

BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

COMMITTEE-OF-THE-WHOLE: CURRICULUM

Monday, April 3, 2017
7:00 p.m.

Franklin School – Gym
2401 Manor Lane
Park Ridge, IL 60068

AGENDA

APPENDIX

1. Call to Order and Roll Call
2. Update on Strategic Plan Activities in the Department for Student Learning 1
3. Public Comments
4. Adjournment

To: District 64 Board of Education
Dr. Laurie Heinz, Superintendent

From: Dr. Lori Lopez, Assistant Superintendent for Student Learning

Date: April 3, 2017

Re: Update on Strategic Plan Activities in the Department for Student Learning

Background

The District 64 *2020 Vision* Strategic Plan (Attachment 1) addresses the rigor of our educational program, including curriculum, assessments, and communication about student progress. At our April 3 Board Meeting, teacher leaders will share updates on our progress on Objectives 1, 2, and 3 as they relate to Inquiry-Based Learning, K-5 Math Common Assessments, and Curriculum Reviews in the areas of Music, Art, and Instrumental Music.

Inquiry-Based Learning

Inquiry-based learning is addressed in Objective 1, Strategy B. Inquiry-based learning is a different approach to instruction. In an inquiry-based learning unit, teachers design scenarios where students must master the content and skills in order to solve a real-world problem. This learning experience better aligns to the skills students will need in their future. Future-ready students can collaborate, be creative, communicate, and think critically - four skills that are developed through inquiry-based learning experiences.

This year, a cohort of teachers from each school and District 64 Instructional Technology Coaches participated in Inquiry-Based Learning Training. Through this series of workshops, teams designed units based on the content they are responsible for teaching. On April 3, two design teams will share their units: Mrs. Mata will share "*Pet Toy Inventors - 2nd Grade*" and Ms. Kappos and Mrs. Preis will share "*Interior Design - 6th Grade ELA.*" Next year, this cohort will expand to include additional design teams. Our goal is to have two inquiry learning units in place at each grade level by 2020.

K-5 Math Assessments

Objective 2 of the Strategic Plan focuses on implementing an aligned, articulated curriculum to provide a rigorous education for all students. Our goal is for teachers to use the results of common formative and summative assessments to improve instruction, determine student intervention and enrichment needs, and monitor individual student learning. This objective has launched three activities in all subject areas at all grade levels:

- ***Curriculum Mapping***
Curriculum mapping enables us to identify topics and units of instruction that will be taught over the course of the school year. National and state standards are used to identify our local curriculum topics.

- ***Pacing Guide Development***

Pacing guides identify *when* units of instruction will be taught. They tell us how much time to spend on a specific topic so that we know which topics receive more intensive instruction.

- ***Common Assessment Design***

Once curriculum mapping and the pacing guides are completed, teachers can collaborate to design common assessments. This school year, we have begun writing common assessments in all subject areas for each unit of instruction. These common assessments will be implemented to measure student progress toward their learning goals. Common assessments support student learning in four ways:

1. They provide us with a shared understanding of “proficiency.” This helps us communicate consistently about student progress with students, parents, and one another.
2. They help us identify opportunities for intervention, both remediation and enrichment.
3. They help us identify systemic curricular issues. For example, if students do poorly on certain assessment items, this might indicate a need for additional resources and professional development, or it may indicate that we have a curriculum alignment issue.
4. Common assessments help all teachers access everyone’s best ideas. We can look at the data, identify the instructional activities that caused the greatest student learning, and share these ideas across teams.

This year, we have launched a common assessment design project in K-5 math. Elementary Math Curriculum Specialist, Tracie Thomas, will share an overview of this process with the Board.

An additional goal in Objective 2, Strategy C is standards-based reporting. Curriculum mapping, pacing guides, and common assessments are critical ingredients for standards-based reporting. When we have consensus around what we are teaching, when we are teaching it, and what our expectations are for students, we can clearly articulate student progress related to standards. In District 64, the Mastery Learning Committee has studied standards-based reporting and consulted with other districts that have worked through this process. As we move toward finalizing our common assessment framework, we will take our first steps toward standards-based reporting.

Curriculum Review: Update from Music, Art and Instrumental Music

In 2016-17, Curriculum Reviews were conducted in three departments: Music, Instrumental Music, and Art. Curriculum Specialists Brian Jacobi (Instrumental Music), Terry Broeker (Music), and Sonja Dziejcz (Art) will share a curriculum review update. Specifically, they will highlight how their departments have tackled one or more dimensions of the curriculum review process: curriculum mapping, the development of pacing guides, and the design of common assessments.

Teacher instructional minutes are scheduled to increase this coming year in our Music and Art programs as a result of contract negotiations. The Board negotiated an increase in teaching minutes to create equity among elementary teacher contracts where there was a discrepancy of approximately 300 minutes between classroom and encore teachers. Some encore teachers have expressed concern about the possible impact of these increased teaching minutes on preparation time, particularly in the area of Art. As the schedule is implemented this coming school year, we will keep the Board apprised of any program impact.

In District 64, we have implemented a seven-year curriculum cycle in addition to the ongoing support provided by the Curriculum Specialists. A systematic process for curriculum review supports school districts with addressing changes in state and national standards, implementing research-based instructional practices, maintaining materials, and responsibly planning for purchases. It also ensures that revisions undertaken within a school year are manageable in terms of time and resources. As additional subject areas come under review, we will continue to share updates with the Board.

Park Ridge-Niles District 64: Our Mission

Vision

Inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. Each student learns and grows in a safe, nurturing environment. In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.

Focused on Continuous Improvement

District 64's new 2020 Vision Strategic Plan identifies the most important challenges we will need to address in the next five years.

The six Strategic Objectives define how we will achieve our mission to assure every student the best possible education that prepares them to be successful in high school and beyond.

We invite you to learn more and view video podcasts by visiting the Strategic Plan 2020 page on our website: www.d64.org



Dr. Laurie Heinz, Superintendent
164 S. Prospect Ave.
Park Ridge, Illinois 60068
(847) 318-4300 lhein@d64.org
[@DrLaurieHeinz](https://www.facebook.com/DrLaurieHeinz)

Inspire every child to



STRATEGIC OBJECTIVE ONE:

Develop Students Who Master the 4 C's: Communication, Collaboration, Creativity, and Critical Thinking

District 64 students face a world in which access to knowledge and integration of technology will continue to grow, evolve, and change at a rapid pace. To be ready for these unknown challenges, students must be creative, innovative, agile, and resourceful problemsolvers. To meet this challenge, District 64 will need to provide students with complex, real-world inquiry-based learning opportunities. They collaborate with students in their classroom, from across the District, and across the world to focus on solving community, state, national, or world issues/problems of interest. They think critically and demonstrate artistic expression. Technology supports their approach to inquiry-based learning. Students will become adept at the 4 C's (communication, collaboration, creativity, and critical thinking).

STRATEGIC OBJECTIVE TWO:

Provide a Rigorous Education for All Students

Appropriately rigorous learning experiences motivate students to learn more and learn it more deeply, while also giving them a sense of personal accomplishment when they overcome a learning challenge. A rigorous education is grounded in the concept of educational equity, the belief that all students—regardless of their race, ethnicity, gender, socioeconomic status, English proficiency, or disability—should pursue a challenging course of study that will prepare them for success in high school. In a rigorous educational system, instruction and assessment are driven by formally adopted standards and measurable outcomes. In a rigorous educational system, teachers employ high-impact instructional strategies to support students with mastery. Practices that have a significant impact on student learning are: standards-based planning, formative assessment (including feedback and individual student goal-setting), creating a classroom culture for learning, and differentiation. Rigorous educational systems recognize that the social-emotional health of students contributes not only to students' academic success, but also to their overall well-being.

STRATEGIC OBJECTIVE THREE:

Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students

Differentiated educational experiences enable students to become engaged, self-directed learners who are socially competent, emotionally self-aware and demonstrate resilience. The notion of a public education available to all students "on equal terms" has broadened to include considerations for an increasingly diverse population of school children. This increased diversity among students in District 64 includes languages, families, cultural backgrounds, economic levels, and life experiences. Instructional accommodations, modifications, and differentiation all center on addressing the individual learning needs of students, supporting their mastery of content standards and related indicators. District 64 applies appropriate methods to identify the extent to which each need impacts a student's education. Customizing academic, creative, behavioral, physical, social, and emotional learning opportunities maximizes student growth. Customization requires articulating clear learning targets, coaching students to set rigorous personal goals, and partnering with students to monitor and reflect at timely intervals.

STRATEGIC OBJECTIVE FOUR:

Foster Effective Communities of Practice through Professional Development and Staff Support

Achieving a rigorous education based on high academic and behavioral expectations for all students can only be achieved by actively supporting educators in their continual development of professional skills and knowledge. Educators need to continue to build a shared knowledge and a solid foundation to support students in fulfilling their academic, social, physical, creative, behavioral, and emotional potential. New discoveries in instructional practice and applications of technology to the learning environment require staff members to stay current in their chosen profession, which requires face-to-face and virtual opportunities for development and training. These interactions occur in an environment of collaboration and shared decision-making with staff and administrators to assure that the best opportunities for development experiences are available to all staff.

STRATEGIC OBJECTIVE FIVE:

Provide Safe and Secure Learning Spaces to Support 21st Century Learners

Student learning is enhanced by the school environment in which they learn. The capacity and flexibility of facilities to support learning creates opportunities for teachers to deliver differentiated, innovative curriculum for students. As the Master Facilities Plan outlines, the most important actions of District 64 to create optimal learning environments are to manage resources efficiently and effectively to enhance teaching and learning; provide attractive, safe, secure, and healthy spaces in which students can engage in active and meaningful ways; create flexible spaces that foster the 4 C's among students and staff; and create engaging, technology-rich learning environments, among other actions. This will require being creative about the way space is used, and rethinking how to make space more functional, more collaborative and flexible.

STRATEGIC OBJECTIVE SIX:

Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services

The Board has created a goal to extend the original, 10-year referendum commitment made in 2007 by four years to 2020-21. The District must be cognizant of the factors that affect the financial health of District 64, while continuing to provide a variety of programs and services for all students.

Student Learning: Committee of the Whole

April 3, 2017

- K-5 Math Common Assessments
- Inquiry-Based Learning

Curriculum Review

- Art
- Music
- Instrumental Music

Strategic Plan

Objectives 1a, 1b, & 2a

Rigor

Inquiry

Motivation &
Challenge

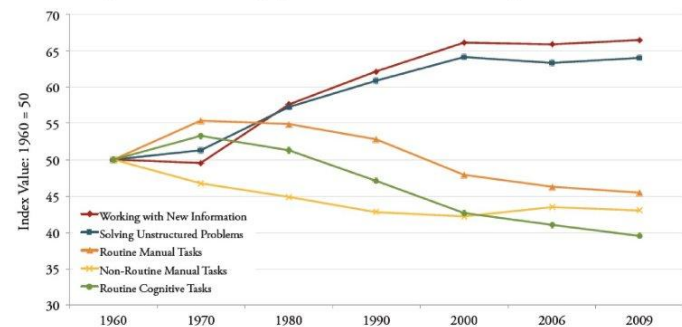
Are we future-ready?

In a report to Congress in 2016...

- 83% chance that workers earning less than \$20 per hour will lose their jobs **to robotics and automation**
- 31% chance that workers earning less than \$40 per hour will lose their jobs...
- 4% chance that workers earning more than \$40 per hour will lose their jobs...



Figure 3: Index of Changing Work Tasks in the U.S. Economy 1960-2009²¹



Dances with Robots: Human Skills for Computerized Work, Levy and Murnane, 2013

From

Are we future-ready?

Students who can **collaborate, be creative, communicate, and think critically** have the greatest opportunity for future success.



**Investigating
Inquiry
Methods**



Are you...

- ...buying a car?**
- ...planning for college?**
- ...caring for a sick relative?**
- ...traveling afar?**

**Launch Project:
Entry Event &
Driving Question**

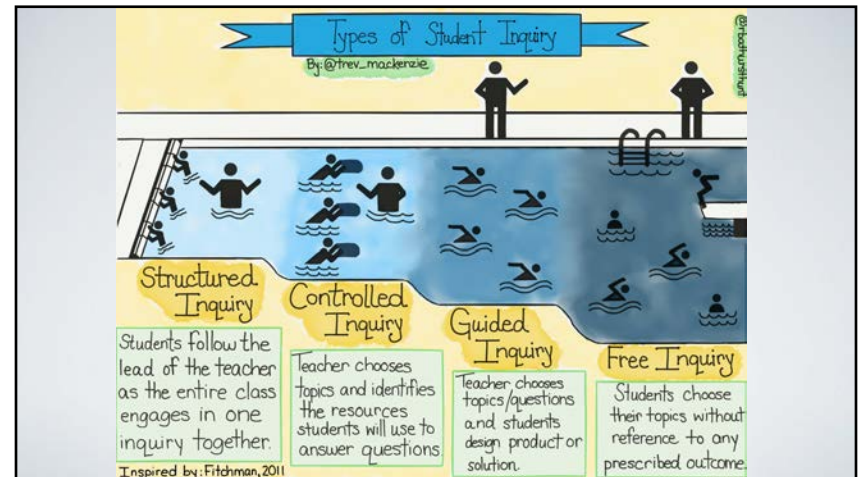
**Build Knowledge,
Understanding &
Skills to Answer DQ**

**Present Products
that Answer DQ**

**Develop and
Revise Products
and Answers to DQ**



In school, inquiry starts with our grade-level curriculum - the content and skills we want students to master.




THEN	NOW
<p>Make a map of your community. Identify the goods and services available in your community.</p>	<p>You are member of the City Council. There is an open storefront on Prospect. Write a proposal and create a presentation about what belongs in this space.</p>

THEN	NOW
<p>Read your text and learn about how germs are spread.</p>	<p>You are a public health official. Work with your team to design a public service announcement for elementary students that shows how to stay healthy during cold and flu season.</p>

	NOW in D64!
2nd Grade	You are challenged to construct a pet toy to be used by animals in the shelter! Form teams to assemble a toy that applies the properties of matter.
6th Grade	You are an interior designer! Design a 21st century middle school classroom and write an argument to support your proposal.

Curriculum Mapping

- National Standards
- D64 Priorities
- The “What”



Curriculum Mapping

- National Standards
- D64 Priorities
- The “What”



Pacing Guides

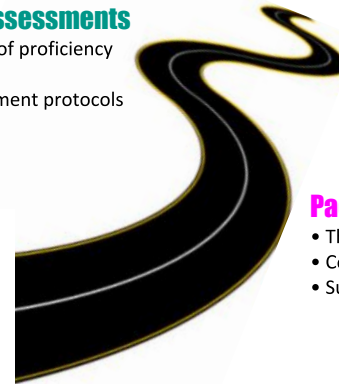
- The “When”
- Core resources or materials
- Supplemental resources or materials

Common Assessments

- Shared definition of proficiency
- Consistent rigor
- Consistent assessment protocols

Curriculum Mapping

- National Standards
- D64 Priorities
- The “What”



Pacing Guides

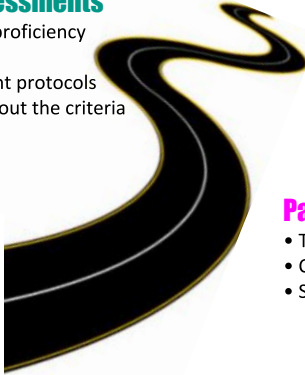
- The “When”
- Core resource
- Supplemental resources

Common Assessments

- Shared definition of proficiency
- Consistent rigor
- Consistent assessment protocols
- Students are clear about the criteria for success

Curriculum Mapping

- National Standards
- D64 Priorities
- Student Learning Targets
- The “What”



GOAL

- Increased differentiation
- Share our “BEST” Ideas
- Increased student achievement

Pacing Guides

- The “When”
- Core resource
- Supplemental resources

Strategic Plan

Objectives 1a, 1b, & 2a

K-5 Math Common Assessments

4th Grade Pacing Guide

Timeline	Focus: Core Resource	Standards and Learning Targets	Additional Resources	Assessment Ideas (Performance-Based or Others)	Chapter Enrichment Project Ideas	Enrichment - Next Content Topics to Consider
August 19-September 2:	Place Value My Math Chapter 1 (*5th grade teachers have expressed that students might need reinforcement of Place Value skills again near the end of the year to be ready for 5th grade)	4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 = 7 \times 100$ by applying concepts of place value and division. <i>I can identify the value of digits in multi-digit numbers. (1-1)</i>	Guess My Number Puzzles Place Value Interactive Applet	4.NBT.1 Assessment Task #1 4.NBT.1 Assessment Task #2 4.NBT.1 Assessment Task #3 4.NBT.1 Assessment Task #4 (Consider Exemplars or InsideMathematics.org)	Ch. 1 Performance Task Place Value Enrichment Folder	Read, Write and compare decimals (5th Grade Standard) Powers of Ten- Move decimals when you multiply by powers of ten

Anatomy of an Assessment

Geometry Assessment

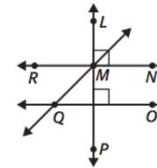


I can draw and identify points, lines, line segments and rays.
I can identify parallel and perpendicular lines.

4.G.1

Answer the questions with the proper notation below.

/7 points total



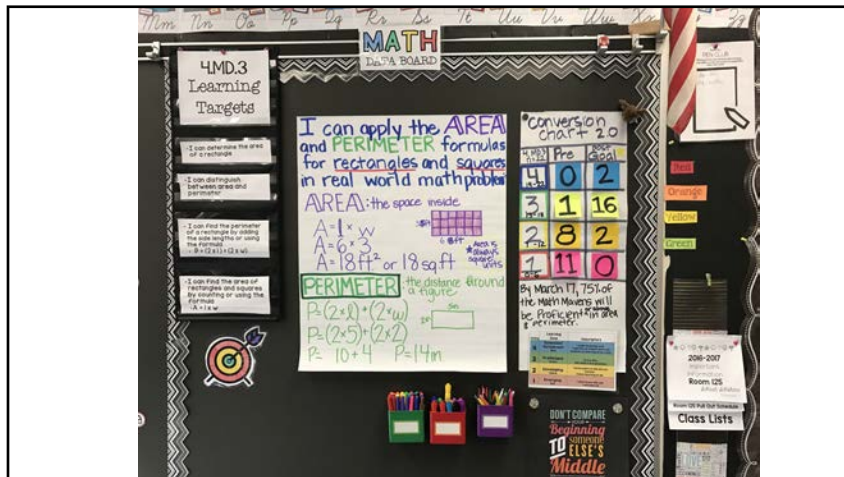
1. Identify a line segment from the figure.
2. Identify two lines that are perpendicular to each other.
3. Identify two lines that intersect each other but are not perpendicular.
4. Identify two lines that are parallel.

Benefits of Common Assessments

1. Shared understanding of proficiency
2. Identify opportunities for intervention
3. Identify systemic curricular issues
4. Help all teachers access everyone's best ideas

Data Analysis

4.G.1 n=7	4.G.2 n=4	4.G.3 n=4	4.G.5 n=6	4.G.6 n=4	4.G.7 n=6	Rating	Learning Zone	Descriptors
						4	Extension Blue	I understand this well. I feel like an expert and I can extend my learning to do more.
						3	Proficient Green	I know this... but need more practice.
						2	Developing Yellow	I know parts of this but am unclear. I have learning to do.
						1	Emerging Red	I don't know this yet. I will learn it!



CCSS Standard	Numbers Addressed	Chapter 14 Learning Targets	Pre Test Points Earned (Color Code)
4.G.1	1, 2, 3, 4, 5	<ul style="list-style-type: none"> I can draw and identify points, lines, line segments and rays. I can identify parallel and perpendicular lines. 	
4.G.2	6	<ul style="list-style-type: none"> I can describe angles by using turns of a circle. 	
4.G.3	7, 8	<ul style="list-style-type: none"> I can solve addition and subtraction problems to find unknown angles on a diagram. 	
4.G.5	9, 10	<ul style="list-style-type: none"> I can measure angles using the center point and rays. I can use a protractor to measure angles to the nearest degree. 	
4.G.6	11, 12, 13, 14, 15, 16	<ul style="list-style-type: none"> I can use a protractor to draw angles of a specified measure. I can classify angles as right, acute, or obtuse. I can describe triangles based on the type of angles they have. I can identify different types of quadrilaterals. 	
4.G.7	17, 18, 19	<ul style="list-style-type: none"> I can draw a line of symmetry in a figure. 	

Student Self-Reflection

Student Goal-Setting

My SMART Goal:

S	M	A	R	T
specific	measurable	action plan	realistic	time-bound

What is your strength?

What is your specific target (weakness)?

Who will help you reach your target?

What resources will you use to help you?

How will you know when you've reached your goal?

D64 General Music



D64 General Music Staff

Alaina Knapp - Carpenter, Washington

Brian Kabat - Franklin, Lincoln

Claire Reibel - Roosevelt

Colleen Carlson - Franklin

Cynthia Seputis - Carpenter

Jenny Johnson - Field

Jessica Kwasny - Field, Emerson

Margaret Gorcik - Roosevelt

Michael Kennedy - Emerson

Nikki Tolentino - Emerson

Sean Rybak - Washington

Tami Nardi - Lincoln

Terry Broecker - Emerson, Curriculum Specialist

General Music Philosophy

1. Music **connects** to all students, regardless of ability level.
2. Musically aesthetic experiences always carry with them a sense of **significance**, which increase our sense of meaning in life.
3. Music is a systematic and sequential curriculum inspiring **creativity**.
4. We emphasize the musical **concepts**: Melody, Rhythm, Harmony, Form, and Timbre.
5. We value the musical **experiences**: Singing, Playing classroom instruments, Moving expressively, Listening analytically, Creating music, Reading music, and Composing music. Music literacy and music notation are taught for **application**.

General Music Philosophy

6. **Collaborating** to make music in a group is a very personal experience.
7. Music classes encourage independent **critical thinking**.
8. Music teaches students self-expression and **communication**.
9. As students explore the expressive elements of music, they are engaged in a variety of learning behaviors: **Listening, Perceiving, Conceptualizing, Reacting, Producing, Analyzing, Evaluating, and Appreciating**.
10. They **discover, learn, achieve, and care**.

Curricular Framework

2014-15

- Began Curriculum Mapping, Learning Target Revision
- Researched Curriculum from Massachusetts, California, New York
- Studied Curriculum of neighboring Districts
- Began Developing and Piloting Common Rhythm Assessments

2015-16

- Aligned Curriculum to State and National Standards
- Finalized Scope and Sequence
- Identified Rhythm, Melody, Harmony as areas of common assessment
- Piloted GamePlan Elementary curriculum at each grade

2016-17

- Incorporated the GamePlan materials at every elementary building
- Completed Common Assessments for K - 8

National Music Standards

Creating: *Conceiving and developing new artistic ideas and work.*

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.

Performing: *Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.*

Presenting (visual arts): *Interpreting and sharing artistic work. Producing (media arts): Realizing and presenting artistic ideas and work.*

- Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.
- Anchor Standard #5. Develop and refine artistic work for presentation.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.

National Music Standards

Responding: *Understanding and evaluating how the arts convey meaning.*

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting: *Relating artistic ideas and work with personal meaning and external context.*

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Adopted February 12, 2014. See more at:
<http://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating>

State of Illinois Music Standards

Language of the Arts

STATE GOAL 25: Know the language of the arts.

Understand the sensory elements, organizational principles and expressive qualities of the arts.

Creating and Performing

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

Understand processes, traditional tools and modern technologies used in the arts.

Arts and Civilization

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

Analyze how the arts function in history, society and everyday life.

Understand how the arts shape and reflect history, society and everyday life.

General Music is a systematic and sequential curriculum inspiring creativity.



Rhythm Scope and Sequence

	Objectives	Student-Friendly Learning Targets
K	<ul style="list-style-type: none"> ● Experience fast/slow ● Demonstrate long/short ● Experience short rhythm patterns through speech, body percussion and unpitched instruments 	<ul style="list-style-type: none"> ● I can keep a steady beat. ● I can move to fast music and slow music. ● I can perform long sounds and short sounds. ● I can echo my teacher's pattern.
2nd Grade	<ul style="list-style-type: none"> ● Identify, label and perform half notes ● Identify, label and perform half rests ● Identify, label and perform tied notes ● Define tempo names ● Experience meter (3/4) ● Recognize time signatures 	<ul style="list-style-type: none"> ● I can label and perform half notes. ● I can label and perform half rests. ● I can label and tie and perform tied notes. ● I can recognize specific tempo names. ● I can move to sets of 3. ● I can recognize the time signature and explain what the top number means.

Rhythm Scope and Sequence

	Objectives	Student-Friendly Learning Targets
4th Grade	<ul style="list-style-type: none"> Identify syncopation Experience and label accelerando/ritardando Identify, label and perform pick-up notes 	<ul style="list-style-type: none"> and an eighth. I can label, count, and perform an eighth and two sixteenths. I can identify, label and perform mixed meter.
6th Grade	<ul style="list-style-type: none"> Analyze, label, and perform triplets Analyze, label, and accurately count sixteenth rests Dotted quarter and eighth Identify, label and perform in mixed meter 	<ul style="list-style-type: none"> I can analyze, label, count, and perform triplet rhythms. I can analyze, label, count and perform sixteenth rests. I can analyze, label, count, and perform dotted quarter and eighth rhythms. I can analyze, label, count, and perform songs in mixed meter.

Extensions of Curriculum - 7th and 8th Electives

Sing and Play Expressively: Read Notation, Incorporate Dynamic and Tempo Markings, and Phrasing

Identify Changes in Music: Listen, Read Music, Interpret

Perform with: Appropriate Inflection, Expression, Intonation, and Diction

Create and Perform Music: In a variety of Styles and Textures

Correlate Music to: Social Studies, Visual Arts, Performing Arts, and Language Arts

General Music Resources at the Elementary Schools

Dedicated music room space to incorporate, include, differentiate:

- Orff Schulwerk Music Instrumentation 1:1 to provide opportunities for improvisation and composition
- Recorder Instruction to enhance music literacy and ear training
- Ukulele Instruction to promote the comprehension of harmony
- Djembes, Conga Drums, and a multitude of percussion instruments for rhythmic exploration

General Music Resources at the Middle Schools:

- Create
- Collaborate
- Communicate
- Critique

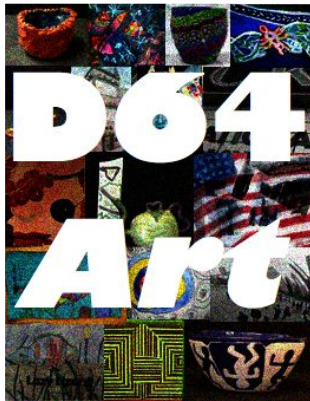
- Digital Music Lab
- Electronic Keyboard Labs
- Guitar
- Music Theater Workshop
- Vocal Power

Middle School Electives 7th and 8th



General Music in the Extended Community

- Avantara Nursing Home, Barnes and Noble
- Bethany Terrace Nursing Home
- Chicago Fire Game, Chicago Wolves Game
- Fine Arts Building in Chicago, Iannelli Studios
- Golf Mill Mall
- Great America Music in the Parks Competition
- Harp and Fiddle Restaurant
- Park Ridge Arts Walk
- Park Ridge City Hall
- Park Ridge Public Library
- Park Ridge Veterans' Day Service
- Presence Resurrection Nursing Home
- The Park Ridge Senior Center
- The Summit of Park Ridge
- The Park Ridge Winterfest
- Mariano's
- Whole Foods



Learning Team: District 64 Art Department Teachers

Carpenter: Shaughn Bianchi

Field: Michaela Ruff, Julie Voigt

Franklin: Kathy Hurley

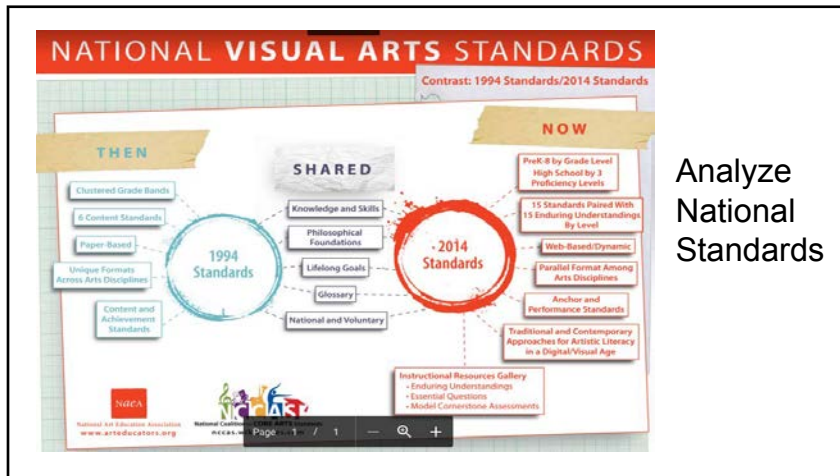
Roosevelt: Tara Marolt, Erich Marx, Julie Voigt

Washington: Georg Luxton, Julie Voigt, Shaughn Bianchi

Emerson: Cindy Davies, Erich Marx, Sonja Dziedzic, Curr. Spec.

Lincoln: Lee Deines, Janice Rothenberger





Analyze
 National
 Standards

Illinois Arts Learning Standards Initiative

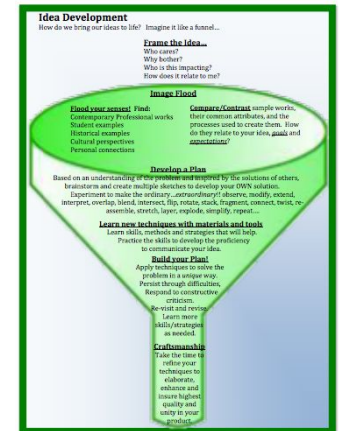
Visual Arts Standards

Recommendations for Updated
 Arts Learning Standards and
 Their Implementation

What is included in Our District 64 Curriculum?

- Self-Expression and the creation of works of art
- Developmentally based sequence of skills and concepts
- Idea Development and Artistic Habits of Mind
 - Imagination and Observation
 - Experimentation, Practice and Persistence, Technique and Craftsmanship
 - Creative Application and Problem Solving
 - Reflection and Critique
- Visual Literacy
 - Art History including local Artists in Park Ridge History
 - Interdisciplinary Connections
 - Social and Emotional Learning Connections

- Based on the research of Harvard Project Zero
- Idea Development [Process](#) and [Rubrics](#) (elementary and middle school)



Instructional Strategies

In addition to strategies that teach sound artistic behaviors and studio habits, the following instructional strategies found in art classrooms are also found in all high functioning classrooms:

Visual Literacy

Differentiation

Formative Assessment

Interdisciplinary Connections

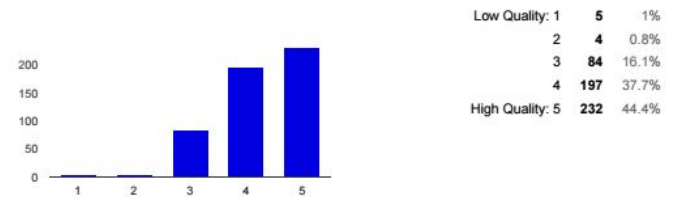
Social Emotional Learning



Parent Survey

In the spring of 2016 parents were sent a survey regarding the District 64 Art Program. Ten questions were asked and 526 people responded. 82% felt the quality was 4 or 5 out of 5, with 5 being the highest percentage overall.

What is your overall impression of the District 64 art program?

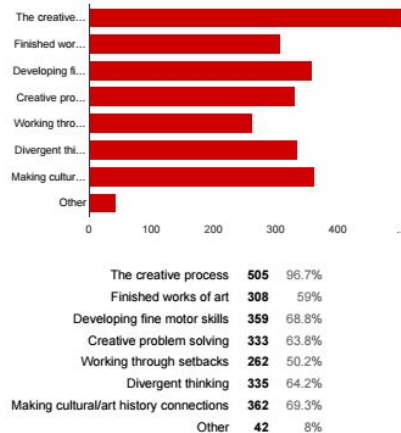


Parent Survey

What do you value about art education?

- 96.7% The creative process
- 69.3% Cultural/Art history connections
- 68.8% Developing Fine Motor Skills

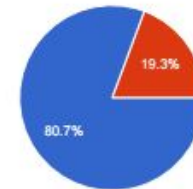
This information is helpful in guiding the types of art making activities we offer to students.



Parent Survey

80% of the parents surveyed said their kids DO talk with them about what they are doing in art class! It makes us proud that so many of them enjoy art enough to talk about it with their families!

Does your child share with you what he or she is learning in art class?



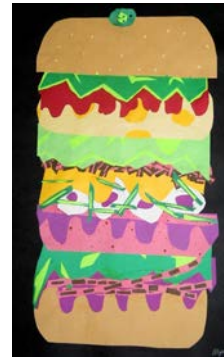
Yes **422** 80.7%
No **101** 19.3%

Criteria for Curriculum Resources

- improved efficiency of student class time
- enhanced instructional delivery
- less waste
- documenting student growth
- improved learning environment



Looking to the Future of Art in District 64



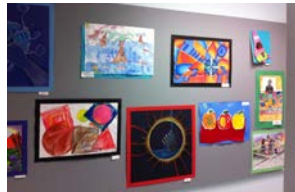
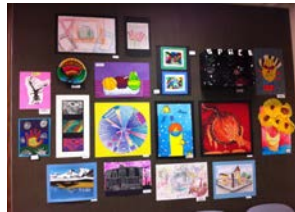
We would like to continue to explore:

Increased opportunities for student choice and exploration during art making

Increasing student awareness of their own idea development process and how making art increases their artistic habits of mind.

Art Shows

- Schools
- ESC
- Park Ridge Public Library Youth Art



Community Connections

History of connecting to the Park Ridge Community:

3rd Grade Birdhouses through a Park Ridge Cultural Arts Council grant

The LePeep Student Art Show partnership with Brickton Art Center

The Rainbows and Noah's Ark Public Sculpture Projects with Rainbow Hospice

The Brickton 8th Grade Show along with the Maine South Art Show

The Artists in Park Ridge History project with the Kalo Foundation



Thank you to the
Board for your
ongoing support
of the Art
program!

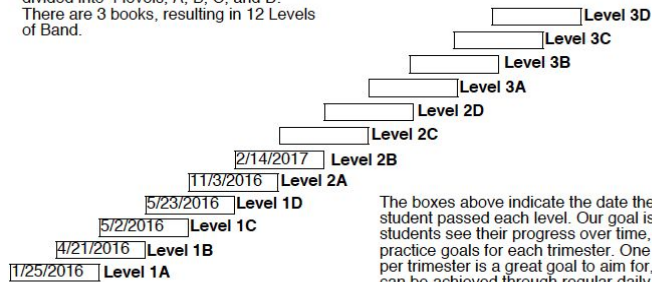


D64 Instrumental Music



Instrument: Trumpet Group: SBL B Teacher: Mr. Jacobi
 Year Entered Program 2015
 Current Level 2C

Each book in the band program is divided into 4 levels, A, B, C, and D. There are 3 books, resulting in 12 Levels of Band.



The boxes above indicate the date the student passed each level. Our goal is to help students see their progress over time, and set practice goals for each trimester. One level per trimester is a great goal to aim for, and can be achieved through regular daily practice, 20-30 minutes per day.

Year Entered Program 2016

Current Level
 Level Description Date Passed

Level 1A
 Pages: 2-13
 Hot Cross Buns
 Mary Had a Little Lamb
 D Major Scale
 Twinkle Twinkle Little Star
 11/4/2015

Level 1B
 Pages 14-23
 Mississippi Hot Dog
 Wish I Had a Motorcycle
 Run Pony, Run Pony
 1, 2, Wait, 4
 Theme
 3/2/2016

Level 1C
 Pages 23-29
 Ode to Joy
 Fretre Jacques
 French Folk Song
 Can-Can
 Allegro
 5/25/2016

Level 1D/2A
 Pages 29-31
 Baiana Boat Song
 Song for Maria
 2/4/2017

Percussion Technique



Seventeen Stroke Roll - one of the 40 PAS International Drum Solitaires (see Drums p. 47), also known as High Note Roll.

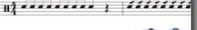
7. After page 30, #129

Basic Preparatory Exercise

Multiple Bounce Stroke



Open Double Stroke - 16ths for seventeen distinct notes



Advanced Preparatory Exercise

Multiple Bounce Stroke



Open Double Stroke



Mastering Excellence - Play this exercise 1 and the second time



$$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 1 = 17$$