
PROGRAM VISION STATEMENT

We believe that all students benefit from the expression, connection and reflection that happens through art. Teachers work to help all students find enjoyment, understanding and perspective as they develop their craft and skill to express their own creative voice. Through the art program of Buffalo-Hanover-Montrose schools, students will:

- explore the cultural diversity that comes with art,
- develop the transferable skills of risk taking, critical thinking and problem solving,
- express ideas and emotions with various media,
- work through the design process by engaging and persisting,
- make interdisciplinary connections,
- collaborate, think critically and communicate.

BACKGROUND OF PROGRAMMING IN BHM SCHOOLS

The last implementation of new art resources was in 2004-2005. Elementary adopted SRA art materials. Staff development was provided by Lois Seashore, who was a BHM elementary teacher at the time, for elementary level for the first 2 years of implementation. The last adoption cost was \$39,000 for the SRA teacher and student materials for K-6. Grades 7 and 8 has moved from trimester to quarter art, and created two new art electives for 8th graders since 2005.

After 15 years, there has been drift from the original program and scope and sequence set by the district team. Newer elementary teachers to the district are sometimes unclear about the art expectations. Changes made to other content areas impacted the amount of time that some teachers commit to art instruction. Updating current resources and documents would provide an opportunity to clarify expectations. At the secondary level, there are needs for new or updated resources to provide high quality art experiences for recently developed courses.

PROGRAM STANDARDS

The K-12 MN Arts State Standards focuses on 5 art areas; dance, media arts, music, theater, and visual arts. The 5 arts areas are not required at all grade levels. The standards are expected to be implemented before or during the 2020-2021 school year. The strands of arts instruction woven into all arts areas and grades includes foundations, create, perform, respond, and connect. There has been a shift from grade-banded to grade specific benchmarks which

means changes for how the arts are mapped.

The following is an examples of one of the state standards' benchmark as it progresses through the grades.

- Kindergarten: Create art that communicates an idea using artistic foundations.
- Middle School: Using artistic foundations, create artwork that combines images and words to communicate a specific idea.
- High School: Synthesize visual literacy strategies and conceptual intent to create artwork for a specific purpose.

SUMMARY OF PROCESS FOR REVIEW OF INSTRUCTIONAL RESOURCES

The field of vendors with art programs is dwindling, but the open source curriculum websites are increasing. There was one curriculum company, Davis, that still provides a traditional curricular visual art program. The K-5 team decided to pilot that program for the first half of the year. Before the pilot began, the team had researched best practices in art instruction. This included looking at research that would help elementary classroom teachers who have little to no art education background. The team developed a “look-fors” document to assist in finding a program that would benefit teachers of art with a variety of skill levels. During the pilot of the program, a new open source program was discovered. The art team reviewed the online resource using the same “look-fors” document. The consensus among the K-5 art CIP team was that the online source, Doodles Academy, was not able to provide the resources for all of our elementary grade levels. The team also determined that Davis Art was similar to the current program. It would not enhance our current art program or help the district meet the new standards.

RECOMMENDATIONS

The K-5 Art CIP team recommends that the district keeps the current elementary art resource as a base, but creates new resources to support all teachers and meet the requirements of the standards. The lessons would be modified or created by classroom teachers with the support of art specialists. Perpich Arts Center may also be consulted during the creation of the art lessons for guidance and feedback.

At the elementary level, it will be cost effective to modify the current program instead of purchasing a new program. Many of the materials are already available at the schools. Staff members are familiar with the program. The modified curriculum will focus on the new visual art standards and providing art support for all classroom teachers.

Updating and adding to the resources that are available at the middle and high schools will provide students with opportunities to create and reflect on their artwork.

Some challenges at the elementary level include: finding out what is already available at

schools, where to store materials for access by all teachers, and who is responsible for the replacement of consumables or broken materials. Site budgets can be a constraint to re-ordering so cost of consumable materials will be considered when designing the curriculum. Other things to consider include: time constraints of the classroom teacher for art instruction and making cross-curricular connections to enhance other content areas.

FINANCIAL IMPLICATIONS

[K-12 Spreadsheet for requests](#)

EVALUATION

Evaluation of the curriculum adoption will be monitored in several ways. Some of the anticipated desired outcomes include:

- 1) Teacher survey/feedback after the year is completed.
- 2) Student feedback and reflection statements about the curriculum changes including the addition of the design process.

NEXT STEPS

With board approval, the planning for purchasing of new resources will be put into place. Ordering of resources will take place after July 1, 2019 in preparation for implementation in the 2019-2020 school year. The K-5 art curriculum writing team will be working during July and August to modify existing lessons. They will also be planning professional development opportunities for the 2019-2020 school year.