



K-12 Art Curriculum Review

West St. Paul - Mendota Heights - Eagan Area Schools

School District 197

Prepared by

Kate Skappel

Curriculum Coordinator

Cari Jo Kiffmeyer

Director of Curriculum Instruction and Assessment

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Background

All students in kindergarten through twelfth grade have the opportunity to take Art courses in School District 197. The state of Minnesota adopted Art Academic Standards in 2008. The Standards were to be implemented at the local level by the 2010-11 school year. According to MN Statute 120B.021 Subd. 4c, the review of the Art Standards will begin in the 2016-17 school year.

School District 197 offers art as a specialist course at all five elementary schools. Time in art varies from 45 to 90 minutes a week with the majority of schools offering 60 minutes a week.

At the middle school Art is offered at fifth and sixth grade every third day for one trimester. In the 2016-17 school year this will move to every third day for a semester. Seventh and eighth graders have Art as an elective choice every other day for one semester. A trend the committee found in enrollment data was that enrollment in Art went down considerably in eighth grade. This is due to the fact the students often choose to take Spanish which earns a high school credit in World Language.

At the high school, students are required to take one credit of Art to graduate. The Art department offers many choices including Intro to Art, Drawing and Painting, Sculpture and Graphic Arts within their department. Students can also choose to take Photography, Acting, Music, Creative Writing, Clothing Design, and Interior Design as an art credit for graduation. These courses are offered through Tech Ed, Language Arts, Music, and Family and Consumer Science departments. As we looked at high school course enrollment (Appendix A), we looked for trends in enrollment in high school courses over time. For course details, see the high school Art pathway and course descriptions in Appendix B.

The Art review team (Appendix C) first met in December to establish Core Beliefs about Art education. The group used a collaborative brainstorming process to develop statements. The group discussed the statements in relationship to the Minnesota Academic Standards for the

Arts, the District Strategic Framework, and research from the National Art Education Association (NAEA).

In April, we met to finalize our Core Beliefs, conduct a SWOT Analysis (Strengths, Weaknesses, Opportunities and Threats), and Outcomes That Matter to All. The team also heard from Katie Wiley, the art teacher at Moreland, about her experience at the NAEA National Conference in Chicago. We discussed the shift in the National Standards away from skill based standards to outcome based standards with skills to support the overall outcomes. It is yet to be determined if the state of Minnesota will adopt the new National Standards.

Core Beliefs

- We believe Art education is an essential component of a student's education.
- We believe Art education has equitable access to a guaranteed and viable curriculum for all students K through 12 aligned to state and national standards.
- We believe Art education is multidisciplinary and supports learning in all content areas.
- We believe Art education develops 21st Century Skills (creativity and innovation, critical thinking and problem solving, communication and collaboration, flexibility and adaptability, initiative and self-direction).
- We believe Art education includes various forms of assessment, based on effort, growth, self/peer evaluation and creative thinking.
- We believe Art education curriculum and pedagogy should be inclusive and student focused.
- We believe Art education classrooms should promote student ownership and belonging to a community of learners.
- We believe Art education classrooms promote diversity and acceptance of multiple pathways to learning.

Outcomes that Matter to All

Mission (Our Core Purpose) School District 197 provides a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

When our work aligns with our Core Purpose, we will produce Outcomes That Matter To All:

- Students will be able to create, reflect, refine and complete independent artwork to create a desired effect.
- Students will be able to innovate by developing new artistic ideas and work in a variety of media.
- Students will be able to select, analyze and interpret artistic work for presentation collaboratively or independently, for a range of audiences and purposes.
- Students will be able to understand and apply the vocabulary of visual art.
- Students will be able to demonstrate technical skills with a variety of art materials and tools integrating technology when applicable.
- Students will be able to respect the contributions of individuals or cultural groups in local and global contexts, and have critical awareness of the arts as a record of human experiences or expression.
- Students will be able to demonstrate the initiative to explore and expand one's own learning while embracing the opportunity to learn from mistakes.
- Students will be able to respond to or critique a variety of creations or performances using the artistic foundations.
- Students will be able to interact with professional artists to develop an awareness of career options available in the visual arts.
- Students will be flexible and adaptable while collaborating with others.
- Students will be critical thinkers who are able to express themselves creatively and persevere in the solving of problems.

SWOT Analysis

After completing the Core Beliefs, review committee completed a SWOT analysis for art programming in School District 197 which identified Strengths, Weaknesses, Opportunities, and Threats. Here you will find a summary of our SWOT Analysis. You can view the entire analysis in Appendix C.

Strengths

The review committee felt that some of the biggest strengths of our art program include teacher dedication, support from the administration and teachers, and financial support for the program. Art teachers feel supported both financially and professionally as they have opportunities to improve their practice by attending conferences and working together as district wide Collaborative Teams.

Weaknesses

The lack of a K-12 scope and sequence was a major weakness identified by the committee. In order to have consistent practices in art instruction, a scope and sequence is necessary.

Some challenges of a specialist subject include scheduling for staff who require travel between buildings, budgets at buildings differ, and the ability to align to building goals particularly when building goals are reading and math focused.

The high school would like to see more digital resources for their art classes as well as more advanced level art classes. Enrollment shows that students leave the arts as they become more advanced for other content electives.

Overall when large equipment needs to be replaced the team felt there was not a consistent procedure.

Opportunities

The review committee sees many opportunities to partner with the community. Some partnerships may include student art displayed in local business or shadowing local artists and industry professionals. The team also felt that exploring new arts and media is an opportunity to impact students' creative processes as they will be the artists of the future.

Threats

The committee felt the only possible threats to art would be testing and funding. They felt the more testing there is in core subject areas, the more time is taken away from the arts.

Next Steps

The art committee will spend year two working with the revised standards to evaluate current practices at all levels. We will create a K-12 scope and sequence for art supported by updated resources. While most art classes do not use a textbook, these resources may include digital resources, units of study, or professional development to learn new techniques to bring back to the classroom. We will work with other departments to review their courses that would count for Art credit. We will verify which of the Art standards they address and if revisions are needed to ensure the MN Academic Standards for the Arts are followed.

Appendix A

Enrollment Data

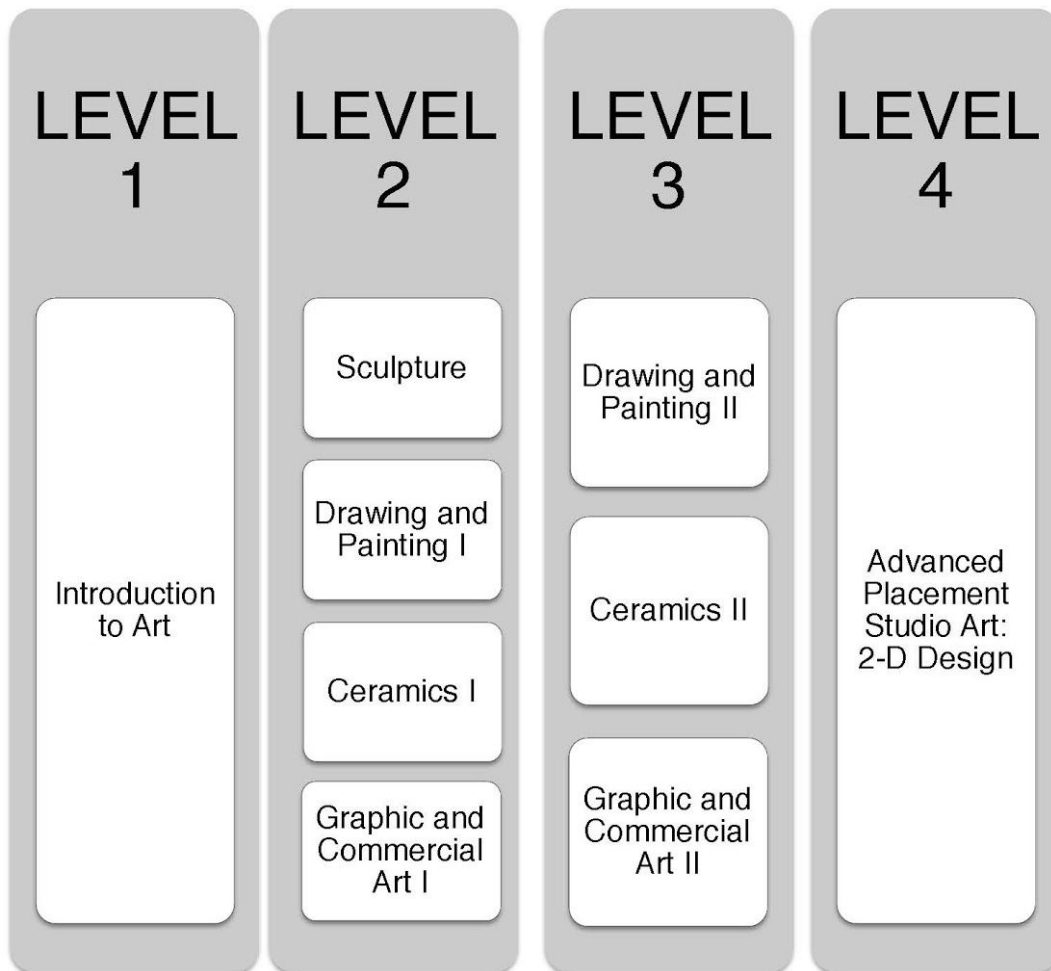
High School Course Enrollment

Course	2012-2013 # of students	2013-2014 # of students	2014-2015 # of students	2015-2016 # of students
Intro to Art	105	142	162	196
Drawing & Painting I			123	139
Drawing & Painting II			36	60
Painting I	42	73		
Painting II	13	20		
Drawing	48	59		
Sculpture	25	26	20	26
Ceramics I	115	68	62	54
Ceramics II	8	4	2	

Appendix B

High School Art Pathway

ART



Appendix B

Course Descriptions

ART

All art classes meet the Art requirement for graduation.

0713 – INTRODUCTION TO ART

Semester - ½ credit - Grade 9-12

This course is a great introduction to art and is a good foundation course for any additional art classes at Sibley. Students will get to experience many types of art in 2D and 3D forms, for example drawing, painting, pottery, and sculpture. During this course students will learn the basic technical skills for these mediums. Students will gain an understanding of the Elements of Art and the decision-making process that goes into making a work of art, historical and cultural traditions in art will also be explored

Homework Guide = 0

0703 – SCULPTURE

Semester - ½ credit - Grade 9-12

Prerequisite: Introduction to Art

If you would like the opportunity to build, sculpt, or mold your way into art, this is it! We will be exploring different media like clay, wood, metal and foam-core. We will learn about modern sculptors who work in different media. Try your hand at making figures, mobiles, found art sculptures, and more.

Course materials fee of \$25.00

Homework Guide = 2

0707 – DRAWING AND PAINTING I

Semester - ½ credit - Grade 9-12

Prerequisite: Introduction to Art

This is a course for those who would like to experiment with a variety of 2D materials. In this class students will work with various types of drawing and painting mediums including, but not limited to, charcoal, colored pencil, oil pastels, acrylics, and watercolors. Besides emphasis on learning drawing and painting skills, creative decision-making, the relationship between the Elements of Art, and creating a composition are also important parts to the drawing and painting assignments.

Homework Guide = 2

0708 – DRAWING AND PAINTING II

Semester - ½ credit - Grade 10-12

Prerequisite: Drawing and Painting I

This class is a continuation of Drawing and Painting I. Because the student is expected to have some degree of drawing and painting technical skills, this course places greater emphasis on creativity and individual expression. Students have the option to focus more on one media or the other. **Independent Study is possible only with permission of the instructor after passing both Drawing & Painting I and Drawing & Painting II.**

Homework Guide = 3

0719, 0720 - AP STUDIO ART:

Offered bi-annually in even year (Fall of 2016-2017)

2-DIMENSIONAL DESIGN

Full Year - 1 credit - Grade 11-12

Prerequisite: Drawing and Painting I and Drawing and Painting II

This course will prepare students for the submission of a 2-Dimensional Design Portfolio in May. The portfolio is assessed to receive possible college credit. This course is equivalent to a college level introductory studio art class. Students will build their portfolio throughout the year and design original artwork exploring their personal artistic style and based upon a student-selected topic. Students will experience writing artist statements and critiques as well as participating in verbal art critiques.

Homework Guide = 4

0712 – CERAMICS I

Semester - ½ credit - Grade 9-12

Prerequisite: Introduction to Art

Through a series of design exercises and class projects, students will learn fundamental ceramic techniques and design concepts. Students will learn hand built and wheel-thrown methods of constructing pottery. Some ceramic sculptural techniques will be explored as well.

Homework Guide = 2

0714 – CERAMICS II

Semester - ½ credit - Grade 10-12

Prerequisite: Ceramics I

This class is a continuation of Ceramics I; however, the emphasis will be on wheel throwing. This course places greater emphasis on creativity, ideas, and problem-solving. Students will also work in clay sculpture. Students will gain a more in depth knowledge of ceramics.

Course materials fee of \$25.00.

Homework Guide = 2

0716 – GRAPHIC and COMMERCIAL ART I

Semester - ½ credit - Grade 9-12

Prerequisite: Introduction to Art

This is an introductory course designed to give the student exposure to and experience with different areas of commercial art including: design foundations, layout for advertising, typography, illustration, and some use of computer for graphic design. Besides areas of two-dimensional advertising design, this course may cover areas such as product design, packaging, architectural and interior space design and clothing design.

Homework Guide = 2

0718 – GRAPHIC and COMMERCIAL ART II

Semester - ½ credit - Grade 10-12

Prerequisite: Graphic and Commercial Art I

This course is designed for those students considering a career in design or the visual arts. Projects will be more complex with emphasis placed on originality and creative problem solving as it relates to design. Some computer graphics are included in this course. Students will build a portfolio of their work.

Homework Guide = 3

Appendix C

Art Curriculum Review Team

A team of K-12 art teachers, principals, and district office staff was assembled to review the art program and curriculum as part of year one of the review process.

Team Member	Position, Site	Team Member	Position, Site
Joni Hagebock	Principal, Somerset	Kim Rodrique	Teacher, Friendly Hills MS
Emily O'Keefe	Teacher, Heritage MS	Matthew Schufman	Teacher, Somerset/Moreland
Carol Patt	Teacher, Mendota/Henry Sibley HS	Kate Skappel	Curriculum Coordinator, District Office
Mark Quinn	Principal, Moreland	Katie Wiley	Teacher, Moreland
Erin Robinson	Teacher, Henry Sibley HS	Mike Wilfahrt	Associate Principal, Friendly Hills MS

Appendix D

SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Dedicated teachers ● Collaborative teachers ● Technological resources ● Classroom spaces for most classes ● Budget support ● Supportive staff ● Diverse student body ● Building admin support ● Money for staff development- attending conferences ● Teach relevant, 21st century skills for artists ● Engaged art students ● Schools are well equipped with posters, books, tools, projectors, Promethean boards 	<ul style="list-style-type: none"> ● Lack of K-12 framework and scope and sequence ● Schedule- teachers split between buildings ● Storage for student work (400 students) - elem and middle school ● Middle School intervention options limit time to be in art class ● Not enough consistent Middle school art (three day rotation) ● School budgets not the consistent between buildings (elementary) ● Display, ways to share student work ● No common grade level prep to collaborate with classroom teachers ● High school program lacks photo from an arts perspective ● High school also lacks technology available for the art dept. (i.e. Adobe Photoshop) ● High school program needs more advanced classes- heavily weighted toward introductory classes ● District Professional Development designed for art specialists ● Aligning goals to building goal - difficult to make connections to reading or math and make it relevant to our content ● Replacement of aging equipment - there is not a consistent procedure

Opportunities	Threats
<ul style="list-style-type: none">● Partner with local artists● Partner with businesses● Industry partnerships - careers in visual arts● Embrace more new media/art● Display student art in community● New national visual Arts Standards	<ul style="list-style-type: none">● State funding - if reduced, art could be a target for cuts● Cultural focus on testing