

The background of the slide is a light blue gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered on the page.

# **K-HIGH SCHOOL ART CURRICULUM REVIEW COMMITTEE**

RECOMMENDATION TO THE IMC

MARCH 28, 2017

# MEMBERS OF THE COMMITTEE

- JACQUE BORGENS, ART TEACHER MARK TWAIN ELEMENTARY
- KRISTY BAKER, ART TEACHER, PASCO HIGH SCHOOL
- AUTUMN LAWRENCE, ART TEACHER MAYA ANGELOU ELEMENTARY
- LINDA GROVER, ART TEACHER VIRGIE ROBINSON ELEMENTARY
- HEATHER BAIRD, ART TEACHER FRANKLIN STEM ELEMENTARY
- BARBARA PIERCE, PRINCIPAL MARK TWAIN ELEMENTARY

# PROCESS FOR SELECTION

- DESIGNATED WHICH WA STATE STANDARDS WERE
  - PRIORITY (MOST IMPORTANT)
  - SUPPORTING (SECONDARY IMPORTANCE)
  - ADDITIONAL (TEACH IF TIME ALLOWS)
- SURVEYS FOR TEACHERS & PARENTS
  - REVIEW DATA FROM TEACHER & PARENT SURVEYS
  - COMPLETE NARRATIVE STATEMENT SUMMARY
- COMPLETE NEEDS ASSESSMENT
  - ALIGN SPIRAL PRIORITY STANDARDS PER GRADE LEVEL

# PROCESS FOR SELECTION (CONT.)

- CREATED A PRE-SCREENER
- RESEARCHED WEBSITES, PUBLISHERS, AND PERIODICALS
- COMPLETED PRE-SCREENERS AND CREATED SUMMARY OF TOP SELECTED MATERIALS
- CREATED CURRICULUM REVIEW SURVEY FOR STAFF
- COMPLETED BIAS SCREENER FOR THE TOP SELECTED MATERIALS/CURRICULUM

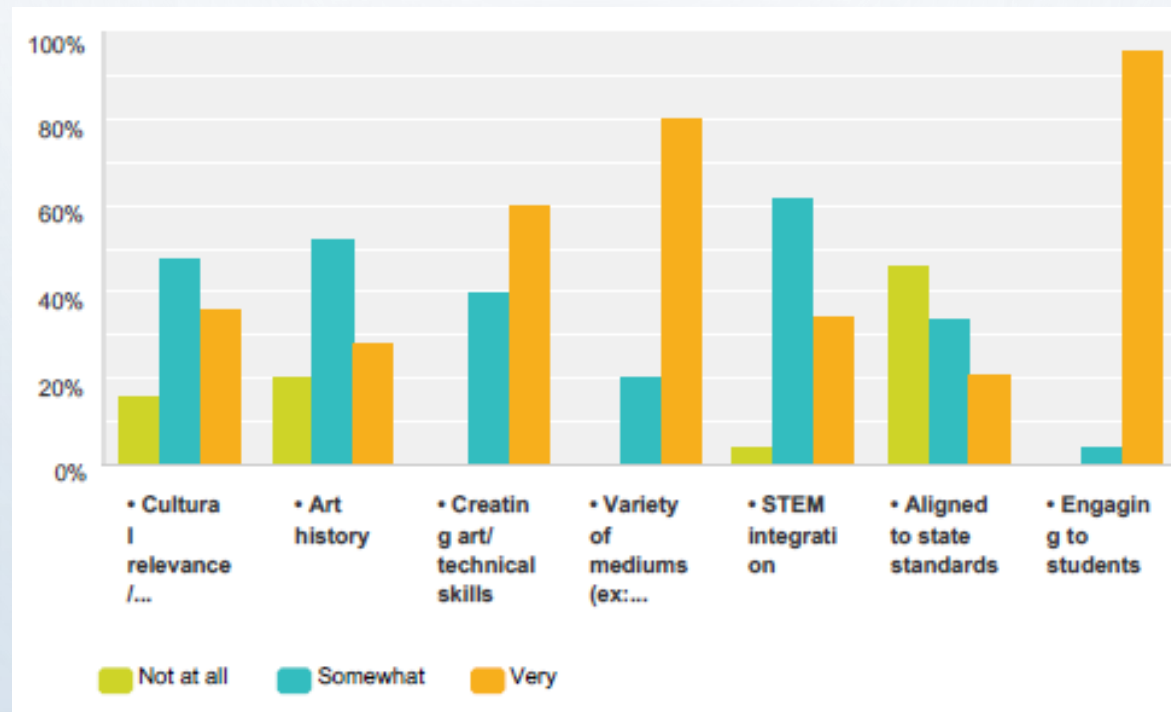
# WA STATE STANDARDS

- AFTER LOOKING THROUGH THE WA STATE STANDARDS, WE DETERMINED WHICH STANDARDS STUDENTS NEEDED TO MASTER BY THE END OF THE SCHOOL YEAR FOR K-6, 7-8 AND HIGH SCHOOL. THESE BECAME OUR FIRST “PRIORITY”.
- THEN, WE DETERMINED THE “SUPPORTING” (SECOND MOST IMPORTANT) SET OF STANDARDS.
- FINALLY, WE DETERMINED ANY “ADDITIONAL” STANDARDS THAT COULD BE TAUGHT IF TIME ALLOWED.

# ELEMENTARY PARENT SURVEYS

WE CREATED A QUESTIONNAIRE FOR PARENTS REGARDING THEIR OPINIONS OF THE CURRENT ART EDUCATION PROGRAM, AND WHAT THEY WOULD LIKE TO SEE IN AN ART CURRICULUM.

- THE PARENT SURVEY SUMMARY INDICATED:
  - THAT THERE WAS NOT ENOUGH TIME ALLOCATED FOR ART.
  - THEY WOULD LIKE TO SEE ART INTEGRATED WITH MORE CONTENT AREAS.
  - PARENTS FELT THAT ART WAS A VERY IMPORTANT ASPECT TO THEIR CHILD'S EDUCATION. THERE WAS NOT AN OPTION TO HAVE ART IF THEY WERE IN BAND OR STRINGS.
  - THEY BELIEVED THAT ENGAGEMENT, TECHNICAL SKILLS, VARIETY OF MEDIUMS, INTEGRATION AND CULTURE DIVERSITY WERE RELEVANT COMPONENTS TO THE ART EDUCATION.



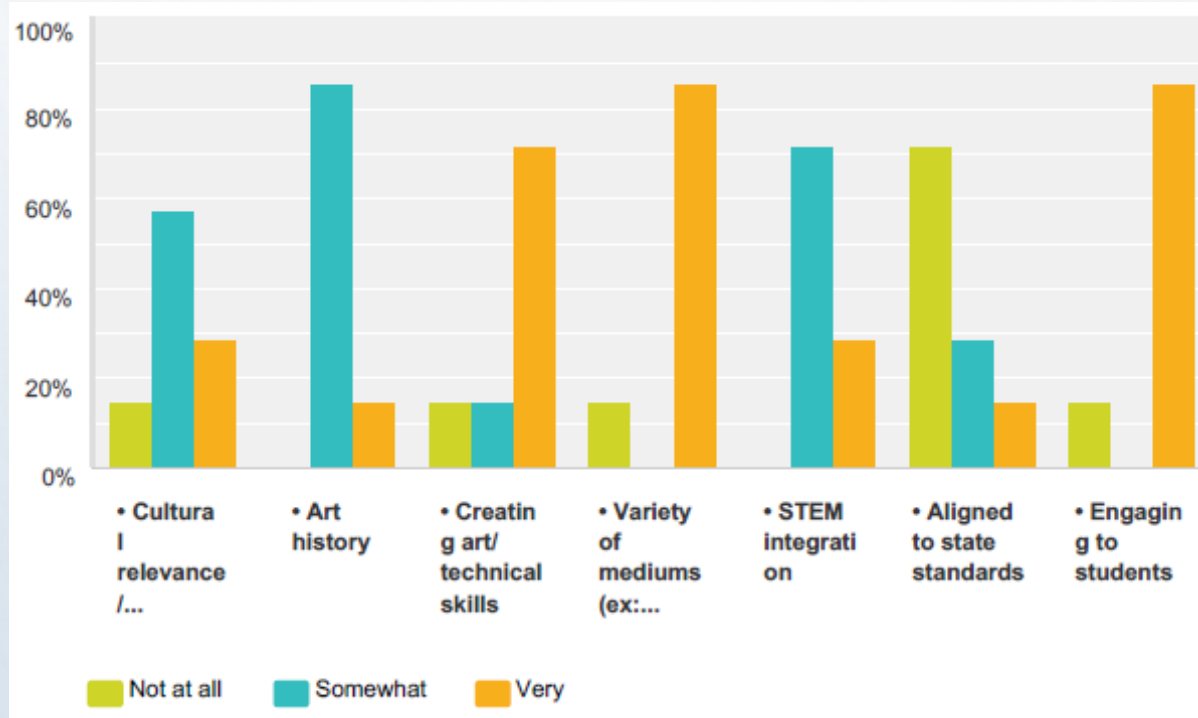
# ELEMENTARY PARENT SURVEYS

- PARENT RESPONSES:

- “I FEEL LIKE ONCE A WEEK ISN'T MUCH TIME FOR THEM TO DO ART. CHILDREN NATURALLY GRAVITATE TOWARDS ARTIST ACTIVITIES AND IT IS SAD TO SEE THEM ONLY GET A SMALL AMOUNT OF TIME TO WORK WITH DIFFERENT MEDIA IN THE ART CLASS ENVIRONMENT”
- “I AM CONCERNED THAT MY 4<sup>TH</sup> GRADER HAD TO CHOOSE BETWEEN ART AND CHOIR.”
- “ART IS NOT CONSISTENT ACROSS THE DISTRICT.”
- “I LOVE THAT MY CHILDREN ARE ENCOURAGED TO PARTICIPATE IN ART REGARDLESS OF THEIR NATURAL TALENT AND ABILITIES.”

# MIDDLE SCHOOL PARENT SURVEYS

- PARENT SURVEY SUMMARY INDICATED:
  - THAT NOT ENOUGH TIME WAS ALLOCATED FOR ART
    - DUE TO SCHEDULE CONFLICTS
    - NOT BEING OFFERED IN THE SCHEDULE/BUILDING
    - STUDENTS MUST CHOSE BETWEEN ART OR BAND/STRINGS





# MIDDLE SCHOOL PARENT SURVEYS

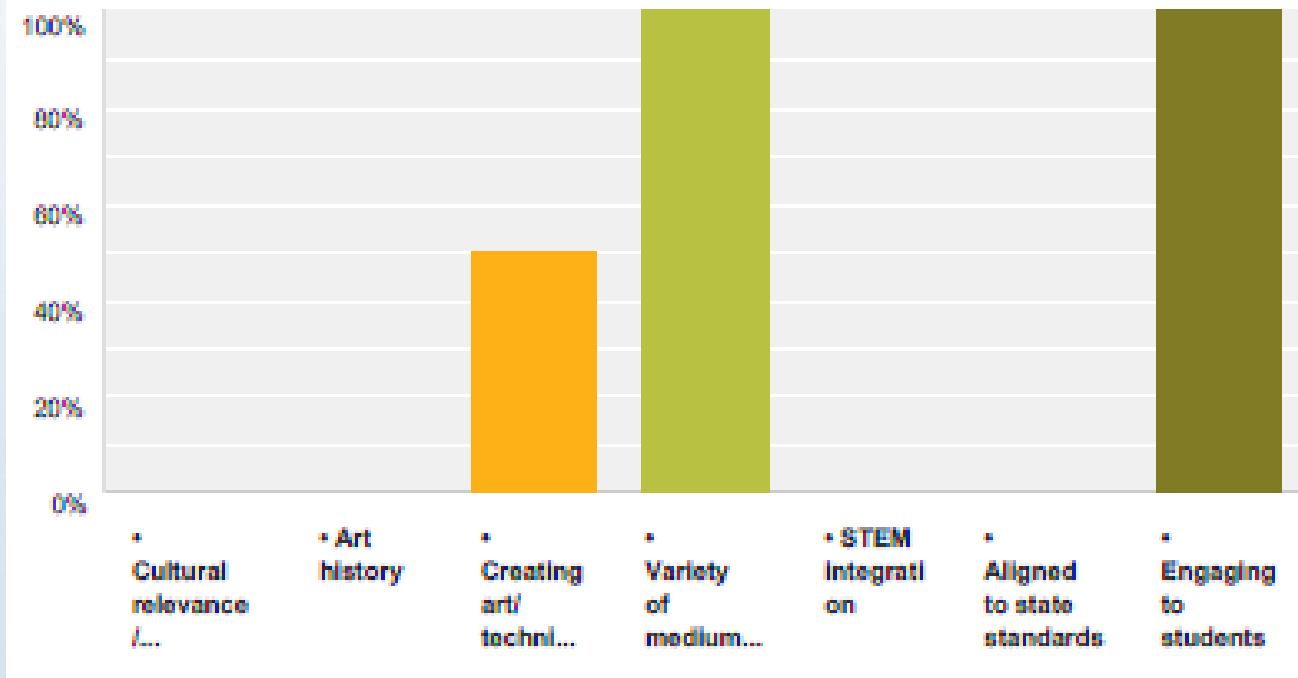
- **PARENT RESPONSES:**

- “MY STUDENT HAS NOT BEEN ABLE TO TAKE ART CLASSES BECAUSE OF SCHEDULE ISSUES.”
- “ART IS NOT OFFERED AT STEVENS, WHICH IS UNACCEPTABLE. ART ALSO WOULD NOT BE AVAILABLE TO STUDENTS IN BAND OR CHOIR IF OFFERED.”
- “MY STUDENT RARELY GETS A CHANCE TO ENGAGE IN VISUAL ARTS, BUT THAT IS BECAUSE WE’VE CHOSEN TO DO CHOIR AND BAND INSTEAD.”
- “ONLY THAT IT IS NOT OFFERED TO EVERY CHILD THAT WANTS TO TAKE IT AND IT IS OFFERED TO SOME THAT DON’T WANT TO TAKE IT.”
- “THERE ISN’T ENOUGH IN ANY SCHOOL.”
- “MORE ART CURRICULUM SHOULD BE INCLUDED IN ALL CHILDREN’S EDUCATIONS”
- “MORE CLASSES AND INSTRUCTION AVAILABLE SCHOOL-WIDE.”

# HIGH SCHOOL PARENT SURVEYS

- **PARENT SURVEY SUMMARY INDICATED:**

- PARENTS WOULD LIKE TO SEE A CURRICULUM THAT IS ENGAGING AND OFFERS A VARIETY OF ART OPPORTUNITIES.
- PARENTS WOULD LIKE TO SEE OTHER ART MEDIUMS OFFERED; SUCH AS CALLIGRAPHY, GRAPHIC DESIGN, AND PRINTMAKING.
- PARENTS WANTED MORE OPPORTUNITIES FOR STUDENTS TO CHOOSE THEIR ART CLASS INSTEAD OF GETTING PUT IN A CLASS THEY DON'T REALLY WANT AND MISSING OUT ON A CLASS THEY WOULD PREFER.



# HIGH SCHOOL PARENT SURVEYS

- **PARENT RESPONSES:**

- “I WISH THERE WERE MORE OPPORTUNITIES FOR STUDENTS TO CHOOSE THEIR ART CLASS INSTEAD OF GETTING PUT IN A CLASS THEY DON'T REALLY WANT AND MISSING OUT ON A CLASS THEY WOULD PREFER.”
- “I WOULD LIKE TO SUGGEST CALLIGRAPHY AS ANOTHER ART MEDIUM.”

# STAFF SURVEY

22 ART TEACHERS OFFERED FEEDBACK TO THIS PROCESS.

- ONLY 1 OUT OF 22 ART TEACHERS HAVE A 1:1 RATIO TO CURRENT ACCESS TO TECHNOLOGY IN THE ART ROOM.
- 61% SPEND THEIR TIME SUPPLEMENTING THEIR ART PROGRAM RESEARCHING RESOURCES, SUCH AS: WEBSITES, HOW-TO-BOOKS, ART COLLEAGUES AND LITERATURE.
- 0% USE TEXTBOOKS SINCE THEY ARE UNAVAILABLE
- 65% PREFERRED DIGITAL AND/OR PRINT TEXTBOOKS OPTIONS

# ART STAFF SURVEY

## Must Haves 1<sup>st</sup> Priority:

- o In order to teach a variety of mediums, we need a designated art room that does not get taken away by overcrowding. Art on a cart severely limits an art program.
- o Full funding to support curriculum and art supplies/consumables
- o 1:1 Technology (a designated COW only for use in the art room)

# ART STAFF SURVEY

## LIKE TO HAVE A CURRICULUM THAT:

- IS VERTICALLY ALIGNED AND MATCHES STATE STANDARDS
- IS DIFFERENTIATED AND APPROPRIATE FOR EACH GRADE LEVEL
- IS ENGAGING AND RELEVANT
- MEETS THE NEEDS OF ALL STUDENTS
- HAS A VARIETY OF MEDIUMS
- HAS INTEGRATION OPTIONS WITH OTHER CONTENT AREAS
- HAS QUALITY VISUALS
- HAS ASSESSMENTS AND RUBRICS

# NEEDS ASSESSMENT & PRE-SCREENER

- BEFORE WE COULD MAKE A PRE-SCREENER, WE DETERMINED THE ART SKILLS (TECHNICAL, FINE MOTOR SKILLS, ART KNOWLEDGE, SAFETY, COMMUNICATION/LISTENING, AND ORGANIZATION) NECESSARY FOR EVERY GRADE LEVEL K-12
- BASED ON THE NEEDS ASSESSMENT AND STAFF RESULTS, WE CREATED A PRE-SCREENER TO OUTLINE OUR CRITERIA FOR AN ART CURRICULUM.

# PRE-SCREENER

## Pre-Screening Rubric

Title: Davis	Publisher: Davis Copyright: 2016		Grade Levels: K-12	
Our Values	<b>Overall 4/4</b>	Extras	<b>Y/N</b>	
Aligned to National/State Standard and grade level appropriate, vocabulary, art history, culture	Y	Careers connections	y	
Variety of Mediums	y	Additional websites	y	
Spirals through the grade levels/teacher friendly	Y	Artists Profiles	y	
Modification: <u>SpED</u> , Gifted extensions, variations	y	English/Spanish Vocabulary Cognates	y	
Content integrations and other art integration	y	List of Trade books Resources	y	
Assessment/Rubrics	y	Early Finisher Extensions/Variations	y	
Prints/Visual Aids/Other resources	y			

Y = Yes N=No S=Somewhat / overall Score:4=All (7+criteria) 3=Most (5-6) 2=Some (3-4) 1=Little to None (<3)



# SELECTION & WHY

WE HAVE CHOSEN DAVIS ART K-12 CURRICULUM FOR THE FOLLOWING REASONS:

- DAVIS K-12 ART CURRICULUM IS A COMPREHENSIVE ART CURRICULUM
- IT IS ALIGNED TO STATE AND NATIONAL STANDARDS
- IT OFFERS A VARIETY OF ART TECHNIQUES, STYLES, MEDIUMS, ARTIST PROFILES, CAREER CONNECTIONS AND ART HISTORY
- IT OFFERS MODIFICATIONS FOR SPED, GIFTED AND ELL LEARNERS
- IT PROVIDES WAYS TO INTEGRATE WITH OTHER CONTENT AREAS
- IT PROVIDES OPPORTUNITIES FOR STUDENTS TO CRITIQUE AND DISCUSS ART

# SELECTION & WHY (CONT.)

WE HAVE CHOSEN DAVIS ART K-12 CURRICULUM FOR THE FOLLOWING REASONS:

- IT PROVIDES OPPORTUNITIES FOR EDUCATORS TO ASSESS STUDENT LEARNING WITH RUBRICS AND OTHER ASSESSMENTS
- IT IS OFFERED IN PRINT AND DIGITAL FORMAT WITH A LIBRARY OF OVER 35,000 QUALITY FINE-ART DIGITAL PRODUCTIONS
- IT IS VERTICALLY ALIGNED THROUGH THE GRADE LEVELS
- DAVIS WAS WRITTEN BY ART EDUCATORS AND WORKING ARTISTS
- IT PROVIDES A FOUNDATION OF ART, ESPECIALLY FOR NEW ART TEACHERS

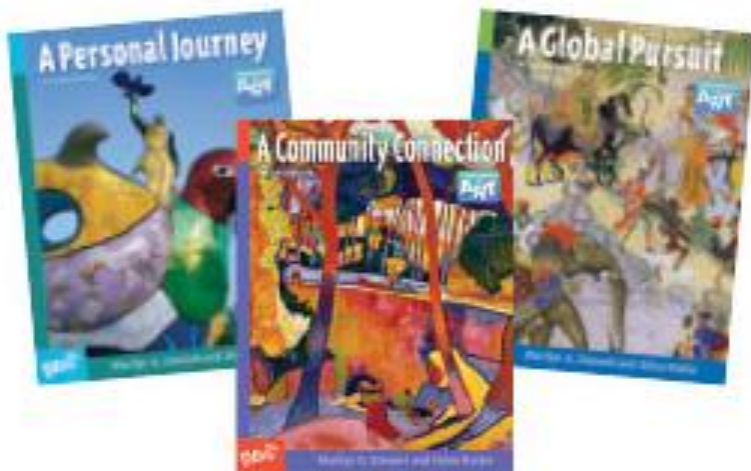
# ELEMENTARY PROGRAM:

“DAVIS’ [EXPLORATIONS IN ART](#) SETS A NEW STANDARD IN K–6 ART TEXTBOOK PROGRAMS, WITH MORE STUDIOS, MORE ART IMAGES, MORE ART CRITICISM BASED ON IMAGES—BOTH FINE ART AND STUDENT ARTWORK—AND MORE STUDENT ARTWORK THAN ANY OTHER K–6 ART TEXTBOOK PROGRAM.”



# MIDDLE SCHOOL PROGRAM:

“DAVIS’ [EXPLORATIONS IN ART](#) (6-8) PROVIDES THE TYPE OF RELEVANT, ENGAGING LEARNING THAT IS SO CRITICAL TO MOTIVATING THE MIDDLE SCHOOL/JUNIOR HIGH STUDENT. WE KNOW THAT HANDS-ON LEARNING IS THE FOUNDATION OF THE MIDDLE SCHOOL ART PROGRAM. A WIDE RANGE OF DYNAMIC STUDIO ACTIVITIES FOCUSES ON ISSUES AND IDEAS OF PARTICULAR INTEREST TO THE MIDDLE SCHOOL AGE GROUP.”



# HIGH SCHOOL PROGRAM:

"[DAVIS STUDIO SERIES](#) FITS ART TEACHERS' DIVERSE INSTRUCTIONAL NEEDS, TEACHING STYLES, AND CLASSROOM CONFIGURATIONS, WHILE ENCOURAGING STUDENTS TO EXPLORE THEIR OWN UNIQUE STYLES AND INTERESTS."



# NOT SELECTED & WHY

**RATIONALE: WE WANTED TO BE ABLE TO HAVE THE SAME ART CURRICULUM VERTICALLY ALIGNED: KINDERGARTEN - 12<sup>TH</sup> GRADES.**

- GLENCOE-MCGRAW HILL WAS NOT SELECTED BECAUSE THEY ONLY OFFERED HIGH SCHOOL LEVELS. ALSO, THIS CURRICULUM IS ONLY OFFERED IN DIGITAL FORMAT.
- PEARSON IS NO LONGER PUBLISHING THEIR ART CURRICULUM. THE LAST EDITION WAS PRINTED IN 2005.
- SCHOLASTIC ONLY OFFERS A MONTHLY MAGAZINE FOR GRADES 9-12.
- DEEP SPACE SPARKLE WEBSITE DID NOT MEET OUR PRE-SCREENER CRITERIA. IT ONLY OFFERS PRE-K THRU 6<sup>TH</sup> GRADE.

# BIAS SCREENER RESULTS

- DAVIS MET THE OVERALL CRITERIA, IS FAIR AND EQUITABLE IN REPRESENTING DIVERSE POPULATIONS.
- HOWEVER, THERE WAS LIMITED REPRESENTATION OF NON-TRADITIONAL FAMILIES AND PEOPLE WITH DISABILITIES.
- THE TEXTBOOKS OBTAINED DIVERSITY THROUGH A VARIETY OF HISTORICAL AND CURRENT ARTWORKS, STUDENT ARTWORKS AND ARTISTS' PROFILES.



# CURRICULUM SURVEY RESULTS

- IN PROGRESS





# NEXT STEPS

- ART TEACHERS MUST HAVE A DESIGNATED ART ROOM FOR EVERY ART TEACHER IN EACH BUILDING.
- EACH ART ROOM NEEDS A COW/TECHNOLOGY FOR EVERY STUDENT.
- CONSUMABLES NEED TO BE PURCHASED ANNUALLY WITH A BUDGET THAT SUPPORTS THE DAVIS ART CURRICULUM.
- KEEP LICENSES FOR DIGITAL ACCOUNTS UPDATED AND CURRENT.
- PLAN CONSISTENT PROFESSIONAL DEVELOPMENT, WHICH MUST HAVE DISTRICT-DESIGNATED MEETING TIMES FOR ALL ART TEACHERS AT ALL GRADES LEVELS K-12.

# RECOMMENDATION

THE ART CURRICULUM REVIEW COMMITTEE IS SEEKING A MOTION TO RECOMMEND THE ADOPTION OF DAVIS ART K-12 CURRICULUM (DIGITAL AND PRINT OPTIONS).