

K-6 Fine Arts (Music and Visual Arts) Curriculum Proposal

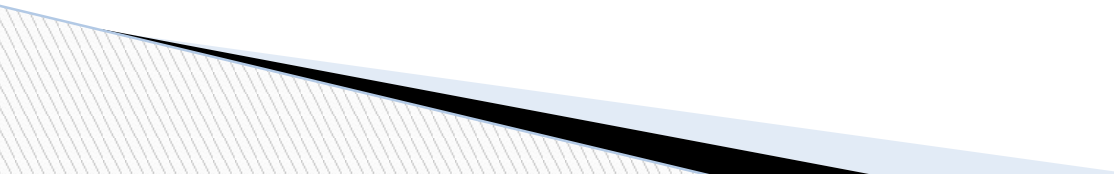
Presenters:

Eric Borchardt, Art Teacher at Hawk Hallow and Sunnydale Elementary Schools,
Alicia Kopec, K-12 Fine Arts Coordinator and Morgan Lentino, Music Teacher at
Otter Creek and Willard Elementary Schools



Purpose

Seek approval for a Kindergarten - 6th grade Fine Arts (Music and Visual Arts) curriculum for the 2017-2018 school year.



Committee Members

Jonathan Bast	Hillcrest *ESL Endorsed	Music
Lila Chavez	O'Neal	Music
Elizabeth Ellis	Centennial/ Liberty	Music
Becky Havel	Prairieview/ Elem. Band	Music
Carron Janssen	Hilltop/Heritage	Music
Morgan Lentino	Otter Creek/Willard	Music
Marnie Macke	Horizon/Heritage	Music
Rebecca Narofsky	Glenbrook/Lincoln	Music
Lynne Schefke	Laurel Hill/ Parkwood	Music
Corby Wagner	Bartlett/Sycamore Tr.	Music

Eric Borchardt	Hawk Hollow/ Sunnydale	Visual Arts
Ann Calverley	Coleman	Visual Arts
Stacey Foss	Lincoln/ Glenbrook	Visual Arts
Patty Kuropas	Oakhill/Wayne/ Glenbrook	Visual Arts
Nick Leras	O'Neal	Visual Arts
Misty Leman	Creekside	Visual Arts
Cindy Walker	Hillcrest *ESL Endorsed	Visual Arts

Rationale

New National Core Arts Standards

Support of Full-Day Kindergarten

Frameworks

NCAS
Anchor
Standards
#1- #11

4 "Buckets"
of Anchor
Standards

Focus Standards				
Ongoing Grade Level Standards: (Anchor numbers)	Creating	Presenting	Responding	Connecting
	<p>VA:Cr1: Generate and conceptualize artistic ideas and work.</p> <p>VA:Cr2: Organize and develop artistic ideas and work.</p> <p>VA:Cr3: Refine and complete artistic work.</p>	<p>VA:Pr4: Select, analyze, and interpret artistic work for presentation.</p> <p>VA:Pr5: Develop and refine artistic techniques and work for presentation.</p> <p>VA:Pr6: Convey meaning through the presentation of artistic work.</p>	<p>VA:Pr7: Perceive and analyze artistic work.</p> <p>VA:Pr8: Interpret intent and meaning in artistic work.</p> <p>VA:Pr9: Apply criteria to evaluate artistic work.</p>	<p>VA:Cn10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>VA:Cn11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>
Unit Focus Standards: (Anchor-Specific letters)	<p>The students will understand and apply the steps of the art making process.</p> <p>VA:CR1.1.Ka Engage in exploration and imaginative play with materials.</p> <p>VA:CR1.2.Ka Engage collaboratively in creative art-making in response to an artistic problem.</p> <p>VA:CR2.1.Ka Through experimentation,</p>	<p>The students will collaborate, discuss, revise, evaluate, and present work.</p> <p>VA:PR4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.</p> <p>VA:PR5.1.Ka Explain the purpose of a portfolio or collection.</p> <p>VA:PR6.1.Ka Explain what an art museum is and</p>	<p>The students will apply critique methods in responding to art.</p> <p>VA:RE.7.1.Ka Identify uses of art within one's personal environment.</p> <p>VA:RE.7.2.Ka Describe what an image represents.</p> <p>VA:RE.8.1Ka Interpret art by identifying subject matter and describing</p>	<p>The students will make cultural connections to art.</p> <p>VA:CN10.1.Ka Create art that tells a story about a life experience.</p> <p>VA:CN11.1.Ka Identify a purpose of an artwork.</p>

Focus Standards
are more detailed
and elaborate on
what skills will be
addressed within
the Anchor
Standard.

Frameworks

Questions that lead us through the process of learning.

What students will be able to do throughout their journey of learning within the unit/lesson.

Learning Goals	
Essential Questions:	What is art? Who creates art? What materials can we use to make art? Where can art be found? Why is art important? What is a portfolio?
Enduring Understandings: (I want the students to know...)	<ul style="list-style-type: none">• People create art to share feelings and ideas.• Art can be created individually or by a group.• Art involves safe experimentation with materials and tools.• Art can be found in many places.• Developing a collection of artwork is based on personal choice and reflects growth.
Learning Objectives: (“I can” Statements and Skills)	<ul style="list-style-type: none">• Use vocabulary to explain art making process• Understand art is used to tell a story• Use sensory exploration and multiple processes to make works of art• Use a variety of tools safely and appropriately• Recognize art represent different cultures and times• Understand that artists can work individually or in groups• Judge art through concepts and vocabulary• Self-evaluate

What we want our students to know and understand...

Academic Vocabulary

Academic Vocabulary:

Color, Drawing, Shape (squares, circles, triangles, rectangles, hexagons), Primary Color, Painting, Form (cubes, cones, cylinders, and spheres), Portfolio, Collage, Value (light/dark), Line, Sculpture, Media/Medium, Texture

Assessment

Assessment Examples:

(Students can...)

Formative

Formative assessments are ongoing and at the discretion of the teacher. Suggestions for formative assessments involving content vocabulary include: questioning, teacher observation of student discussions, flash card and word wall activities.

Summative

Summative assessment will include teacher review of students' artwork produced each trimester. Other summative assessments are at the teacher's discretion. Suggestions for summative assessments include: critique (whole, group, small group, individual); presentation (individual, small group); essay; written exam; and portfolio review.

Suggested Assessments

Materials and Resources

Suggested Materials

SRA Art Connections, School Arts magazine, Arts & Activities magazine

<http://educationcloset.com/> www.theartofed.com/
www.ilaea.org <http://www.arteducators.org/>

NAEA, Google.com, Art Posters Portfolio, Google Images

Handouts from Dr. Marilyn G. Stewart [HELPING STUDENTS THINK, TALK \(AND EVEN WRITE\) ABOUT ART](#), March 1, 2002

Professional Development

Logistics	Elements of Professional Development
<ul style="list-style-type: none">• 2 District Collaborative Days• 2 Professional Practice Days (optional)• 4 PLCs	<ul style="list-style-type: none">• Curriculum and Assessment• Pedagogy

Resources

Selected Resource: Quaver Music

Item	Quantity	Unit	Total
Quaver Music's K-6 General Music Resources w/ 5-year license	42	\$7,500.00	\$315,000.00
Shipping for Offline Resources, Quaver Unplugged, to each school	1	\$627.90	No Charge
On-site Professional Development Package	6 Training Days	\$18,000.00	No Charge
Total Cost for Elgin School District U-46 Before Savings			\$333,627.90
Total Savings			-\$18,627.90
Total Cost			\$315,000.00

Recommendation for Implementation

2017-2018	2018-2019
<ul style="list-style-type: none">• Curriculum and assessment rollout• Ongoing professional development• Monitor Implementation of instructional resources	<ul style="list-style-type: none">• Monitor and assess effectiveness and use of curriculum and assessments• Ongoing professional development

