

ART

Primary Goal - To gain an appreciation and understanding of the various art skills and to explore the art forms as an opportunity for personal expression.

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
16.80	3,463	\$1,336,871	\$386

Level K - 12

The art program is required for all students in grades 1-8. Time allotments at the elementary and junior high levels are as follows:

- Grades 1 & 2 - 45 minutes per week
- Grades 3 & 4 - 50 minutes per week
- Grades 5 & 6 - 60 minutes per week
- Grade 7 & 8 - 10 weeks

Elementary

The elementary art program is meeting its objectives, as is evidenced by the high quality art work which is produced and prominently displayed at all six elementary schools in the district. Delivery of the art programs is consistent with the NYS Learning Standards for the Arts encompassing the four areas of creating meaningful artwork, learning about materials and processes, critically analyzing and critiquing art work and understanding the value of cultural influences.

In regular observations and collected lesson plans from the elementary art teachers, it is clear that the art lessons incorporate art history, critical thinking, multiculturalism and are rich in use of varied materials. They include direct reference to the elements of art and the principles of design and students routinely experience hands-on creation with two and three-dimensional mediums. Teachers also arrange for computer-generated projects at each school. Lab space is reserved and students create their own images using the Color It software. Interdisciplinary lessons also occur at every elementary school.

The Art Explorer Program at the elementary level is an opportunity for talented students who have been identified by their art teacher, to receive additional art studio time each week. The program also boasts an after school component, which had far more interested students this year than we could accommodate. Seventy-one students participated in the weekly Art Explorer classes at their elementary schools. The after school workshop in October focused on Sculpture. It was held at Southgate Elementary School and was taught by Mrs. Aldous. Students made enlarged Insects

ART (cont.)

with basket reed and tissue paper. The after school workshop in March addressed Watercolor Painting techniques. Both after school workshops were requested by over 45 students. The Art Explorer students attended a field trip to the NYS Museum and the Empire State Plaza to experience the work of Abstract Expressionist Painters and Op Art Painters. Student evaluations of the day were very favorable, and the staff at the Empire State Plaza remarked on how attractive and knowledgeable our students were.

Many parents attended the Martin J. King Jr. reception at Siena College in support of their children who had artwork on display. All six elementary schools were represented in the exhibit.

The staff of elementary art teachers regularly highlighted the achievements of their students with displays in their buildings throughout the year. Parents and building staffs remarked on how accomplished their students were, and how impressed they were with the quality of work the teachers were able to facilitate from students.

Junior High

At the junior high school students have art in their schedule for ten weeks in seventh and eighth grade. During that period each year, they work with the art staff to accomplish the creation of approximately four major projects and a number of smaller works, such as sketchbook assignments, planning drawings and written critiques. The program at this level is also closely linked to the NYS Learning Standards for the Arts, and our goal is to continue building on student's knowledge and understanding of art concepts to prepare them for Studio Art and other electives at the high school.

Lessons are developed to incorporate historical and cultural references, as well as integration of technology. Students continue to develop critical thinking skills through the process of analyzing and critiquing artwork. Student achievement in art at this level is assessed using rubrics and reflections connected to instruction. There is exposure to both two- and three-dimensional project work, and the many display opportunities inside the district and in the greater community demonstrate the range of creative solutions arrived at by the students for the many projects assigned.

The Accelerated Studio Art full-year offering in eighth grade is a wonderful opportunity for students to begin their high school art sequence at the junior high school, in hopes of developing a portfolio for college acceptance. The students in the Accelerated Studio sections along with their parents attended an evening reception featuring the work from the year. Awards were presented, and the achievements from Olympics of the Visual Arts were celebrated. The same group of students attended two field trips during the year. The staff organized visits to Olana, home of artist Frederick Church, and the Clark Museum. Students reported enjoying both experiences.

ART (cont.)

Select students identified by their teacher had work on display at the NYSATA Legislative exhibit in June. Several parents accompanied their child to the afternoon reception in the Legislative building in Albany.

The Olympics of the Visual Arts was held in Saratoga, and we had many students enter artwork in a variety of categories. A few entries were group project solutions, and a few were from individual students. The students and staff enjoyed participating in the event. They were exposed to student artwork from a number of districts across the state, and were amazed with the range of creative solutions to the design problems. Our students won first place awards in four of the five categories entered.

Students were active in after school clubs ranging from painting to ceramics to digital photography. Students also stayed after school for additional time on artwork throughout the year. Several pieces of student artwork were selected for framing. The framed work was permanently added to the student collection of work throughout the school.

High School

At the high school, we offer a wide variety of course electives to our student body. We have maintained enrollment in these electives, and the media arts courses, in particular, have been steadily increasing in popularity. Observations of classes and collection of lesson plans indicate there is attention given to the NYS Learning Standards for Art in all of our courses. Students are given hands-on experiences with a wide variety of art materials. They are learning to think, read, write and respond critically to the images they are exposed to. In class and examination critiques, on students, especially on the advanced level, demonstrate knowledge of content, vocabulary and history.

The department showcased several student artwork exhibits in the Gallery throughout the year. Evening receptions were well attended by families of our students.

The Regional Juried High School Art Exhibit was held at Union College this year. It was an impressive display of area high school student work. Our students who were selected attended the opening reception with their families.

Our Figure Drawing Club helps prepare students with observational proportion drawing experience from the human figure. Colleges look for these types of skills in student portfolios. Several students and department staff also attended open figure drawing classes offered at Sage College at Albany. Other formal and informal after school clubs were well attended by students. The new Teen Art Gallery in the Colonie Town Library

ART (cont.)

was the site of several student exhibits this year. Many of our students were exhibited at this venue. Advanced classes participated in field trips to the Guggenheim and the Museum of Modern Art this year. They also engaged in on-site observational drawing of architectural subjects. Several high school students volunteered their time after school to assist the teachers of the elementary Art Explorer workshops. They were a wonderful addition to this program. As in the past, several students participated in summer art programs, at local colleges such as Sage, Skidmore and the NYS Summer School of the Visual Art at Brockport. These students had an opportunity to develop their skills and their portfolio of work, while interacting with other high achieving art students from area high schools.

Students exhibited work, and family members attended art receptions throughout the year. Specifically the following exhibits were very well attended and supported:

District Wide

- Latham Circle Mall Exhibit
- BOCES Art and Education Exhibit
- NYSUT Lobby Exhibit
- Monthly Central Office Displays
- NYSCOSS Superintendents' Conference
- SHS Conference Room Displays
- NYSUT President's Office Exhibit
- NYSATA Legislative Exhibit
- NYSSBA, Dodge Gallery Exhibit

High School

- Visions Art & Literacy Magazine
- Regional High School Juried Exhibit
- Senior Art Show, June
- Winter Art and Music Festival
- March Studio Art and Drawing Show
- Capital District Media Arts Festival
- Art Student Recognition Ceremony, June
- Capital Area Art Supervisors 3D Show
- Board of Education Week Certificate Design
- Community Agency Logo Designs
- MAY Show Button Design
- AP Studio Art Award: Igor Rabovsky
- AP Art History Award: Aaron Malkin and Katherine Qu
- Colonie Art League Scholarship: Alexa Bernstein
- Frame of Mind Award: Leah Rappaport

ART (cont.)

- National Honor Society Award: Ashley Drag
- NYSATA Award: Whitney Bates

Junior High School

- Accelerated Studio Exhibit
- Accelerated Studio Art Awards: Kathryn Reilly, Catherine Degen, Zhaokun Ma, Yulia Shtutman
- NYSATA's OVA individual awards: Illustration – Kathryn Reilly, Painting – Joan Kim

Elementary

- Siena College Martin Luther King Jr. Exhibit
- Art Explorer After School Sessions: 27 fall, 27 spring
- Art Explorers Program Participants: 71 students

Range of Credit Data

The number of students graduating with at least one art elective was, 117 or 26.4% of the graduating class this year. First tracked in 1999-2000 (the year the eighth period was added with 55.5% graduating with at least one art elective, the percentage of graduates with at least one art elective in their time at Shaker High School (including 8th grade Studio acceleration) has increased and been maintained.

	Number of Students	Range of Credits	Percent of Class
2005-06	117	.5 – 1.5	26.47
	79	2 – 2.5	17.87
	35	3 - 3.5	7.91
	23	4 – 4.5	5.20
	19	5+	4.29
			61.74
2004-05	125	.5 – 1.5	26.48
	79	2 – 2.5	16.73
	38	3 - 3.5	8.05
	25	4 – 4.5	5.29
	20	5+	4.23
			60.78
2003-04	127	.5 – 1.5	28.10
	69	2 – 2.5	15.27
	51	3 - 3.5	11.28
	28	4 – 4.5	6.19
	17	5+	3.76
			64.60

ART (cont.)

Additional Information

The high school course that fulfills the graduation requirement is Studio in Art. This foundation course is the prerequisite for most other electives in the art department. Many students complete Studio Art and go on to take other electives and build on their experience. For many, their exposure to art education ends with Studio in Art. The foundation we provide students in Studio Art is very sound and incorporates the following:

- Critical Thinking Strategies
- Analysis and Interpretation of Art
- Creative Problem Solving
- Cultural and Historical Connections
- Interdisciplinary Connections
- Language acquisition of the vocabulary of art and design
- Skill development in a variety of media
- Career exploration and programs of college study

Beyond Studio in Art, the department offers an array of electives for students. Most of the half year electives may be taken once on an introductory level, and a second time on an advanced level. Students may elect to complete a five-unit sequence in art while in high school. This can be fulfilled with a selection of half and full year electives. Most of our students interested in pursuing art after high school elect to enroll in our major-sequence full year courses that follow Studio in Art, specifically, Drawing, Advanced Studio 1, 2 and 3. Many of the students opting for these courses have completed Studio in Art in the Accelerated grade 8 program.

The Elementary Art Explorer Program, designed for exceptional performers in art, has been a very successful program. The department receives positive feedback from parents about the experiences their students are having in both the weekly 30-minute classes and the two after school workshops. The field trip opportunity was a welcome addition to the program this year. The program, in general, is so popular, that with additional resources of staffing and materials, additional sessions would be of interest to parents and students.

The Accelerated Studio Art program at the junior high was well enrolled, and students in the course achieved high results. The students go on to enroll in the full year Drawing course at the high school in ninth grade.

The department staff arranged for visiting artists to come into classrooms throughout the year. This year a practicing glass artist came into Jewelry classes to demonstrate the art of glass bead making. Members of the graphic design industry spent time sharing portfolios and experiences with the students in Advertising Design 1 and 2 and Advanced Digital Art classes.

ART (cont.)

Through a relationship with the local Chamber of Commerce, local companies worked with our students this year, and our students designed logos and letterhead for them. The Hudson Mohawk River Partners organization is one of many agencies who have adopted our student designs.

Representatives from art colleges and institutes were invited to share program offerings and expectations with our advanced level classes. Students were exposed to portfolio requirements and available programs from several schools this year.

Several art teachers participated in the Olympics of the Visual Arts this year. A few teachers served as judges at the event, and others worked with student teams to develop entries in a range of categories. Immeasurable time and attention to detail went into the entries, and the efforts were rewarded with several first place awards.

At present, each level and high school elective has a curriculum guide. In reviewing the status of department programs, a number of curriculum guides will be revisited and modified to align them with current technology and practice. Specifically, the department will look to review and modify curriculum guides for Cartooning and Animation and Cinematography. In addition, college credit opportunities will be explored for the advanced level electives of Studio in Stained Glass, Studio in Jewelry and Cinematography.

The staff is highly qualified and skilled in art instruction. Many of the staff teach at summer programs at the college level. Staff members dedicate extra hours routinely for art department and individual school initiatives, such as theatre productions. On a whole, this is a committed group, interested in enhancing our students' experiences. The department curriculum is very sequential. Curriculum guides at the elementary level are aligned with those at the intermediate, junior high level, which then align to the foundation course at the high school. At every level, there is a commitment to providing enrichment opportunities in art beyond the general classroom instruction. Teachers seek out ways to prepare our students for the next level and develop their skills.

The high school course offerings in art are quite diverse. Students have an opportunity to explore a variety of materials and art and design experiences while in high school. The ability to take electives again on an advanced level serves our student body well. Additional opportunities for acquisition of college credit while in high school are being explored in several of these courses.

The district workshop days were valuable for the art staff. The fall workshop focused on revising the Studio Art examination questions, brainstorming a list of community resources, creating and using teacher web pages, designing a consistent elementary art substitute teacher manual, receiving education about specific HAZCOM art concerns, completing proposals for college credit opportunities, receiving orientation on

ART (cont.)

how to operate new kiln equipment, and navigating the district Intranet. The spring workshop allowed staff to make connections with meaningful community art resources that can enhance classroom instruction.

Students had work displayed both in the private office of the president of NYSUT, and in the large-scale exhibit/reception held in June. Families were notified of student participation in the exhibit, and many attended the NYSUT reception. Several teachers, representing each level, joined professional art education organizations this year. Of the teachers who were members, some attended the annual NYSATA conference and some participated with their students in Olympics of the Visual Arts.

Student artwork is framed annually and mounted to the walls at the junior high school. A similar process will begin at the senior high school in 2006. As designs are approved, student mural designs are considered for wall space at the high school.

Finally, feedback from colleges regarding Shaker High School graduates art skills is very positive. Several of our high school students, who attended the area Portfolio Day at Sage College at Albany, were accepted into schools on the merits of the portfolio they had reviewed. Visiting art school representatives share information about their programs and about portfolio expectations. When reviewing our student work and observing the work in progress hanging in the Gallery, their feedback is encouraging of the students' skill level and development.

Sage College at Albany has pursued a relationship with our department to offer college credit to students completing certain courses with a B or better. The college has had a long history working with our department staff, many of who have instructed courses in their summer program.

Many Shaker alumni returned and visited staff and classes to share first hand experiences about college art programs. Students report they were very well prepared for the expectations of college level artwork. They also report that, having taken AP Art History in high school, they were ahead of many of their college peers in terms of overall comprehension of art through critical analysis, material usage, and historical perspectives.