

FIVE-YEAR EVALUATION

ART DEPARTMENT

**RIDGE HIGH SCHOOL
GRADES 9-12**

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Review of Previous Five-Year Evaluation

The last Middle States Evaluation took place in 1996. At that time the art program was recognized as exceptional, respecting the artistic growth potential of all students, with approximately 80 % of the student population enrolling in art courses.

In 1996 there were three full-time, and one 4/5 instructors.

The teaching staff was commended for volunteering to take on courses beyond the normal teaching load. This was a routine practice at the time.

The teachers were commended for the visually stimulating environment they created in their classrooms and display areas.

The department was recognized for maintaining high standards and an environment of trust, which encouraged a high level of student performance.

And lastly, the program was commended for incorporating interdisciplinary learning. This continues to be true, as documented in the Interdisciplinary Opportunities section of this report.

The Middle States Visiting Committee recommended that the department strive to balance the implementation of aesthetics, history, criticism and production. This has been a continuing effort, along with incorporating the New Jersey Core Curriculum Content Standards that has proven successful.

The second recommendation was that the district should find ways to increase staff, space and funding to accommodate increasing enrollment.

Review of the Current Program

The Art Program is still considered to be exceptional. The support and approval that comes from the community is evidence, and the fact that students who apply are accepted into the best art schools, frequently with scholarships. The enrollment is still close to 80% of the school population, and one of its greatest strengths is in the fact that not only do some of its students win awards and receive recognition, but a large percentage of the art students produce high quality art work. The teachers still believe in the potential for artistic growth in all of their students.

Keeping up with increased enrollment clearly was a conscious effort on the part of the district. As was recommended, staffing was increased. New studio rooms were added as a part of a building expansion, and funding for supplies and resource materials was appropriated. These efforts particularly benefited the photography and video areas, as recommended, but also technology with the new computer graphics laboratory. And in accordance with the Committee's recommendation, the student/staff ratio was improved.

In 1996, the teacher who was 4/5 also served as the Departmental Coordinator, K-12. There is now a full time Supervisor of Fine and Practical Arts. There are now six full time teachers, an increase of 2 1/5 teachers. Before the budget defeat this past April an additional 4/5 teacher was proposed. But that new position was cut, putting the department back to a position of needing additional staff or increasing class sizes. Class sizes this year are higher than they have ever been, which will impact greatly on the quality of instruction provided. Individualized instruction was a strong contributing factor in the students' success. Without that factor, the quality of the experience provided will decline.

The only new course to have been added is Advanced Web Design, which will begin next fall. The current program consists of a total of 18 different courses, five full year and 13 single semester courses. There continues to be a sequence of courses for students who are seriously interested in an in-depth study for possible post high school studies. And most single semester courses have a second semester available to continue study. There is a wide variety of electives to meet the students' needs and appeal to the interests of the general student body, but also to expand the opportunities for the serious art students.

The in-depth sequence begins with Art Studio for freshmen, Drawing and Painting for sophomores, Advanced Art Studio for juniors and Art Major, and an honors course for seniors. Illustration is open to juniors and seniors and supports this track of studies. The electives include: Photography I, Intermediate and Advanced Photography, Ceramics I and II, Metalsmith I and II, Computer Graphics I and II, Images and Ideas, and the new Advanced Web Design that is an integrated course which is taught with the Business Department. Freshmen are all encouraged to take Art Studio as a basic overview of art and a basis for all other courses.

A common thread that ties all the courses together is a focus on the discipline of art, the expectation that students will respect high standards and strive to achieve. Teachers greet

every class with the belief that all students can learn to produce art and become visually literate. The success of the students, and the pride and enjoyment they derive from being a part of the program, are proof of the Department's success.

Instructional Strategies

Students are continually **Identifying Similarities and Differences**. This strategy is most clearly observed when students are critiquing work, whether it is their own work or that of others. During the process of production, the “making of,” there is a constant analysis going on, one of analyzing parts of a work and comparing and contrasting. In the manipulation of the medium there is an analysis of the medium and how it is working, comparing and contrasting one area against another, judging the similarities and differences. Judgments and decisions continually are made about actions to take, plans to pursue or alter.

Summarizing and Note Taking are strategies utilized during the presentation/demonstration/motivational phases of art classes. Students are asked to summarize a concept presented, to review the steps in a demonstrated procedure, react or consider an idea or experience to which they are exposed. Most assignments are presented in writing to support verbal instructions. The teachers present short lectures, lead class discussions, provide demonstrations and frequently require that student take notes to use as a reference in working through an assignment or process.

Teachers are constantly **Reinforcing Effort and Providing Recognition** to their own students as well as the students of other teachers. This is very much a part of the work ethic of the Art Department. It is a cooperative group of teachers who truly find joy in watching students grow and develop. When a student does a work or discovers something of note, teachers either share that with the other teachers or encourage the students to share it with other students and teachers. Student work is displayed in the main lobby showcases, on the bulletin boards and showcases in the 600 wing all year. And there is a very large exhibit in June, in the Ridge gym, displaying the work of all art students.

Homework is not formally given in most of the art classes. The exception to that is the Art Major class for seniors, which is an honors level course. But part of the art process is to be thinking, in class and out, about new assignments and the work under way. As part of the creative process students are encouraged to allow their minds to wander, to see things in their environment and relate those things to the work they are doing. So, students are encouraged to take their thinking about art outside the studio, and come back with ideas. It is important for students to understand the authenticity of art, the connection it has to their environment.

Art is visual. So it does not require a big stretch for teachers to include **Nonlinguistic Representations** in the classroom strategies of the art studio. Teachers show videos, slides, CDs, books, magazines, take field trips, have guest speakers, do simulations, and utilize any visual aides available to stimulate student thinking and broaden the visual treasury in their minds.

Cooperative Learning strategies are utilized to put the students in charge of their learning process, to give the students the opportunity to think about concepts that are

presented, to develop ideas for projects and to reflect on projects both underway and completed.

For every new project that is presented teachers practice **Setting Objectives and Providing Feedback**. Objectives are identified that address one or more of the Core Curriculum Content Standards. Instruction is provided to expand the students' knowledge and thinking opportunities, and assignments are given out. Assessments continually are done, by the students individually, by the students and teachers, and then through discussion and critique by the teachers and students together. Evaluations are provided at the end of each assignment. Both the teachers and the students do these. Frequently the students are asked at the end of a project, if you were to do this project all over again, how would you do it differently. Students are encouraged to make their thinking process ongoing. The teachers model this behavior, to learn from experiences and apply that learning to new situations, so that even though one project may be done, there are new opportunities to grow. Tests and quizzes are rarely given in classes, but occasionally useful in assessing factual knowledge. Assessments are more authentic when students have to demonstrate their knowledge and understanding in the process of making, viewing or discussing. Strategies are given in all art classes though at varying frequencies such as critiquing, short lectures, class discussions, modeling, small group activities and student presentations.

Students are always encouraged to brainstorm and experiment or “play” with ideas and techniques. They do sketches to develop their ideas, compositions, and forms. They do practice works to experiment with techniques in whatever medium they are working. They are encouraged to try out ideas and make mistakes before they commit themselves to their actual works. In this way, students are able to **Generate and Test Hypotheses**.

When new learning experiences are presented to students they are given **Cues**, asked **Questions** and provided with **Advance Organizers**. New ideas are presented within contexts so that the students can relate new learning to past learning. Information is sometimes presented in structured format, and sometimes as random facts to be organized and given structure.

Whenever possible, students are presented with **Direct, Authentic Experiences**. They draw from life as opposed to using printed matter as source material. They use their environment, their lives, interests, and passions as their subject matter.

Assessment and Evaluation

Several of the strategies for assessment are being used by all of the teachers in all of the classes in the Art Department. These are: verbal questioning and discussion, observation of guided practice, work-in-progress critiques and end-of-project critiques. Quizzes and other forms of written responses are used in Art Studio, Advanced Art Studio, Art Major, Art Images and Ideas, Photography I and Computer Graphics I.

Teachers check students' progress daily, but not necessarily every student. Every student has his/her work reviewed and discussed at least twice a week. The ability of the teacher to get around to every student during a class period is dependent on the medium and the processes involved in each class. Some teachers issue a weekly progress grade to their students.

Some students are required to maintain work journals or other forms of project documentation. The courses where this is being done are Art Major, Ceramics, Photography I and Computer Graphics. The feasibility of using this practice in other art classes is currently under discussion.

The following criteria are used to evaluate completed assignments:

- Effort is evident in the work as well as demonstrated in the process
- Following directions
- Craftsmanship
- Understanding of project objectives

In the majority of classes a final critique is used to complete all lessons. In the remaining classes, which are mostly the foundation level courses, critiques are used at the teacher's discretion when deemed appropriate.

Some classes use documents that allow students to participate in their own project evaluation. These documents, which are tailored to meet the needs of specific courses, require students to take an objective look at their work, and reflect on the process and products. The teachers of introductory level courses most frequently emphasize a numerical averaging of grades to arrive at final marking period, semester and yearly grades. The teachers of the more advanced classes tend to use a more holistic approach.

New Jersey Core Curriculum Content Standards

The New Jersey Core Curriculum Content Standards are philosophically aligned to Discipline Based Art Education, which the Bernards Township Art Department began aligning its curriculum to in 1989. The main areas addressed in both of these documents are Aesthetics, History, Criticism and Production. These areas are reflected in all the high school's art curriculums. The teachers have made great strides in incorporating all of these areas in their lesson planning, assessment and evaluation.

The New Jersey State Department of Education has not, however, been able to incorporate the Fine s in its assessments for the state schools on any level. There is not, at this time, any force behind this state requirement. The graduation requirement at this time is 10 credits of Fine, Practical or Applied Arts. That means that there is no requirement for a student to take a Fine Arts course at all during their high school years. If there were a Fine Arts element included in the HSPA, there would be many students who, not having had Art since 7th grade would perform poorly. The sixth and seventh grade cycles are only 6 weeks a year. That would hardly be enough to prepare students for the GEPA if it were to include Fine Arts.

The original Standards required that students in elementary school receive equal instruction in all of the Fine Arts: Music, Dance, Visual Arts and Drama. The new Revisions Draft has been changed to minimally require that students study only one Art form beginning in elementary school. Whether the revisions will be approved or reversed remains to be seen. Nevertheless, Fine Arts are still recognized as part of the required curriculum for graduation from high school.

At this time there is a continuing controversy in New Jersey over whether the Practical Arts should be required collectively with the Fine Arts or if they should have a separate graduation requirement. There have been no Core Curriculum Content Standards designed/approved for the Practical Arts.

There are statewide hearings going on this year, individuals are providing testimonies to the State Board of Education, in an effort to resolve this controversy.

New Jersey Cross-Content Workplace Readiness Standards

Cross Curricular Content Standards are expected to be addressed by all the various curricular areas. Art is no exception, and they are easily incorporated into course objectives and project assignments.

There are five Cross Curricular Content Standards. Each standard is addressed in Art, but to greater or lesser degrees. For example, the fifth standard deals with safety. Safety is of much greater concern in some courses than it is in others.

The first standard is concerned with developing **career planning and workplace readiness skills**. The strengths of the Ridge Art Department in this area are in developing:

- 1.1 Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- 1.2 Describe the importance of personal skills and attitudes to job success.
- 1.3 Identify career interests, abilities, and skills.
- 1.4 Develop an individual career plan. (*In Art Major*)
- 1.5 Identify skills that are transferable from one occupation to another.
- 1.6 Select a career major and appropriate accompanying courses.
- 1.7 Describe the importance of academic and occupational skills to achievement in the work world.

The second Standard states that all students will **use information, technology and other tools**. The strengths of the Ridge Art Department in this area are in developing:

- 2.1 Understand how technological systems function.
- 2.2 Select appropriate tools and technology for specific activities.
- 2.3 Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- 2.5 Access technology-based communication and information systems.
- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 2.8 Use technology and other tools, including word-processing, presentation programs, and print or graphic utilities, to produce products.
- 2.9 Use technology to present designs and results of investigations.
- 2.10 Discuss problems related to the increasing use of technologies.

The third Standard states that all students will use **critical thinking, decision making and problem solving skills**. The strengths of the Ridge Art Department in this area are in developing:

- 3.1 Recognize and define a problem, or clarify decisions to be made.
- 3.2 Use models, relationships, and observations to clarify problems and potential solutions.
- 3.3 Formulate questions and hypotheses.
- 3.4 Identify and access resources, sources of information, and services in the school and the community.
- 3.5 Use the library media center as a critical resource for inquiry and assessment of print and non-print materials.
- 3.6 Plan experiments.
- 3.7 Conduct systematic observations.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 3.10 Monitor and validate their own thinking.
- 3.11 Identify and evaluate the validity of alternative solutions.
- 3.12 Interpret and analyze data to draw conclusions.
- 3.13 Select and apply appropriate solutions to problem-solving and decision-making situations.
- 3.14 Evaluate the effectiveness of various solutions.
- 3.15 Apply problem-solving skills to original and creative/design projects.

The fourth Standard states that all students will demonstrate **self-management skills**. The strengths of the Ridge Art Department in this area are in developing:

- 4.1 Set short and long term goals.
- 4.2 Work cooperatively with others to accomplish a task.
- 4.3 Evaluate their own actions and accomplishments.
- 4.4 Describe constructive responses to criticism.
- 4.5 Provide constructive criticism to others.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- 4.7 Describe the roles people play in groups.
- 4.8 Demonstrate refusal skills.
- 4.9 Use time efficiently and effectively.
- 4.10 Apply study skills to expand their own knowledge and skills.
- 4.11 Describe how ability, effort, and achievement are interrelated.

The fourth Standard states that all students will apply safety principles. The strengths of the Ridge Art Department in this area are in developing:

- 5.1 Explain how common injuries can be prevented.

- 5.3 Demonstrate principles of safe physical movement.
- 5.4 Demonstrate safe use of tools and equipment.
- 5.5 Identify and demonstrate the use of recommended safety and protective devices.
- 5.6 Identify common hazards and describe methods to correct them.
- 5.7 Identify and follow safety procedures for laboratory and other hands-on experiences.
- 5.8 Discuss rules and laws designed to promote safety and health, and their rationale.
- 5.9 Describe and demonstrate procedures for basic first aid and safety precautions.

Interdisciplinary Provisions

As can be seen in the table provided, there is a great deal of interdisciplinary instruction offered throughout the art curriculum. This is a natural extension of the Arts.

There is a connection to Industrial Arts because the curriculum includes problem-solving, critical thinking skills, the handling of tools and materials, career and safety concerns.

Students are required to analyze their thoughts and their work both aurally and in writing, involving language skills. But there is also a development of ideas that parallels the use of language, expression, elaboration, and communication. There are basic elements of communication and rules of applying them called elements and principles of design which parallel words and rules of grammar.

Fine Art Course Offerings	Business Education	Industrial Arts/Technology	Language Arts	Mathematics	Music	Physical Education/ Health/Auto Safety	Science	Social Studies	Special Education	World Languages
Art/Images & Ideas	●		●		●		●	●		
Art Studio	●	●	●	●	●		●	●		
Drawing			●	●	●			●		
Illustration A	●		●	●	●			●		
Illustration B	●		●	●	●			●		
Painting	●			●	●		●	●		
Computer Graphics I	●	●	●	●	●		●	●		
Computer Graphics II	●	●	●	●	●		●	●		
Ceramics I		●		●			●	●		
Ceramics II		●		●			●	●		
Metalsmith I		●	●	●			●	●		
Metalsmith II		●	●	●			●	●		
Photography I			●	●			●	●		
Intermediate Photography		●	●	●	●		●	●		
Advanced Photography	●	●	●	●	●		●	●		
Advanced Art Studio	●			●	●		●			
Art Major	●		●	●	●		●	●		

Mathematics and Science enter in art with the manipulation and understanding of the various media used. Making the results of ones efforts predictable and increasingly sophisticated requires understanding the science of how materials interact, but also accuracy of measurements, understanding of scale and proportion.

The State Standards require the study of History and Aesthetics, because to understand Art one must understand its evolution, influences, and its power to communicate, educate, inform, and express.

Cultural Diversity/Multiculturalism

Standard 1.5 in the New Jersey Core Curriculum Content Standards states that, “All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history and society.” Photography is one discipline that is indicated in the table below, as not addressing cultural diversity, because there are few if any well-known photographers from non-western and South American cultures. But Photography does address cultural diversity, because of the imagery generated by those photographers who are published. A particular example of this is the National Geographic Magazine images. Photographers take pictures all over the world and tell informative and heart warming stories of people and how they live all over the world. It is not just National Geographic photographers, but Magnum (a group of photojournalists that concentrate on aesthetics as well as story telling) and photojournalists from countless media organizations all around the world.

	Africa	Middle East	Asia	Europe	US Canada	Latin America
Images and Ideas	●	●	●	●	●	●
Art Studio	●	●	●	●	●	●
Drawing		●	●	●	●	●
Painting		●	●	●	●	●
Ceramics I & II	●	●	●	●	●	●
Metalsmith I & II	●		●	●	●	●
Photography I				●	●	
Inter. Photography				●	●	
Adv. Photography				●	●	
Computer Graphics I & II	●		●	●	●	●
Illustration A & B	●	●	●	●	●	●
Adv. Art Studio	●		●	●	●	●
Art Major	●	●	●	●	●	●

Technology

The teachers in the department are making great strides toward the use of technology. The computer graphics lab is an excellent facility. The Computer Graphics classes are contributing significantly to increasing the literacy and skills of the students. As individual teachers increase their understanding and skill, they are sharing them with their students and other teachers. Standard software in the lab is industry standard; Adobe Photoshop, Adobe Illustrator, Adobe Pagemaker, Adobe GoLive, Adobe LiveMotion and Microsoft Word. The software has recently been updated and new web authoring software added for the new Advanced Web Design course. The new software is Adobe GoLive and Live Motion. Three new digital cameras have been purchased to expand availability to both students and teachers.

Teachers are beginning to use the computers to expand the opportunities of the students in the other courses through a number of projects. They are using the scanners or digital cameras to create digital images to be manipulated. They are using the Internet for research and image acquisition.

Art Major students produce printouts of a their portfolios for submission to colleges. The Intermediate and Advanced Photography classes have done projects using the computers. The more advanced art students are encouraged to use the computer to execute some of their ideas.

Recent purchases of 2 laptop computers and 2 LCD projectors increased the capability of the teachers to do presentations for the students on a wide variety of topics. They can create their own presentations, use CDs or the Internet for demonstrations and lectures.

The New Jersey Educational Technology goals are being addressed through:

Goal 1 “Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st century.”

As mentioned above, students are using technology in the Computer Graphics classes. In some of the other art courses students are using the Internet to do research. And in the more advanced classes students are encouraged to use the computer to manipulate and generate images as solutions to visual problems.

Goal 2 “Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum content Standards.”

Staff College and Online Courses are available to all teachers to help them attain at a minimum, intermediate proficiency levels in utilizing education technology to enhance student achievement.

Goal 3: Students, teachers and administrators have access to technology in all learning environments, including classrooms, schools, and other educational settings such as community centers.”

All teachers have access to computers and software applications that provide opportunities for “...authentic, student-centered, project-based learning.”

All teachers “...have access to e-mail and other interactive tools to communicate with parents, students and other educators.”

Ridge High School Fine Art Department Analysis of the Implementation of Technology	Web use in lesson planning	Web use for student research	Use of graphics software in teacher presentations	Adobe Photoshop 6.0	Adobe Illustrator 9.0	Adobe PageMaker 7.0	LCD projector in conjunction with PowerMac G3in teacher presentations	LCD projector in conjunction with iBook/laptop in teacher presentations	Macintosh G3 Computer Lab	Digital Cameras	Scanners	Color Laser Printer	Color Inkjet Printer	B & W Laser Printer
Art/Images & Ideas	●	●						●						
Art Studio	●	●	●					●						
Drawing	●	●						●						
Illustration A	●	●		●				●	●	●	●	●	●	●
Illustration B	●	●		●				●	●	●	●	●	●	●
Painting	●	●						●						
Computer Graphics I	●	●	●	●	●	●	●		●		●	●	●	●
Computer Graphics II	●	●	●	●	●	●	●		●		●	●	●	●
Ceramics I	●	●						●						
Ceramics II	●	●						●						
Metalsmith I	●	●						●						
Metalsmith II	●	●						●						
Photography I	●	●	●					●						
Intermediate Photography	●	●	●					●						
Advanced Photography	●	●	●	●				●						
Advanced Art Studio	●	●		●	●			●	●	●	●	●	●	●
Art Major	●	●		●	●			●	●	●	●	●	●	●

Facilities

There are six studios in the art department. These rooms are either new or recently renovated.

There is a photography studio, which provides an area for general instruction and storage for supplies and equipment. There is a darkroom for light free processes including printing for black and white and some color. The classroom has excellent equipment including large tables, stools, paper cutter, studio lights, seamless paper backgrounds, light boxes, and miscellaneous equipment. There are 15 SLR cameras and one large format camera with tripod.

One room is for 3-dimensional processes, Ceramics and Metalsmith. There are large tables for working on projects, tall benches with bench vises for Metalsmith projects. To support those two courses there are also wedging tables, potters wheels, sinks, soldering booths. There are numerous shelves for project storage and cabinets for supply storage. A kiln room is attached for firing ceramic works. In this room there are two kilns and storage shelves.

Two rooms are dedicated to two-dimensional courses, but occasionally support 3-dimensional media also. These rooms have 18 to 21 student drawing tables, stools, tables for still life arrangements, and tables for matting. There is more than adequate storage for supplies, equipment and student work. Due to increased enrollment this quantity of furniture is insufficient and additional furniture is needed.

The Computer Graphics Lab is a Macintosh lab. It has 18 computers for student assignment and three computers for scanning and fallback if machines are not functioning. These additional machines also accommodate additional students who come in to do extra work, and teachers who need access to computers. There is one teacher station with a computer, one color laser printer, one black and white laser printer, one ink jet printer, four scanners, 4 digital cameras, one LCD projector, ample cabinets and counter space for supply and project storage.

There are storage rooms attached to two of the art rooms in the new addition, and an additional storage room off the hall. That storage area is shared with the custodial staff, which severely limits its utility for the art department. The custodial staff stores their large floor machines in that area precluding the use of floor space needed for clay storage and sculpture stands.

Time Allocations

The Ridge High School day is divided into nine forty-three minute periods, allowing each student eight class opportunities and one lunch period per day. The current administration wishes to keep this schedule unless an economical solution to the overcrowded conditions warrants a change. A committee has been discussing various alternatives if we ever need one, but they have not yet reached a definitive conclusion. The art department is satisfied with the nine period day, because it allows students opportunities to take electives-more than many high schools with 7 and 8 period schedules. Though a block schedule would create longer periods of times for students to work, with fewer interruptions, the type of block schedule the school might choose, if it were to move to a block schedule, would be critical. Some block schedules increase time for electives, and some reduce time for electives. For example, some schedules allow for an elective only one quarter of the year.

Enrichment/Remediation/Acceleration

Due to the nature of the art studio classes, students are usually able to set an individual pace for working, whether that be more slowly than the average student, or more rapidly. With the student/teacher ratio as it is the teachers are able to move around and work individually with the students, providing remediation or acceleration, as they are appropriate. In as much as there is no one answer to any given project, student work can vary widely, accommodating the interests and capabilities of all the students.

For remediation students can arrange for additional time to complete projects. Teachers do not adhere strictly to the tutorial periods. They are willing to have students come in during most any period that is convenient both to the student and the teacher. After school time is also readily available by appointment. Written instructions are provided on the board, worksheets or handouts. Verbal instructions visual aides are provided as well as demonstration. Special equipment is provided such as handicapped station in the darkroom. Accessible sinks are available and there are desks and tables available at various heights.

Enrichment is provided for all the students to bring the projects more alive in the forms of guest speakers, class trips, films, videos and slides and technology. Varying ranges of supplies and materials and processes are available and offered to the students depending on the level of work being done.

Acceleration is offered as extra-credit and additional projects, but mainly by encouraging the higher performing student to increased levels of performance. They are challenged by discussing more complex ideas and concepts, requiring more skilled use of materials, more sophisticated critiquing. They are challenged to see more complex relationships between ideas, to communicate them in their work, and to identify them in the work of others.

Staff Development Activities

The Ridge High School Art Teachers have participated in both mandatory and personally motivated activities that support their development as art teachers.

Those activities include:

- Attending Staff College
- Taking College courses- including both graduate and undergraduate
- Taking Professional Days- observing other schools, career day at colleges
- Attending Workshops- professional and academic topics in their field
- Evaluating and improving curriculum and facilities
- Planning guest speakers-professionals (i.e.- Criminal Sketch artist, Architect, Visiting artist, College Representatives)
- Applying for and receiving Grants
- Producing art work as personal expression
- Reading periodicals/magazines
- Attending Museums and Craft shows

The current staff members in the Art Department at Ridge High School are constantly reflecting on the curriculum, the program offered and the students. They look for ways to enhance the program and the department. There is an undeniable energy. The only improvement needs to be in the Board's financial support for the teachers to take undergraduate level courses in subject areas that would provide basic levels of instruction. That would encourage teachers to stretch to new disciplines within the art field.

Curricular and Co-Curricular Offerings

Curricular Offerings

The Art Department at Ridge offers an array of courses and opportunities to our students. They may choose from the following course offerings:

Art Studio	Photo 1
Advanced Art Studio	Intermediate Photo
Drawing	Advanced Photo
Painting	Metals 1 & 2
Illustration	Ceramics 1 & 2
Art/Images and Ideas	Computer Graphics 1& 2
Major	Advanced Web Design

Extra-Curricular Program

RHS Annual Spring Exhibit

In June of each year the Art Department presents an exhibition featuring the work our students. This has become a much anticipated event in the community and offers a chance for our program to display the breadth and depth of its offerings.

Art Club

This is the third year for the Art Club, and it is growing every year. The first year had seven students and last year there were 30 students. Activities range from Halloween costume competition, to after school movie viewing to community service projects. It provides an opportunity for students to engage in projects that are not available in the regular curriculum.

Field Trips

Each year we offer field trips to Museums and Galleries. This year's trips included the Eastern State Penitentiary Museum and The Whitney Biennial. Other trips have been made to The Grounds for Sculpture and The Barnes Foundation.

Artists-in-Residence

Professional artists, sponsored by the New Jersey State Council on the Arts, work with the students in intensive workshops.

Career Opportunities-Guest Speakers from Colleges, Universities and Professional Fields

Juried and Invitational Art Shows-Our students participate in a number of regional exhibits, including:

The Mount Olive National Art Honor Show	Emerging Artists (AANJ)
Morris Museum/Fresh Perspectives	Somerset Art Center (YAM)
The Congressional Show	Basking Ridge Charter Day

Data Collection

Comparison of I Factor Schools

For the size of Ridge High School, we offer an exceptional selection of art courses from which the students can choose. And most of those courses offer multiple sections due to the high enrollment in the program. There are introductory courses (one semester) in six different areas. All of those courses have at least one additional level (semester) in which to continue study if they are interested. There is a sequence of courses for students who want to study art in depth, and a variety of courses for students who want to experiment and try different options.

Some school districts have fewer courses, offering a sequence of full year courses, levels I, II, III and IV. Each of those courses provides experiences in a variety of media. Our program allows the students to study in more depth. They can select to study different media for a whole semester. They can also choose to take more than one art course in a semester.

Currently, the New Jersey State graduation requirements encourage students to take courses in fine and/or practical arts. Our course offerings provide a wide variety of options from which to select in meeting their graduation requirements.

Analysis of Survey Results

A survey was given to juniors and seniors currently taking Art courses. This group was selected because they have been in the school long enough to know something about the art courses and to have had the most extensive personal experience with those offerings.

The survey indicated that students ...

agree that art courses at Ridge challenge their intellectual curiosity.

agree that the course requirements are consistent with what is expected

agree that art courses offered at Ridge will help them perform more successfully both in the work place and college.

disagree that Art courses seem to cover the same content.

disagree that homework and project work were more demanding than had been expected in art classes.

are neutral as to whether art helps them to be more technologically aware and proficient.

strongly agree that there is a need for more art electives to be offered at Ridge

agree that art classes at Ridge prepare them to be more visually literate.

are neutral as to whether connections are made between art and other disciplines in a meaningful manner

agree that current events are integrated into the classroom when appropriate

strongly agree that art courses at Ridge encourage them to be creative

art neutral about whether art courses at Ridge enhance their writing abilities.

agree that art courses at Ridge are helping to prepare them to work in cooperative settings.

would rate their art experience at Ridge as Excellent.

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. They 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.

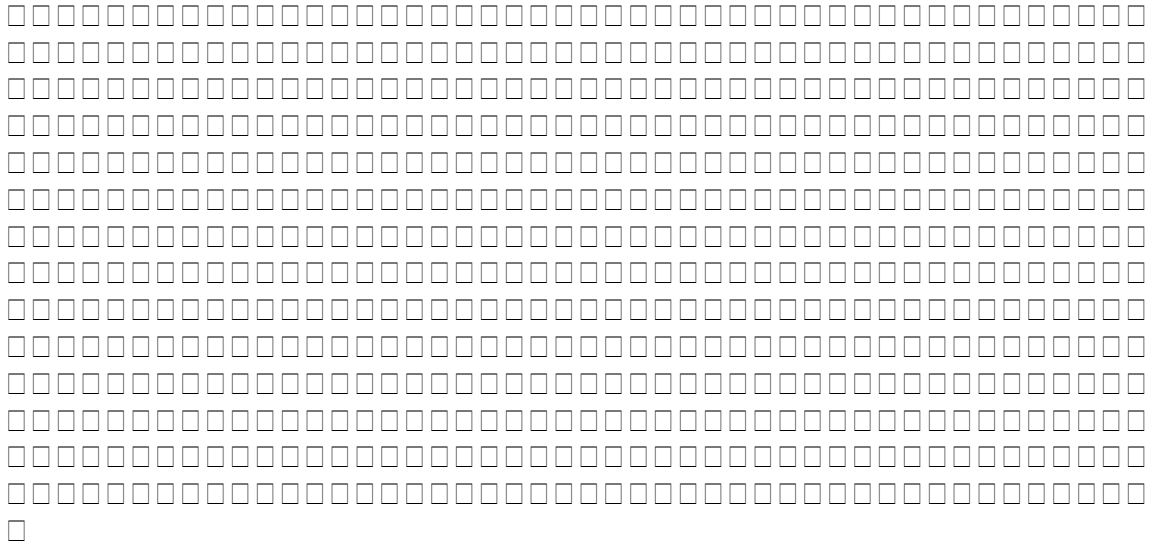
The combination of perceptual, intellectual, manual and technical skills that are acquired by a student engaged in the process of making art fosters the development of creative and critical thinking in that individual. He/She learns artistic modes of problem solving that challenge them to do their best.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





Program Goals

The students will learn that:

art has both intrinsic and instrumental value; that is, it has worth in and of itself and can also be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan, and beautify).

art is a way of knowing. Students grow in their ability to apprehend their world when they learn about art. As they produce art, they learn how to express themselves and how to communicate with others.

art has value and significance for daily life. They provide personal fulfillment, whether in vocational settings, avocational pursuits, or leisure

appreciating art means understanding the interactions among the various professions and roles involved in creating, performing, studying, teaching, presenting, and supporting the arts and in appreciating their interdependent nature.

awakening students to folk art deepens respect for one's own and for others' communities.

openness, respect for work, and contemplation when participating in art as an observer or producer are personal attitudes that enhance enjoyment and ought to be developed.

art is indispensable to freedom of inquiry and expression.

because art offers the continuing challenge of situations in which there is no single correct answer, those who study art become acquainted with many perspectives on the meaning of “value.”

the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions.

attributes such as self-discipline, the collaborative spirit, and perseverance, which are so necessary to the arts, can transfer to the rest of life.

art provides forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

Recommendations

1. Generate more Art-related Staff College courses. These would include offerings such as Studio workshops such as Computer Graphics, Critique workshops, Designing Rubrics for art, etc. These courses could be taught by in-house staff.
2. Reimbursement should be provided for any course or workshop that would increase or enhance the teacher’s ability to teach the curriculum (i.e.- *include* undergraduate studies). Since art teachers do not study every medium in college, both they and the district could benefit by them taking introductory level courses. This could expand their versatility in teaching assignments and expand their understanding of art in general. Teachers occasionally want to take an *undergraduate* level college course. However, since there is no reimbursement for undergraduate level courses, teachers are inhibited from expanding their knowledge and skills.
3. Modify the current Metalsmith courses to become a “sculpture” course. Two-dimensional courses are the dominant theme in the art curriculum at Ridge. It is believed that a Sculpture course would appeal to a wider range of the student body, and provide a broader range of experiences. Ceramics and Metalsmith are the two courses that offer opportunities in three-dimensional media. Ceramics enrollment is very high and should not be altered. Metalsmith, while it receives adequate enrollment every year, has a more limited appeal to the student body. Rather than to add additional courses to the curriculum, it is recommended that the existing Metalsmith courses be revised to expand the media, techniques and conceptual opportunities, and be titled “Sculpture I” and “Sculpture II.”
4. Add to or modify the computer graphics course sequence. The courses now in place are each single semester, an introductory and slightly more advanced level. With the number of students who have completed the second semester growing, there is an ever

increasing number of students who would like to continue to study computer graphics on an advanced level.

5. Add an additional Photography course titled Photography IV. There are currently a significant number of students who have expressed interest in continuing their study in Photography beyond the Photography III level. Such students have pursued their interests by taking an Independent Study. We would like to address this need by establishing a course with an approved curriculum instead of having students working in so many different directions.
6. Utilize technology throughout the Art Department to improve curricular opportunities for students. Expand students' access to computers in the art rooms during every period of the day, and provide better access to hardware for teachers. Currently the lab is not available for all classes. This could be accomplished through the purchase of a mobile lab.
7. Expand Art History, Aesthetics and Criticism in Art courses. This is an ongoing need. Currently these areas are addressed, but they are such a broad topics that they are worth mentioning in order to assure continued inclusion and improvement of techniques.
8. Reduce class size. With the budget restrictions in the spring of 2002, class sizes continued their upward climb. Class sizes are now the largest they have ever been at Ridge. The Ridge Art Department has an established reputation for the quality of its' instruction and the high level of student achievement and learning. That level of performance has been due, in part, to the limited size of the classes. Due to the individualized nature of art instruction, the same level of quality cannot be maintained with larger class sizes. While cooperative learning techniques are being applied in the studio classes, there are some areas where instruction comes down to individual time between teacher and student. Since all the classes are sequential, if students achieve less in the basic level courses, the impact is felt throughout the program. In the Art Major class, a great deal of individualized attention has always been given to those Honors level students in the preparation of their portfolios. In the past, teachers have accepted the challenge of teaching a sixth class in order to maintain smaller class sizes. But when this practice becomes necessary for all teachers, increased staffing is indicated.

Appendix

Student Survey-Art Education at Ridge

Directions: Using the Scantron Card, fill in the answers that best describe how you feel about the statements. Use the answers below to best describe your feelings.

A. Strongly Agree B. Agree C. Neutral D. Disagree E. Strongly Agree

1. Art courses at Ridge challenge my intellectual curiosity.
2. The course requirements are consistent with what is expected.
3. The Art courses offered at Ridge will help me perform more successfully both in the work place and college.
4. Many of the Art courses seem to cover the same content.
5. Homework and project work were more demanding than had been expected in Art classes.
6. Art classes help me to become more technologically aware and proficient.
7. There is a need for more Art electives to be offered at Ridge high School.
8. Art classes at Ridge prepare me to be more visually literate.
9. Connections are made between Art and other disciplines in a meaningful manner.
10. Current events are integrated into the classroom when appropriate.
11. Art courses at Ridge encourage me to be creative.
12. Through the Art courses at Ridge High School my writing abilities are being enhanced.
13. The Art courses at Ridge are helping to prepare me to work in cooperative settings.
14. Overall, how would you rate your Art experience at Ridge thus far?

A. Excellent B. Above Average C. Average D. Below Average E. Poor

Comparison of I Factor Schools

*Courses	Bernards Township	Summit	New ce	Living- ston	West- field	Chatham	Gov. Living- ston	West Morris	Hol del	Madison
Visual & Perf. s									X	
Drawing I	X		X	X		X	X		X	X
Drawing II			X	X					X	
Painting I	X		X	X		X	X	X	X	X
Painting II			X	X					X	
Design										X
Ceramics I	X			X	X	X	X	X		
Ceramics II	X			X				X		
Studio		X					X			X
I (5 credits)	X	X		X	X	X		X		
II/ Adv. Studio 5 credits)	X	X		X	X		X	X		
III/ Major (5 credits)	X	X		X			X			
Sculpture I			X	X						
Sculpture II			X	X						
Computer Graphics I	X	X (5 credits)	X	X			X			
Computer Graphics II	X	X (5 credits)	X	X			X			
Computer Graphics III		X								
Computer Graphics IV		X								
Academic Computing		X								
Photo I		X	X	X (5 Credits)	X		X	X (5 credits)		
Photo II	X (5 credits)	X	X					X		
Adv. Photo	X	X	X	X						
Honors I			X							
Honors II			X							
AP I			X	X		X		X		
AP II			X	X		X		X		
AP History			X	X				X		
Internship										X
Crafts						X (2.5 or 5 credits)	X	X (5 credits)		
Printmaking/ Commercial							X	X		
Metals I	X			X						
Metals II	X			X						
Textiles							X			
Open Studio							X (1, 5 or 10 credits)			
Fashion Illus. (I & II)							X			

Resources

National Standards for s Education, the Consortium of National s Education Associations, 1994

Hands & Minds, A Visual s Curriculum Armature, Educators of New Jersey, 2001

New Jersey Core Curriculum Content Standards, NJ State Department of Education, 1996

New Jersey Core Curriculum Content Standards Revisions Draft, NJ State Department of Education, 2002

“Getting Acquainted with the Essential Nine,” *ASCE Curriculum Update*, Winter 2002

New Jersey’s Educational Technology Goals, New Jersey State Department of Education, 2002