

Integrating the Arts Develops the Whole Child

If you walk into the home of any elementary school student, you will undoubtedly see a variety of his or her artwork displayed. Sometimes you will even be able to chart the child's development simply by following the collected works—abstract finger paintings at age 3, followed by distinctive stick figures at age 5, and comic strips at age 8, for example. Why do parents enshrine their homes with papier-mâché globes, seashell mobiles, and misshapen clay pots? They do it for the same reason that they attend—and often record—their child's music, drama, and dance performances. Parents understand that they must support and nurture their children's creative spirit in order to ensure they have every opportunity to succeed in life. They also recognize that, through the arts, children can express something about themselves and their developing minds that is not apparent in any other way. The arts give parents a glimpse at how children's minds work and into their thoughts, dreams, and emotions.

Likewise, effective educators value the arts, both for the insights they bring to the way children think about themselves and the world, and for how they enhance student learning. However, the accountability demanded by the No Child Left Behind Act has forced schools to focus increased attention on reading and math in order to make adequate yearly progress—often at the expense of arts education and the development of the whole child.

The articles in this issue of *Principal* describe the benefits of arts education and how schools can incorporate them into the curriculum to benefit the whole child. For example, Hal Nelson examines how arts instruction can help meet children's multiple needs, and Maureen Reilly Lorimer describes how interdisciplinary arts programs can enhance learning. Roma Morris and Philip Downs and Erin Patton-McFarren discuss additional ways to integrate arts instruction.

NAESP recognizes the need to integrate arts into the K-8 curriculum and has added a new strand, Arts in the Learning Community, to this year's convention presentations. Concurrent sessions are planned to help educators understand how both hemispheres of the brain can address diverse learning styles, and how to use community resources to support the integration of the arts throughout the instructional day. For more information about NAESP's 2009 Convention and Exposition in New Orleans, visit www.naesp.org.

Also included in this edition of *Principal* are features that address curriculum-based measurement, effective instructional leadership, and the 360-degree principal evaluation model. This issue's Hot Topic is scripted reading programs and two Web Exclusives, available on NAESP's newly designed Web site, explore reading comprehension and proficiency.

As always, we'd love to hear your thoughts about this edition of *Principal*. Simply send us an e-mail at publications@naesp.org.

—Vanessa St. Gerard and Kaylen Tucker

WEB EXCLUSIVES

Energizing the Basic Curriculum With Music—*Al Balkin*
Promoting Reading Comprehension—*Lisa H. Bramuchi*
Building a Foundation for Reading Proficiency—*William Magginis*
www.naesp.org/principal

Executive Director
Gail Connelly

NAESP Foundation CEO
Ernest J. Mannino

Chief Advocacy and Membership Officer
Michael L. Schooley

Associate Executive Directors
Frederick N. Brown
Margaret Evans
Sally McConnell
Patrick Murphy

PRINCIPAL

Vanessa St. Gerard
Managing Editor
vstgerard@naesp.org
Kaylen Tucker
Associate Editor
ktucker@naesp.org
Jennifer Apperson
Production Assistant
japperson@naesp.org

EDITORIAL ADVISORS

LaQuanda Brown
Macon, Georgia
Christopher Hammill
Detroit, Michigan
Lisa Hannah
Virginia Beach, Virginia
Robert Heath
Boone, North Carolina
James Linde
Baltimore, Maryland
Roma Morris
Pearl, Mississippi
Melissa D. Patschke
Royersford, Pennsylvania
Susan Romero
La Crescenta, California
Jon Stern
Wabasha, Minnesota
James Warnock
Alma, Arkansas

If you are interested in submitting an article for possible publication in *Principal*, our submission guidelines are available at www.naesp.org/writing. Letters to the editor and general inquiries may be sent to publications@naesp.org.

ADVERTISING SALES

Fox Associates Inc.
800-345-8670, ext. 119
Fax: 312-644-8718
adinfo.nep@foxrep.com