



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2002-2003

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC:

Art History Curriculum is Elementary My Dear it's called "Art Madness"

LIST OF GROUP MEMBERS:

Nikki Corgel, Sean Bowers, Peter Durham, Dennis Contri and Darin Docekal

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

The initial goal of our study group was to re-create the Art Madness Art History Lab Book for 2003-2004 and create a Teacher Edition along with a power point "visual" presentation. Our additional goal this year was to also create a "primary version" for the elementary program.

We were able to create the new list of 32 competing artists, a bracket and time-line along with individual artist biography and relating reproduction/design page. This year we made additions such as numbering pages, a new cover page and were careful to balance choices by gender, style and existing course offerings. Our "Art Madness" Lab Book is complete and ready for print along with the Teacher Edition.

Our power point presentation is in progress as we had difficulty gathering "visual reproductions" from some of the less known artists. The elementary staff is meeting this summer to choose their ten artists for the elementary lab book version.

Describe the ACTION PLAN that the group followed.

We met in the computer graphics lab room 65 at Vestal Senior High School. We discussed our artist choices and made final cuts on day one. The five participants chose a list of new artists and researched their biographical information along with reproductions of their work. These reproductions were located and saved to power point this year so we can each provide our students in our classrooms with a visual presentation along side the Lab Book. Day two we continued to compile information on the chosen artists and re-create new pages for the "foundation artists" competing again this year. Each made two hard copies from their disc. Two local artist biographies have taken longer than planned. The group created the competitive bracket on Superintendent's Day. Since our group meeting, we have completed the cover page, updated information, numbered pages and prepared single pages into print ready format!

Describe how the action plan was implemented.

We brought our choice of “new” artists to the initial meeting. Upon discussion and through a process of elimination we chose 22 new artists. On individual discs we researched and created 4-5 artist biographies. Using the computer lab was very helpful and having the page layout ready was a time saver. Participants knew font style, text size and page set-up.

February:

- Day One:
1. Artists chosen for 2003-2004 school year.
 2. Teachers researched biographies and saved them to discs.
 3. Power point reproduction lay out was demonstrated and followed by all.

We got right to work on artist biographies and printed information.

February:

- Day Two:
1. Teachers continued to research artists and type the biography page.
 2. Reproductions of artist works were compiled on additional pages.
 3. Hard copies of biography page and visual page were printed.

March:

Superintendent’s Day:

1. Artist Bracket was created.
2. Cover page completed and information from 2002 was updated.
3. Final compilation of the 10 foundation artists was completed.
4. Pages are numbered and booklet is print ready.

April:

Teacher Center Final Report:

1. Final Report typed and prepared.

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Have any of your teaching practices changed?

We have thoroughly enjoyed the opportunity to work on a school program beyond the school hours in a quiet, stress free setting. New teachers and veterans, like myself were able to learn from one another and take ownership of a worthwhile venture that support all of our individual programs. This lab book gave each of us an opportunity to gain further insight to each other’s teaching styles.

Our teaching styles change and grow from the conversations and successes of each ballot design, teaching approach and lesson created to keep the learning process of art history fresh and exciting.

What evidence is there that student achievement is improving as a result of your participating in this study group? What kind of difference are you observing in your students?

- The quarterly tests and quizzes have shown greater depth of learning particularly in the Junior and Senior courses where “Art Madness” has been given a strong foundation.
- The Studio Art faculty has seen the vocabulary and wealth of conversation during the discussion portion of lessons rise to a higher level.
- Following Museum and Gallery visits students continue to share what they knew and then what they saw with greater understanding and excitement!

What evidence is there that the goals of the study group has/has not been met?

The completion of the Lab Book gives us all a great deal of satisfaction and we are very pleased and welcome the introduction of the Elementary version of “Art Madness”! We look forward with much anticipation to the elementary addition to our Art History program.

Comment on the value of the study group process? Did it work for you?

The process of working with your peers on a mission of importance has continued to be a very worthwhile experience. Again I believe this shared –decision-making process has given each member of the team a vital role in this large component of our program. Since it continues to grow in number and our ideas continue to sprout we will look forward to working together very soon.

How can we make this study group program better?

We were most disappointed to hear that grants will only be offered on an every other year basis as we have enjoyed the success of the study group grant as an annual event. We are pleased with the present process.