

# EBB & FLOW

## ARTS EDUCATION IN ALASKA

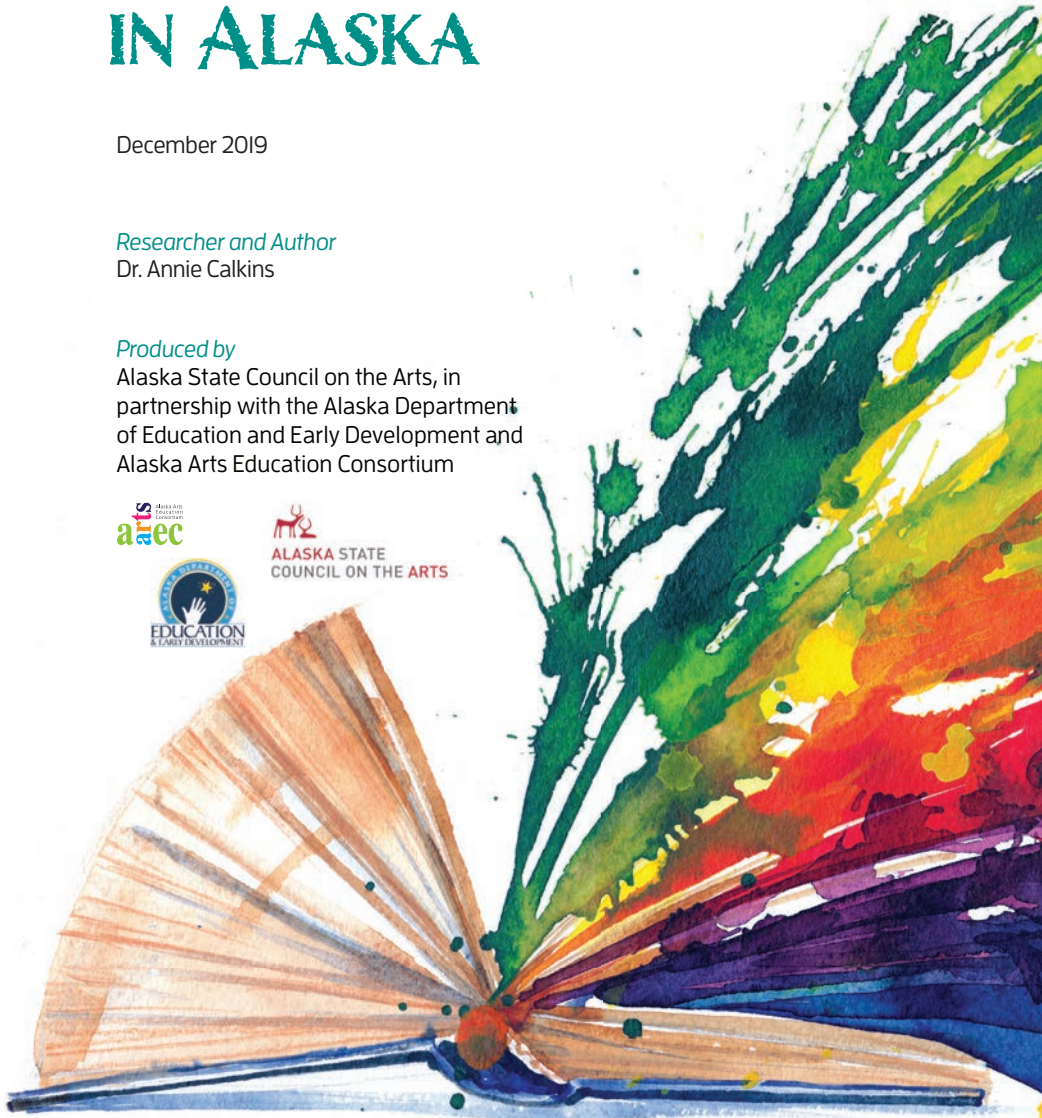
December 2019

*Researcher and Author*

Dr. Annie Calkins

*Produced by*

Alaska State Council on the Arts, in  
partnership with the Alaska Department  
of Education and Early Development and  
Alaska Arts Education Consortium



*"You see students glowing when they produce something artistic, glowing with pride and inspiration. We need to extend that to students all over the state, with music, theater, visual arts, media arts, Alaska Native arts, dance - all art forms in all schools. This report on Arts Education in Alaska School Districts tells us what is going on in districts across Alaska and offers ideas for expanding the arts through commitment, connections and partnerships. Even in lean times, the creative approaches to arts instruction and integration in many districts across Alaska are evidence of the value these districts place on a well-rounded education for our children."*

– Dr. Michael Johnson, Commissioner  
Alaska Department of Education and  
Early Development

## The third report on the status of arts education in Alaska . . .

reveals that while the arts can have a significant impact on student success, there are significant gaps in student access to the arts as part of a well-rounded education in our state. In Alaska and the nation, access to the arts translates to economic impact, community vitality and opportunity. In March of 2019, the US Bureau of Economic Analysis and the National Endowment for the Arts released data showing that the arts contributed more than \$804 billion dollars to the nation's economy in 2016. \$1.4 billion in value was added to Alaska's economy by the arts in that same period. It is our sincere hope that this five-year snapshot provides a useful scaffold for partnerships, collective action and community support for the arts in education, as we all challenge ourselves to provide greater opportunities for Alaska's children and youth to succeed in school, work and life.

– Andrea Noble-Pelant,  
Executive Director, Alaska State Council on the Arts



## INTRODUCTION

In 2009 the Alaska State Council on the Arts (ASCA), in collaboration with the Alaska Arts Education Consortium (AAEC) and the Alaska School Administrators Association (AASA), conducted the first statewide survey of arts education in schools and districts, as reported by district superintendents. Not all districts responded, but those that did served 89% of Alaska's students. The study provided a general baseline for the quantity and level of arts instruction, available programs, funding, the proportion of qualified teachers and the barriers to providing arts instruction. The study, entitled *On Thin Ice* gave policymakers, district administrators, teachers, parents, university faculty, business leaders, Native organizations, arts advocates and organizations, and the Alaska citizenry a snapshot of learning in and through the arts in our schools. In 2014 the survey was repeated with results reported in *Venture for Alaska's Youth*. It detailed changes and progress, or the lack thereof, of arts education in our state.

Now, five years later, we report again on what has happened in districts across urban and rural Alaska. There has been ebb and flow, some good news and some bleak news for all to consider as we support a "comprehensive and well-rounded education" for all Alaskan students.

Because response to all three surveys was voluntary, the results of each cannot be said to be a comprehensive report on all districts and schools. We caution readers to interpret the trends with reservations because the sampling of districts that responded to the three successive surveys was different each time. That said, the superintendents and/or district level administrators who completed the surveys included all large, urban sites and many small, rural, remote sites that serve the vast majority (ranging from 88 – 92%) of Alaskan students, and give us a credible portrayal what is occurring with arts education. Of the 54 school districts in Alaska, 32 responded in 2008, 40 in 2014 and 31 in 2019 (See page 16 for the list of districts who completed surveys over the ten year span).

The five arts disciplines queried in the surveys were those contained in the Alaska State Arts Standards: Visual Arts, Music, Drama, Media Arts and Dance. Native Cultural Arts were also added, to reflect upon their prominence and importance in Alaskan communities and schools.

The information in this report can serve as a catalyst for creative conversations in schools, districts and boardrooms. Collectively, we made some gains in arts education in the last ten years. We are stagnant in some areas. Looking closely at statewide data prompts reflection at the local level on questions such as:

- ❖ Has our district introduced or increased arts education for *all* students?
- ❖ Are teachers more confident and equipped to teach the arts, integrate them with other subjects and assess what students are learning in and through the arts?
- ❖ Do our communities come out to support students engaged in arts activities and help fund the arts?



## ALASKA AND THE NATIONAL CONTEXT: A COMPREHENSIVE AND WELL-ROUNDED ARTS EDUCATION

The Every Student Succeeds Act (ESSA) was signed into law in 2015 and dramatically reduced the long standing federal role in education. It gave states more autonomy, flexibility and responsibility in making decisions about how to deliver a “comprehensive, well-rounded education” that is the right of every American student. For the first time ever, in federal legislation, Visual Arts and Music were individually listed as components of a well-rounded education.

The law mandated that all states establish new accountability systems that include indicators of success beyond standardized test scores in reading, writing and math. It gave states the responsibility for reflecting how schools were serving all students with equal opportunities and tending to students' socioemotional growth. The Alaska Department of Education and Early Development has been working on implementing all aspects of the federal law since 2017, in part so that the state is in compliance and therefore eligible for federal education funding.

Each year the Arts Education Partnership publishes ArtScan, which summarizes state policies for arts education identified in state statute or administrative code. The Scan shows whether each state has formal requirements such as “Arts Ed instructional Requirement: Elementary” or “Licensure Requirements for Arts Teachers”. Of the thirteen ArtScan conditions/policies, Alaska's scan notes only three policies in place (Early Education Arts Standards, Elementary and Secondary Arts Standards, State Arts Ed Grant Program) – the smallest number of any state. Alaska joins Hawaii, Michigan and South Dakota as states that have fewer than five policies in place regarding arts education. Nationally, 26 states have an arts graduation requirement. Alaska is not one of them.

The four year old Alaska Performance Scholarship program does not require any arts course credits in order to earn scholarships to the University of Alaska; the arts are a sub-set of permissible Social Studies elective options.

Armed with the data contained in this report Alaska has an opportunity to amplify its attention to the arts, and strengthen policies that determine what districts provide to all students in terms of arts education. The arts serve as a content area for serious study as well as a vehicle to motivate and inspire students to stay in school and graduate, to challenge and inspire them to think creatively, and to increase their resiliency and academic skills so that they succeed in school, work and life.



## ALASKA ARTS STANDARDS

State Standards are critical to the ESSA law - they inform and shape what is considered essential for students to know and be able to do. The Alaska Administrative Code (4AAC.04.140) mandates that "the state public school system is to provide a working knowledge of" ten subjects, including the arts. Standards help identify teaching and learning priorities. In 2016 the Alaska State Board of Education unanimously adopted revised voluntary Arts Standards for all Alaskan schools, after a comprehensive 14 month public process.

Four overarching standards reflect a national consensus among arts organizations about the essential artistic processes of creating, presenting, responding and connecting. In the Alaska Arts Standards each of these four process standards branch out into two or three Anchor Standards, which note the general knowledge and skills students should demonstrate throughout their education and experiences with the arts. The Anchor Standards are parallel across the five arts disciplines.

All districts received a Blueprint for Standards Implementation and posters of the Alaska Arts Standards. Within the Blueprint there are parallels listed connecting the Alaska Math and English/Language Arts Standards to the Arts Standards. (See page 16 for poster of Arts Standards and Key Elements of each discipline).

## FINDINGS REGARDING ARTS EDUCATION

from 31 districts responding to 2019 survey

- ▶ **7 school districts reported no arts instruction** for all elementary and/or secondary students
- ▶ In 2019, approximately **1,000 elementary students** in 7 school districts attended school **without access to music or visual arts instruction**
- ▶ In 2019, approximately **1,200 secondary students** in 7 school districts had **no access to arts courses**
- ▶ **53% (17) of school districts** surveyed **have written arts curriculum**; most are K – 12 curriculums; most curriculums address Visual Arts and Music; 47% of the district adopted curriculums reflect state standards
- ▶ **6 Alaskan districts** have an **arts coursework graduation requirement**
- ▶ **56% of school districts use informal assessment** to measure student progress in the arts; two districts mandate any arts assessments
- ▶ **29% of districts have no specified budget allocation for the arts**
- ▶ **8 rural districts do not have a certified arts teacher on faculty**
- ▶ **14 school districts** reported **no professional development in the arts** was offered to staff in the previous school year
- ▶ In general approximately **15,000 Alaskan students do not currently receive any formal arts instruction** on a regular basis



## SURVEY DETAILS

All surveys queried superintendents and district administrators about five key components of a comprehensive arts education, and the supports necessary to ensure access for all students.

### 1. Arts Curriculum and Instruction

A well-developed arts curriculum and regular, sequential arts instruction for elementary and secondary students, including arts-rich experiences within communities. Local districts are responsible for developing arts curriculum, and establishing the amount of time dedicated to arts instruction.

### 2. Qualified Arts Teachers

Qualified and/or trained and certified arts teachers deliver arts instruction and support the integration of arts within other content areas.

### 3. Professional Development

Professional development for both arts specialists and regular classroom teachers that provides them with best practices and tools for delivering discipline-based arts instruction and integration of the arts across the curriculum.

### 4. Budget and Resource Allocation

Budget and resource allocation for staffing, materials, arts activities and artists in residence, including appropriate space and time within the school day for arts learning.

### 5. Leadership and Policy

School and community leaders and policies champion the arts as a core element of a well-rounded education for all Alaskan students.

*“A widely accepted definition of arts integration is “An approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets objectives in both.”*”



Homestead Elementary Choir - 2019 Holiday Community Choir Tour. Anchorage School District.



Violin student members of Homer OPUS, sponsoring violin instruction in two schools in the Kenai Peninsula Borough School District and the community based Homer Youth String Orchestra.



## SURVEY RESULTS

### ❖ Curriculum and Instruction

There is great variation in the scope and depth of arts education across Alaskan public school districts. Overall, considering the 2019 survey cohort, there was a decline in the last five years in the number of districts with board-adopted arts curriculum and teacher designed assessments.

# of School Districts	2009	2014	2019
Written Arts Curriculum in place	11	21	17
Graduation Requirement	6	9	**6
District Designed Arts Assessments	0	1	*2
Teacher Designed Arts Assessments	22	30	18
No Arts Assessments	7	5	12

\*\* *Copper River, Cordova, Haines, Juneau, Kenai Peninsula Borough, Wrangell*

\* *Kenai Peninsula Borough, Lower Kuskokwim*

Alaskan students are most likely to receive exposure and/or regular instruction in Music and Visual Arts, where districts had a curriculum. Districts with recently updated curriculums indicated the 2016 Alaska Arts Standards were incorporated into their documents. Of the districts with approved curriculums, they typically focused on grades 4 – 12.

### # of Districts with Curriculum, in survey cohort \*

	2009	2014	2019
Visual Arts	8	20	15
Music	9	15	11
Media Arts	-	8	7
Dance	2	7	5
Theatre	2	9	5
Native Cultural Arts	3	7	5

\* NOTE: number of districts in each of the three cohorts varied.





When queried in 2019 about arts courses at the secondary level that had been added or eliminated in the last five years, 17 school districts **added** 41 arts courses ; 6 school districts listed 12 courses that had been **cut**, for a variety of reasons including lack of student interest and funding.

As is the case nationally in middle schools and high schools, Music and Visual arts were taught more frequently than other arts disciplines (Theatre, Dance, Media Arts, Cultural Arts)

### Elementary Instruction

On average, the majority, though not all of Alaskan elementary-age students receive weekly arts lessons that average 30 - 40 minutes in length, in Visual Arts and Music.

**% of Districts Reporting Weekly Arts Instruction**

	2009	2014	2019
<b>Visual Arts</b>	64%	64%	42%
<b>Music</b>	68%	61%	52%
<b>Alaska Native Cultural Arts</b>	46%	50%	39%

In 2009 two districts reported no arts instruction for elementary students.

In 2014, four districts reported no arts instruction.

In 2019, four districts reported no arts instruction.

### Secondary Instruction

Secondary students are most likely to have the opportunity to take elective arts coursework such as traditional survey classes in Music or Visual Arts. Over the last five years Digital Arts and Film Production emerged as popular elective courses in over a dozen Alaskan districts. Similarly the discipline of Media Arts rose to prominence as an area of high interest, need and offerings.

*“Alaska falls short of the goal that ALL Alaskan students receive arts instruction and engage in a variety of arts experiences during their K – 12 education. In 2019, we estimate that as many as 15,000 Alaskan students did not receive any formal arts education, according to survey results.”*



Secondary Arts Course	# Districts offering courses	2009	2014	2019
<b>Band</b>		21	24	19
<b>General Art</b>		20	23	18
<b>Photography</b>		20	14	15
<b>Drawing/Painting</b>		17	17	16
<b>Ceramics</b>		14	14	13
<b>Video/Film Production</b>		14	11	14
<b>Alaska Native Arts</b>		12	13	13
<b>Digital Arts</b>		12	16	16
<b>General Music</b>		11	10	9
<b>General Theater</b>		8	10	9
<b>Orchestra</b>		7	--	7
<b>Choir</b>		--	22	20

### ❖ Qualified and Trained Teachers

Over the last five years the number of Highly Qualified arts teachers teaching in Alaska school districts decreased significantly. In order to get more reliable data on educators who teach the arts at all levels and in all schools, in spring, 2019 the Alaska Department of Education and Early Development agreed to be part of a nine state initiative of the Education Commission of the States (ECS) to examine state data collection systems and suggest improvements. This effort will result in more reliable, valid teacher certification and teaching assignment data than existed ten years ago. Department staff are working with arts education specialists from ASCA and AAEC to provide parents, universities, state leaders, tribal entities and professional associations with information on the status of arts expertise, and for school districts to ensure that there is professional development for all teachers, to equip them with strategies in arts integration. The ECS report on the nine states, including Alaska, will be published in 2020.

Seven of the districts that responded to the survey – Fairbanks, Juneau, Kodiak, Anchorage, Bering Strait, Sitka, Lower Kuskokwim - have elementary Visual Arts Specialists who traveled to schools teaching children and modeling arts lessons for teachers. These Specialists typically also act as district coordinator of arts activities including student art shows, Artist in the Schools residencies and school board presentations.

Sixteen of the responding districts have at least one music teacher to deliver elementary Music instruction. (often in their larger schools).



Nikolai Avalnun ink drawing, Grade. 9  
Gambell Abundance



Nikolai Avalnun oil pastel, Grade 9  
Gambell Rosy Peaks



Gladys Jung,  
Elementary School,  
Bethel

**2019 BEST OF  
SHOW AWARD**

Alaska School Activities  
Association  
(1st Place – Mixed  
Media)  
King of Kings

Caitlin Mond  
Valdez High School  
Grade 12



In 2019, district administrators reported the following number of full time, certified arts specialist teachers at the secondary level, including teachers of elective and/or required courses.

<b>Music</b> .....	32
<b>Visual Arts</b> .....	30
<b>Native Cultural Arts</b> .	30
<b>Theatre</b> .....	29
<b>Media/Digital Arts</b> ...	28

Certified Arts Teachers teaching in Alaska school districts, as reported by survey respondents across the three cohorts:

	<b>2009</b>	<b>2014</b>	<b>2019</b>
<b>Music</b>	114	291	209
<b>Visual Arts</b>	138	164	114
<b>Theater</b>	20	35	21

### ❖ **Professional Development**

At the state level, professional development in the arts and/or arts integration was reported to be provided through:

- Alaska Arts Education Consortium Basic and Special Topics Institutes,
- Anchorage School District Summer Academy, Mat Su Summer Academy
- Arts Southeast Teacher Institute,
- Events such as the Fairbanks Summer Fine Arts Festival

In 2019, fourteen school districts reported that no professional development in the arts was offered in the previous school year – the same number of districts as in the 2014 report.

Nine districts offered optional workshops led by Artists in Schools during residencies in the schools that hosted residencies (not all schools in a district necessarily hosted a residency). In 2014 15 of the responding districts did so.

Ten districts provided district wide in-service sessions in the arts. Other training occurred during school in-services, credit courses, large group presentations with visiting artists and/or workshops with professional artists, usually sponsored by local arts organizations.

Overall, the topic of professional development in arts integration strategies was the greatest need among Alaskan districts in the survey. Twenty one districts indicated that training for K – 12 teachers was their greatest need.



## Degree of Interest in Arts Professional Development by Arts Discipline

Topic	# districts: Great or Moderate Need	2009	2014	2019
Arts Integration		27	33	26
Digital/Media Arts		--	29	21
Alaska Native Cultural Arts		22	26	23
Music		19	24	20
Theater/Drama		23	26	21
Visual Arts		26	30	24

### ❖ **Barriers, Resources and Budget Allocations**

Funding was again noted as the biggest obstacle to providing comprehensive arts education. Funding for public education in Alaska was seriously threatened by administrative and legislative action in 2019, so it was not surprising to note that funding for the arts was sparse in most districts. Compared to ten years ago, fewer Alaskan districts (18 in 2009, 24 in 2014, 13 in 2019) spent operating funds on arts education.

#### **23 districts cited a lack of resources to hire teachers and teaching artists.**

*"Extreme pressure for dramatic cuts at the state level could place arts in jeopardy."*

#### **Seven school districts reported having no district budget for the arts in 2019**

**Grants.** Alaska Native organizations and business partners are now more likely to support arts education activities more so now than five or ten years ago, which may signal a growing community recognition of the value of providing arts education to all students, as well as recognition of the decline in overall state funding for education.

In 2009, over half of the survey cohort districts indicated that federal mandates resulting from the No Child Left Behind law were the biggest barrier to providing arts education. The 2014 research revealed that barrier had dissipated; schools and districts adjusted to accountability demands on instructional time and the rigors of regular testing, which sometimes led to cuts in elective courses in the arts. In 2019 the issue of testing as a major barrier was mentioned by only seven districts.



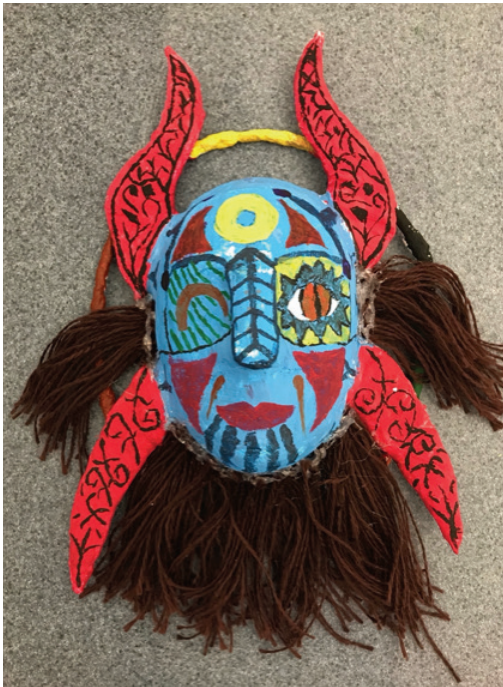
A second serious barrier to providing more arts education was the lack of trained/certified and confident teachers in the arts.

- 20 districts cited lack of teacher background or training and experience in the arts as their major barrier .
- 18 districts indicated that their school populations were too small to include trained arts specialist teachers on faculty.

It must also be noted that teacher turnover is a concern and a barrier, particularly for rural Alaskan school districts. Even if a district invests in professional development in the arts for all staff, it is not uncommon that teachers trained may subsequently leave that district. Several superintendents noted that they “train teachers for the state”, that one rural district funds the training and another benefits from it when the trained teacher moves into a new district.

The ecosystem of support and subsidy for arts education in Alaska remained relatively stable over the decade, at least for those who responded to the survey. Thirteen or more

districts rely on partnerships with the Alaska State Council on the Arts’ Artists in Schools program for professional development and short term arts instruction; the Rasmuson Foundation-funded grants for assistance with transportation and after-school arts programming; and tribal councils and the federal Alaska Native Education grant program for funding traditional, indigenous and cultural arts experiences. Some local arts organizations actively support, and partially subsidize, arts education in districts such as Fairbanks and Juneau.



Annie Aghnaaqa Akeya, Sivungaq (Savoonga) Sayuqtuq



### ❖ Leadership and Policy

There is a cadre of school district and school site leaders with passion and experience in the arts who would be good resources to help develop and strengthen arts education across Alaska. Twenty administrators, from Superintendents to Elementary Principals and every level in between, were cited by name on the 2019 survey for their strong interest and district leadership in the arts. Five of them have participated in at least one of seven Administrator Arts Retreats sponsored by the Alaska Arts Education Consortium and/or the Department of Education and Early Development.

When queried about strong or outstanding district arts and culture programs, school district administrators most often cited Music and Visual Arts. Ten districts were proud of their Alaska Native Arts programs. Sixteen respondents described specific teachers, schools and/or activities as Outstanding; their pride was evident in comments such as "Sitka High School recently added a Cultural Arts class that is co-taught by our Visual Arts Teacher and a Cultural Arts Specialist from Sitka Tribe of Alaska. They also work closely with our Fabrication and Design Lab and are producing very exciting art!"

In 2009 the Alaska State Council on the Arts (ASCA), partially in response to the On Thin Ice report adopted a new initiative, and called it NEW VISIONS to "work with targeted districts to establish and implement arts curriculum in order to research and develop model arts education programs in rural and urban Alaska". In consultation with the Alaska Department of Education and Early Development three



Kelly Piniiraq Tocktoo, Sitaisaq (Brevig Mission)

districts were invited to participate in multi year initiative, with the goal of increasing access and quality to arts learning for all K-12 students. The original districts selected were Bering Strait, Copper River and Kodiak Island Borough, followed by Sitka in 2013, North Slope Borough in 2014, Lower Kuskokwim in 2016 and Bristol Bay Borough in 2018.

Each school district made positive growth in the areas of Curriculum and Instruction, Qualified Teachers, Professional Development, Budget and Resource Allocation, and Policy/Leadership, as gauged by progress with Arts Action Plans and annual evaluations. Each district planned activities tailored to its unique needs and realities, within the complex ecosystem of standards and testing requirements, budget reductions and constraints, long distance communication challenges, teacher/administrator turn-over, contract negotiations and school improvement mandates. The New Visions Network is an excellent resource for other districts intent on increasing the arts for students and communities.



## POLICY AND PRACTICE RECOMMENDATIONS

***Alaskan school districts must find ways to be creative in challenging times in our state. The ebb and the flow of resources, finances, the sea itself is the active dynamic we live with. With all the challenges surrounding us what better time for leaders at all levels to lean in, to a commitment to actions that result in a rich, well rounded education for all students.***

**Continue to devise opportunities for school district and site administrators to get training in the arts**, that includes (1) hands-on experiences, (2) summaries of current research on arts disciplines and arts integration, (3) exemplars of effective arts programs in Alaska and the nation, and (4) strategies for communicating with school boards, Site Councils, parents, teachers and community members about the value of arts education and research on positive academic outcomes.

**Focus on EQUITY across districts**, across the state and across grades. Access to arts education needs to improve, so that every Alaskan student has experience and education in the arts as part of a high quality, well-rounded education.

**Support professional development for arts specialists and general classroom teachers, at all grade levels.** The instructional impact of high quality, intensive arts training on Alaskan teachers was documented in three editions (2008, 2010, 2012) of a report issued by the AAEC called "Lasting Impact". This longitudinal research investigated how teachers used what they had learned in summer Basic Arts Institutes four years after their participation. The reports provide convincing evidence as to the importance and value, and the instructional application of training with teachers and students.

**Collect data and exemplars** to share with districts in a variety of venues, conferences, workshops and institutes. The New Visions districts are a good source for exemplars.

**Embed arts education reporting within the state's data system.** Include information and resources for the arts, in and outside of the school day, as it occurs in communities large and small, all across Alaska.

**Craft a strategic, long range plan** for funding arts teachers, professional development for teachers and administrators, artist residencies and curriculum development at the local, regional and state levels.

**Devise and implement strategies to engage the University of Alaska** in teacher training and mentoring, policy development, research and leadership in arts education.





## RESEARCH METHODOLOGY AND SURVEY PROCESS

In January, 2019 Alaska's 53 superintendents were invited to complete an online survey about arts education, sent to them by Dr. Annie Calkins, the consultant who conducted the 2008 and 2014 surveys and authored subsequent reports on the status of arts education in Alaska (*On Thin Ice, Venture for Alaska's Youth*). The 2019 survey was similar in scope and content to earlier versions. District leaders were encouraged to respond by staff of the Alaska Department of Education and Early Development and sent reminders by Calkins, to ensure a large response rate.

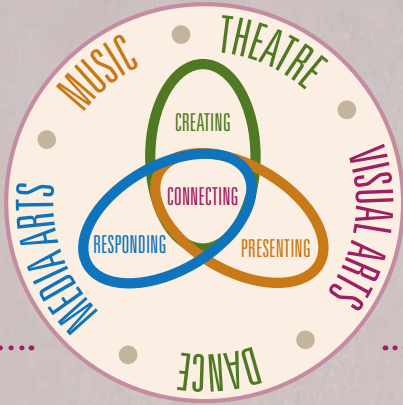
### Alaskan Districts Arts Education Survey Responses

District	2009	2014	2019	District	2009	2014	2019
Alaska Gateway	x	x		Lake and Peninsula			x
Aleutians East		x		Lower Kuskokwim	x	x	x
Anchorage	x	x	x	Lower Yukon	x	x	
Annette Island	x		x	Matanuska-Susitna	x	x	x
Bering Strait		x	x	Mt. Edgecumbe	x	x	x
Bristol Bay		x	x	Nenana	x	x	
Chatham	x	x	x	Nome		x	x
Chugach		x		North Slope	x		x
Copper River		x	x	Northwest Arctic	x	x	
Cordova		x	x	Pelican	x	x	
Denali	x	x		Petersburg	x	x	
Delta Greely	x		x	Pribilof Islands	x	x	x
Dillingham	x	x	x	St. Mary's	x		
Fairbanks	x	x	x	Sitka		x	x
Galena	x			Skagway	x		
Haines	x		x	Southeast Island	x	x	x
Hoonah		x		Southwest Region		x	
Hydaburg	x	x		Tanana		x	x
Iditarod	x	x	x	Unalaska	x		x
Juneau	x	x	x	Valdez			x
Kake		x		Wrangell	x	x	x
Kenai	x	x	x	Yakutat	x		x
Ketchikan		x	x	Yukon Koyukuk	x	x	
Klawock		x		Yup'it		x	
Kodiak	x	x	x				
Kuspuk	x	x		TOTAL	32	40	31

14 districts participated in three survey cohorts: 7 of them are small and rural.

Of these 14 districts, in only two – Lower Kuskokwim and Southeast Island – did the same district administrator complete all three surveys.

In 9 districts there was a new administrator completing the survey each time.



# ARTS ALASKA STANDARDS

## CREATE

Imagine and develop artistic ideas and work

**Anchor Standard #1**—Generate and conceptualize artistic ideas and work

**Anchor Standard #2**—Organize and develop artistic ideas and work

**Anchor Standard #3**—Refine and complete artistic work

## PRESENT

Interpret and share artistic work

**Anchor Standard #1**—Select, analyze and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production

**Anchor Standard #2**—Develop and refine artistic work for performances, presentations and/or productions

**Anchor Standard #3**—Perform, present, and/or produce artistic work

## RESPOND

Understand and evaluate how the arts convey meaning

**Anchor Standard #1**—Recognize and analyze artistic works, including those from diverse cultural traditions

**Anchor Standard #2**—Interpret intent and meaning in artistic work

**Anchor Standard #3**—Apply criteria to evaluate artistic work

## CONNECT

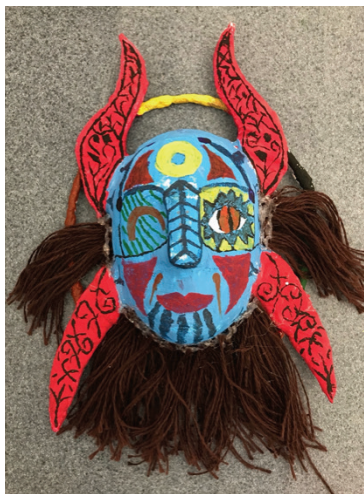
Relate artistic ideas and work with personal meaning and external contexts

**Anchor Standard #1**—Relate, synthesize and express both knowledge and personal experiences as a way to participate in the arts

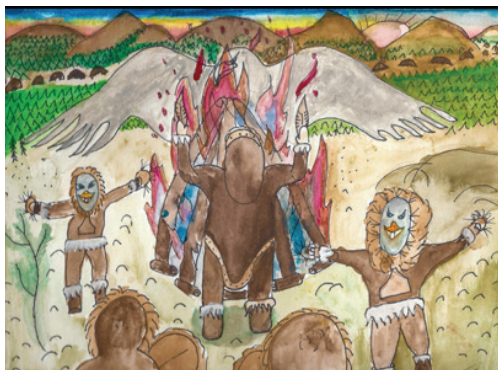
**Anchor Standard #2**—Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding



Anaok by Emily Evans, student at South High School, Anchorage School District when this was created. She is now a student at Willamette University



Annie Aghnaaqa Akeya, Sivungaq  
(Savoonga) Sayuqtuq



Eagle Helping Village, by Julia Massu Moses



Walking Caribou, by Kira Oxereok, Kinigin  
(Wales)



Johanna Awaanga Yenani, Sivungaq  
(Savoonga)



Moose at Night, by Larissa  
Amisimaq Kiyutelluk, Sitaisaq  
(Brevig Mission)



Kurtys Nenglu Akeya,  
Sivungaq (Savoonga)



ALASKA STATE  
COUNCIL ON THE ARTS