

## Survey Status: In Process

### **BACKGROUND**

New Hampshire schools have a long history of providing opportunities to learn for students in music and the visual arts. According to the 1957 (effective 1958), *Minimum Standards and Recommended Practices for New Hampshire Secondary Schools*, “the minimum program of studies for the last four years of high school shall provide, out of a total of 32 units at the high school level, 3 offerings of Fine Arts.” The document goes on to state, “It is highly desirable that the high school curriculum contain several courses in the areas of music and art. Whenever circumstances permit, these should be “unit” courses offered for credit as part of the regular program of studies. **As a minimum, each high school shall provide at least three regularly scheduled opportunities for experiences in the Fine Arts area**” (bold print is original format). Suggested courses for visual art included General Art, Sketching, Drawing and Painting, Art Appreciation and History, and Crafts. Suggested offerings for music included General Music, Music Appreciation and History, Band, Orchestra, Glee Club, and Chorus.

The Education 306 Rules of 2005 continue our New Hampshire tradition of supporting the arts, now defined as dance, music, theatre and visual art, as a vital component of K-12 education in the 21st century.

*Ed 306.31 Arts Education Program. Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades K-12 provides: (a) systemic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre...*

Despite this recognition that the arts are an important part of a student’s overall academic experience, no data has ever been collected to examine the depth and breadth of an arts education in New Hampshire. The New Hampshire Arts Education Survey is designed to quantify the opportunities that schools provide for learning in the arts. To do this, the survey questions have been developed to examine the range of opportunities available to students as set forth in the policy expectations of Ed 306 (2005) such as systemic and sequential learning in the arts and extended learning opportunities (briefly defined here as out of school credit options for middle and high schools students). The survey probes deeper, however, to discover options provided by supplemental arts providers such as artist-in-residency programs, resources such as those made available by community arts organizations and opportunities for students in the study of media arts/film, creative writing, and folk-arts.

### **STATEMENT OF PURPOSE**

This survey is a partnership project between the New Hampshire State Department of Education and the New Hampshire State Council on the Arts in consultation with the Music for All Foundation. The results of this project will provide the State Board of Education and the State Council on the Arts, local school boards and policy makers, community leaders and citizens with an analysis of arts education in New Hampshire. Whereas, we will be able to identify strong programs in the arts and work collaboratively to address common areas of concern to establish a culture of support for arts education—for all students and for all schools.

**SCHOOL INFORMATION**

School Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School City: \_\_\_\_\_

School Zip Code: \_\_\_\_\_

School Code: \_\_\_\_\_

Grade Levels: \_\_\_\_\_

Enrollment By Grade:

K	1	2	3	4	5	6	7	8	9	10	11	12

**RESPONDENT INFORMATION**

First Name:

Last Name:

Title:

Phone Number:

Email Address:

**SECTION 1: QUANTITATIVE INFORMATION**

**1A) Visual & Performing Arts Courses**

	Dance	Music	Theatre	Visual Arts	Media Arts
1A1 - The total number of courses offered in <b>EACH</b> arts area. Do not include non-arts courses that have an arts component. Count all courses that are scheduled meet at least the equivalent of 36 days (an average of once per week).	<input type="text"/>				
1A2 - The number of courses taught in a dedicated classroom designed for the arts area. Count only courses that use/used a dedicated room and are reported in Schedule A1 above.	<input type="text"/>				
1A3 - The total number of students enrolled in a course or who received instruction in this arts area, whether elective	<input type="text"/>				

or required, during the current school year (This is a non-duplicated count in each arts area).					
1A4 - The total number of students enrolled in one or more arts classes (non-duplicated count for all arts courses)	<input type="text"/>				
1A5 - The total number of teachers (Full Time Equivalent) who provide instruction in each arts area whether elective or required during the current school year (This is a non-duplicated count.)	<input type="text"/>				

**1B) Course Offerings** - For each grade in the school and each arts area enter the **most applicable** offering code. Enter one code only from the drop down menu. If instruction in the arts field is not offered, retain the prepopulated "N/O".

*Offering Codes:*

- ET = delivered by an General Classroom Teacher
- CAE = delivered by a Certified Arts Educator (dance, music, theatre, or visual art certified)
- PE = Delivered by Physical Education Teacher where dance is part of a Physical Education Course
- LAL = Language Arts Literacy, where dance/music/theatre/visual art program is taught as part of Language Arts
- AIR = Artist in Residence
- N/O = Not Offered

	K	1	2	3	4	5
1B1. Dance	N/O	N/O	N/O	N/O	N/O	N/O
1B2. Music						
1B2a. Band	N/O	N/O	N/O	N/O	N/O	N/O
1B2b. Chorus	N/O	N/O	N/O	N/O	N/O	N/O
1B2c. General Music	N/O	N/O	N/O	N/O	N/O	N/O
1B2d. Orchestra/Strings	N/O	N/O	N/O	N/O	N/O	N/O
1B3. Theatre	N/O	N/O	N/O	N/O	N/O	N/O
1B4. Visual Arts	N/O	N/O	N/O	N/O	N/O	N/O
1B5. Media Arts	N/O	N/O	N/O	N/O	N/O	N/O

**1C) Time Provided for Visual & Performing Arts Instruction** - Based on your responses to 1B, Enter the number of hours per year instruction that is *provided* for all students, by grade and subject. Retain the pre-populated "0" to indicate a grade or grades that do not receive instruction.

	K	1	2	3	4	5
1C1. Dance	<input type="text" value="0"/>					
1C2. Music	<input type="text" value="0"/>					
1C3. Theatre	<input type="text" value="0"/>					
1C4. Visual Arts	<input type="text" value="0"/>					
1C5. Media Arts	<input type="text" value="0"/>					

**1D) Course Enrollment/Activity Offerings** - For **each** of the following classes or courses, enter the total enrollment during the current school year. If your school offers an extracurricular or after-school activity in an arts area, include the enrollment in the extracurricular box unless the activity is **required** as part of a curricular subject. If a student participates in more than one course or activity, each should be counted independently. If a course or activity is not

listed, report it under **Other**. Most required elementary and middle school/junior high courses/activities will fall under the general categories (indicated by \*).

Subject/Course/Activity	Course Enrollment	Extra curricular Enrollment
<b>1D1. Dance</b>		
1D1a General Dance*	<input type="text"/>	<input type="text"/>
1D1b Ballet	<input type="text"/>	<input type="text"/>
1D1c Modern	<input type="text"/>	<input type="text"/>
1D1d Jazz	<input type="text"/>	<input type="text"/>
1D1e Social	<input type="text"/>	<input type="text"/>
1D1f World/Multicultural	<input type="text"/>	<input type="text"/>
1D1g Other	<input type="text"/>	<input type="text"/>
1D1g Other Comment (30 char max):	<input type="text"/>	
<b>1D2. Music</b>		
1D2a General Music*	<input type="text"/>	<input type="text"/>
1D2b Chorus/Choir	<input type="text"/>	<input type="text"/>
1D2c Vocal Chamber/Small Ensemble(s)	<input type="text"/>	<input type="text"/>
1D2d Voice Small Group/Private Lessons	<input type="text"/>	<input type="text"/>
1D2e Band	<input type="text"/>	<input type="text"/>
1D2f Orchestra/Strings	<input type="text"/>	<input type="text"/>
1D2g Instr. Chamber/Small Ensemble(s)	<input type="text"/>	<input type="text"/>
1D2h Instr. Small Group/Private Lessons	<input type="text"/>	<input type="text"/>
1D2i Music Theory/Comp/Songwriting	<input type="text"/>	<input type="text"/>
1D2j Guitar	<input type="text"/>	<input type="text"/>
1D2k Music History	<input type="text"/>	<input type="text"/>
1D2l Other	<input type="text"/>	<input type="text"/>
1D2l Other Comment (30 char max):	<input type="text"/>	
<b>1D3. Theatre</b>		
1D3a General Theatre*	<input type="text"/>	<input type="text"/>
1D3b Stage Acting	<input type="text"/>	<input type="text"/>
1D3c Technical Theatre	<input type="text"/>	<input type="text"/>
1D3d Theatre Production	<input type="text"/>	<input type="text"/>
1D3e Other	<input type="text"/>	<input type="text"/>
1D3e Other Comment(30 char max):	<input type="text"/>	
<b>1D4. Visual Arts</b>		
1D4a General Art*	<input type="text"/>	<input type="text"/>
1D4b Drawing	<input type="text"/>	<input type="text"/>

1D4c Painting	<input type="checkbox"/>	<input type="checkbox"/>
1D4d Ceramics	<input type="checkbox"/>	<input type="checkbox"/>
1D4e Sculpture	<input type="checkbox"/>	<input type="checkbox"/>
1D4f Printmaking	<input type="checkbox"/>	<input type="checkbox"/>
1D4g Jewelry/Crafts	<input type="checkbox"/>	<input type="checkbox"/>
1D4h 2 & 3D Design	<input type="checkbox"/>	<input type="checkbox"/>
1D4i Art History	<input type="checkbox"/>	<input type="checkbox"/>
1D4j Photography	<input type="checkbox"/>	<input type="checkbox"/>
1D4k Other	<input type="checkbox"/>	<input type="checkbox"/>
1D4k Other Comment (30 char max):	<input type="text"/>	
<b>1D5. Media Arts</b>		
1D5a General Video/Film*	<input type="checkbox"/>	<input type="checkbox"/>
1D5b Video/Film Production	<input type="checkbox"/>	<input type="checkbox"/>
1D5c Television Production	<input type="checkbox"/>	<input type="checkbox"/>
1D5d Digital/graphic Arts	<input type="checkbox"/>	<input type="checkbox"/>
1D5e Other	<input type="checkbox"/>	<input type="checkbox"/>
1D5e Other Comment (30 char max):	<input type="text"/>	

**1E) Additional Enrollment Information/Other Offerings** - The following courses may be offered by various departments within the school. Please indicate if the course is offered (Check Box), whether the course is offered for arts credit (Check Box), and the current course enrollment (Number).

Course/Activity	Course Offered	Arts Credit	Enrollment
<b>IE1. Creative Writing</b>			
1E1a Poetry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
1E1b Prose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
1E1c Play or Script Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
1E1d Creative Non-Fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<b>IE2. Other (describe)</b>			
1E2a <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
1E2b <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**SECTION 2: FACILITIES AND RESOURCES** - Enter the appropriate answers regarding your school's Arts resources in the boxes provided.

**2A & 2B) Classrooms & Use of Technology**

	Dance	Music	Theater	Visual Arts	Media Arts
<b>2A1) Dedicated Visual &amp; Performing Arts Classrooms</b> - Number of dedicated classrooms appropriately designed	<input type="text"/>				





**3D, 3E, 3F & 3G - Curriculum, Standards and Arts Integration**

	Dance	Music	Theatre	Visual Arts	Media Arts
<b>3D) Curriculum</b> - Select each arts discipline for which the school has an arts curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3E) To which of the following standards has your curriculum been aligned:</b>					
NH K-12 Curriculum Framework for the Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Standards for Arts Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locally Developed Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3F) Standards</b> - In what year was the arts education curriculum updated to align with standards in the arts and adopted by the local school board? (NA = Not Adopted)	NA ▾	NA ▾	NA ▾	NA ▾	NA ▾
<b>3G1) Arts Integration</b> - Does your school have curriculum that is integrated within the arts and/or across other content areas?	<input type="checkbox"/> Yes <input type="checkbox"/> No				
<b>3G2) Briefly describe your arts integration program (see instructions document for suggestions):</b>					
<div style="border: 1px solid black; height: 150px; width: 100%;"></div> <div style="border: 1px solid black; display: inline-block; padding: 2px;">- 500 Word Limit -</div>					
<b>3G3) Which of the following are used to support your schools' arts integration efforts:</b>					
<input type="checkbox"/> Artist Residencies <input type="checkbox"/> Community Arts Organizations <input type="checkbox"/> Other					
Other Description: <input style="width: 200px;" type="text"/>					

**3H - Extended Learning**

**3H) Extended Learning** - This section only applies to High and Middle Schools and has been omitted.

**3I1 & 3I2 - Arts Assessments**

<b>3I1) How do your school's arts programs use formative and summative assessments to support student learning?</b>	Dance	Music	Theatre	Visual Arts	Media Arts
Classroom-assessments	<input type="checkbox"/>				
Competency-based assessments	<input type="checkbox"/>				
Teacher-made written tests					

	<input type="checkbox"/>				
Common District Assessments	<input type="checkbox"/>				
<b>3I2) In what ways does your school use assessment results?</b>					
	Dance	Music	Theatre	Visual Arts	Media Arts
To make student or classroom-based instructional decisions	<input type="checkbox"/>				
To inform policy decisions	<input type="checkbox"/>				
To correlate assessment results with coverage of standards/curriculum	<input type="checkbox"/>				
To advocate for programs	<input type="checkbox"/>				
As part of grading process	<input type="checkbox"/>				
For school board presentations	<input type="checkbox"/>				

**3J & 3K Graduation Requirements**

**3J) Graduation Requirements** - This section only applies to High Schools and has been omitted.  
**3K) Graduation Requirements (High School Only)** - This section only applies to High Schools and has been omitted.

**SECTION 4: INSTRUCTIONAL SUPPORT AND PROFESSIONAL DEVELOPMENT**

**4A - 4D) Instructional Support and Professional Development**

	Dance	Music	Theater	Visual Arts	Media Arts
<b>4A) Supplemental Arts Instruction</b> - Indicate that your school uses these individuals or programs to supplement Arts instruction by checking the proper box. (Choices are Curricular, Co-Curricular, Extra-Curricular)					
4A1. Teacher certified in another subject with relevant Arts training or experience	None <input type="checkbox"/>				
4A2. Artist-in-Residence Program	None <input type="checkbox"/>				
4A3. Volunteer with relevant Arts training or experience	None <input type="checkbox"/>				
4A4. College Courses	None <input type="checkbox"/>				

4A5. Other	None	None	None	None	None
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	Dance	Music	Theater	Visual Arts	Media Arts
<b>4B) Supplemental Student Services -</b> Some schools are using the arts, such as music or art therapy, as alternative means of support services for students. Please indicate which arts area, if any, is being utilized in this way.					
4B1. Community resource provides support service in partnership with school	<input type="checkbox"/>				
4B2. In-school staff provide the support service	<input type="checkbox"/>				
4B3. Private individual is contracted to provide support services	<input type="checkbox"/>				

	GCT	GTA	CAE
<b>4C) Professional Development Activities -</b> In the past year, did your school/district provide opportunities or make available any of the following professional development activities <i>in the arts</i> for selected personnel? ( <i>Check all that apply.</i> )	GCT=General Classroom Teacher	GTA=General Classroom Teacher with instructional assignment for one or more arts area	CAE = Certified Arts Educator
4C1. Workshops or partnerships with professional artists or arts organizations (on or off site)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C2. In-school seminars or workshops (arts focus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C3. Off-site seminars or conferences (arts focus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C4. Partnerships with colleges or universities (arts focus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4C5. In school professional learning community (arts focus)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4D) Professional Development Incentives -** What incentives have teachers in your school/district received for participating in professional development activities in the arts? (*Check all that apply.*)

4D1.  Release time/substitute teacher provided

4D2.  Compensation [as determined by the school/district professional development policy]

4D3.  Credit for Professional Development to support certification renewal

4D4.  Credit toward increased pay on pay scale

4D5.  Tuition reimbursement for college credit

**SECTION 5: COMMUNITY RESOURCES** - Enter the appropriate answers regarding your school's involvement with community arts resources for each of the subject areas listed. Refer to the definitions section of your instruction guide.

**5A & 5B) Student Participation in External Exhibitions, Performances or Events**

**5A)** As a part of a school-sponsored function, which of the following have students traveled to for an exhibition, performance or event in any of these subject areas during the past year? Check all that apply. If checked, how many times.

<u>Activity</u>	<u>Number of Times</u>
<input type="checkbox"/> 5A1. Dance	<input type="text" value="0"/>
<input type="checkbox"/> 5A2. Music	<input type="text" value="0"/>
<input type="checkbox"/> 5A3. Theatre	<input type="text" value="0"/>
<input type="checkbox"/> 5A4. Visual Arts	<input type="text" value="0"/>
<input type="checkbox"/> 5A5. Media Arts	<input type="text" value="0"/>
<input type="checkbox"/> 5A6. Creative Writing	<input type="text" value="0"/>
<input type="checkbox"/> 5A7. Folk Life	<input type="text" value="0"/>

**5B)** If your students have NOT traveled to an exhibition, performance or event in any of these content areas, which of the following would you identify as the greatest obstacle? Select one.

- Competing priorities at school (e.g., testing, remediation) that cannot justify time out of the regular school day
- Lack of information on available programs
- Insufficient funds (in general)
- Cost of transportation
- Lack of staff to coordinate the program

**5C & 5D) Outside Groups and Individuals**

**5C)** Which of the following outside groups or individuals (other than an artist in residence) performed/exhibited for students at the school in the past year in these subject areas? Check all that apply. If checked, how many times?

<u>Activity</u>	<u>Number of Times</u>
<input type="checkbox"/> 5C1. Dance	<input type="text" value="0"/>
<input type="checkbox"/> 5C2. Music	<input type="text" value="0"/>
<input type="checkbox"/> 5C3. Theatre	<input type="text" value="0"/>
<input type="checkbox"/> 5C4. Visual Arts	<input type="text" value="0"/>
<input type="checkbox"/> 5C5. Media Arts	<input type="text" value="0"/>
<input type="checkbox"/> 5C6. Creative Writing	<input type="text" value="0"/>
<input type="checkbox"/> 5C7. Folk Life	<input type="text" value="0"/>

**5D)** If you have NOT had an outside group or individual perform or exhibit in your school, which of the following

would you identify as the greatest obstacle? Select one.

- Competing priorities at school (e.g., testing, remediation) that cannot justify time out of the regular school day
- Lack of information on available programs
- Insufficient funds (in general)
- Cost of transportation
- Lack of staff to coordinate the program
- Insufficient or inappropriate Space/Facilities

 **5E & 5F) Partnerships and Collaborations**

**5E)** Does your school/district have ongoing (year long) partnerships/collaborations with artists/arts companies or cultural organizations that help meet your school/districts arts education goals?

Yes  No

**5F)** If your school/district has NOT had ongoing (year long) partnerships/collaborations with artists/arts companies or cultural organizations, which of the following would you identify as the greatest obstacle? Select one.

- Competing priorities at school (e.g., testing, remediation) that cannot justify time out of the regular school day
- Lack of information on available programs
- Insufficient funds (in general)
- Cost of transportation
- Lack of staff to coordinate the program
- Insufficient or inappropriate Space/Facilities

 **5G, 5H & 5I) Artists in Residence**

**5G)** In which of these subject areas has your school had an artist in residence in the past year? Check all that apply.

1.  Dance
2.  Music
3.  Theatre
4.  Visual Arts
5.  Media Arts
6.  Creative Writing
7.  Folk Life
8.  Multi-disciplinary

**5H)** What did the artists-in-residence program contribute to this school's arts program? Check all that apply.

1.  Provided input on curriculum development
2.  Provided knowledge about art forms or arts education through teacher in-service training
3.  Provided knowledge about art forms to students through exhibition or instruction
4.  Provided a model for arts integration
5.  Provided knowledge about other cultures

**5I)** If you have NOT had an artist in residence in your school, which of the following would you identify as the

greatest obstacle? Select one.

- Competing priorities at school (e.g., testing, remediation) that cannot justify time out of the regular school day
- Lack of information on available programs
- Insufficient funds (in general)
- Lack of staff to coordinate the program
- Insufficient or inappropriate Space/Facilities

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**SECTION 6: Comments** - Please provide additional information that may clarify the responses in this survey. Possibilities include programmatic changes over the past five years, changes from full-time to part-time staff, unique attributes of your schools' arts programs, details pertaining to any survey questions that require a more complete description (please specify section and number), or other ideas you may have.

- 500 Word Limit -

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