

A watercolor palette with various colors (red, purple, blue, green, yellow, orange) and two brushes are visible on a wooden surface. The palette is on the left, and the brushes are at the top. A piece of white paper with a watercolor wash is also visible.

Visual Arts

Interim
Curriculum Review

May 2016



North Allegheny School District
Preparing all students for success in a changing world.

The information contained in this Report is provided by the Visual Arts Department for general purposes only. While this Report serves as a strategic approach to curriculum planning, recommendations for curricular modifications and/or expenditures must be considered with respect to all programs provided by the North Allegheny School District with final approval granted by the North Allegheny Board of School Directors. Any use of this Report for commercial purposes or without the permission of North Allegheny School District is strictly prohibited.

**North Allegheny School District
Visual Arts
Interim Curriculum Review Report
May 2016**

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Visual Arts Interim Curriculum Review Report
May 2016**

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Visual Arts Interim Curriculum Review Report

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Executive Summary

Introduction

During the 2010-2011 school year, a focus group of six Department Chairpersons and the Assistant Superintendent of Academic Advancement collaborated to create the Interim Curriculum Review Process. The Interim Review Process offers each Academic Department an opportunity to evaluate the implementation of Recommendations from the previous Curriculum Review and reflect upon goals that need to be revised and analyzed before any new research begins. This intense period of study by the Department occurs prior to the start of any new Curriculum Review Cycle.

During the Interim Review Process, each month of the year was dedicated to a significant amount of feedback and study from a representative group of eight teachers from the Visual Arts Department. In addition, feedback from the Executive Council, the Special Education and Pupil Services Departments, and the remainder of the Visual Arts Department was solicited and discussed. The monthly responsibilities are listed in detail through the Interim Review Timeline (Appendix A). At the conclusion of the year, a written report is shared with the Administration and School Board of Directors regarding the Department's progress toward successful curriculum implementation and recommendation for change.

The Interim Review Process places significant emphasis upon the Reflective Stage of the Curriculum Review Process. It allows Department members the opportunity to evaluate and reflect upon data from varied assessments, professional discussions, and feedback, while continuing to research best practices and trends in the field of study. It also provides members with the chance to assess their progress toward the implementation of Recommendations. This stage of reflection is vital, as it essentially becomes the initial step to the new Curriculum Review Process. During the Reflection Stage, the Visual Arts Department evaluated the Recommendations from their last Curriculum Review while also preparing the activities needed to be completed before the start of the next Curriculum Review. The Visual Arts Department completed their last Curriculum Review in May 2010. They are scheduled to begin their next full Curriculum Review during the 2019-2020 school year.

Review of Recommendations from the 2010 Visual Arts Curriculum Review

Since the last Curriculum Review in 2010, the Visual Arts Department has been actively engaged in the implementation of their Recommendations. The significant activities include the following:

1. Former Recommendation #1 – Philosophy

- **Adopt the North Allegheny School District Visual Arts Department Philosophy.**

Results:

The Visual Arts Department adopted a revised Philosophy Statement during the 2010 Curriculum Review to accurately reflect the scope and the goals articulated through the North Allegheny Visual Arts Curriculum. The statement communicates the relevance of visual arts education to the fundamental growth and development of all learners. Additionally, the statement explicitly addresses how the content of arts education connects to the knowledge, understanding, and skills drawn from Art Production, Art History, Art Criticism, and Aesthetic Appreciation. These four “disciplines” are consistent with the language of the Pennsylvania Academic Standards for the Arts and Humanities.

With the release of new National Core Arts Standards in 2014, further connections to knowledge, understandings, and skills related to key artistic processes embedded within the new standards (Creating, Presenting, Responding, and Connecting) were reviewed for addition into the Visual Arts Department Philosophy by the Interim Review Team. Additional discussion during the Interim Review process addressed the present role of new media technology as well as the integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM) concepts within the Department, and the Department considered how these content skills are relevant within a revised philosophy statement.

2. Former Recommendation #2 – Curriculum (K-12)

- **Continue to revise and develop a comprehensive, sequential curriculum to meet the Pennsylvania Academic Standards for Arts and Humanities.**
- **Explicitly address the concept of 21st Century skills: innovation, creativity, design, and critical thinking.**
- **Explore opportunities for integrating artistic concepts or skills into other classes to help students connect ideas/content and improve understanding (literature, history, and math).**

Results:

Following the 2010 Curriculum Review, the Visual Arts Department revised and developed a sequential, unit-based curriculum for Visual Arts in grades K-12. The curriculum was written to meet the four strands of the Pennsylvania Academic Standards for Arts and Humanities: Visual Arts Production; Historical and Cultural Contexts;

Critical Response; and Aesthetic Response. Input from teachers within the Department was also solicited.

During the curriculum writing process, the Department developed a set of “Essential Concepts” that represented understandings that carry long-term value beyond the classroom. Key Learner Objectives tied to learning in the visual arts were linked to these Essential Concepts and organized into instructional units based primarily on artistic media experiences and production in grades K-8. Instructional units for courses offered in grades 9-12 were structured around topics relating to specific artistic disciplines (e.g., drawing and painting, pottery, photography, etc.), for which the courses are named. Findings in the 2010 Curriculum Review supported how engagement in art production is an effective and vital means of visual arts learning.

In each elementary grade level, the Visual Arts Curriculum addresses art production experiences in drawing, painting, printmaking, mixed media, clay sculpture, and non-clay sculpture. Throughout each unit, connections are made to historical and cultural contexts, critical response, and aesthetic response, as guided by the Pennsylvania Academic Standards for Arts and Humanities. The elementary Visual Arts Curriculum is taught through building-level themes that establish meaningful, real-world and cross-curricular connections to content in the visual arts. Beyond the unit-based curriculum, elementary students participate in one hour of “Integrated Arts” sessions each week. These sessions permit further exploration into the visual arts, along with music and physical education, in support of the building-level themes. STEAM-based experiences have also been offered, in which students have participated in meaningful learning in science, technology, engineering, and mathematics (STEM) through engagement and exploration in the arts. Growth in these areas should continue to increase.

Furthermore, the Visual Arts Curriculum is also organized into instructional units based on artistic media throughout the middle grades. As guided by past practice and research findings relevant in 2010, drawing continues to be presented as a vital curricular experience during each year of middle school art. Throughout their middle school years, students experience instruction in the elements and principles of design, painting, sculpture, printmaking, and jewelry design. Just as in the elementary art curriculum, links are made between artistic production and historical and cultural contexts, critical response, and aesthetic response, as guided by the Pennsylvania Academic Standards for Arts and Humanities. While not tied to building-level themes, instruction regularly connects visual arts content to real-world applications and other content areas. The middle school Visual Arts Curriculum is organized and addressed in such a way to prepare students for potential visual arts electives in high school.

Course offerings at the high school level in the Visual Arts Department are primarily focused on specific artistic media. There are currently six electives available to students at NAI. Five of these courses are semester-long, while one course is a full-year course. There are 12 electives available to students at NASH, with all but two being semester-long and focusing more specifically on topics within an artistic discipline, such as drawing, pottery, photography, or art history. The full-year *Honors Art* and *AP Studio*

Art courses offer a rich and rigorous experience in the visual arts to interested and motivated students. Each high school course is designed to meet all four strands of the Pennsylvania Academic Standards for Arts and Humanities. *Computer Multimedia Arts* is a “cross-listed,” semester-long course available at NASH between the Visual Arts and Music Departments, serving not only as a strong exemplar for integration of technology and the arts, but also as a significant model for cross-curricular instruction between a visual arts teacher and a music teacher.

The Interim Review Team examined deeper implementation of this Recommendation through current trends of arts integration practices as well as models of STEAM education. Additionally, further exploration into 21st Century skills (e.g., creativity, communication, collaboration, and critical thinking) as explicit curricular components was a major topic of discussion regarding revisions to curriculum and common assessments.

3. Former Recommendation #3 – Elective Course Offerings (Grade 9-12)

- **Consider the following changes to the Program of Studies:**
 - **Rename Senior High Drawing (NASH) as *Senior High Drawing and Design Concepts***
 - **Rename Senior High Painting (NASH) as *Senior High Painting and Color Concepts***
 - **Rename Drawing and Painting 2 (NAI) as *Drawing, Painting, and Printmaking 2 (NAI)***
 - **Rename Drawing and Painting 3 (NAI) as *Drawing, Painting, and Printmaking 3 (NAI)***
 - **Consider adding *Photography 2* (NASH)**
 - **Consider adding *Art History* (semester course at NAI or NASH)**
 - **Consider a possible printmaking course (in three or four years) based on reaction to the inclusion of printmaking concepts into the Drawing/Painting sequence.**

Results:

Beginning with the 2010-2011 school year, *Senior High Drawing* and *Senior High Painting* at NASH were renamed to *Senior High Drawing and Design Concepts* and *Senior High Painting and Color Concepts*, respectively. As the original and revised course titles suggest, emphasis is placed on specific skills and artistic media (e.g., drawing, painting) addressed in each of these courses. The revised titles and corresponding curricula place artistic processes and concepts at the forefront, reflecting fluidity between the application of drawing, painting, and other two-dimensional-based art processes.

The NAI courses *Drawing and Painting 2* and *Drawing and Painting 3* were not renamed to include “Printmaking” in the title. It was later determined after the 2010 Curriculum Review that such a name change was contradictory to the Department’s vision and goals as communicated within the Department’s Philosophy Statement. In addition, this nomenclature implied a focus on specific skills over artistic processes. The Interim

Review Team reviewed this Recommendation and decided that these courses should remain titled as they originally were.

Printmaking equipment was purchased and is currently in use in the *Drawing and Painting* courses offered at NAI and NASH. While standalone “printmaking” courses do not exist within the 9-12 Visual Arts Curriculum, the applications for the equipment are being explored within the scope and sequence of courses that address two-dimensional processes, including *Honors Art* and *AP Studio Art*.

Photography 2 (NASH) was added to the *Program of Studies* in 2010-2011 as a semester-long elective. Data collected by the 2010 Curriculum Review Team indicated that *Photography* (now *Photography 1*) was “the most popular art elective” at NASH at the time, with a significant percentage of students interested in continuing the study of photography at an advanced level. Prior to the addition of *Photography 2*, it was found that students regularly elected the course more than once for additional exposure to the art medium. Since its addition, *Photography 2* has run about three sections per year.

Art History (NASH) was added to the *Program of Studies* in 2011-2012. However, the course has not run since its addition due to low enrollment. The Interim Review Team examined this course to determine how it could evolve into a more relevant and valuable course for high school students. As a course often taken by most collegiate students, the Department wanted to find a viable way to implement *Art History* into the *Program of Studies*. Therefore, the Team extensively discussed the *AP Art History* course offered through the College Board.

4. Former Recommendation #4 – Technology and Equipment

- **Consider the replacement of existing technology, as needed, and potential expansion of technology hardware/software as tools for developing digital art and digital literacy skills within budgetary limitations and in conjunction with the District Technology Plan.**
- **Replace existing major equipment (e.g., kilns and slab rollers) and other non-consumable items as needed to maintain a safe and effective work environment within budgetary limitations.**

Results:

The 2010 Curriculum Review Report outlined a four-year phase-in schedule for major technology and equipment purchases for the Visual Arts Department. Adjustments were made to this schedule, as needed based on specific needs and life-span issues of existing equipment. Alterations to technology and equipment purchased generally occurred as a result of updates to technology that has occurred since 2010, such as computer system specifications or software updates.

Purchases related to photography were most impacted by these shifts, as many of the originally requested equipment, which supported the traditional film and dark room environment, became unavailable. As a result, an updated purchase schedule was created to reflect a shift of the learning activities in the photography curriculum to predominately

digital practices, more in line with the opportunities within comparator school districts, collegiate photography programs, and prospective career paths.

The chart in Appendix C illustrates all technology and equipment purchased for the Visual Arts Department from 2011 to 2016. Additional purchases were made beyond the phase-in schedule as District funds allowed. These purchases addressed replacement of major equipment in disrepair, such as pottery wheels and kilns. These items were not originally projected as part of the original schedule, but were needed to meet health and safety requirements along with programmatic expectations. Additional equipment and technology needs not previously considered are expected to arise between the time of this Report and the next full Visual Arts Curriculum Review in 2019-2020. Appendix D outlines the timeframe of these needs.

Since the implementation of the Recommendations from the previous Curriculum Review, various technology initiatives have been phased-in by the District. North Allegheny School District implemented a new Comprehensive Plan in 2014, in which Goal #5 of the plan states, “We will innovate our educational practices and become leaders in technology integration.” Beginning with the 2015-2016 school year, the FOCUS 2020 initiative began a movement for 1:1 technology for all students. Aside from building-level computer labs, access to technology has generally been limited at the elementary and middle-level for Visual Arts. Apple Power Macintosh desktop computers were redeployed from NASH computer labs to elementary and middle-level art classrooms throughout the District as part of this Recommendation in 2010, but these machines have since been removed from these settings due to old age and compatibility issues with the current District network. As FOCUS 2020 progresses, the Interim Review Team discussed how this increased accessibility would further enhance technology integration into visual arts learning (though not entirely replacing computer lab environments when appropriate).

5. Former Recommendation #5 – Professional Development

- **Develop and implement ongoing professional development focusing on the following topics: adaptations/modifications for students, technology integration, and 21st Century Skills (e.g., creativity and innovation).**

Results:

Various professional development opportunities have been offered to the Visual Arts Department as part of the Curriculum and Departmental In-Service (CADI) programming provided to all North Allegheny professional faculty. Since 2011, such topics have focused on Departmental initiatives such as curriculum and common assessment development, studio skill development, technology and new media integration, budgeting and purchasing, arts integration opportunities, and school district initiatives. Most professional development has occurred “in-house” by North Allegheny teachers. However, some opportunities have been experienced through partnerships with outside organizations, such as the Carnegie Art Museum, Andy Warhol Museum, the Clay Place, Carnegie Mellon University’s Entertainment Technology Center, the Center for Creativity at the Allegheny Intermediate Unit, and more.

During the Interim Review process, the Interim Review Team identified areas where professional development is needed and/or desired. Further opportunities for professional development in areas such as adaptations/modifications for students, technology integration, STEAM initiatives, 21st Century skills, and arts integration opportunities were discussed. The Visual Arts Department would also continue to benefit from additional partnerships with outside organizations for the purposes of professional development.

6. Former Recommendation #6 – Assessment

- **Create either a common assessment for courses and/or developmental iterations of a common rubric for assessing critical elements of student work.**

Results:

Upon developing the unit-based curriculum, the Visual Arts Department has worked to create and implement common rubric frameworks, associated with instructional units throughout the K-12 curriculum for the assessment of student work.

Developing common assessments for such a broad and subjective area such as the visual arts is a challenging task. The approach taken by the Visual Arts Department began with identifying significant and evaluable criteria associated with visual arts learning and connected to the Department philosophy. Criteria identified and used in the development of common rubrics include: the understanding of design and composition (or understanding and use of the elements and principles of design); creativity and problem solving; understanding and use of artistic techniques; craftsmanship and effort; originality, intention, and invention; risk-taking and experimentation; and connections to historical, critical, and aesthetic contexts.

In addition to evaluating student achievement, the common assessments have been used to collect data for internal analysis purposes within the Visual Arts Department assessment development process. Examples of quality student work have been used in an on-going benchmarking process to further define student achievement within the school district in relation to the curriculum and Pennsylvania Academic Standards for the Visual Arts. The common assessments have also been used in the development of Student Learning Objectives (SLO's) for the Department.

Revision to common assessments was a topic discussed alongside the issue of curriculum revision by the Interim Review Team. The 2014 *National Core Arts Standards* include built-in “Model Cornerstone Assessments” that may be used to inform further development in this area of the curriculum. The Interim Review Team has also discussed the establishment of further ties to 21st Century skills as evaluable assessment criteria.

7. Former Recommendation #7 – Community

- **Continue the Traveling Art Gallery (TAG) program to engage the parent community and enhance opportunities to integrate art and art history concepts within the classroom.**

- **Continue to build community connections through the exhibition of student work (both internal and external display).**
- **Enhance connections with the regional art community by maintaining an updated contact directory for artists, art centers, artists-in-residence, and by supporting student participation in arts activities outside the school as appropriate.**

Results:

Connections that the North Allegheny Visual Arts Department has made with the community at-large have served to support and enhance opportunities for learning among students. The Department remains committed to seeking partnerships beyond the classroom in order to provide new opportunities for students and staff.

The North Allegheny Traveling Art Gallery (TAG) continues to educate students in grades K-5 about historical artists and artworks through volunteer presentations based on the collection of TAG prints. TAG supplements the existing art education program by introducing children to famous artists. The goals of the program include developing each child's interest in art and stimulating his or her ability to form a personal opinion and enjoy a variety of works of art. Alongside the District, organizations for parents (e.g., PFA, PTA, etc.) in individual elementary schools continue to fund the fourth grade field trips to the Carnegie Museum associated with the TAG program. Volunteers present art prints to each elementary classroom on a monthly basis, assisted as needed by visiting art experts and the art teachers.

North Allegheny School District has sponsored the Pittsburgh Region Scholastic Art Awards in partnership with La Roche College from 2011-2015. That partnership moved to the Community College of Allegheny County (CCAC) in 2016. This program serves as an important opportunity for students in grades 7-12 to be recognized for their creative talents on the regional and national level. It also offers students scholarships and opportunities to exhibit their artwork. The event has served as a valuable collaboration between NASD and other school entities throughout the Pittsburgh region. In addition, local professionals in arts-related fields serve as volunteers, judges, and guest speakers. Since 2011, over 1,000 awards have been presented to North Allegheny students, reflecting both regional and national honors.

Artwork by North Allegheny students is regularly placed on display for the community. Throughout the entire school year, student artwork is displayed and celebrated in every building, including rotating displays in Central Administration Offices. Annual art show events occur at each elementary building, NAI, and NASH. Middle school art events coincide with building-level music concerts. Student artwork has also been on display in community venues, such as the Allegheny Intermediate Unit School Board Convention, La Roche College, CCAC North, Barnes & Noble Booksellers, Bradford Woods Post Office, and Northland Library.

The North Allegheny Visual Arts Department has been historically committed towards forming collaborative partnerships with organizations and artists as a means of providing

students with enriching and authentic experiences. For example, middle school students participated in a special project in 2010 with the Andy Warhol Museum focusing on “The Art of Play.” In 2011, NASH students worked with an artist-in-residence, Ben Kinsley, in learning about site-specific artwork. From 2009-present, high school pottery students have regularly attended field trips to the Manchester Craftsmen’s Guild to learn about “raku” pottery methods. In 2016-2017, the high school and middle school Visual Arts Department will be exploring opportunities to establish chapters of the National Art Honor Society, a program sponsored by the National Art Education Association that provides opportunities to recognize artistic talents, prospects for student leadership roles, and connections to community work, all related to the visual arts. As funds and opportunities permit, the Department remains committed in seeking out opportunities as they arise.

Although recommended in the Curriculum Review, an internal contact directory of artists, art centers, and artists-in-residence has yet to be established by the Department. The Interim Review Team discussed strategies in how this initiative can still move forward and benefit not only the Visual Arts program, but also the District as a whole. It is the Department’s goal to focus on this endeavor in 2016-2017.

Interim Research 2015-2016 Summary

The Visual Arts Department has achieved substantial successes since the conclusion of the Curriculum Review in 2010. The Department has written and revised a unit-based curriculum, analyzed data and research related to best practices in instruction and assessments, implemented new courses, and created common local assessments across courses and grade levels.

As part of the Interim Review Process, the Committee recognized the need to reflect and make decisions related to former Recommendations that still need to be implemented. Based upon changes to best practices and state mandates, new Recommendations were identified for review and research.

The following are a summary of the new Recommendations identified during this Interim Process:

1. Philosophy

- Amend the North Allegheny School District Visual Arts Department Philosophy to include updated language reflecting new visual arts standards, 21st Century skills, and significant outcomes of learning through the arts.

2. Curriculum Development (K-12)

- Establish stronger alignment and sequencing to the Pennsylvania Academic Standards for the Arts and Humanities with the Visual Arts unit-based curriculum.
- Align curriculum framework with elements of the 2014 National Core Arts Standards for Visual Arts.

- Emphasize artistic processes and concepts as the primary basis for unit content and assessments.
- 3. Science, Technology, Engineering, Arts, and Mathematics (STEAM)**
- Integrate STEAM concepts, themes, and experiences within the K-12 Visual Arts Curriculum (e.g., real-world connections and “design-thinking” approaches).
 - Form an exploratory committee alongside members of other departments to explore opportunities for collaborations between the arts and other curricular areas with a STEAM-focus.
 - Embed opportunities (as appropriate and available) within the curriculum where the use of technology and contemporary processes (e.g., 3-D printing and digital media) may support learning explicit to the Visual Arts.
- 4. Digital and Media Arts**
- Add a semester course *Digital Imaging and Media Arts* (proposed name) for students in grades 9 and 10 that addresses topics such as video art, animation, digital imaging and photography, and game design.
 - Implement instructional units based in digital art making where appropriate within the seventh and eighth grade Visual Arts curriculum coinciding with the phase-in of FOCUS 2020.
- 5. Advanced Placement (AP) Art History**
- Explore the viability of revising the current *Art History* semester elective at NASH to a full year *Advanced Placement (AP) Art History* offering.
 - Consider offering *Advanced Placement (AP) Art History* as a college in high school course through La Roche College.

Summary of Review Report

This Interim Review affords the Visual Arts Department time to reflect on the work that has been accomplished since the comprehensive Curriculum Review and refocus its efforts on critical areas related to instruction, learning, and assessment. The evolving landscape of arts education on the state and national level will continue to inform decisions regarding curriculum as the Department continues to maintain an exemplary Visual Arts program in grades K-12.

Recommendations and Findings from the Interim Visual Arts Curriculum Review

The work of the Interim Review Committee is reflected in the five major Recommendations listed below. The findings that substantiate these critical activities are contained within this Report.

Recommendation #1 – Philosophy

- 1. Amend the North Allegheny School District Visual Arts Department Philosophy to include updated language reflecting new visual arts standards, 21st Century skills, and significant outcomes of learning through the arts.**

Findings:

- a. The current Visual Arts Department Philosophy Statement, adopted in 2010, was revisited, discussed, and revised as part of the Interim Review. The revised statement (Appendix B) still predominantly reflects Pennsylvania Academic Standards for Visual Arts as key outcomes of arts learning. However, it is also informed by elements of the 2014 National Core Arts Standards for Visual Arts, as well as current research into 21st Century skills and outcomes of arts learning (Interim Review Team).
- b. The Every Student Succeeds Act (S.1777) was signed into law in December 2015, reauthorizing the Elementary and Secondary Education Act. Provisions within the act include art as part of the definition of a “well-rounded education” (United States Congress).
- c. A survey conducted in December 2015 by Ipsos Public Affairs showed that of 3,020 adult Americans, 89% of respondents agreed that the arts are part of a well-rounded education for K-12 students (Americans for the Arts).
- d. “The philosophical foundations and lifelong goals [within the 2014 National Core Arts Standards] establish the basis for the new standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education.” Foundational pillars include engagement with the arts serving as communication, personal realization, a means of well-being, and community engagement (National Coalition for Core Arts Standards).
- e. The 2014 National Core Arts Standards are organized as artistic processes, or “the cognitive and physical actions by which arts learning and making are realized.” Artistic processes specific to the Visual Arts include:
 - Creating - “Conceiving and developing new artistic ideas and work.”
 - Presenting - “Interpreting and sharing artistic work.”
 - Responding - “Understanding and evaluating how the arts convey meaning.”
 - Connecting - “Relating artistic ideas and work with personal meaning and external context” (National Coalition for Core Arts Standards).
- f. The National Assessment of Educational Progress (NAEP) arts assessment, which was influential in the arts standards revision process nationally and in several states, was built around the processes of creating, performing, and responding as central to arts education (National Assessment Governing Board).

- g. While maintaining connections to “four strands” of art education defined by the 1994 National Arts Standards and the Pennsylvania Arts and Humanities Standards, several states, such as Michigan, Minnesota, New Jersey, and Washington communicate the processes of creating, performing, and responding as significant foundational components within the structure and content of their respective arts standards (College Board).
- h. A study of arts education standards in fifteen countries revealed three common, core objectives of art education:
- Generating/Problem-Solving - "The development of perceptual abilities, creative problem solving or idea generation"
 - Expressing/Realizing - "Making, producing, and performing"
 - Responding/Appreciating - "Appreciating and responding to the arts with critically, historically, and culturally informed understanding" (College Board).
- i. Other goals identified within the art education standards across fifteen countries include: Cultivating an awareness of cultural institutions, events, and professional artists; developing skills in Information and Communication Technology (ICT) and Media Arts; studying and analyzing "Visual Culture"; developing social skills, self-esteem, and collaborative habits; fostering understanding of national heritage; developing environmental awareness; learning about professional opportunities; and establishing connections to communities (College Board).
- j. The *Partnership for 21st Century Skills* outlines acquisition of 21st Century skills through arts study, including: critical thinking and problem-solving; communication; collaboration, creativity; innovation; information literacy; media literacy; information, communication, and technology literacy; flexibility and adaptability; initiative and self-direction; social and cross-cultural skills; and productivity and accountability (College Board; Partnership for 21st Century Skills).
- k. Harvard University’s *Project Zero* study identified eight “Studio Habits of Mind,” or specific dispositions that are developed within studio classrooms and “are central to artistic thinking and behavior.” These habits include: developing craft, engaging and persisting, envisioning, expressing, observing, reflecting, stretching and exploring, and understanding the art world (Hetland et. al).
- l. More than 1,500 CEOs surveyed worldwide identified creativity as the “single most important” leadership competency of the future (IBM).
- m. Ninety-seven percent of U.S. business executives agree that creativity is becoming more important in the workplace. Eighty-five percent of business executives looking to hire creative people indicate that qualified applicants cannot be found (Dalton).
- n. Some of the world’s most successful companies, such as Apple, Adobe, Boeing, IBM, Intel, General Electric, Kohler, Procter & Gamble, Nike, and 3M acknowledge, utilize, and promote the importance and value of creativity and innovation skills (Allina).
- o. In a survey of college-educated professionals conducted by Edelman Berland, 82% of respondents wished for more exposure to creative thinking as a student, and 71% felt that creative thinking should be a taught class like math and science. Art scored the highest (79%) among respondents as a subject that makes important contributions to creative thinking (Adobe Systems Incorporated).

- p. “Art and design education teaches the flexible thinking, risk-taking and creative problem-solving needed to solve today’s most complex and pressing challenges” (Rhode Island School of Design).
- q. “Collaborative methods of practice are increasingly the norm in contemporary art. Such works prioritize process over object production and technical proficiency, as well as social engagement and community over artistic autonomy. At the same time, the spheres of contemporary art and activism are increasingly intertwined” (Smith).

Recommendation #2 - Curriculum Development (K-12)

1. **Revise the current unit-based curriculum for Visual Arts (K-12).**
 - **Establish stronger alignment and sequencing to the Pennsylvania Academic Standards for the Arts and Humanities.**
 - **Align curriculum framework with elements of the 2014 National Core Arts Standards for Visual Arts.**
 - **Emphasize artistic processes and concepts as the primary basis for unit content and assessments.**

Findings:

- a. A standards-based art curriculum has been shown to significantly improve student learning in the arts by establishing “a more comprehensive and sequential approach to learning in the arts” (Sabol).
- b. Adopted in 2002, the Academic Standards for the Arts and Humanities in Pennsylvania define the content and structure for what students should know and be able to do in the visual and performing arts by the end of grades 3, 5, 8, and 12. The four strands of the standards include: Production, Performance and Exhibition; Historical and Cultural Contexts; Critical Response; and Aesthetic Response (Pennsylvania Department of Education).
- c. Pennsylvania State Board of Education Curriculum Regulations, Title 22, Chapter 4 states that local school districts are responsible for creating written curriculum and providing planned instruction aligned with Pennsylvania Arts and Humanities Standards (Commonwealth of Pennsylvania).
- d. NASD Standards for Visual Arts were originally developed in the 2002-2003 school year aligned with Pennsylvania’s Visual Arts Standards, and they were revised following the 2010 Curriculum Review process. Seven common “anchor” standards were implemented throughout K-12 to provide the foundation (communicated through “essential concepts”) and vertical alignment necessary to coordinate and articulate a sequential unit-based curriculum (Interim Review Team).
- e. Content throughout the current K-12 NASD Visual Arts Curriculum is predominantly organized into units based in visual arts production experiences, such as drawing, painting, or sculpture. Experiences in the four Strands defined by Pennsylvania Visual Arts Standards are organized into this framework. Written and implemented in this way, the Interim Review Team found a wide degree of latitude in the curriculum’s interpretation District-wide, impacting sequencing of how and when students are exposed to essential visual arts concepts and achieving specific standards (Interim Review Team).

- f. The 2014 National Core Arts Standards for Visual Arts represent a major shift in the structure of arts standards on which a curriculum could be developed. Through the new standards, discipline-specific standards exist for each grade PreK-8 and for three levels of high school performance (Proficient, Accomplished, and Advanced). Consideration is given to the sequential scaffolding of behaviors and the depth of knowledge gained for each grade level by their design (National Coalition for Core Arts Standards).
- g. The four Artistic Processes, by which the National Core Arts Standards are organized, are stated as verbs (Creating, Presenting, Responding, and Connecting) that connect to benchmarks within Pennsylvania’s Visual Arts Standards, as well as to 21st Century skills and tiers of Bloom’s Taxonomy (Interim Review Team).
- h. Current implementation of the National Core Arts Standards is considered voluntary and states, districts, or individuals are able to adopt or adapt the standards as needed (Stewart).
- i. Pennsylvania Department of Education (PDE) Consultant for the Arts and Humanities, O. David Deitz, shares that while Pennsylvania currently does not intend to officially adopt the new National Core Arts Standards, the State acknowledges that the new standards are “helpful to teachers in the arts as they pursue deeper understanding of PA’s curriculum framework” and represent “a positive investment in rich arts learning” (Pennsylvania Music Educators Association).
- j. An effective entry point into the new National Core Arts Standards for Visual Arts is to understand the overall rationale and the “Enduring Understandings” tied to the four Artistic Processes (Stewart).
- k. Pennsylvania Department of Education Standards Aligned System (PDE SAS) outlines a curriculum framework for Visual Arts based on six “Big Ideas” common across grades K-12. “Essential Questions,” grade-band specific standards, key concepts (knowledge), and competencies (skills) are organized within this framework to communicate a suggested sequence of instruction from kindergarten to twelfth grade (PDE SAS).
- l. “Enduring Understandings” and “Essential Concepts,” informed by the curriculum design processes developed by Jay McTighe and Grant Wiggins, frame information, skills, and experiences within the artistic processes of the National Core Arts Standards (National Coalition for Core Arts Standards).
- m. The National Core Arts Standards were designed broadly in order to allow for differentiated responses regardless of individual students’ needs and abilities. The design of the new standards was to “enable arts teachers to facilitate the achievement of students with disabilities at the same levels expected for all students” (Malley).
- n. The National Core Arts Standards provide examples of “model cornerstone assessments” to “illustrate the type of evidence needed to show attainment of desired learning.” These curriculum embedded assessments, based on the “Understanding By Design” approach developed by McTighe and Wiggins, engage learners in meaningful tasks that recur and become increasingly more sophisticated across grade-levels. Assessments have been written for grades 2, 5, 8, and three levels of high school performance (National Coalition for Core Arts Standards).

Recommendation #3 – Science, Technology, Engineering, Arts, and Mathematics (STEAM)

- 1. Integrate STEAM concepts, themes, and experiences within the K-12 Visual Arts curriculum and instruction (e.g., real-world connections, “design-thinking” approaches).**
- 2. Form an exploratory committee alongside members of other departments to explore opportunities for collaborations between the arts and other curricular areas with a STEAM-focus.**
- 3. Embed opportunities (as appropriate and available) within the curriculum where the use of technology and contemporary processes (e.g., 3-D printing, digital media) may support learning explicit to the Visual Arts.**

Findings:

- a. The challenges that current students will face will demand creative solutions, and “many of our best leaders will come from art and design backgrounds.” Both the National Science Foundation and the National Endowment for the Arts have both hosted events and workshops around STEM to STEAM themes and the intersection of art, science, and technology (Maeda).
- b. “Progress does not come from technology alone, but from the melding of technology and creative thinking through art and design. If the United States wants to remain a global competitor, it will be crucial to foster creative thinking and practice” (Land).
- c. Jon Perera, Vice President of Education at Adobe states, “Creativity is a critical competency that should be taught within all disciplines” to “drive the global economy and career success of the next generation” (Allina).
- d. United States House of Representatives House Resolution 51 (113th Congress, 2013-2014) expresses the value and importance of art and design in federal STEM programs, calling for the development of a “STEM to STEAM Council” to facilitate the incorporation of art and design to become federal STEAM programs. This resolution encourages art and design integration into science, technology, engineering, and mathematics fields in accordance with the reauthorization of the Elementary and Secondary Education Act (United States. Cong. House. Education and the Workforce; Science, Space, and Technology).
- e. In implementing the arts into the STEM areas, students learn to think creatively, think critically, take risks, and tolerate ambiguity. A common way of thinking is shared between disciplines, and STEM professions generally involve these habits and dispositions. It is important that students are exposed to the arts early in their education to experience how learning in these content areas mutually supports each other (Zalaznick).
- f. The design process is not only a key focus within art education, but also an important strand within engineering education. Both art and engineering strive to find answers to problems, seek visual solutions with design processes, subscribe to the idea “that design thinking is a complex cognitive process,” and support the idea that “successful designers possess certain dispositions” (Bequette and Bequette).
- g. Scientists, mathematicians, and engineers borrow skills from the arts as scientific tools. These include the ability to do the following:
 - Draw on curiosity;
 - Observe accurately;

- Perceive an object in a different form;
 - Construct meaning and express one’s observations accurately;
 - Work effectively with others;
 - Think spatially; and
 - Perceive kinesthetically (Sousa and Pilecki).
- h. “Because the new Next Generation Science Standards (NGSS) place an emphasis on showing thinking, the creative process, and the design and experimentation of solving real-world issues, there is already a stronger push on using creativity and artistic critical thinking in science, so there are already areas of intersection. STEAM pushes science and art teachers to collaborate, applying both content areas to real-world situations and processes, rather than using art simply to describe the science that has happened” (Windom).
 - i. Regardless of discipline in which it is applied, design thinking and associated dispositions, such as creativity, critical thinking, and problem-solving, is applicable to learning situations and relevant careers requiring solutions to real-world problems, which may be scientific-based or human-based (Watson).
 - j. In discussing the connection between design and innovation, Beth Comstock, chief marketing officer of General Electric, comments, “What designers do is to integrate, they are the ultimate integrator and I think that’s a critical part of innovation, and that’s why more designers are becoming part of innovation teams” (Dan).
 - k. An approach that art teachers have explored to implement STEM into art classes is through approaching their classrooms as “design schools,” where students focus on learning artistic concepts (e.g., the relationship between form and function), creating and “engineering” projects that have real-world application and collaboration (Fairfax County Public Schools).
 - l. Students who have acquired cognitive, emotional, and physical skills as a result of participating in arts-related instruction indicate an advantage in acquiring STEM-related skills outlined by the National Research Council, such as the development of scientific and engineering practices and the development of crosscutting concepts. Mutually, “the introduction of STEM concepts into stand-alone arts courses help those students understand the nature, development, and application of artistic skills” (Sousa and Pilecki).
 - m. Topics such as functional design, problem-based scenarios, and engineering collaborations should be considered at the forefront when seeking collaborative opportunities between the arts and STEM (Bequette and Bequette).
 - n. “Growing numbers of science centers and museums have successfully integrated the arts into informal science learning and, as the value of arts-based approaches to the promotion of scientific literacy has gained broader acceptance, arts-based learning has emerged as an experiential and interdisciplinary approach to STEM education that is increasingly seen to offer a distinctive new set of tools to advance creativity and engagement among STEM learners” (Arts-Based Learning).
 - o. Upper St. Clair High School offers two levels of Digital Arts classes. In the second-level course, students focus on three-dimensional forms incorporating use of 3D printing, laser cutting, and fabrication processes with the school’s FAB Lab, a state-of-the-art digital fabrication facility (Upper St. Clair; Stroyne).

- p. “Makerspace” environments encourage students to learn to solve problems and to develop skills and concepts relating to STEM and STEM curricula. Such a space has been proposed with Marshall Middle School’s renovations in 2016. Members of the Science, Technology and Engineering Education, and Visual Arts Departments have had input into this space’s purpose and design. Data gathered from the use of this space may be used to inform other future spaces proposed in other District buildings (Walsh; Interim Review Team).
- q. "A STEM program is just one part of a child’s education, focusing on math and science. But our children need a well-rounded, quality education that enables them to make informed decisions that will impact the world and the way they live. We need students who are motivated and competent in bringing forth solutions to tomorrow's problems. When push comes to shove, it’s not STEM vs. STEAM; it’s about making every student a fully-literate 21st Century citizen” (Jolly).

Recommendation #4 – Digital & Media Arts

1. **Add a semester course *Digital Imaging and Media Arts* (proposed name) for students in grades 9 and 10 that addresses topics such as video art, animation, digital imaging and photography, and game design.**
2. **Implement instructional units based in digital art making where appropriate within the seventh and eighth grade Visual Arts curriculum coinciding with the phase-in of FOCUS 2020.**

Findings:

- a. The only offerings currently available for students to produce digital-based artwork through the North Allegheny Visual Arts Department are *Computer Multimedia Arts*, *Photography 1*, and *Photography 2*. These courses are only offered to students attending NASH. Digital processes are additionally used to support instruction of traditional artistic media throughout the K-12 Visual Arts Curriculum (Interim Review Team).
- b. Projected growth in art and design occupations from 2014 to 2024 will be due to increased demand for careers in animation as well as visual effects in video games, movies, television, and on smartphones. Art and design workers will also be needed to create layouts for websites and other media platforms as companies continue to increase their digital presence (United States Department of Labor).
- c. New discipline-specific Media Arts standards were written as part of the National Core Arts Standards as a response to the evolution of tools, processes, and genres used to create specific aesthetic experiences that do not necessarily fit into, yet still interact with, the other four arts disciplines (Visual Arts, Music, Dance, and Theatre). As communicated through the new standards, Media Arts shares common anchor standards with the other four arts disciplines (National Coalition for Core Arts Standards).
- d. Suggested secondary courses/topics in the “Media Arts Disciplines” include Digital Imaging, Interactive Design, Interactive Game Design, Web Design, Moving Image (Video and Animation), Digital Sound Design, Virtual Design, Multimedia Design, and Intermedia Design (National Coalition for Core Arts Standards).

- e. Several comparator high schools have incorporated a “digital art-making” course or series of courses into their curriculum as early as ninth grade. These courses focus on digital photography and imaging, animation, video art, and 3-D modeling. Examples of comparator school districts locally include: Fox Chapel Area, Pine Richland, Seneca Valley, Shaler Area, Moon Area, Upper St. Clair, and Quaker Valley. Other exemplar districts were also reviewed. They included: Conestoga High School, Trexdyffin-Easttown School District, Pennsylvania, Fairfax County Public Schools, Virginia, and New Trier School District, Illinois (Interim Review Team).
- f. NAI houses a computer lab containing 16 iMac computers, currently used by General Music classes. The computers are capable of operating the Adobe Creative Suite software package, which could be used by students to complete digital artworks. A 500-machine volume install license for this software was purchased for NAI as part of the 2010 Review budget phase-in (Interim Review Team).
- g. Effective in 2015-2016, the NASH Visual Art and Music Departments updated Adobe Creative Suite to the Adobe Creative Cloud, reflecting a new subscription model. The quoted cost at the time of purchase was \$2,500 annually for 100 machines. The subscription includes access to all of Adobe’s Creative Cloud applications, such as Photoshop, Illustrator, Premiere, and Dreamweaver. It is recommended that this update be considered at NAI to support a digital art-making course (Interim Review Team).
- h. Digital art-making units will be planned for the middle school Visual Arts curriculum as revisions occur throughout 2016-2017. Changes would be effective in 2017-2018, with one unit each being implemented into the seventh and eighth grade curriculum. Proposed experiences include digital image manipulation, photography, moving image (video or animation), graphic design (currently a non-digital graphic design unit already exists in eighth grade), and/or integration of digital/traditional processes (Interim Review Team).
- i. Through the FOCUS 2020 initiative, all students in grades 6-8 will be provided with an iPad for academic use by 2017-2018. Applications available on the iPad would be used to support the addition of digital art-making into the Visual Arts middle school curriculum (North Allegheny School District; Interim Review Team).
- j. Students at Dorseyville Middle School in Fox Chapel Area School District each have their own iPad mini as part of a one-to-one technology initiative. Sixth grade students have used iPads as part of a digital photography experience in their art classes (Goldberg).
- k. Exemplary middle school art programs have provided opportunities for students to either explore new technology interrelated with traditional artistic media, or to explore digital art-making technology as a standalone course (Fairfax County Public Schools).
- l. The middle-level curriculum at Fairfax County Public Schools in Virginia offers a course called *Computers in Art* to seventh and eighth grade students, which focuses use of computer software applications, such as Adobe Photoshop and Illustrator, to integrate art-making with traditional art media and practices (Fairfax County Public Schools).
- m. Measures will need to be considered to accommodate addition of courses into the high school curriculum and units into the middle school:

- Revisions to Visual Arts elective offerings at NAI to accommodate the addition of a new course (see Appendix E);
- Department assignment and responsibilities for high school courses;
- Budgetary considerations for equipment and consumables (see Appendix D);
- Additional training in the use of new media technology during CADI meetings;
- Impact on staffing and flexibility of staffing; and
- Revisions to other units and overall sequencing within the middle school Visual Arts Curriculum (Interim Review Team).

Recommendation #5 – Advanced Placement Art History

- 1. Explore the viability of revising the current *Art History* semester elective at NASH to a full year *Advanced Placement (AP) Art History* offering.**
- 2. Consider offering *AP Art History* as a College in High School (CIHS) course through La Roche College.**

Findings:

- AP Art History* will be considered as a pilot offered to tenth grade students. This pilot will allow administration to determine student interest and gauge long-term enrollment projections. Following the pilot, consideration will be made for adding sections in grades 11-12. Budgetary planning, along with curriculum writing, may begin as early as the fall of 2017 in order to offer the course in the 2018-2019 school year (Interim Review Team).
- AP Art History* approaches topics such as the nature and uses of art, its meanings, art-making, and responses to art through an in-depth investigation of diverse artistic traditions of cultures from prehistory to the present and from a global perspective. The course’s focus is to develop skills in visual, contextual, and comparative analysis through the study of art. It is designed to be the equivalent of a two-semester art history survey course offered in colleges or universities (College Board).
- AP Art History* has no prerequisites, although, students who have been successful in studio arts courses or humanities courses (e.g., history or literature) are encouraged to enroll in the course (College Board).
- Students who have taken an *AP Art History* class have reported its benefits to be overall personal growth, development of analytical thinking, growth in ability to synthesize learning from separate fields, appreciation for the creative process, understanding “parallels and intersections in creative expression,” exploration and appreciation of other cultures, learning to postpone value judgment, being better equipped to live in an increasingly visual world, and overall improved skills and thought processes that proved valuable throughout high school, college, and beyond (Russell).
- The following local comparator school districts offer an *AP Art History* course within their art departments: Pine-Richland (effective 2016-2017), Fox Chapel Area, Moon Area, and Quaker Valley. Opportunities for *AP Art History* are also found in art programs of other exemplary schools, such as Conestoga High School in Berwyn, Pennsylvania and New Trier High School in Winnetka, Illinois (Interim Review Team).

- f. The *AP Art History* course was redesigned and relaunched by the College Board in fall 2015. Key changes include:
- Explicitly defined course content and learning objectives;
 - Categorization of 10 geographic and chronology-based designations;
 - Limited course content to promote in-depth learning and skills in visual, contextual, and comparative analysis; and
 - Increased emphasis on global art to 35% of the course’s content (College Board).
- g. The *AP Art History* exam consists of two parts, each weighted as 50% of the total exam score. Section I contains 80 multiple-choice questions. Section II consists of free response essay questions with two 30-minute essay questions and four 15-minute essay questions (College Board).
- h. Colleges and universities generally offer credit to students earning a score of 3 or above on the *AP Art History* Exam (College Board).
- i. AP credit earned from passing the *AP Art History* Exam generally transfer as Art History course credits in many institutions offering Art History courses. A review of undergraduate art degree programs for several colleges and universities indicates that this course credit would not only satisfy requirements for undergraduate art programs, but also general education requirements relating to fine/visual arts for many non-art undergraduate degree programs (Interim Review Team).
- j. Students enrolled in *AP Studio Art* and *Honors Art* at NASH are currently able to earn college credit through the La Roche College Scholar dual-enrollment program. If an appropriate high-school level Art History course qualifies, students may apply for La Roche College credit for Art History courses (La Roche College).
- k. In order to meet the requirements of the AP Course Audit, students enrolled in an AP Art History course must have access to a college-level art history textbook published after 2005 (College Board).
- l. Pine-Richland School District uses *Gardner’s Art Through the Ages: A Global History* (Kleiner) as the textbook to support their Art History courses. The publisher, Cengage Learning, prices the book at approximately \$240 per print edition and approximately \$84 for an eBook version. The eBook version is included for free with the purchase of a print edition (Interim Review Team).
- m. Fox Chapel Area School District uses *Art History* (Stokstad and Cothren) as the textbook to support their *AP Art History* course. The publisher, Pearson, prices the book at approximately \$224 per print edition. Pearson provides numerous instructor resources on their web site to support use of this text, including downloadable PowerPoint presentations linked to content and test banks that are compatible with Blackboard Learning System (Interim Review Team).
- n. *The Atlantic* and The College Board promote an annual writing contest for high school students that focuses on analyzing and interpreting works of art, emphasizing, “When we interact with art – when we learn about it, think about it, write and talk about it – we participate in a larger ongoing conversation about culture and society” (Writing Prize).
- o. Key transferable skills gained from art history study and sought by employers include visual and critical awareness, problem-solving, time management, effective written

- and oral communication skills, ability to analyze and interpret information from a variety of sources, and ability to work independently (Foster).
- p. With the revision of the rigor and timeframe of this course, there are uncertainties related to long-term implementation:
- Timeframe for its revision within the *Program of Studies* (a proposed implementation date is addressed in Appendix E);
 - Impact on staffing and flexibility of staffing;
 - Cost for training and professional development;
 - Opportunities to partner with a college to offer credits for the course to high school students;
 - Total cost of textbooks, materials, and resources needed to teach the course; and
 - Department assignment and responsibilities for courses (Interim Review Team).

Appendix A: Interim Program Review Monthly Responsibilities

Month	Tasks
September	<ul style="list-style-type: none"> • Determine if all of the tasks and recommendations from the Curriculum Review have been completed. • What implementations still require completion? • What unanticipated issues came to light? • Identify successes for student achievement.
October	<ul style="list-style-type: none"> • Conduct a resource review of textbooks and equipment. • Review all assessment data from common assessments and other sources. • Review technology implementations and new needs. • Explore new standards or mandates. • Budget Phase-in Review.
November	<ul style="list-style-type: none"> • Review new findings and review potential recommendations that have emerged. • Discuss the possibility for course additions, course deletions, and/or course changes. • Preview new instructional materials from vendors.
December	<ul style="list-style-type: none"> • Create action plans for additional work during the new Curriculum Review. • Evaluate the unit-based maps in Rubicon Atlas. • Assess pacing at all levels and make updates to unit-based curriculum.
January	<ul style="list-style-type: none"> • Determine ways to tie the area of curriculum to District initiatives and other academic disciplines, 21st Century skills, project-based learning and the “Four C’s” (creativity, collaboration, communication, and critical thinking), and STEM/STEAM.
February	<ul style="list-style-type: none"> • Analyze student achievement data. • Begin writing a summary of the Review period.
March	<ul style="list-style-type: none"> • Share Review document and obtain feedback from the Superintendent and Executive Council.
April/May	<ul style="list-style-type: none"> • Provide Interim Review Report to School Board.

Appendix B: Visual Arts Philosophy Statement

A visual arts education is essential to the fundamental growth and development of all students. As an important component of a well-rounded learning experience, art education is a powerful influence in making students more discriminating and more sensitive to the things they see, use, and create in their everyday lives. Art helps students make informed, conscious aesthetic judgments and decisions. The North Allegheny Visual Arts Department believes that every student's life will be enriched and improved through art education, that they will become life-long learners and patrons of art, and that they will join in the continuing conversation about the nature and meaning of art in life. The North Allegheny Visual Arts Department also believes that all students benefit equally from art education and that opportunities for art education should be accessible and inclusive to every child.

The content of art education is formed by the knowledge, understanding, and skills drawn from Art Production, Art History, Art Criticism, and Aesthetic Appreciation. The basic content of the North Allegheny Visual Arts curriculum consists of the interweaving of these four strands and is further framed by engagement in the artistic processes of creating, presenting, responding, and connecting, which are paramount to a quality visual arts education in the 21st Century. Art Production is the primary approach to understanding, responding to, and appreciating visual arts through actual engagement in the creative process, where students learn to discover and formulate original ideas and effectively present them visually. Art History provides students with the opportunity to discover and make connections to how art of the past and present has reflected, communicated, and influenced the thoughts, feelings, and beliefs of people throughout the history of human civilization. Art Criticism is the study of applying informed criteria for responding to and evaluating works of art, developing careful attention to detail and the ability to analyze and make meaning of a complex array of visual information in artworks, and learning to distinguish between subjective and objective criteria by looking at multiple critics' points of view and methods. Finally, Aesthetic Appreciation synthesizes Art Production, Art History, and Art Criticism to arrive at the position of valuing the artists, the processes, and the products of visual art, and involves having a well-developed, knowledgeable standard of belief for measuring the purpose, significance, and benefits of art.

It is the belief of the North Allegheny Visual Arts Department that all professions and career paths benefit greatly from a foundation in the arts. Engaging in the visual arts helps children develop significant dispositions that are receiving increased support as vital skills for living in the 21st Century. These skills not only include the "four C's": creativity, collaboration, critical thinking, and communication; but also innovation, flexibility and adaptability. A visual arts education is significant to the development of creativity, which has become one of the most important attributes sought after by businesses and companies looking to hire 21st Century college graduates.

From a global perspective, art education teaches visual literacy, which is vital to the development of citizens in our society. The visual arts are considered one of the primary forms of communication, and the ability to make discerning evaluations of symbolic communications is critical in preparing children to live in our contemporary world. The creation of art is a discipline involving a structured creative process. The study and practice of art serves to facilitate organization, planning, goal setting, research, idea formation, observational skills, creative thinking, risk-taking, personal realization, reflective habits, and the ability to carry an idea through to completion. The visual arts stimulate a behavior of sustained engagement, self-discipline, and persistence that results in a higher quality of product or creation. Art education fosters the capacity to appreciate diversity, and through art, students learn respect, attitudes, and values that have value in a global society.

Appendix C: Visual Arts Technology and Equipment Purchases from 2011-2016

2011-2012		
Building	Description	Quantity
NASH	Adobe Creative Suite 5 – Building Purchase (500-Install Volume License)	1
	Wacom Bamboo Graphic Tablets	40
	Epson Stylus Pro 7890 Large-Format 24” Printer	1
	Display Panel	1
	Skutt-Type Ceramic Kiln (KM-1227)	1
NAI	Digital SLR Camera and Tripod	1
	Skutt-Type Ceramic Kiln (KM-1227)	1
	Quality Easels	20
	Mat Cutter	1
	Large Paper Cutter	1
Middle	Netgear 5-Port Network Switch (One Per Middle School Art Room)	7
	Wacom Bamboo Graphic Tablets (Includes Adobe Photoshop Elements 8 Software) (Divided Between Middle Schools)	28
	Epson Stylus 1400 Medium Format Printer 13” X 19” (One Per Middle School)	3
	Skutt-Type Ceramic Kiln (MMS Only) (KM-1227)	1
Elementary	Netgear 5-Port Network Switch (One Per Elementary School Art Room)	9
	Wacom Bamboo Graphic Tablets (Includes Adobe Photoshop Elements 8 Software) (Two Per Elementary School)	18
	Epson Stylus 1400 Medium Format Printer 13” X 19” (One Per Elementary School)	7
	Skutt-Type Ceramic Kiln (IES and McK) (KM-1227)	1

2012-2013		
Building	Description	Quantity
NASH	Laptop Cart – 20 Apple MacBook Air Computers	1
	Centrifugal Casting Machine (Jewelry/Metalsmithing)	1
	Burnout/Enameling Kiln (Jewelry/Metalsmithing)	1
	Skutt-Type Ceramic Kiln (KM-1227) *	1
NAI	Laptop Cart – 20 Apple MacBook Air Computers	1
	Adobe Creative Suite 5 – Building Purchase (500-Install Volume License)	1
	Pug Mill	1
	Display Panel	1
	Electric Pottery Wheels	7
	Large Paper Cutter	1
Middle	Display Boards (One Per Middle School)	3
	Art Reproduction Prints (Assorted Based on Needs of Each Building)	Assorted
Elementary	Canon PowerShot Camera SX510 HS (One Per Elementary Building)	7

2013-2014		
Building	Description	Quantity
NASH	Colex Process Machine Refurbishment (Photography) **	-
	Digital Canon Rebel T3 DSLR Camera Kit (Photography) **	16
NAI	Band Saw (Sculpture)	1
	Etching Press and Bench (Printmaking)	1
	Printmaking Start-Up Equipment (Initial Supplies and Consumables)	1
	Slab Roller (Pottery)	1
	Electric Pottery Wheels	3
Middle	Canon PowerShot Camera SX520 HS (One Per Building)	3
Elementary	Art Reproduction Prints (Assorted Based on Needs of Each Building)	Assorted

2014-2015		
Building	Description	Quantity
NASH	Digital Canon Rebel T5 DSLR Camera Kit (Photography) **	8
	Apple iMac 27" (Photography) **	6
	Adobe Lightroom Software Install License (Photography) **	30
	Photo Print Dryer (Photography) **	1
	Wacom Bamboo Graphic Tablets **	13
	Epson Perfection V600 Photo Scanner	1
	Electric Pottery Wheels *	2
	Damp Proof Pottery Storage Cabinet *	1
	Etching Press and Bench (Printmaking)	1
	Printmaking Start-Up Equipment (Initial Supplies and Consumables)	1
NAI	Sony HDR-PJ340 Digital Video Camera with Tripod	1
	Skutt-Type Ceramic Kiln (KM-1227) *	1

2015-2016		
Building	Description	Quantity
MES	Skutt-Type Ceramic Kiln (KS-818)*	2
FES	Skutt-Type Ceramic Kiln (KM-1027) *	1

*Not originally scheduled within projected four-year budget phase-in.

**Altered from original four-year budget plan due to shift in educational landscape.

Appendix D: Projected Major Technology and Equipment Needs and Considerations for Visual Arts through 2020-2021

Appendix D represents a year-by-year breakdown of projected major equipment and technology needs identified by the Interim Review Team that were not addressed through the 2010 Curriculum Review phase-in budget. This list does not represent a phase-in budget, but rather, considerations for necessary purchases as yearly budgets are prepared between the presentation of this report and the full Visual Arts Curriculum Review scheduled for 2019-2020.

2016-2017				
Building	Description	Cost Per Unit	Quantity	Projected Total
NASH	Replacement Pottery Wheels	\$1,000.00	3	\$3,000.00
	Pottery wheels were requested during the 2015-2016 budgeting process for consideration into the 2016-2017 budget. This equipment replaces pottery wheels that have started to break down, and is necessary for the delivery of the pottery curriculum at NASH.			
NAI	Replacement Pottery Wheels	\$1,000.00	3	\$3,000.00
	Pottery wheels were requested during the 2015-2016 budgeting process for consideration into the 2016-2017 budget. This equipment replaces pottery wheels that have started to break down, and is necessary for the delivery of the pottery curriculum at NAI.			
PES	Skutt-Type Ceramic Kiln (KM-818)	\$4,000.00	1	\$4,000.00
	The ceramic kiln at Peebles Elementary School is estimated to be about 30 years old. Updated equipment is necessary to deliver the elementary visual arts curriculum, while maintaining a safe classroom environment. This request has already been made to the administration during the 2015-2016 school year for placement into the 2016-2017 budget.			

2017-2018				
Building	Description	Cost Per Unit	Quantity	Projected Total
NASH	Adobe Creative Cloud Licensing – Year 2	\$25.00/year	100	\$2,500.00/year
	Adobe Creative Cloud is the most recent software package containing creative applications (e.g., Adobe Photoshop) presently used in high school Visual Arts classes. Adobe has moved to an annual subscription model for its creative software applications. NASH began using these applications in 2015-2016. This subscription renewal would cover installations for all iMac and MacBook Air computers throughout the NASH Visual Arts Department, including teacher laptops.			
NAI	College-Level Art History Textbooks	\$250.00	20	\$5,000.00
	Contingent on the possible revision of <i>Art History</i> to <i>Advanced Placement (AP) Art History</i> for 2018-2019. This purchase would be necessary for the course revision to meet the AP Audit requirements set by The College Board.			
NAI	Adobe Creative Cloud Licensing – Year 1	\$25.00/year	75	\$1,875/year
	This software package would replace the Adobe Creative Suite, which was released in 2010 and purchased for NAI as a volume install license in 2012-2013. The total subscription would cover installations for all iMac and MacBook Air computers throughout the NAI Visual Arts Department, including teacher laptops.			
NAI	Epson SureColor P600 13" X 19" Wide-Format Printer (or equivalent type)	\$900.00	1	\$900.00
	A wide-format color printer would support printing and display of still digital work created at NAI.			
NAI	Canon Powershot SX530 (or equivalent type)	\$400.00	10	\$4,000.00
	A set of digital cameras would help support the delivery of a digital art making course at NAI.			
NAI	Redeployment of Wacom Bamboo Graphic Tablets and Styluses	-	20	-
	Redeployment of devices from middle-level to NAI to support addition of digital art making course. These devices were deemed no longer necessary in the middle-level art departments due to the projected phase-in of iPads for students.			

IMS/ MMS	Epson Artisan 1430 13" X 19" Wide-Format Printer (or equivalent type)	\$325.00	2	\$650.00
	Replacement of wide-format printers for the middle school Art Department, subject to evaluation of the condition of current printers purchased in 2011-2012. A replacement printer was purchased for CMS in 2015-2016.			
CMS	Skutt-Type Ceramic Kiln (KM-1227)	\$4,000.00	1	\$4,000.00
	Based on its current condition, it is recommended that the ceramic kiln at Carson Middle School be replaced during the 2017-2018 year. Updated equipment is necessary to deliver the middle school Visual Arts Curriculum, while maintaining a safe classroom environment.			

2018-2019				
Building	Description	Cost Per Unit	Quantity	Projected Total
NASH	Skutt-Type Ceramic Kiln (KM-1227)	\$4,000.00	1	\$4,000.00
	Based on its current condition, it is recommended that one of the four ceramic kilns at North Allegheny Senior High School be replaced during the 2018-2019 school year. Updated equipment is necessary to deliver High School Pottery, while maintaining a safe classroom environment.			
NASH	Replacement Pottery Wheels	\$1,000.00	3	\$3,000.00
	Replacement pottery wheels, subject to evaluation of condition of current pottery wheels. Pottery wheels are necessary for the delivery of the pottery curriculum at NASH.			
NASH	Adobe Creative Cloud Licensing – Year 3	\$25.00/year	100	\$2,500.00/year
NAI	Replacement Pottery Wheels	1,000.00	3	\$3,000.00
	Replacement pottery wheels, subject to evaluation of condition of current pottery wheels. Pottery wheels are necessary for the delivery of the pottery curriculum at NAI.			
NAI	Adobe Creative Cloud Licensing – Year 2	\$25.00/year	75	\$1,875/year
Elementary	Epson Artisan 1430 13" X 19" Wide-Format Printer (or equivalent type)	\$325.00	7	\$2,275.00
	Replacement wide-format printers for the middle school Art Department, subject to evaluation of the condition of current printers purchased in 2011-2012.			
HES	Skutt-Type Ceramic Kiln (KM-818)	\$3,000.00	1	\$3,000.00
	The ceramic kiln at Hosack Elementary School is estimated to be approximately 25 years old. Updated equipment is necessary to deliver the elementary Visual Arts Curriculum, while maintaining a safe classroom environment.			

2019-2020 (Scheduled Year of Visual Arts Full Curriculum Review)				
Building	Description	Cost Per Unit	Quantity	Projected Total
NASH	Skutt-Type Ceramic Kiln (KM-1227)	\$4,000.00	1	\$4,000.00
	Based on its current condition, it is recommended that one of the four ceramic kilns at North Allegheny Senior High School be replaced during the 2019-2020 school year. Updated equipment is necessary to deliver high school pottery, while maintaining a safe classroom environment.			
NASH	Adobe Creative Cloud Licensing – Year 4	\$25.00/year	100	\$2,500.00/year
NAI	Adobe Creative Cloud Licensing – Year 3	\$25.00/year	75	\$1,875/year
BWE	Skutt-Type Ceramic Kiln (KM-818)	\$3,000.00	1	\$3,000.00
	The ceramic kiln at Bradford Woods Elementary School is estimated to be approximately 25 years old. Updated equipment is necessary to deliver the elementary visual arts curriculum, while maintaining a safe classroom environment.			

- Consideration for *AP Art History* textbooks at NASH based upon results of the pilot course. (Approximately \$7,500)

2020-2021				
Building	Description	Cost Per Unit	Quantity	Projected Total
NASH	Replacement Pottery Wheels	\$1,000.00	3	\$3,000.00
	Replacement pottery wheels, subject to evaluation of condition of current pottery wheels. Pottery wheels are necessary for the delivery of the pottery curriculum at NASH.			
NASH	Adobe Creative Cloud Licensing – Year 4	\$25.00/year	100	\$2,500.00/year

NAI	Replacement Pottery Wheels	\$1,000.00	3	\$3,000.00
	Replacement pottery wheels, subject to evaluation of condition of current pottery wheels. Pottery wheels are necessary for the delivery of the pottery curriculum at NAI.			
NAI	Adobe Creative Cloud Licensing – Year 4	\$25.00/year	75	\$1,875/year
IMS	Skutt-Type Ceramic Kiln (KM-1227)	\$4,000.00	1	\$4,000.00
	Based on current condition, it is recommended that the ceramic kiln at Ingomar Middle School be replaced during the 2020-2021 school year. Updated equipment is necessary to deliver the middle school Visual Arts Curriculum, while maintaining a safe classroom environment.			
MMS	Skutt-Type Ceramic Kiln (KM-1227)	\$4,000.00	1	\$4,000.00
	Based on current condition, it is recommended that the ceramic kiln at Marshall Middle School be replaced during the 2020-2021 school year. Updated equipment is necessary to deliver the middle school Visual Arts Curriculum, while maintaining a safe classroom environment.			

Appendix E: Visual Arts Course Descriptions

Grades K-5 Visual Arts Classes

Course Detail	Course Description
Grades K-5	<p>The elementary art classes, offered to students in kindergarten through fifth grade, develop the foundational understanding and skills in the visual arts. Students practice artistic activities that develop creative strategies, skills, and habits of mind. This work supports design literacy in the language of visual composition and expression. Students acquire procedural knowledge, skill, and care through the art making process. They develop understanding of the meaning and purpose of visual art. They explore our rich and diverse historical and cultural heritage through the study of visual art. They develop aesthetic judgment that supports the making and understanding of rich meaning in art.</p>

Grades 6-8 Visual Arts Classes

Course Detail	Course Description
Grades 6-8	<p>Art classes within the middle grades expand on the elementary foundation in understanding and skills in the visual arts in an exploratory manner consistent with the middle school philosophy. Students develop increasingly sophisticated creative strategies, skills, and habits of mind through artistic practices. Students apply design literacy to a wide variety of traditional and new media. They acquire increasing complex procedural knowledge, skill and craftsmanship in art making while exploring an expanded range of media. They develop more sophisticated aesthetic judgment that supports the making and understanding of rich meaning in art. They explore a wide range of notions about the meaning and purpose of visual art. They form a broader knowledge and understanding of our rich and diverse historical and cultural heritage through art.</p> <ul style="list-style-type: none"> • The sixth grade art course is nine weeks in length. Students explore a variety of artistic media as they continue to build their skills in drawing, painting, graphics, and sculpture. Theory is introduced to further elaborate upon ideas about color, perspective, and design. Teachers address artists, artwork, and techniques that are connected to art production, art history, art criticism, and art appreciation. Creative problem-solving and critical thinking skills are emphasized throughout the curriculum.

	<ul style="list-style-type: none"> • The seventh grade art course is six weeks in length. Students focus on further developing art skills, vocabulary, creativity, and concepts of design. Students continue exploring concepts and strategies related to a variety of artistic media related to drawing and painting, printmaking, sculptural, and digital processes. Art history, art criticism, and art appreciation are integrated into units as a framework for the curriculum. • The eighth grade art course is twelve weeks in length. Students learn to express themselves creatively through drawing, graphics, digital media, ceramic sculpture, painting, and metalwork to develop art skills and concepts. Composition, technique, the elements and principles of design, and attention-to-detail are explored. Art history, art appreciation, creative problem-solving, and critical thinking are integrated into units.
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Grade 9-10 Visual Arts Electives (NAI)

Course Detail	Course Description
Grades 9-10 Drawing and Painting 1 - Semester/Full Time - .5 credit	Drawing and Painting 1 is a basic course that introduces a wide variety of media and techniques. Included in the course are topics in design and composition in areas such as painting, drawing, cartooning, and work in the sketchbook. Students will be encouraged to work creatively and to become competent in the use of different materials and basic processes. This course enables the student to meet all the State Academic Standards for Visual Arts.
Grades 9-10 Drawing and Painting 2 - Semester/Full Time - .5 credit	Drawing and Painting 2 is a more advanced study of drawing and painting. There are no prerequisites; however, Drawing and Painting 1 is recommended. Students work in an expanded range of two-dimensional media. There will be concentration in areas of more advanced drawing, watercolor and acrylic painting, graphic design, digital media, and printmaking, as well as work in the artist's own personal sketchbook. This course enables the student to meet all the State Academic Standards for Visual Arts.
Grade 10 Drawing and Painting 3 - Full Year/Full Time - 1.0 credit	Drawing and Painting 3 is a full-year course designed for those who wish to concentrate in specialized areas of interests. A high degree of personal involvement and responsibility for developing ideas and finished work will be stressed. Projects will include an emphasis on advanced drawing and painting, watercolor, acrylics, graphic design, digital media, printmaking, and work in the sketchbook. This course enables the student to meet all the State Academic Standards for Visual Arts. Criteria for Selection – Successful completion of <i>Drawing and Painting 1</i> , <i>Drawing and Painting 2</i> , <i>Arts and Crafts</i> , <i>Introduction to Pottery and Sculpture</i> , OR <i>Digital Imaging and Media Arts</i> .

<p>Grades 9-10 Arts and Crafts - Semester/Full Time - .5 credit</p>	<p>This course is designed for students who like to work in many different artistic areas to discover interests and abilities for further study. Students learn the primary skills of many visual art processes as well as design and creative strategies. Most of the work produced in this class is intended for use as functional objects as well as works of art, and a variety of artistic media are used to develop artistic concepts. Some of the activities in the course include: etching on mirrors, hand-wrought metal work and jewelry, wheel-thrown pottery, stencil painting on shirts, sculpture, decoupage, sand-casting, and fresco painting. This course enables the student to meet all the State Academic Standards for Visual Arts.</p>
<p>Grades 9-10 Introduction to Pottery and Sculpture - Semester/Full Time - .5 credit</p>	<p>This course is designed to provide students with the opportunity to explore methods of artistic expression through studies in pottery and three-dimensional art-making. Study will include a nine-week concentration in pottery work with experiences on the pottery wheel, hand-building pottery, and glazing. The other half of the semester is devoted to the creation of sculptures while exploring a variety of media including clay, plaster, metal, wood, glass, and plastic. Within each unit of study, various artists and artistic styles will be covered as well as different sculptural techniques and surface renderings. Some of these techniques will include: under and over glazing, graffito, marbleizing clay, polychrome, mishima, and traditional patina finishes. This course enables the student to meet all the State Academic Standards for Visual Arts.</p> <p><i>This course will be revised from the current “Introduction to Pottery and Jewelry” and “Introduction to Sculpture” courses, and it will be implemented in the 2017-2018 school year.</i></p>
<p>Grades 9-10 Digital Imaging and Media Arts - Semester/Full Time - .5 credit</p>	<p>Digital Imaging and Media Arts introduces students to creating original artwork using computers and digital media. Topics will include the design and production of digital imagery, graphics and photography, animation, video, multimedia, and game design. Students will use creative software, such as Adobe Photoshop, InDesign, and Premiere, to explore techniques, genres, and styles relating to graphic and web design, commercial advertising, and the fine arts. This course enables the student to meet all State Academic Standards for Visual Arts.</p> <p><i>This course will be added in the 2017-2018 school year.</i></p>

<p>Grade 10 (Pilot) AP Art History</p> <ul style="list-style-type: none"> - Full Year/Full Time - AP Weight - 1.0 Credit 	<p>Advanced Placement (AP) Art History is a full year/full time course designed to engage students at the same level as an introductory college art history survey and is intended to prepare students for the AP Art History exam.</p> <p>This course offers a unique perspective into our world’s rich and diverse cultural heritage through study of the history and development of 250 works of art and architecture from antiquity to present. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in their historical context. Throughout the year, students will examine issues such as politics, religion, patronage, gender, function and ethnicity as they relate to the creative works of various cultures and time periods. Global and thematic connections will be made through the cross-cultural comparison of art. Additionally, students will engage with the history of art through a combination of lecture, discussion, research, gallery and museum visits, assigned projects, and hands-on studio experiences.</p> <p>Students enrolled in this course are not required to take the AP exam, but it is recommended and encouraged. Transfer of passing scores on the AP Art History exam as college credit depends upon the institutions that students plan to attend. Students are advised to contact the specific colleges or universities in which they are interested in for their policies on accepting AP credit.</p> <p>This course enables the student to meet all State Academic Standards for Visual Arts. In addition, this is a college-level course designed to meet or exceed the standards set by The College Board.</p> <p>Criteria for Selection –</p> <ol style="list-style-type: none"> 1. 3.5 or higher academic average. <p><i>This course will be revised from the current “Art History” course at NASH, and it will be piloted in the 2018-2019 school year at NAI.</i></p>
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Grade 11-12 Visual Arts Electives (NASH)

Course Detail	Course Description
Grades 11-12 Senior High Drawing and Design Concepts <ul style="list-style-type: none"> - Semester/Full Time - .5 Credit 	<p>All levels of artistic ability and experience are welcome in this semester course. In Senior High Drawing and Design Concepts, students will learn to utilize a wide range of media and techniques, including charcoal, pencil, pastel, and digital media. Students will learn techniques for drawing from observation that help them see with an artist's eye, a key to drawing success. Students will cultivate their imagination and ability to express your ideas visually with a variety of creative strategies. Learning to use color, light, and other visual elements will be explored. Types of artmaking that will be explored include: portraiture, still life, perspective, and conceptually derived artwork. Individual and group discussions of your artwork will help to take work to the next level. This course enables the student to meet all the State Academic Standards for Visual Arts.</p>
Grades 11-12 Senior High Painting and Color Concepts <ul style="list-style-type: none"> - Semester/Full Time - .5 Credit 	<p>All levels of artistic ability and experience are welcome in this semester course. In Senior High Painting and Color Concepts, students will learn to utilize a wide range of media and techniques, including watercolor, acrylic, oils, and mixed media. Students will learn techniques for painting from direct observation as well as from your imagination and develop your ability to express your ideas visually with a variety of creative strategies. Learning to use color, light, and other visual elements will enable students to compose well-designed paintings and artworks while exploring the effects of color. Types of artmaking that will be explored include: portraiture, still life, perspective, and conceptual inspiration. Individual and group discussions of your artwork will help to take work to the next level. This course enables the student to meet all the State Academic Standards for Visual Arts.</p>
Grades 11-12 Pottery 1 <ul style="list-style-type: none"> - Semester/Full Time - .5 Credit 	<p>Pottery 1 is an entry-level course, designed to offer students instruction in the aesthetics, techniques, and history of pottery. The class is primarily performance-based, and students are expected to actively participate in class every day. Practice is essential to acquiring the skill necessary to form pottery. Students will learn various forming methods such as coil, slab, and the potter's wheel. Emphasis will be placed on craftsmanship, proper technique, glazing, and decorating. Pottery is a labor-intensive class; however, there is very little bookwork. Information is presented in lecture and hands-on demonstrations during class. No previous experience is necessary. This course enables the student to meet all the State Academic Standards for Visual Arts.</p>

<p>Grades 11-12 Pottery 2 - Semester/Full Time - .5 Credit</p>	<p>Pottery 2 is a class designed for students who are interested in a more in-depth clay experience. <i>Pottery 1</i> taken at NASH is required prior to taking Pottery 2. Emphasis will be placed on refining basic skills to produce work that is more complex and mature. A variety of glazing/decorating techniques will be explored. In addition, the study of ceramic history will be included focusing on contemporary masters. This course enables the student to meet all the State Academic Standards for Visual Arts. Criteria for Selection – <i>Pottery 1</i> taken at NASH, or approval of teacher.</p>
<p>Grades 11-12 Photography 1 - Semester/Full Time - .5 Credit</p>	<p>No previous experience is necessary to enjoy this course. Students will learn how to take great photographs, develop their own film, and make prints from their negatives. All film, chemicals, and darkroom equipment are provided. Digital photography and picture editing will also be explored. This course enables the student to meet all the State Academic Standards for Visual Arts. Criteria for Selection – Students must provide a 35 mm camera (a limited number can be loaned to the students by the Department) and their own enlarging paper.</p>
<p>Grades 11-12 Photography 2 - Semester/Full Time - .5 Credit</p>	<p>Photography 2 will provide students with an opportunity to further develop and build upon the skills learned in <i>Photography 1</i>. Students will explore advanced film and digital shooting techniques including multiple exposure, long exposure, painting with light, time lapse, studio lighting, and high dynamic range (HDR) imaging. Advanced darkroom techniques including combination printing and alternative chemistry will also be explored. Students will also expand upon their knowledge of digital image editing with more advanced techniques. All film, chemicals, and darkroom equipment are provided. This course enables the student to meet all the State Academic Standards for Visual Arts. Criteria for Selection – Students must provide a 35mm camera (a limited number of which the Department can loan students) and their own enlarging paper. Students must have completed <i>Photography 1</i> with a ‘B’ average or higher.</p>
<p>Grades 11-12 Sculpture - Semester/Full Time - .5 Credit</p>	<p>This class will provide students with the opportunity to creatively express their thoughts and ideas in a three-dimensional form. Students will explore the processes of mold-making, casting, head modeling, reductive carving, and assemblage while utilizing a variety of materials including clay, plaster, wood, and found objects. Emphasis will be placed on handling the materials, craftsmanship, and creative solutions to assigned projects. No previous experience is necessary. This course enables the student to meet all the State Academic Standards for Visual Arts.</p>

<p>Grades 11-12 Jewelry and Metalsmithing - Semester/Full Time - .5 Credit</p>	<p>Students will be taught both basic and advanced techniques of jewelry making, including processes of fabrication, photo etching, “lost wax” casting, stone setting, enameling, and glass casting. As students create projects such as rings, earrings, neckpieces, and ornaments, the emphasis will be on design and how to design successfully. Materials used will include: copper, nu-gold, nickel/silver, contemporary plastic, and glass. Students have the option to purchase precious metals and gemstones to incorporate into their work. This course enables the student to meet all the State Academic Standards for Visual Arts.</p>
<p>Grades 11-12 Honors Art - Full Year/Full Time - Honors Weight - 1.0 Credit</p>	<p>Honors Art is a studio course in which the student has more opportunity to develop a higher level of personal expression, visual aesthetic judgment, and technical skill in visual art. Creative thought and individual artistic expression are developed through the use of sketchbooks, journals, gallery visits, and a variety of creative thinking strategies. Students begin to explore aesthetic preferences in the growth of an artistic style. Studio activities center on development of technical skills in a wide variety of traditional drawing and painting media as well as new media. Students study and critically respond to significant historical works of art, artists, and art periods in the process of refining their own artistic vision. Students begin to learn to prepare and present their work for group critiques, portfolios, and exhibitions.</p> <p>Honors Art provides students with the basics, insight, and some actual work that directly connect to the AP Studio Art course. In Honors Art students can choose to register for the Scholar Program in partnership with La Roche College. As a Scholar Program participant, students can earn college credit in this course, but it is not required. Student transcripts are received directly from La Roche College. The Honors Art course is approved as an equivalent to La Roche College’s course titled, <i>Drawing I</i>. A fee is required to enroll in the Scholar Program.</p> <p>The skills, knowledge, and insight gained in this course will help prepare students for any career and life pursuit. This course enables the student to meet all the State Academic Standards for Visual Arts.</p> <p>Criteria for Selection –</p> <ol style="list-style-type: none"> 1. To be accepted, you must have a ‘B’ average or higher in <i>Drawing and Painting 1, 2 or 3</i>. 2. OR, a teacher recommendation from a previous high school art teacher. 3. OR, at least three sections of a semester art course in previous years and had a grade average of the three sections at a ‘B’ or better.

<p>Grades 11-12 AP Studio Art</p> <ul style="list-style-type: none"> - Full Year/Full Time - AP Weight - 1.0 Credit 	<p>Advanced Placement (AP) Studio Art is designed to meet the demands of the AP Studio Art Syllabus published by The College Board. Some work developed during the previous year may also bridge into the AP portfolio. Near the end of the course, students will be prepared with a completed portfolio of work that meets the criteria of AP Studio Art for the Drawing Portfolio and/or 2D Design Portfolio. Students will work with a variety of media, as well as personally selected media while preparing to complete a sequential portfolio of artwork. Typically, the work developed of AP Studio Art portfolios will also double as college-entry portfolio application requirements. Students express their ideas and understanding of their artwork in a written commentary that accompanies their body of work. Scheduled critique sessions provide guidance and an opportunity to clarify and express ideas. Art journals or sketchbooks will be used on a regular basis for the development of a personal artistic vision. Students will be challenged to use independent thinking skills in the development of concepts in which they have a compelling interest.</p> <p>Students enrolled in this course are not required to take the AP exam, but it is recommended and encouraged. Transfer of passing scores on the AP Studio Art exam as college credit depends upon the institutions that students plan to attend. Students are advised to contact the specific colleges or universities in which they are interested in for their policies on accepting AP credit.</p> <p>In AP Studio Art, students also have the option to register for the Scholar Program in partnership with La Roche College. As a Scholar Program participant, students can earn three college credits, but it is not required. The AP Studio Art course is approved as an equivalent to La Roche College's course titled, <i>Painting & Pastels</i>. A fee is required to enroll in the Scholar Program. This course enables the student to meet all the State Academic Standards for Visual Arts.</p> <p>Criteria for Selection –</p> <ol style="list-style-type: none"> 1. To be accepted, you must have a 'B' in a previous full year art course of <i>Honors Art</i>, or <i>Drawing and Painting 3</i>, or a minimum of four sections of a semester art course in previous years. 2. OR, a recommendation from a High School Art Teacher and submission to the AP Teacher of 4-6 recent works and a Journal/ Sketchbook. 3. Teacher recommendation from the previous semester or year course.
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<p>Grades 11-12 Computer Multi-Media Arts - Semester/Full Time - .5 Credit</p>	<p>In this course, the students design and create original digital media that include animation, video, photography, graphics, sound, and music. Students shoot, edit, montage, and apply special digital darkroom effects in Photoshop. Students shoot, edit, composite, and create special effects in video using Final Cut Pro software. Students learn sound recording, editing and design, and compose MIDI music using Garage Band. Students create animation and dynamic web content using Flash software. In the independent final project, students are encouraged to work to their interests and strengths, emphasizing a particular subject or artistic discipline. Projects have included digital art or music portfolios, media rich web site development, online exhibits, learning games, multi-media stage performances, videos, and interactive presentations on a variety of topics. The course emphasizes creative conception and planning, solving design challenges, personal artistic expression, and communication through new media technology. The course provides a foundation for those planning for careers in the growing field of Web and Multimedia Design as well as for the casual user. Visual Arts and Music faculty teach this course. This course enables the student to meet all the State Academic Standards for Visual Arts and Music.</p>
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