

Bernards Township Public Schools
Basking Ridge, New Jersey

5-Year Evaluation

Art K-8

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Philosophy

Art fills the need in people's lives to communicate and express themselves. It connects one generation to the next, by establishing a visual and tactile record of people, their values, thoughts and knowledge. Art challenges, confirms, and inspires our thinking. It is part of everyone's life, though it may be so embedded that people are unaware of it. People make aesthetic decisions that affect their lives, sometimes for good and sometimes not. Art is a powerful economic force, from fashion to every manufactured product, to architecture and to technology. We depend on the arts to enrich our lives. We know that no one can claim to be truly educated who lacks basic knowledge and skills in the arts.

Art both impacts and reflects the social and political conditions of a given society. In so doing, art may challenge or it may reinforce the values of that society. In addition, the art of a culture provides a window through which we, and others, can observe, analyze and better understand a given people, or period of history.

Understanding art means analyzing nonverbal communication and making informed judgments about cultural products and issues. A student who has participated in the study of art, is better equipped to understand and analyze the messages our society communicates through various forms such as architecture, sculpture, industrial design, fine art, graphic design, etc. Thus, such an individual is better able to thoughtfully contribute to society through their more thorough critical analysis of the culture.

The combination of perceptual, intellectual, manual and technical skills that are acquired by a student engaged in the process of making art fosters the development of creative and critical thinking in that individual. He/She learns artistic modes of problem solving that challenge them to do their best. That is why we refer to doing things in the most skilled manner as the "art of ..."

Studying art teaches students to adapt to and respect others' (often very different) ways of thinking, working and expressing themselves.

Making art means making decisions in situations where there are no standard answers. Student must learn to be independent thinkers. In a world inundated with a bewildering array of messages and meanings, an art education helps young people explore, understand, accept and use ambiguity and subjectivity. They learn to make choices where there is no "right" answer.

Art education promotes enjoyment, excitement, and satisfaction as students advance their skills and knowledge. An art education gives students a vastly more powerful repertoire of self-expression.

Summary of Current Program

Bernards Township Public School District has four K-5 elementary schools (Liberty Corner, Oak Street, Cedar Hill and Mount Prospect), one middle school (William Annin 6-8) and one high school (Ridge 9-12).

There are 13.2 art teachers, 4.2 in the elementary level, three in the middle school and 6 in the high school. There is a Supervisor of Fine and Practical Arts, a position created since the last 5-Year Evaluation. The presence of this administrator provided support for the curriculum, maintenance of the facilities and equipment, and representation on a planning level.

The high caliber of the art teachers continues to be a very strong factor in the success of the Art Program. They are all hard working, dedicated teachers who put in long hours, and many extra hours to offer the children of Bernards Township an outstanding experience in Art.

At this time there is a great deal of impetus for schools having strong art programs. Art is mandated by the State in its Core Curriculum Content Standards, by the National Education Standards, and by No Child Left Behind. Although there is no standardized testing in the areas of Fine Arts at this time, the local districts are required to establish their own assessments to assure quality programs. In the Bernards Township Public Schools there is a curriculum in place that is due to be revised, but due to budget cutbacks has been delayed to another year. The curriculum could stand updating, but it reflects the National and State Standards as well as district suggestions for specific historical periods and artists.

All the schools display student artwork both in their buildings and in community exhibits such as the Somerset Art Association (Youth Art Month Exhibit), Environmental Center, Charter Day, and Teen Arts.

Class sizes are commensurate with average size for all classroom instruction with the addition of mainstreamed special education students who join in the art classes. Aids are provided in the elementary program where an aid would normally be assigned to students in their classroom.

Elementary

Kindergarten children receive 30 minutes of art instruction per week, and Grades 1 to 5 receive 50 minutes per week. In three of the four elementary buildings, Cedar Hill, Liberty Corner and Oak Street, art is provided in an art room designated as an art room, and the students report there for their classes. In the fourth building, Mt. Prospect there is no designated art room, so the art teacher travels around to the classrooms, transporting supplies and projects “on a cart.”

A very important part of the elementary art program is the exhibit of student work. This has been an option in the schools in the past by using bulletin boards outside the art rooms, and hanging work from display strips mounted in the hallways. This year the

Township Fire Marshall has stipulated that there be only one bulletin board for each class in the building, and the display strips must be removed to prevent the hanging of displays in the halls. This action limits the percentage of displays to the permissible amount. This does, however, impact greatly on the art program, as the annual spring art exhibits depended on utilizing these areas. A rationale for selecting art work for special out of district exhibits during the year has always been that the teachers could assure those students whose work was not selected that their work would be displayed during the annual school building exhibits. Without such an opportunity, the selection and submission of “special” student work is more difficult to justify.

Some of the “special” exhibits work is submitted to are the Environmental Center Exhibit, the Somerset County Youth Arts Month Exhibit, and Charter Day Exhibit in Basking Ridge.

Middle School

In the middle school, art is provided during two cycles in the 6th grade, one cycle in the 7th grade, and as a full semester elective in 8th grade. Each cycle is scheduled for 6 weeks, although due to pullouts and other miscellaneous interruptions, for some students it does not provide a full 6 weeks of instruction. An additional 8th grade elective is Photography, taught by an art teacher with an art curriculum.

On this level, students are required to visit an art gallery/museum to review the work of an artist. This extends the students into the community in search of art. Artists are rarely if ever invited into the school to work with students in that environment.

There are two major exhibits at the middle school each year, one winter and one spring. These exhibits take place in the main lobby, using display panels that are placed there for the occasion. Two showcases also allow for ongoing display of artwork. Teachers also arrange for the submission of student work to the Teen Arts Festival, the Charter Day Exhibit in Basking Ridge, and the Somerset County Youth Arts Month Exhibit, which occasionally leads to the State YAM Exhibit.

The middle school offers an art club after school for extracurricular activities.

The 2003 District Climate Survey produced very favorable results on Parental Opinions in the Visual and Performing Arts. They are as follows:

Elementary Grades	65.8 % favorable	9.8 % weak	2.7 % didn't know
Middle School	84.2 % favorable	10.5 % weak	5.2 % didn't know
High School	60 % favorable	5.8 % weak	4.7 % didn't know

The District Climate Survey produced very favorable results on Teacher Opinions in the Visual and Performing Arts. They are as follows:

Elementary Grades	85.7 % favorable	13.5 % weak	0 % didn't know
Middle School	89.1 % favorable	6.3 % weak	0 %
High School	76.5 % favorable	7.8 % weak	15.6 % didn't know

Review of Previous Five-Year Evaluation

- 1. All students should have visual art education every year through eighth grade.**

All students currently have art through 7th grade. In 8th grade the students have the option to select an art elective (art or photography).
- 2. Increase grades 1 to 5 from 50 to 60 minute periods.**

Art classes in grades K-5 are still scheduled for 50 minutes, but in practice they have less time due to passing time. Elementary children currently receive art for 30 hours.
- 3. Increase Kindergarten classes to 45-minute periods.**

Kindergarten children would benefit from 50 minutes of art per week.
- 4. Increase Kindergarten classes to meet weekly.**
- 5. Increase grades 6 and 7 to equal 45 hours per year**

Art in 6th grade are currently a total of 40 hours and 7th grade are currently a total of 20 hours.
- 6. Increase instructional time (Cedar Hill) by increasing passing time between art classes.**

Instructional time has not been increased, and there is no passing time between classes (with the exception of Mt. Prospect where art is on a cart).
- 7. Increase interdisciplinary opportunities**

There still is little time for teachers to plan together for interdisciplinary lessons, particularly in the middle school. In the high school, teachers do not interact in such a way as to encourage communication on planning.
- 8. Eliminate or minimize the impact of student “pull-outs” for other subjects.**

Pullouts continue to have an impact on art time for students. They are pulled out for instrumental lessons, orchestra, chorus, speech, etc.
- 9. Provide opportunities for art teachers to consider: Art History, Aesthetics, Art Criticism, thinking skills, authentic learning, assessment, multicultural themes, technology and multiple intelligences.**

Teachers have expanded their opportunities to consider the areas listed, through attendance at conferences, departmental meetings, resource materials provided for their use and independent research in fulfillment of their Professional Development Plans.

10. Revise curriculum K-8 to align with Philosophy and Goals, and align with New Jersey Core Course Standards

The curriculum was revised, most recently in 1997. It was due for revision last year, in 2003, but was postponed then and again this year due to budget cutbacks. Other curricula are in greater need than the K-8 Art Curriculum.

11. Expand use of technology in curriculum

The use of technology has been expanded in the curriculum, but not uniformly in all buildings. The art teachers need to take their students to the computer labs to allow them all to work on projects at the same time, and more than one session is required to be valuable. For the art teacher to schedule at least two to three sessions for all six-grade levels is a lot of time. But it is possible and depending on the availability of the labs, teachers are designing lessons appropriate for each grade level. There is graphics software available on the computers for the children to use.

12. Work to expand the present Gifted and Talented Program to include visual art.

“Enrichment” activities are provided after school for students who elect to attend the tuition funded program, but it is not specifically for gifted students. Depending on what activities the students elect to take, and who is teaching them, the curricula may range from simple craft activities to valid art projects. So the opportunity for providing a program that would be appropriate for Gifted and Talented students still does not really exist. What opportunities are provided are those that can go on within the regular art class. In that environment, the students are certainly able to be encouraged to think independently and to use the materials in more advanced and complex ways.

13. Ensure supplies to keep pace with inflation and growing student enrollment

Budgets are adequate to keep pace with enrollments.

14. Provide appropriate software for technology

Appropriate software is available in the computer labs, and on the art room computers for graphics lessons. The computers in the art rooms are not used much since there is only one in each room (two at Oak Street).

15. Provide access to technology

Access is provided but varies from one building to another due to the competition for lab time with the classroom teachers.

Instructional Strategies/Staff Development

Instructional Strategies in the art program are an outgrowth of our four goals, history, aesthetics, criticism and production. Meeting with students in the elementary level for only one 50-minute period per week (or less) is a major handicap to achieving our goals. Much material can be introduced but little opportunity is available for reinforcing or relating to other areas to expand understanding.

The major emphasis is still on production of art works. All art teachers demonstrate, reinforce and recognize craftsmanship, skillful use of tools and materials and safety factors.

Art History is taught by using recognized artists and their work as motivational material for the production processes that the students do. Teachers and students discuss concepts evident in the works of artists', and then students are given the opportunity to apply those concepts in their own work.

Aesthetics are discussed in reference to the way in which famous artists worked and why they chose to produce art during their lives. Philosophical questions about the role art plays in our lives are discussed as issues come up around the work the students study and produce. A study group was run this past summer through Staff College that allowed art teachers to work together to research Aesthetics and plan for a series of questions to be addressed at each different level, K-12. Those questions have or will be distributed this year to all the teachers to improve articulation in this area.

Criticism is taught through the analysis of artist's works as well as group and peer critiques in both a formal and informal format. Teachers frequently use critiques as a closure technique at the end of a class/project, but again, time limits the frequency and duration of these activities.

Throughout all of these processes there is a great deal of verbalization; developing vocabulary, learning how to use appropriate vocabulary in varying contexts, to go beyond the production of art works to develop a cognitive understanding of the communicative elements involved in the visual arts.

In recent years, with the implementation of Staff College and the state requirement for Professional Development, the art teachers like all teachers have increased the amount of training they receive. They have taken courses in Instructional Strategies, Essential Elements of Instruction, Brain-Based Learning, Classroom Management, Cooperative Learning, Multiple Intelligences, the use of rubrics and various assessment techniques, and technology.

Due to the infrequency of K-5 Curriculum Meetings (scheduled for the fourth Wednesday of each month) the K-5 Art teachers do not have regular meetings that would promote collaboration. "Lesson Studies" have been implemented twice a year during which the teachers select one topic and share their knowledge, skills and perspectives. A greater

degree of articulation between schools has resulted from these meetings. The teachers have been able to make closer connections between buildings and establish more similarity between programs.

Technology

Elementary

Computers have been made available to all the art teachers for use in their programs. In all buildings except Mt. Prospect, and according to the various uses by the teachers, the computers are accessible to the students. At Mt. Prospect, because art is provided in the classrooms, and the teacher moves around with a cart, computer availability is different. In some instances, the situation at Mt. Prospect is better than the other buildings, because the classrooms have more than one computer. If the students are doing research, they can more easily access a computer to do their work. However, the computers do not have the graphics software. In the art rooms, since there is only one computer, there is a limited amount of work that the students can do. Also, due to the very limited amount of time that the students have in art, there is little if any time for individual work on the computer.

In some programs the art teachers reserve time in the building computer labs and take their classes there to do at least one art project per year. There are now laptop computers (20 computers) on a cart, which can provide almost a whole class with a computer. Reserving this cart would allow the art teacher to provide a computer art lesson to all her students at once (doubling up a few students). The technology teachers work along with the art teachers to support them with the computers while the art teachers provide the lesson and artistic challenge. This has worked out very effectively. The down side is that they always need more than one session, and with art only meeting one time a week, it can take a while to complete a project.

The software most commonly used, Kid Pix, is at least four years old and due to be upgraded.

Middle School

In the photography room, 106, there are 6 computers. These are very useful for students to be able to work on classroom projects when they are not in the darkroom.

In rooms 207 and 211, there is the capacity for 6 computers, but only one is installed. As with the elementary art, teachers take their classes to the computer lab where they can work with digital images using Adobe Photoshop Elements. Additional computers with the appropriate software would enable the students to work independently on the computer. That would expand the students' exposure to computer art.

Facilities/Equipment

Elementary

In the elementary buildings the art rooms vary widely and each has its pros and cons. The pros are that there are three art rooms in the district, and that is no small feat. With growing enrollments these rooms have been threatened, but the administration has worked hard to preserve spaces for art. The nicest rooms are Liberty Corner and Cedar Hill as these are the largest spaces. Storage space at Liberty Corner is limited, but there is a storage room across the hall that can be accessed. Oak Street has flip-flopped back and forth between having an art room and not. Currently there is an art room in a space that was at one time part of the old cafeteria. It is very small, but it does have a sink and running water. There are supply cabinets in the room, but they take up a good part of the space.

In all the art rooms there are kilns (with the exception of Mt. Prospect-see below) with vents that pull down over the kiln when it is being fired (not all the fumes are evacuated). But because it is in the art room, it can only be fired at night to avoid the students and teachers from breathing in fumes. The custodians check them before going home to be sure that they have shut themselves off. (Mt. Prospect has a separate room for the kiln that is off the room originally designed as an art room. That room is currently being used as a classroom).

At Mt. Prospect there is no art room, and it is a building that is only 5 years old. But the teacher does have a portion of a 5th grade classroom (the large room that formerly was the art room). This space has a sink, and storage cabinets, plus it is adjacent to a nice storage closet (and a kiln room that is not being used). So, the teacher has a nice space to call home and work out of. The furniture provides working spaces and storage areas. It is cramped due to the large quantity of materials, projects and supplies, but it works well. The biggest challenge is for 3-D projects. They are either left in the students' classrooms or brought back to the small office space.

Middle School

In room 207 there is adequate space for classes up to 28 students. A wall of windows provides natural light. The large storage closet located between the two art rooms is convenient and adequate, and cabinets in the room are sufficient for storage/2-D student work. Large areas of bulletin board space provide ample opportunity to display student work and resource materials. There are six new tables that are easily washable and very sturdy.

The storage for 3-D work is not adequate because three teachers use the room including Tech. Ed. There is a white board, but its location on a wall in a corner makes it difficult for all students to see. The potters wheels are over 20 years old, and though adequate are not great.

Rooms 207 and 211 are very nice rooms with almost everything the teachers need, including kilns, light boxes, etc., There is a new moveable board in 211, but it is in the way and blocks the door. This room is also shared with other teachers during non-art periods. Additional storage units are needed.

Room 106, the photo/darkroom, received a new door last year that was a wonderful addition. It allows students and teacher to move in and out of the darkroom without disturbing the work being processed. What a difference the door makes! The new white board also makes a big difference. It also could be mounted on the wall by the sink to provide more floor space. The enlargers are in need of repair, but in the past year some improvements were made, including appropriate light bulbs.

More bulletin board space would be great, but there is not much wall space available for this purpose. Additional shelving would be a big improvement, as the grey metal shelves are bending under the excess weight.

Kilns are supplied in both art studios for firing the ceramic work produced in those rooms. Drying areas are available if coordinated with other projects to allow for such. Double-sided sinks are available for adequate cleaning procedures.

Budgeting/Staffing/Scheduling

Adequate funds are provided for the purchase of supplies and equipment in all the buildings, though the amounts vary depending on the allocations from the principals. There are few complaints that the programs are denied anything that they need. Larger items must be anticipated and built into a budget for future purchases, but this is a common practice. The Supervisor of Fine and Practical Arts has additional funds that are used to support those departments, and are used primarily to purchase new items for special needs, or seed money to implement new instructional opportunities for students. Funds from this source are also available to support repairs of equipment.

There are adequate resources available or funding is available for their purchase. Resources include books, films, prints, posters and current technology (see Technology section in this report)

The National Art Education Association recommends one teacher for every 500 students. The ratio in Bernards Township is high in this regard. The ratios are as follows:

Cedar Hill	1 to 550 students
Liberty Corner	1 to 625 students
Oak Street	1 to 616 students
Mt. Prospect	1 to 633 students
Part time teacher (.4)	1 to 220 students

Recommendations for contact time for Art Education from the National Art Education Association are 100 minutes per week through 8th grade (3600 minutes per year). Students in our schools have 30 minutes in Kindergarten (1080 per year) and 50 minutes in grades 1-5 (1800 per year). Over a year Students in grades 6 & 7 have 1260 minutes in a six-week cycle. All of these time allocations are far less than the recommended standards.

Little time is available for interdisciplinary planning in either the elementary grades or middle school. In fact, in many instances the art teachers' prep time is intentionally scheduled to be when all the classroom/subject area teachers are teaching, and in order to provided those teachers with preps, the art teachers are teaching when the classroom teachers are having preps.

Elementary

The basic setup for art staff in Bernards Township is one teacher per building. By the District's current staffing/scheduling format staff requirements for Mt. Prospect and Cedar Hill currently exceed the scheduling possibilities for one full time teacher. So one part-time teacher is shared between the buildings. This past year that teacher was available only one day per week, and it was Friday. That severely limited the teacher's access to departmental activities, including New Teacher Training, Faculty meetings, Department Meetings, etc. Even teaching in two buildings was difficult due to the lack of time available to meet with the regular teachers for planning, material preparation, etc.

With an increase in classes at Mt. Prospect the part time teacher is now two days rather than one. Instrumental music pullouts come from art classes just as they do from the classroom, physical education and general music. That is a hardship since those areas only meet once per week (twice for P.E.) and there is no opportunity for students to make up work they miss.

In the morning, bus arrivals are uneven and morning announcements follow closely after 9:00. Art classes begin at 9:00, so both of those factors take time away from the first class of the day. In the afternoon, children are called for their buses beginning at 3:00, but must have all their belongings together and be ready to leave for the day, so the last class of the day is interrupted also. Due to the fact that classes are scheduled "back-to-back," the students do not get a full 50 minutes of instructional time. The previous 5-Year Evaluation recommended that the class time be increased to 60 minutes. That is even more imperative now that classes are "back to back". Passing time for the students leaving and entering the room, as well as the time it takes for the teachers to "shift gears" by putting away vestiges of the previous class and get out necessary resources for the next class all take away from the actual time for the class's instruction.

Middle School

At William Annin, there are three teachers for grades 6, 7 & 8 art. The other two teach 6 and 8 Art and Photography. As mentioned previously, the 30-day cycles are, in reality, shorter than would appear because of days missed for field trips, pullouts, testing, fire drills and vacations (family pull-outs). One of the teachers travels to Ridge High School to teach one class per day.

Due to the new scheduling for the REACH program, some students may opt not to take art in grades 6 and 7. This is most unfortunate, as all students should have art through grade 8. Since that new program is beginning in September, it remains to be seen just how much of an impact there will be.

Interdisciplinary Opportunities

Elementary

Many of the art projects offered in the elementary schools are related with the core curricula of Math, Science, Language arts and Social Studies. These projects might include Butterfly paintings in the third grade relating to their science unit, or origami flags in the first grade relating to their social studies unit of patriotic symbols, or space pictures in the second grade relating to their science unit about space. All the art teachers work with the PTOs and the language arts curriculum on a project called *Wizards of Words*. They do art projects that in some way are related to the work of the author who is invited to the school every year to meet with the students and discuss his or her books.

Efforts are made to do at least one project with each grade level that goes along with a topic they are studying in their classroom. Kindergarten art projects strongly follow the kindergarten themes. At Mt. Prospect in particular the unit on the Art of Mexico & Central America was developed with the Spanish teacher and taught in both Art Class and Spanish Class.

Middle School

In the 6th Grade cycle, projects are given that include both written and visual research and include both in their final projects. Students are required to research artists, to make observations on their work, and in addition to writing a report. They create a project, which varies from one year to the next in the style of the artist. Projects have included posters, dioramas, written poems about sculptures, and this past year they did “Web Quests”.

Students in 7th grade must find an article that is an art review, and then write a review about a piece of their own artwork. They write about historical works of art and critique them. In studying the history of art, students are exposed to Cultural Diversity because the artists from many different eras and cultures.

In 8th grade, the study of photography, students observe scientific processes and procedures. In the history of photography, students learn about the sequence of scientific discoveries that led to the invention and improvement of the photographic process. Students are required to write a report about a chosen photographer, so their language arts skills are applied.

In Art, the 8th graders write an interview with an artist, and critique one piece of his/her artwork. A studio project is completed revealing knowledge of the artist’s style.

Enrichment/Remediation/Acceleration

Elementary

Art projects presented are very open ended and designed to make students produce their own creative solutions to problems. The students are able to take the projects to their own individual levels and respond according to their own capabilities, as basic or as complex as they desire. The art programs have available all kinds of materials for the students to use to enrich their ideas. Seeing different materials often stimulates ideas and allows students to carry ideas beyond the original limits of the project. The teacher continually moves around the room offering support or asking questions to stimulate more thinking and checking on the students that might help or remediation. (The “art on a cart” program is more limited because the teacher cannot be as flexible due to limitations of space, and materials available in the classroom.)

All enrichment and/or acceleration must be limited to what is described above. There is no additional time in the schedule for additional contact time. Remediation is limited to the one art class time (50 minutes per week). Teachers do their best to adapt projects, and to assist students who are behind in completing their work, but they frequently take homework that is incomplete. Mini-units are offered after school but they are not always offered by the Art Teacher and are not in any way correlated to the curriculum.

At Mt. Prospect, 95% of students have artwork published on Artsonia, the largest on-line student art gallery. Liberty Corner and Oak Street schools have also begun to submit students’ work. Feedback from parents has been incredible; they LOVE it and want more of their child’s artwork published. This site allows artwork to be viewed all over the world and visitors to the galleries are invited to leave comments for the young artists.

Middle School

During lunch, extra help is available or extra time is given. If students are ahead, they are able to create extra projects with a choice of media or they can draw in their sketchbooks. Individualized instruction allows for varying responses from students. Objectives are modified for students with special needs, and time is extended. Some projects can be eliminated if time precludes completion. Art club provides an additional opportunity for students to pursue their interests. Teen Arts provides 8th grade students with the opportunity to exhibit their work in a public venue, and the bus trip, which takes a large number of students to visit the Teen Arts Festival, provides enrichment to a broader spectrum.

At the middle school there is a late bus that offers students the opportunity to stay until 3:30 to do extra work. The art teachers are available for students whenever they want to stay after school.

Cultural Diversity and Multiculturalism

Elementary

All the schools offer a variety of projects that have to do with the crafts and art of different cultures. An example of these projects is origami from the Japanese society, Clay figures based on Oaxacan art from Mexico, and Masks based on art of Alaska, and Africa. Artwork from many different cultures is displayed and discussed as well as various periods of history.

Middle School

A multicultural project is assigned in each cycle. Art studies tie in to the use of media, subject matter, symbolism, decoration, functionalism, and utilitarianism. The cultures studied vary from year to year.

Recommendations

1. Increase Kindergarten instructional time to one 50 minute period per week

Strategies: Restructure time allocations for the elementary subject areas.

Budget Implications: Cost of staffing

2. Increase Grade 1-5 instructional time from 50 to 60 minutes

Strategies: Restructure elementary schedules. This might require that some classes be offered on a cart while others are in the art room. Program offerings could be equalized by shifting locations half way through the year to give all students access to the facilities and equipment to work with media like ceramics. At the very least, schedules should be altered to allow a minimum of five minutes between each class in order that class periods could consist of 50 minutes of instruction time instead of being interrupted with passing time and setup time. Time should be allowed first thing in the morning and last class in the afternoon for announcements and dismissal so as not to further interfere with instruction.

Budget Implications: Cost of staffing

3. *Reduce the teacher/student ratio to one teacher to 500 students.

Strategies: Limit the number of classes taught by elementary art teachers to 25 per week.

Budget Implications: Cost of staffing

4. Eliminate or minimize the impact of student “pull-outs” for other subjects

Strategies: Encourage collaboration between teachers in different buildings to share strategies, lesson plans, and techniques.

Budget Implications: None

5. Expand use of technology in curriculum

Strategies: Encourage collaboration among teachers to share strategies and projects.

Budget Implications: None

6. Work to expand the present Gifted and Talented Program to include visual art.

Strategies: Collaborate with other teachers to expand opportunities for students with exceptional abilities, either in regular classes, after school or during the day.

Budget Implications: Possibly cost of staffing and supplies

7. Re-establish an art room at Mt. Prospect School.

Strategies: Work with the administration to implement district plans to accommodate growth.

Budget Implication: Building Expansion

8. Expand vertical and horizontal collaboration among art teachers

Strategies: Add two K-12 meetings per year to the department schedules.

Budget Implications: None

10. Minimize interruptions to Art classes

Strategies:

- Work with building administrators to limit morning and afternoon announcements
- Work with building administrators to stress the importance of specials with teachers, discouraging the scheduling of parties, trips, and assemblies in such ways that impact heavily on art.

Budget Implications: None

11. Research the impact of the new REACH program at William Annin, specifically on enrollments in art.

Strategies: Work with Guidance to collect information on the number of students who selected to skip art cycle classes.

Budget Implications: None

12. Create Exhibition alternatives for the elementary schools

Strategies: Brainstorm with district and community resources in mind to develop locations and procedures to display student artwork on a large scale.

Budget Implications: None

Resources

Deborah a Myers, "Middle and Junior High School Art Education Programs." The National Art Education Association, 1999

Kellene Champlin, "Assessing Curriculum guides for art Education." The National Art Education Association, 1999

"Quality Art Education: Goals for Schools." The National Art Education Association, 1984

New Jersey Core Curriculum Content Standards

Telephone surveys of other School Districts with strong music programs:

- Millburn
- East Brunswick
- Summit
- Livingston
- Hillsboro
- Randolph
- Piscataway
- Ridgewood

Student Competition results

District Climate Survey