

MAKING A DIFFERENCE THROUGH ART

A 5th Grade Full-Year Curriculum

Students will learn and engage in dialogue about contemporary artists and innovative community-based art organizations that are addressing issues of the environment, racial and cultural identity, human rights, and social justice through art. Students will also be exposed to art of various cultures, from a historical perspective, and involved in creating art inspired by children's literature throughout each unit. All four units of this curriculum explore the power of art, in various forms and mediums, as a means of making a difference in the world, with a specific focus on the following: (1) making a difference in ourselves, (2) making a difference in our environment, (3) making a difference in our communities, and (4) making a difference in our life-times...all through art.

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A.C. Whelan Elementary School Mission Statement

The administration, faculty, and staff of the A.C. Whelan Elementary School, along with the support of the parents and the community are committed to creating a respectful, safe, and positive environment where all students who enter will:

- Meet or exceed their academic potential*
- Develop an understanding of excellence and a desire to achieve academically and creatively*
- Make appropriate and healthy choices that foster their personal and social well being*
- Act with integrity and be accountable to themselves, the school, and the community*

SCHOOL MISSION STATEMENT:

The mission of Revere Public Schools is to provide an enriched, safe, caring school community that maximizes potential and encourages creativity in all areas. We are committed to the belief that all students can achieve, and that we can provide the environment to support their learning. We strive to embrace and share the true value of education with students and parents through communication, active participation, and empowerment. We encourage community involvement in helping to raise the level of student achievement.

Enrollment - 2007-08			
	School	District	State
Total Count	761	5,899	962,766
Race/Ethnicity (%)			
African American or Black	3.7	3.8	8.1
Asian	5.5	7.2	4.9
Hispanic or Latino	26.7	36.5	13.9
Multi-race, Non-Hispanic	5.7	4.0	1.9
Native American	0.7	0.9	0.3
Native Hawaiian or Pacific Islander	0.0	0.1	0.1
White	57.8	47.6	70.8
Gender (%)			
Male	52.4	51.2	51.4
Female	47.6	48.8	48.6
Selected Populations (%)			
Limited English Proficiency	10.0	10.2	5.8
Low-Income	54.1	62.3	29.5
Special Education	12.7	14.0	16.9
First Language Not English	31.3	42.7	15.1

Educator Data - 2007-08		
	School	District
Total # of Teachers	42	409
Percentage of Teachers Licensed in Teaching Assignment	98.6	97.3
Total Number of Classes in Core Academic Areas	205	1,835
Percentage of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	97.5
Percentage of Core Academic Classes Taught by Teachers Who are Not Highly Qualified	0.0	2.5
Student/Teacher Ratio	18.2 to 1	14.4 to 1

SCHOOL **DEMOGRAPHICS:**

A.C. WHELAN ELEMENTARY

The growing diversity of the student population is apparent in school statistics which show that in the year 1997 the school was made up of a population of 91% white students. Today, that statistic has changed to a school population of 56% white students. Overall in the district, the percentage of white students is currently at 46% in all of Revere Public Schools. In addition to the growing minority population, there is a large difference in the socio-economic background of the students that are attending A.C. Whelan Elementary. In the year 1997, 29% of Whelan students were on free and reduced lunches. Today, that statistic has grown to 62% of the students being on free and reduced lunches. The A.C. Whelan Elementary school is dedicated to a whole school reform model, which involves ongoing sustained professional development. The "Extended Learning Time" (ELT) is an example of recent school-wide initiatives that have been adopted at Whelan Elementary School.

ART PROGRAM

STATEMENT OF PHILOSOPHY

To raise new questions, new problems, and to regard old problems from a new angle requires creative imagination and makes real advances. –Albert Einstein

Art is an integral part of a well-rounded education, and art holds great power in its ability to nurture the lives of all human beings. Not only is education a right of all children around the world, but the *quality* of that education is just as much a fundamental right. By incorporating art education into the curriculum at more schools around the world, there is an increasing potential for student achievement, and for major advancements to be made in raising the quality of education everywhere.

In order to improve student achievement, the art education program must reflect a comprehensive approach to the study of art within the framework of whole school reform strategies that meet national standards & state frameworks. The study of art should incorporate a curriculum which changes and develops with current events, student interest, and other content area integration. As world events spark questions for students, the art classroom has the power to answer them by studying art, critically viewing visual culture, and developing skills to give meaning to students' newly discovered answers. Additionally, the shifts that have taken place in conceptions of the various stages of child development and student learning styles have also supported an expanded view of art that is multicultural and diverse.

ART PROGRAM'S ONGOING FORMATIVE ASSESSMENT

- Sketchbooks of Self Discovery
- “Piece” Process Portfolio
- Student Art Exhibitions
- Class Critiques
- Student Self-Assessment Rubric
- Student-Teacher Conferences
- Student Self-Reflection Writing about the art-making *process*

Art Program

Assessment

Throughout the entire year, the teacher will perform “check-in’s” with students, by reviewing their sketchbooks every 2 weeks, and by facilitating group portfolio critiques among students, at the end of every month. Each unit will be worth 25 possible points, and will have a corresponding self-reflection assignment or grading rubric for assessing students’ progress & growth. Students gain points through their positive behavior and engaged participation during art class.. Towards the end of the year, students will schedule a 1-on-1 exit interview with their art teacher. The art teacher will meet with each 5th grade student, to discuss the student’s growth throughout the school year. Students are requested to bring their “Sketchbooks of Self Discovery” and their “Piece Process Portfolios” with them to the final meeting, so that they can reflect back on their *process* of creating art, as well as determine their current level of artistic development. Students will be asked to specifically bring their “Mantra” calligraphy artwork with them to their final meeting, The art teacher will ask the students questions about how happy they are with themselves and how close they came to achieving the goals they set out for themselves in their “Mantra” artwork at the start of the year. This is a great opportunity for self-reflection among students, but also provides another form of assessment for the teacher to base students’ grades off of.

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