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POSITION STATEMENT ON THE SCHEDULING OF REMEDIATION AND IT'S IMPACT ON FINE ARTS INSTRUCTION

The Virginia Coalition for Fine Arts Education (VCFAE) supports and recognizes the need for academic remediation as appropriate for struggling students. Currently, students selected for remediation are frequently removed from fine arts instruction for 9 weeks, a semester or, in some cases, for an entire year. In other instances, students are pulled from fine arts classes at irregular intervals thus interrupting their regular course of study.

Virginia students should receive sequenced fine arts instruction based on dance, music, theater arts, and visual arts Standards of Learning. Students who drop in and out of classes miss significant instructional time. As a result, they are at a distinct disadvantage learning new material while struggling to make up for lost time in their fine arts classes.

The VCFAE supports the following scheduling considerations:

- Instructional time must allow for student success in meeting state and local dance, music, theater arts, and visual arts standards.
- Regularly scheduled class periods should allow for quality student learning by providing sufficient instructional time to develop artistic literacy through the processes of production, performance, reflection, and assessment.
- In order to support student achievement, remediation for individuals or groups of students should not be scheduled in a way that disrupts sequential instruction in other curriculum areas.
- Remediation for individuals or groups of students should not impinge upon equity of access to fine arts classes for all students, particularly minority and ELL students.

Our recommendations are supported by research that strongly suggests that students who participate in quality fine arts programs are highly engaged, attend school on a more regular basis, develop leadership capacity, and graduate at a higher rate. Students, especially those at risk, who have participated in fine arts classes, are more likely to attend college and seek professional degrees and are better prepared to enter the world of work. Involvement in the arts helps students develop creative problem solving skills, exercise perseverance and persistence, work collaboratively, and take responsibility for learning independently. VCFAE believes that all students benefit from sequential fine arts instruction uninterrupted by remediation pullouts.

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The Arts Education Partnership has established an arts education clearinghouse that provides a listing of relevant, valid research that demonstrates the broad impact of arts education on our children's education, beyond increasing SAT scores. We invite you to explore the research posted at:

Arts Education Partnership - <http://www.aep-arts.org/research-policy/artsedsearch>

We would hope that you would consider our position and the valid arts education research as you are considering policy and mandate issues that directly impact our students and teachers.

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