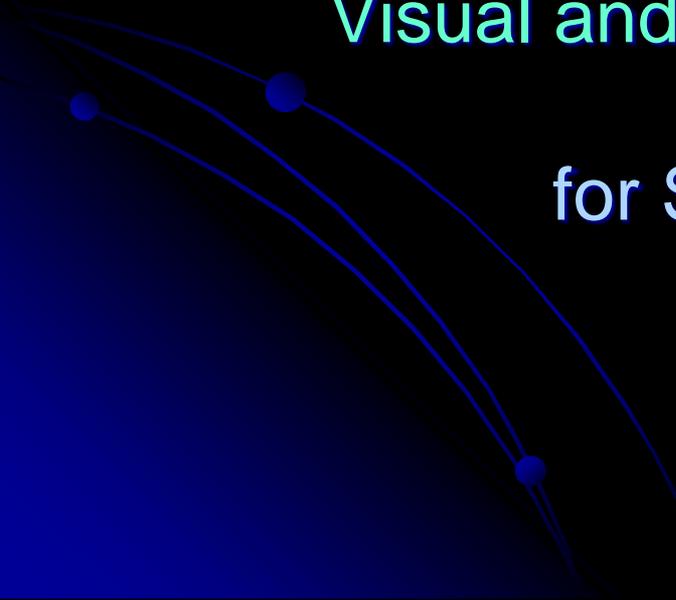


# South Carolina Department of Education Arts Initiatives

Compiled by  
R. Scot Hockman  
Visual and Performing Arts Consultant

for State Priority Schools  
April 27, 2015

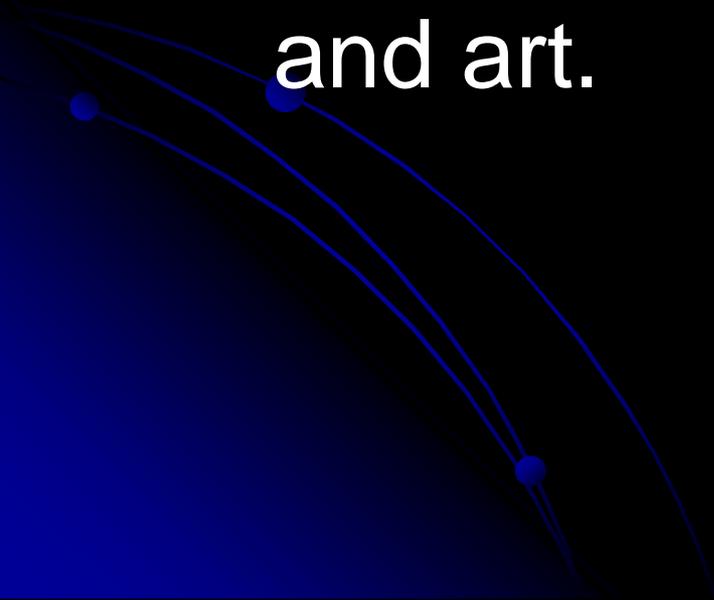


# Arts in Our Schools

## Section 43 of the Code of Regulations of South Carolina.

- 43-234. Defined Program, Grades 9-12.
  - B. Career Clusters
    - 10. Visual and performing arts:  
Schools must offer courses in the visual and performing arts.

# Basic Program/Curriculum for Grades 6-8

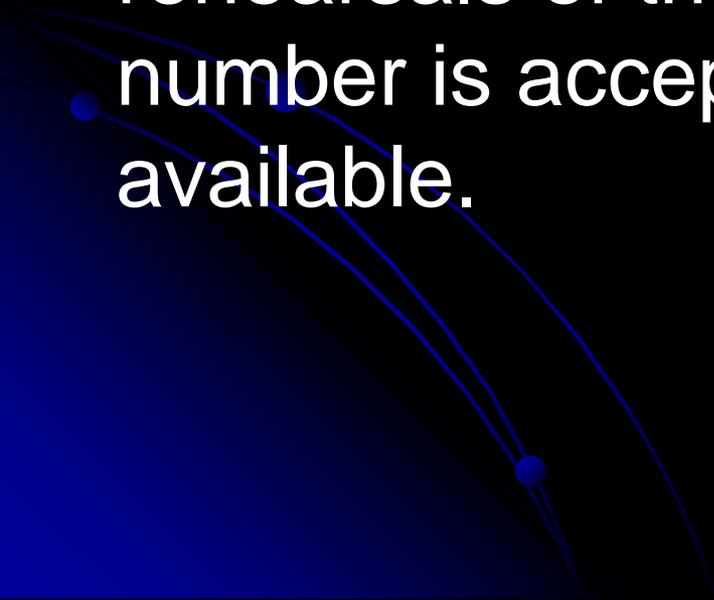
- The subjects shall include, but not be limited to:
    - [FN5] Visual/Performing Arts shall include, but not be limited to, music and art.
- 

# 43-231. Defined Program K-5.

- II. Basic Program/Curriculum, Grades 1-5
- [FN5] Visual and Performing Arts shall include, but not be limited to, music and art.
- Maximum class size shall not exceed the following:
- a. Grades K-3 30:1
- b. Grades 4-5 30:1 (English/language arts and mathematics)
- 35:1 (other subjects)
- 40:1 (physical education and music [FN\*])

# Music Classes

2. Music teachers may teach a maximum of 240 pupils daily. No class shall exceed 40 students in membership. Exception: When band, chorus, and orchestra require rehearsals of the entire membership, any number is acceptable if adequate space is available.



# Flexibility Bill

- **South Carolina General Assembly**
- 118th Session, 2009-2010
- R14, H3352
- **A JOINT RESOLUTION TO ALLOW LOCAL SCHOOL DISTRICTS AND SPECIAL SCHOOLS TO TRANSFER CERTAIN FUNDS AMONG APPROPRIATED REVENUES, EDUCATION IMPROVEMENT ACT FUNDS, EDUCATION LOTTERY ACT FUNDS, AND FUNDS RECEIVED FROM THE CHILDREN'S EDUCATION ENDOWMENT FUND IN ORDER TO ENSURE THE DELIVERY OF ACADEMIC AND ARTS INSTRUCTION DURING THE 2008-2009 AND 2009-2010 FISCAL YEARS,...**

# 2010 South Carolina Academic Standards

## for the Visual and Performing Arts

The standards are written in terms of the following criteria:

- comprehensiveness/balance,
- rigor,
- measurability,
- manageability, and organization/communication.
- In the field review respondents were given the opportunity to respond to each indicator.

# Academic Standards for Dance

- **Standard 1:** The student will identify and demonstrate movement elements and skills and apply them while performing dance.
- **Standard 2:** The student will implement choreographic principles, processes, and structures.
- **Standard 3:** The student will use dance as a medium to communicate meaning and/or artistic intent.
- **Standard 4:** The student will demonstrate and apply critical, creative, and analytic thinking in response to dance.
- **Standard 5:** The student will demonstrate an understanding of dance in various cultures and historical periods.
- **Standard 6:** The student will identify and apply healthful practices related to dance.
- **Standard 7:** The student will make connections between dance and other arts disciplines, other content areas, and the world.

# Academic Standards for Theatre

- **Standard 1:** The student will create **improvised** scenes and written scripts based on his or her own experiences and imagination as well as on literature, history and culture, and current events.
- **Standard 2:** The student will develop acting skills that allow him or her to portray a variety of characters in both **improvised** and scripted dramatic presentations.
- **Standard 3:** The student will design a variety of **technical elements** for the theatre.
- **Standard 4:** The student will demonstrate an understanding of the role and responsibilities of the **director**.
- **Standard 5:** The student will use appropriate practices to research and inform his or her understanding of all aspects of theatre.
- **Standard 6:** The student will make connections between theatre and other arts disciplines, other content areas, and the world.
- **Standard 7:** The student will analyze, evaluate, and derive meanings from **improvised** and scripted scenes, live theatre performances, and theatrical performances on film, television, and other electronic media.
- **Standard 8:** The student will understand context by analyzing the role of theatre, film, television, and other electronic media in his or her community and the state of South Carolina as well as in other cultures, both past and present.

# Academic Standards for Music

- **Standard 1: The student will sing and perform on instruments a variety of music, alone and with others.**
- **Standard 2: The student will improvise, compose, and arrange music within specified guidelines.**
- **Standard 3: The student will read and notate music.**
- **Standard 4: The student will listen to, describe, analyze, and evaluate music and music performances.**
- **Standard 5: The student will examine and perform music from a variety of stylistic and historical periods and cultures.**
- **Standard 6: The student will make connections between music and other arts disciplines, other content areas, and the world.**



# Academic Standards for Visual Arts

- **Standard 1:** The student will demonstrate competence in the use of ideas, materials, **techniques**, and processes in the creation of works of visual art.
- **Standard 2:** The student will use composition and the **elements and principles of design** to communicate ideas.
- **Standard 3:** The student will examine the content of works of visual art and use elements from them in creating his or her own works.
- **Standard 4:** The student will understand the visual arts in relation to history and world cultures and the technologies, tools, and materials used by artists.
- **Standard 5:** The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.
- **Standard 6:** The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

# Academic Standards for Media Arts

- **Standard 1:** The student will develop and expand his or her knowledge of the processes, techniques, and applications used in the creation of media artwork.
- **Standard 2:** The student will create media artwork that demonstrates an understanding and command of the principles of artistic design.
- **Standard 3:** The student will access, analyze, interpret, and create **media texts**.
- **Standard 4:** The student will make connections between the media arts and other arts disciplines, other content areas, and the world.
- **Standard 5:** The student will understand the context and history of the development of the media arts from the late nineteenth century to present and will recognize the role of media artwork in world cultures.
- **Standard 6:** The student will demonstrate a knowledge of **digital citizenship** and a sense of responsibility in the media arts.

# Bible Standards

## Visual and Performing Arts

**B3 The students will identify and analyze the influence of the Bible in the arts. (creative writing, dance, music, theatre, and visual arts)**

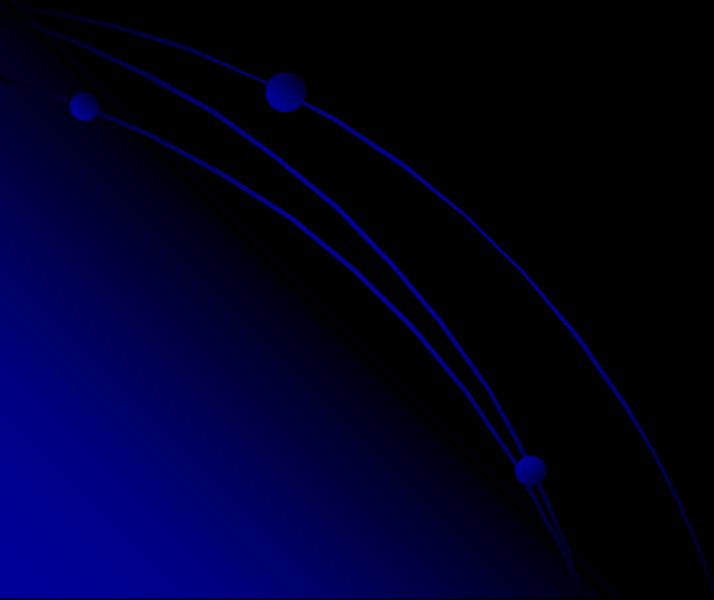
- B3.1 Analyze the artistic presentation of the Bible through creative writing, dance, music, theatre, and visual arts from a cultural and historical perspective.
- B3.2 Interpret symbols, subject matter, and ideas in creative writing, dance, music, theatre, and visual arts as derived from the Bible.
- B3.3 Respond to Biblical texts through a variety of methods using creative writing, dance, music, theatre, and visual arts.
- B3.4 Identify the function of religious architecture. (such as synagogues, temples, tabernacles, cathedrals, churches, and other places of worship)

# Arts Curricular Innovation Grants

- Distinguished Arts Program Grant (DAP)
- Strategic Arts Planning Grant
- Innovative Arts Works Grant
  - Goals are to
    - increase student achievement in the arts and
    - implement 2010 Academic Standards for Visual and Performing Arts

# ACIG

## Distinguished Arts Program (DAP)

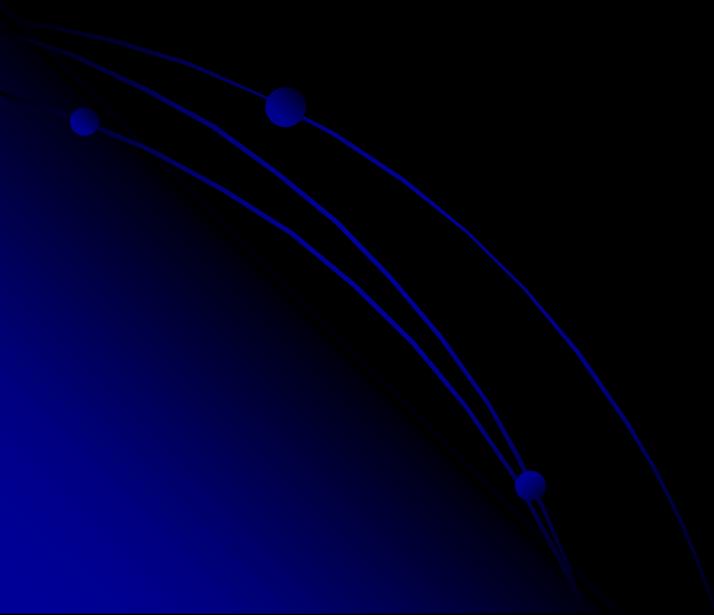
- District Grant is for \$40,000
  - School Grant is for \$18,000
- 

# DAP

- Form a Steering Committee
- Conduct a needs assessment using Opportunity to Learn Standards Survey
- Write a three-year strategic plan
- Administer South Carolina Arts Assessment Program which is optional
- Budget 30% toward SCDE approved professional development summer arts institutes
- May budget up to 10% toward professional arts organization conferences
- May budget up to 10% toward arts integration activities

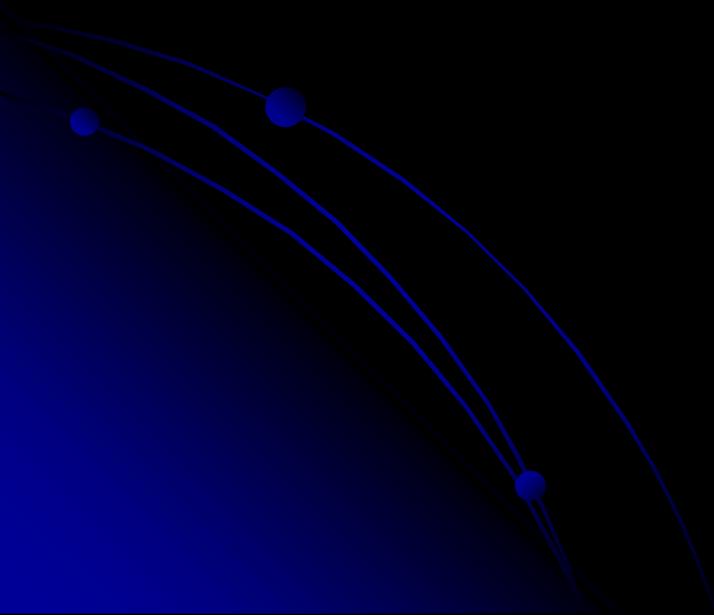
# ACIG Strategic Arts Planning

- District and School grant is for \$3,000
- No additional financial requirements in terms of budget



# ACIG Innovative Arts Works

- District grant is for \$6,000
- School grants is for \$4,000
- No additional financial requirements in terms of budget



# Innovative Arts Works and Strategic Arts Planning Grants

- Conduct a needs assessment using OTLS Survey, determine goals and objectives, strategies and activities, timeline of activities, an evaluation and dissemination plan, determine the budget



# SC Arts Commission

## Teacher Standards Implementation

- The purpose of Teacher Standards Implementation (TSI) grants is to help arts teachers acquire the supplies, materials, and expertise necessary for meeting the 2010 Academic Standards for the Visual and Performing Arts.

# TSI Eligibility

- Applicants must be **public, private, charter, or parochial schools** in South Carolina. The teacher should be listed as the contact person.
- **More than one teacher from a school may apply.**
- Teachers at **ABC sites are not eligible.**

# TSI Restrictions

- Each teacher/applicant may only receive one award each year.
- A teacher may not apply for the same resource twice.
- Contracted artists must be on the Arts Commission's Roster of Approved Artists.

# TSI Deadlines

- February 15 for projects beginning after April 1 and ending before May 15
- May 15 for projects beginning after July 1 and ending before May 15 (of the following year)
- August 15 for projects beginning after October 1 and ending before May 15
- November 15 for projects beginning after January 1 and ending before May 15
- Note: If a deadline falls on a weekend or state holiday, submissions will be accepted through the following business day.

# Education and Community Partnership Grant

## Purpose

- Education and Community Partnership Grants (ECPG) fund the efforts of local education agencies/districts, artists and arts-focused organizations to, **through the arts, meet the educational, developmental, or social needs of students in their communities.** They may be used to fund **in-school, after-school, or summer programs.** Partners must employ the arts as their primary work.

# ECPG Eligibility

- Applicants may be public, private, charter, or parochial schools, consortia of schools with one primary applicant site, a school district, or a nonprofit arts organization.
- Partners may include artists, arts organizations, colleges and universities and local arts agencies.
- Nonprofit arts organizations may apply if they are coordinating a project for a public, private, charter, or parochial school, consortium of schools or a school district. The school, consortium or school district must be listed as the arts organization's partner on the application.
- ABC sites are not eligible.

# ECPG Deadline and Funding

- **Deadline-January 15, 2015**
- For funding beginning **July 1, 2015, ending May 15, 2016**
- Funding
- The funding for individual IPG grants will be **no more than \$4000.**

For consortium applications, each participating consortium member is eligible for up to \$4,000, with a maximum request of \$20,000 per consortium.

The **cash match for an IPG grant is 1:1 (grantee: SCAC)** meaning that for each dollar granted, the grantee must match with one dollar of their own funds.

# Donors Choose

- My students need 5 art history dvds to enhance their understanding of Faith Ringgold, Elizabeth Catlett, Jacob Lawrence, the Day of the Dead, and the Italian Renaissance.
- High Poverty, Kansas City, KS
- Visual Arts, Social Sciences
- <http://www.donorschoose.org/>

# Eligibility

- Full-time, "front-line" educators at public schools (i.e. classroom teachers, librarians, guidance counselors) are eligible to participate by submitting projects on [DonorsChoose.org](https://DonorsChoose.org).

Administrators, part-time educators, assistants or student teachers, staff developers, and volunteers **are not eligible** to request materials at [DonorsChoose.org](https://DonorsChoose.org).

The SC District Arts Coordinators and  
Principals Peer-to Peer  
Arts School Network Institute

February 26-27, 2015

July 9, 2015

Columbia Museum of Art



# The Archibald Rutledge Scholarship

- Named for South Carolina's first poet laureate,
- Offers twelfth-grade students (enrolled in a public school in South Carolina) the opportunity to compete for a scholarship of about \$2,100 in
  - creative writing,
  - dance,
  - music,
  - theatre, or
  - visual arts

Tentative Deadline Friday, February 5, 2016

# Rutledge Requirements

- Original work-50% of score
- Process Folio-50% of score  
documentation of the planning and development of the artwork
- Reflection Statement-addresses the intent of the work and comparing the final product with the original concept
- Application Checklist

# ARTiculation Live

Archived at StreamlineSC

- Talent Development in Theatre-March 2012
- Talent Development in Music April 2012
- Talent Development in Visual Arts-Sept 2012
- Talent Development in Dance-October 2012
- Cultural Diversity on the Arts-November 2012
- Common Core Standards Alignment with the Arts-February 2013
- SC Governor's School for the Arts-March 2013
- Arts Literacy-April 2013

# Kaltura Cloud

## **School videos highlighting:**

- Spring Valley High School
- Windsor Hill Arts Infused Elementary School

## **Careers in the Arts**

- Columbia Museum of Art
- Columbia City Ballet
- Interview with sculptor Steven Naifeh

# Curriculum Support Document

- Written in collaboration with the ABC Project and SCAAE
- Includes **Dance**, **General Music**, **Choral**, **Instrumental Band**, and **Instrumental Strings**, **Theatre**, and **Visual Arts**
- Includes for each standard indicator
  - **Essential questions**
  - **Concepts and Critical Knowledge**
  - **Skills and Techniques**
  - **Sample Activities**
  - **Assessments**
  - **Resources**

# Teaching Standards Based Creativity in the Arts

- Written in collaboration with the SC Alliance for Arts Education
- Includes strategies, activities, and resources for fostering creativity in your students.
- Written for each standards' indicator.

Read all about at [www.ed.sc.gov](http://www.ed.sc.gov)

# Identification of Artistically Gifted and Talented Students: Referral, Screening, and Assessment

- Procedures for referral and recommendation of artistically gifted and talented students in grades 1-12
- Guidelines for Review Team
- Guidelines for Evaluation and Placement Teams
- Interview Questions
- Audition Performance Tasks and Rubrics for dance, music, theatre, and visual arts
- Twelve percent of the High Achieving Students budget is designated for artistically gifted students

Read all about at [www.ed.sc.gov](http://www.ed.sc.gov)

# Essential Elements of a Quality Visual and Performing Arts Program

EEQVPAP serves as a recommended model for a quality, standards-based arts education program.

## **Endorsed by**

South Carolina Department of Education

Arts in Basic Curriculum Project

South Carolina Arts Alliance

South Carolina Alliance for Arts Education

South Carolina Art Education Association

South Carolina Dance Education Organization

South Carolina Music Educators Association

South Carolina Theatre Association

# Essential Elements con't

- Developed by the South Carolina District Arts Coordinators (SCDAC), a committee on of SCAAE, with support from and in collaboration with the South Carolina Department of Education
- The South Carolina Department of Education recognizes the importance of the visual and performing arts in the development of all students. *The Essential Elements of a Quality Visual and Performing Arts Program* serves as a recommended model for a quality, standards-based arts education program. The accompanying checklist is a diagnostic tool for evaluating and improving school and district programs.

# Essential Elements

- Arts Coordinators Job Responsibilities
- Divided into grades spans Pre-K-K, 1-5, 6-8, and 9-12
- Minimum requirements for grades 6 through 8 will include dance, vocal and instrumental music, theatre, and visual arts
- Minimum scheduled time including uninterrupted planning time

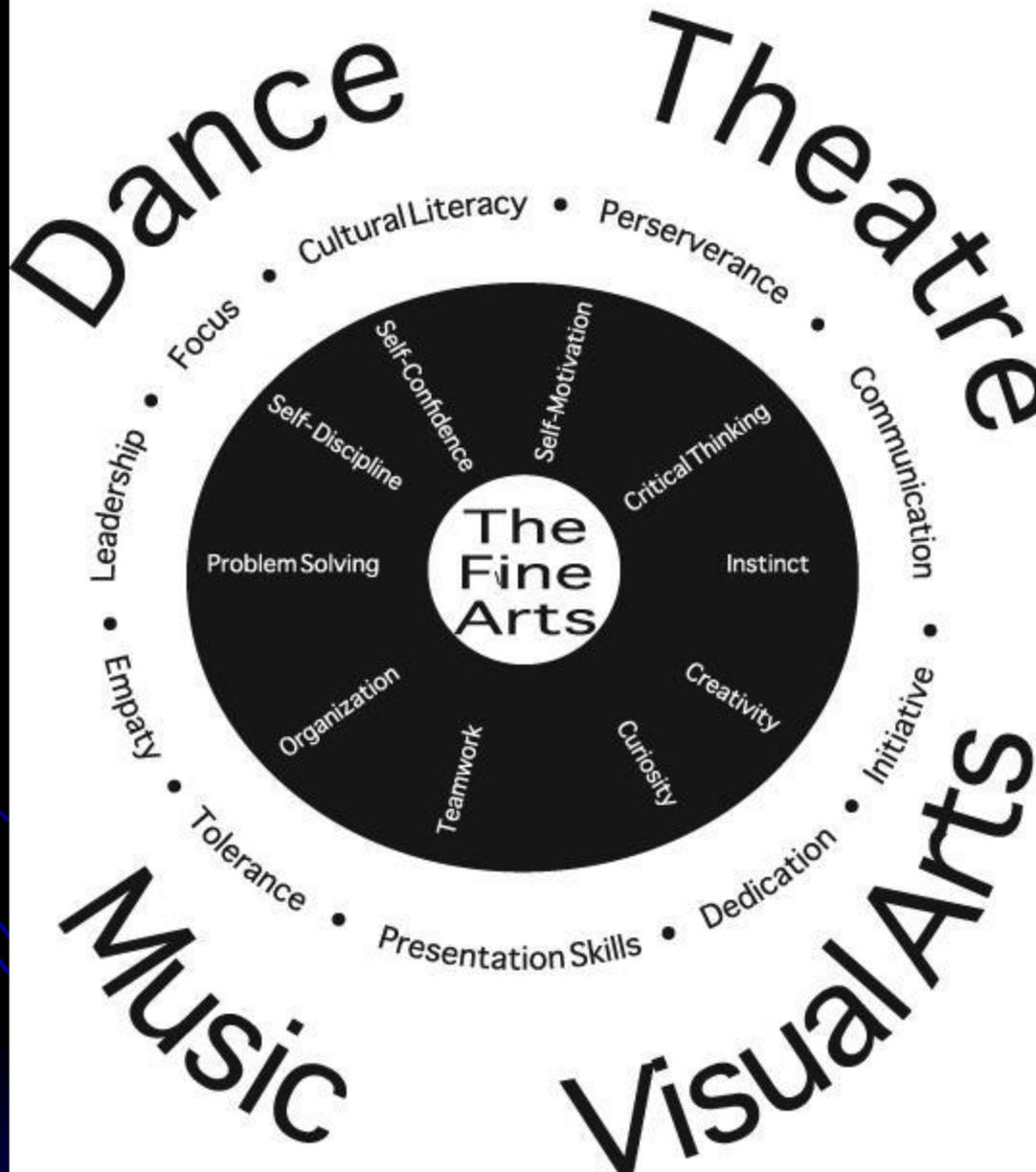
# Essential Elements con't

- Enrollment in music performance classes may accommodate a maximum of 250 students daily, based on a 5-day week.
- Schedule and planning same as other core teachers
- Special needs considerations
- Per student allocation
- Learning environment by OTL Standards

# Fine Arts Careers

- Written in collaboration with the SC Alliance for Arts Education
- Economic Impact
  - 78,000 jobs
  - \$9.2 billion in economic output
- Includes dance, media arts, music, theatre, and visual arts careers in performance, business, technology, and education sectors
- Includes description, education, skills, salary, prospects, and related career for each job

# SKILLS GAINED THROUGH STUDY IN THE FINE ARTS



\*

\*



# Visual Arts

## Performance/Studio:

- Exhibiting Artist
- Performance Artist
- Visiting Artists, Artist in Residence, Artist in the Schools
- Art Critic/Writer
- Foundry Worker/Welder
- Professional Craftsman-ceramics, glass, printmaking, furniture making, metals

## Education:

- Art Education- K-12, post secondary, workshops, continuing education
- Art Therapy
- Art Historian
- Art Criticism
- Museum Exhibit Designer
- Museum Curator

## Technology:

- Web Design
- Film and Video-Directing, Cinematographer, Editing (film, music, sound, and FX), Art directing, Visual Effects
- Scientific Visualization
- Technical Director
- Architecture
- Landscape Architecture
- Industrial Design
- Scientific Illustration
- Soft-ware Design
- Bio-Medical Photography
- Interior Design
- Packaging Design

## Business:

- Art Director
- Communications Director
- Appraiser
- Project Manager
- Gallery Director
- Marketing Analyst
- Artist Representative/Agent
- Copyright and Business Lawyer
- Film Production Manager
- Business Owner-web-based, photographic studio, gallery, publishing
- Accounting/Grant Writing



**POST-SECONDARY EDUCATION NEEDED:** Bachelor's Degree in the studio arts, art history, chemistry or art conservation, Master's Degree in art conservation

### Art Historian/ Art Critic/ Curator

**DESCRIPTION:** The study of art history can lead to various career paths, teaching in both secondary and post secondary schools, art critic, writer, and museum or gallery curator. Art Historians usually specialize in a particular time or type of art work. Curators administer museums and galleries selecting works to be exhibited and/or purchased. They develop research projects and educational programs.

**SKILLS:** Written and verbal communication skills. Interest in history and world cultures.

**SALARY:** \$34,410 to \$61,740 (curator) \$34,850 to 67,820 (writer/critic)

**PROSPECTS:** Growth in the field, keen competition

**RELATED CAREERS:** Museum and gallery managers, art appraisers, museum technicians, archivists, graphic designers, historians, librarians, educators

**POST-SECONDARY EDUCATION NEEDED:** Bachelor's Degree, Master's Degree in Art History, Doctorate in Art History (museum curators and post-secondary educators)

### Arts Management

**DESCRIPTION:** There are a variety of careers for those who have strong business skills and an interest in art. Artists, architects, designers, profit and non-profit galleries, film and theatre companies, and collectors all can use the services of arts management professionals. Arts management careers include accounting, inventory control, logistics, representation, and public relations.

**SKILLS:** Written and verbal communication skills. Interest in art. Strong foundation in business skills and organization.

**SALARY:** \$33,831 to \$40,161 median starting salaries

**PROSPECTS:** Growth in the field, keen competition

**RELATED CAREERS:** Gallery owners, artists agents, copyright lawyers, accountants, marketing and public relations specialists.

**POST-SECONDARY EDUCATION NEEDED:** Bachelor's Degree and Master's Degree in business and art



# Arts School Directory

- Written in collaboration with SCAAE and ABC Project
- Provides self-reported information on arts-focused schools including arts centered, arts integrated, arts infused and art magnets
- Includes contact information, demographics, curriculum, faculty, funding, facilities and supplies

# College and University Degree Programs

Written in collaboration with the SC Art Education Association and USC Art Department. Includes information regarding

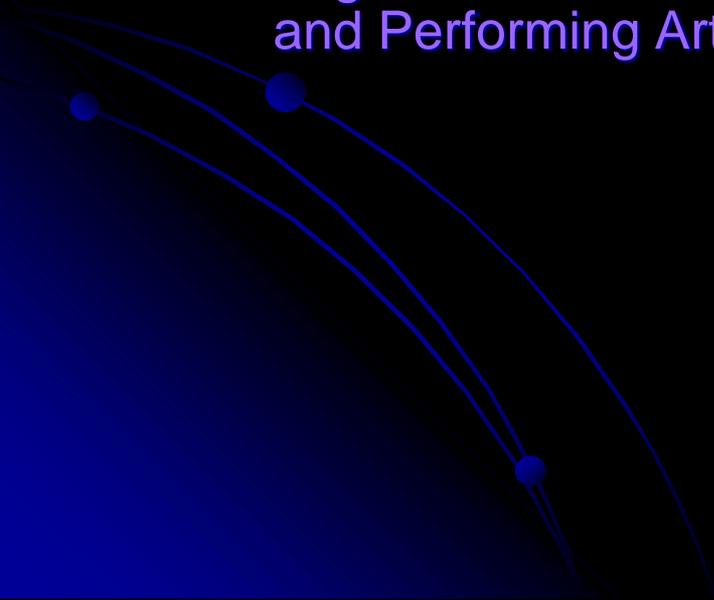
- **Institution Name**
- **Admissions Office**
- **Department or School**
- **Department Contact Information**
- **Arts degrees**
- **Majors**
- **Areas of Concentration**
- **Faculty/Student Information**
- **Undergraduate/Graduate Information**
- **Tuition Cost Per Year**
- **Scholarships/Assistantships**
- **Enrollment at the University or College**
- **University Website**

# Media Arts Curriculum Guide

- Includes alignment with dance, music, theatre, and visual arts, and discreet guides for film, graphic arts, and television/video
- The SCDE and SC Alliance for Arts Education are collaborating on the writing of a media arts curriculum support document using the newly written SC Academic Standards Media Arts.
- This project is funded through a grant from the Kennedy Center Alliance for Arts Education Network and the SCDE.

# E-mail for these

## 2010 Revised Visual and Performing Arts Curriculum Support Document

- Written in collaboration with SC Alliance for Arts Education and ABC Project
  - Aligned with the 2010 SC Academic Standards for the Visual and Performing Arts
- 

# SCDE STEAM Implementation Continuum

- The purpose of the *South Carolina STEAM Implementation Continuum* is to provide statewide guidance and consistency with regard to STEAM implementation. To accomplish that purpose, the document sets forth a common language for STEAM implementation and establishes key elements in a continuum format that describe early or “Emerging” to model or “Practicing” STEAM schools or programs.
- For a school/district that is interested in STEAM implementation, the continuum should serve as a self-reflection readiness tool. For a school/district that currently has a STEAM program, the continuum may be used as a tool or rubric to guide self-reflection related to the status of STEAM implementation and to plan STEAM-related action steps for the future.

# STEAM Stages

- Emerging
  - Developing
  - Accomplishing
  - Practicing
- 

# STEAM Components

- **Component 1 – Program Development**
- **Component 2 - Science, Technology, Engineering, Arts and Mathematics Connections**
- **Component 3 – Teacher Planning and Professional Growth**
- **Component 4 – STEAM Culture and Outreach**
- **Component 5 – Connections with Postsecondary Education**
- **Component 6 – Recognizing STEAM Accomplishments and Innovations**
- **Component 7 – Program Evaluation and Sustainability**
-

# Continuum Continued

- The continuum continues with Criteria and Key Elements
  - **Criteria 1 – Fundamentals to Develop a Viable STEAM Program**

## 1.1.1 The STEAM TEAM

**Emerging**

**Developing**

**Accomplishing**

**Practicing**

STEAM program leadership team<sup>9</sup> members are being identified.

STEAM leadership team<sup>9</sup> members have been identified and approached for membership.

A STEAM leadership team<sup>9</sup> is functional with all STEAM content areas represented.

A STEAM leadership team<sup>9</sup> is fully functional with all STEAM content areas represented.

Read all about it at  
[www.ed.sc.gov](http://www.ed.sc.gov)

Thanks for all that you do to inspire your students. My best to you as you continue your arts journey! May it last a lifetime.

It has for me!

Feel free to contact me at  
[trylonman@gmail.com](mailto:trylonman@gmail.com)