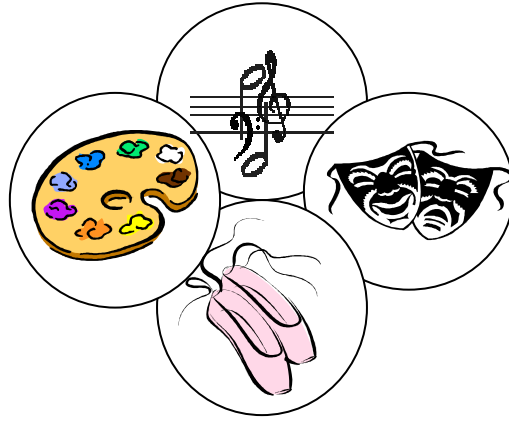


# State of the Arts Report 2006



## Division of Learning Department of Fine Arts Polk County Schools

[www.pcsarts.com](http://www.pcsarts.com)

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# State of the Arts Report

Senior Director, Frank R. Howes

Please read on.....

That would be the simple message I would like to convey to the reader of our State of the Arts report. It has been my practice over the years to provide for our school leaders an update of arts education in our schools during an election cycle. I am pleased to present this information so that it may stimulate conversation and discussion about the growth and future of the arts in our schools.

I would like to express particular thanks to Patricia Lamb, Senior Coordinator of Fine Arts, Beth Cummings, K-12 Music Resource Specialist and Amelia James, Senior Programmer/Analyst for their assistance in preparing this report.

Our ultimate goal is to ensure that all of our students have equitable access to a quality fine arts education. The arts are not just for the gifted, but should be available to every student in our school system. That is the primary purpose in providing this information for your review.

Thank you for taking the time to read on...

Frank R. Howes  
Senior Director of Fine Arts  
Polk County Schools

# State of the Arts Report

Senior Director, Frank R. Howes

“Every student in the nation should have an education in the arts.” This is the opening statement of *The Value and Quality of Arts Education: A Statement of Principles*. This Document has support from the nation’s ten most important educational organizations, including the American Association of School Administrators, the National Education Association, the National Parent Teacher Association and the National School Boards Association.

The reality of limited time for arts instruction, as well as the need to meet Annual Yearly Progress, has made it more of a challenge to include the arts in every student’s education.

It does not have to be that way! Our collective efforts should convey that the arts programs in our schools help our students in real and substantial ways. The benefits conveyed by arts education can be witnessed in our society, schools, student achievement and life.

The arts:

- help build a school climate of high expectations, discipline and academic rigor.
- help students practice problem solving, decision making and critical thinking skills- all necessary skills for success in later life.
- can help provide troubled youths with alternatives to destructive behavior.
- level the “learning field” across socio-economic boundaries.
- provide additional opportunities for parental, community and business involvement with the schools.

-Americans for the Arts

When presented with the many benefits of arts education, there would be no question as to universally supporting a full, balanced, sequential course of arts instruction taught by highly qualified teachers.

## **Strategic Plan Goal 2:**

Opportunity to Learn: We will ensure that students realize their highest potential.

3. Provide opportunity and support for all students to reach their full academic potential.

3. a. Develop a rigorous and relevant curriculum that will challenge students at all academic levels.

Fine Arts instruction delivered by a highly qualified teacher consists of a rigorous and relevant curriculum that challenges students at all levels. Students enrolled in an arts curriculum are challenged each day to perform at the very highest levels of achievement as outlined by Bloom’s taxonomy. It is the **discipline** of the arts that both facilitates and incites students to achieve.

### **No Child Left Behind**

The No Child Left Behind Act of 2001 includes in almost every section of the law support and assistance for “core academic subjects.” The definition reads: (11) Core Academic Subjects – The term core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, **arts**, history, and geography.

It is incumbent that school decision-makers be aware that the arts are identified as core subjects in the NCLB Act and, as a result, utilize appropriate state and federal funds for the total education of children, which must include the arts for all students.

Rod Paige, former United State Secretary of Education wrote; “as I travel the country, I often hear that arts education programs are endangered because of NCLB. It is both disturbing and just plain wrong. As we work together to implement NCLB, let’s ensure that **all children** have the opportunity to grow in and through the arts.”

### **Florida High School Requirement 2007 – 08**

All high school students entering their first year of high school in 2007 - 2008 are required to have one credit of Fine Arts as part of their 16 core credits. Our schools must be prepared to offer courses that are rigorous and relevant for these students.

### **Equity and Access for All Students**

On the local level, it is the vision of the department of fine arts that school and district leadership understand that the arts are core subjects. Additionally, it is our desire that these leaders appreciate the validity of the arts experience and its contribution to the education of the whole child. Arts should not be considered just for an elite group of students, but rather it should be a mandatory part of the curriculum for all children.

When low-achieving or at-risk students are removed from arts education for tutoring or special programs, not only are these students denied access to the arts at school, but often these same students are not given access to the arts at home. These children do not reap the benefits that the arts can bestow in their lives, nor do they ever understand that the arts are a viable career choice. (The arts generate \$134 billion annually in economic activity in the United States.)

Arts programs also keep students interested in school at minimal cost and with little disruption. (*Visual and Performing Arts*, ASCD Publication, Richard Colwell, 1999.)

### **Eloquent Evidence**

Current research substantiates what some teachers and parents already knew intuitively that the arts are critical to education and learning. Richard Riley, former U.S. Secretary of Education states;" The ultimate challenge for American education is to place all children on pathways toward success in school and in life. Through engagement with the arts, young people can better begin lifelong journeys of developing their capabilities and

contributing to the world around them. The arts teach young people how to learn by giving them the first step: the desire to learn.”

When well taught, the arts provide young people with authentic learning experiences that engage their minds, hearts and bodies. The learning experiences are real and meaningful for them.

The arts:

- reach students who are not otherwise being reached.
- reach students in ways that they are not otherwise reached.
- connect students to themselves and each other.
- transform the environment of learning.
- provide adults opportunities to be involved in the lives of young people.
- provide new challenges for those students already considered successful.
- connect learning experiences to the world of real work.

*-Champions of Change, The Impact of the Arts on Learning, a joint report from the Arts Education Partnership and The President’s Committee on the Arts and the Humanities.*

Many educators understand the value of the arts to cognitive processing. The arts require higher-order thinking skills. Students are continually engaged in critical thinking, problem solving, decision making and reflective thinking as they compose, create or perform. The arts require constant adjustments, thinking and rethinking depending on the context to “get it right.”

### **Improvements**

Over the past 30 years, Polk County Schools have made continual improvements in arts education for the students of Polk County. These improvements have included staffing music and visual arts specialists at **all** of the elementary and middle schools; and the expansion of strings education in grades 5-12. Other opportunities have included the development of four arts-related schools and a middle school fine arts academy that will open in August of 2007.

### **K – 5 Art Education**

#### **Challenge**

Funding for elementary art supplies is a challenge. Visual Arts programs use consumable materials. (The cost of materials continues to rise.) Fifteen elementary programs are funded with a specific art budget ranging from \$300 - \$1,000. An additional fifteen schools have budgets of less than \$300 but may request supplementary purchases.

Two programs rely completely on fund raisers to buy art supplies for their students. At fifteen other schools, with no established art budget, the teacher must request art supplies through the principal.

One school reports that no money is budgeted for supplies. In order to offer a minimum program in the arts, many art teachers are buying supplies to supplement the materials needed for instruction in their classes.

Polk County's Elementary Visual Arts Curriculum and Planning Guide offers students a rigorous and relevant curriculum and guides instruction. An adequate budget for consumable materials is necessary to provide this curriculum.

It is impossible to provide an adequate arts experience with limited or no funding. Access to adequate program materials should not depend on which school a student attends.

**Recommendation**

Each school should allocate \$2.00 per student to buy art supplies. This amount will enable each child to experience painting, drawing, printmaking, sculpture and ceramics. This amount would enable teachers to provide the basic materials that allow for an enriching arts experience.

**Challenge**

Lack of adequate facilities remains a challenge for some programs. One art teacher delivers instruction on a cart without access to water. Another teaches in the cafeteria behind a portable wall. A number of teachers deliver instruction in converted classrooms. Since many art materials require water for use or clean-up, a quality curriculum is impossible to deliver without access to water.

**Recommendation**

Provide a visual arts lab for each school site. Do not move visual arts teachers from dedicated space to comply with the class size amendment.

**Challenge**

Currently, K – 5 elementary classrooms are not provided with a classroom set of textbooks for student use. With the need to improve literacy in our district, students must be provided textbook materials that can be used to support reading Instruction.

**Recommendation**

Provide K – 5 classroom sets of textbooks for every visual art classroom in the District. This would be at an approximate cost of \$6,400 per school.

**Challenge**

Currently only 5<sup>th</sup> grade students go to the Polk Museum of Art.

**Recommendation:**

Provide \$15,000.00 annually for museum tours to cover the cost of transportation for all students in grades 4 and 5 to attend area art museums.

## **K-5 Music Education**

### **Challenge:**

Some elementary music teachers do not have a dedicated music room. Some hold their classes in portables which have limited space at best. During inclement weather, they must make their music room portable and travel to the children. Indeed, some must provide full-time service to their students traveling to classrooms using a cart with no way to give students the opportunity to play instruments or to provide movement in open spaces.

### **Recommendation:**

Ensure that every school has a dedicated music room which provides students with the materials needed to receive a rich music experience. Music classes should not be moved from dedicated music space in order to comply with the class size amendment.

## **Middle School Music Education**

### **Challenge:**

There is a wide discrepancy in the music libraries in middle school choruses. Schools with established programs have had the opportunity to acquire a sufficient amount of literature in order to give students a variety of musical experiences. Through classroom observation of new or emerging programs, it has been noted that the musical literature is relatively sparse, and thus, does not provide the materials necessary to provide students with a well rounded choral experience.

### **Recommendation:**

Flex funds be allocated for every middle school chorus in order to purchase the state adopted texts for the beginning and intermediate levels of the choirs. In addition, each middle and high school will be allocated a budget of \$200.00 annually for five years to purchase music for their choirs.

### **Challenge:**

In order for schools to be equitable in the arts, each middle school must offer band, chorus and strings programs. Currently, all offer band, but not all offer chorus or strings.

### **Recommendation:**

Provide four itinerant string teachers to service the Bartow, Haines City and North Lakeland areas. Hire chorus teachers for Lake Alfred-Addair, Discovery Academy and Daniel Jenkins Academy.

# McLaughlin Middle School

## and Fine Arts Academy

Purpose: To provide expanded opportunities for arts instruction in a middle school setting to include: Music, Visual Arts, Graphic Arts, Dance and Theatre.

**Strategic Plan Goal 2: Opportunity to Learn: We will ensure students realize their highest potential.**

**Concept: Arts for All Children** – To provide an arts enriched curriculum that allows **all children** to be actively engaged in arts instruction regardless of prior arts experiences, socio-economic background or academic standing.

Research supports that children actively engaged in arts education, combined with a rigorous general curriculum, do better in school. Access to quality arts programs and commitment from school leaders is the key, as suggested in the following statements:

By the time they reach the ninth grade, much of the curiosity and creativity has been stifled. We have the knowledge to reverse the process, and we cannot in this competitive climate afford to do otherwise.” -Harriet M. Fulbright, President, Center for Arts in the Basic Curriculum

Children come to school as integrated people with thoughts and feelings, words and pictures, ideas and fantasies. They are intensely curious about the world. They are scientists, artists, musicians, historians, dancers and runners, tellers of stories, and mathematicians. The challenge we face as teachers is to use the wealth they bring us. They come with a two-sided mind. We must encourage them to use it, to develop both types of thinking so that they have access to the fullest possible range of mental abilities.

-Linda Williams, *Teaching for the Two-Sided Mind*

### **Fine Arts Coordinator**

In July of 2006, a Fine Arts Coordinator was hired to serve as the community liaison for information regarding arts opportunities that will be in place at the McLaughlin Middle School Fine Arts Academy for the 2007-2008 school year. During the 2006-2007 school year, the coordinator will conduct site visits to all elementary schools in the Lake Wales area, meet with parents and students to share information about the arts and will assist in determining arts interest for students.

The coordinator will plan with the McLaughlin staff a fair and equitable means of selection for participation in various arts classes and assist in developing the fine arts curriculum and scheduling. An additional role is the development of community and school-wide support for the arts programs through various media to include newsletters, website and public speaking.

The coordinator serves as the liaison for the school to promote arts education across academic and arts disciplines and will update the school staff, plan professional development activities and actively engage in efforts to draw the arts into all phases of school life.

### **Staffing and Facilities**

Currently the staff at McLaughlin includes: 1- Band, 1- Chorus, 1- Itinerant Strings, 1- 2D Visual Arts.

Additional staff needed in August 2007 will include: 1- 3D Visual Arts, 1- Visual Arts/ Graphic, 1- Theatre, 1- Dance, 1- Piano/Guitar, 1 teacher unit to provide consultants, private teachers and guest artists.

Current space includes: 1- Band Room, 1- Chorus Room, 1- Art Room. All of these spaces need improvements and upgrades in order to accommodate a full spectrum fine arts program.

Additional spaces needed in August 2007: 1- String Room, 1- Music Lab Space, 1- Art Room, 1- Graphics Lab, 1- Theatre Classroom/Black Box, 1- Dance Studio with dressing rooms. Lighting and sound upgrade in the cafeteria/stage area, office space for Fine Arts Coordinator. The plan for these facilities is underway. Meetings have been held with facilities and the architect to determine actual space needs. **All Fine Arts facilities are to be completed by August 2007.**

**These plans do not accommodate future expansion. The desire to add an additional dance teacher or theatre teacher will mean additional space considerations.**

# Teaching Positions

## And Funded Arts Programs

### *Fine Arts Status Report Polk County Schools*

#### **Visual Arts Positions:**

Elementary =	81 teachers
Middle School =	35 teachers
High School =	31 teachers
Total=	147 teachers

#### **Music Positions:**

Elementary =	81 teachers
Middle School =	53 teachers
High School =	43 teachers
Total=	177 teachers

#### **Drama Positions:**

20 total K-12

#### **Dance Positions:**

10 total K-12

## *Programs Currently Funded by the District*

### **Music**

- ☞ String programs were expanded this year to cover the Haines City area elementary and middle schools. Plans are to matriculate into the high schools as the numbers increase in the Haines City High Schools.
- ☞ Eleven itinerant string teachers serve 56 schools in Lakeland, Winter Haven, Auburndale, Lake Wales and Haines City. Five schools are served by a full-time teacher who teaches strings, as well as another music subject in that school.
- ☞ Contracted services for all-county music events are utilized to pay for guest conductors for All-County Band, Orchestra, Chorus and the Elementary Showcase.
- ☞ There is an educational outreach program with the Imperial Symphony Orchestra which presents concerts for the 4<sup>th</sup> and 5<sup>th</sup> grade students. The cost for transportation to and from these concerts is included.
- ☞ Facilities rental is provided for All-County music events held at Florida Southern College. The events include All-County Chorus, Orchestra, Band and the Elementary Music Showcase. Approximately 1,200 students participate annually.
- ☞ Assessments for the top performing group participation from each school in band, choral and orchestra events for the Florida Bandmasters' Association, Florida Vocal Association and the Florida Orchestra Association, is provided.

## **Music (cont.)**

- ☞ Travel cost is provided for music groups as it pertains to festival assessment events as well as travel to football games for the marching bands.
- ☞ An annual music instrument repair allocation is provided to middle and high schools.
- ☞ Instructional supplies are provided to purchase music for All-County music events.
- ☞ Band and orchestra programs are provided with new instruments each year based on the demonstrated needs of the school.
- ☞ Pianos are rotationally replaced by the district based on the age of the current instrument.
- ☞ Pianos are tuned by the district.
- ☞ Substitutes are provided for selected music teachers to assist in countywide programs
- ☞ Substitutes are provided from Title II funds for teachers to attend fine arts related training.

## Art

- ☞ There is an educational outreach program with the Polk Museum of Art for 5<sup>th</sup> grade tours, which includes bus transportation to and from the museum.
- ☞ All half-time visual arts positions were expanded to full-time positions this year.
- ☞ Full-time visual arts positions were added at four middle schools.
- ☞ Contracted services for All-County Visual Arts events pay for guest judges at five exhibitions in the George Jenkins Student Gallery at the Polk Museum of Art.
- ☞ Funding for matting and framing of student work is provided for five student exhibitions at the Polk Museum of Art in the George Jenkins Student Gallery. Additional funding provides a printed program for each student show.
- ☞ Repairs are provided for ceramic kilns, slab rollers and wheels.
- ☞ Substitutes are provided from Title II and budgeted funds for teachers to attend visual arts related training.
- ☞ Instructional supplies are provided to teachers who participate in professional development opportunities.
- ☞ The Polk Museum of Art in Lakeland provides classroom and exhibit space through an ongoing contractual arrangement with Polk County Schools.

Courses Offered in High Schools  
2006-2007

Music

School	Band	Chorus	Strings	Piano	Guitar	Theory	AP Theory	Jazz Band	Music Apprec.	Elect. Music	Music History
Auburndale HS	Y	Y	Y								
Bartow HS	Y	Y	Y					Y			
Fort Meade M/S	Y	Y		Y							
Frostproof M/S	Y	Y									
George Jenkins HS	Y	Y	Y				Y				
Haines City HS	Y	Y				Y	Y	Y			
Harrison SFTA	Y	Y	Y			Y	Y		Y	Y	Y
Kathleen HS	Y	Y		Y							
Lake Gibson HS	Y	Y	Y	Y	Y			Y			
Lake Region HS	Y	Y	Y	Y	Y	Y					
Lakeland HS	Y	Y					Y				
Mulberry HS	Y	Y		Y							
Ridge Community HS	Y	Y		Y		y					
Winter Haven HS	Y	Y	Y	Y			Y				

## Courses Offered in High Schools 2006-2007

### Visual Art

School	Draw/Paint	Draw	Art 2 D	Art 3D	Painting	Ceramics	Photo	Comp. Graphics	AP Art	Portfolio	IB Art	Comp. Image	Art History
Auburndale HS	Y	Y				Y	Y		Y	Y		Y	
Bartow HS		Y	Y			Y				Y	Y		
Fort Meade M/S	Y	Y				Y			Y				
Frostproof M/S			Y			Y			Y	Y			
George Jenkins HS	Y	Y			Y	Y	Y		Y				
Haines City HS	Y			Y		Y							
Harrison SFTA	Y	Y	Y	Y		Sculpture	Y		Y	Y			Y
Kathleen HS	Y					Y							
Lake Gibson HS	Y		Y					Y					
Lake Region HS	Y					Y	Y		Y	Y			
Lakeland HS	Y	Y				Y	Y	Y	Y	Y		Y	
Mulberry HS	Y		Y			Y							
Ridge Community HS	Y	Y											
Winter Haven HS	Y	Y	Y			Y							

## Courses offered in High Schools 2006-2007

### Drama

School	Drama	Hist. Theatre	Acting	Stagecraft	Comp. Theatre	Musical Theatre
Auburndale HS						
Bartow HS	Y		Y			
Fort Meade M/S						
Frostproof M/S	Y					
George Jenkins HS						Y
Haines City HS						
Harrison SFTA		Y	Y	Y	Y	Y
Kathleen HS	Y					
Lake Gibson HS	Y					
Lake Region HS						
Lakeland HS	Y					
Mulberry HS	Y					
Ridge Community HS						
Winter Haven HS	Y					

### Dance

School	Dance Tech	Ballet	Choreography	Dance Repertoire
Auburndale HS	Y			
Harrison SOA	Y	Y	Y	Y

Courses Offered in Middle Schools  
2006-2007  
Music

\* After School

School	Band	Chorus	Strings	Piano	General Music (Wheel)	Handbells	Steel Drums	Jazz Band	Guitar	Dance	Drama
Bartow MS	Y	Y		Y							
Blake Academy	Y	Y									
Boone MS	Y	Y	Y								
Crystal Lake MS	Y	Y	Y								
Daniel Jenkins Academy	Y				Y						
Davenport Arts	Y	Y	Y	Y*			Y			Y	Y
Denison MS	Y	Y	Y		Y						
Discovery Academy	Y								Y		
Dundee Ridge MS	Y	Y	Y		Y						
Fort Meade MS	Y	Y									
Frostproof MS	Y	Y									
Jewett MA	Y	Y	Y	Y	Y						
Jewett Arts	Y	Y	Y	Y	Y					Y	Y
Kathleen MS	Y	Y		Y							
Lake Alfred- Addair	Y		Y								
Lake Gibson MS	Y	Y	Y					Y			
Lakeland Highlands MS	Y	Y	Y					Y			Y
Lawton Chiles MA	Y	Y	Y								
McLaughlin MS	Y	Y	Y		Y						
Mulberry MS	Y	Y			Y						
Rochelle Arts	Y	Y	Y	Y	Y	Y				Y	Y
Sleepy Hill MS	Y	Y		Y	Y			Y			
Southwest MS	Y	Y	Y					Y			
Stambaugh MS	Y	Y			Y						
Union Academy	Y	Y		Y	Y			Y			
Westwood MS	y	Y	Y	Y							

## Courses Offered in Middle Schools 2006-2007

### Visual Art

School	MJ Art 6 <sup>th</sup>	MJ Art 7 <sup>th</sup>	MJ Art 8 <sup>th</sup>	WHEEL	ESE Art	3D	2D	Graphics	
Bartow MS		X	X						
Blake Academy	X	X	X						
Boone MS	X	X	X						
Crystal Lake MS		X	X						
Daniel Jenkins Academy	X	X	X						
Davenport Arts	X	X	X						
Denison MS	X	X	X					X	
Dundee Ridge MS		X	X						
Fort Meade MS		X	X						
Frostproof MS		X	X						
Jewett MA		X	X						
Jewett Arts						X	X		
Kathleen MS	X	X	X						
Lake Alfred-Addair		X	X						
Lake Gibson MS		X	X						
Lakeland Highlands MS	X	X	X						
Lawton Chiles MA	X	X	X						
McLaughlin MS				X					
Mulberry MS		X	X						
Rochelle Arts						X	X		
Sleepy Hill MS	X	X	X						
Southwest MS		X	X						
Stambaugh MS	X	X	X						
Union Academy			X						
Westwood MS		X	X						

# Fine Arts Student Participation Data

The information on the following pages was compiled from raw enrollment data collected and provided by Information Systems and Technology. It should be noted that due to the nature of fine arts courses, students may be enrolled in more than one arts course during a term. A variety of scheduling models used in our high schools makes it difficult to compare the student enrollments equally. Various models open up different types of scheduling opportunities for individual students at each site.

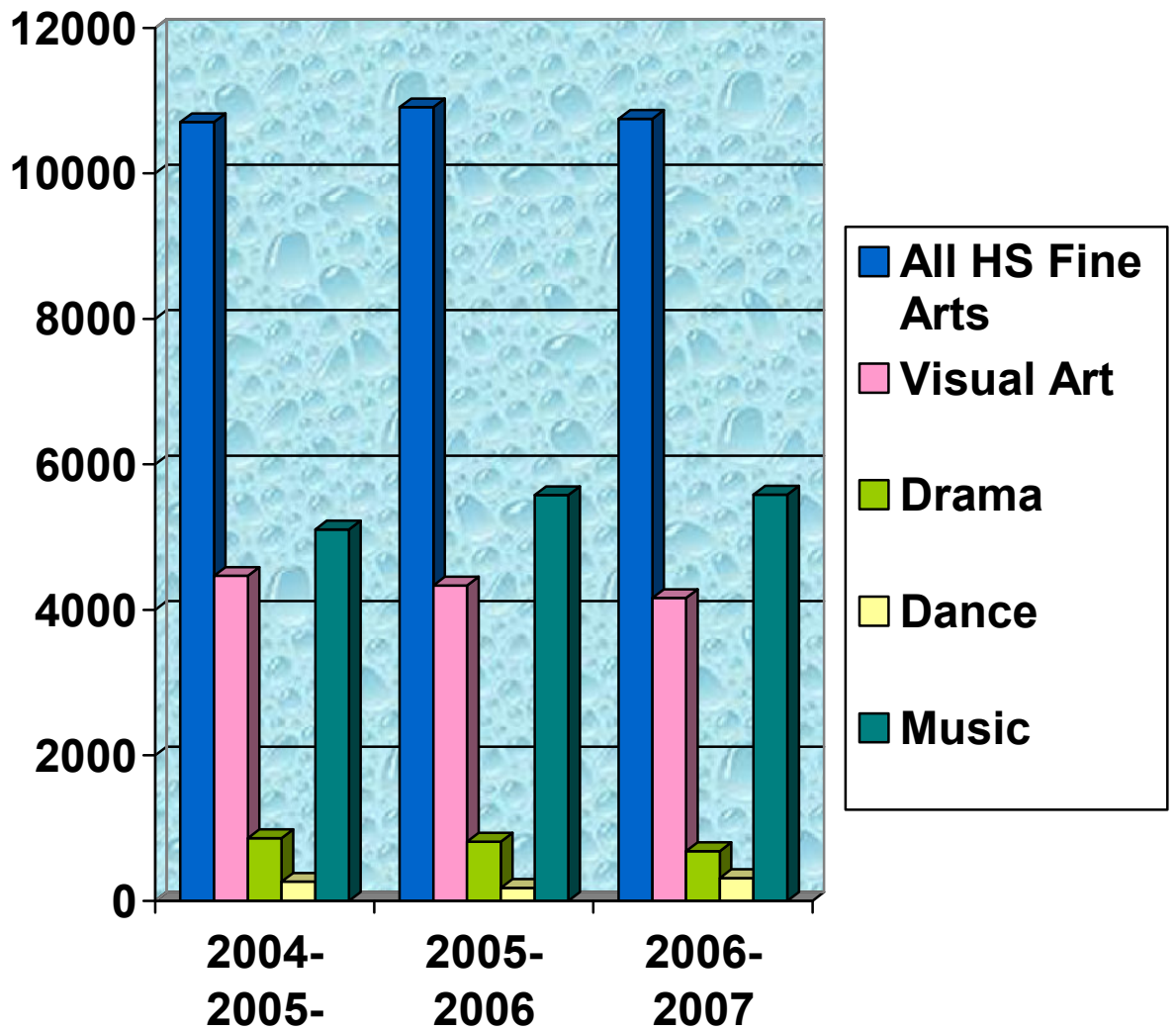
## Students Enrolled in Fine Arts Courses 2004-2007

	<i>School</i>					<i>School</i>					<i>School</i>				
	<i>04-05</i>					<i>05-06</i>					<i>06-07</i>				
	Enroll	Art	Drama	Dance	Music	Enroll	Art	Drama	Dance	Music	Enroll	Art	Drama	Dance	Music
<i>LHS</i>	2082	587	81		256	2168	486	73		381	2141	508	3		435
<i>HSFTA</i>	235	103	120	111	337	257	114	140	131	397	390	174	210	174	716
<i>WHHS</i>	1834	551	118	2	352	1924	619	114	4	361	1752	578	102	1	362
<i>Ft.MMS</i>	791	226		10	316	757	218			307	696	129			281
<i>AHS</i>	1773	506		94	346	1719	318	1	44	405	1838	282		89	447
<i>BHS</i>	1285	381	130		367	1390	286	81		433	1296	384			338
<i>IB</i>	179	95	10		46	185	73	8		75	278	63		4	64
<i>MHS</i>	927	134	131	34	185	1094	228	34		214	996	176			174
<i>KHS</i>	1689	114	80	1	352	1729	150	81		331	1697	82	104	4	314
<i>LGHS</i>	1963	221	135	2	614	2126	350	178		497	2049	207	92		511
<i>HCHS</i>	2377	336			386	1516	86	1		474	1642	177	105		357
<i>FPMMS</i>	1252	190	53		184	1261	303	25		185	1252	400	33	10	154
<i>GJHS</i>	2144	713	3		707	2130	655	78		704	2211	508			714
<i>LRHS</i>	1084	301	8	1	557	2124	277	2		519	2163	265	1		433
<i>RCHS</i>	0					1535	174			238	1650	230	1	27	284
<i>Totals</i>	10704	4469	866	264	5105	10908	4337	816	179	5576	10748	4163	688	313	5584

Data was provided by data processor, Amelia James of Information Systems and Technology Services. The figures reflect the fact that students of Fine Arts often choose to take more than one Fine Arts course during a year. All numbers are based on enrollments by semester. For schools not on 4X4 scheduling, continuing students are counted twice.

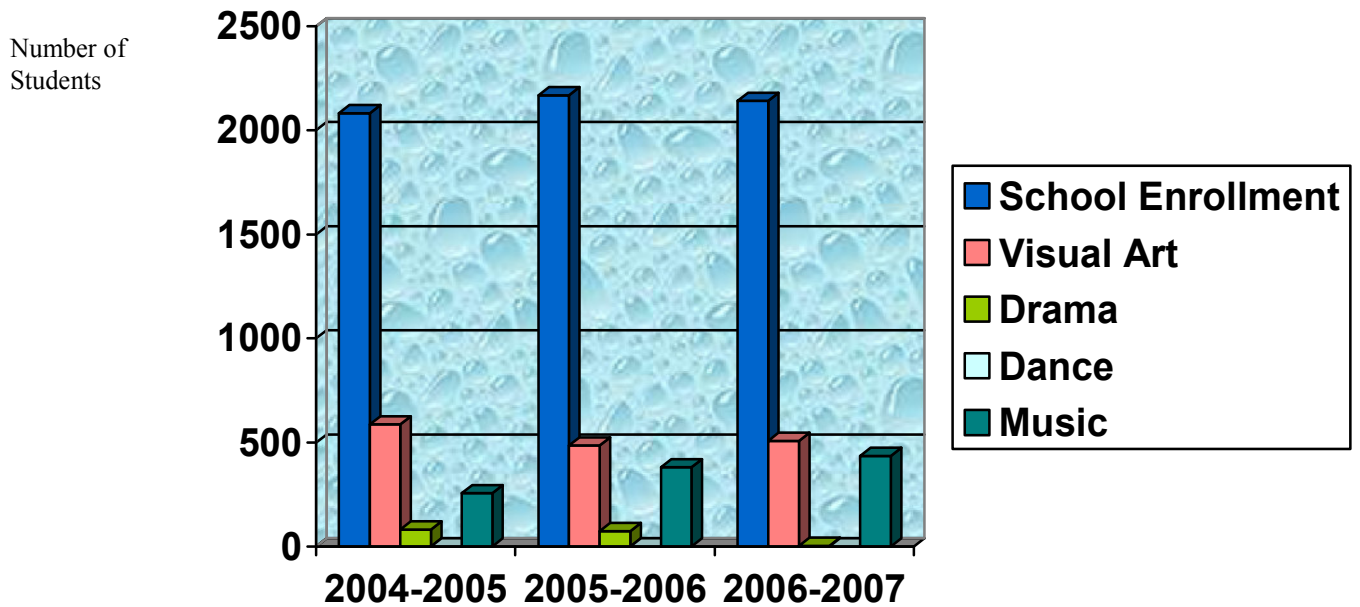
## High School Student Participation by Subject Area

Number of Students  
Enrolled in Fine Arts

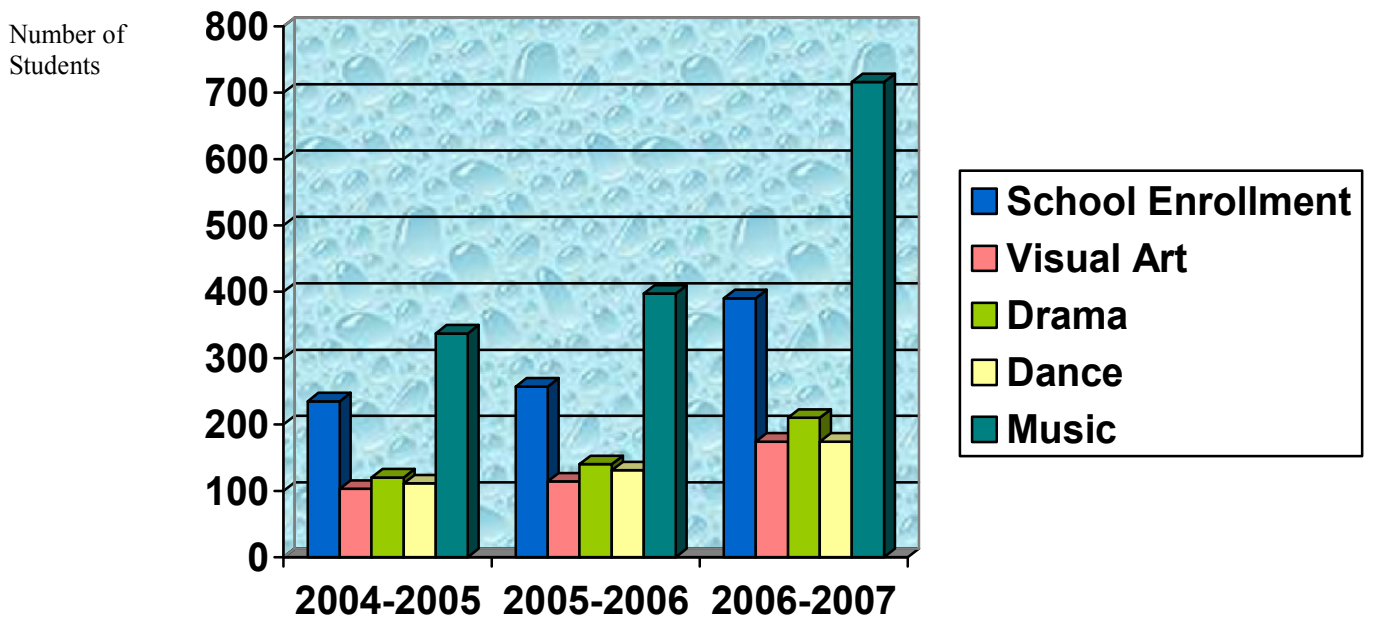


The Charts on the following pages have been included in order to see the trend in Fine Arts enrollment by individual school.

Lakeland High School

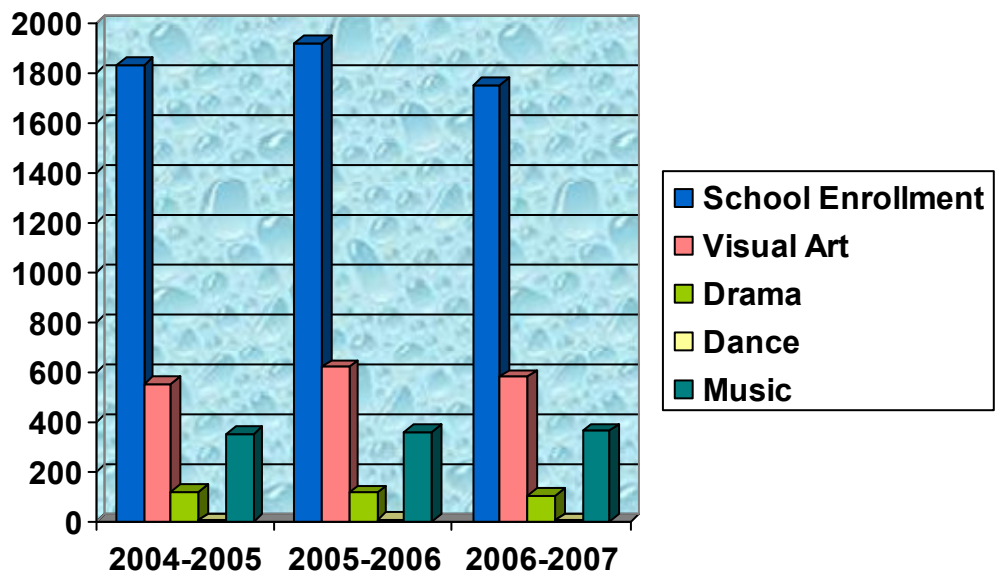


Harrison School for the Arts



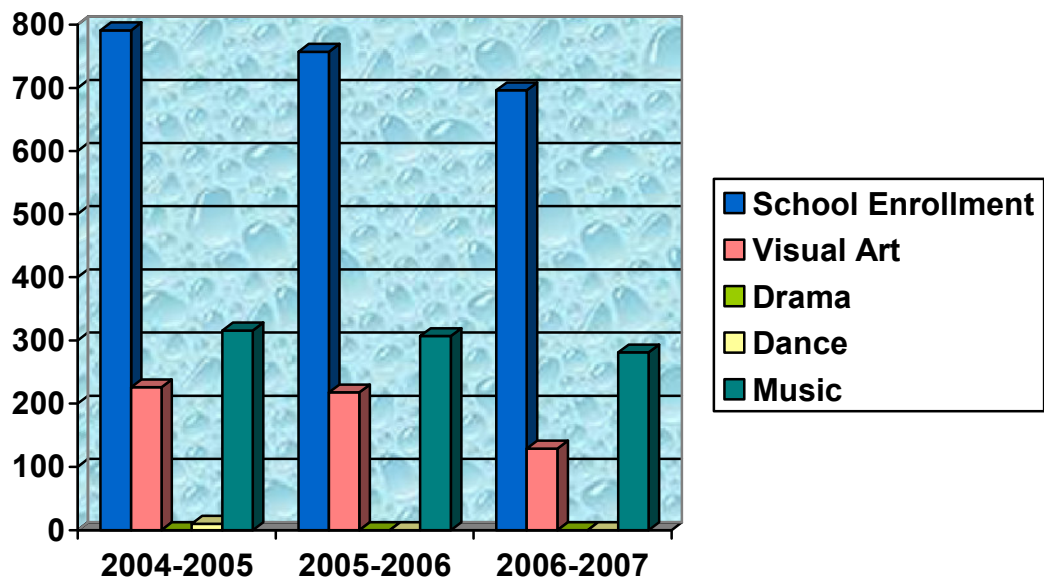
Number of Students

Winter Haven High School



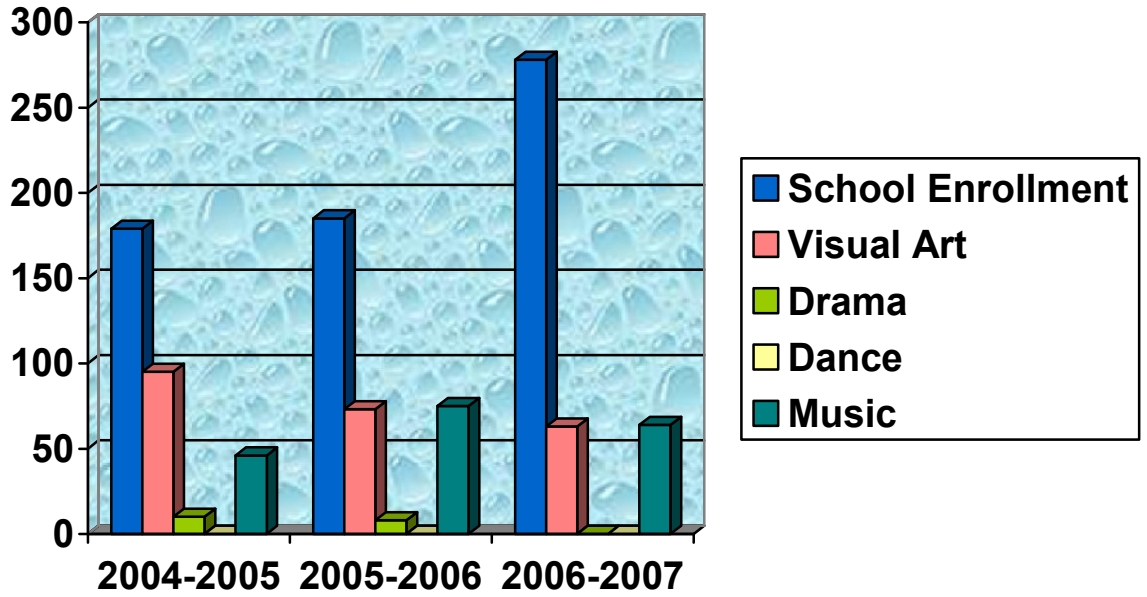
Number of Students

Fort Meade M/S High School



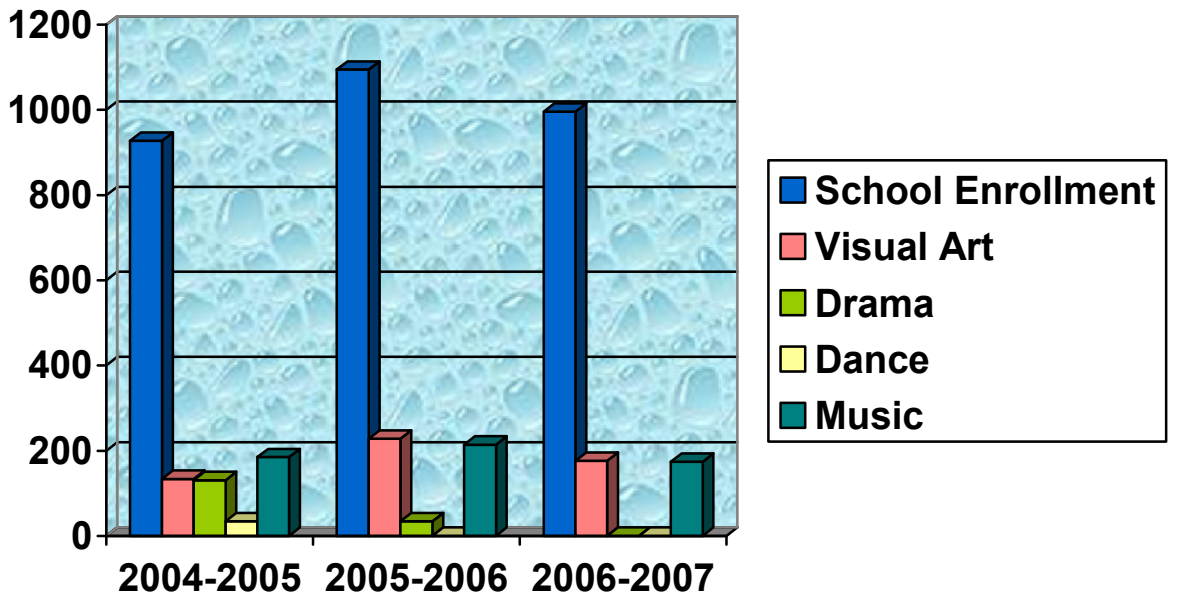
IB @ Bartow High School

Number of Students



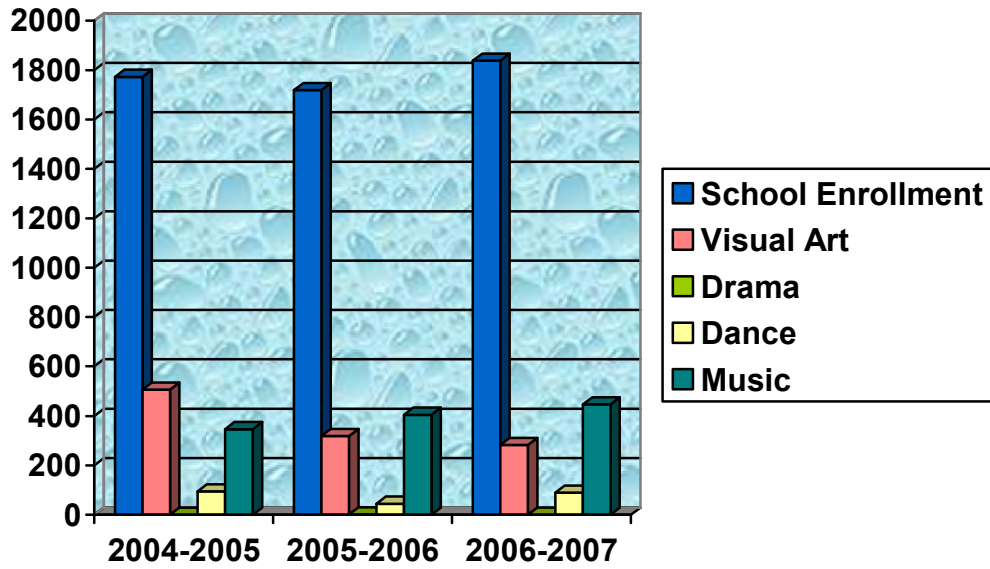
Mulberry High School

Number of Students



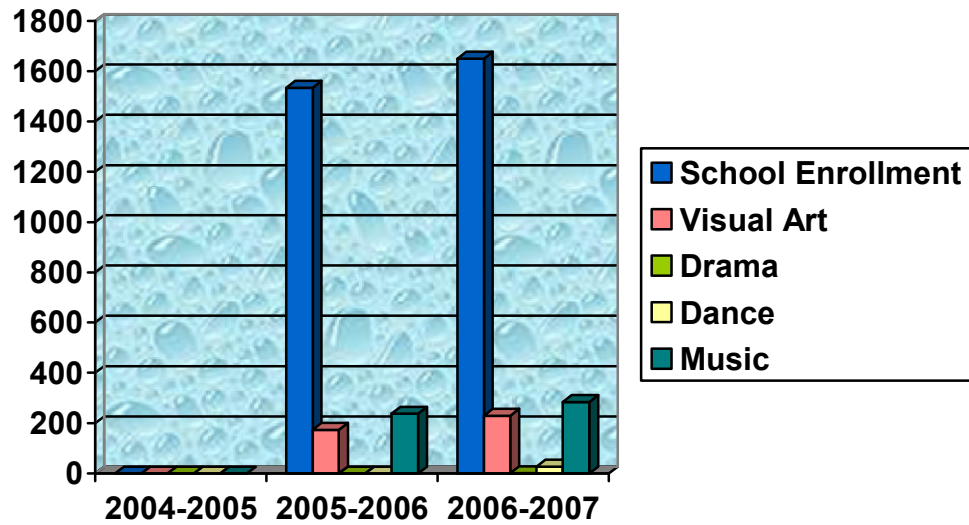
### Auburndale High School

Number of Students



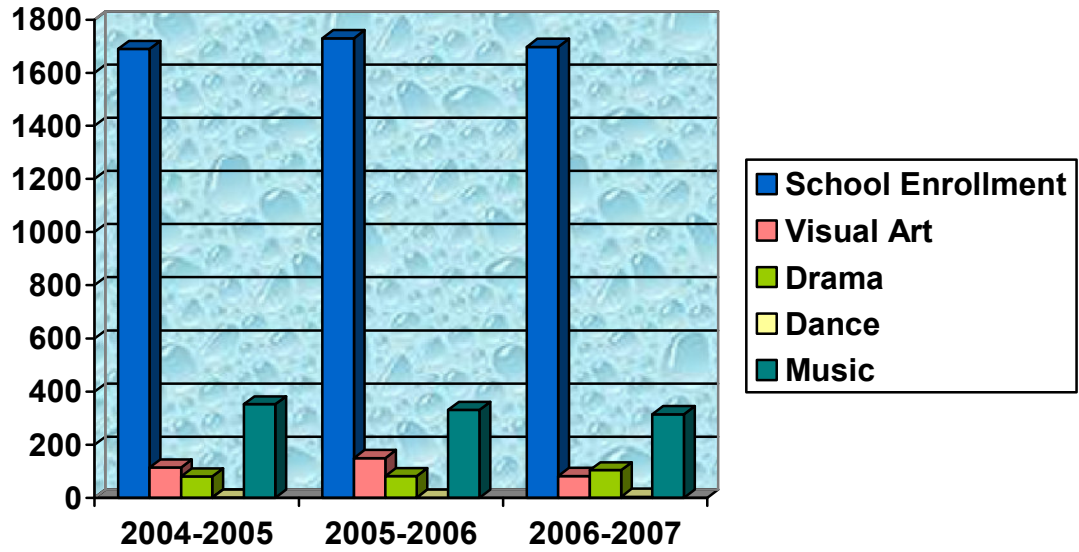
### Ridge Community High School

Number of Students



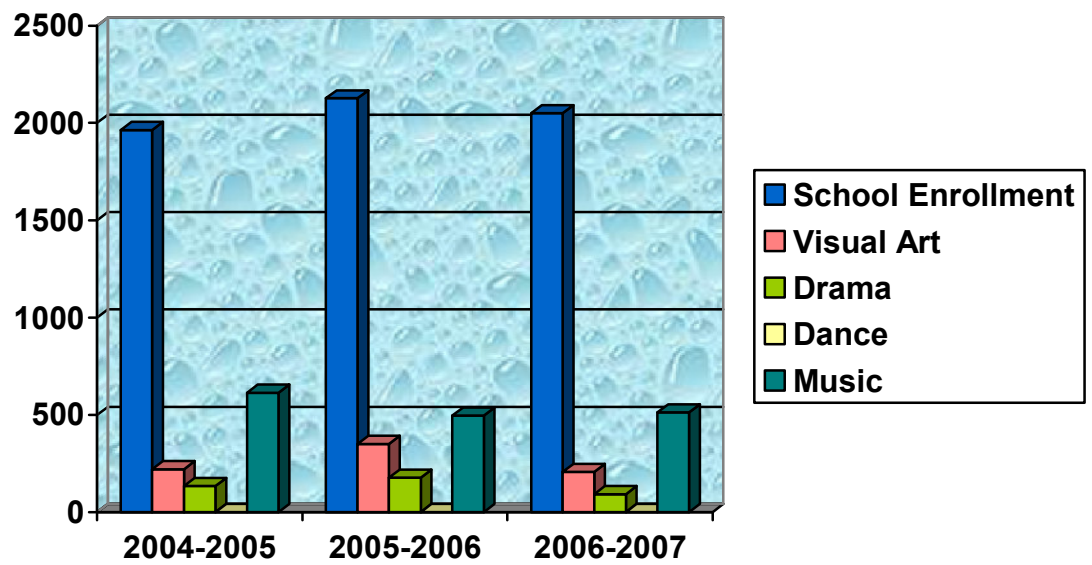
### Kathleen High School

Number of Students

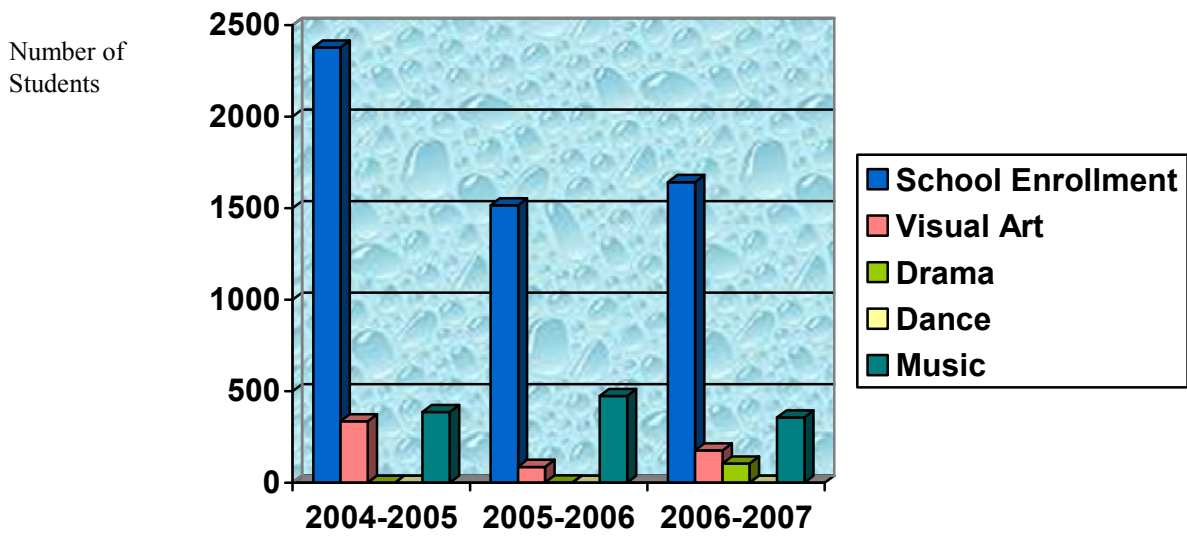


### Lake Gibson High School

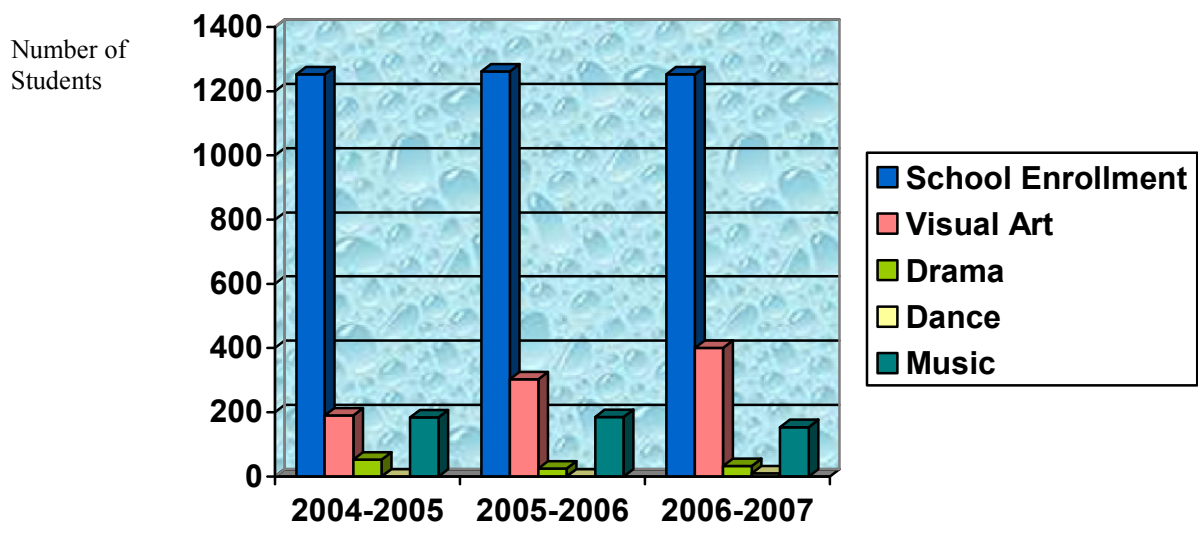
Number of Students



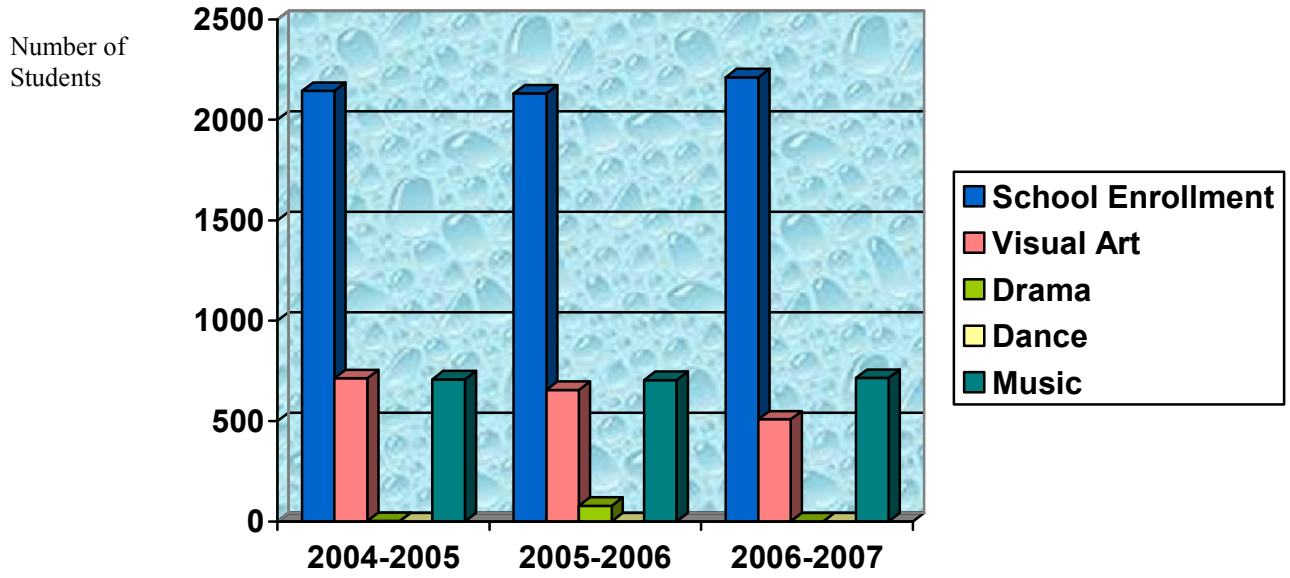
### Haines City High School



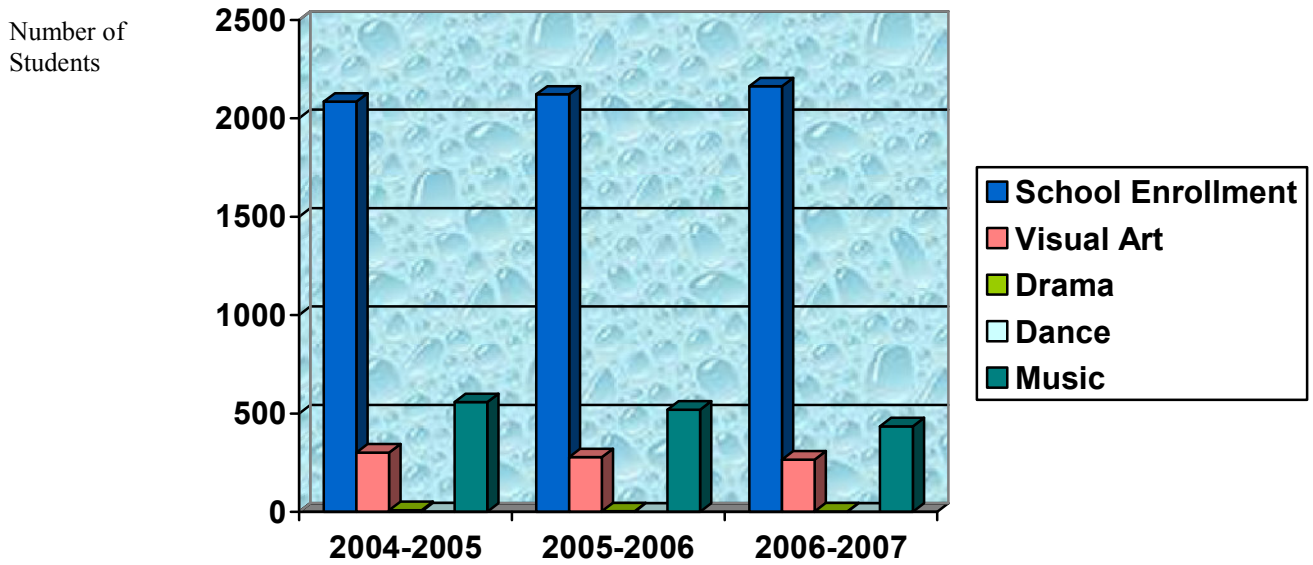
### Frostproof M/S High School



### George Jenkins High School

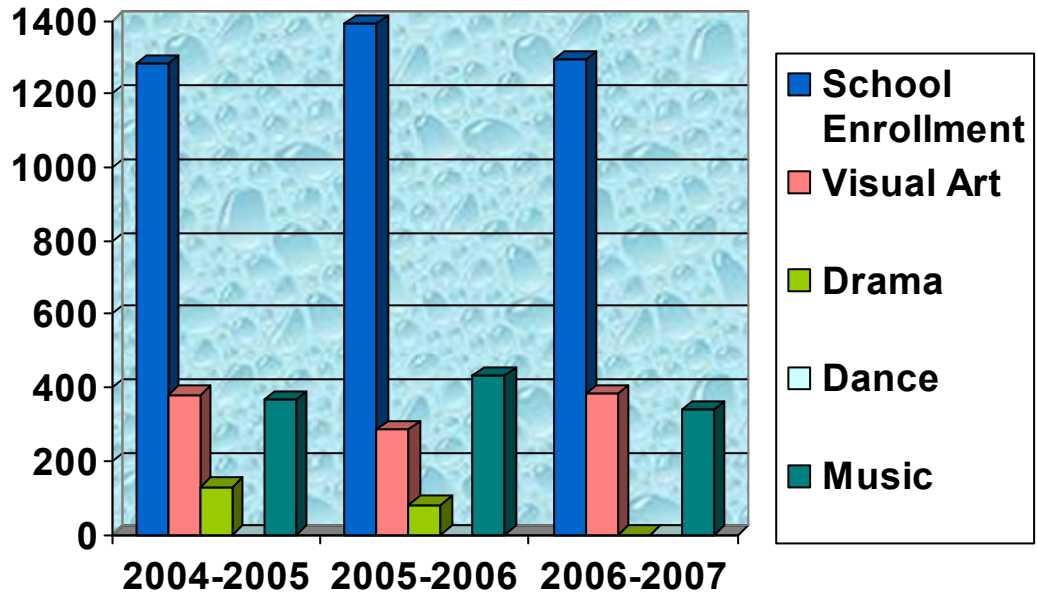


### Lake Region High School



Number of  
Students

Bartow High School



# Polk Museum of Art

Polk County Schools has a long and valued history of involvement with the Polk Museum of Art. They have played an important role in raising awareness by actively involving our community, students and teachers in art education for many years.

Prior to the development of the Harrison School for the Arts, Polk County Schools were already involved with the museum in many areas. The museum afforded: Very Special Arts, K-12 teacher in-service programs, support for six student art exhibits in the George Jenkins Student Art Gallery, coordination and implementation of museum-based visual arts education programs and 5<sup>th</sup> grade tours.

In 1987, the contract with the Polk Museum of Art was \$36,000. With the addition of the Harrison School for the Arts in 1989, there was an increase to \$46,000. Increases have continued to occur: in 95-96 to \$50,000, 96-97 to \$65,000, 98-99 to \$70,000 and 05-06 to \$76,000. The current contract for 06-07 is \$78,128.

The contract provides Harrison students with two classrooms, access to photography and computer labs, office space for two teachers and use of the Kent Harrison Memorial Auditorium for meetings and drama classes. Upkeep and repairs of the classrooms is provided by the museum. Custodial services are provided by the school district.

The opportunity to have classes on a daily basis at the museum has provided a unique and educationally enhanced atmosphere for these students. Few other school districts provide this type of environment for their students.

# A Short History of Strings in Polk County

In the late 1960's, with the efforts of people like Virginia Davidson, Helen Edwards, Roy Wood and Elaine Gleason , Polk County began to develop a strings program. When Elaine Gleason and others started Saturday morning private instruction and small ensemble work for interested students, this proved to be the springboard for establishing the creditability of a strings program in Polk County. The school system agreed to hire one teacher in the early 70's to start the strings program. There was the stipulation that only those students attending elementary schools feeding into Southwest Jr. High in Lakeland and then matriculating into Lakeland Senior High would receive instruction. The first teacher serving in that capacity was Mr. John Scott, former band director at Southwest Junior High, followed by Mark Thielen, who is currently the conductor of the Imperial Symphony Orchestra in Lakeland. Since the inception, the success of the program has been the result of restrictive expansion and careful planning.

In 1973, the music supervisor at the time, the late Roy Wood, along with Virginia Davidson, appealed to the School Board for expansion of the program into the Winter Haven Area. The program started locally in 1974 with 5<sup>th</sup> grade beginners, adding one grade each year until elementary, junior and senior high students were served at all levels by 1980. The next music supervisor, the late Tom Bishop, was instrumental in expanding the strings program in the Auburndale area with 5<sup>th</sup> grade students in the fall of 1979. Using the same process, the former Director of Fine Arts, Tom McDonald, expanded the strings program to Lake Wales and portions of Northwest Lakeland in 1985-86.

Additional expansions have occurred as the results of the addition of the Harrison Arts Center in 1989, along with Rochelle School of the Arts, Jewett School of the Arts and Davenport School of the Arts. Our latest expansion occurred over the last two years when we hired three new strings teachers to service the Haines City/ Ridge area.

Currently, we have 61 schools receiving strings instruction. Eleven of our teachers serve as itinerant teachers and teach in 56 schools. Strings instruction is also provided at Lawton Chiles Academy, Bartow High School, Lake Alfred-Addair Middle, Discovery Academy, Harrison Arts Center and Rochelle School of the Arts. At each of the latter schools, the teachers teach strings as well as other music courses.

The next step is to extend strings into such areas as Bartow and Northwest Lakeland. Again, restrictive growth, with the desire of the community being the overriding factor, will be a key component of the decision-making effort, along with efforts to be conservative in spending within the district

Due to high stakes testing and the pressure of AYP, it is difficult to arrange schedules for itinerant teachers in the 5<sup>th</sup> grade for our strings programs. However, it is our hope that the School Board will continue to support this fine music program.

## **Polk County Schools Youth Symphony**

The Polk County Schools Youth Symphony is dedicated to the development of young musicians through the medium of orchestral music. Drawing from all over the county, the mission of this group is to enhance Polk County's instrumental music education programs by providing large-scale performance opportunities for talented students in grades 7 through 10. The intent is to provide distinctive performance opportunities for the members of the group, especially during this developmental time when students, either because of age or local situations would not have this type of performance opportunities afforded to them.

The first goal of the PCSYS is to supplement the musical instruction that students receive in Polk County Schools as it relates to musical performance and critical listening. This will be done by providing a well-rounded musical approach for the group that includes choosing, rehearsing and performing literature that is both educational for the members, as well as entertaining for the audience. The second goal of the PCSYS is to develop leadership qualities in the young musicians while they are still in the formative years when those experiences may not be available in the local school situation.

Now enjoying their third season, the PCSYS presents two concerts a year– in the fall and in the spring. Please consult the District Music Calendar for specific dates.

# Essential Criteria

## **The Department of Fine Arts seeks to:**

- ☞ be a forerunner in educational reform.
- ☞ unify the fine arts curriculum horizontally and vertically.
  - ☞ horizontally from school to school
  - ☞ vertically as students progress through grade levels

## **Essential Criteria will:**

- ☞ establish a record of the rigor and relevance in the music and visual arts content areas.
- ☞ establish an official method of assessment and accountability for the arts.
- ☞ be introduced to principals and assistant principals as a supporting document for the IPGP.

## **The Document:**

- ☞ was created by Polk County Fine Arts Educators.
- ☞ specifies the major skills which should be mastered by students enrolled in each fine arts program by the time they complete the program.
- ☞ is a simple one-page document.
- ☞ assists teachers and administrators in assessing the specific skills that are essential for each course/program.
- ☞ assists in collecting pre-test and post-test data.
- ☞ focuses on music students in 5th, 8th and 11th grades; art students in the 5th, 8th grades, as well as beginning high school visual arts courses.
- ☞ can be used to show accountability to parents, administration and community.
- ☞ Most importantly, is concrete evidence supporting what teachers do everyday in the classroom.

**The following shows the district averages of this year's pre-tests  
in each subject area.**

## Essential Criteria for 5<sup>th</sup> Grade Elementary Art Students

This document lists the skills to be mastered by students enrolled in this visual arts program when they exit 5<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of visual arts skills taught throughout Polk County.

% Entry Level Achievement (August) <b>District Average</b>	Students completing an elementary school art program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 5 <sup>th</sup> grade year.	% at Exit Level Achievement (May)
63.5	1. Identify primary, secondary, warm and cool colors	
65.5	2. Identify free form and geometric shapes	
60.5	3. Identify parallel, horizontal, vertical, diagonal and angled lines	
62.3	4. Identify texture	
45.7	5. Identify values	
51.1	6. Identify asymmetrical and symmetrical balance	
47.3	7. Identify movement	
77.2	8. Identify pattern	
41.7	9. Identify emphasis	
64.3	10. Recognize art as a career choice	
15.1	11. Identify a mini-series	
5.9	<b>Exhibitions:</b> 80% of the students will exhibit one piece of artwork during the year.	
	<b>Portfolio:</b> Contains demonstrations of skills and techniques in the following:	
9.1	1. Landscape	
6.6	2. Portrait	
7.1	3. Still Life	
5.8	4. Drawing from observation	
4.6	5. Artist's Statement and Self-Evaluation	
<b># of students tested: 4,387</b>		<b># of students tested:</b>

# ESSENTIAL CRITERIA FOR 8<sup>TH</sup> GRADE MIDDLE SCHOOL MJ ART STUDENTS

This document represents the skills to be mastered by students enrolled in a visual arts program when they exit 8<sup>th</sup> grade courses. It has been designed to help teachers and administrators assess the specific skills that should be taught during the school year, thus creating uniformity of arts skills taught throughout Polk County.

% Entry Level Achievement (August) <b>District Average</b>	<b>Students completing a middle school visual arts program should demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 8<sup>th</sup> grade course.</b>	% Exit Level Achievement (May)
33.3	1. create a linear perspective drawing that investigates or exaggerates proportion or scale	
36.7	create a self-portrait from observation using correct proportion and value	
45.6	3. create a painting in a specific color scheme	
46.7	4. create a relief print that uses repetition to create rhythm	
44.3	5. create a collage/montage that shows figure ground relationships	
44.6	6. create a composition using line, shape or color to create unity or variety	
42.8	7. create a three dimensional sculptural form that uses symmetrical, asymmetrical or radial balance	
44	8. create work in a series ( mini-concentrations)	
24.8	9. use course specific vocabulary in written and oral critiques and evaluations	
27.8	10. create work that demonstrates the proper use of course specific media	
19.3	identify artists and styles related to  related to course content	
39.5	11. identify art careers	
	use visual journals/sketchbooks to  reinforce course content, literacy skills and for personal development	
14.2	<b>Exhibitions:</b> 80% of the students will exhibit one piece of artwork during the year.	
	<b>Portfolio:</b> Contains demonstrations of skills and techniques in the following:	
9.2	1. Visual Journal Pages (photo copy 1 page)	
8.9	2. Artist Statement and Self-evaluation	
4.4	3. Four Examples from 1 - 8	
# of Students Tested: 506		# of Students Tested:

## Essential Criteria for Drawing Students

This document represents the skills to be mastered by students enrolled in this drawing visual arts program\* when they exit the course. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of arts skills taught throughout Polk County.

% Entry Level Achievement (August) <b>District Average</b>	Students completing a high school drawing visual arts program* should demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the course.	% Exit Level Achievement ( May)
20.1	1. use various spatial systems such as aerial or linear perspective	
18.5	2. create the illusion of space	
21.8	3. create organized space that uses the principles and elements of design	
14	4. render the human figure using correct proportion	
18.8	5. create work that employs contour and gesture lines	
23.8	6. create a landscape composition	
21	7. create drawings/paintings from observation using the principles and elements of design	
19.7	8. create a still-life composition	
25.5	9. use personal thematic expression in compositions such as self-portraits, work in a series or working with symbols	
39.9	10. arrange forms and shapes using rhythm and repetition in a balanced composition	
20.1	11. use course specific media	
17.4	12. use course specific vocabulary in written and oral critiques/ evaluations	
29.9	13. use visual journals/sketchbooks to reinforce course content, literacy skills and for personal development	
23	14. identify artists and styles related to course content	
27	15. identify art careers	
5	<b>Exhibitions:</b> 80% of the students will exhibit one piece of artwork during the year.	
	<b>Portfolio:</b> Contains demonstrations of skills and techniques in the following:	
8	1. Visual Journal/Sketchbook Pages (photocopy four pages)	
3	2. Artist Statement and Self-evaluation	
3	3. Four Examples from 1 - 11	
<b># of students tested: 392</b>		<b># of students tested:</b>

## Essential Criteria for 2D Art Students

This document represents the skills to be mastered by students enrolled in this 2D visual arts program\* by the time they exit the course. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of arts skills taught throughout Polk County.

%Entry Level Achievement (August) <b>District Average</b>	<b>Students completing a high school drawing visual arts program* will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the course.</b>	% Exit Level Achievement (May)
25.3	1. use line, shape or color to create unity or variety in a composition	
21.5	2. use symmetrical, asymmetrical or radial balance	
21.1	3. create work that shows figure/ground relationships	
28.2	4. create work from direct observation	
17	5. develop a modular or repeated pattern that creates rhythm	
23	6. create work that shows color organization using primary, secondary, tertiary, analogous or other color relationships	
29	7. create work that investigates or exaggerates proportion or scale	
19.9	8. create work that demonstrates the proper use of course-specific media	
15.7	9. use course specific vocabulary in written and oral critiques/ evaluations	
24.7	10. use visual journals/sketchbooks to reinforce course content, literacy skills and for personal development	
35.1	11. identify artists and styles related to course content	
0	12. identify art careers	
0	<b>Exhibitions:</b> 80% of the students will exhibit one piece of artwork during the year.	
	<b>Portfolio:</b> Contains demonstrations of skills and techniques in the following:	
0	1. Visual Journal/Sketchbook Pages (copy four pages)	
0	2. Artist Statement and Self-evaluation	
0	3. Four Examples from 1 - 8	
<b># of students tested: 397</b>	<i>District</i>	<b># of students tested:</b>

## Essential Criteria for 3D Art Students

This document represents the skills to be mastered by students enrolled in this 3D visual arts program\* when they exit the course. It has been designed to help teachers and administrators assess the specific skills that should be taught need to be focused on during the school year, thus creating uniformity of arts skills taught throughout Polk County.

% Entry Level Achievement (August) <b>District Average</b>	<b>Students completing a high school 3D visual arts program* should demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the course.</b>	% Exit Level Achievement (May)
38	1. create work that emphasizes line and/or plane	
46.7	2. create work that emphasizes mass and or volume	
5.6	3. create work that suggests rhythm through modular structures	
22.9	4. use light or shadow in work to determine form	
29	5. create work that demonstrates balance or implied motion	
20.8	6. create work that demonstrates additive methods of construction	
14.6	7. create work that demonstrates subtractive methods of construction	
26.3	8. create work that unifies the overall work through surface quality	
20	9. create work that employs interior space as a compositional element	
21.2	10. create work that demonstrates the proper use of course-specific media	
40.6	11. use course specific vocabulary in written and oral critiques/evaluations	
12.2	12. use visual journals/sketchbooks to reinforce course content, literacy skills and for personal development	
32	13. identify artists and styles related to course content	
.2	14. identify art careers	
0	<b>Exhibitions:</b> 80% of the students will exhibit one piece of artwork during the year.	
	<b>Portfolio:</b> Contains demonstrations of skills and techniques in the following:	
0	1. Sketchbook Pages (photocopy four pages)	
0	2. Artist Statement and Self-evaluation	
0	3. Four Examples from 1 - 10	
<b># of students tested: 369</b>		<b># of students tested:</b>

## Essential Criteria for 5<sup>th</sup> Grade Elementary Strings

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 5<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

% Entry Level Achievement (August/ September) <b>District Averages</b>	Students completing an elementary school orchestra program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and the end of the 5 <sup>th</sup> grade year.	% Exit Level Achievement (May)
<b>40.6</b>	1. Demonstrate proper rehearsal and concert procedures and etiquette	
<b>31.4</b>	2. Demonstrate proper position and posture including arco and pizzicato	
<b>31.4</b>	3. Recognize and perform up and down bow symbols	
<b>12</b>	4. Perform one octave major scales and arpeggios: C, G, D	
<b>24.6</b>	5. Perform and count note and rest values whole through eighth	
<b>43</b>	6. Perform and count the following time signatures: 2/4, 3/4, 4/4	
<b>22</b>	7. Define and understand terminology such as: clef, measure, flat, natural, slur, tie, ledger lines	
<b>23</b>	8. Demonstrate independent performing by playing in two and three parts	
<b># of students tested: 71</b>		<b># of students tested: _____</b>

**Essential Criteria for 5<sup>th</sup> Grade General Music Elementary School Students**

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 5<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

<b>% Entry Level Achievement (August/Sept.) District Averages</b>	<b>Students completing an elementary school music program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 5<sup>th</sup> grade year.</b>	<b>% Exit Level Achievement (May)</b>
<b>53.4</b>	Vocally match pitch within developmental range of Low-D to High-D.	
<b>66.1</b>	Echo a four beat melodic pattern using solfege individually or in a small group.	
<b>64.1</b>	Demonstrate proper performance posture (sitting/standing), breath support, articulation/diction.	
<b>54.1</b>	Sing unison songs, partner songs, rounds, ostinati with or without accompaniment using accurate pitch & rhythm.	
<b>48.5</b>	Perform a 3 – 5 note song on a melodic instrument (see resource list).	
<b>47.6</b>	Perform rhythmic and melodic accompaniment within an ensemble while maintaining individual part and a common tempo.	
<b>50.3</b>	Demonstrate proper instrument technique (i.e., breath support, posture, hand position).	
<b>61.4</b>	Respond to tempo, dynamics, and expressive cues of conductor.	
<b>43.6</b>	Demonstrate conducting patterns in 2/4, 3/4, and 4/4.	
<b>42.9</b>	Identify simple note values (whole, half, dotted half, quarter, eighth, and sixteenth) and corresponding rests.	
<b>48.6</b>	Read and perform rhythmic notation including quarter note & rest, half note & rest, set of eighth notes, whole note and rest, dotted half note.	
<b>35.4</b>	Write notation for four beat rhythm patterns performed by someone else.	
<b>30.4</b>	Identify and interpret music symbols that refer to dynamics ( <i>f</i> , <i>mf</i> , <i>mp</i> , <i>p</i> , crescendo, decrescendo), tempo (largo, allegro, accelerando, ritardando) and articulation (legato, staccato, accent).	
<b>26.3</b>	Identify and interpret music symbols: music staff, barline, double barline, measure, treble clef, bass clef, repeat sign, 1 <sup>st</sup> & 2 <sup>nd</sup> endings, Coda, D.S., D.C. al Fine.	
<b>40.4</b>	Identify notes that move by steps, leaps and repeats aurally and visually.	
<b>30.8</b>	Identify Treble Clef Lines & Spaces.	
<b># of students tested: 4434</b>		<b># of students tested: _____</b>

## Essential Criteria for 8<sup>th</sup> Grade Middle School Orchestra

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 8<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

% Entry Level Achievement (August/ September) <b>District Averages</b>	Students completing a middle school orchestra program will be expected to demonstrate the following skills with a minimum of 80% accuracy. Teachers will record the percentage of students meeting mastery at the beginning and end of the 8 <sup>th</sup> grade year.	% Exit Level Achievement (May)
<b>57.2</b>	Demonstrate characteristic tone production for the student's instrument using correct position and posture	
<b>29.9</b>	Demonstrate fingerings and alternate fingerings for all notes within the practical range of the instrument	
<b>67.2</b>	Identify the note names in the appropriate staff	
<b>6.3</b>	Perform the chromatic scale over the practical range of the instrument	
<b>17</b>	Perform the following major scales and arpeggios according to the All-State criteria C, G, D, A, F, Bb, Eb	
<b>27.8</b>	Identify key signatures of the required major scales and be able write the order of the sharps and flats	
<b>60.1</b>	Demonstrate independent ability to tune one's instrument	
<b>46.8</b>	Perform music that changes meters	
<b>63.2</b>	Perform music that changes key signatures	
<b>46.5</b>	Recognize and perform common musical concepts dealing with style, articulation, dynamics, tempo	
<b>40.1</b>	Perform in the following time signatures: 4/4, 2/2, 3/4, 2/4, 3/8, 6/8, 5/4	
<b>33.8</b>	Count and perform rhythms in simple, compound and mixed meters (e.g. 2/4, 3/4, 4/4, 5/4, 2/2, 3/8, and 6/8)	
<b>59.9</b>	Demonstrate the ability to follow a conductor's beat pattern and expressive gestures	
<b>59.6</b>	Perform appropriate ensemble literature from state approved list (suggested levels 2-3 literature)	
<b>59.1</b>	Sight read appropriate ensemble literature (suggested levels 1-2)	
<b>66.6</b>	Demonstrate proper rehearsal and concert procedures and etiquette	
<b># of students tested: 138</b>		<b># of students tested: _____</b>

## Essential Criteria for 11<sup>th</sup> Grade High School Orchestra

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 11<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

% Entry Level Achievement (August/September) <b>District Averages</b>	Students completing their 11 <sup>th</sup> grade year in a high school orchestra program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and the end of the 11 <sup>th</sup> grade year.	% Exit Level Achievement (May)
<b>71.8</b>	1. Demonstrate characteristic tone production for the student's instrument using correct position and posture	
<b>56.4</b>	2. Demonstrate fingerings and alternate fingerings for all notes within the practical range of the instrument	
<b>34</b>	3. Perform the chromatic scale over the practical range of the instrument	
<b>21.4</b>	4. Perform all major scales and arpeggios according to the All-State criteria	
<b>39</b>	5. Identify key signatures of the required major scales and be able to write the order of sharps and flats	
<b>66.6</b>	6. Perform music that changes meter	
<b>65.7</b>	7. Perform music that changes key signature	
<b>61.9</b>	8. Recognize and perform advanced musical concepts and terminology dealing with style, articulation, dynamics and tempo	
<b>42.9</b>	9. Count and perform advanced rhythms in simple, compound, and mixed meters (e.g., 2/4, 3/4, 4/4, 5/4 2/2, 3/2, 3/8, 5/8, 6/8, 7/8, 9/8, and 12/8)	
<b>65.3</b>	10. Identify and properly adjust pitch discrepancies alone and with others	
<b>84.4</b>	11. Demonstrate the ability to follow a conductor's beat pattern and expressive gestures	
<b>72.1</b>	12. Sing in unison and match pitch individually and as an ensemble	
<b>69.7</b>	13. Perform appropriate ensemble literature from state-approved published music lists (suggested levels 2-4)	
<b>55.9</b>	14. Sight read appropriate ensemble literature (suggested levels 1-3)	
<b>85.9</b>	15. Demonstrate proper procedures and etiquette in performance and rehearsal settings	
<b># of students tested: 73</b>		<b># of students tested: _____</b>

## Essential Criteria for 8th Grade Middle School Chorus Students

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 8<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

% Entry Level Achievement ( August/ September) <b>District Average</b>	<b>Students completing a middle school choral program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 8<sup>th</sup> grade year.</b>	% Exit Level Achievement (May)
<b>50.9</b>	Demonstrate healthy singing techniques, including posture, breath support, vocal tone, unified vowels, and articulated consonants	
<b>75.1</b>	Match pitch	
<b>43.7</b>	Vocally count rhythms in simple and compound meters (e.g. 2/4, 3/4, 4/4, 6/8 )	
<b>35.0</b>	Sight read rhythmic patterns and 2-3 part melodic exercises using FVA MPA sight reading examples	
<b>63.3</b>	Sing unison a cappella repertoire maintaining tonal center	
<b>47.4</b>	Visually follow and perform the correct voice part while singing 2-3 part choral literature in an ensemble	
<b>54.8</b>	Respond to the tempo, dynamics, and expressive cues of a conductor	
<b>51.9</b>	Know the names of the lines and spaces on the Grand Staff	
<b>24.3</b>	Identify key signatures up to 3#’s and 3b’s	
<b>53.3</b>	Hear the difference between Major and Minor Chords	
<b>30.6</b>	Identify Major and Perfect intervals visually and aurally	
<b>33.6</b>	Identify and interpret musical terms related to the middle school all-state vocabulary list.	
<b>24.8</b>	Notate four measure rhythmic and melodic passages as performed by someone else.	
<b># of students tested: 603</b>		<b># of students tested: ___</b>

## Essential Criteria for 11<sup>th</sup> Grade High School Choral Students

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 11<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

% Entry Level Achievement ( August/ September) <b>District Average</b>	Students completing their 11 <sup>th</sup> year in high school choral program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 11th grade year.	% Exit Level Achievement (May)
61.1	Consistently demonstrate healthy singing techniques, including posture, breath support, vocal tone, unified vowels, articulated consonants, phrasing, tempo, and dynamics	
72.1	Vocally count rhythmic patterns based on duple and triple meter	
46.9	Sight read 4 part literature using FVA MPA sight reading examples including the use of accidentals	
75.4	Perform the correct voice part while singing with others in an ensemble	
64.7	Sing 4-part literature with an appropriate singing tone characteristic of various choral styles using proper vocal techniques accompanied and unaccompanied	
67.1	Respond to the tempo, dynamics, and expressive cues of a conductor	
32.8	Identify all Major and relative Minor key signatures	
38.9	Distinguish between Major, Minor, Augmented, and Diminished Chords	
45.4	Identify intervals visually and aurally	
39.8	Identify and interpret musical terms related to the High School all-state vocabulary list	
32.3	Notate eight measure rhythmic and melodic passages	
<b># of students tested: 224</b>		<b># of students tested: _____</b>

## Essential Criteria for 8th Grade Middle School Band Students

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 8<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

% Entry Level Achievement (August/September) <b>District Average</b>	<b>Students completing their 8<sup>th</sup> grade year in a middle school band program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 8<sup>th</sup> grade year.</b>	% Exit Level Achievement (May)
<b>68.8</b>	Demonstrate characteristic tone production for the student's instrument using correct embouchure, breath control, and posture	
<b>44.1</b>	Demonstrate fingerings and alternate fingerings for all notes within the practical range of the instrument	
<b>65.6</b>	Identify the note names in the appropriate clef for the student's instrument	
<b>30.6</b>	Perform the chromatic scale according to the All-State criteria	
<b>31.5</b>	Perform the following major scales according to the All-State criteria: Bb, Eb, Ab, Db, F, C, G, D	
<b>31.5</b>	Identify key signatures of the required major scales and be able to write the order of flats and sharps	
<b>23.7</b>	Percussion students: Perform 7 stroke roll, flam, paradiddle, flam accent, ruff, single and double drags, single and double paradiddles	
<b>41.7</b>	Perform major and chromatic scales, according to the above listed requirements, utilizing proper grip and mallet technique	
<b>39.2</b>	Demonstrate a controlled long roll at all dynamic levels, on the following instruments: snare, timpani, keyboard percussion, suspended cymbal	
<b>60.3</b>	Perform music that changes meters	
<b>58.1</b>	Perform music that changes key signatures	
<b>60.0</b>	Recognize and perform fundamental musical concepts pertaining to style, articulation, dynamics, and tempo	
<b>37.8</b>	Count and perform rhythms in simple, compound, and mixed meters (e.g., 2/4, 3/4, 4/4, 5/4, 2/2, 3/8, and 6/8)	
<b>55.6</b>	Identify and properly adjust pitch discrepancies alone and with others	
<b>60.1</b>	Demonstrate the ability to follow a conductor's beat pattern and expressive gestures	
<b>45.6</b>	Perform appropriate ensemble literature from state-approved published music lists according to school classification (suggested: grade 2-3 literature)	
<b>50.5</b>	Sight read appropriate ensemble literature according to school classification (suggested: grade 1-2 literature)	
<b>61.1</b>	Demonstrate proper procedures and etiquette in performance and rehearsal settings	
<b># of students tested: 563</b>		<b># of students tested: _____</b>

## Essential Criteria for 11<sup>th</sup> Grade High School Band Students

This document represents the skills to be mastered by students enrolled in this music program by the time they exit 11<sup>th</sup> grade. It has been designed to help teachers and administrators assess the specific skills that need to be focused on during the school year, thus creating uniformity of music skills taught throughout Polk County.

% Entry Level Achievement (August/September) <b>District Average</b>	Students completing their 11 <sup>th</sup> grade year in a high school band program will be expected to demonstrate the following skills with a minimum of 80% mastery. Teachers will record the percentage of students meeting mastery at the beginning and end of the 11 <sup>th</sup> grade year.	% Exit Level Achievement (May)
<b>70.1</b>	Demonstrate characteristic tone production for the student's instrument using correct embouchure, breath control, and posture	
<b>57.9</b>	Demonstrate fingerings and alternate fingerings for all notes within the practical range of the instrument	
<b>51.3</b>	Perform the chromatic scale according to the All-State criteria	
<b>38.3</b>	Perform all 12 majors scales according to the All-State criteria	
<b>40.7</b>	Identify key signatures of the required major scales and be able to write the order of flats and sharps	
<b>29.9</b>	Percussion students: Perform the 40 standard rudiments, using appropriate grip techniques (open-closed-open when applicable)	
<b>29.2</b>	Perform major and chromatic scales, according to the above listed requirements, utilizing proper grip and mallet technique	
<b>31</b>	Accurately tune timpani and fixed pitch percussion instruments (e.g., snare drum, bass drum)	
<b>72.8</b>	Perform music that changes meters	
<b>78.8</b>	Perform music that changes key signatures	
<b>57.7</b>	Recognize and perform advanced musical concepts and terminology pertaining style, articulation, dynamics, and tempo	
<b>42.7</b>	Count and perform advanced rhythms in simple, compound, and mixed meters (e.g., 2/4, 3/4, 4/4, 5/4, 2/2, 3/2, 3/8, 5/8, 6/8, 7/8, 9/8, and 12/8)	
<b>72.5</b>	Identify and properly adjust pitch discrepancies alone and with others	
<b>78</b>	Demonstrate the ability to follow a conductor's beat pattern and expressive gestures	
<b>63.8</b>	Sing in unison and match pitch individually and as an ensemble	
<b>58.5</b>	Perform appropriate ensemble literature from state-approved published music lists according to school classification (suggested: grade 3-5 literature)	
<b>49.0</b>	Sight read appropriate ensemble literature according to school classification (suggested: grade 2-4 literature)	
<b>76.8</b>	Demonstrate proper procedures and etiquette in performance and rehearsal settings	
<b># of students tested: 184</b>		<b># of students tested: _____</b>

# Guidelines for Art Teachers

The responsibilities of an art teacher encompass a variety of duties, in addition to being a classroom teacher. They are responsible for organizing school-wide exhibits of student work. Teachers are also responsible for entering student work in exhibitions at the Polk Museum of Art and in community exhibitions throughout the district. Teachers must carefully mount or mat student art work for display in exhibitions, as well as transport the art work to and from the exhibition.

Most art teachers are responsible for organizing, planning and supervising a budget. Many teachers also organize and hold fund-raising events to supplement budgets and in order to provide materials for the visual arts students to use in class. Teachers are expected to maintain equipment and make minor repairs.

Even before FCAT, art teachers have been held accountable for student achievement in the arts for many years through student participation in juried art exhibitions. In order to have work displayed in the student gallery of the Polk Museum of Art, students must meet rigorous standards. Each show is juried by highly qualified judges who look for the best in student art work to meet those rigorous standards.

Each elementary visual arts teacher in Polk County is provided with a copy of the **Elementary Curriculum and Planning Guide**. Middle and high school teachers are given the **Polk County Vertical Teaming Guide**. Both guides serve as resources to provide curriculum and instructional support and guidance for these teachers. In addition, each teacher is provide with a **Visual Arts Resource Notebook** to help them perform their responsibilities.

# Guidelines for Music Teachers

Music teachers have been held accountable long before the establishment of FCAT. Through the Florida School Music Association, our music teachers participate annually in Music Performance Assessments held by the component organizations of the Florida Bandmasters Association, Florida Vocal Association and the Florida Orchestra Association. These organizations provide trained and certified adjudicators from all over the state for the purpose of evaluating the teaching that is going on through an organized assessment program. Each performing group prepares selections to be adjudicated, as well as performing music from sight. The latter determines how well students have been taught the fundamentals of music. The evaluation is based on an established standard and the groups are not in competition with each other.

The responsibilities of a music teacher are sometimes overwhelming. Of course, their primary responsibility is that of a classroom teacher, but in many instances, they have the added obligation of working with parent booster groups, organizing and planning a budget, specializing in fund-raising, and coordinating travel within and outside of the district. A music teacher does not have a staff to work with nor do they have several assistant directors. A thriving program typically involves wonderful parents and students who work with the director to develop a successful music program.

Each music teacher in Polk County has been provided with a copy of **Guidelines for Music Teachers** which specifically outlines the management responsibilities of the music teacher. A copy of this guide is included with this report to provide some insight as to what goes on behind the opportunities our music teachers provide their students.

# Primary Grade Fine Arts Tests

## **Music**

In April, our 3rd grade students are tested on the elements of music through a county-wide music assessment. Base on the current curriculum, our elementary music teachers felt that it was the appropriate grade level to see where the students are as it relates to music instruction.

It is important to note that we do not publicize these scores. To do so would be inappropriate for several reasons. First, instructional times vary from 45 minutes a week to 30 minutes every nine days, depending on the master schedule of the individual school. We encourage at least 45 minutes of instruction each week, which is well below the 90 minute recommendation from MENC: the National Association of Music Educators. Secondly, some music teachers teach in a portable, some from a cart, while others have dedicated music classrooms. This inequity, as well as the fact that some programs do not have the same quality or quantity of musical instruments, would make the publishing of scores unprofessional. While improvements have been made by providing instruments to our elementary music programs, this has been on a limited basis.

The test has been designed to assist the music teacher and the school's administration in evaluating their music program. Each year, the district averages have increased thus indicating consistent learning gains in music. The test is administered aurally with a standardized CD. A copy of the answer sheet is attached.

## **Art**

In an effort to provide accountability and to align the visual arts with music, the FAEA Assessment Project was initiated in 2004. A task force composed of FAEA board members was established to oversee the development of the assessment project. The project is funded through the joint efforts of FAEA and a grant for \$30,000 from the Kennedy Center Alliance for Arts Education Network.

The dual purpose of the assessment is: (1) to improve art programs in Florida, and (2) to define the visual arts for all stakeholders as a subject with rigor and relevance using data as the basis for information. The initial design and process for a statewide visual art assessment began in October 2006. The assessment will be a voluntary, content-based program assessment.

The test questions will be completed in June of 2007; the test will be piloted in the spring of 2008. The field test will be administered in the spring of 2009. At this point, FAEA will begin to gather baseline data about the visual arts programs in the state.

# Fine Arts Honors/AP Programs

## **Music**

In 1996, the School Board adopted an honors music curriculum. This is designed to provide additional course work that occurs within the scope of the regularly scheduled music curriculum in classes such as band, orchestra, chorus or jazz band. The intent is to provide more in-depth study for those students who have a high interest in music and who perhaps wish to pursue AP Music Theory and/or a course of study in music at the collegiate level.

This spring, a committee of high school teachers, along with our music resource specialist will be reviewing and updating the study guide and honors exam, as well as the honors curriculum.

Advanced Placement Music was taught in eight high schools last year. AP Music students have stringent national standards to meet in order to receive college credit. Of the 68 students who took the AP exam in 2005 - 2006, 53% scored a three or higher, thereby earning college credit.

## **Art**

Advanced Placement Art was taught in all but 6 high schools last year. Advanced Placement art students have stringent national standards to meet in order to receive college credit for work done in visual art classes. Of the 103 students who submitted exams in the visual arts in 2005 – 2006, 80% scored a three or higher, thereby earning college credit.

# Department of Fine Arts

## Descriptive Summary of Services Rendered

### **Senior Director of Fine Arts:**

- ☞ Supervises the Senior Coordinator of Visual Art, the Music Resource Specialist, and the McLaughlin Fine Arts Director and itinerant strings teachers.
- ☞ Oversees the formulation and updates guidelines for the music, art, dance and theatre curriculums in grades K-12, in consultation with teachers and administrative staff.
- ☞ Oversees the establishment and implementation of district-wide Essential Criteria for all fine arts areas.
- ☞ Serves as the administrator for the placement and evaluation of itinerant music and art teachers district-wide.
- ☞ Oversees the training for teachers in all fine arts areas.
- ☞ Administers all fine arts events, including All-County festivals, showcases and other arts-related events throughout the district.
- ☞ Prepares bid specifications and proposals in all arts-related areas.
- ☞ Serves as the liaison for the hiring of arts staff and arts curriculum development at all schools, with particular emphasis for unit allocations at the Harrison School for the Arts, Rochelle School of the Arts, Jewett School of the Arts, Davenport School of the Arts and McLaughlin Middle Fine Arts Academy.
- ☞ Develops and administers the district-wide budget for the fine arts programs.
- ☞ Oversees the adoption of fine arts textbooks, arts media and technology and other related materials for the district in grades K-12.
- ☞ Monitors fine arts curriculum to ensure compliance with state laws.
- ☞ Serves as the arts liaison with the Florida Department of Education and other district, state and national arts organizations.
- ☞ Supervises 177 music teachers district-wide.
- ☞ Annually arranges for allocation and repair of all district-owned musical Instruments, including band, orchestra, and piano/keyboard.

- ✿ Allocates transportation money for all high school band travel to football games and parades, as well as transportation for festival events for all top performing groups at the secondary level.
- ✿ Coordinates parade activities for the Lakeland/Winter Haven areas.
- ✿ Arranges for the payment of festival entries for all secondary level music groups in connection with the Florida School Music Association.
- ✿ Monitors various music festivals affiliated with the Florida Bandmasters Association, Florida Vocal Association, and the Florida Orchestra Association.
- ✿ Monitors, disseminates and collects all supplements for pay purposes in the area of Fine Arts.
- ✿ Oversees the district-wide honors music curriculum.
- ✿ Provides resources pertaining to curriculum, facilities, planning and textbook adoption for dance and theatre.
- ✿ Serves as the district resource for hiring specialty teachers in dance and theatre for all schools.

## **Senior Coordinator of Fine Arts**

Coordinates and assists with the supervision of curriculum, personnel and the delivery of educational services for K – 12 fine arts programs in the district. Works with the Senior Director of Fine Arts to formulate and develop guidelines for visual arts, budget needs and the adoption of textbooks. Supervises, coordinates, analyzes and monitors curriculum and overall functions of programs, teachers and activities within the visual arts programs. Has supervisory responsibility for 138 art teachers.

- ☞ Monitors and coordinates planning for visual arts curriculum at all fine arts schools throughout the district.
- ☞ Coordinates in-service programs appropriate for visual arts in grades K-12.
- ☞ Reviews, evaluates and recommends appropriate curriculum in grades K-12.
- ☞ Coordinates professional development for the new middle school fine arts academy.
- ☞ Coordinates textbook review for adoption.
- ☞ Manages and distributes budget for needed equipment purchases and repair.
- ☞ Reviews, evaluates and monitors art supplies and items distributed from the central warehouse.
- ☞ Develops and updates specifications for art supplies and equipment on bid.
- ☞ Updates purchasing department regarding equipment for new art facilities.
- ☞ Assists in applying for and monitoring the status of state and federal grants related to visual arts.
- ☞ Arranges for the judges for the various arts exhibitions and competitions throughout the year.
- ☞ Serves as a parent, teacher, student and community liaison for all student and teacher art shows held throughout the district.
- ☞ Coordinates and works with the Polk Museum of Art in scheduling and mounting six exhibitions in the George Jenkins Student Gallery.

- Coordinates with facilities departments regarding specifications for elementary, middle school and high school visual arts labs.
- Represents the district at state meetings related to visual arts.
- Coordinates the hanging of K – 12 art work at the various art shows held throughout the district, such as the K – 5 Student Show, Creative Youth 12<sup>th</sup> Congressional District, Polk County's Finest 9 – 12, Florida State Fair Youth Fine Arts Exhibition, Central Park Arts Festival, Lake Wales Art Show, Bloomin' Arts Festival, Mayfaire-By-The Lake.
- Assumes other duties assigned by the Senior Director of Fine Arts.

## **Music Resource Specialist**

- ☞ Coordinates music festivals, such as the Elementary Music Showcase, All-County Band, Chorus and Orchestra.
- ☞ Coordinates with the Imperial Symphony Orchestra regarding various performances with the fifth grade and performances for the fourth grade on an annual basis. Arranges all transportation and determines who will be eligible to attend.
- ☞ Arranges for the administration of the annual Third Grade Music Assessment to be given each spring at all district elementary schools
- ☞ Administers and evaluates the district-wide honors music program.
- ☞ Assists music teachers with special emphasis on K-5 elementary, secondary choral and music technology.
- ☞ Organizes professional development for K-12 music teachers, as well as managing the Title II account for fine arts.
- ☞ Mentors and advises beginning music teachers.
- ☞ Implements the Essential Criteria and manages the data collected from music teachers.
- ☞ Develops equipment lists for K-12 music programs.
- ☞ Assumes other duties assigned by the Senior Director of Fine Arts.

# Music Performance Assessment Participation

Polk County music teachers are traditionally involved with their state component organizations — the Florida Bandmasters Association, the Florida Vocal Association, and the Florida Orchestra Association. Through these groups, Polk County music students have the opportunity to participate in auditioned honor groups at the state level. In addition, their musical performances are professionally adjudicated in the areas of solos, ensembles and large concert groups.

The data on the following pages reflects the high school student participation in state-sponsored music performance assessments. It is possible for a student to be counted numerous times as they participate in the various assessments. The final pages contain the most recent state report for all schools in our district. We are extremely proud of our students' achievements and grateful for the investment of time and effort that our teachers provide to ensure their students' successes.

## Music Performance Assessment Student Participation by School

2003-2004

School	Band	Chorus	Orchestra	School Totals
Auburndale	156	87	24	267
Bartow HS	275	135	11	421
Frostproof M/S	179	83	0	262
Fort Meade M/S	187	174	0	361
George Jenkins	378	138	43	559
Haines City	161	70	0	231
Harrison SOTA	116	130	187	433
Kathleen HS	132	101	0	233
Lake Gibson	244	4	24	272
Lake Region	300	127	34	461
Lakeland HS	622	23	0	645
Mulberry HS	111	0	0	111
Winter Haven	363	241	55	659

2004-2005

School	Band	Chorus	Orchestra	School Totals
Auburndale	248	91	31	370
Bartow HS	299	170	10	479
Frostproof M/S	278	69	0	347
Fort Meade M/S	140	76	0	216
George Jenkins	295	262	52	609
Haines City	124	52	0	176
Harrison SOTA	136	246	218	600
Kathleen HS	104	177	0	281
Lake Gibson	334	44	21	399
Lake Region	341	53	43	437
Lakeland HS	374	0	1	375
Mulberry HS	162	3	0	165
Winter Haven	402	68	57	527

The totals reflect student participation in various state sponsored activities, thus some students are counted more than once.

## Music Performance Assessment Student Participation by School

2005-2006

School	Band	Chorus	Orchestra	School Totals
Auburndale	142	200	36	378
Bartow HS	480	108	12	600
Frostproof M/S	250	82	0	332
Fort Meade M/S	37	133	0	170
George Jenkins	242	102	38	382
Haines City	112	80	0	192
Harrison SOTA	164	164	154	482
Kathleen HS	126	137	0	263
Lake Gibson	260	44	20	324
Lake Region	310	82	24	416
Lakeland HS	452	16	0	468
Mulberry HS	166	20	0	186
Ridge Community	130	1	0	131
Winter Haven	389	54	27	470

The totals reflect student participation in various state sponsored activities thus some students are counted more than once.

# You are Invited

We are always anxious to showcase what we do, and we would like to extend an open invitation for you to join us anytime you are available.

The visual arts exhibitions and music events are scheduled in the spring of each school year for the following school year. Most of the visual arts exhibits are held at the Polk Museum of Art and the all-county music events are scheduled at Florida Southern College in Branscomb Auditorium.

Our visual arts exhibitions are well attended by parents, students and teachers. The museum provides a gallery space that is located on the same floor as the main galleries. The student work is treated in the same professional manner as all other work exhibited by the museum. It is a unique opportunity for student artists. Students and parents are invited by special letter to the receptions for each exhibition. The school district provides a catalog for each exhibition and also mats and frames all of the work that is displayed in the student gallery throughout the year.

Our music events are so large that we are unable to utilize our school auditoriums. We have had an outstanding working relationship with Florida Southern for these events for well over 30 years. After Florida Southern schedules their fine arts series, the college works with us to schedule our music events throughout the year.

It is worth noting that the music department at Florida Southern allows us to use the band room and the chorus room for our rehearsals at no charge; they are so generous and actually reschedule their rehearsals so that our young people can utilize their spaces on at least four days during the year.

This year, you will also have opportunity to view student art work and All- County music events via our Polk County Public Access channel.

We have built wonderful relationships with our arts community over the years. The School Board has long been a part of that effort.

**Come and join us! You are always welcome.**

# You are Invited

## 2006-2007 Music Calendar

October 21	Marching Band Performance Assessment
October 24	All-County Chorus
November 4	Florida Orchestra Assoc. Solo/Ensemble Assessment
November 13	Polk County Youth Symphony
December 12	Elementary Holiday Concert
January 26	All-County Band
February 8-10	Fl. Bandmasters Assoc. Solo/Ensemble Assessment
February 16, 17	Florida Orchestra Assoc, Performance Assessment
February 23	All-County Orchestra
February 22-24	Florida Vocal Assoc. Performance Assessment
March 9,10	Florida Bandmasters Assoc. H/S Performance Assessment
March 13	All-State Recognition
March 15-17	Fl. Bandmasters Assoc. M/S Performance Assessment
March 16,17	Florida Vocal Association Solo/Ensemble Assessment
April 9-13	Third Grade Music Test
April 16	Young People's Concert
May 1	Elementary Showcase

## 2006-2007 Visual Art Calendar

August 12	Very Special Arts Show
September 9	Our Finest : Grades 9-12 Art by H/S Students
October 21	Teachers' Invitational Ridge Art Assoc.
October 28	Polk County Kids Tag Art
November 10,11	Festival of the Masters
December 9	Middle School Art Show
January 19	Harrison Art Center Show
February 17	The Young Artists Show Ridge Art Assoc.
February 8-20	Fl. State Fair Youth Fine Arts Exhibition
March 3,4	Gasparilla Festival of Arts
March 10	Creative Youth Exhibition
March 17,18	Central Park Art Festival
March 16-18	Winter Park Art Festival
March 24,25	Lake Wales Student Art Show
April 7,9	Bloomin' Arts Festival
April 21	Elementary School Art Show
May 12,13	MayFaire by the Lake

*For more information on times and locations,  
please visit :*

**[WWW.Polk-fl.net/finearts](http://WWW.Polk-fl.net/finearts)**