# K-5 VISUAL ARTS MATERIALS ADOPTION

Lake Washington School District

**School Board Meeting**

**May 8, 2017**

# K-5 Visual Arts Materials Adoption

- K-5 Visual Arts Adoption Process
- Qualities of Recommended Program
- Examples of Student Work from our Elementary Schools
- Art Docent Partnerships
- Next Steps

# Student Profile

## Lake Washington School District
## Student Profile

**The knowledge, skills, and attributes that every student needs to be Future Ready**

**MISSION:** Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society

**VISION:** Every Student Future Ready: *Prepared for College, Prepared for the Global Workplace, Prepared for Personal Success*

## INTERDISCIPLINARY SKILLS AND ATTRIBUTES

### Academic Thinking Skills & Strategies

**Questions Critically and Thinks Creatively**
- Demonstrates curiosity
- Engages in active inquiry
- Asks thoughtful questions
- Questions authority appropriately
- Questions authenticity and legitimacy of information
- Demonstrates intellectual openness
- Displays creative and innovative thinking

**Solves Problems Effectively**
- Develops and applies multiple strategies to solve complex problems
- Seeks data and evidence
- Evaluates data and evidence for validity, relevance, and credibility
- Analyzes and interprets data and evidence
- Integrates data and uses reasoning to construct coherent logical arguments or defend a position
- Synthesizes information
- Makes informed predictions and decisions
- Reaches accurate conclusions with clarity, accuracy, and precision

**Makes Connections**
- Understands the connections across disciplines
- Understands the relationship between effort and achievement
- Understands concrete and abstract cause/effect relationships

### Communication & Collaboration Skills

**Offers Ideas and Makes Contributions**
- Offers ideas; dialogues effectively
- Assumes personal responsibility in group settings
- Shares work openly
- Shares group responsibility
- Delegates appropriately

**Works Well with Others**
- Collaborates and communicates effectively in various ways to diverse groups
- Competes appropriately and ethically
- Gives and accepts constructive criticism and critical feedback
- Uses conflict resolution skills and strives for consensus
- Listens actively
- Works and studies effectively with a group

**Respects and Values Others**
- Shows compassion and loyalty
- Respects the rights, opinions, perspectives, property and well-being of others
- Interacts well with diverse groups and individuals
- Responds appropriately to the work of others
- Uses and appreciates appropriate humor
- Seeks diverse perspectives
- Shows sensitivity to the needs and concerns of others
- Shows empathy and compassion

### Local & Global Citizenship Skills

**Exhibits Civic Responsibility**
- Promotes social justice and equity
- Respects and promotes ecological and environmental responsibility
- Understands and values democratic ideals
- Appreciates the complexity of contemporary social and political issues
- Promotes the public good

**Maintains a Local Perspective**
- Knows and supports the goals of school and community
- Effectively participates in democratic processes
- Contributes to the well being of others in the community

**Maintains a Global Perspective**
- Appreciates and understands diverse cultures, languages, and peoples
- Demonstrates multicultural literacy; understands different values, customs, and beliefs
- Respects human dignity and values diversity
- Understands and values capitalism as our country's economic system
- Contributes to the well being of others in the nation and world

### Personal Attributes

**Exhibits a Strong Work Ethic**
- Strives for excellence and works to the highest potential
- Takes initiative, competes, and has high personal expectations
- Sets and prioritizes short term and long term goals
- Engages in
- Follows thr
- Works and
- Persists in
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**Takes Personal F**
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- Demonstra
- Manages c

**Maintains Balan**
- Balances s
- Strives for

## INTERDISCIPLINARY CONTENT KNOWLEDGE

### Literacy & Language
- Writes clearly and effectively in English for a variety of audiences and purposes
- Reads, interprets, analyzes, and evaluates both literary and informational texts
- Understands and applies the commonly accepted rules and conventions of the English language
- Communicates effectively in a language other than English

### Mathematical & Scientific Reasoning
- Understands and applies mathematical principles and concepts
- Solves problems, reasons, and communicates mathematically
- Understands and applies scientific principles and concepts
- Solves problems, reasons, and communicates scientifically

### Social Studies
- Understands U.S. and world geography, history, and current events in a global context
- Understands and evaluates the structure and function of economic systems in the U.S. and the world
- Understands and evaluates the structure and function of political and governmental systems in the U.S. and the world

### Information & Communication Technology
- Demonstrates information, communication, and media literacy
- Understands the relationship of technology to productivity and quality of life
- Presents information for a variety of audiences and purposes using a range of Information & Communication Technology Tools

### Culture & the Arts
- Understands and applies the basic concepts of design, music, literature, art, dance, and drama
- Communicates artistically
- Understands and evaluates the role of religion and philosophies in world events and cultures

- Demonstrates the necessary skills to locate and evaluate school and career information
- Develops a future school and/or career plan
- Understands and applies skills in personal financial literacy and consumerism in a capitalist economic system
- Develops healthy habits that include physical fitness and emotional well being
- Understands and develops entrepreneurial and management skills and strategies


### Culture & the Arts
- Understands and applies the basic concepts of design, music, literature, art, dance, and drama
- Communicates artistically
- Understands and evaluates the role of religion and philosophies in world events and cultures

# K-5 Visual Arts Adoption Process

**Program Review 2014-15**

- Reviewed effective practice and program research
- Studied visual arts in Lake Washington & neighboring districts
- Analyzed parent and teacher survey data

**Evaluation and Piloting 2015-16**

- Evaluated curriculum programs
- Piloted four curriculum programs with teachers in schools
- Partnered with our art docent programs

**Piloting & Recommendation 2016-17**

- Piloted finalist art program in elementary schools
- Identified materials costs and logistics
- Forwarded recommendation to IMC and Board
- Continued to partner with our docent programs

# Committee Membership

| Directors | |
|---|---|
| Mike VanOrden | Director of Teaching & Learning |
| Paul Vine | Director of Special Education |
| **Building Administrators** | |
| Heather Frazier | Sandburg/Discovery – Principal |
| Ryan Scott | Franklin/Rockwell – Assoc. Principal |
| **Specialist** | |
| Karen Ollerenshaw | Elementary Curriculum Specialist |
| **Elementary Teachers** | |
| Rosemary Allan | Sandburg – Kindergarten |
| Ali Davitte | Einstein – 1st Grade |
| Jaclyn O'Leary | Rockwell – 1st Grade |
| Lisa Ranniger | Rockwell – 1st Grade |
| Jessie Miera | Juanita – 1st/2nd Grade |
| Erin Subcleff | Discovery – 2nd/3rd Grade |
| Julia Winkel | Discovery – 2nd/3rd Grade (Intern) |
| Jeffrey Erickson | Frost – 3rd Grade |
| Heather Hein | Rockwell – 4th Grade |
| Roxie Harewood | Wilder – 5th Grade |
| Katie Sikorra | Frost - Music |
| **Secondary Teacher** | |
| Sara Hall | Redmond Middle - Visual Arts |
| **Community Members** | |
| Nicole Baker | Eastlake Learning Community |
| Colleen Broughton | Redmond Learning Community |
| Deva Demeter | Redmond Learning Community |
| Caroll Pohl-Ferry | Lake Washington Learning Community |

# K-5 Visual Arts Guiding Interests

1. All students, regardless of the school, should have elementary visual arts experiences

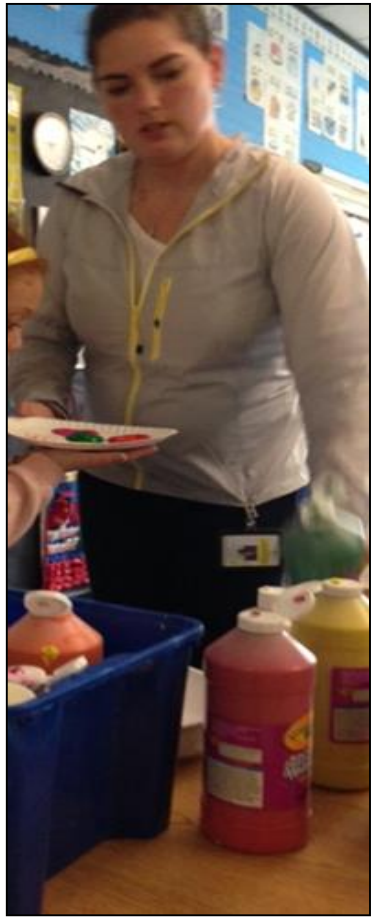
2. K-5 visual arts standards and reporting require instruction and assessment

3. Recommendations should take into account:
   - Time
   - Teacher capacity for new learning
   - Our art docent programs

# K-5 Visual Arts Program Review

1. Reviewed existing curriculum from 2003 co-developed by LWSD and Redmond Arts Commission
   - Aligned to prior literacy and arts standards
   - Varied use and availability

2. Analyzed community and teacher surveys from 2013 and 2014
   - High parent, community, and teacher interest in visual arts at elementary
   - Inequitable access to visual arts by school, grade level, and classroom



Keller Elementary

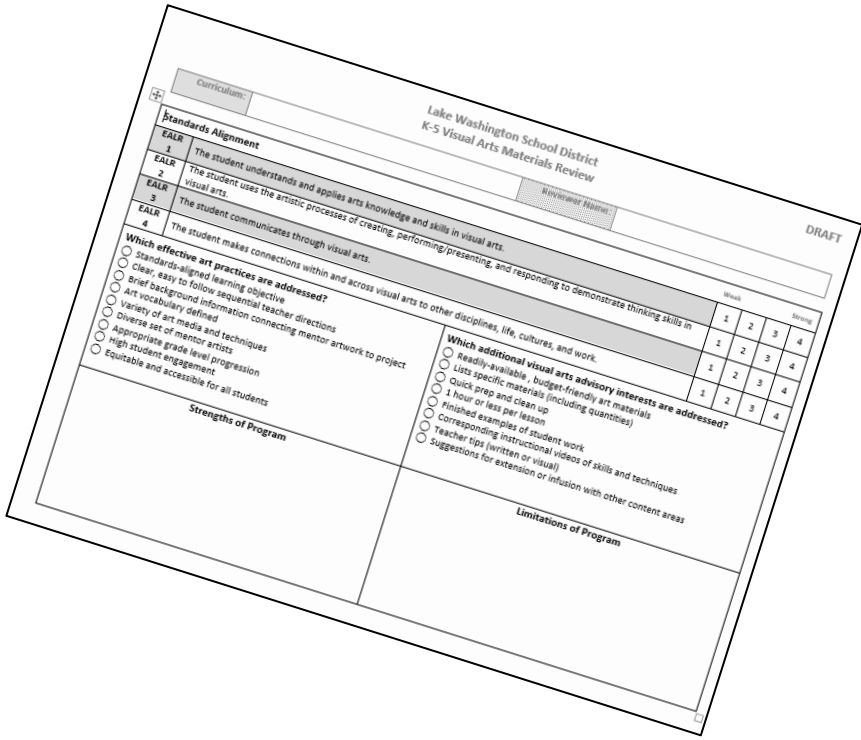
# Visual Arts Curriculum Evaluated

- Art in the Afternoon (Arts Attack Publications)
- Art Lessons in the Classroom (ArtsEd. Washington)*
- Explorations in Art (Davis Publications)
- Art School for Kids (Deep Space Sparkle Inc.)
- Great Artists (Bright Ideas Learning)
- Daytime Art (Smart with Art LLC)

*Updated version of LWSD 2003 curriculum

# Rubrics for Evaluating Curriculum Resources

- Effective Practice
- State Standards Alignment*
- Assessment
- Organization and Design
- Digital Resources


Curriculum:

Lake Washington School District
K-5 Visual Arts Materials Review

Reviewer Name:

DRAFT

| Standards Alignment | | Weak | | | Strong |
|---|---|---|---|---|---|
| EALR 1 | The student understands and applies arts knowledge and skills in visual arts. | 1 | 2 | 3 | 4 |
| EALR 2 | The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in visual arts. | 1 | 2 | 3 | 4 |
| EALR 3 | The student communicates through visual arts. | 1 | 2 | 3 | 4 |
| EALR 4 | The student makes connections within and across visual arts to other disciplines, life, cultures, and work. | 1 | 2 | 3 | 4 |

**Which effective art practices are addressed?**
- Standards-aligned learning objective
- Clear, easy to follow, sequential teacher directions
- Brief background information connecting mentor artwork to project
- Art vocabulary defined
- Variety of art media and techniques
- Diverse set of mentor artists
- Appropriate grade level progression
- High student engagement
- Equitable and accessible for all students

**Which additional visual arts advisory interests are addressed?**
- Readily-available , budget-friendly art materials
- Lists specific materials (including quantities)
- Quick prep and clean up
- 1 hour or less per lesson
- Finished examples of student work
- Corresponding instructional videos of skills and techniques
- Teacher tips (written or visual)
- Suggestions for extension or infusion with other content areas

**Strengths of Program**

**Limitations of Program**

**New state arts standards adopted March 2017*

# Curriculum Programs Selected for Piloting

- ***Art in the Afternoon***

  Publisher: Arts Attack Publications

- ***Explorations in Art***

  Publisher: Davis Publications

- ***Art School for Kids***

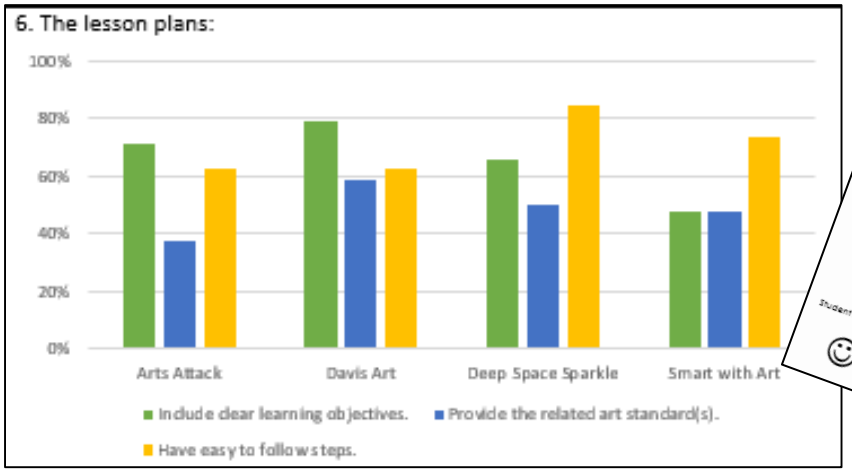
  Publisher: Deep Space Sparkle Inc.

- ***Daytime Art (DART)***

  Publisher: Smart with Art LLC

# Piloting, Surveys & Feedback

- Teachers piloted lessons and materials in the classroom
- Teachers completed survey (70 pilot teacher respondents)
  - usability, materials, time requirements
- Students complete surveys (over 2,000 student respondents)
- Parents and docents provided feedback through surveys and focus groups



# Second Round of Piloting: ***Art School for Kids***

- **Fall-Winter 2016-17:** Piloting *Deep Space Sparkle: Art School for Kids in 11 Elementary Schools, with additional opt-in piloting at other schools*
  - Materials Management and Cost
  - Lesson Sequence
  - Lesson Modifications
  - K-5 Progression
  - Alignment with Other Curriculum Areas

KANDINSKY'S CIRCLES
*Kindergarten*

MISTER FISH
*First Grade*

CAVE ART
*Second Grade*

BRITTO MIXED-MEDIA
*Third Grade*

WATERCOLOR CASTLE
*Fourth Grade*

KLEE ABSTRACT PAINTING
*Fifth Grade*

# Sample Survey Comments: Teacher

## *Deep Space Sparkle: Art School for Kids*

*"This is a fantastic art curriculum! The overall feedback from my students was that they loved the lessons."*

*"All students were engaged in the art and produced pieces that were original and creative. No student art looked exactly the same. So, they had opportunity to assert their individual creativity."*

*"I have always considered myself art-challenged. I found the videos informative and relevant. I can see myself teaching with the video then moving off with confidence to teach the lesson on my own."*

Einstein Elementary

# Sample Survey Comments: Student

***Deep Space Sparkle: Art School for Kids***

*"I loved that you could draw your own cat."*

*~Kindergarten student*

*"I felt happy because my drawing was the color of the sunset."*

*~ 1st grade student*

*"I liked how they broke the steps apart and how they told us a strategy that put either warm colors together or cool colors so they blend in easily."*

*~Intermediate student*

# Sample Survey Comments: Parent, Docent

***Deep Space Sparkle: Art School for Kids***

*"The art on display is fabulous. The students are enjoying the lessons"*

*"It is straightforward, approachable and encouraging. I like that the cleanup and materials are very manageable."*

*"At our school we have many teachers who are scared of art, and DSS helps. Once the do it, they tend to appreciate the docents too."*

*"I have heard fabulous feedback from the teachers about this program and even more importantly, I am seeing so many more teachers doing art on a regular basis."*

# Communication About the Adoption

Lake Washington School District

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FOR PARENTS | FOR STUDENTS | FOR THE COMMUNITY

You are here: LWSD > For Parents > Teaching and Curriculum > Curriculum Review and Adoption

- Teaching and Curriculum
- Standards
- Curriculum & Assessment
- Framework
- Adopted Curriculum
- Technology in the Classroom
- HIV and AIDS Curriculum

## Curriculum Review and Adoption 2016-17

*Updates from each curriculum adoption committee*

How Do I...

Choose task

Each year, Lake Washington S
make recommendations for c
up-to-date, research-based, a
people with teaching and sub
have diverse perspectives an
administrators on our commit

### K-5 Visual Arts

The K-5 Visual Arts Committee is composed of elementary teachers, school and district administrators, and parent art docents. Over the past two years the committee reviewed effective practice research in visual arts instruction and conducted a comprehensive analysis of visual arts programs in our elementary schools. Last spring the committee recommended a 2016-17 field test of *Deep Space Sparkle: Art School for Kids*. This year, committee members will participate in the field test, align lessons to National Core Arts Standards, and make recommendations about visual arts in the context of our overall elementary curriculum and assessment framework. Final implementation recommendations will be made by spring of 2017.

K-5 Visual Arts Adoption Committee Members
K-5 Visual Arts Adoption Committee Meeting Summaries
K-5 Visual Arts Adoption Committee Meeting Agendas

09/26/16 10/19/16 11/14/16
02/02/17 04/17/17

Sign up to receive alerts about the K-5 Visual Arts Committee

2015-16 Curriculum Review and Adoption committee materials are available here

2014-15 Curriculum Review and Adoption committee materials are available here

# Public Review of Materials and Input

April 17 – May 5

Instructional Materials Policy Appendix C Review of Materials Form

Lake Washington School District APPENDIX C

**Public Review of Materials**

**To:** **LAKE WASHINGTON SCHOOL DISTRICT BOARD OF DIRECTORS**

**FROM:**

**NAME:**
**STREET ADDRESS:**
**CITY, STATE, ZIP:**
**HOME PHONE:**
**CELL PHONE:**
**E-MAIL**

**Date:**

**I have reviewed the (title):**

**I would like to make the following comments about the text:**

# Qualities of Recommended Program

# Committee Member Presenters

**Heather Hein**
4th Grade Teacher, Rockwell Elementary

**Sara Hall**
Visual Arts Teacher, Redmond Middle

**Deva Demeter**
Parent & Docent, Redmond Learning Community

**Ryan Scott**
Associate Principal, Franklin Elementary & Rockwell Elementary

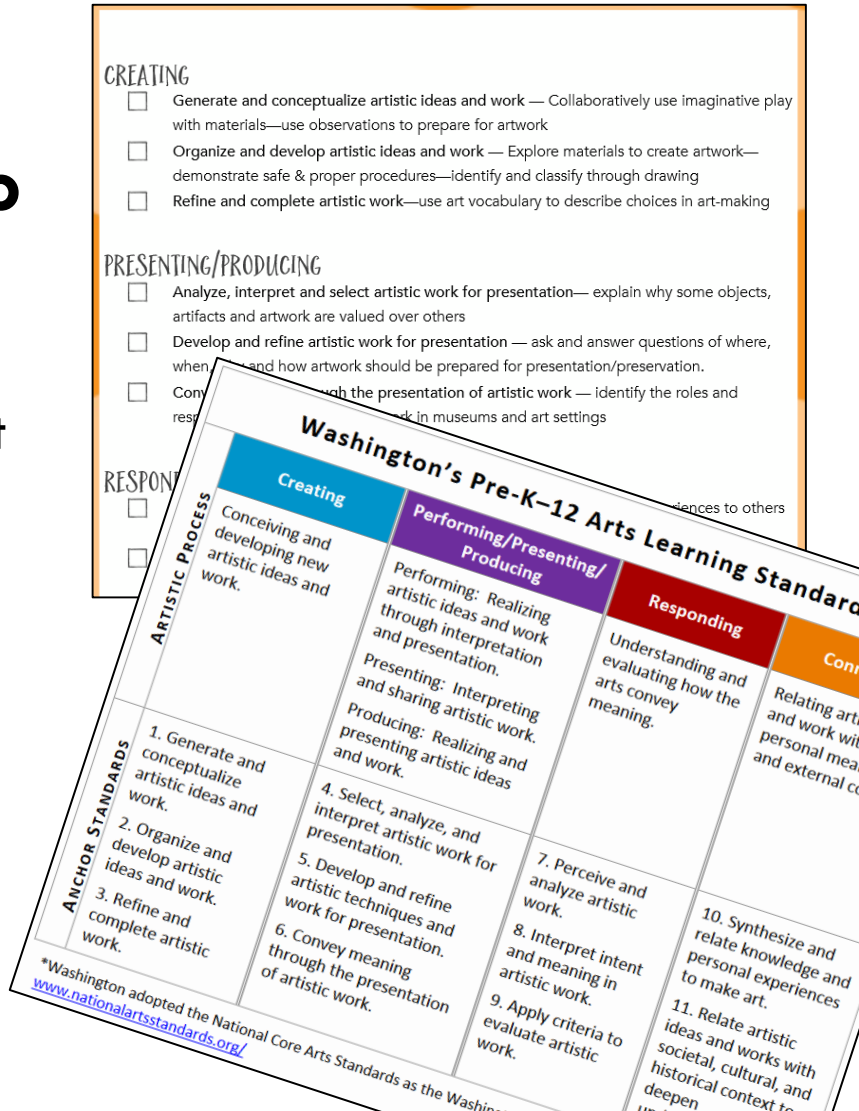
**Heather Frazier**
Principal, Sandburg/Discovery Elementary

# Arts & Crafts vs. Visual Arts

# K-5 Visual Arts Curriculum

*Deep Space Sparkle: Art School for Kids*: **Connected to Standards**

- Aligned with national standards that are our new state arts standards
- Each lesson identifies specific visual arts standards



CREATING

- Generate and conceptualize artistic ideas and work — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- Organize and develop artistic ideas and work — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- Refine and complete artistic work—use art vocabulary to describe choices in art-making

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation— explain why some objects, artifacts and artwork are valued over others
- Develop and refine artistic work for presentation — ask and answer questions of where, when and how artwork should be prepared for presentation/preservation.
- Conv ugh the presentation of artistic work — identify the roles and res k in museums and art settings

RESPON

diences to others

**Washington's Pre-K–12 Arts Learning Standard**

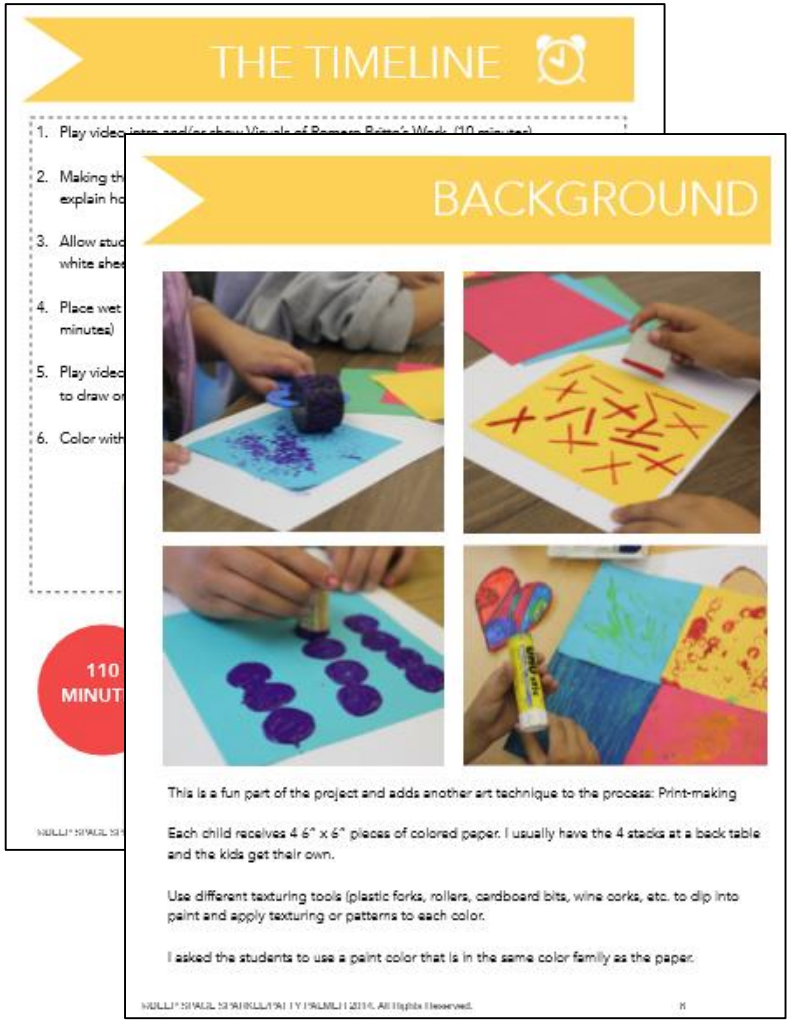
| | Creating | Performing/Presenting/Producing | Responding | Con |
|---|---|---|---|---|
| Artistic Process | Conceiving and developing new artistic ideas and work. | Performing: Realizing artistic ideas and work through interpretation and presentation. Presenting: Interpreting and sharing artistic work. Producing: Realizing and presenting artistic ideas and work. | Understanding and evaluating how the arts convey meaning. | Relating art and work wi personal mea and external c |
| Anchor Standards | 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. | 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. | 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. | 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen |

*Washington adopted the National Core Arts Standards as the Washin
www.nationalartsstandards.org/

# K-5 Visual Arts Curriculum

## *Deep Space Sparkle: Art School for Kids:* **Accessible**

- 6 full color PDF project lesson plans per grade level
- Progression of concepts and skills in grades K-5 focused on elements of art and principles of design
- Accompanying art videos directed at the student
- Supplemental picture books to use with projects
- Completed student samples for each project



# K-5 Visual Arts Curriculum

Rush Elementary

## *Deep Space Sparkle: Art School for Kids:* **Coherent**

- Projects address important art skills and concepts over a K-5 grade span

- Projects at each grade selected to:
  1. Ensure art instruction in every classroom for every student
  2. Provide time for art docent programs

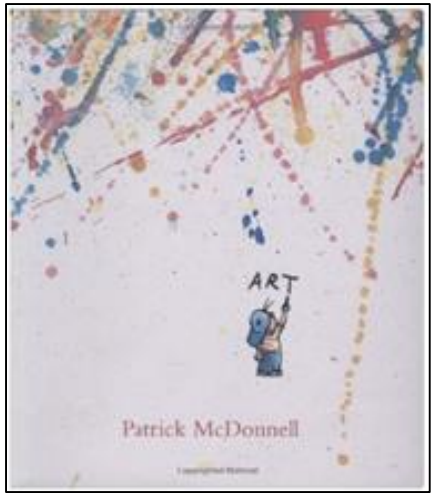
# K-5 Visual Arts Curriculum

*Deep Space Sparkle: Art School for Kids*: **Builds Foundation for Secondary Visual Arts Curriculum**

- Gives students experience with varied art mediums and materials
- Provides students with understanding of art vocabulary
- Allows students to apply elements of art

# Examples from our Schools

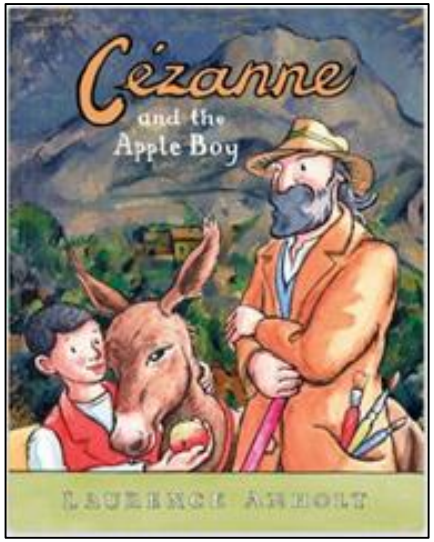
# Kindergarten




Pattern Birds
Mixed Media

Kindergarten
Sandburg Elementary

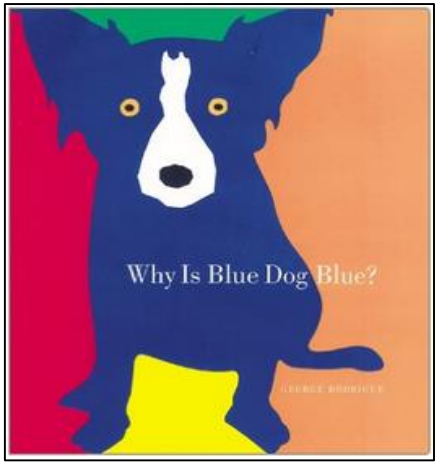
# 1st Grade




Cezanne Apples
Still Life Painting

Grade 1
Blackwell Elementary

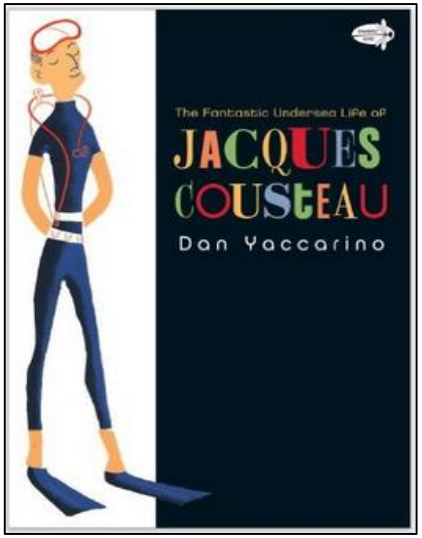
# 2nd Grade




Blue Dog
Chalk Pastel Drawing

2nd Grade
Rockwell Elementary

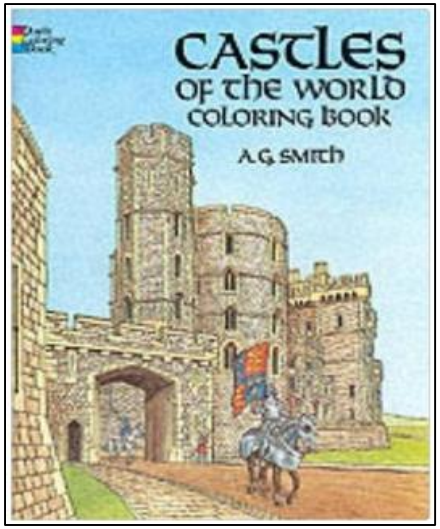
# 3rd Grade




Cousteau Collage
Mixed Media

3rd Grade
Franklin Elementary

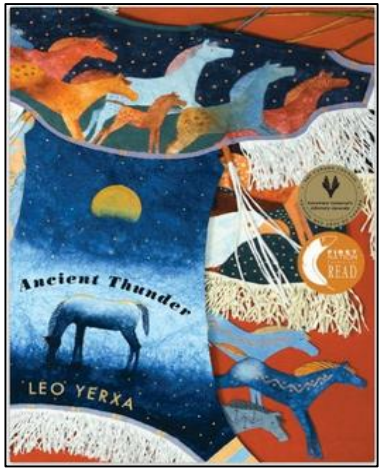
# 4th Grade




Castles
Watercolor Painting

4th Grade
Rockwell Elementary

# 5th Grade




Painted Tunics
Mixed Media

5th Grade
Rush Elementary

# Sandburg/Discovery Elementary

Art Materials Management

Sandburg/Discovery Elementary

# Art Docent Partnerships

# LWSD – Art Docent Partnerships

## Why partner?

1. To enhance visual arts experiences for all of our students.

2. All students, regardless of the school, should have elementary visual arts experiences.

3. So that LWSD visual arts curriculum and docent programs complement each other.

Carson & McAuliffe Docents

# LWSD – Art Docent Partnerships

- **Docent Representation on Curriculum Committee**
- **Docent Focus Groups**
  - Provided feedback about curriculum options for schools
  - Made recommendations about how to support programs across the district
- **Docent Sharing and Learning Sessions**
  - 2-3 opportunities during the year to share lessons and ideas
  - Guest artists offer learning sessions for docents and teachers
- **Docent "Share-Site"**
  - K-5 docent lessons posted on district webpage for programs wanting/needing additional options
  - Lessons include connections to LWSD curriculum and standards

ART SCHOOL for Kids Art Docents

# Next Steps

# Next Steps

- Materials available to all teachers through PowerSchool Learning
- Supplemental picture books delivered to buildings
- Training materials available online
- Development of alignment guides
- Materials budget for each school starting next year

DEEP SPACE SPARKLE