

1. Abstract

██████████ in ██████████ requests \$10,000 in funding for their ██████████ program. ██████████ will serve approximately 400 6th, 7th, and 8th grade students, directly affect the one visual arts teacher, and benefit all 29 teachers in ██████████ educational community through its implementation. ██████████ serves ██████████ student population. Many of our students are from ██████████. This program will give ALL students at ██████████ access to ██████████, high-quality visual arts education and G&T visual arts program that will raise student achievement through curriculum, instruction, and implementation of the 2017 SCCCRVPA while teaching World Class Skills & Knowledge and Life & Career Characteristics and providing a stimulating, interdisciplinary learning environment for students. ██████████ funding will provide opportunities for students to work with visiting artists, visit the ██████████, access quality materials, tools and equipment, work with and utilize a wider variety of arts media (i.e. prints, soap carving), and provide visual arts resources to expand and advance the curriculum and allow for more culturally diverse and relevant lessons. Student achievement in ██████████ will be evaluated based on: pre/post-test scores, student portfolios, project rubrics, sketchbooks, and writing samples. The program will advance our visual arts department and will be a key component in creating students with the Profile of a SC Graduate by teaching problem solving, creativity, collaboration, and global perspectives. ██████████ will achieve these outcomes through recognition of students who excel in visual arts, providing quality materials and equipment for art making, celebrating and displaying student talents within the community, interdisciplinary learning, and exposing students to relevant, culturally diverse content and arts opportunities.

2. Standards Implementations/Goals and Objectives

The [REDACTED] program's goal is to give ALL students at [REDACTED] access to a high-quality visual arts education and G&T visual arts programs which will significantly raise student achievement through curriculum, instruction, and implementation of the 2017 SCCCRSVPA while teaching World Class Skills & Knowledge and Life & Career Characteristics and providing a stimulating, interdisciplinary learning environment to develop students' creative voice and style. Student achievement and growth will be measured through the evaluation of pre-test and post-test scores, project rubrics, student portfolios, sketchbooks, and writing samples. Their artistic growth and achievement will be clearly measured through the comparison of student performance ability at the beginning, middle, and end of the course. To meet this goal the following objectives will be carried out beginning in the 2024-25 school year:

Objective 1: Provide quality and varied visual arts materials, media, and equipment to expand student exposure and replace old, broken, or depleted supplies. (VA.CR.IH.2.1: *I can use a variety of materials, techniques, or processes in response to an artistic problem.*) This objective will give students opportunities to be creative and innovative in their use of materials and equipment while learning and creating as well as help them to develop critical thinking and problem-solving skills as they work through the creative process. These skill sets are in alignment with the Profile of an SC Graduate because they demonstrate World Class Skills & Knowledge.

Objective 2: Contract a minimum of one artist-in-residence and one field trip opportunity to enhance instruction and curriculum in visual arts. (VA.R.IH.5.1: *I can analyze and describe the symbols, styles, or techniques in an artwork to suggest possible messages from a culture or group.* and VA.R.IH.5.2: *I can interpret the artist's intent in the organization of an artwork*

using the elements and principles of art.) This objective will allow students to gain a global perspective by providing experiences with art and cultures beyond the scope of European/American culture and allow them arts experiences they may not have been afforded otherwise.

Objective 3: Procure resources, technology and equipment that aid in the implementation of [REDACTED] interdisciplinary, relevant lessons in a variety of media. (VA.CR.AL.2.2: *I can apply traditional and contemporary artistic processes to my artwork.* and VA.C.IH.6.1: *I can make changes to my artwork using characteristics from a culture or time period.*) This objective will allow students to gain a global perspective by providing experiences with art and cultures beyond the scope of European/American culture and give them World Class Knowledge skills through an interdisciplinary approach to arts education.

Objective 4: Celebrate and recognize students' artistic achievements through a minimum of two annual art shows within the community. (VA.P.IH.4.1: *I can choose and describe pieces of artwork that best illustrate my skills in specific media or techniques.*) This objective will allow students will develop interpersonal skills when they display their work and write and talk about their craft with the community. This will also promote the visual arts program by providing community exposure.

ALL students at [REDACTED] will benefit from the [REDACTED] program. Students not enrolled in visual arts classes will still encounter visual arts experiences through displays and art shows with educational signage. They will also have opportunities to interact with the visiting artist(s) through schoolwide presentations. Students enrolled in visual arts classes will experience well-planned, interdisciplinary, culturally varied, and relevant visual arts instruction in efforts to increase their cultural awareness, visual literacy, and artistic abilities. On average, students will be expected to meet the Intermediate Mid benchmark bands for all 2017 SCCCRSVPA in the

visual arts upon completion of their course. Students will be assessed on their ability to meet each standard with proficiency through pre-test and post-test scores, project rubrics, student portfolios, sketchbooks, and writing samples.

3. Strategies and Action Steps/Activities

The [REDACTED] program's goal is to give ALL students at [REDACTED] access to a high-quality visual arts education and G&T visual arts programs that will significantly raise student achievement through curriculum, instruction and implementation of the 2017 SCCCRSVPA while teaching World Class Skills & Knowledge and Life & Career Characteristics and providing a stimulating, interdisciplinary learning environment to develop their creative voice and style. This goal will be achieved through the strategies and steps listed below.

Objective 1: Provide quality and varied visual arts materials, media, and equipment to expand student exposure and replace old, broken, or depleted supplies. **(VA.CR.IH.2.1)**

August 2024-Spring 2025: Supplies will be ordered and received by the grant manager. Orders and inventory will be overseen and recorded by the grant manager. Substitute costs will be covered by grant funds for two days for grant writing, reporting, and record keeping. **August**

2024-May 2025: Materials, media, and equipment will be incorporated into lessons which implement the 2017 SCCCRSVPA. These items will be used in student projects with a focus on providing art making opportunities with a wider variety of media (i.e. painting on canvas, KEVA planks, clay, soap sculpture, cyanotype prints), replacing broken and depleted supplies (i.e. dish racks, toaster oven, printmaking supplies, and drawing models), and purchasing quality supplies (i.e. alcohol markers, work tables, canvas panels, and carving tools) for student use. Student progress and achievement will be monitored and measured through pre/post-tests, project rubrics, portfolios, sketchbooks and writing samples. Student growth will be clearly measured

through the comparison of student performance ability at the beginning and end of the course. Sketchbooks will be purchased to provide for students who may be unable to purchase their own so the teacher and students have documentation of art criticisms, artistic reflections, project brainstorm and plans, and course notes and vocabulary. **Fall 2024-Until:** Continue to update, expand, and replenish visual arts materials, media and equipment and use these supplies to implement innovative, culturally diverse lessons.

Objective 2: Contract a minimum of one artist-in-residence and one field trip opportunity to enhance instruction and curriculum in visual arts. (VA.R.IH.5.1 and VA.R.IH.5.2)

August/September 2024: Create contract with Professional [REDACTED].

October/November 2024: Visual arts teacher will work with artist-in-residence to create lesson plans in alignment with the 2017 SCCCRSVPA to introduce her content and area of expertise to students, allow students to create work with the artist, and provide a closing activity for students to reflect on their experience and be assessed on their learning. **Winter 2024-Spring 2025:**

Artist-in-residence will visit [REDACTED] to speak about her craft and guide students through the process of creating their own artwork. Substitute costs for the residency dates will be covered by grant funds. An artist-in-residency with licensed [REDACTED] will provide hands on opportunities along with non-traditional, culturally relevant lessons about the history of henna as an art form. Student achievement will be assessed via student sketchbooks, writing samples, and project rubric. **Winter 2024:** Arrangements will be made with the

[REDACTED] for a full day of activities for [REDACTED] students. **Winter 2024/Spring 2025:** Students will take a field trip to the [REDACTED]. Substitute costs will be covered by grant funds for this day. A field trip to the [REDACTED] will provide students the opportunity to see famous works of art in person, describe, analyze,

interpret and discuss famous works of art, and create an art project with museum staff. Students will also select one work of art from the museum collection of their choosing to describe, analyze, and interpret in alignment with VA.R.IH.5.1 and VA.R.IH.5.2. They will then present the artwork and their findings to the class and be assessed via project rubric. **Fall 2024-Until:** Provide field trip and artists-in-residence opportunities to students each consecutive school year for visual arts.

Objective 3: Procure resources, technology and equipment that aid in the implementation of [REDACTED] disciplinary, relevant lessons. (VA.CR.AL.2.2 and VA.C.IH.6.1)

August 2024-Spring 2025: Resources, technology and equipment will be ordered by the grant manager. Orders and inventory will be overseen and recorded by the grant manager.

August 2024-Spring 2025: The visual arts teacher will create curricula and lessons utilizing these resources and equipment that implement the 2017 SCCCRSVPA while also being interdisciplinary and exposing students to various cultures as well as digital arts lessons (i.e., [REDACTED] textbooks/curriculum resources). The [REDACTED] art books and resources allow for professional development, growth, and reflection for the art teacher as well as the development of new lessons. Student progress and achievement will be monitored and measured through pre and post-tests, rubrics, portfolios, sketchbooks and writing samples. Their artistic growth will be clearly measured through the comparison of student performance ability at the beginning and end of the course.

Objective 4: Celebrate and recognize student achievement through a minimum of two annual art shows within the community. (VA.P.IH.4.1)

August 2024: Grant funds will be used to purchase pre-cut display mats for artwork and awards ribbons to be centrally located at arts festivals and to create professional displays. Display mats

will provide a professional display option for student artwork and are able to be used for multiple events. Award ribbons will help to establish a sense of pride in students for their artistic efforts.

August 2024-June 2025: Visual arts students will select at least one artwork which demonstrates their personal best to be displayed at [REDACTED] biannual Arts Festivals and/or parent night events. Additionally, students will have opportunities to participate in community and district shows/contests for recognition and/or fundraising purposes. Students will receive awards for their achievements at the arts festivals and community and district personnel will be invited to all events.

4. Program Evaluation and Dissemination Plan

The [REDACTED] program's goal is to give ALL students at [REDACTED] access to a high-quality visual arts education and G&T visual arts programs that will significantly raise student achievement through curriculum, instruction and implementation of the 2017 SCCCRSVPA while teaching World Class Skills & Knowledge and Life & Career Characteristics and providing a stimulating, interdisciplinary learning environment to develop their creative voice and style. This goal will be evaluated and disseminated using the methods and measures listed below.

Objective 1: Provide quality and varied visual arts materials, media, and equipment to expand student exposure and replace old, broken, or depleted supplies. (VA.CR.IH.2.1)

Copies of invoices, orders, and pack slips will be kept on file by the grant manager and bookkeeper. The grant budget data will be regularly updated and recorded by both the grant manager and the bookkeeper and a monthly comparison of records will ensure there is no oversight. Lesson plans will be submitted weekly to the principal by the visual arts teacher which indicate the use of materials ordered through grant funds, the 2017 SCCCRSVPA being assessed

in each lesson, and the methods for assessment. Student achievement and growth in the visual arts will be measured through the evaluation of pre-test and post-test scores, project rubrics, student portfolios and sketchbooks, and writing samples. Data will be recorded by the visual arts teacher into [REDACTED] and [REDACTED]. The visual art teacher will also photograph, scan and/or video student work throughout the course for visual documentation of achievement and growth.

Objective 2: Contract a minimum of one artist-in-residence and one field trip opportunity to enhance instruction and curriculum in visual arts. (VA.R.IH.5.1 and VA.R.IH.5.2)

Copies of email communication, artist contracts, field trip forms, and invoices, etc. will be kept on file by the grant manager. Lesson plans will be submitted by the visual arts teacher to the principal which indicate students working with an artist-in-residence and a research project on a museum piece, the 2017 SCCCRSVPA being assessed in each lesson, and the methods for assessment. Student achievement will be measured via project rubrics, student sketchbooks, and writing samples. Data will be recorded by the visual arts teacher into [REDACTED] and [REDACTED].

The visual art teacher will also photograph, scan and/or video student work throughout the course for visual documentation of achievement.

Objective 3: Procure resources, technology and equipment that aid in the implementation of culturally diverse, disciplinary, relevant lessons. (VA.CR.AL.2.2. and VA.C.IH.6.1)

Copies of invoices, orders, and pack slips will be kept on file by the grant manager and bookkeeper. The grant budget data will be regularly updated and recorded by both the grant manager and the bookkeeper and a monthly comparison of records will ensure there is no oversight. Lesson plans will be submitted weekly to the principal by the visual arts teacher which indicate the use of resources and equipment ordered through grant funds, the 2017 SCCCRSVPA being assessed in each lesson, and the methods for assessment. Student achievement and growth

in the visual arts will be measured through the evaluation of pre-test and post-test scores, project rubrics, student portfolios and sketchbooks, and writing samples. Data will be recorded by the visual arts teacher into [REDACTED] and [REDACTED]. The visual art teacher will also photograph, scan and/or video student work throughout the course for visual documentation of achievement and growth.

Objective 4: Celebrate and recognize student achievement through a minimum of two annual art shows within the community. (VA.P.IH.4.1) Parent, teacher, community, and student feedback will be gathered by the visual arts teacher at the biannual art shows with a short survey to assess public opinion and obtain feedback for improvement. Student artist statements will be assessed via rubric to evaluate proficiency in the 2017 SCCCRSVPA VA.P.IH.4.1. The grant manager will meet quarterly with the principal to ensure that all objectives (including ordering materials and resources and planning events) are being met and review student achievement data. Any necessary modifications or improvement strategies will be discussed at meetings and adjustments to the project will be made if needed. Any modifications needed will be implemented expediently by the visual arts teacher. Grant results, accomplishments, and goals will be shared with the community at the biannual fine arts festivals, periodically via social media, and via our school web page. The visual arts teacher will continue to research and implement best practices, new content, and culturally diverse and relevant material throughout the school year to ensure student achievement, engagement and growth. Project results will be collected in a report filed at the end of the 2024-25 academic school year and each consecutive year afterward. The grant manager will keep documentation of lessons, resources, and materials used for the [REDACTED] program so resources may be shared with other arts teachers in the school and district.