



K-12 Art Curriculum Review

Year Two

West St. Paul - Mendota Heights - Eagan Area Schools
School District 197

Prepared by

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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. During 2016 session of the legislature, the decision was made to push all standards review cycles back a year. This means that the Art standards were pushed back to 2017-18. The Perpich Center for the Arts leads the review and development for the state and have communicated that the National Arts Standards (www.nationalartsstandards.org) will be the basis for the new standards.

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 a semester. Seventh and eighth graders have Art as an elective choice every other day for one semester.

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. 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.

In year one of review the team developed Core Beliefs, Outcomes that Matter to All and a SWOT Analysis. These documents can be found in Appendix A.

Unpacking the Standards

The Curriculum review team (Appendix B) went through each of the National Art Standards and wrote learning targets. They also pulled out vocabulary that is connected to each benchmark. We incorporated the Studio Habits of Mind from Project Zero out of Harvard. The Studio Habits of Mind empower students to articulate their learning in any subject matter, and provide an entry point for learning based on individual choice and need.

As we unpacked the art standards, we created learning targets and pulled out vocabulary that link directly to the standard and the Studio Habits of Mind. These resources can be used by teachers as they incorporate these new standards into their instruction.

Figure 1





Creating: Conceiving and developing new artistic ideas and work.		
Enduring Understanding		Anchor Standard 1:
Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.		Generate and conceptualize artistic ideas and work.
Essential Questions		Studio Habits of Mind
How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?		Express Envision
Why do artists follow or break from established traditions?		
How do artists determine what resources and criteria are needed to formulate artistic investigations?		
Performance Standard: VA:Cr1.2.1a		
Use observation and investigation in preparation for making a work of art.		
Knowledge/Content (Students will know...)	Vocabulary	Learning Targets I can...
The learner will use observation to prepare for making a work of art	observation	I can use things I observe to help me make a work of art.
The learner will use investigation to prepare for making a work of art.	investigation	I can investigate ideas to help me make a work of art.

Developing a Scope and Sequence and Grade Level Outcomes

Beginning in February and finishing up in April, the team developed a scope and sequence for each grade level. The scope and sequence for art (Figure 2) includes standards, vocabulary, learning targets, possible projects as well as a visual resource (picture) for that unit. The art team felt this would be helpful particularly for any new art teachers to grasp the intent of the unit. The team also included links to resources needed to teach the unit. This may include websites or a Google folder full of resources. The units are also paced by when they should be taught. Depending on the grade level this may be communicated in a different way. For example, at the middle school projects are paced by the number of class periods because they see the students

every three days so using weeks does not make sense. Similarly, the elementary level sees kids on a rotating basis so their projects are by quarter for each grade level. The scope and sequence was developed with the teacher and students in mind. The teachers will be able to come to the document as they plan their lessons in the coming years.

Figure 2

Art Scope - Grade 3							
Grade 3 Standards:							
<ul style="list-style-type: none"> • Creating • Presenting • Responding • Connecting 							
Unit/Title	Pacing	Standards in Focus	Vocab	Learning Targets	Possible Projects	Visual Resources	Online Resources
Expression & Interpretation	Q1	<p>Elaborate on an imaginative idea.</p> <p>Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.</p> <p>Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p>Elaborate visual information by adding details in an artwork to enhance emerging meaning.</p>	<p>Real Texture</p> <p>Visual Texture</p>	<p>I can add detail to my ideas.</p> <p>I can explain my artwork to others.</p> <p>I can apply resources, tools and technologies to a personal work of art.</p> <p>I can create a work of art that I am happy with.</p> <p>I can use a variety of artistic processes and materials.</p> <p>I can use art materials safely.</p> <p>I can use materials for their intended use.</p> <p>I can add details to a work of art to add meaning.</p>	<p>Visual texture landscapes</p>  <p>Slab Pottery w/ texture</p> <p>Visual Texture - Sendak?</p> <p>Pollock - Action Painting</p> 	 <p>Jackson Pollock</p>  <p>Van Gogh Olive Trees</p>	<p>DaVinci Robots</p> <p>DaVinci Inventions video</p>

Once the scope and sequence was set the team developed grade level outcomes (Appendix C). These grade level outcomes are in parent friendly language and give a clear idea of what students will do at each grade level. When you read through the outcomes you will not see a list of skills, but rather a list of qualities the art team is working to develop in the students. This is reflective of our new art standards. Skills are taught through the art the students are doing, but the thought and intention behind the art and how students interact with art is more the focus.

Common Assessments

Through their work in Collaborative Teams the art team will develop common rubrics for each unit of study. These common assessments will then be linked in the scope and sequence document and used at the conclusion of each unit of study.

Appendix A

Year One Resources: Core Beliefs, Outcomes that Matter to All and SWOT Analysis Summary

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.

Appendix B

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
Emily O'Keefe	Teacher, Heritage MS	Kim Rodrigue	Teacher, Friendly Hills MS
Carol Patt	Teacher, Mendota/Henry Sibley HS	Matthew Schufman	Teacher, Somerset/Moreland
Mark Quinn	Principal, Moreland	Kate Skappel	Curriculum Coordinator, District Office
Erin Robinson	Teacher, Henry Sibley HS	Katie Wiley	Teacher, Moreland

Appendix C

Grade Level Art Outcomes

Kindergarten students will:

- experiment with a variety of art tools and materials.
- make and explain choices while creating artwork.
- explore different artistic processes through play.
- understand how to use art materials safely.
- interact with images from a variety of cultures and time periods.

1st Grade students will:

- begin developing skills using a variety of art tools and materials.
- make and explain choices while creating and presenting artwork.
- experiment with different artistic processes to make personal artwork.
- demonstrate how to use art materials safely.
- classify images from a variety of cultures and time periods.

2nd Grade students will:

- continue developing skills using a variety of art tools and materials.
- reflect on and explain choices while creating and presenting artwork.
- begin to collaborate with others to create works of art.
- demonstrate how to use art materials safely.
- repurpose materials to create new works of art.
- compare and contrast images from a variety of cultures and time periods.

3rd Grade students will:

- continue developing skills using a variety of art tools, technologies, and materials.
- reflect on and explain choices while creating and presenting artwork.
- collaborate with others to create works of art.
- demonstrate how to use art materials safely.
- develop works of art based on surroundings and community connections.
- interpret images from a variety of cultures and time periods.

4th Grade students will:

- continue developing skills using a variety of art tools, technologies, and materials.
- reflect on and explain choices while creating and presenting artwork.
- collaborate with others to create works of art.
- demonstrate how to use art materials safely.
- develop works of art based on surroundings and community connections.
- evaluate artwork based on a set of criteria.
- analyze components in visual imagery to convey messages.
- explore personal identity through works of art.

5th Grade students will:

- view themselves as artists by building confidence through various artistic experiences.
- understand that art is a skill that can improve with practice.
- persevere and problem solve through long-term projects.
- experiment and develop skills in multiple art-making techniques and processes.
- use artmaking vocabulary to describe and understand techniques.
- understand and use craftsmanship to create, care for and preserve artwork.
- gain exposure and identify cultural associations with artwork.
- understand the elements of art as tools for creating art.

6th Grade students will:

- view themselves as artists by building confidence through various artistic experiences.
- understand that art is a skill that can improve with practice.
- persevere and problem solve through long-term projects and collaborate with peers.
- experiment and develop more advanced skills in multiple art-making techniques and processes.
- use artmaking vocabulary to describe and understand techniques.
- understand and use craftsmanship to create, care for and preserve artwork.
- gain exposure and identify cultural and emotional associations with artwork.
- understand the elements and principles of art as tools for creating art.
- reflect and revise personal artwork.

7th and 8th Grade students will:

- view themselves as artists by building confidence through various artistic experiences.
- understand that art is a skill that can improve with practice.
- persevere and problem solve through long-term projects and collaborate with peers.
- experiment and develop more advanced skills in multiple art-making techniques and processes.
- use artmaking vocabulary to describe and understand techniques.
- understand and use craftsmanship to create, care for and preserve artwork.
- gain exposure and identify cultural and emotional associations with artwork.
- understand the elements and principles of art as tools for creating art.
- reflect and revise personal and peer artwork.
- understand and practice life drawing and how to show form.
- students will innovate and take risks to pursue ideas that represent personal ideas and identity.

High School Courses

Intro to Art students will:

- gain an appreciation for all art forms.
- understand that everyone can be an artist with effort and practice.
- know the elements of art and principles of design and how to use them to make effective art.
- reflect on and revise their artworks.
- know how to display artwork for presentation.
- understand how artistic styles/movements of the past influence current artists work and styles.
- understand how cultural, social, personal, and political events/situations influence and inspire artists.

2D Art students will:

- build their 2D technical skills by exploring the elements of art in depth.
- understand how to design a composition of artwork by exploring the principles of design in depth.
- start to explore and find their own personal artistic style.
- display and present their artwork to peers.
- use the elements of art and their personal insights to provide feedback to their peers.
- reflect on and revise artwork based on peer feedback.

3D Art students will:

- build their 3D technical skills by exploring the elements of art in depth.
- understand how to design a form by exploring the principles of design in depth.
- start to explore and find their own personal artistic style.
- display and present their artwork to peers.
- use the elements of art and their personal insights to provide feedback to their peers.
- reflect on and revise artwork based on peer feedback.