



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (11 characters) U351C050043

(See Instructions)

The Focus on the Arts Partnership is a collaborative project between the Clarke County School District, the University of Georgia and the Georgia Museum of Art. Over the past three years, this project provided 37, K-8 fine-arts teachers with sustained, intensive, teacher-designed professional-learning opportunities based on need and on research regarding the potential impact the fine arts have on student academic achievement. While the main focus has been on writing fine arts performance standards and revise our existing fine arts curriculum, we also focused on developing arts integrated units to support the learning in all content areas. We have strengthened our fine arts community and revised our curriculum through continued collaboration. We created performance standards based; provided curriculum training opportunities for all FA teachers; drafted skills matrixes for K-8 art and music curriculum; wrote more than 200 units that have been posted on the CCSD curriculum web site; hosted professional learning events exclusively for our FA community and provided training to art and music teachers on Smart board technology.

One of the strongest components to the PDAE grant has been the establishment of the Fine Arts Learning Community. All our Fine Arts teachers have participate in the professional learning communities to deepen their knowledge of content and pedagogy. This past year we invited art and music teachers to organize and host one of the monthly meetings. The meetings were lead by teacher facilitators in their classroom and topics of curriculum, behavior and assessment were presented. These meetings proved to be so successful that the FA teachers plan to continue having them after the grant has ended. The teachers appreciated the time their colleagues spent in planning these meetings and the topics discussed were insightful and motivating to both veteran and novice teachers.

Writing, revising and implementing performance standards in visual arts, music, drama and dance has also been a huge accomplishment. At the start of the 2008-09 school year, 206 K-8 art & music and 45 9-12 art, music & dance units will be available on the district's web site. The K-5 fine arts units focused on the element and principals, such as *Line, Shape, Color, Space, Form and Texture* in the visual arts and *Rhythm, Harmony, Expression, Form, Melody, Style* in music. We expanded these lessons by also writing thematic units in art & music around the key themes of *Environment & Places; Family & Community; Self & Identity; and World & Global Connections*.

In September, the middle school visual arts and music teachers worked with a professional artist and consultant from the Georgia Council for the Arts. With the support of this consultant and artist in residence, we developed a better understanding of FA performance standards as they relate to fine arts instruction in the upper grades. Fine arts teachers from across the district were given the rare opportunity to collaborate on themes, learning strategies and assessment techniques for their students. The middle school teachers continued the thematic approach at with units that focus on the following topics:

Visual Arts: *Communication and Identity; Craftsmanship & Language; Appreciation; Culture & Community; Environment, Space and Place; and Symbols & Meaning.*

Music: *Connections, History, Interpretation, Intonation, Musicianship, Technique, Theory, and Tone.*

Dance: *History; Awareness and Appreciation; Communication; Connections; Creativity; and Self & Identity.*

Drama: *Analysis; Craftsmanship; Creative Problem Solving; Critique; and Literacy.*

FA teachers were overwhelming positive about their professional learning experiences and felt that the work completed through the Fine Arts Curriculum Renewal would be most helpful in refining the curriculum in their fine arts classroom and helping them to understand the new performance standards in other academic areas. In addition, the teachers express the belief that this training has provided them with insight into how fine arts could move towards Performance Standards as well as assist with school improvement plans. They also felt that the Fine Arts Curriculum Renewal work was very helpful in planning arts integrated units with both their FA colleagues as well as other teachers in their school. The subjects FA teachers felt most competent in planning art integrated units are in the area of the fine arts, as well as Language Arts and Social Studies. FA teachers felt less prepared to planned integrated lesson with Science and Mathematics. FA teachers felt that skills development in the arts, feedback from collaborating teacher and affective outcomes (e.g. attendance, behavior, classroom participation) are the best measurements to determine the effectiveness of the instruction.

Another highlight for the year was our districts art and music celebration *Artists of Note: A Visual Celebration of Music and Dance*. This event took place in the fall of 2007 at the Lyndon House Art Center, in Athens, Georgia. Over 2000

student, parents, teachers and community members came together to celebrate our artistic, musical and academic achievements. The artist's reception featured over 150 pieces of K-12 student art work, along with musical and dance performances by students from ten different schools. Based on comment card responses, attendees expressed the belief that it is important to teach the arts in school and that the arts make school a better place to learn. Each piece of art was accompanied by a written statement of the learning objectives to enhance the viewers' appreciation of the art works.

Our focus on revising our existing FA curriculum to include performance standards has created a curriculum that upholds the unique contributions of the arts as well as supports the core content areas. While the FA programs have strengthened their understanding of the importance of arts integration, emphasis on content-specific GPS training (Language Arts, Math, Science, Social Studies) means FA teachers have been left out of the dialogue. Also, a shift from district professional learning days to building-level professional learning day means that K-12 program specialist, like the Fine Arts, can not have planning with these teachers because here is no time built into the schedule for share planning between specialist and classroom teachers. No mention of arts integration or differentiation through the fine arts has been made when discussing strategies to improve student achievement in the school district. In the past three years there has been an increased emphasis on how the specialist are providing *planning* time for classroom teachers, not how they are supporting the curriculum through our arts integration initiatives.

Because planning with classroom teachers has been difficult to accomplish, we requested and received a No-Cost Extension. The funds were used for teacher stipends to pay fine art teachers to write arts integrated social studies units. The new social studies standards adopted for classroom use in the fall of 2008. Eighteen elementary art and music teaches worked independently to write 36 lessons that integrate the Georgia Performance Standards in Social Studies and the Clarke County School District's Performance Standards in the Fine Arts.

Updated:

The No-Cost Extension for PDAE Project (PR/Award number U351CO50043) funds were used for teacher stipends and to pay fine art teachers to write arts integrated social studies units. The new social studies standards started being taught in Georgia classrooms in the fall of 2008. The elementary art and music teaches to plan collaboratively with teachers on the social studies curriculum committee. The results of these collaborations were (15) K-5 art and social studies integrated lessons and (21) K-5 music and social studies integrated lessons. The fine arts teachers have always seen the benefit of teaching social studies infused lessons. In the winter of 2010, the new Georgia Performance Standards for the Fine Arts are scheduled to be adopted. These lessons, along with the other (90) fine arts and math/ language arts integrated lessons will be part of the Georgia Department of Education resources to support the new K-5 visual arts curriculum.



SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Provide ongoing, long-term, intensive professional learning opportunities for K-8 art and music teachers.

Ia. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
Create, share and review units for grade 6-8 in art and music.	Number of Participants in the Middle School FA Curriculum Renewal Committee	11	11 /11	11	9 /11	11	82%
Ia. (updated) Unchanged							

Ib. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
Collaboration to develop materials and adopt curriculum resources to sustain growth.	Hours of Participation by the Members of the Elementary Art & Music Professional Learning Community	40	40 /40	40	40 /40	40	100
1b. (updated) Art and music teacher-led monthly professional learning meetings.	Hours of Participation by the Members of the Elementary Art & Music Professional Learning Community	40	40/38	40	40/37	40	93%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. Members of the Middle School Curriculum Renewal Committee have seen the benefits of creating performance standards for music and art instruction. However, the MS music teachers remain more focused on performance skill in music and are less concerned in arts integration than their visual arts peers.

1b. Members of the Elementary Art and Music Professional Learning Community and Curriculum Renewal Committee have consistently seen the long-term potential and maintained enthusiastic support for connecting performance standards in the arts to learning in all areas.

1b. (updated) Several art and music teachers had exceeded their PLU requirements for certification renewal during the three years of this grant, so attendance at these teacher-led monthly professional learning meetings dropped off slightly.



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Project Status Chart**

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

Engage fine arts, classroom and resource teachers in meaningful student-centered, cross curricular collaboration.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data		Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
Increased understand of performance standards in fine arts and other academic areas.	Survey of FA Teachers	28	28 /28	100	20	20 /25	80

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data		Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%
Integrated units of instruction to art and non-arts curricular areas.	Survey of FA Teachers	28	28 /28	100	25	21 /25	84%
2b. (updated) Teacher submitted lessons that integrated the Georgia Performance Standards in Social Studies and the Clarke County School District's Performance Standards in the Fine Arts.	Submitted lesson plans	21	21 /18	86%	18	14 /18	78%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a. Data indicates that the FA Elementary teachers are 89% positive that the curriculum renewal they received will be helpful in future planning. However, middle school music teachers remain disengaged in the process with only 50% feeling positive about the curriculum renewal process.

2b. As a result of the work in our FA Professional Learning Communities, teachers expressed increased confidence in cross-curricular planning in Language Art and Social Studies. The mutually support planning across FA disciplines was an unexpected outcome.

2b. (updated)