizing the skills and creativity of educators at the K-12 levels, cultivating pioneering approaches that result in dynamic student learning, paying particular attention to those that best serve the at-risk and under-funded.



# A New Model Of Creativity Guiding Intellectual Development

*Beyond Bloom: New insight into the creative process explains how art develops the intellectual skills essential for the 21<sup>st</sup> Century*

**ART AND INTELLECT:**  
Imagine  
Conceive  
Create



*Masterpiece* workshop participants are introduced to a new model of the creative process. Coordinated with and extending the cognitive levels of Bloom's taxonomy, it clearly explains the cognitive basis for developing new intellectual content—the driving force behind today's economy. Drawing on the cognitive sciences, the model shows the unique ways that the arts and the creative process become the

engine driving academic achievement and personal growth. The model explains: how imaginative insight is sparked by novel combinations of imagery and contexts, leading to new ideas; how novel conceptual understanding arises from

Research shows that quality arts education leads to higher test scores and provides the means for creating new economic, intellectual and social value.

rationally structured, speculative thought; and how the forging of a unique personal vision transforms conceptual understanding into creative insight, allowing the alteration, combination, and application of concepts in completely new ways.

The arts provide the novel imagery that crystallizes the most intangible and essential aspects of our mental life into discrete ideas. Contemporary art plays a vital role in this process as more artists weave the language of economics, science, technology, sociology and math into their practice.



Back Row: APS Visual Art Teachers Francine Stowe-Sinkler (Grove Park ES), Sachi Richardson (Washington HS), Tokie Rome (Peyton Forest), Cissy Cohen (Garden Hills ES), Ann Dodys (W.T. Jackson ES), Joel Glorvigen (Adamsville ES), Grady High School Docent, Jan Watford (Burgess-Peterson ES), Joanne Farrell (Morningside ES), Vera Yates (Waters ES), Grady High School Docent, Raymond Veon (Project Director/M.A. Jones ES), Debra Jeter (Carver HS), 2 Grady High School Docents, John Brandhorst (Grady HS), Jihan Abdur-Rashid (Washington HS), Phil Alexander-Cox (Morningside ES), Katherine Roundtree (Thomasville Heights ES); Front: 4th grade students from M. Agnes Jones Elementary School.



*A Masterpiece of Learning* is based on the ideas that artists are trailblazers on the intellectual frontier every bit as much as the physicists at CERN, and that art teachers are best equipped to fully explain how the arts concentrate and focus the most advanced learning. Art teachers prepare students for thinking outside the box by showing them how to think beyond personal experience—on the cutting-edge.

# A Creative Engine Integrating The Curriculum...

*Contemporary art is a great intellectual dialogue of new ideas that helps us understand the pioneering essence of art.*

The philosophy of *A Masterpiece of Learning* is that authentically engaging students in the artistic process creates a need for knowledge and skills from across the curriculum, fueling a desire to learn and grow. Test scores rise in schools with quality arts education because students learn to find and orchestrate knowledge in personally relevant, conceptually rigorous ways.

**The arts develop unique, high-level problem-solving skills. More importantly, they develop the 21st century skills needed to formulate new problems by requiring students to see the world in new ways.**

On the cutting edge of any discipline knowledge becomes tentative, imprecise, sometimes even murky. The arts specialize in the rigorous analysis and use of imprecise ideas in the creation of new meaning and world-views—in other words, they specialize in finding and solving those kinds of problems that are most like those encountered in life, and the kinds of problems that employers need solved in our 21st century economy.



## CREATING A MASTERPIECE: Making It Happen



The extraordinary efforts of our supporters have made this workshop possible:  
 Mrs. Eunice Robinson, Principal, M. A. Jones ES;  
 Anna Wells, School Programs Coordinator & Christine Riddle, Art Access, High Museum of Art;  
 Ms. Cynthia Terry, Interim Director/Fine Arts;  
 Dr. Sharon Davis-Williams, SRT 1 Executive Director

# Masterpiece Schools 2007-2008

*As a result of their foresight and dedication to academic success by educating the whole child, these schools have been named "Masterpiece of Learning Schools" for the '07-08 school year.*



Adamsville ES  
 Ms. Sharon Suitt,  
 Principal

Burgess-Peterson Academy  
 Dr. Gwendolyn Carter,  
 Principal

Grady HS  
 Dr. Vincent Murray,  
 Principal

Garden Hills ES  
 Ms. Amy Wilson,  
 Principal

Grove Park ES  
 Dr. Paula Snowden,  
 Principal

Morningside ES  
 Mrs. Rebecca Pruitt,  
 Principal

Peyton Forest ES  
 Ms. Karen Barlow-Brown,  
 Principal

South Atlanta HS  
 Dr. Marcus Barber,  
 Principal

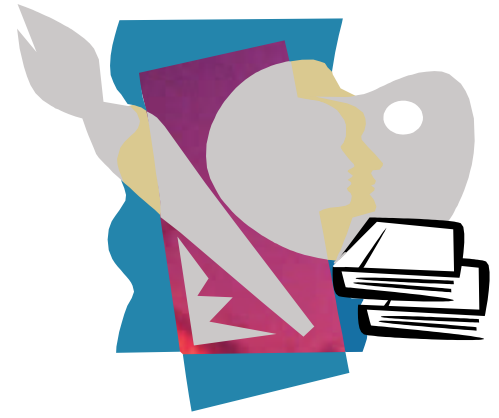
Thomasville Heights ES  
 Ms. Janice Kelsey,  
 Principal

W.T. Jackson ES  
 Dr. Lorraine Reich,  
 Principal

Washington HS  
 Mr. Carter Coleman,  
 Principal

Waters/Dobbs ES  
 Dr. Mable Johnson,  
 Principal

M. A. Jones ES (Sponsor)  
 Mrs. Eunice Robinson,  
 Principal



## Imagine Conceive Create

Can a dragon swallow the sun? Can mathematical patterns give us the secret to the universe? When do economics and ecology become art? What are the connections between feathers, physics, and fine art?

# focus

## HIGH-Powered Learning

Pretend you're an APS art student. Throughout history, the arts have distilled, challenged, and extended knowledge. At the High, your *Masterpiece* art teacher prepares you for thinking outside the box by showing how artists think on the cutting-edge, weaving sophisticated conceptual webs that open new intellectual horizons. You listen as your *Masterpiece* Teacher sweeps you into the drama of Anselm Kieffer's monumental painting, *Drache (Dragon)*. Under *Drache's* outstretched wings you start to see: our attempts to understand the universe, from Ancient Egyptian astrology to Renaissance philosophy to modern physics; how the dragon-myth traces the socio-economic development of ancient cultures; how it can refer to the mathematics of fractals; and how the poignant visual poetry of Kieffer's materials connects to the tragedy of World War II and urgency

of environmental preservation. Then your *Masterpiece* Teacher shows you how to weave your own tales of history, science, and cultural meaning by bird-watching...in the museum! You meditate on anthropology and the use of feathers in the African collection, watch for wings in Howard Finster's spiritual folk art, wonder about American history and the single feather found in Francis Millet's *The Expansionist*, and marvel at the multi-layered connections posed by Craig Kucia's painted owls in the contemporary art collection. From Plato to Joyce, from Da Vinci to Delta Airlines, you'll never think of feathers and flight in the same way! Back at school, what new insights will you make as your imagination takes off on its own, personal flight? What more will you need to learn as you begin to formulate your own unique vision and start to see puzzles that others miss?



## The High Museum's Center For Creative Teaching

Among the many benefits of *A Masterpiece of Learning* is discovering the immense resources of the High Museum's Center for Creative Teaching, which offers videos, books, information, internet access, and lesson ideas for the permanent collection.