



Final Report 2010-2011 Executive Summary

NCMA Art of Collaboration

Overview

The North Carolina Museum of Art's Art of Collaboration (AOC) provides professional development and museum resources to public middle schools throughout North Carolina. Through this program, the Museum introduces object-based art integration to the classrooms of hundreds of students. In the fourth year of the program, 2010-2011, the Art of Collaboration worked with teachers and administrators in seven middle schools in four districts (Alamance, Caldwell, Columbus, and Greene Counties). The program offered four professional development opportunities, field trips, and ongoing support from museum staff. The Museum also provided funds to AOC schools for equipment and substitute teacher time to allow for collaboration among team members and additional time for art teachers in the classroom.

This year's evaluation strongly indicates that the program has met its objectives. The three main objectives are:

- Teachers planned and implemented integrated curriculum using NCMA resources.
- Students made connections between art and other disciplines were encouraged to reflect on "big ideas," and integrated knowledge from different disciplines.
- Teachers improved the quality of student learning by integrating visual arts resources and object-based learning strategies.

This Executive Summary highlights how the Art of Collaboration participants and Museum staff achieved these objectives. The completed evaluation data collection included focus group interviews with current and past AOC participants, summer and quarterly workshop surveys and reflections, lesson

plan analysis, student progress reports, and individual sustainability documents. Evaluation summaries have been periodically provided through quarterly and interim reports.

Planning and Implementing Art Integrated Curriculum Using NCMA Resources

- During planning, teachers considered ways in which to incorporate images from the NCMA collection into their lessons.
- In the AOC lessons, teachers almost always incorporated images from the NCMA collection into their art-integrated lessons.
- The images were used as catalysts for conversation about artwork and non-art content areas. Art pieces viewed during the field trip to the Museum became inspiration for art-integrated lessons. For example, Debela's *Song of Africa* inspired an exploration of Africa through digital collage.
- Increased collaboration across disciplines resulted in more in depth art integrated curriculum. For example, one team integrated Ancient Roman art into language arts and math lessons.
- Participants commented that planning time with the art teacher was critical to the success of the project at their school.

Students Making Connections across Disciplines, Reflecting on "Big Ideas," and Integrating Knowledge from Different Disciplines

- Students increased their ability to make connections among art and other disciplines.
- Students increased their understanding of art through exposure and opportunities for art making and viewing.
- Students reflected on "big ideas" such as cultural identity, ecology and historical consequences.

Improved Quality of Student Learning by Integrating Visual Arts Resources and Object-based Learning Strategies

- Teachers increased their understanding of object-based learning strategies and were able to incorporate them into their teaching.
- Teachers increased their ability and willingness to integrate visual arts resources into their lessons.
- Most students' grades for art-integrated lessons were consistent with or higher (82%) than the average grade in the content area.
- Most students' grades for art-integrated lessons were consistent or higher (84%) from the second to the third quarter.
- Students demonstrated increased confidence and sense of accomplishment.
- Students demonstrated respect for one another.

Sustainability

- Teachers' goals for this year included continuing to integrate art into curriculum and expanding program to additional grades.
- Teachers included strategies for continued collaboration in their goals.
- Alumni focus groups indicated that teachers are continuing the project by expanding lesson plans developed for AOC.
- Alumni teachers shared strategies for continuing the project such as an after school AOC Club and a school AOC committee.
- Alumni and current teachers are introducing AOC strategies and resources to their colleagues.