



Michelle Blades <mblades@fms.k12.nm.us>

Fwd: Fine Arts Education Act (FAEA) 2024-2025 Application for K-6 Funding

1 message

Daniel Fear <dfear@fms.k12.nm.us>
To: Michelle Blades <mblades@fms.k12.nm.us>

Mon, Apr 22, 2024 at 2:20 PM

Hi Michelle,

It is a Google Form. This is a copy of my submission. Let me know if that works.

----- Forwarded message -----

From: **Google Forms** <forms-receipts-noreply@google.com>
Date: Mon, Apr 22, 2024 at 2:15 PM
Subject: Fine Arts Education Act (FAEA) 2024-2025 Application for K-6 Funding
To: <dfear@fms.k12.nm.us>

Google Forms

Thanks for filling out [Fine Arts Education Act \(FAEA\) 2024-2025 Application for K-6 Funding](#)

Here's what was received.

[Edit response](#)

Fine Arts Education Act (FAEA) 2024-2025 Application for K-6 Funding

Due date: May 31, 2024 by 9:00 PM

The purpose of this form is to solicit applications for public education funds through the Fine Arts Education Act (22-15D NMSA 1978).

The Fine Arts Education Act (FAEA) was enacted to provide funding to support school districts to offer opportunities for elementary school students to participate in arts education programs, including dance, media arts, music, theatre, and visual arts in order to encourage cognitive and affective development by

- 🔍 training students in complex thinking and learning;
- 🔍 focusing on a variety of learning styles and engaging students through success;
- 🔍 helping students to devise creative solutions for problems;

- ❓ providing students with new challenges; and
- ❓ teaching students to work cooperatively with others and to understand and value diverse cultures.

This is an opportunity to develop a unique arts program plan, using measurable goals and best practices, effectively connecting students to the curriculum in dance, media arts, music, theatre, and visual arts education programs. Applicants are encouraged to make use of, and incorporate, art resources available within their communities and the ESSA (Title I, Title IV-A), STEM/STEAM, 21st Century, Title I and IV-B, K5 Plus, accelerated learning, community/school funds, ELT, extended learning time, and other funds to enhance the program.

Email *

dfear@fms.k12.nm.us

Name of district or charter school applicant *

Farmington Municipal Schools

Please check one: *

- School district
- State authorized charter school
- District authorized charter school

Please check one: *

- Renewal application
- New application

District code *

065

Contact person (day-to-day FAEA program management): *

Daniel Fear

FAEA contact email: *

dfear@fms.k12.nm.us

Superintendent (only applicable to school district applicants):

Cody Diehl

Charter contact (only applicable to charter school applicants):

cdiehl@fms.k12.nm.us

Mailing address (including state, city, zip): *

[3401 E. 30th Street, Farmington, NM 87402](#)

Telephone: *

505.324.9840

Projected number of K-6 fine arts teachers in SY 2024–2025 for Dance:

10 (PE)

Projected number of K-6 fine arts teachers in SY 2024–2025 for Media Arts:

0

Projected number of K-6 fine arts teachers in SY 2024–2025 for Music:

20

Projected number of K-6 fine arts teachers in SY 2024–2025 for Theater:

0

Projected number of K-6 fine arts teachers in SY 2024–2025 for Visual Arts:

14

Total projected number of K-6 fine arts students to be served in SY 2024–2025: *

5320.5

School(s) being served

List the school, district code, location code, grade levels, and projected number of students to be served in SY 2024-25 for all participating schools. If you represent more than 5 schools, you may skip this section and instead please upload an "FAEA Schools being served" excel document which can be found and downloaded from the link in section 4 "uploads".

I am completing this application for more than 5 schools. *

yes (skip this section and upload your form found under section 4)

no (complete the information for up to five schools below)

School being served (school 1)

.....

Location code (school 1)

.....

Grade levels (school 1)

.....

Number of K-6 students (school 1)

.....

School being served (school 2)

.....

Location code (school 2)

.....

Grade levels (school 2)

.....

Number of K-6 students (school 2)

.....

School being served (3)

.....

Location code (3)

.....

Grade levels (3)

.....

Number of K-6 students (3)

.....

School being served (4)

.....

Location code (4)

.....

Grade levels (4)

.....

Number of K-6 students (4)

.....

School being served (5)

.....

Location code (5)

.....

Grade levels (5)

.....

Number of K-6 students (5)

.....

Goals and Objectives

Arts Education and Equity: Meeting the Needs of All Students

Pedagogy *

How will these funds be used to support art education that is culturally and linguistically relevant? In what way is art taught via student-centered pedagogy?

Due to the diversity of students who attend Farmington Schools, our teachers are given the opportunity to teach in a cross-cultural. They encourage students to relate their learning to their cultural context. Furthermore, the individual strengths are nurtured and utilized to promote the student. Students explore culturally relevant musical ideas and concepts through the pedagogical ideals of the Farmington Model of Instruction as integrated through Kodaly, Orff, and First Steps pedagogies. Furthermore, students explore culturally relevant artistic themes and concepts through the pedagogical ideals of the Farmington Model of Instruction as integrated through Teaching Artistic Behaviors and other student-led and teacher guided studio-based approaches. The Farmington Model of Instruction is supported by our Multicultural Department. It is our teachers' goal for any student to be able to see themselves in a real-life setting of creating art by sharing examples of all cultures, races, and identities making art, which in turn, fosters the idea "I'm welcome here and I have something to contribute."

To support art education that is culturally and linguistically relevant, we invest in diverse art supplies and materials. Providing a wide range of art supplies and materials that reflect various cultural traditions and artistic techniques ensures that students have the resources they need to explore different cultural expressions in their artwork.

In terms of student-centered pedagogy in arts education, here's how we encourage implementation:

1. Choice-Based Art Education: Providing students with opportunities to make choices about the subject matter, materials, and techniques they use in their artwork empowers them to take ownership of their creative process. This approach allows students to express their individual interests and cultural identities through art-making.
2. Project-Based Learning: Structuring arts lessons around open-ended projects or inquiries allows students to explore topics of personal relevance while developing their artistic skills. By engaging in hands-on, collaborative projects, students can delve deeper into cultural themes and concepts while honing their creativity and problem-solving abilities.

We pursue peer collaboration and feedback using the NM Core Arts Standards and our own Farmington Model of Instruction. Collaborative art-making activities provide opportunities for students to work together to create artwork that reflects shared cultural values and experiences.

Goals and Objectives *

List three or more goals and measurable objectives for your visual arts, music, dance, and/or theater programs that are aligned to NM Core Arts Standards, National Arts Standards, and/or Elementary

Secondary Education Act (ESSA).

Goal 1:

Cultivate partnerships between community organizations, local galleries, performance venues, professional artists, and the FMS Fine Arts Program remains a priority.

Steps and Outcomes:

1. Visual Arts students will collaborate with local professionals, either as visiting artists in the classroom or through visits to local galleries/studios. Similarly, Music students will engage with professional musicians as visiting artists and resident teachers. Additionally, students will have the opportunity to attend field trips to performances and art shows both locally and regionally.

2. These immersive arts experiences will yield several outcomes:

- Deeper student comprehension of artistic concepts and the broader impact of the arts on community and culture, including economic factors.
- Enhanced quality of student work showcased in music performances and displayed artwork, reflecting increased skills and understanding.
- Exposure to diverse artistic applications in real-life settings, promoting appreciation for cultural diversity and inclusivity.

Goal 2:

Elementary music teachers will advance through a professional development continuum encompassing Orff, First Steps, and Conversational Solfege Pedagogies. Concurrently, elementary art teachers will progress through a professional development trajectory focused on TAB and student-choice studio-based pedagogies.

Steps and Outcomes:

1. The FMS Fine Arts office will facilitate targeted professional development sessions, totaling a minimum of 3 hours, throughout the academic year, directly addressing the identified pedagogies. Following these sessions, teachers will engage in reflective practices, assessing personal professional growth and its impact on student development.

2. Teachers will integrate acquired knowledge and practices from the professional development experiences into their classrooms, fostering increased student engagement across all grade levels. This integration will be evidenced through varied instructional strategies tailored to individual student needs and interests.

3. The Fine Arts Coordinator will conduct regular classroom walkthroughs, observing instances where teachers implement the learned pedagogical approaches. The coordinator will document and provide feedback on observed practices, noting instances of increased student engagement and instructional effectiveness.

Goal 3:

Review and enhance vertical alignment from Kindergarten through 6th grade to facilitate a seamless transition for students entering middle school, with a focus on maximizing available arts options. Additionally, aim to boost enrollment in fine arts electives among 6th graders.

Steps and Outcomes:

1. Ensure curriculum coherence between elementary and middle school levels to provide students with a smooth transition into middle school arts electives. This alignment will encompass both content and skill progression across grade levels.

2. Develop comprehensive recruiting strategies to introduce elementary students to the array of arts opportunities available to them in middle school. This may include informational sessions, guest speakers, demonstrations, and hands-on experiences to pique student interest and enthusiasm.

3. Track the number of students registering for 6th grade arts classes from year to year to follow trends and evaluate success of recruiting strategies.

How frequent are your arts classes, and what is the length of class time? *

For SY25, all elementary arts classes are expected to meet once a week for a minimum of 45 minutes. All middle school elective classes meet daily for a minimum of 50 minutes. Year long course offerings include band, choir, and orchestra. Semester-long offerings include general music-guitar, piano, world drumming, and visual art. Visual art mediums explored include drawing, painting, digital art, and ceramics.

What formative and summative assessments are you using to measure students' learning in the arts. *

All teachers systematically monitor student learning by accumulating evidence of grade-level proficiency aligned with our critical standards proficiency scales, based on the New Mexico Core Arts Standards. This evidence is gathered through a variety of means, including performance assessments, written tasks, observations, and exit tickets, with each teacher responsible for tracking progress within their respective classes.

Report cards will reflect each student's progress toward meeting proficiency scales, providing clear feedback on their development in arts education. Furthermore, during cross-district Professional Learning Community (PLC) sessions, teachers collaborate to share insights from classroom assessments, observational data, and teacher-designed formal assessments, fostering a culture of ongoing improvement.

To enhance documentation of student growth, select 4th and 5th-grade art students are exploring the creation of digital portfolios within our Learning Management System (LMS), while students in grades 3 through 6 maintain sketchbooks as a record of their artistic journey. In the sixth grade, students undergo assessment using proficiency scales and receive quarterly report cards detailing their progress. Additionally, regular assessments of classroom performance are conducted for both music and visual art students. Notably, visual art students are also being introduced to the curation of digital portfolios, an essential skill facilitated through our LMS platform.

Professional Development: Describe the plan for professional development, training, and/or technical assistance (suggested three to five percent of FAEA funding) in the arts that will be provided for arts teachers and administrators. *

*These include, but are not limited to collaboration with arts associations, participation in local, state, regional and national conferences, workshops. Discuss presenting, participating, and collaborations.

Fine arts teachers and administrators are led through local professional development of district initiatives that support our high reliability schools systems approach as it relates to their discipline. Our district's four critical commitments are a safe, supportive and collaborative

culture, effective teaching in every classroom, a guaranteed and viable curriculum, and a standards-referenced reporting system. Professional development around the design and implementation of our district proficiency scales is continuous and ongoing and is supported by the district curriculum office.

Fine arts teachers also participate in local and regional training opportunities as provided by state college and university partners. All music teachers are provided the opportunity to participate in professional development offered by the Four Corners Chapter of the American Orff-Schulwerk Association. All visual art teachers are offered access to Flex and Pro Learning through The Art of Education. When budgeting allows, groups of teachers and the fine arts coordinator also attend national conferences for their discipline. These include the American Orff-Schulwerk Association professional development conference and the National Art Educators Association's national conference. PE (dance) teachers are supported by attending the SHAPE conference and attending at least one dance/creative movement session per attendee.

Teachers are supported in their efforts to go to their state organization's conference and workshops and to seek out and participate in state and regional leadership opportunities, collaborations and presenting of their own ideas and work.

Fine Arts Advisory Council (FAAC) *

Briefly summarize below how your FAAC assists in the review of measurable goals and priorities of the program and makes appropriate recommendations for changes or revisions in the program plan and alignment to the budget.

The FAAC meets twice a year to review the FAEA application, goals, and budget alignment. All participants have the opportunity to provide feedback during the meetings. These include celebrations of what is working well and recommendations for improvement.

Licensed school instructors and supervisors to insure excellence in teaching and learning arts education. *

Describe below how your program ensures the use of licensed instructors and, if unavailable, detail how the applicant complies with the requirement that—when an art resource, non-licensed person provides instruction for the arts program—a licensed teacher (the teacher of record) is supervising the program, the instruction, and the provider, including lesson planning.

Most fine arts instructors are qualified educators within their field of instruction. They have met state requirements for a teaching license and have undergone required background checks for licensing purposes. In some necessary situations, long-term substitutes have taught music classes until a qualified instructor can be found. These substitutes receive the same professional development opportunities as certified instructors, and follow district hiring policies for all staff.

All building supervisors and the fine arts coordinator hold a Level IIIb administrative license. As per board policy, chaperones and classroom volunteers undergo a background check in order to work/volunteer while in proximity to students. Master teachers and artists-in-residence

lacking a teacher certification work and collaborate under the supervision of the teacher of record, as per district policy.

Program Plan Summary *

Include below a detailed narrative description and self-evaluation of your instructional program, instructors, and evaluation plan/compliance elements. Discuss any collaborative efforts (community/district/region/state).

The FMS Instructional program focuses on providing every Kindergarten through 6th grade student with high quality instruction and awareness in music and visual arts. High value opportunities are sought to provide exposure to dance through our elementary PE department. Students are exposed to quality drama productions as provided by our high schools, community theatre, and touring productions. Our curriculum focuses on critical standards found in the New Mexico Core Arts standards.

Our comprehensive elementary music program provides weekly instruction in standards-based age-appropriate musical experiences focusing on student learning outcomes and high-quality performance opportunities. Each grade level presents a minimum of one public performance program each year. Schools are also encouraged to create a 4th and 5th grade honor choir with 5th grade students participating in an all-city honor choir in the spring. Fourth through 6th grade students are invited to audition for the NMACDA All-State Choir. Student learning also occurs on a variety of Orff instruments, recorders, ukuleles and other found instruments. Sixth grade students are able to select from full-year daily instruction in band, choir, and orchestra. Mesa View and Tibbetts also offer semester-long daily instruction in piano. Hermosa offers semester long daily general music through guitar, and Heights offers semester long daily instruction in world drumming. Band, choir, and orchestra students participate in multiple performances throughout the year including music performance assessments and community concerts. Teachers bring in clinicians, artists-in-residence, and master teachers for their students to work with and learn from, expanding the quality and experience of each student. Our comprehensive elementary visual art program provides weekly instruction in standards-based age-appropriate artistic experiences focusing on student learning outcomes and high-quality artistic work. An elementary art show is displayed every Spring in a public space open to the community. The show hosts a reception and is visited by parents, administrators, staff, and school board members. Schools also post mini-shows within their building featuring student art work while providing an atmosphere of creativity and celebration.

Sixth grade students are able to elect to take a semester-long class of daily instruction in multiple art styles and disciplines. Students are able to participate in state, community, and national art contests as well as show their work in an annual city-wide art show. The art show hosts an opening reception. Schools also post student work throughout their buildings and online, providing an atmosphere of creativity and celebration.

The FAEA budget is managed by the fine arts coordinator and is developed with input from the FAAC and fine arts staff. Three percent of the budget is dedicated to professional development. Other components of the budget include teacher salaries for 18 of the 20 music and art teachers. Every program school also receives money for high quality visual arts supplies. Student experiences are also funded. These experiences include field trips, participation in honor choirs and state choir, including travel and registration, and master teachers or teacher residencies. The remainder of the budget also provides real materials and equipment for music, art, and creative movement(PE) programs, including repairing and replacing current

equipment.

Evaluation and compliance are met through quarterly program reflections as they relate to our program goals.

We've established two community partnerships to bring outstanding performances to our elementary students. San Juan College's Henderson Fine Arts Center hosts Creede Repertory Theatre productions, which are bilingual and focus on cultural identity and social-emotional awareness. Bilingual students in grades K-5 are invited to attend these performances.

Additionally, our collaboration with the Connie Gotsch Arts Foundation brings Young Audience Concerts to all 4th and 5th graders across our elementary schools. These concerts feature visual arts, dance, music, poetry, and drama, aiming to inspire students to explore middle school fine arts classes and cultivate lifelong passions in the arts.

Uploads

Please download, complete, and upload:

- Assurance form signed by the superintendent or charter school director, business manager, project director, Fine Arts Advisory Council (FAAC) contact, and school board president or governance council chair

- If you are completing application for more than 5 schools, download, complete, and attach the "FAEA Schools being served form 24-25" showing all qualifying schools requesting funding, with location code, grade levels, and projected number of students to be served

These forms can be found under "FAEA" on this page [Humanities – New Mexico Public Education Department \(state.nm.us\)](#)

Please upload the "FAEA Assurance Form 24-25"

No files submitted

If completing this application for more than 5 schools, please upload "FAEA schools being served form 24-25"

Submitted files



FAEA schools being served form 24-25 Farmington Municipal Schools - Daniel Fear.xlsx

Create your own Google Form

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