

Service-Learning Certification Form

On Campus
 Off Campus

SECTION 1

Instructor(s):

Department: Art

School:

Course: Art, Art History

Grade Level(s): 12th Grd

Department:

Period(s) Participating:

Anticipated # of students:

Grade Level(s):

Project Name: **Art Docent Program**

Date Submitted:

Anticipated # of students:

SECTION 2 Project Description:

Students work in collaborative groups with each group responsible for a different elementary grade level in a yearlong program. Each group creates and teaches grade appropriate standards-based visual art lessons to K-5th grade students at two feeder elementary schools.

SECTION 3 Community Need(s):

The art docents teach in Title 1 schools where parental/child exposure to the arts is often minimal. With the proliferation of testing, mandated structured academic programs and budget cuts, the arts have been almost entirely eliminated from classroom instruction. Research shows that student achievement in non-arts subjects is heightened in schools with high quality arts education programs, especially in mathematics and reading. Additionally, creative industries are critical to the economy of California and a source of future employment for up to one in five California students

SECTION 4 Community Partner(s):

Local elementary schools, local museums

SECTION 5 Student Voice

- Students decide what grade level they want to teach
- Students select their partners
- Students decide on the art projects they will teach
- Students decide upon three artists they will feature for their historical & cultural context lessons

Students decide on which art projects will be interdisciplinary with the Open Court reading program in the elementary schools

SECTION 6 California Content/Skill Standard(s)

- 1.0 - Processing, Analyzing, & Responding to Sensory Information Through the Language & Skills Unique to the Visual Arts
- 2.0 - Creating, Performing, & Participating in the Visual Arts

(OVER)

SECTION 7 Project Components:

- Students teach an art lesson at one elementary school one week & repeat it at the second elementary school the next week.
- Students learn the elements and principles of art
- Students learn the general characteristics of each elementary school grade level
- Students create art lessons incorporating the elements & principles of design, touchstone artists, art movements, & are interdisciplinary with the Open Court reading program.
- Students learn how to write lesson plans, classroom management & basic teaching skills
- Students create their own materials list for their projects & are responsible for ensuring that these materials are procured well in advance of the project
- Students work in pairs, with each pair responsible for a specific grade level & is assigned to a specific classroom at each elementary school

SECTION 8 Reflection Prompts

Each Friday, we reflect in a group discussion

- What went well
- Challenges in lesson delivery, classroom management & other challenges
- Potential solutions to challenges

Students write notes in their journal of their reflections & write down ideas shared, during the "Reflective Session", which will help them to improve their lessons, delivery, classroom

SECTION 9 Outcomes and Assessments:

- Expected outcomes: each student will choose their project with their grade level group, collaborate with the elementary teachers, research the standards and artists they will feature, plan their lesson, make samples, and obtain the materials necessary to teach their lesson
- Assessments:
 - Oral & Written Reflections
 - Peer & Elementary Teacher's Evaluations
 - Submitted lesson plans & projects

SECTION 10 Accommodations/Support for Diverse Learners:

- Appropriate tasks will be assigned to all students.
- Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
- Locations will be accessible. When not available alternative sites will be sought.
- Each group member will have equal opportunities to make significant contributions to the project.
- Students with IEPs will be identified and individual needs will be addressed.

I agree to the above accommodations for diverse service learners. Initials _____

SECTION 11 Administrator Comment(s) / Recommendations:

Submitted by: _____ **Date:** _____
Teacher Signature

Approved: _____ **Date:** _____
Principal or designee Signature

Original to: ____APSCS **Copies to:** ____SIS Coordinator ____Teacher(s)

