

Why Art and Environmental Education?

Celebrating the Art in Earth addresses many standards in the fields of Art Education and Environmental Education. In addition, our program aligns with Arizona State and National Academic standards for art, environmental education and many strands of the core curricula. Some standards and resources that support the objectives of our program follow:

The Importance of Art in Child Development, By Grace Hwang Lynch:

“...Learning to create and appreciate visual aesthetics may be more important than ever to the development of the next generation of children as they grow up.”
<http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/>

New NEA Research Report Shows Potential Benefits of Arts Education for At-Risk Youth

Youth Have Better Academic Outcomes, Higher Career Goals, and Are More Civically Engaged <http://arts.gov/news/2012/new-nea-research-report-shows-potential-benefits-arts-education-risk-youth>

University of Michigan “...Involvement in the arts has been shown to increase academic performance in all areas, not just art. These benefits provide the basis of why we should have art education in our schools.”

http://sitemaker.umich.edu/356.burba/why_have_art_education

Why Art? Art makes your school special. Every school should have a great art program. *Art in Action* <http://www.artinaction.org/w/whyart>

North American Association for Environmental Education: “Environmental Education teaches children and adults how to learn about and investigate their environment, and to make intelligent, informed decisions about how they can take care of it.” <http://www.naaee.net/what-is-ee>

Arizona Association for Environmental Education – *Promoting Environmental Literacy in Arizona:* <http://www.arizonaee.org/content/what-environmental-education>

"Environmental education is that component of education that may include one or more of the following:

- aesthetic appreciation of the natural world;
- basic scientific knowledge of how the natural world works;
- appreciation of the value of environmental quality;
- understanding of how humans affect their environment and the environment affects humans, past and present;
- experience in how personal choices and actions affect the natural environment.

The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies

“This report examines arts-related variables from four large datasets -- three maintained by the U.S. Department of Education and one by the Department of Labor -- to understand the relationship between arts engagement and positive academic and social outcomes in children and young adults of low socioeconomic status (SES). Conducted by James Catterall, University of California Los Angeles, et al., the analyses show that achievement gaps between high- and low-SES groups appear to be mitigated for children and young adults who have arts-rich backgrounds. 28 pp.”

See more at: <http://arts.gov/publications/arts-and-achievement-risk-youth-findings-four-longitudinal-studies#sthash.2bhC0uqj.dpuf>

Fostering Environmental Awareness from a Young Age: A Case Study from the IGES Art Contest *By Schwerin, López, and Bernoskie*

“Art can serve as an effective tool to introduce and engage young students in science and the environment. Built around an annual theme developed to align the concepts and subjects taught in the elementary classroom, the IGES Art Contest has contributed to expanding students’ awareness and interest in the environment. When incorporated in lesson plans, artistic exercises ... can help support and assess student understanding of complex subjects, such as habitat, biodiversity and weather.” <http://www.earthzine.org/2013/01/22/fostering-environmental-awareness-from-a-young-age-a-case-study-from-the-iges-art-contest/>

Research Resources Compiled
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