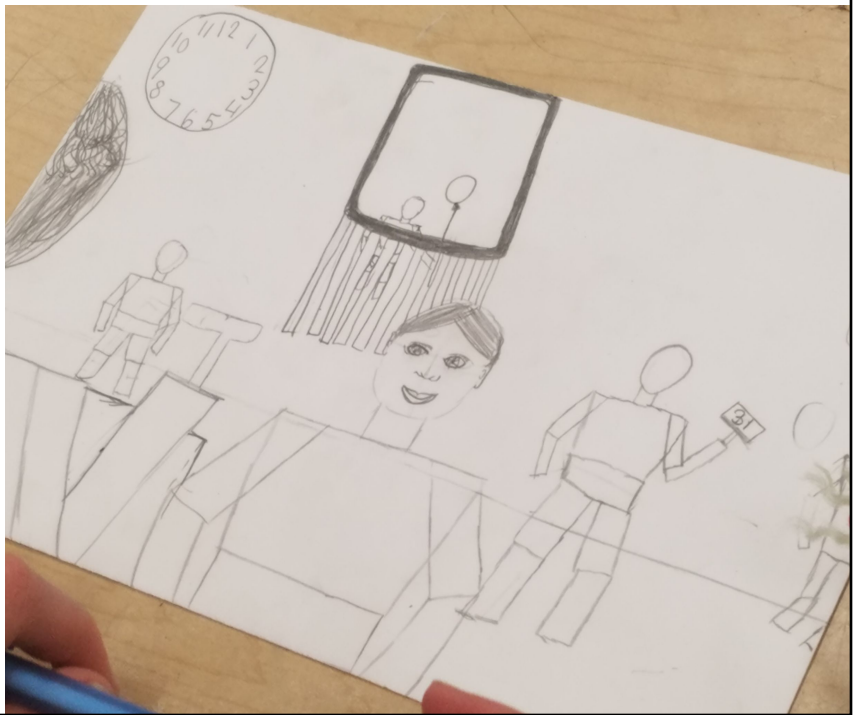# State of the Arts

2018-19 Duluth Public Schools

The State of Minnesota recognizes FIVE arts areas:

Dance
Media Arts
Music
Theatre
Visual Arts

Several state statutes pertain to the new arts standards. In Minnesota, public **elementary and middle schools must offer at least three and require at least two** of the five arts areas: dance, media arts, music, theater and visual arts.

Public high schools must offer at least three and require at least one of the following five arts areas: dance, media arts, music, theater or visual arts. (Minnesota Statute 120B.021, subd.1)

In order to graduate, students must earn one arts credit "sufficient to satisfy _all_ of the state or local academic standards in the arts" (Minn. Stat. § 120B.024, subd. 1(6)).

Where We're At: Elementary Schools

MUSIC - REQUIRED 30 Minutes every 4 days	V / M ARTS - REQUIRED 60 Minutes every 8 days

MUSIC - ELECTIVE
3 Choices: Band, Choir, or Orchestra
 	
  1 Year, 8th grade
	V / M ARTS - ELECTIVE
	1 Choice: Animation / Art Options
	
	  1 Year, 8th grade

Where We're At: Middle Schools

MUSIC - REQUIRED
3 Choices: Band, Choir, or Orchestra
 	
  1 Semester, Grade 6
  1 Semester, Grade 7
	V / M ARTS - REQUIRED
	1 Choice: Art
	
	  1 Semester, Grade 6

MUSIC - ELECTIVE
3 Choices: Band, Choir, or Orchestra
 	
  1 Year, 8th grade
	V / M ARTS - ELECTIVE
	1 Choice: Animation jand Art Options
	
	  1 Year, 8th grade

Where We're At: High Schools

9th Grade Band Intermedia Band Advanced Band Pop, Rock and Hip Hop Guitar 1 Jazz Ensemble 9th Grade Choir Intermediate Mixed Choir Advanced SSA Choir Show / Jazz Choir Advanced Concert Choir Chamber Choir 9th Grade Orchestra Concert Orchestra Symphony Orchestra Chamber Orchestra	9-12 Students must take one year of an arts area The Arts Standards are embedded in Music and Art courses.	Art Across Mediums Drawing & Painting Photography & Cinematography Ceramics & Sculpture Stained Glass, Metals & Fibers

Where We're At: High Schools:

|		
Graphic Arts / Digital Design I Graphic Arts / DIgital Design 2 Graphic Arts/ Digital Design 3	9-12 Students must take one year (one credit) of an arts area	These courses are listed as giving Art credit. Th They are taught outside of the art department by CTE staff. According to MDE, courses outside of the Art department *Must meet ALL the standards *Teacher must be CTE licensed. *Teacher must have passed the MTLE in the Visual Arts

Assumptions that guided the standards work:

The standards and benchmarks should be as consistent as possible in learning requirements across all arts areas and all grade levels with the exception of specific elements and principles related to particular arts areas.
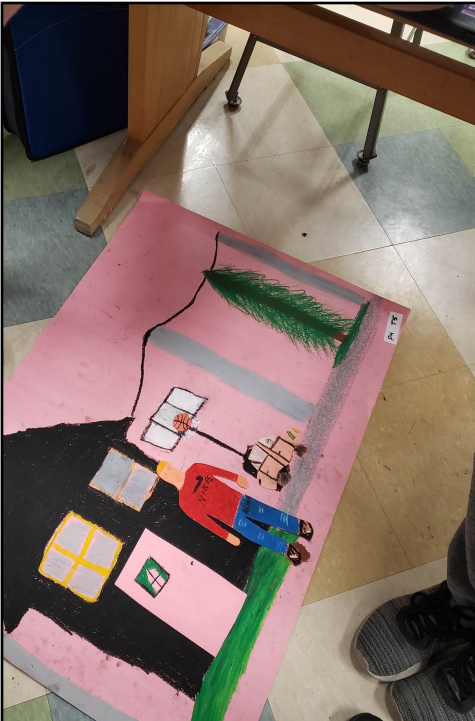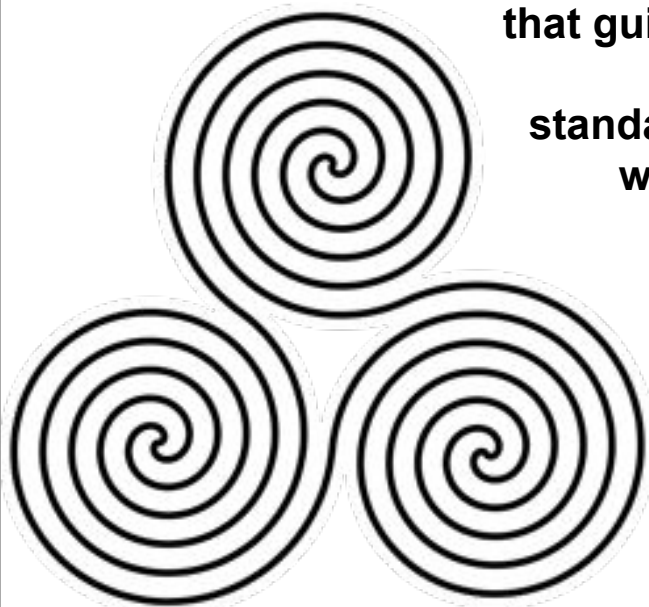
Media Arts:
'Time-based arts' - arts of the moving image -- Currently and constantly a part of Visual Arts, it's closest area; more needed!

It's where kids 'live' and how they perceive the world today --

Theatre:

Woefully few outside experiences for younger students. Organized outside-of-class plays in HS, some opportunities in MS

Dance:

Some embedded in PE

Assumptions that guided the standards work:

The standards and benchmarks must be aligned with the knowledge and skills needed for career and college readiness (Minn. Stat. § 120B.021, subd. 4(a)).

Assumptions that guided the standards work:

Relevant knowledge and skills from technology and information literacy standards must be identified and embedded into the standards

(Minn. Stat. § 120B.021, subd. 4(a)). Standards from the following sources will be consulted: Information and Technology Educators of Minnesota (ITEM), the International Society for Technology in Education (ISTE) and the International Technology and Engineering Educators Association

Assumptions that guided the standards work:

The revised standards "must include the contributions of Minnesota American Indian tribes and communities as they relate to the academic standards..." (Minn. Stat. § 120B.021, subd. 4(a)).

Assumptions that guided the standards work:

The standards must identify the learning that is to be mastered by all students at each grade level in grades K-8, and one grade band in grades 9-12 (Minn. Stat. § 120B.023, subd. 1(a)). School districts may teach more, but not less, than these standards. (Note: The 2008 arts standards are organized by K-3, 4-5, 6-8, and 9-12 grade bands.)

Assumptions that guided the standards work:

The arts standards will identify learning expectations leading to Artistic Literacy, which is defined as the acquisition of foundational knowledge and skills embedded within the authentic arts learning processes.

Recommended Minnesota Arts Education Standards Transition Timeline, 2019-22*

Groups Actions for Development Phase*
**January 2019-September 2019**

Actions for Transition, Phase 1*
September 2019-June 2020

Actions for Transition, Phase 2*
July 2020-June 2021

Full Implementation*
2021-22 School Year

Curriculum Revision Visual and Media Arts
2018-19
Duluth Public Schools

Art instruction is spiral, not linear. The 'smorgasbord'-style curriculum served us well for many years, as it allowed teachers to teach to their strengths, their student populations, and their budgets. Teachers were able to 'mix and match' objectives to create the best experiences for their students. It has enabled them to capitalize on local opportunities and events, and yet still provides a formal, if flexible, structure.
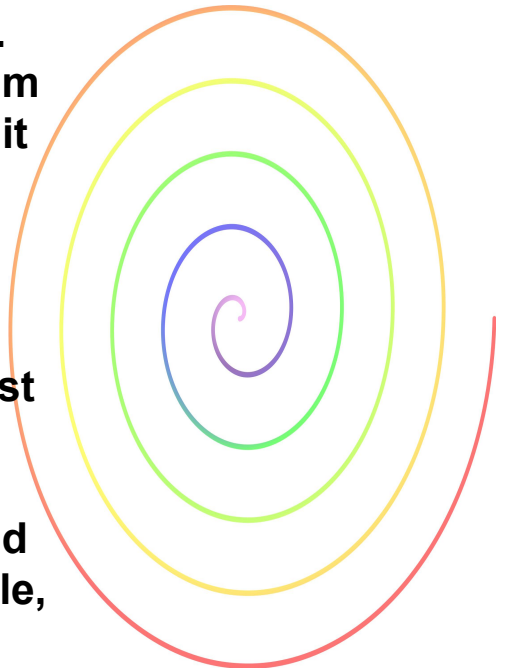
As part of the curriculum revision process, arts teachers were asked to do a curriculum and a standards audit, in which they color-coded items in both the old curriculum documents and also in the standards. Most teachers chose to participate.

Teachers indicated whether they 'touch on' the item, 'teach' it, or teach it to the degree that it could be assessed.

The Elementary Team created headers for loose 'unit clusters' for fall and spring, to go with the common assessments:

first semester
IDENTITY:
 Self, faces, people, figures, personal imagery
OUR WORLD:
Most other arts integration themes; science, animals, plants, still life, visual culture, graphic design

second semester
SPACES AND PLACES:
Perspective, space, landscape / cityscape / seascape, community, neighborhoods, architecture, natural and man=made environments, etc.
ART LITERACY:
Art history, culture, aesthetics, art criticism, writing about art, talking about art, presenting art visual literacy
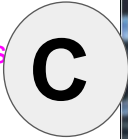
as well as a fifth cluster, FOUNDATIONS
Content or techniques to grade level, elements of design, principles of design,
Particulars of certain mediums, techniques and practices

In the new format, the Process Components, Standards, and Benchmarks run **across** the top.

The Grade Level content and foundations run down the left hand side. Grade level content was updated by the writing teams. At the bottom are other components and the sequenced Foundations

C

M Zz - debra.ha ✕ | 🔺 ART 3 - NEW ✕ | 📄 3 - CURRICUL ✕ | 🔺 ADOPTION - ✕ | ⚪ Audio: Live St ✕ | 🔺 My Drive - G ✕ | 🗂 Currie

← → C 🔒 https://docs.google.com/spreadsheets/d/1IWKiEdmNARAAHXhfM8u5Ks8pTXLWrEKobUjnLNam1xo/edit#gid=0

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3 - CURRICULUM GRID / ABOUT ART 3 ☆ 📁

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	A	B	C	D	E	F	G	H
1	2	5A11 The benchmarks are integrated across the other strands, highlighted in bold.	53221 Modify an original idea for a work of art.	53222 Apply knowledge of available resources, tools, and technologies to investigate ideas through the artmaking process.	53231 Create visual representations of places or systems that are part of everyday life, using artistic foundations.	53232 Demonstrate safe use of studio spaces and equipment.	53241 Discuss feedback about choices made in creating artwork.	53351 Evaluate functiona different spaces f exhibiting
	__ Compare and contrast the characteristics of a variety of works of visual art							
	SPACES							
13	__Create a still life							
14	__Compare and contrast artwork based on still life in a variety of styles.							
15	__Compare and contrast landscapes in different mediums.							
16	__Create a landscape using foreground, middle ground and background.							
17	*ART LITERACY*							
18	__Create a narrative artwork based on a personal story							

+ ≡   **CURRICULUM GRID** ▾   ABOUT ART 3 ▾

At the bottom of the GRID page, you can toggle to the ABOUT page.

	conuoi amount oi waici.
33	.3 MARKER:
34	*Use pressure correctly so as not to damage tip.
35	*Use marker on tip or on side.
36	*Understand that there are different types of markers (water-based, permanent) for different purposes
37	.4 CLAY – Minimum of two clay works
38	*Correctly add clay to clay
39	5 CRAYON·

+ ≡   **CURRICULUM GRID** ▾   ABOUT ART 3 ▾

Screenshot 1 (ART 3)

	Create a functional ceramic piece	ART 3:
		Students in Art 3 will focus on experie... practicing with, a variety of art materia...
	__Understand that artists paint on canvas, as well as other surfaces.	The students will find and create work... 3) from different cultures and historica...
	__Create a narrative artwork based on a personal story (story quilt)	HOW IS THIS COURSE DIFFERENT FR... We will focus on: Finding stories in art Creating illusions of space Placement: foreground, mid-ground, b... Learning what effects a media/tool ca...
	__Create artwork using only neutrals.	Developing art vocabulary in conversa... Using the positive and negative space... Virtual museum visits
	__Use contour line	

highlighted in bold.

are part of everyday life, using artistic foundations.

enviro... For e... lands... versu... archit...

+ ☰   CURRICULUM GRID ▾   ABOUT ART 3 ▾

The ABOUT page includes the preface materials, updated from the old curriculum document.

A

It also repeats the District-level course content objectives.

C

Screenshot 2 (ART 6)

CURRICULUM GRID / ABOUT ART 6 ☆ ◨

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	A	B	C	D
1	BENCHMARKS Art 6	5A11 The benchmarks are integrated across the other strands, highlighted in bold.	56221 Generate and develop original artistic ideas.	56222 Plan art with specific theme concept, or idea, considering contemporal or traditiona artistic practice.
8	Use a minimum of two digital design techniques to manipulate an image on the computer.	Food Face		Food Face
9	Model facial features in clay	Ugly Jug		
10	CLAY: Use slab construction	Ugly Jug		
11	CLAY: Use score and slip	Ugly Jug		
12	Use value to show the illusion of form in the figure. Show the use of highlights and shadows.	Facing Faces Figure-ing It Out		
13	OUR WORLD			
	LINE:			

The curriculum GRID page documents the course or grade level curriculum.

Lesson titles can be plugged in <u>anywhere</u> in the grid, where District Content matches with State Benchmarks.

Blank GRID pages can be printed on 11x17 for classroom checklists/notes.

Screenshot 1

CURRICULUM GRID / ABOUT ART 6 ☆ 📁
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	A	B	C	D
1	**BENCHMARKS Art 6**	5A11 The benchmarks are integrated across the other strands, highlighted in bold.	56221 Generate and develop original artistic ideas.	56222 Plan art with a specific them concept, or idea, considering contemporar or traditiona artistic practice.
8	Use a minimum of two digital design techniques to manipulate an image on the computer.	Food Face		
				Food Face
9	Model facial features in clay	Ugly Jug		
10	CLAY: Use slab construction	Ugly Jug		
11	**CLAY: Use score and slip**	Ugly Jug		
12	**Use value to show the illusion of form in the figure. Show the use of highlights and shadows.**	Facing Faces Figure-ing It Out		
13	*OUR WORLD*			
	LINE:			

The BENCHMARKS at the top of the page are active links that connect to a LESSON page for that particular benchmark.

Lesson titles added in by teachers can also be active links to the appropriate LESSON page. The LESSON page is a place for teachers to add lessons that address that specific benchmark.

Screenshot 2

Each LESSON page provides a place for teachers to enter the lessons that address that benchmark. They can indicate whether they 'touch on', 'teach', or actually 'assess' that particular concept.

Lessons can be copied and pasted into other benchmarks they fit, with minimal tweaking.

Many art lessons cross various benchmarks.

3.CR.6 * 56222   Plan art with a specific theme, concept, or idea, considering
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A	B	C	D	E
CREATE ** 2. Generate and develop original artistic ideas.				
56222				
2. Plan art with a specific theme, concept, or idea, considering a contemp				

TOUCH	TEACH	ASSESS	LESSON TITLE and DESCRIPTION	HOW BENCHMARK IS ASSESSED WITHIN THIS LESSON
		X	**Clty Streets** Students choose several people/other objects found on a city street, and create a one-point perspective city into which to logically place them, according to proportion, scale, and thematic content.	Student plans a city scene to fit the theme/proportion of cut-out image using one-point perspective - a traditional artistic practice.
	X		**Lake Superior Fish** Students learn about composition as a tool for how art communicates, and arrange Lake Superior Fish (created through scientific drawing / observation) for a particular feeling or concept. Students practice six watercolor techniques, using the work of Cheng Khee Chee as an	Students use the theme of Lake Superior Fish. A portion of the assessment is on the use of a traditional AND contemporary artis practice of watercolor / techniques

There are more categories than visible here on the LESSON page. Also included are:
TEACHER RESOURCES (with links to them)
STUDENT RESOURCES (with links to them)
DIFFERENTIATION / DIVERSITY / INCLUSION Any notes on such
VOCABULARY Specific to grade level content, as well as additional
TEACHER NAME / DATE Lesson creator/adaptor and date entered.

3.CR.6 * 56222   Plan art with a specific theme, concept, or idea, considering

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A	B	C	D	E

CREATE ** 2. Generate and develop original artistic ideas.

56222

. Plan art with a specific theme, concept, or idea, considering a contemp

TOUCH	TEACH	ASSESS	LESSON TITLE and DESCRIPTION	HOW BENCHMARK IS ASSESSED WITHIN THIS LESSON
		X	**City Streets** Students choose several people/other objects found on a city street, and create a one-point perspective city into which to logically place them, according to proportion, scale, and thematic content.	Student plans a city scene to fit the theme/proportion of cut-out images using one-point perspective - a traditional artistic practice.
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The LESSON pages serve as a sort of 'PLC' resource for arts staff, as you can see how your peers do things and collaborate on ideas.

It also provides a great resources for teacher evaluation, so that teachers can share the complexity of their own work.

They also provide examples for any new teacher in the District.

3.CR.6 * 56222   Plan art with a specific theme, concept, or idea, considering

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A	B	C	D	E

CREATE ** 2. Generate and develop original artistic ideas.

56222

. Plan art with a specific theme, concept, or idea, considering a contemp

TOUCH	TEACH	ASSESS	LESSON TITLE and DESCRIPTION	HOW BENCHMARK IS ASSESSED WITHIN THIS LESSON
		X	**City Streets** Students choose several people/other objects found on a city street, and create a one-point perspective city into which to logically place them, according to proportion, scale, and thematic content.	Student plans a city scene to fit the theme/proportion of cut-out images using one-point perspective - a traditional artistic practice.
	X		**Lake Superior Fish** Students learn about composition as a tool for how art communicates, and arrange Lake Superior Fish (created through scientific drawing / observation) for a particular feeling or concept. Students practice six watercolor techniques, using the work of Cheng Khee Chee as an	Students use the theme of Lake Superior Fish. A portion of the assessment is on the use of a traditional AND contemporary artist practice of watercolor / techniques

At the bottom of the LESSON page, there is also a tab to a second page, which contains a generic rubric for that benchmark.
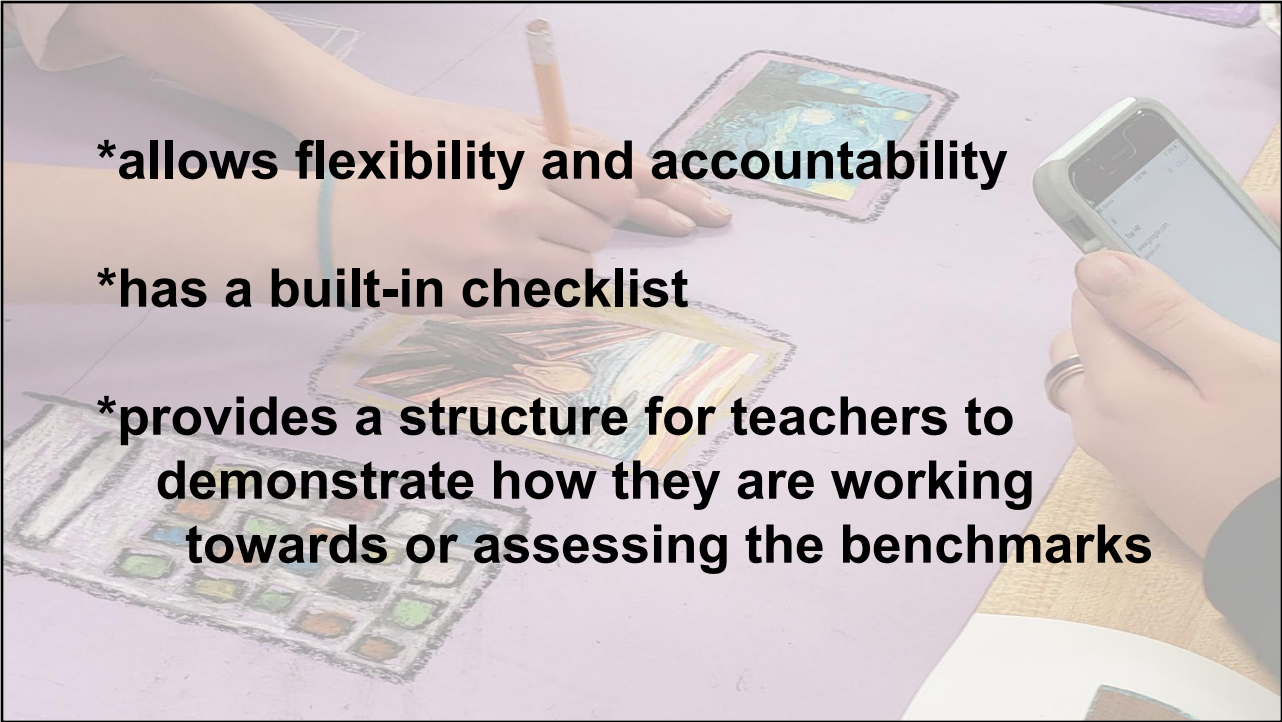
3.CR.6 * 56222   Plan art with a specific theme, concept, or idea, considering a contemp... ☆

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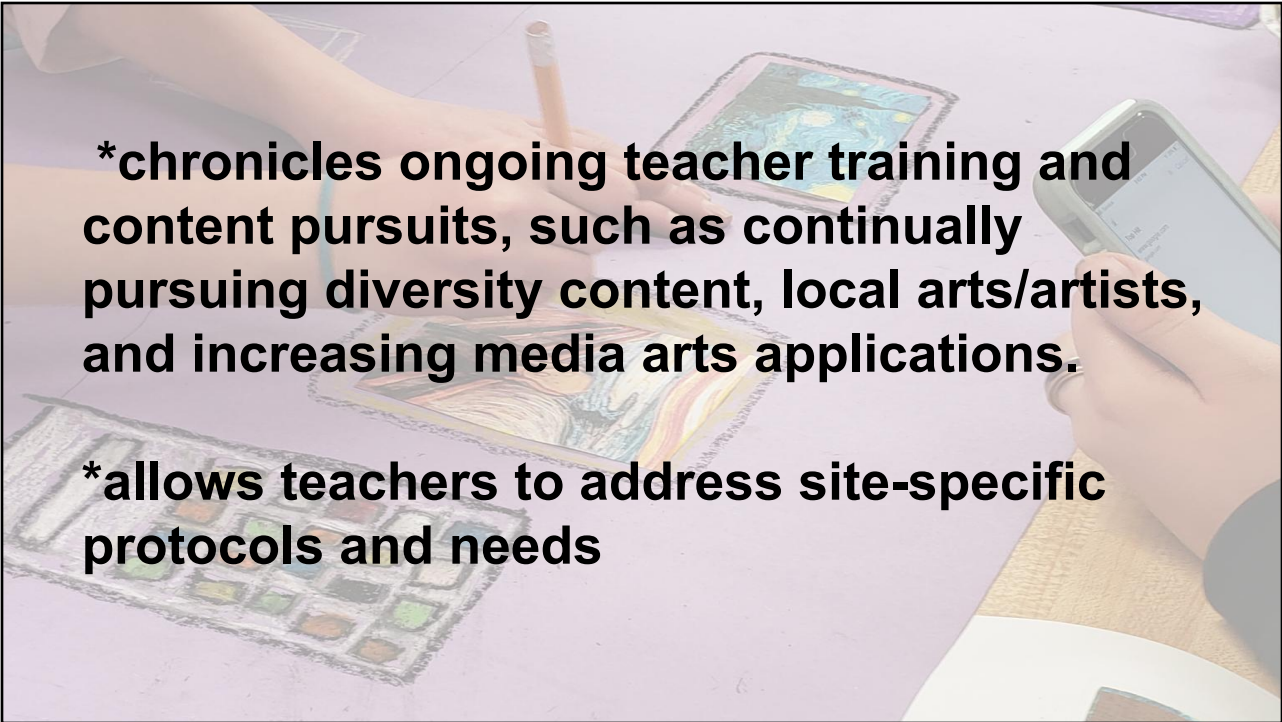|	A	B	C	D
1	CREATE ** 2. Generate and develop original artistic ideas.			
2	56222 2. Plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic practice.			
3	*I CAN plan art with a specific theme, concept, or idea, considering a contemporary or traditional artistic prac			
4	BEGINNING (no evidence) 1	DEVELOPING (limited evidence) 2	MEETING (sufficient evidence) 3	MASTERING (strong evidence) 4
5	Student plans are unclear.	Student plans for artwork do not reflect a clear theme, concept or idea through a contemporary or traditional artistic practice.	Student plans art with a specific theme, concept, or itea, considering a contemporary or traditiona artistic practice.	Student elaborates and reflections on a specific theme, concept or idea, in consideration of a contemporary or traditional artistic practice.
6	*NOTE: RUBRICS FOR INDIVIDUAL LESSONS MAY FURTHER DEFINE THE CRITERIA REFERENCED ABOVE. SEE LESSON PAGES FOR DETAILS.			

The new curriculum formatting

*creates a tool for sharing and discussion

*provides a resource for new teachers

*enables very authentic assessment while allowing teachers to teach to their individual strengths and circumstances
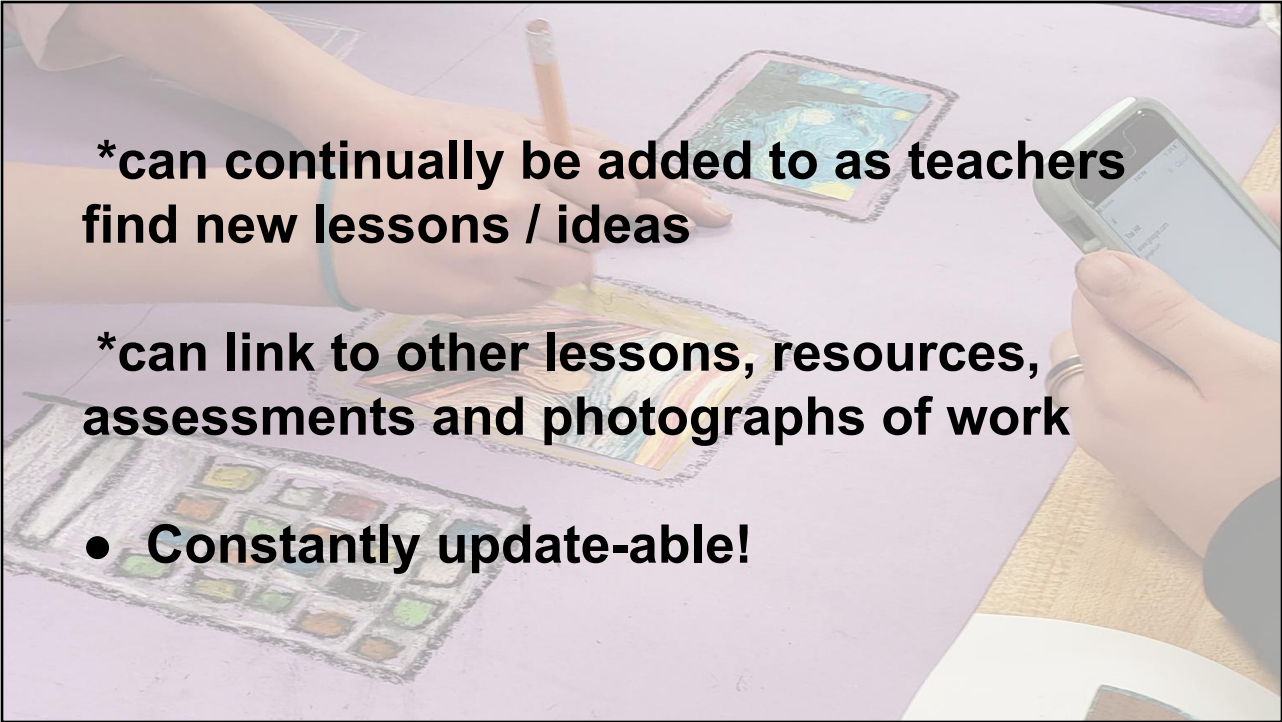
*allows flexibility and accountability

*has a built-in checklist

*provides a structure for teachers to demonstrate how they are working towards or assessing the benchmarks

*chronicles ongoing teacher training and content pursuits, such as continually pursuing diversity content, local arts/artists, and increasing media arts applications.

*allows teachers to address site-specific protocols and needs

*can continually be added to as teachers find new lessons / ideas

*can link to other lessons, resources, assessments and photographs of work

- **Constantly update-able!**

Requested purchases will:

   *replace needed capital items (kilns, document cameras)

   *add / replace technology tools for further media arts implementation (chrome and google slate tablets, with protective gear and charging capability)

   *add non-consumable visual arts tools (gelli printing plates, clay cutting tools)

Revision / Design teams: 2018-19
    Jim Carlson, Elementary
    Emily Isenberg, Elementary
    Deb Hannu, Curriculum

    Erv Kuutti, Secondary
    John Hoban, Secondary
    Chrissy Valento, Secondary

Community Advisory Group 2018-19

UMD Department of Art and Design
    Dr. Alison Aune, Art Education
    Terresa Moses, Graphic Design
Tweed Museum of Art, UMD
    Karissa White, Curator
UWS Department of Art and Design
    Shannon Cousino, Art Education
    Anne Dugan, Senior Lecturer, Visual Art
Parents
    Chani Becker, Hothouse Design and Post
    Richard Upthegrove
    Robert DeArmond, Arrowhead Regional Arts (retired)
Artist / Educator
    Carolyn Olson