

## SAMPLE ISSUES FOR THE STUDY OF AN ART PROGRAM

B07

1. In a holistic sense, is this art program compatible with the school curriculum?
2. With so many children having trouble with reading and study skills, should instructional time be used for art?
3. Do artists and art teachers have compatible goals?
4. With television so common, is there really a need for exposure to the graphic and performing arts?
5. Do the teachers prepare the youngsters for the experience and then follow-up afterwards?
6. Is there a proper effort to build one experience on another?
7. Are bad stereotypes broken down and valid concepts built up?
8. Are the artists teaching or merely entertaining?
9. Is the indefiniteness of the artist's day a source of trouble for the teacher with a highly structured day?
10. Do teachers later find the youngsters subsequently more difficult to teach because of the spirit and movement of the artists?
11. Should spontaneous, uninhibited responses of children be encouraged?
12. Are students just sitting too much and watching when they should be given something to participate in?
13. Is there a "critical mass" of attention and personal togetherness, without which the artists programs sputter or pass unnoticed?
14. Do the less classical, the popular, the vulgar arts get proper considerations?
15. Since artists cannot be shared in some equal sense by all youngsters in the school, or by all schools in the district, is it fair to arrange for any of them to have such a special privilege?
16. Are the programs more for the young artist or for each and every child?
17. Are the artists sensitive to the uniqueness of their audiences?
18. Is a connection made between this art this day and the many arts any day in this community?
19. Are differences among parents as to what is moral and in good taste properly considered?
20. Do the schools arrange things so that teachers and students (and artists) can have a rewarding experience?
21. Is the experience more than an experience, is it an aesthetic experience?
22. Are the youngsters helped to appreciate works of art?
23. Are the arts used as instruments to another end or as an end in themselves?
24. When the artists visit the schools do they add to the encounters youngsters need with a variety of adult role models?