

Have You Heard about the Bloom's?

Teachers in Denton, Texas, made revised Bloom's Taxonomy posters during a district inservice.

Denise Clyne-Ruch

Because you are probably a visual person, I would like you to visualize Le Corbusier's famous French residential building, Unité d'Habitation. For years we art teachers have been justifying our existence by proving how we can make our art lessons and experiences fit within a rigid Le Corbusier-like structure by supporting other subject areas.

Now visualize a different structure: Gaudí's Casa Batlló. With artistic creation, not convenience, at its center, Gaudí took bits and baubles from history and culture and made them into art. Wouldn't it be freeing and more organic for you to justify the existence of your program based on the work of a creative soul like Gaudí?

How can art teachers convince administrators to embrace the value of art, not for how it supports the rest of the curriculum, but for what art can do for students that no other subject area can?

Bloom's Taxonomy

Benjamin Bloom created his taxonomy in 1956. Since then, traditional levels of knowledge, comprehension, application, analysis, synthesis, and evaluation have been the standard applied to determine higher-order thinking. Yet, has the world changed since 1956? Just imagine the automobile industry. The skills and knowledge needed to put the Studebaker on the road are hardly the skills and knowledge needed today.

Bloom's Revised Taxonomy has arrived and puts into writing what art teachers have known for years. It is much more difficult—and a higher order of thinking—to create something new rather than to apply evaluation to it. The levels in the revised taxonomy are: remember, understand,



apply, analyze, evaluate, and create. The main revision is a switch from evaluation and synthesis to what is now named "creating." How glorious is that?

Spreading the Word

So how will you get the news to administration? Create informative bulletin boards. Make sure they are up whenever your school has visitors. Devote part of a staff development day to the creation of revised taxonomy posters to put up in artrooms. I use mine frequently when I ask students to identify at which level they are working throughout a project and during critique. It's also very helpful when I am being evaluated.

You can also try to secure an audience with the principals in your district during their weekly meeting. Come prepared with a presentation that shows how the visual arts support classroom curricula, and how the visual arts are best positioned to address *Bloom's Revised Taxonomy*.

Lastly, don't pass up a chance for some guerilla tactics. Display art in

the school board meeting room and leave the revised taxonomy in member's chairs for some light reading when they next convene.

Building Your Own Structures

In terms of advocacy, we must build two structures: The first is built upon the foundation of how the visual arts

support other content areas. The second, with help from Bloom and Daniel Pink, highlights how the visual arts can support higher-

order thinking in authentic and unique ways.

In this time of budget cuts, it is vital that we all be advocates for visual arts programs. I hope that you will be able to implement one or several of these suggestions in the near future. ☺

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