

Name	Lisa Redpath
Department	Visual and Performing Arts
Has your chair sent a letter to the Director of the CTL indicating his or her willingness to find coverage for your course reduction?	Yes
In which semester would you prefer to participate in the seminar?	Fall
Project Title	Enhancing Education Through an Interdisciplinary Curriculum: Successful Collaboration Strategies for the Classroom and Music Specialist

Project Proposal (500–750 words, including a rationale, project description, a discussion of the benefit to the Stonehill community, and your "community outreach plan") -- see full requirements on the CTL website.

“Enhancing Education Through an Interdisciplinary Curriculum:
Successful Collaboration Strategies for the Classroom and Music Specialist”

Submitted by

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Learning through the arts has been championed as a means of improving the overall quality of education (Deasy, 2002; Dreeszen, Aprill, & Deasy, 1999; Fiske, 1999). One means of promoting learning through the arts is through partnerships between classroom teachers and arts specialists. These partnerships may have the potential to support higher levels of achievement in reading and math (Catterall & Waldorf, 2002, p. 72) and in problem-solving skills (Seidel, 2002, p. 49) through correlational experiences. In spite of the numerous reports of benefits from partnerships, classroom teachers may hesitate to collaborate with arts specialists for several reasons. A lack of knowledge about the benefits of partnering with an arts specialist, unfamiliarity of local artists, or uncertainty about ways in which to implement a successful collaboration may prevent classroom teachers from exploring partnership options.

Partnerships between classroom teachers and arts specialists, both inside and outside of the school system, have been used to teach language arts, mathematics, science, social studies and other subjects. Effective partnerships enhance the study of core subjects as well as arts education. Each participant in the partnership has a distinct role that contributes to the overall program. However, because classroom teachers and arts specialists possess separate skill sets, it is necessary that each receive instruction in ways to use their skills effectively in a collaborative manner.

My area of interest lies in helping pre-service educators to discover the benefits of successful collaborations with arts specialists, with a particular focus on music specialists. I would like to design a class that would introduce pre-service teachers to the benefits of partnering with a music specialist, teach them how to collaborate effectively with the specialist, and to develop lesson plans that support the Massachusetts Curriculum Frameworks. At Stonehill College, education students who are double majoring in Visual and Performing Arts would be well suited to this type of instruction. This course would offer a professional development program to pre-service teachers, thereby enhancing their education at Stonehill College while also increasing their marketability for professional employment.

“Enhancing Education Through an Interdisciplinary Curriculum: Successful Collaboration Strategies for the Classroom and Music Specialist” would address the issues of sharing responsibility and expertise, developing complementary lesson plans which align with educational and arts standards, devising effective time management strategies for collaborations, and assessing the learning outcomes.

I am applying to participate in the 2013–2014 Teaching and Learning Strategies Seminar (fall semester) in order to

design this new course and to exchange ideas with colleagues from other disciplines. I would like to share my work with the Stonehill community through presentations for or discussions with those who are interested in interdisciplinary studies.

Works Cited

Catterall, J. S., & Waldorf, L. (2002). Chicago arts partnerships in education (CAPE): Evaluation summary. In R. J. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development*. Washington, D.C.: National Endowment for the Arts.

Deasy, R. J. (2002). *Critical links: Learning in the arts and student academic and social development*. Washington, D.C.: Arts Education Partnership.

Dreeszen, C., Aprill, A., & Deasy, R. (1999). *Learning partnerships: Improving learning in schools with arts partners in the community. A guide to arts and education collaboration*. Washington, D.C. : Arts Education Partnership.

Fiske, E. B. (1999). *Champions of change: The impact of the arts on learning*. Washington, D.C.: Arts Education Partnership.

Seidel, S. (2002). *Stand and unfold yourself: A monograph on the Shakespeare & Company research study*. In R. Deasy (Ed.), *Critical links: Learning in the arts and student academic and social development*. Washington, D.C.: National Endowment for the Arts.