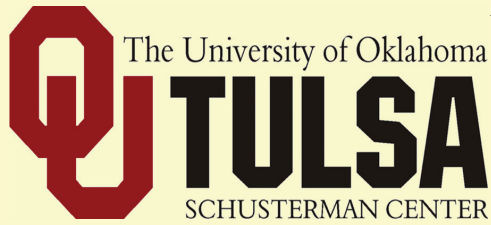


# Impact and Improvement Outcomes on Students Participating in the Philbrook Museum ArtReach Program



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## INTRODUCTION

Public programs are an important part of the education program at Philbrook. Each is planned to increase the visitors' enjoyment and understanding of the museum's collection, gardens and special exhibitions through gallery talks, lectures, films, and reading groups. An array of programs are planned specifically for each special exhibition.

In addition to the various programs open to the public, Philbrook is dedicated to teaching the importance of art education to area schools. Philbrook provides various programs that bring visual art to local, at-risk public schools. One particular program, ArtReach is designed to teach art education to elementary school students who are in schools that do not have a full time art teacher or formal art program.

ArtReach currently works with fourteen area elementary schools. Each school sends ten students to the Philbrook Museum once a week for a total of six weeks. In that time, the teaching artist from the museum—in coordination with the elementary school teachers—teach six different art concepts to the students.

The six concepts taught per grade in the ArtReach Program are:

3rd Grade	4th Grade	5th Grade
1.Primary Colors	1.Line	1.Space
2.Secondary Colors	2.Movement	2.Emphasis
3.Symmetry	3.Pos/Neg Space	3.Abstract Art
4.Asymmetry	4.Value	4.Representational Art
5.Rhythm	5.Shape	5.Variety
6.Texture	6.Form	6.Unity

Education is conducted in a classroom setting, uses hands-on techniques and utilizes the museum's art collection to further educate the students. The ArtReach program strives to improve critical thinking and creativity among its students. The program also works to increase students' appreciation of art and to foster continued interest in art among students who are not typically exposed to art, or art education.

### Purpose of Study:

To assess the impact and improvement outcomes of participating students of the ArtReach program sponsored by Philbrook Museum. Also, this research measures the outcomes of the program's secondary goal: educating the elementary school teachers how to implement art education in their classrooms.

## DEMOGRAPHICS

The students chosen to participate in this program, and therefore this evaluation, are from fourteen at-risk local elementary schools. These particular schools do not currently have a full time art teacher or program, are considered a lower economic class and are extremely ethnically diverse. Students who participated in the ArtReach program were hand selected by their teachers and came from either the third, fourth or fifth grades. Of all participating students assessed, 57.7% were new students while the remaining students (42.3%) were returning students who had previously participated in this program. The program brought the students to the museum a total of six times over the course of a semester.

## METHODS

### Methods:

To fully understand the impact that the ArtReach program has on the participating students, data was collected in three different ways. The first was an assessment of the participating students by the student's teacher. Each classroom that participated (14 classrooms total) had five students randomly selected, and anonymously coded, of which the corresponding teacher would fill out a five question assessment concerning their improvement in the subject of art, their knowledge of the subject, their self esteem and their attitude in their home classroom. (See appendix A for this assessment). In addition to this assessment, the ArtReach Teaching Artists used a pre-test/post-test rubric to assess all the students who participated. The rubric scores of the randomly selected and coded students were also entered into the data set for an added, and objective evaluation of the program's impact. And finally, every teacher from the sending schools was asked to fill out a 10 question survey with their assessment on the class as a whole after the ArtReach program. (This assessment is shown in Appendix B).

### Procedure:

The student assessments, as well as the overall classroom assessments, were distributed on the last session of the ArtReach program. Each of the fourteen teachers received a packet containing six assessments: one for each five randomly selected students in his or her class, and one assessment for the overall classroom after the selected students completed the program. Teachers were also given a stamped and addressed envelope to return the completed surveys in. Because the surveys were coded and did not include the students' names, the assessments remained confidential. Rubrics were created, administered and graded by the ArtReach program teacher. These rubrics were pre and post-test assessments of each students' knowledge of the six art concepts for the corresponding grade. Every student was assessed with the rubric, but only the coded, randomly selected students' scores were used for this research.

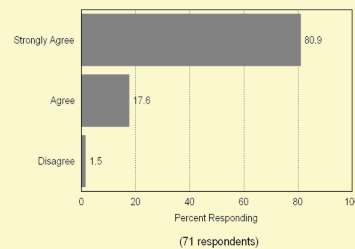
All results were entered into the same data base for the codes that corresponded to the students. The assessment was able to get an objective score from their rubric test and compare it to the assessment of the student made by the classroom teacher.

## RESULTS and DISCUSSION

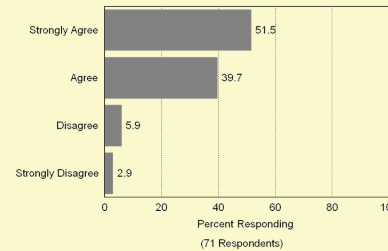
### Individual Student Assessment

The teachers' individual assessments students showed an increase in art appreciation, creativity, critical thinking, and a likelihood of the student continuing an interest in art. A majority of the teachers strongly believed that the ArtReach program had a positive impact on the student.

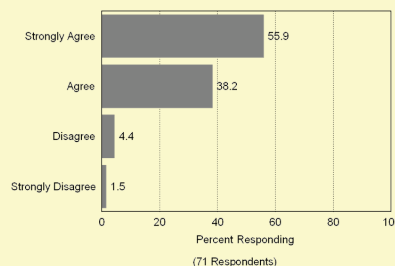
### Positive Impact on the Student



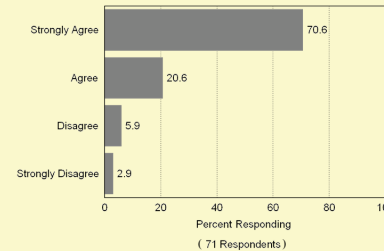
### Increased Critical Thinking



### Increased Creativity



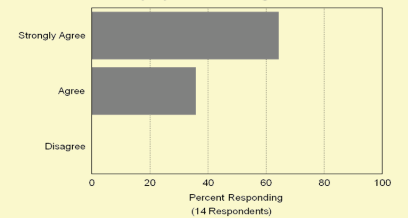
### Student Likely to Continue Interest in Art



### Overall Classroom Assessment

The teachers' assessments of their overall classroom, after certain students in those classrooms participated in the ArtReach program, was favorable. Teachers' felt more competent to bring art into their classrooms, which was a secondary goal of the ArtReach program.

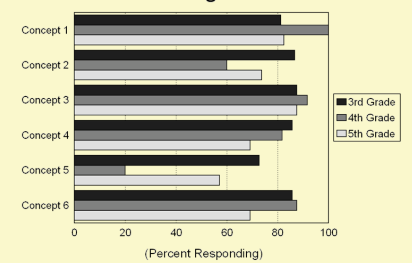
### Better Equipped to Integrate Art



### Rubric Assessment

Most students had a vast improvement on their post tests in all six concepts, with the exception of concept five. Of the students randomly selected, an average of 77% did not have knowledge of the six concepts when assessed in the pre test, which was proctored before the ArtReach program. After the span of the course, the selected students' average knowledge of the six concepts greatly improved. On an average of all students on all six concepts after the program (post test) only 19% showed no knowledge of improvement. This means that there was an average of 58% increase in knowledge among students throughout all six concepts. This leaves a remarkably high average percentage (81%) of students who came out with knowledge for all six concepts. The following graphs show the pre and post test results for each concept for both new and returning students demonstrated no knowledge at the pre-test.

### Students who demonstrated "No Knowledge" at Pre-Test



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