

## ***2008-2009 Henry M. Gunn High School Visual and Performing Arts Department***

- *Sandra Lewis, Instrumental Music*
- *William Liberatore, Choral Music, AP Theory*
- *Todd Summers, Instrumental Music-Instructional Supervisor*
- *Jessie Hawkins, Theater*
- *James Shelby, Theater*
- *Erik Bowman, Visual Art*
- *Mark Gleason, Visual Art*
- *Deanna Messinger, Visual Art*
- *Jennifer Hogan, Photography*
- *Wayne Hoy, AP Art History*

### ***Gunn's Critical Academic Needs – ESLR's***

- #1 Demonstrates knowledge of key concepts, principles, processes, facts, and skills
- #2 Effective communication through listening, speaking, and writing.
- #6 Critical and creative thinking to solve problems
- #4 Ability to integrate knowledge among disciplines-Making Connections

### ***Visual and Performing Arts CA State Content Standards***

#### ***ARTISTIC PERCEPTION (AP)***

Processing, analyzing, and responding to sensory information through the language and skills unique to the Arts

#### ***CREATIVE EXPRESSION (CE)***

Creating, performing, and participating in the Arts

#### ***HISTORICAL AND CULTURAL CONTEXT (HCC)***

Understanding the historical contributions and cultural dimensions of the Arts

#### ***AESTHETIC VALUING (AV)***

Responding to, analyzing, and making judgments about works in the Arts

#### ***CONNECTIONS, RELATIONSHIPS, APPLICATIONS (CRA)***

Connecting and applying what is learned in the Arts to other art forms and subject areas and to careers

## *Visual and Performing Arts Department*

### Visual and Performing Arts Key Findings Based on Examination of Student Work 2008-2009

The Visual and Performing Arts department offers a four-year, sequential, standards based curriculum in music, theater, and visual arts. All courses are congruent with the state content standards and district ESLR's to ensure academic success of all students. The Visual and Performing Arts Department examined student work and assessments of work by discipline – Visual Art and Performing Art. Teachers looked at student work samples from a variety of lessons that was at standard, above standard, and below standard. After examining work we began looking for commonalities across the department. These are the over arching themes that emerged from examination of student work:

#### Areas of Strength

- Variety in course offerings, content, instructional strategies
- Pride in the quality of the department – students have great pride in department
- Longevity of student contact – students being connected to the school via our program – teachers have the ability to build strong four year long relationships with students
- Ability to build a very strong sense of community and belonging – students feel connected to the class/program, the school, and most importantly the teacher
- Variety of strong instructional strategies – especially monitoring and adjusting of student learning and instruction
- Multiple Intelligences – Habits of Mind – studio thinking strategies
- Process connected with product – the student's product is evidence of their ability to learn and value process

#### Areas of Growth

Assessment (ESLR #1,4,6) (Content Standard AV, AP, CE)

- Continue to improve assessment through use of multiple measures of student work/performance.
- Strive to use both individual assessment and group assessment (performing classes).
- Utilize a variety of ways for students to self reflect on their work.
- Use information from assessments to better inform instruction.

Technology (ESLR #1,4,6) (Content Standard AV, AP, CE)

- Increase meaningful integration of technology into instruction and assessment where appropriate
- Use technology as a tool in the classroom and to facilitate better teaching, decrease level of teacher stress, and present clear communication.