



In-Depth Study

© Copyright 2013

An In-Depth Study in Fine Arts

by:

**St. Anthony of Padua School
5680 North Maroa Avenue
Fresno, CA 93704**

Continuous School Improvement Focused On High Achievement Of All Students

2014-2015

Preface

In the curricular area of Fine Arts, the faculty and staff at St. Anthony of Padua School follow and implement the Diocese of Fresno Fine Arts Curriculum, which is adapted from California's Fine Arts Standards. As stated in the Diocese of Fresno Fine Arts Curriculum, "Dance, music, theatre, and the visual arts have endured in all cultures throughout the ages as a universal basic language. The arts convey knowledge and meaning not learned through the study of other subjects. Study in and through the arts employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity. The visual and performing arts are a vital part of a well-rounded educational program for all students."

The K-5 teachers incorporate fine arts instruction in the context of their self-contained classrooms through both integrated, cross-curricular instruction and activities as well as fine arts-based lessons. In grades 6-8, the fine arts curriculum is incorporated within social studies, science, math, language arts, and religion subject areas. In addition, the school's music instructor teaches choral and instrumental music basics to students in grades K-8. The electives program for grades 6-8 includes a mandatory fine arts component with options for acrylic painting, instrumental music, and drama. The physical education curriculum for grades 1-8 includes movement/dance activities.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

The school uses educationally sound assessment process to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.

Teachers use a variety of assessments to allow students to demonstrate their improvement and mastery of the fine arts standards as well as to collect data regarding student performance. Although the area of fine arts is not included within the ITBS standardized testing that occurs each year in September, teachers use other formal and informal assessments of student understanding and performance to collect data and measure student progress towards mastery of the standards in the Diocese of Fresno Fine Arts Curriculum. These formal and informal assessments differ from grade level to grade level and from teacher to teacher. Examples of formal assessments include fine arts rubric components in evaluating projects and presentations; evaluation of participation and project completion in electives courses; and assessment of movement skills in physical education courses. Examples of informal assessments include evaluation of student homework and classwork, group activities during lessons, self-ratings of understanding by students, observation by the teacher during

movement activities and projects, rehearsals, question and answer sessions, review of rough drafts, research, and de-brief sessions following presentations and field trips.

The analysis of the data gathered from the formal and informal assessments varies from grade level to grade level and teacher to teacher in order to best meet the learning needs of the students in each classroom. There are common analysis techniques used by all teachers to ensure data is properly reviewed in order to monitor student progress and modify instruction to support the high achievement of all learners (e.g. the All School Write rubric). Based on these analyses of data, teachers are able to accurately track student progress towards the standards.

From the analyzed data, the K-8 teachers are able to make data-driven decisions regarding student learning. If a student or group of students are achieving below the standards, teachers reteach the content and differentiate instruction to provide additional support. Similarly, if a student or group of students is exceeding the standards, the teachers differentiate instruction to provide additional challenge or extensions of student learning. When comparing data from year to year, teachers are able to identify areas of strength within instructional units and areas for improvement. Teachers also evaluate the effectiveness of instructional materials in facilitating student learning when comparing year-to-year data. From this information, teachers can plan the use of effective materials and improve instruction to best foster student achievement of the Diocese of Fresno Fine Arts Curriculum. Finally, formative assessment is particularly important for the K-8 teachers in not only differentiating instruction, but also in pacing the delivery of content. Within individual lessons, formative data helps the teachers decide whether to accelerate or slow down the lesson. The same types of data help determine pacing within specific units to ensure all students are engaged and progressing towards mastery of the content. Overall, the analysis of data empowers the K-8 teachers at St. Anthony's School to improve and evaluate fine arts instruction to support the high achievement of all students. The teachers also use this data to communicate with parents regarding student progress in this curricular area.

Significant accomplishments:

- Teachers incorporate formative assessment into each lesson.
- Teachers utilize summative assessment to measure student learning.
- Teachers use data to make informed decisions regarding fine arts instruction.
- Teachers use formative data to differentiate learning.
- Teachers use data to communicate with parents regarding student progress.
- Teachers disaggregate data in order to identify achievement gaps.

Goal for Improvement:

- The school is piloting a revised process for the All School Write and its scoring, calibration, and year-end report to parents in the 2015-2016 school year. The goal for improvement is to implement and then analyze the effectiveness of this revised process.

TASK 2 – USING CURRICULUM STANDARDS

All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.

As mentioned earlier, St. Anthony’s School uses the Diocese of Fresno Fine Arts Curriculum, which is adapted from California’s Fine Arts Standards. This curriculum emphasizes four key areas: dance, music, theatre, and the visual arts. A copy of this curriculum is attached to this document. This curriculum enables the achievement of the school’s SLE “A St. Anthony School student is a lifelong learner who exhibits a solid foundation in all subject matter.”

The K-8 teachers use the Diocese of Fresno Fine Arts Curriculum standards to prepare lessons designed to help students master the standards. The K-8 teachers compose learning objectives based on the standards to focus their lessons on the understandings and skills necessary to meet the requirements of the standards. From these objectives, the teachers design lessons to assist learners in meeting the standards. The K-8 teachers also incorporate the Fine Arts Curriculum within social studies, science, math, language arts, and religion subject areas. For example (this is not an inclusive list):

- Kindergarten students create and perform plays related to their social studies (Thanksgiving) and religion (Noah’s Ark) curriculum;
- 1st graders create a bug from repurposed materials and make and decorate an egg drop container as part of their science curriculum;
- 2nd graders give a Saint Presentation in which they dress up and report on a saint as part of their religion curriculum;
- 3rd graders prepare for and participate in the Fresno State Oral Interpretation Competition as part of their language arts curriculum;
- Students in grades 4-6 engage in art, music, and drama activities as part of their participation in the History Walk-Through Program;
- 4th graders engage in Readers Theater as part of their language arts curriculum;
- 5th graders create art projects using proportion, geometric shapes, and lines as part of their math curriculum;
- 6th graders create cave paintings and Grecian urns as part of their social studies and language arts curriculum;
- 7th graders create a watercolor project as part of their study of sacred manuscripts in religion, and 7th graders create and present a Medieval Feast incorporating art, music, and drama as part of their social studies curriculum;
- 8th graders create a picture collage and respond to art prompts as part of their language arts curriculum and illustrate and label their lab observations as part of their science curriculum.

The K-8 teachers draw connections between the skills and concepts covered in the standards and real-life situations in order to establish relevance. These connections often apply directly to the students' lives. For example, students learn the songs during their music lesson that will be sung at the weekly school Masses; in the primary grades, art activities reflect the season of the year and ecological systems; in the middle grades, students create art projects that correlate with curricular field trips (e.g. California Mission building); and in the upper grades, students enact a Living Stations of the Cross as part of their Holy Week observance. Through this careful, intentional planning based on the standards, the K-8 teachers facilitate student progress towards the standards and develop and enhance students' imagination and creativity while connecting the learning to students' lived experiences.

As described in the first section of this report, the assessments used by the K-8 teachers provide evidence of student progress towards the standards. Frequent formative assessment is an essential part of each lesson and is immensely helpful as teachers pace, plan, and differentiate lessons to support the learning of all students. Similarly, summative assessments provide a measurement of student achievement in the fine arts components of curricular projects and presentations. Through summative assessments, teachers are able to evaluate whether a student has exceeded, met, or is below a particular standard. Overall, these assessments demonstrate acceptable progress of students towards the clearly defined Diocese of Fresno Fine Arts Curriculum standards and the achievement of the SLE stated in the first paragraph of this section.

Significant accomplishments:

- Teachers use the comprehensive Diocese of Fresno Fine Arts Curriculum standards when planning instruction.
- Teachers plan individual lessons and units using objectives based on the standards.
- Teachers regularly assess student progress towards meeting the standards and modify instruction accordingly to ensure all student learning needs are met.
- Teachers draw connections between the standards and real-life situations to establish relevance.
- Students are provided with opportunities to share their talents and achievements in the area of fine arts via performance events that occur throughout the school year (i.e. Christmas Program, Spring Musical, Talent Show, and School Choir).

Goal for improvement:

- Implement the use of musical instruments in the primary grades.

TASK 3 – INSTRUCTIONAL METHODOLOGY

The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

As mentioned in the previous sections of the report, the K-8 teachers use the Diocese of Fresno Fine Arts Curriculum standards as their guide in planning instruction. From the standards, teachers write learning objectives for the unit and individual lessons to facilitate planning instruction and activities to facilitate student mastery of the standards. Teachers research new resources and ideas in the area of fine arts and collaborate in their use of ideas and resources for learning activities in the area of fine arts, in both fine arts-focused lessons and those incorporated into social studies, science, math, language arts, and religion subject areas. Teachers promote and encourage students to participate in fine arts activities and competitions outside the classroom, including whole-class participation (e.g. the 3rd graders' participation in the Fresno State Oral Interpretation Competition). In addition, the school's music instructor teaches choral and instrumental music basics to students in grades K-8. The electives program for grades 6-8 includes a mandatory fine arts component with options for acrylic painting, instrumental music, and drama. Teachers pursue professional development opportunities in this area when offered; more opportunities for professional development in the fine arts would be beneficial. As demonstrated by their conscientious planning and initiative to research new fine arts resources, the K-8 math teachers are dedicated to their students' success in fine arts.

When planning, teachers incorporate a variety of assessments. As described in detail in Task 1 and discussed in Task 2, these assessments are both formative and summative so that teachers can collect data to analyze student progress. Once this data is collected, the teachers are empowered to make decisive data-driven decisions regarding fine arts instruction. The teachers also use this data when reporting to parents regarding student progress. Assessments occur on a regular basis both informally and formally. With these assessments teachers consistently monitor student progress and modify instruction accordingly.

The K-8 teachers are creative in their planning and implementation of the lessons that involve the fine arts. Teachers utilize a mix of direct instruction, checks for understanding, hands-on activities, problem-solving activities, games, group activities, movement activities, project presentations, performances, writing activities, listening activities, and field trips. The specific format of an individual lesson varies from standard to standard in each grade level as some standards are better suited to particular instructional strategies. Teachers also utilize technology in the delivery of their lessons (document cameras, computers, iPads, TV monitors, Apple TV, Internet resources) to enhance direct instruction, to share student work, and to project video supplements to the content. The K-8 teachers use a variety of instructional strategies and incorporate technology to meet the needs of our 21st century learners in the area of fine arts.

Significant accomplishments:

- Teachers take initiative to research new resources and ideas in the area of fine arts to supplement the curriculum and differentiate instruction to meet the needs of all students.
- Teachers collaborate in their use of resources and ideas for learning activities in the area of fine arts.
- Teachers incorporate a variety of instructional strategies into fine arts lessons, including the use of technology.
- Teachers assess students frequently to gather data necessary to measure student success and differentiate instruction as needed.
- An emphasis is placed on fine arts as a major part of the school's curriculum through the school's commitment to having a music instructor on staff for grades K-8; the mandatory fine arts component included in the 7th and 8th grade electives program; and the financial, space, and time commitment given to the History Walk-Through Program for grades 4-6.

Goal for Improvement:

- Initiate a school-wide "Artist of the Month" program in which students learn about a particular artist and recognize his/her work.

TASK 4 – SUMMARY OF FINDINGS

There are many significant accomplishments achieved by the K-8 teachers at St. Anthony's School in the area of fine arts. The most significant ones related to student learning are the following:

- teachers use the Diocese of Fresno Fine Arts Curriculum as their guide in planning instruction;
- teachers regularly assess student performance, using both formative and summative assessments;
- teachers use a variety of instructional strategies, including the use of technology;
- teachers are dedicated and diligent in finding resources and ideas and collaborating with their colleagues for learning activities in the fine arts, both as stand-alone lessons and within social studies, science, math, language arts, and religion subject areas;
- teachers draw connections between the fine arts content and real-life situations to establish relevance and connect the learning activities with students' lives;
- students are provided with opportunities to share their talents and achievements in the area of fine arts via performance events that occur throughout the school year (i.e. Christmas Program, Spring Musical, Talent Show, and School Choir);

- and an emphasis is placed on fine arts as a major part of the school’s curriculum through the school’s commitment to having a music instructor on staff for grades 1-8, the mandatory fine arts component included in the 7th and 8th grade electives program, and the financial, space, and time commitment given to the History Walk-Through Program for grades 4-6.

All these aspects of fine arts instruction and teacher dedication facilitate student success in fine arts at St. Anthony’s School.

The goals that will have the greatest impact on student learning are the following: Implement the use of musical instruments in the primary grades, and initiate a school-wide “Artist of the Month” program in which students learn about a particular artist and recognize his/her work. The use of musical instruments in the primary grades will introduce instrumental music and its knowledge and performance components at an early age and reinforces the school’s commitment to providing performance opportunities for our students in the fine arts area. Creating an “Artist of the Month” program will enhance students’ knowledge of key figures and styles in the fine arts and reinforces the school’s commitment to fine arts knowledge and instruction as a major part of the school’s curriculum; it will also unify the school in a focused fine arts activity, just as the All School Write program unifies the school in a focused writing activity.

See below for the full list of accomplishments in the area of Fine Arts at St. Anthony’s School as determined by the faculty and staff.

FINE ARTS IN-DEPTH STUDY: ART, DRAMA, MOVEMENT, AND MUSIC – ACCOMPLISHMENTS

Kindergarten:

- Free following dance
- Annual plays in the classroom (Thanksgiving, Noah’s Ark)
- Performing songs with sign language
- Musical performance at Kindergarten Graduation
- Study of authors and illustrators of children’s books
- Christmas carols sung with sign language

First Grade:

- Songs sung with organized movement to the lyrics in religion
- Readers’ Theater for math, science, religion, and social studies
- Living Stations of the Cross
- Making and decorating an egg drop container for science project
- Re-purposed art to create Mothers’ Day gifts
- Creating a bug from repurposed materials for science
- Painting sunflowers and a “starry night” and learning about Vincent Van Gogh

- Christmas carols sung with sign language
- Oil pastels used to create portraits of the Virgin Mary and Baby Jesus for religion
- Tissue paper guardian angels
- Art projects associated with rainforests and oceans for science
- Introducing students to and singing patriotic songs

Second Grade:

- Saints Presentation
- Songs sung at Sacrament of Reconciliation and Sacrament of First Eucharist
- Water color paintings based on works by Picasso and Monet

Third Grade:

- Study of the history of dance in cultural storybooks and social studies text
- Readers' Theater
- Mock trials
- Experience of historical and cultural theatre from different periods and places (e.g. *Martin Luther King, Jr.* by Janet Gong Yin)
- Participation in the Fresno State Oral Interpretation Competition
- Creation of cityscapes
- Study and use of line, texture, space, value, and color wheel in creation of art projects
- Study of historical and cultural contributions to art (e.g. Chinese calligraphy, Japanese sume'i art, students sharing artwork from their cultures)
- Study of individual artists and their works (e.g. Georgia O'Keeffe)
- Holy Week Prayer Service

Fourth Grade:

- Organized and free dance on a regular basis
- Creation of poems
- Readers' Theater
- Mission Building project
- History Walk-Through Program (California History)
- Introducing students to and singing patriotic songs

Fifth Grade:

- State Report
- Saints Report
- History Walk-Through Program (American History)
- Writing and performing skits in religion, social studies, and science
- Creating art in working with proportion, geometric shapes, and lines in math
- Responding in writing to pictures

Sixth Grade:

- History Walk-Through Program (Ancient History)
- Creation of cave paintings and Grecian urns in social studies
- Creating a documentary on a famous volcano in science

Seventh Grade:

- Medieval Feast
- Enlargement Project in pre-algebra
- Creating skits related to content topics in religion
- Role playing in social studies
- Saints project
- Watercolor project while studying sacred manuscripts in religion
- Character Analysis drawing
- Idiom literal drawing
- Tessellations in pre-algebra
- Japanese Katakana writing
- Medieval castle drawing
- Renaissance presentation

Eighth Grade:

- Living Stations of the Cross
- Role play skits in literature
- Reading poems and essays out loud
- Writing responses to pieces of music
- Picture collage in literature
- Art journaling in language arts
- Creating cookies and cupcakes for first grade buddies with specified ingredients
- Creating a banner for the Right to Life Auction Event
- Writing responses to art prompts
- 8th Grade Tile Project
- Drawing, coloring, and labeling of observations in science
- Creation of Balloon Racers pamphlet

Whole School (multiple grade levels involved):

- Music class weekly for grades K-8
- Christmas Program
- Development of motor skills in P.E.
- Spring Musical
- Talent Show
- School Choir

- Electives Program with mandatory music/drama/art options
- Introducing students to a variety of art forms and techniques
- Listening to various types of music on a regular basis
- Fine Arts field trips
- Art is incorporated across the curriculum
- Wind Ensemble of Fresno Philharmonic performance at school
- Fresno Opera performance at school
- Springboard After-School Enrichment Program
- Creation of Spring Auction Class Items