

School Board Meeting/Workshop:

May 8, 2017

Subject:

Art REFLECT Report

Presenters:

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Teaching and Learning
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Art Instructors**

SUGGESTED SCHOOL BOARD ACTION:

Report only.

DESCRIPTION:

The district's continuous improvement process includes seven different phases designed to assist all programs in developing and refining excellence for the students of BHM Schools. Those phases are REFLECT, RESEARCH, PILOT, IMPLEMENT, ADJUST, MONITOR, and EVALUATE.

Each phase of the process identifies specific desired outcomes and related tasks to achieve those outcomes for the program to be prepared to continue to the next phase of improvement. There are two opportunities within the Continuous Improvement Process (CIP) for the programs to prepare and present information to the school board either as reports or as recommendations for curriculum adoption proposals.

The art program recently completed the phase of REFLECT. During this time, teachers examine program strengths and limitations and current research in the field, as well as revised state or national standards. This research of best practice, along with the examination of current strengths and program limitations, then helps to formulate a recommended program improvement action plan for the next phase of the continuous improvement process.

At Monday's board workshop, art instructors will be sharing current BHM art program offerings, an overview of the standards and program strengths and limitations as defined by data they have collected both internally and externally.

Assisting with the presentation by representing the BHM art instructors will be BHS Art teachers Jon Holtz and John Gunderson.



ART DEPARTMENT
2017 REFLECT REPORT

BACKGROUND INFORMATION

Art education opportunities exist at every building in the district. These opportunities vary at different levels. At five of our elementary schools (Discovery, Hanover, Montrose, Northwinds, & Parkside), K-5 classroom teachers use the SRA Art Connections curriculum to guide their art lessons. At Tatanka, there is a full-time art specialist who instructs students approximately every 3-4 days. Hanover, Northwinds, and Parkside hire an 'Artist in Residence' each year through various funds. Discovery hires an 'Artist in Residence' every 3 years. In addition to hiring an 'Artist in Residence', Discovery and Hanover also use parent volunteers to guide an Art Adventure program. This is a program that is offered through Minneapolis Institute of Art. It allows students to view various works of art and see different style techniques. Volunteers are trained to discuss artists' styles and compare and contrast various pieces of art. Students may see the volunteers 4-8 times in a year.

BCMS has a variety of STEAM (Science, Technology, Engineering, Art, and Mathematics) course offerings and all of our 6th grade students take one quarter of STEAM Art. In 7th grade, all BCMS students take one quarter of art. Art 7 includes topics of representational art, non-representational art, abstract art, basic ceramics, collage, painting, and drawing. Prior to the current school year, 8th grade art was a required course. In an effort to promote student choice, two elective courses are now offered. Eighth graders can choose from a variety of elective courses that include two art options - 2D and 3D art. The 2D art course includes topics of drawing, painting, collage, and mixed media. The 3D art course includes topics of ceramics, pottery, sculpture, metals, as well as mixed media. In addition to the courses offered at BCMS, our teachers provide after school clubs (art club and mural club) for our students.

BHS students are required to complete one credit of a course in The Arts as a graduation requirement. BHS offers a [variety of elective art courses](#) that will fulfil this requirement. The art course offerings at BHS include:

- Art One
- Animation
- Ceramics One
- Ceramics Two
- Ceramics Three
- Drawing One
- Drawing Two
- Extended Day Art
- Jewelry and Small Sculpture
- Painting One
- Painting Two

The BHM Arts Magnet Program also offers Arts Foundations, Dance, Theater, and an Art Capstone course for our students.

STATE STANDARDS AND REQUIREMENTS

The [Minnesota Academic Standards in the Arts](#) are arranged into four strands:

1. Artistic Foundations
2. Artistic Process: Create or Make
3. Artistic Process: Perform or Present, and
4. Artistic Process: Respond or Critique.

The state standards will be revised during the 2017-2018 school year. Districts have the choice of using state or local standards for The Arts. The district has chosen to adopt the state standards to guide curriculum decisions.

BHM EVIDENCE OF ACHIEVEMENT

At the different elementary sites and grade levels in the BHM school district there are a variety of ways to assess art. Some grade levels use rubrics to determine levels of proficiency in art and others use art portfolios to see growth in art from the beginning of the school year until the year's end.

Secondary art teachers see evidence of achievement in a variety of ways. We see achievement through student enjoyment, problem solving, reflection and continued interest in art. When students were asked to rate their level of agreement to the statement "I have enjoyed my experience in art", it was reaffirming to see that "strongly agree" was the most common response. 89.3% of the responses were that students agreed or strongly agreed with the

statement.

Students at BCMS create pieces of art while also learning the importance of the artistic process. Students are engaged in planning, creating, and reflecting as they develop their products. In their sketchbooks, ([example linked here](#)) BCMS students are provided learning targets to guide their development and they are given the opportunity to think and write about their progress. Student achievement is measured through their written plan and reflection.

In addition to developing art skills and allowing students to practice reflection, we are encouraging creative problem solvers. When asked, 77.7% of students in grades 6-12 reported that they agree or strongly agree that art courses have provided them with problem solving skills that they are able to use in other courses and other aspects of life.

At BHS, students have visual evidence of achievement and growth as they document their progress over a three week drawing unit. Students also have evidence of their evolution of student artistic voice over a four year period. Along with the growth that happens in our classrooms, we celebrate the growth and success that happens as our students continue their journey. As an art department, we are pleased to see that we spark interest and provide pathways for students. It is an achievement to see our students develop and share the passion we have for art. Some examples of our former students' advancement in the arts include:

Kelsey Bergman works at Hybrid Animation Studios in Minneapolis

Jessy Johanneck runs The Pottery Farm in Maple Lake

Lilly Lund and KrisAnn Biorn are both licensed art educators

Brandon McClellan is a professional artist and travels the world with the art of glass blowing

Tommy Jaszczak is a professional potter that has work exhibited around the country

Karl Jaeger is graduate of BHS whose artwork can be seen locally and across the state.

STATE AND NATIONAL TRENDS

One current trend across the nation is Teaching for Artistic Behavior - commonly referred to as TAB. TAB is a choice-based approach to teaching art that balances instruction with exploration while teaching students to think like an artist. The art teacher will first teach several techniques in a given medium and after exposure to a variety of techniques, the student is asked to design a project. The project is fairly open to whatever the student would like to create with the given medium. This freedom can be the potential stumbling block for kids who are used to following a very concrete plan of steps that lead everyone to the same result. The ideas behind TAB can

be seen throughout our district. Mrs. Carlson is introducing this teaching method at Tatanka Elementary, BCMS is currently using a modified-TAB classroom which gives students more choice, but provides structure that eases them into the freedoms and responsibilities that come in a TAB classroom. BCMS has two elective art courses considered to be full TAB as the choice-based style of instruction. Students are given a medium to work with and create freely under technique parameters supplied by the teacher. 6th and 7th graders receive “modified TAB” curriculum with less choice-based art education and more structure given to support them in learning the foundations. At BHS, students are beginning to see TAB methods in ceramics courses.

Technology is a constantly growing and changing field that impacts all teachers - and art teachers are no exception. iPads, cell phones, apps, etc. are influencing the art field at large. iPads at the middle school level are supplied and utilized daily for art research, printing, photography, portfolios, and writing about artwork.

PROGRAM STRENGTHS

Art includes elements of the 4 C’s (Creativity, Collaborate, Critical Thinking, and Communication) which are part of the 21st Century Skills. Elementary students not only find art to be fun, but it gives them time to be hands on during the school day. On recent surveys, both parents and students commented that they would like to see more time devoted to art at the elementary level. Lessons and units are based on the elements and principles of art and design. This gives the students a strong vocabulary foundation for their secondary art experiences. Lessons also include art history, use a variety of media, and can be adapted to connect to the classroom teachers’ other subjects. For each elementary grade, there are core lessons that all teachers use and optional lessons are suggested as well. At TES, [Mrs. Carlson](#) is able to deliver the same programming as the other schools, but because of being part of the specialist rotation students may have more time in art class.

A strength of our secondary art program is that we are able to provide students with an enjoyable experience that promotes creativity. Our survey asked students to choose the reasons that they believe art classes are important. 90.3% of students chose “creativity and enjoyment” as a reason that they value art classes.

Program strengths at the middle school include TAB and STEAM based curriculum. The sixth grade STEAM art course is requirement at our middle school. This course builds on the foundation that Tatanka’s STEM school provides in the areas of Science, Technology,

Engineering and Math. Topics in the sixth grade STEAM art course include physics of light/color, use of iPads as a technology tool, understanding the construction and engineering involved in the armature of a sculpture, geometry, and measurements. BCMS teachers use a modified TAB approach in their courses and provide a variety of multidisciplinary opportunities to our middle school students.

While exposing our middle school level students to TAB and STEAM curriculum, we offer a variety of projects and artistic media in covering the art standards. The four middle school courses provide painting, drawing, ceramics, basic metals, sculpture, collage, and mixed media arts. Included in our art courses, BCMS offers two eighth grade art electives. What we have heard as feedback from parents is a preference overall to see their children having more choice in classes they register for at the middle school level. Administration and teachers have been looking at making changes to provide them with more choices. With the 2016-2017 school year, it has become a choice to take art in 8th grade instead of a requirement. If students do choose to take art, they can decide between 2D Art and 3D Art. Our two-dimensional class offers mainly painting and drawing. Our three-dimensional art class provides students with ceramics and rudimentary metals experience. With this opportunity to take art as an elective, the middle school art classrooms are now equipped with pottery wheels and kilns, unlike many surrounding middle schools. This provides the students with some background knowledge of working in a ceramics setting before enrolling in art courses at BHS.

PROGRAM LIMITATIONS OR CHALLENGES

Currently, only one elementary building in the district offers an art specialist. The remaining buildings rely on classroom teachers to teach the art lessons, as well as all other curricular areas. In examining parent surveys, parents repeatedly mentioned the desire for an art specialist in each building. Some elementary buildings have brought in an artist in residence (building funded) to teach additional art skills, but this is not a consistent practice in all elementary buildings. Availability of funds to hire an artist in residence is sometimes a deterrent. Some PTOs have used funds to cover the cost. The funding for consumables and resources varies by building and supplies aren't always available when needed. Because the materials that we are using need to be replaced more frequently than other subjects.

Some limitations in the Art program begin with limited funding. As we are working to provide students with more options and opportunities we do not always have the funding necessary to be successful. Photography and design classes are offered as an Art course at many similar sized Minnesota high schools. Currently Buffalo High School offers Visual Technology through

the Technology Education department which covers some photography and digital media. Media Arts are included in the state standards and we are not offering these options as Art classes.

NEXT STEPS

Next year, the art department will be in the Research Phase of the CIP cycle. During that time, the art department is looking at researching:

- Best practices in art instruction
- Elementary: ways to incorporate art in other subject areas, communication about the art curriculum with parents, & ways to maintain supplies
- Secondary: TAB and choice-based options
- Technology: Digital and Media Art opportunities