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## **Core Subject Map Provides First-of-their-kind Classroom Examples of Integrating the Four Cs into Arts Courses**

*P21 Collaborates with the Leading Art, Dance, Music, Theatre and Visual Arts Associations to Create 21st Century Skills Map*

WASHINGTON — July 15, 2010—The 21st Century Skills Map for the Arts demonstrates how the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation) can be fused within arts curriculum.

The map was released at a Capitol Hill Briefing by representatives from P21, the American Alliance for Theatre & Education, the Educational Theatre Association, the National Art Education Association, MENC: The National Association for Music Education, the National Dance Association, and the National Dance Education Organization.

The map provides educator-created examples of how art subjects (dance, music, theatre, and visual and media arts) can be fused with skills to create engaging learning experiences that promote 21st century knowledge and skill acquisition.

Kathy Hurley, senior vice president of strategic partnerships for the education services and technology company Pearson and P21 executive board and strategic council chair, said, “I commend America’s leading arts education professional associations for joining forces to create a tool that illustrates how the four Cs can be fused with arts education. This new document, P21’s fifth core content map, provides practical examples that educators can model as they work to ensure 21st century readiness for every student.”

In addition to aligning teaching and learning to the demands of today’s world, the map cites specific student outcomes and provides project examples for grades four, eight and 12.

For example, at the fourth-grade level, students could be asked to perform and record the same story three times; once with words only, once with physical movement only, and once with both. They then review the different performances and reflect in group discussions and individual writing about how the presentations and story changed and whether or not one version communicated more effectively than another and why. Through this project, students engage in a creative assignment that requires them to build a diverse set of communication skills.

At the eighth-grade level, students could be asked to examine how composers, artists, choreographers, and playwrights use the arts to communicate particular ideas, themes, or concepts and to evoke particular emotions or feelings. They then would develop multimedia presentations illustrating how such communication occurs through each of the arts disciplines.

