**Fine Arts Annual Review Meeting**

**Monday, February 23, 2015**

 The Fine Arts Annual Review Meeting took place on Monday, February 23, 2015 in the GCMS High School Art Room. Those in attendance were: Amanda Broaddus, Karen Fairley, Chris Garard, Jennifer Keefe, Bess Lanker, Erin Nuss, Sharon Pool, Kyle Renchen, and Tom Stone.

 The teachers reviewed their current curriculum pacing, and also reported any concerns or ideas. Second semester fine arts events dates were also recorded.

**Amanda Broaddus- Middle and High School Chorus:**

**High School Choir** *(Grades 9-12, 60 students)*

The curriculum for the high school choir is actually ahead of pace this year, so I have begun to add in more challenging sight-reading and pieces to work on. This year the group almost entirely consists of students who have taken choir before (either at the high school or middle school level), so less reteaching has had to go on this year than ever before, which has made a *huge* difference in our pacing.

**Music Appreciation** *(Grade 6; mini class each quarter; 20-21 students each quarter)*

This class is on pace and with the curriculum.

**7th and 8th Grade Choir** *(7th and 8th grades; 38 students)*

This class is on pace, if not a little ahead, curriculum wise. They are learning music quickly, so I have added in a few jazz and acapella pieces for an added challenge. I am also going to begin a new sight singing series with them to help prepare them more for the sight singing we do in high school. I have had to make some changes to the voice part distributions this year, as I have a slightly smaller and less independent men’s section as I have had in the past few years for this group, but I think the frequent changing and dividing of the voice parts has been beneficial to many of the students in learning to sing different voice parts.

**6th Grade Choir** *(6th grade; 25 students)*

This class is on pace with curriculum; we are working on the basics of singing. They are becoming comfortable with writing in their solfege, counting rhythms, and singing in two parts. This class is very curious and observant of their written music and asks great questions.

Upcoming Events for the Choir Program:

* “Joseph and the Amazing Technicolor Dreamcoat”- March 6th and 7th, 7:00 HS gym
* HOIC Honors Band and Choir, March 10th, all day
* IHSA Organizational Contest- April 18th
* Spring Concert and Art Show: Sunday, May 3rd Choir at 2:15, Band at 4:00

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**Karen Fairley- Elementary School Art:**

The kindergarten has been working with pastels, textures, and they have also studied warm and cool colors. They are a very focused group, so projects more difficult projects such as the pastels have been a success. Ms. Lanker has been a great source for support and project ideas. Pacing seems to be going well, and different projects are being taught than last year to cover the art standards.

 The first grade as a whole is not as focused, and discipline takes up a lot of class time. So the lion project that was done last year will be deleted.

 Classes who have art on Mondays have missed several lessons, due to holidays and snow days. So some project could not be completed and Ms. Lanker helped adjust the grading scale to reflect the fact that the artwork could not be finished.

 Friday art class periods are used to focus on different forms of art, such as car design, fashion, monsters, and drawing pictures that go along with fiction books.

**Jennifer Keefe- Elementary School Music:**

The elementary room is moving and grooving! We're finishing up our third unit, with two, maybe three, to go by the end of May. The kids are having fun playing “Boomwhackers”, (thanks to the PTA rotating funds a few years ago). The curriculum is ok. This year I decided to post my goals on the board for each unit so that I can reread them frequently to keep myself on track. I have found that they aren't perfect and I have some revamping I want to do during the next curriculum study (and I'm sure they still won't be perfect). I am doing the PERA pilot program, so in a few weeks I'll be able to tell you how much student growth I had during the current unit.

A concern that all three music teachers have is what the future looks like for us attending the annual music conference in January. We were questioned this year about whether we all needed to attend. Since we all have different areas of teaching, all three of us benefit from going.

Something to possibly explore: I found out that there is the National Coalition for Core Arts Standards. I don't know a lot about them. I have a Powerpoint with some information. I have some websites to check out. I haven't had time to look more into it since the conference. What made me stop and even consider looking into them is that they seem to be set up like the CCSS. Since there aren't CCSS for the arts yet, I thought that referring to a set of standards that seem to be set up in the same (or similar) way would be nice.

**Bess Lanker- Elementary and Middle School Art:**

Elementary Art

For 2nd-5th Grade Art we explore a variety of media and content. My lessons involve applying the elements and principles of Art to projects that harness creativity. These lessons are inspired by artists from the beginning of recorded history to present time from

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various places and cultures.  I only see each class for 30 minutes each week so I try emphasize quality over quantity with the lesson content.  I hope to continue to find new projects and teach as many types of 3-D and 2-D Art as possible. Students present nearly every project to their peers for self-reflection and constructive criticism during a critique. I use rubrics to assess each project.

Middle School Art

All 6th grade students take Art for 9 weeks.  They create and study media such as linear perspective, graffiti, ceramic vessels, figure drawing and weaving.

7th grade students have Art every other day for the entire year as an elective.  7th grade projects include, paper mache, printmaking, multiple drawing techniques, self-portraits, ceramics, watercolor and mixed media.  Some students take the 7th grade course again as 8th grades so I have 2 projects for each lesson and I alternate them year to year.

8th grade art is an elective that occurs everyday for 1 semester. Students create and study media such as pen and ink, ceramics, painting, drawing, multi media sculpture and collage. 8th graders also learn how to formally describe, analyze, interpret and evaluate Artwork.  At the end of each course, both 7th and 8th Graders create an independent project, which is a project using media and content of their own choosing. This year we have had students paint ceiling tiles and a mural.  The sixth through eighth grade Art students present their projects via critiques just like the elementary students.  Rubrics are used to evaluate middle school art projects.

Other Notes:

* If a schedule change were possible at the elementary school, longer class periods would be wonderful--I have shared this idea with the administration.
* I have spent time this year reformatting my rubrics for better assessment and to comply with the new rubric requirements. I have also developed and implemented pre and posttesting in a couple different grade levels.
* Mrs. Mcferren has suggested the idea of having a very small display of ES, MS and HS Artwork at each board meeting.
* I am collaborating with Cathy Walker-Steidinger to host a storyteller and art night at the end of March
* Recently students have expressed interest in having a middle school Art Club and I am excited to explore that idea.
* The elementary school is researching increasing art periods to 40 minutes. Bess said that she would really encourage that, because a 30-minute period is too short to be able to complete an activity.

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**Kyle Renchen- Elementary, Middle and High School Band:**

 For instrumental music, the curriculum pacing is going well.  The weather hasn't really affected the bands this year so far.  Last year, we were falling behind, but we are keeping pace pretty well so far.  Band at the fifth grade is progressing, and Music Appreciation at the middle school level is also going well. Deeper learning continues to occur at the high school level, and the students are progressing well.

  When we miss instructional time (due to weather or testing), the most challenging part is keeping the kids on track for their summative assessments (IHSA Contest & the Spring Concert).  Even though our teaching plans can be pushed back due to weather, these events cannot.

​ This year, the weather hasn't been much of an issue, but I do anticipate all of the standardized testing being an issue.  The students are missing quite a bit of instructional time and we will not have as much time to really solidify concepts as we have in past years.

Facility-wise, we are doing well.  We were able to purchase a few more music stands that were needed.

   Another concern is about my travel time between buildings.  Going from the high school to the middle school is fine, but leaving the middle school to go to the elementary is cutting it close.  I am making the 15-minute window work, but I wouldn't want any less time than that to close down the middle school room, travel to the elementary, and set up the elementary room with chairs.  Like I said, it's working fine for right now, but I would just like the administration to be aware of it in the future if/when any scheduling changes are made.

At the high school, the band is in great need for a new set of 4 timpani drums.  The Gibson City Music Foundation has​ donated​ $1000 to aid in the purchase of these, but a new set of timpani will cost about $72​00.  Leasing options are available, which would only cost the district about $1700 each year for five years.  If purchased, the timpani drums from the high school would be moved to the middle school.  The timpani drums at the middle school are in much worse condition.  A grant proposal was submitted to the GCMS Education Foundation, but some of this cost may need to be covered ​by the school district.  Funding for these drums would be greatly appreciated.

One final issue is that of professional development funding.  The only area-specific professional development that our district's three music educators attend is an annual conference held in January.  This is a statewide conference in Peoria that has sessions that specifically relate to our specialized field areas.  Sending all three of us is a huge benefit, and it wouldn't really work to send just one of us.  I realize that professional development funding may be a concern, but we would like the administration to be aware that sending just one of us would not be beneficial to the others.

Upcoming Events for the Band Program:

IHSA Contest for Band/Choir - Saturday, April 18

Spring Concert & Art Show- Sunday, May 3: Choir at 2:15p.m. and Band at 4:00 p.m.

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**Tom Stone- High School Art:**

ART 1 (2 hours: 15 & 20 students)

With this being an introductory class I have a lot of different things to cover. Projects are not super intensive, but that allows us to cover more techniques, mediums, etc. than if we did a longer project for each one. I have worked a weekly art history lesson into the curriculum this year and it has gone very well. Each Thursday we do a different part of art history and the lesson can last anywhere from 15 minutes to the entire class period. The timing on that had worked very well and it has been amazing how many times I have unintentionally matched up with what is being taught in history classes at the same time. I have also redesigned some of the projects so that they align with the art movement that we cover in class. I have started to really try to push the critique and self-reflection process more in this class so that they can get better at it before they take later classes. Overall the pacing has gone very well this year and I am happy with what we have been able to cover. Throwback Thursdays is a time when art history is covered, from prehistoric times. This has turned out to be a very successful activity for the students.

Drawing (2 hours: 7 and 23 students)

Pacing in this class seemed a little slower than last year, but it still worked out well. I didn’t get through as many projects, but the time spent on the projects this year was better spent. We would spend a week do practice “drills” that lead up to each larger project. For a couple of the projects I gave them a week initially and told them that depending on their work ethic and how they were doing the time could possibly be extended. There were very few students that didn’t complete projects and very few who finished super early. 23 is the largest class that I have this year and it was definitely too big. Not only was it a problem with space, but also it is nearly impossible to keep a class that size quiet in a class like this.

Design (2 hours: 15 & 6 students)

The computer problems from last year were solved and it looks like the class will go much smoother this year. I have split the semester into three parts. We use strictly Photoshop at first, and then strictly Illustrator, and we will finish the year with projects that will require either/both of the programs. The students seem to get frustrated with learning the program so when I begin out Illustrator unit I hope to make it much more interactive. Instead of trying to teach all of the tools and then doing projects I am going to break up the tools and do lots of small projects that only use a limited number of tools. The timing has gone fairly well. Classes like these are hard because some kids work very quickly and others work much slower on the computers. I have tried to create “alternative” projects for those who finish early, but this still needs some fine-tuning.

Sculpture (17 students)

This is the only art class besides Art 1 that has no prerequisite. Knowing this before I did the curriculum this year was very helpful. Last year I was very frustrated with the students’ abilities, but this year I have done a better job of designing and teaching the lessons for less experienced artists. The curriculum of this class is fairly focused on looking at artist examples and studying sculptures and their work. I think that the timing

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on projects has gone well, but I have some issues in this class with people finishing much quicker than others which I am still trying to find a productive solution for.

Ceramics (20 students)

Pacing for this class was much better this year than last. Up until the very end of the semester I had no major issues with timing. When we hit the end of the semester we did not have time to make a high quality piece, but had too much time to stretch the glazing process to fill the time. I made it through the “process” projects a little quicker this year and was able to assign more open-ended projects that I did last year. While the kids were always begging to get to choose their projects, they had no idea where to start when I gave them that freedom. I learned that while they strive for the freedom and you would expect them to work harder because of that, they actually are overwhelmed with the freedom and struggle to design a solid project.

**Painting (15 + (1 independent study) Students)**

Pacing is looking much better for this class this year. I have taken out the mixed media project to allow more time for the other processes. I have found that this class really loves to have the extra time to work on projects so I try my best to give them as much work time as possible. I have also done much more technical teaching and training before we start projects. I also have made them much more responsible for their own supplies which has really helped with keeping the room and the materials clean and “organized”. This is a great class size! We can have quick class discussions/critiques and it is very easy to get around and work with each student multiple times during the period without feeling overwhelmed.

**ART 4 (11 Students)**

The class has worked great this year. Without having kids in other periods it is much easier to keep the pacing consistent. Having the class continue through advisory has been one of the best changes of the year. The little bit of extra time each day makes a huge difference and it is much easier to try to squeeze critiques into one period. The students are required to do a written reflection on their work, and then group critiques take place. Critiques are slowly getting better and better, but we still have a long way to go in order to get where I want to be with them.

Our fieldtrip to SOFA (Sculptures, Objects, and Functional Art) in the fall was an incredible experience and it proved to be very inspiring for the kids. Our last project had to be designed using a SOFA project as a reference. It was great for the kids to be able to see modern art and talk to some of the artists.

The projects for the fall were more unique techniques that they have never experienced before. It was my first time teaching all of them so I did as much learning as the students. There were definitely some snags along the way, but they were dealt with pretty well. The spring semester is once again dedicated to concentrations. They have two weeks for each project. This time frame has actually been a little too short for most of the projects. However, with some extra time outside of class they seem to be getting them done one time still. The students will be required to submit a six-piece portfolio.

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This will be done in “AP format”, and will be good experience. It is something that they can use for college admittance, if they choose to pursue art as a major.