

**Art for Global Understanding & Engagement**  
Central High School, an Urban School in Phoenix, Arizona  
Glenda K. Folk

Central High School's plan was broadly concerned with analyzing geographical and socio-political patterns within global ecologies. A major hypothesis was how such factors influence intercultural beliefs and values. Students investigated social and scientific systems that influence life, and conceptualized learning through integrating the arts across the curriculum.

Learning about the complex matrix of cultural practices produced an accessible knowledge base that inspired student art. School content areas benefited through interdisciplinary exhibitions, performances and sharing portfolios. Assessment was enhanced by peer reviews, reflective discussions and writing facilitated by Central's staff teachers, visiting professors and community artists.

The Arizona Arts Initiative Grant emphasized transnational cultural contributions. Students learned about sophisticated methods for creating art, building communities, communicating ideas, solving problems and sustaining life. Through enthusiastic collaboration, students extended their vision of global understanding. They realized benefits of empathetically valuing diverse cultures and identities.

Achievement was promoted through commitment to measureable emotional, social and academic progress. Interest in the artworks led to further community artistic production.



