Content Standards and Model Curriculum

❖ FOUNDATIONAL KNOWLEDGE & SKILLS
  ➢ Instruction in the arts enhances the learning of literacy, numeracy and technology

❖ WELL-ROUNDED CONTENT
  ➢ Instruction in the arts expands students' understanding of the world around them

❖ LEADERSHIP & REASONING
  ➢ Instruction in the arts fosters design thinking, creativity and problem solving

❖ SOCIAL-EMOTIONAL LEARNING
  ➢ Instruction in the arts develops self-awareness, social awareness and relationship skills
State Board of Education approves Ohio’s Fine Arts Learning Standards

District teams understand the updates to standards and supporting documents and determine any changes needed

Updated standards are proposed to the State Board of Education with the hope that they are adopted in early 2020.

Updated standards are fully implemented in the Hilliard City School District.

2012  2014  Spring 2020  2020-2021
Fine Arts Curriculum Framework
Elementary Art

- All day kindergarten - 5th graders have a grade level art and music class embedded into their schedule.
- The Ohio Visual Art Grade Level Standards are utilized
- Supplemental programs such as art shows, guest speakers, and enrichment classes are evident among all buildings.
**Visual Arts Curriculum Framework Sample**

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDINGS</th>
<th>PROGRESS POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Choice and Vision:</strong> Students construct and solve problems of personal relevance and interest when expressing themselves through visual art.</td>
<td><strong>A.</strong> Understand and articulate the intrinsic worth and public value of arts and cultural participation.</td>
</tr>
<tr>
<td><strong>Critical and Creative Thinking:</strong> Students combine and apply artistic and reasoning skills to imagine, create, realize and refine artworks in conventional and innovative ways.</td>
<td><strong>B.</strong> Draw on a variety of sources to generate, select and evaluate ideas to create personally meaningful products.</td>
</tr>
<tr>
<td><strong>Authentic Application and Collaboration:</strong> Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.</td>
<td><strong>C.</strong> Address and communicate complex visual and conceptual ideas using a range of technical skill and art media including new technologies.</td>
</tr>
<tr>
<td><strong>Literacy:</strong> As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.</td>
<td><strong>D.</strong> Access and evaluate information from a variety of sources for visual reference with attention to ethical and legal issues.</td>
</tr>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>E.</strong> Apply reasoning skills to communicate key ideas expressed in their artworks and the works of others and use appropriate criteria and language to critique the works.</td>
</tr>
<tr>
<td><strong>PROGRESS POINTS</strong></td>
<td><strong>F.</strong> Analyze and use digital tools to understand how and why images are created and interpreted and how media influences culture, beliefs and behaviors.</td>
</tr>
<tr>
<td><strong>G.</strong> Demonstrate flexibility and reflective habits when creating visual art forms in a variety of artistic contexts and environments.</td>
<td><strong>H.</strong> Demonstrate respect for and effectively work with, socially and culturally diverse teams or context to increase innovation and quality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COGNITIVE AND CREATIVE LEARNING PROCESSES</th>
<th>PERCEIVING/KNOWING (PE)</th>
<th>PRODUCING/PERFORMING (PR)</th>
<th>RESPONDING/REFLECTING (RE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACHIEVEMENT LEVEL CONTENT STATEMENTS</strong></td>
<td><strong>Beginning</strong></td>
<td><strong>HSE</strong></td>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td><strong>1TH</strong></td>
<td><strong>1FR</strong></td>
<td><strong>1FR</strong></td>
<td><strong>1HR</strong></td>
</tr>
<tr>
<td><strong>2FR</strong></td>
<td><strong>2HR</strong></td>
<td><strong>2HR</strong></td>
<td><strong>2HR</strong></td>
</tr>
<tr>
<td><strong>3HR</strong></td>
<td><strong>3HR</strong></td>
<td><strong>3HR</strong></td>
<td><strong>3HR</strong></td>
</tr>
</tbody>
</table>

**Ohio Department of Education**

**2012 Visual Art Standards**

**GRADES 9 - 12**

- **1HR** Explore various methods of art criticism in responding to artworks.
- **2HR** Identify assessment practices to manage, monitor and document their learning.
- **3HR** Use appropriate vocabulary to define and describe techniques and materials used to create works of art.
- **4HR** Investigate the role of innovative technologies in the creation and composition of new media imagery.
- **5HR** Identify and explain one or more theories of aesthetics and visual culture.
- **6HR** Identify various venues for viewing works of art.
- **7HR** Recognize and articulate the importance of lifelong involvement and advocacy in the arts.
Visual Arts Curriculum Framework: HCSD

Art teachers add lessons folders to each of the big ideas. The lessons folders contain resources to teach the lesson such as a written lesson outline, Power point, rubric, photo, etc. Teachers will title the folders starting with the grade level, for example: "2 Monster Feelings". This will help keep the lessons grouped by grade level.

The main purpose of the blog is to share ideas in a way that is visual and easy to search. We will tag each lesson with a grade level, artistic medium, Big Idea, State Standards, etc. The tags will make the lessons easily searchable.

The lessons in the blog will correspond to the lessons in the Google Apps folders. The lessons on the blog could also have links for teachers to obtain resources on public websites.

Lesson Title

The lesson title will be the name of the lesson. The instructor will provide information about the lesson.
Visual Arts Curriculum Framework: HCSD
# Visual Arts Curriculum Framework: HCSD

## Expression/Identity

(Created from grouping similar themed standards)

### Enabling Understandings (From State Standards)
- **Personal Choice and Vision**: Students construct and solve problems of personal reference and interest when expressing themselves through visual art.
- **Critical and Creative Thinking**: Students combine and apply artistic and reasoning skills to imagine, create, realize, and refine artworks in conventional and innovative ways.
- **Authentic Application and Collaboration**: Students work individually and in groups to focus ideas and create artworks that address genuine local and global community needs.
- **Literacy**: As consumers, critics and creators, students evaluate and understand artworks and other texts produced in the media forms of the day.

### Progress Points (From State Standards)
The student will at the appropriate developmental level:
- A. Recognize that people from various times and cultures create works of art to be looked at, valued and enjoyed.
- B. Explore a range of art concepts and artworks and construct meaning about the works.
- C. Connect making art with individual choice and understanding personal cultural identity.
- D. Produce artworks that express and represent their experiences, imagination and ideas using a range of media including new technologies.
- E. Form and express opinions about artworks and apply critical and creative thinking skills to assess and refine their artworks.

### Essential Questions
- Why do artists create art?
- How do artists express an idea?
- How does art make you feel?
- How do artists find inspiration?
- What makes art successful?
- How do artists communicate through their artwork?
- How do artists think and talk about art?

## HS Beginning

### Content Statements

<table>
<thead>
<tr>
<th>PERCEIVING/KNOWING (PE)</th>
<th>PRODUCING/PERFORMING (PR)</th>
<th>RESPONDING/REFLECTING (RE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1PE</strong>: Examine and articulate the effects of context on visual imagery.</td>
<td><strong>1PR</strong>: Demonstrate basic technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</td>
<td><strong>3RE</strong>: Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</td>
</tr>
<tr>
<td><strong>2PE</strong>: Identify and describe the sources artists use for visual reference and to generate ideas for artworks.</td>
<td><strong>2PR</strong>: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.</td>
<td><strong>4RE</strong>: Investigate the role of innovative technologies in the creation and composition of new media imagery.</td>
</tr>
<tr>
<td><strong>3PE</strong>: Identify the relationship between community or cultural values and trends in visual art.</td>
<td><strong>3PR</strong>: Explore multiple solutions to visual art problems through preparatory work.</td>
<td><strong>5RE</strong>: Identify and explain one or more theories of aesthetics and visual culture.</td>
</tr>
<tr>
<td><strong>4PE</strong>: Identify the factors that influence the work of individual artists.</td>
<td><strong>4PR</strong>: Develop the ability to analyze and apply visual literacy as a means to create images that are personally expressive.</td>
<td><strong>6RE</strong>: Identify various venues for viewing works of art.</td>
</tr>
<tr>
<td><strong>5PE</strong>: Describe the decisions made in the design of everyday objects.</td>
<td><strong>5PR</strong>: Provide a critique of visual art, including the ability to analyze and apply visual literacy as a means to create images that are personally expressive.</td>
<td><strong>7RE</strong>: Recognize and articulate the importance of lifelong involvement and advocacy in the arts.</td>
</tr>
</tbody>
</table>
6th Grade Visual Arts

**Visual Art**
- This course develops students’ knowledge of the elements of art and design while exploring a variety of 2D and 3D media including drawing, painting, sculpture, as well as digital media. Teachers discuss artists, artwork, and provide technique demonstrations to develop the four strands of art education: Art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills. Throughout the course, students will organize a digital portfolio as a way to document their process as well as their progress.

**Digital Art and Design (2019-2020)**
- This is an entry level course designed to develop an understanding and appreciation for all things digital. Students will explore this special genre of art found in everything from advertising to animation to photography and beyond. Emphasis will be on the evolution of digital art, and the basic principles of art and design. Students will be introduced to several computer programs/software, building a foundation to creating digital works of art.
Mid Level Visual Arts

2D Art
- In Two Dimensional (2D) Art, students will demonstrate the proficiency of creative problem solving, strengthening and utilizing observation skills, and application of relevant drawing techniques.

- Advanced 2D Art: Students participating in Advanced 2D Art will be responsible for writing a researched-based studio project, and creating a teacher-guided studio project connected to the research. (High School Credit)

3D Art
- In Three Dimensional (3D) Art, students will produce a well crafted sculpture that demonstrates the proficiency of techniques required of that medium.

- Advanced 3D Art: Students participating in Advanced 3D Art will be responsible for writing a researched-based studio project, and creating a teacher-guided studio project connected to the research. (High School Credit)
Project Art and Ecology

This introductory class is based on current environmental issues with a focus on how to create real world solutions through art. Emphasis will be on the theme of reducing, reusing, and recycling material to create art. Students will explore spatial relationships and the intersection of ideas and materials as a foundation to create visually balanced works of arts. The goal of the course is to educate, create advocacy opportunities and empower students to be agents of change in their own communities. This is a semester-long, 2 period block, held at the Hub on the Innovation Campus.

- Awarded a grant through the Ohio Arts Council (2019-2020)
- Creating the first public work of art for Hilliard to be displayed at the Hilliard Civic and Cultural Arts Building.
<table>
<thead>
<tr>
<th>High School Visual Arts</th>
</tr>
</thead>
</table>

**1 Semester .5 Fine Arts Credit**
- Photography 1
- Media Arts 1
- Ceramics 1
- Sculpture 1
- Sculpture 2
- Art Appreciation 1
- Art Appreciation 2
- 2D Visual Art A (Online)
- 2D Visual Art B (Online)

**2 Semester 1 Fine Arts Credit**
- Photography 2
- Photography 3
- Media Arts 2
- Ceramics 2
- Ceramics 3
- Ceramics 4
- Art Portfolio
- AP Studio Art Portfolio/2D Design
High School Visual Arts: Innovation Learning Campus

- **Motion Graphics and Animation**
  - This class provides an outlet for original imagery and self-actualization through the use of animation, video, and motion graphics. The visual artists will conceive, animate, and execute short-form 2D and 3D motion graphic content. It will focus on fiction, non-fiction, and experimental moving picture work. This is a double block course.

- **Motion Graphics and Animation 2.0**
  - This course builds on the tools and techniques learned in Motion Graphics and Animation. Emphasis will be on traditional animation, expertise in compositing, and storytelling in live action, and creating an original voice and vision with moving pictures. Secondary emphasis will be on mastery of software (After Effects, Animate, and Premiere). Students will be expected to participate regional and national moving picture competitions. This is a double block course.
<table>
<thead>
<tr>
<th>Year</th>
<th>Top 275</th>
<th>Top 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>15 students</td>
<td>2 students</td>
</tr>
<tr>
<td>2011</td>
<td>19 students</td>
<td>5 students</td>
</tr>
<tr>
<td>2012</td>
<td>8 students</td>
<td>3 students</td>
</tr>
<tr>
<td>2013</td>
<td>8 students</td>
<td>1 student</td>
</tr>
<tr>
<td>2014</td>
<td>16 students</td>
<td>6 students</td>
</tr>
<tr>
<td>2015</td>
<td>10 students</td>
<td>2 students</td>
</tr>
<tr>
<td>2016</td>
<td>8 students</td>
<td>2 students</td>
</tr>
<tr>
<td>2017</td>
<td>10 students</td>
<td>2 students</td>
</tr>
<tr>
<td>2018</td>
<td>7 students</td>
<td>1 student</td>
</tr>
<tr>
<td>2019</td>
<td>16 students</td>
<td>2 students</td>
</tr>
</tbody>
</table>
Visual Arts: beyond the classroom and curriculum

- Veterans Day Program at Britton Elementary
- 100 pendants for a Clearer Path Foundation
- Flip the Page Literary Arts magazine
- Student work displayed at the Otterbein University HS show
- Governors and Scholastic Art Show
- Columbus Convention Parking Garage Mural
- Bradley - Memorial Art mentoring program
- Hilliard Community Empty Bowls Project
- Students create and design graduation program covers
- Feats of Clay student competition
- Jags of Clay
- Portfolio Development Workshop for HS seniors
- One word tile presentations
Band

- Numbers have remained relatively steady across the district
- The new opt out for marching band was used for the first time this year
- It was only used by a total of 5 students districtwide

Orchestra

- The orchestra staffing now has one teacher per middle and secondary school, which allows for full coverage of all classes by a qualified teacher.
- This has also noticeably improved the ability for teachers to assist each other in areas where students have needed small group and individual intervention.
- See Staffing Levels Comparison Sheet
**HCSD Performing Arts: Choir**

- For the first time choir will be recruiting in the elementary schools along with the orchestra and band programs.
- This is being done in an effort to bring the numbers and status of the 6th grade choirs up to equal footing with the orchestra and band.
- The middle school choir curriculum is being revamped so that there are grade level offerings for Soprano and Alto vocalists, and a combined offering for Tenor and Bass vocalists.
- This middle school choir curriculum change will bring all three middle schools into alignment with each other.
- For 2020/2021, The A Cappela groups like Madrigals, Shades of Blue, Echo etc. will be offered as a class for credit if enrollment is above 18. If not, the option for an independent study will be offered for those classes/activities.
The Elementary General Music teachers have developed a series of web resources being used in an effort to improve music reading skills of their students to better prepare them for band, choir and orchestra in the 6th Grade.

General Music at the 6th Grade has experienced smaller overall numbers, probably due to the increase in offerings in other elective areas at that level.
The Drama Staff is developing a curriculum for a middle school level drama course they hope to have ready by the 2021-22 school year.

This course would be offered at each middle school.
After eight years of significant growth, overall participation in Performing Arts has leveled off district-wide.

The total participation in all performing arts is down 24 students district-wide from last year.

The reasons for the leveling off is mostly due to program changes meant to grow the program over several years have been fully implemented.

Also, it is possibly due to the fact that student’s ILC schedules don’t allow them to maintain an elective course load similar to previous years.

Also, many more elective courses offered at the 6th grade level have possibly lowered enrollment in 6th grade band, choir and orchestra- which is where each of those programs start.

Overall, the various performing arts programs in the district appear to be entering an era of relative stability, with the exception of some potential growth in 6th grade choir and middle school drama.