

Board of Education Curriculum, Assessment, & Professional Practices Committee Meeting

Thursday, December 1, 2022 6:00 PM

Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801

1. **Art Curricula (Gr. 7-8 Multimedia, BMS Unified Art, and BHS Unified Art)**

2. **BHS New Course- Literary Art Publications**

3. **BHS New Course- Great Diseases**

4. **Curriculum Updates**

5. **New Business**

6. **Public Comment**

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

7. **Adjourn**

BPS ART Department Curriculum

BMS & BHS Revisions 2022

Grades 7 & 8 ART

Grades 7 & 8 Multimedia Arts (Electives)

BMS unified ART & BHS unified ART

The Revision History

- National ART Standards revised/released 2014
- Vision of the Graduate and the Global Competency Rubrics were written by the district - faculty from all grade levels and content areas represented.
- District Transfer Goals written by district faculty and administration.
- Department-specific Transfer Goals written at the initiation of our district UbD Curriculum work.

National Core Visual ART Standards

Artistic Process: Creating

1. *Generate and conceptualize artistic ideas and work.*
2. *Organize & develop artistic ideas and work.*
3. *Refine & complete artistic work.*

Artistic Process: Presenting

4. *Select, analyze and interpret artistic work for presentation.*
5. *Develop & refine artistic techniques and work for presentation.*
6. *Convey meaning through the presentation of artistic works.*

Artistic Process: Responding

7. *Perceive & analyze artistic work.*
8. *Interpret intent & meaning in visual art.*
9. *Apply criteria to evaluate artistic work.*

Artistic Process: Connecting

10. *Synthesize and relate knowledge & personal experiences to make art.*
11. *Relate artistic ideas & works with societal, cultural & historical context to deepen understanding.*

BPS Transfer Goals

Students will be able to independently use their learning to:

- Critical Thinking 1: Analyze and evaluate evidence, arguments, claims and beliefs to draw conclusions, make informed decisions, and solve problems.
- Critical Thinking 2: Reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking.

BPS Transfer Goals

Students will be able to independently use their learning to:

- Collaboration: Respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal.
- Creativity & Innovation: Exhibit curiosity, imagination, flexibility, and perseverance in order to innovate and make valuable contributions to the community.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Engage in opportunities to take risks and alter existing conventions.
- Conceptualize, create, refine and express original ideas, and further develop their aesthetic identity.

ART Department Transfer Goals

Students will be able to independently use their learning to:

- Use observation skills and design principles while interacting with the world critically, both as aficionados and creators.
- Maximize versatility and refinement with a variety of media and techniques.

UbD Format ART Curriculum

Grade 7 ART & Grade 8 ART

Grade 7 Multimedia Arts

Grade 8 Multimedia Arts

BMS unified ART & BHS unified ART

UbD Document Samples

ubD unit sample

Curriculum CCM Map Sample

Map Sample Elements

Unit Title	Conceptual Overview	Rationale
Objet Trouvé	<p>Students will learn to navigate or expand upon their understanding of three dimensional space. Balance, form, and space will become the focus. Experimentation with careful planning will allow the students to bring their concept to fruition. The added component of found objects' intended purposes and preconceived notions will impact decisions. Perseverance and reflection will be necessary components through the process of creation.</p> <p>Students will identify and harvest everyday objects to incorporate into their sculptures/collages. "Seeing" the potential of a found object for use in their artwork will take time. The student will act as a curator of objects. Choosing what works and does not work within an intentional creation will be a skill that will build in time.</p>	<p>It is paramount that students explore three dimensional space. Oftentimes, two dimensional art is the only art that has been explored through previous years. Space and materials are not always available or affordable. This can limit students in their expression. Objet Trouve allows students to utilize found pieces to incorporate into their art. The original movement in the early 20th century was meant to challenge much of what was thought of as "art". Allowing young artists this same opportunity will begin to expand their thinking of what can be used to create. Much like how algebra is used in mathematics to foster abstract thinking of numbers and formulas, objet trouve pushes boundaries for young artists that are oftentimes locked into strict conventions.</p>

Grade 7 ART Student Work



Grade 7 ART Student Work



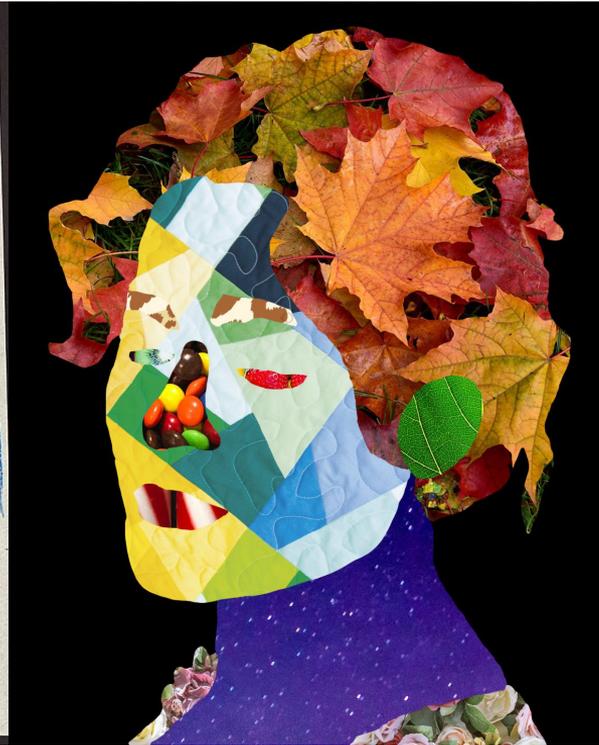
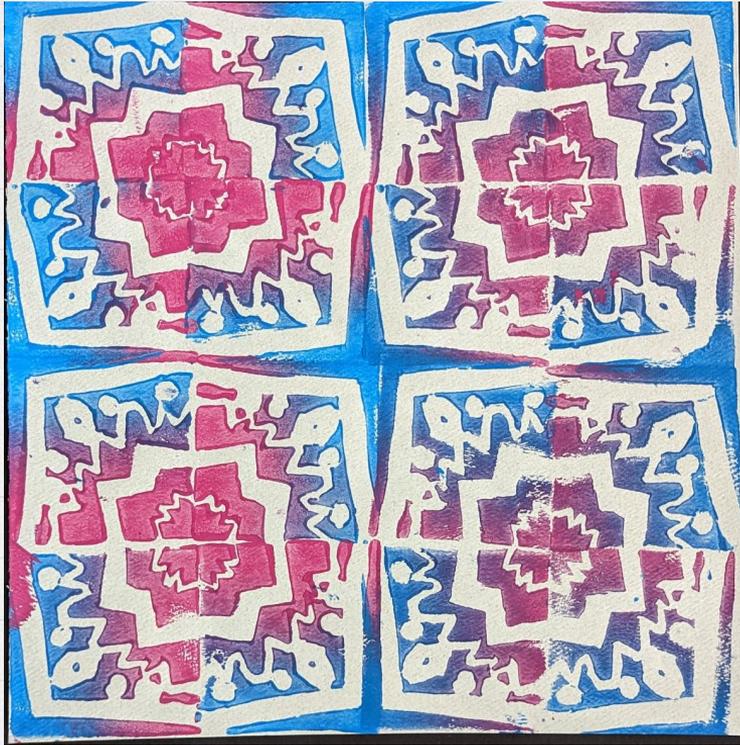
Grade 8 ART Student Work



Grade 8 ART Student Work



Grade 7 Multimedia Arts Student Work



Grade 7 Multimedia Arts Student Work



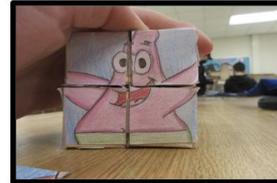
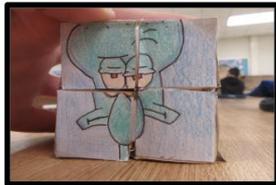
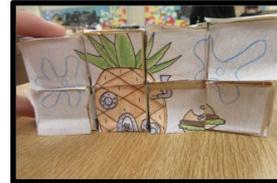
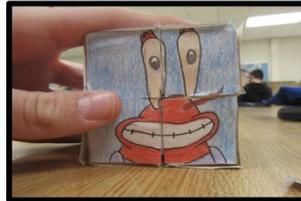
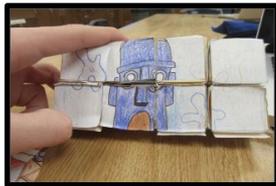
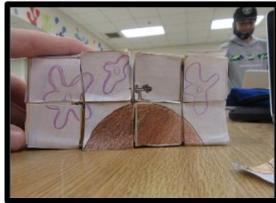
Grade 8 Multimedia Arts Student Work

Printmaking



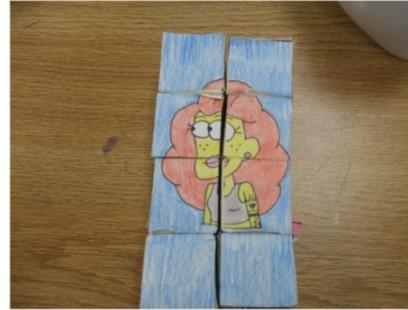
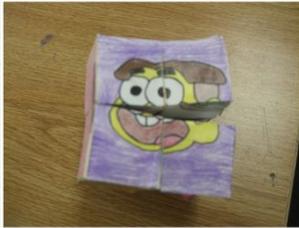
Grade 8 Multimedia Arts Student Work

Infinity Cube:



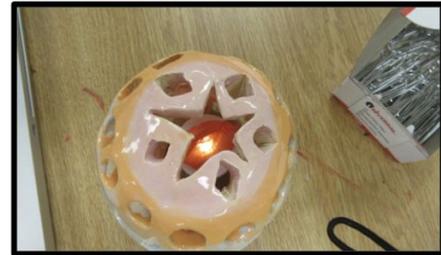
Grade 8 Multimedia Arts Student Work

Infinity cube



Grade 8 Multimedia Arts Student Work

Clay Vessel Project



Grade 8 Multimedia Arts Student Work

CLAY LIGHT!!

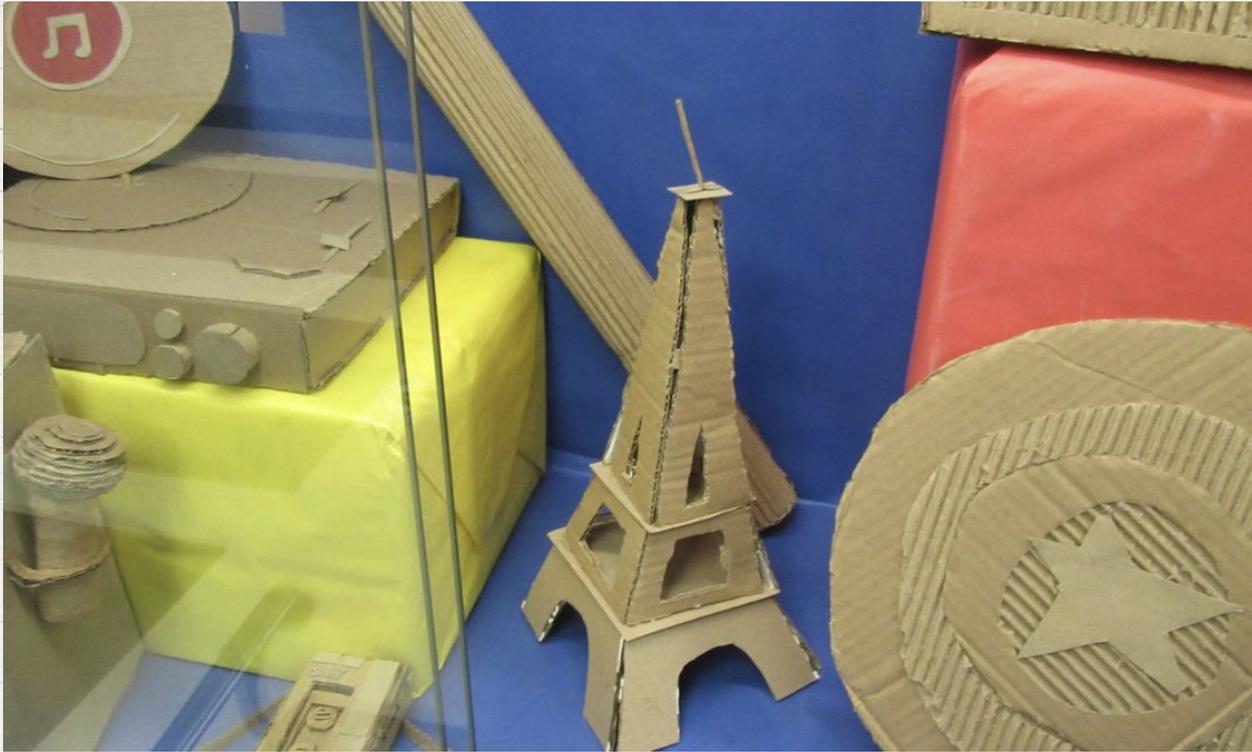


Grade 8 Multimedia Arts Student Work

Cardboard nintendo switch



Grade 8 Multimedia Arts Student Work



BMS Unified ART Student Work



BMS Unified ART Student Work



BHS Unified ART Student Work



Alexandra White
Grade 12
Adaptive Art I

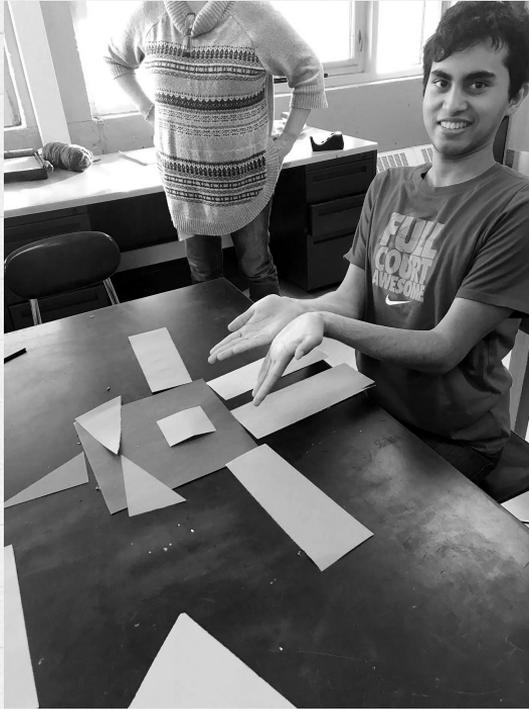


Diana Leach
Grade 12
Adaptive Art I



Diana Leach
Grade 12
Adaptive Art I

BHS Unified ART Student Work



Product & Process with Purpose

- Our curriculum documents are written in such a way so that they are useful to both NEW and VETERAN teachers.
- The Learning Objectives are **non-negotiable**, but there are prolific options available for achieving those objectives.
- This is an **organic entity**, and will be *constantly, consistently and collaboratively* USED, REVIEWED, and REVISED based on regular LIVE review notes - as the curriculum is being delivered, we will maintain a document that provides a platform for review comments by all teachers engaged in curriculum delivery.

Literary Art Publications

Interdisciplinary Connections - ELA & ART

Course Description

- Literary Arts Publications is a course designed to introduce students to the process of content acquisition to publication and distribution. Students will be exposed to the following elements:
 - Creative Writing (poetry and prose)
 - Photography Digital media
 - Editing skills - written work
 - Curation - selection and hierarchy
 - Publishing - layout and design
 - Image editing - Photoshop (industry standard)
 - Book Creation - InDesign (industry standard)

Statement of Need

This course will be beneficial in order to fulfill the need for the following at BHS:

- Moving from ideation to final creation is a 21st-century skill encouraged through our Global Competencies and our Vision of the Graduate.
- In this course, students will work as a team to bring to life a shared product, which is a real-world skill unique to this offering. This is applied learning at its best, and offers our future graduates the exposure to programs and processes in various fields. This class is a unique opportunity for students to be expressive and creative in a collaborative setting.

Literary Art Publications Objectives

- Students will explore various resources and programs such as Adobe InDesign and Photoshop, and the Google Suite.
- Students will be able to communicate with outside sources for content.
- Students will use a workflow system to create content and prepare it for presentation through the editing and refining process.
- Students will generate original artwork and writing worthy of publication.

Literary Art Publications Objectives

- Students will develop curation skills relating to selection and grouping of pieces that are impactful to the final product.
- Students will take a thematic approach to product and presentation which reflect the unique cache of creative works.
- Students will develop and employ advanced collaboration skills such as communication, cooperation, flexibility, and articulated thoughts and expression.

Digital ART Scope & Substance

I: Introduction to Publication

II: Creative expression through words

Poetry

Prose

III. Becoming an Editor

IV: Photography

Ex. Photo Essay

V: Digital Media

Products

VI: Visual Media Editing

VII. Curation and Publication

Connection to Standards

Writing (CCSS):

- W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W. 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W. 11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W. 11-12. 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ART (NCVAS & MS):

- This course would include all 11 Anchor Standards for the National Core Art Visual AND Media Standards - <https://www.nationalartsstandards.org/>

Impact

- Semester course, 0.5 Humanities and Digital Technology credit
- Class Size - up to 23 on the desktop iMacs with the Adobe Suite
- Improve the school's academic program and the commitment to the implementation of the Common Core Standards.
- These courses also support the Global Competencies of Creativity & Innovation, Critical Thinking, and Collaboration.
- This elective will offer an unique opportunity to explore and produce original works. It is also an interdisciplinary course with real world connections. Specifically, it will be another offering on our Graphic Design sub-pathway (Arts Pathway). This course could meet a Humanities and Digital Technology graduation requirement.

Faculty Needs

- The English teacher would need training with the Adobe Suite. This training could be conducted in-house. Marjorie Overmier could facilitate training in InDesign and Photoshop, and Rebecca Lacey-Aubin could facilitate training in Photoshop and Illustrator.

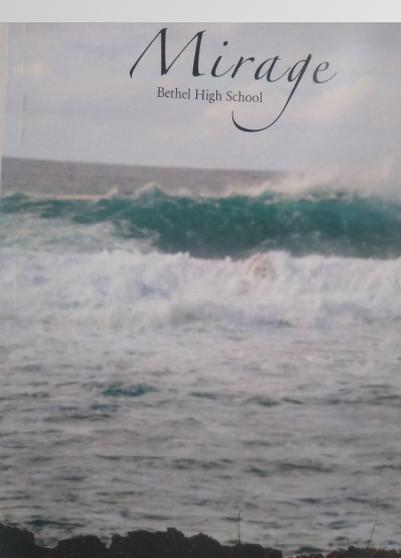
Resources and Development

Curriculum Writing Plan:

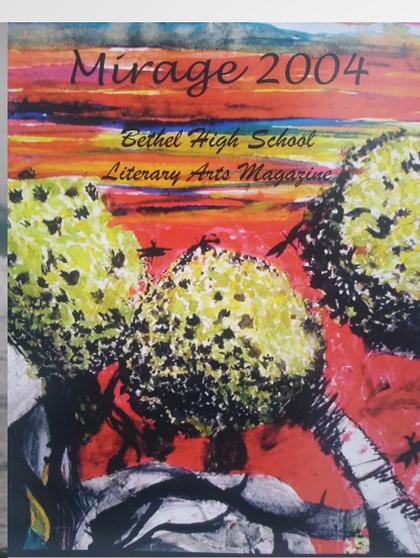
- We plan to write the map and units for this course at the beginning of Summer 2023. The writing team will consist of one art teacher and one English teacher, and the curriculum writing process will be facilitated by both ART and English department chairwomen.

Research:

- Currently, our Yearbook course annually produces an excellent product using this model.
- Our existing publication, Mirage, which currently functions as a club, is an award-winning and popular experience for students at Bethel High School. Developing a course around this model allows for a deeper understanding and shared commitment of product ideation. It creates a new level of excellence for some of our proudest work done by students.

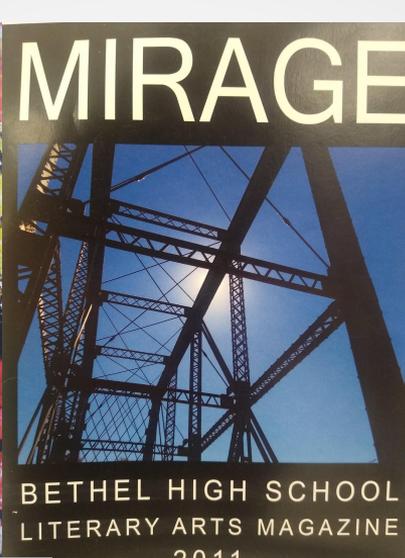


Mirage
Bethel High School



Mirage 2004

Bethel High School
Literary Arts Magazine



MIRAGE

BETHEL HIGH SCHOOL
LITERARY ARTS MAGAZINE
2014

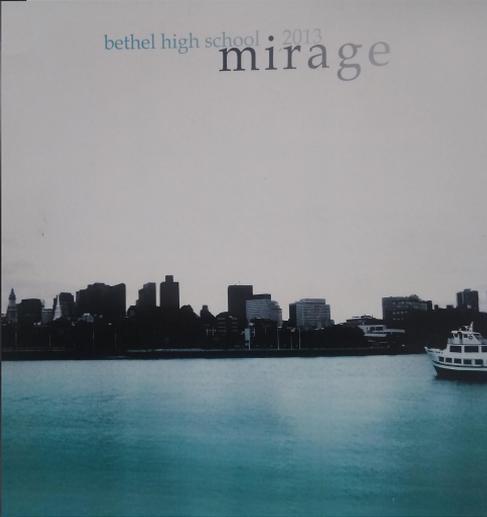


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Mirage
2017



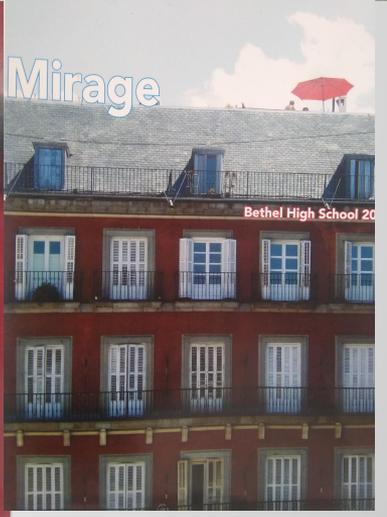
bethel high school 2013
mirage



Mirage
Bethel High School



MIRAGE



Mirage

Bethel High School 20

THANK YOU VERY MUCH!

Bethel Public Schools **Course Proposal**



1. **Title of Course:** Literary Art Publications

2. **Department(s):** English and Art

3. **Submitted by:** Rebecca Lacey-Aubin, Katherine Burke, and Marjorie Overmier

4. **Length of Course (full year, semester):** Semester

5. **Grade Level(s), if applicable:** 9-12

6. **Prerequisites, if any:** Departmental recommendation/approval

7. **Short Course Description, suitable for Program of Studies:**

Literary Arts Publications is a course designed to introduce students to the process of content acquisition to publication and distribution. Students will be exposed to the following elements:

 - Creative Writing (poetry and prose)
 - Photography Digital media
 - Editing skills - written work
 - Curation - selection and hierarchy
 - Publishing - layout and design
 - Image editing - Photoshop (industry standard)
 - Book Creation - InDesign (industry standard)

8. **Statement of Need for this Course:** *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

Moving from ideation to final creation is a 21st-century skill encouraged through our Global Competencies and our Vision of the Graduate.

In this course, students will work as a team to bring to life a shared product, which is a real-world skill unique to this offering. This is applied learning at its best, and offers our future graduates the exposure to programs and processes in various fields. This class is a unique opportunity for students to be expressive and creative in a collaborative setting.

9. Course Objectives: *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

- Students will explore various resources and programs such as Adobe InDesign and Photoshop, and the Google Suite.
- Students will be able to communicate with outside sources for content.
- Students will use a workflow system to create content and prepare it for presentation through the editing and refining process.
- Students will generate original artwork and writing worthy of publication.
- Students will develop curation skills relating to selection and grouping of pieces that are impactful to the final product.
- Students will take a thematic approach to product and presentation which reflect the unique cache of creative works.
- Students will develop and employ advanced collaboration skills such as communication, cooperation, flexibility, and articulated thoughts and expression.

10. Scope and Substance of the Course:

Concept Sequence of Course

I: Introduction to Publication

II: Creative expression through words

Poetry

Prose

III. Becoming an Editor

IV: Photography

Ex. Photo Essay

V: Digital Media

Products

VI: Visual Media Editing

VII. Curation and Publication

11. Class Size: *State minimum and maximum class size and pupil/teacher ratio.*

No more than 23 *resource dependent

12. What specific improvements will this proposal make to the school's academic program and the commitment to the implementation of the *Common Core Standards*?

Writing (CCSS):

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W. 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W. 11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W. 11-12. 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ART (NCVA&MS):

This course would include all 11 Anchor Standards for the National Core Art Visual AND Media Standards:

<https://www.nationalartsstandards.org/>

13. What impact – positive or negative – will this proposal have upon other courses or programs offered within the subject area in your building? *For example, will the addition of this course reduce the number of pupils in other courses in the department?*

This elective will offer an unique opportunity to explore and produce original works. It is also an interdisciplinary course with real world connections. Specifically, it will be another offering on our Graphic Design sub-pathway (Arts Pathway). This course could meet a Humanities and Digital Technology graduation requirement.

14. What impact – positive or negative – will this proposal have on other courses/programs offered in the other buildings? For example, would this proposal cause adjustments to be necessary in feeder programs or follow-up programs? Would this proposal reduce the number of pupils in other departments (in teacher assignments, etc.) be necessary?

None.

15. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?

The art department is currently operating at a reduced capacity. Depending on course enrollment, it may cause a section of an art course to not be available unless the staffing issue is addressed. This could be ameliorated by a PTE in order to offer this class in addition to the majority of the requested courses.

Resources & Development Needs:

1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.

Yes

2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.

Currently, our Yearbook course annually produces an excellent product using this model.

Our existing publication, *Mirage*, which currently functions as a club, is an award-winning and popular experience for students at Bethel High School.

Developing a course around this model allows for a deeper understanding and shared commitment of product ideation. It creates a new level of excellence for some of our proudest work done by students.

3. Textbook (if applicable): n/a

4. Other Resources Recommended:

Adobe license for enrolled students and faculty

5. Names of Staff Who May Teach the Course:

Marjorie Overmier and Mattea McGill

6. Training of Staff Required:

ELA teachers need *Adobe* training, which is done “in-house.”

7. Department Approval: *Please have at least 50% of the department members or grade level teachers indicate their approval with their signature and date.*

_____	Date _____

Signature of School Administration:

_____ Date _____

Signature of District Administration:

_____ Date _____

Please submit this form electronically to Dr. Brooks and also submit a hard copy with signatures via inter-office mail. Thank you!