



**IOWA CITY
COMMUNITY
SCHOOL DISTRICT**
Child-Centered : Future-Focused

Self Study of the Visual Arts Program

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Equity Statement

It is the policy of the Iowa City Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity and socioeconomic status in its educational programs, activities, or employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Eric Howard, Director of Equity and Employee Relations, 1725 N. Dodge St., Iowa City, IA 52245, 319-688-1000, Howard.Eric@iowacityschools.org.

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As a result of the curriculum review process, the self-study team reviewed the mission statement, belief statements and goals that had been adopted in the previous program reviews (2011-2012). They were revised in 2021 and will serve as a reference for all programming.

Mission Statement

The mission of art education is to empower all students to use their unique voice and create art which celebrates their differences of race, national origin, sex, ability, creed, sexual orientation, gender identity, and socioeconomic status. Students will become creative and critical thinkers who understand and appreciate the visual arts. By providing experiences that promote personal expression and heightened awareness of cultural diversity in the world, students will be given the opportunity to reflect on the world around them with compassion.

Belief Statements

We believe that ...

1. The study of visual arts is essential for every student's basic education.
2. Visual arts have intrinsic value.
3. Visual arts processes develop problem solving and critical thinking skills.
4. Visual arts allows students to take artistic challenges and actively participate in the learning process.
5. Visual arts teaches independent thinking and self-discipline.
6. Visual arts teach students to analyze, evaluate and appreciate their own work and the work of others.
7. Visual arts promote collaboration.
8. Visual arts are ways we can communicate with and understand the world around us.
9. Visual arts are interdisciplinary and therefore connect to other areas of learning.
10. Visual arts allow for personal expression, intersectionality, and heighten awareness in the world.
11. Visual arts promote confidence, self-discovery, and expression.
12. Educational art technology and career readiness is essential in the visual arts.
13. Visual arts provide aesthetic experiences within the affective domain of feeling and emotions.
14. Instruction in visual arts provides a foundation for a lifetime of artistic appreciation.

National Visual Arts Standards



The infographic is titled "NATIONAL CORE ARTS STANDARDS" in large, colorful letters (blue, red, orange). Below the title, it lists "Dance, Media Arts, Music, Theatre And Visual Arts". The infographic is divided into five vertical columns, each representing a domain: "What Are The Standards?", "Creating", "Performing/ Presenting/ Producing", "Responding", and "Connecting". Each column has a header icon (a map of the US, "Cr", "Pr", "Re", "Cn") and a list of anchor standards. The "What Are The Standards?" column includes links for "Learn More...." and "What is the status of state arts standards revision? Learn More...".

NATIONAL CORE ARTS STANDARDS Dance, Media Arts, Music, Theatre And Visual Arts

What Are The Standards?

[Learn More....](#)

What is the status of state arts standards revision?

[Learn More...](#)

Creating

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Performing/ Presenting/ Producing

- Anchor Standard #4. Select, analyze and interpret artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

Responding

- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting

- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

[National Core Art Standards by Grade Level](#)

State Goals for Visual Arts

[Iowa Department of Education: Fine Arts Standards](#)

A comprehensive and robust visual arts curriculum will actively engage students in their own learning to develop concepts and skills through sensory awareness, aesthetic discrimination, and authentic, creative production tasks. In a rigorous process-driven vs. product-driven curriculum supported by Iowa's Fine Arts Standards, students should:

- Acquire universal skills important to lifelong success, such as communication, collaboration, creativity, critical thinking, and problem-solving.
- Formatively and continually reflect upon their own and others' artistic processes, learning how intent, artistic choices, visual media, and communication influence one another.
- Be encouraged to discover that multiple solutions exist within an artistic problem, therefore fostering innovation and creative practice.
- Examine diverse local and world art cultures and histories.
- Bolster social-emotional learning for themselves and others through studio environments supported by peer critiques and collaborative inquiry.

State Goals for Visual Arts, Continued

The fine arts are an inclusive and natural vehicle for self-expression, understanding, critical thinking, and community-building. The arts can serve as a light that illuminates students' understanding of themselves, their beliefs, their experiences, and their value in our world. Iowa's Fine Arts Standards are the result of careful consideration of highly vetted and regarded national standards, as well as determinations about the diverse needs of students and educators of fine arts in our state. The standards are specific but flexible and allow for teachers to meet the needs of their students in unique, creative, and thoughtful ways. Additionally, for the first time, the new standards unite all fine arts disciplines with a common framework and language and highlight the importance of artistic processes inherent to all of the arts. The adoption of Iowa's Fine Arts Standards will drive academic excellence, provide a rigorous framework for accomplished arts instruction, and furnish a context for evaluation that supports complex creative thinking and expression.

ICCSA Visual Arts Program Strengths

The following information was generated from review and analysis of data gathered from surveys. Those responding to surveys included elementary and secondary art teachers, students, administrators, and parents.

Academic Achievement

- Student art is being displayed in the schools, local businesses, and on digital platforms and being recognized for the quality of their work.
- Art is a valued part of the art curriculum.
- Success is found with the current art curriculum at all levels, K-12.
- Students at all levels have adequate opportunities to share their art.
- Art teachers encourage creativity at all levels, K-12.
- Art assignments/projects represent a variety of genres, styles, and cultures at all levels, K-12.

Curriculum and Instruction

- The art program introduces students to a wide variety of media, techniques, and processes and allows students multiple opportunities to produce art.
- The art curriculum is well thought out and provides opportunities for art teachers to be flexible in how to meet specific student needs, abilities, and personal interests.
- Curriculum is designed to allow differentiation in learning.
- Teachers help students develop independent thinking, problem solving, self-expression, and self-esteem.
- Teachers have a written K-12 art curriculum, standards, and K-7 benchmarks.
- Students learn about different cultures and time periods.
- High Schools offer a robust series of art courses through a variety of different medium.
- Elementary schools offer a diverse range of artistic opportunities that are developmentally appropriate.
- Art teachers are knowledgeable about their subject matter.
- Art teachers at all levels (K-12) are available to help students with their needs.
- Students are given the opportunity to express their creativity in completing assignments.

Assessment

- Students understand deadlines, working on sharing and listening skills, and meeting expectations while learning to express themselves.
Students meet the Visual Art Benchmarks (K-7).
- Art teachers communicate with parents through parent teacher conferences, end-of-year reports, and report cards.
- Students reflect on their artwork and the artwork of others.
- Rubrics exist to assess student artwork at the elementary and secondary level.

- Students receive regular teacher feedback on projects and practice in class and through canvas.

Instructional Materials

- All schools have kilns and kiln rooms.
- Art materials and equipment are current and up to date.
- A process is in place for larger un-budgeted equipment purchasing and replacements (i.e.- kilns, grinders, etc.)
- Art rooms have been updated across the district.

Professional Development

- In-service time is provided for sharing ideas and learning new strategies for teaching.
- Teachers meet as an art staff for monthly PD meetings during after school professional development time.
- Teachers have the opportunity to attend state and national Art Education Conventions.

General Management

- The art staff includes certified art specialists who are committed, qualified, and positive.
- The visual art program has a coordinator.

ICCSD Visual Art Program Limitations

Academic Achievement

- Quantifying and documenting student achievement is difficult.

Curriculum and Instruction

- Content connected to technology is not well established (K-7).
- Art curriculum is not challenging enough at all levels, K-12.
- Elementary parents are hoping for more instructional time in art.
- Instructional time needs to be evaluated at all levels (teaching minutes, class size, management).
- Curriculum, at all levels, need better race/cultural representation, gender representation, and sexual orientation representation.
- Elementary students need digital art exposure prior to moving onto junior high.
- Elementary students need more exposure to three-dimensional art.

Assessment

- Teachers need to be more transparent when communicating about progress throughout the year in the art program.

Instructional Materials and Equipment

- Art budgets at some schools do not allow for replacement of consumable and non-consumable supplies.
- Guidelines for building wide art expenditures are not set (no ranges exist); inequities exist between buildings.
- More supplies and equipment are needed to meet the needs of elementary students.
- More materials are needed at the secondary level.
- More culturally responsive lessons and materials are needed at all levels, K-12.

Professional Development

- Time is needed to explore and understand the web-based learning management systems.
- Time needs to be spent learning about and developing lesson materials for gender, sexual orientation, and

racial/cultural representation and equity.

Supports

- Principals/teachers share concerns for continued financial support for materials.
- Limited funds are available for field trips and visiting artists.
- Parents, students, and teachers share concern of limited art time.
- Teachers share concerns of limited time for working on building and community displays.
- Junior high schedules limit opportunities for students to take art electives.
- No time exists to collaborate in professional learning communities with general education teachers. (elementary)
- Limited transition time impacts student instructional time.
- There are software issues with certain art requirements. (junior high)
- Course conflicts limit access to the art program at the secondary level.

ICCSD Visual Arts District Improvement Plan

This plan outlines action steps aimed at addressing the perceived program limitations of the district.

Academic Achievement

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Contact(s)</i>	<i>Timeline</i>
Quantifying and documenting student achievement is difficult.	Develop comprehensive assessment guidelines, K-12. <ul style="list-style-type: none"> ● Identify what is to be measured from the content taught based on process and/or product. ● Establish a committee; review resources to identify options for assessments that match with district curriculum; develop an assessment system. ● Evaluate assessment systems to select and implement a single system. 	Art Coordinators and K-12 Teachers	2021-2029
Teachers need to be more transparent about the art program.	Identify communication procedures and expectations for art teachers to share information about the program and processes. <ul style="list-style-type: none"> ● Identify communication platforms. (Webpage, twitter, lesson plan, canvas) ● Create a unified plan for sharing information. ● Determine common content for shared information. 	Art Coordinators, art staff, and district IT department	2022-2023

Curriculum (content) and Instruction (methods)

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Contact(s)</i>	<i>Timeline</i>
Art curriculum is not challenging enough at all levels.	Identify concepts and skills for each grade level and compare scope and sequence between levels, K-12 <ul style="list-style-type: none"> ● Revise district guidelines for teachers to follow. ● Collect Feedback from students. ● Evaluate feedback and guidelines to determine level of difficulty. 	Art Coordinators, Art staff, and Directors of Instruction	2021-2024
Evaluate the opportunity for more elementary art instructional time.	Review with district opportunities for additional minutes to add for elementary Art Specials.	Administration, Association President, and Art Coordinators	Based on Contract Negotiations

<p>K-12 curriculum needs to address race/cultural representation, gender representation, and sexual orientation representation.</p>	<p>Provide guidance and curricular materials for lesson development. Create an equity team that would include teachers and an administrator within the art department to help answer questions, work through problems, and create uniformity.</p>	<p>Art Coordinators, administrator, and Equity Team</p>	<p>2021-2022</p>
<p>Increase digital art exposure in grades 4-7.</p>	<p>Identify specific concepts and skills of technology that can be connected to art at appropriate developmental levels; integrate into curriculum guides and units of study.</p> <ul style="list-style-type: none"> ● Review access to technology ● Secure access to technology ● Review age-appropriate digital art platforms. ● Add digital Art to the Scope and sequence 4-7 ● Present PD to Art Staff. 	<p>IT Department, Art Teachers, Directors of Instruction, and Art Coordinators</p>	<p>Spring of 2022</p>
<p>Increase exposure to 3D art in grades 3-6.</p>	<p>Review 3-D opportunities in grades 3-6.</p> <ul style="list-style-type: none"> ● Identify limitations to 3-D mediums in 3-6 classrooms. ● Secure access to 3-D materials for 3-6 art teachers. ● Apply 3-D subjects to Scope and Sequence 3-6. ● Present PD to Art Staff. 	<p>Coordinators and Art Staff</p>	<p>2024-2025</p>

Assessment

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Contact(s)</i>	<i>Timeline</i>
<p>Evaluate the Pupil Progress Descriptors (PPD) at the elementary level.</p>	<p>Identify specific concepts and skills that are more closely linked to the National Art Ed standards/ICCSD curriculum scope and sequence for appropriate developmental level and grade level.</p> <ul style="list-style-type: none"> ● Rewrite end of year strands for grades K-6. 	<p>Elementary Director of Instruction</p>	<p>Fall 2021</p>

Professional Development

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Contact(s)</i>	<i>Timeline</i>
Time needs to be spent learning about and developing lesson materials for gender, sexual orientation, and racial/cultural representation and equity.	Develop a long-term professional development plan to address these topics. <ul style="list-style-type: none"> ● Thursday inservices ● conferences/workshops ● community events and artists ● visiting artists ● Partnership with the community 	Equity team Directors of Instruction Art Coordinators Art Staff	2021-2024
Increase digital art exposure in grades 4-7.	Prepare elementary and junior high teachers to teach digital art in the classroom.	Art Coordinators and Directors of Instruction	2023-2024
Increase expose to 3D art in grades 3 -6.	Prepare and present 3D curriculum based and media examples.	Art Coordinators and Director of Instruction	2025-2026
Increase transparency about the art program.	Present common platforms and teaching practices.	Art Coordinators	2023-2024
Creating more challenging art courses.	Increase rigor in the art classroom. <ul style="list-style-type: none"> ● Teaching practices ● Content ● Methods (i.e.- Choice Based Learning) 	Coordinators, Art Staff, Community Members, and Director of Instruction	2022-2025

Instructional Materials/ Equipment/Supports

<i>Limitation</i>	<i>Recommendation and Strategies</i>	<i>Contact(s)</i>	<i>Timeline</i>
A larger range of culturally responsive lessons and materials are needed at all levels, K-12.	Work with the Equity Department to identify ways to learn about and secure more culturally responsive lessons and materials.	Art Coordinators, Equity Department	2022-2029
More supplies and equipment are needed to	Develop an evaluative cycle for materials and budget.	Administration, Director of	2022-2029

<p>meet the needs of elementary students; More materials are needed at the secondary level.</p> <p>Building budgets/supplies/equipment need to be more equitable across the district.</p> <p>Course conflicts limit access to the art program at the secondary level.</p>	<p>Develop a recommended formula to be used to determine Art budgets K-12.</p> <ul style="list-style-type: none"> ● Collect Data on current budgets district wide. ● Determine a per pupil rate recommendation ● Present recommendation to district. <p>Review course offerings and enrollment numbers based on class period at the secondary level</p> <ul style="list-style-type: none"> ● Form a committee (guidance, admin, art). ● Meet with scheduling staff to receive input and suggestions for resolutions. 	<p>Instruction, and Art Coordinators</p> <p>Administration, Director of Instruction, and Coordinators</p> <p>Administration, Guidance Department, Art Staff, and Coordinators</p>	<p>2022-2029</p> <p>2022-2023</p>
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