

An Overview of Art and Music in the West Babylon Schools

Presented to the
Board of Education
February 7, 2012

Presented by the West Babylon Schools Art & Music Teachers



William Doran, K-8 Art & Music Chairperson
Barbara Kelly, 9-12 Art & Music
Chairperson



- *Adrienne Autovino, JHS Music*
- *Joseph Barone, SHS Music*
- *Lynn Bermont, SHS Art*
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- *Deborah Cicogna, Elem. Music*
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- *Dominique Finocchio, JHS Music*
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- *Dana Meadows, SHS Music*
- *Kelly Myers, SHS Art*
- *Lisa Perry, Elem. Music*
- *Matthew Scott, Elem. Music*
- *Jen Tomeo, JHS Art*
- *Vivian Rieger, JHS Art*
- *James Uhl, Elem. Music*

Key Objectives

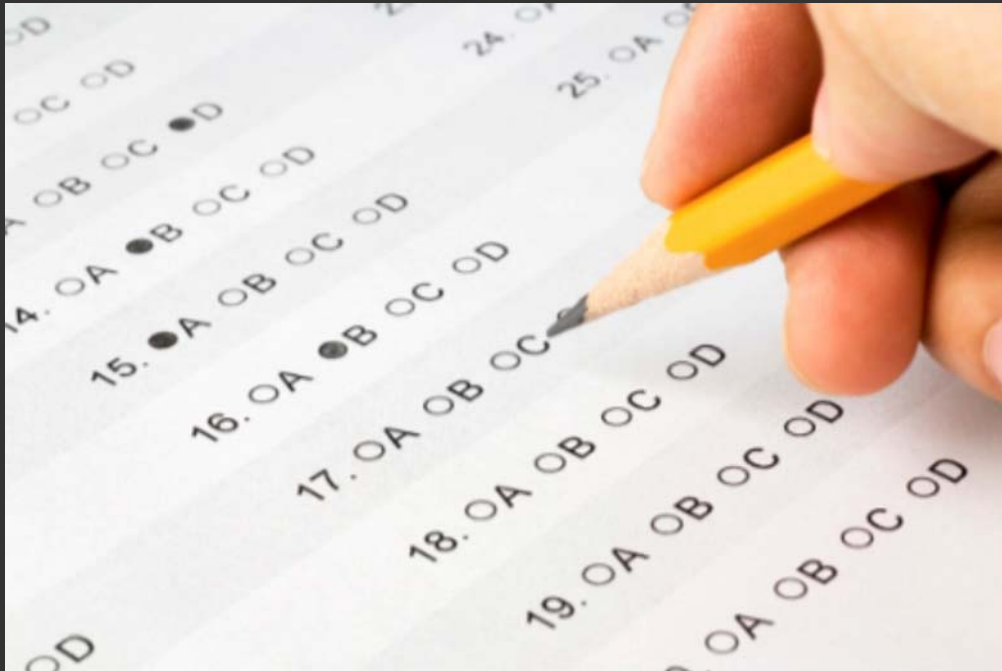
- Present an overview of art and music courses and programs available to students in West Babylon.
- Define the role of art and music in education.
- Demonstrate the need for creative and innovative thinking skills in order to develop the whole child.
- Present evidence of student work to the school community that exemplifies what we do in the classroom and the value of our programs to students.

Creativity in Crisis

and



Are feeling pressure from...



and



Creativity in Crisis

- The relentless push to standardize curriculum and nationalize testing methods, combined with the declining economic climate have caused many school districts to reduce funding and resources that enable the means necessary to nurture the creativity in children.

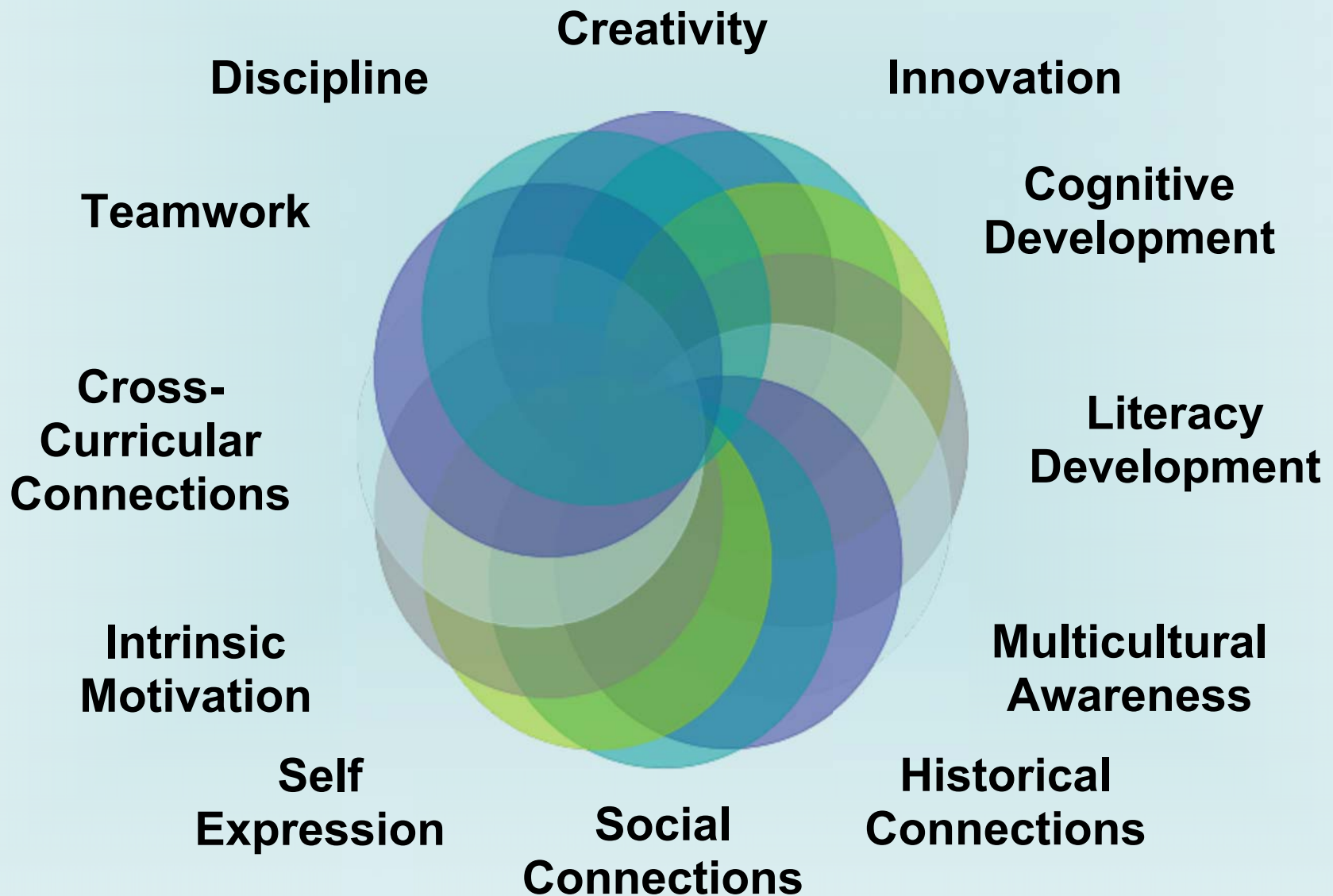


Creativity in Crisis

- For many children in today's society, their only means of learning and applying creative skills is through video games and portable media devices.



How Do the Arts Benefit Students?



The Arts linked to Special Education

Speech
development

Motor Skills

Emotional
Development

Performing

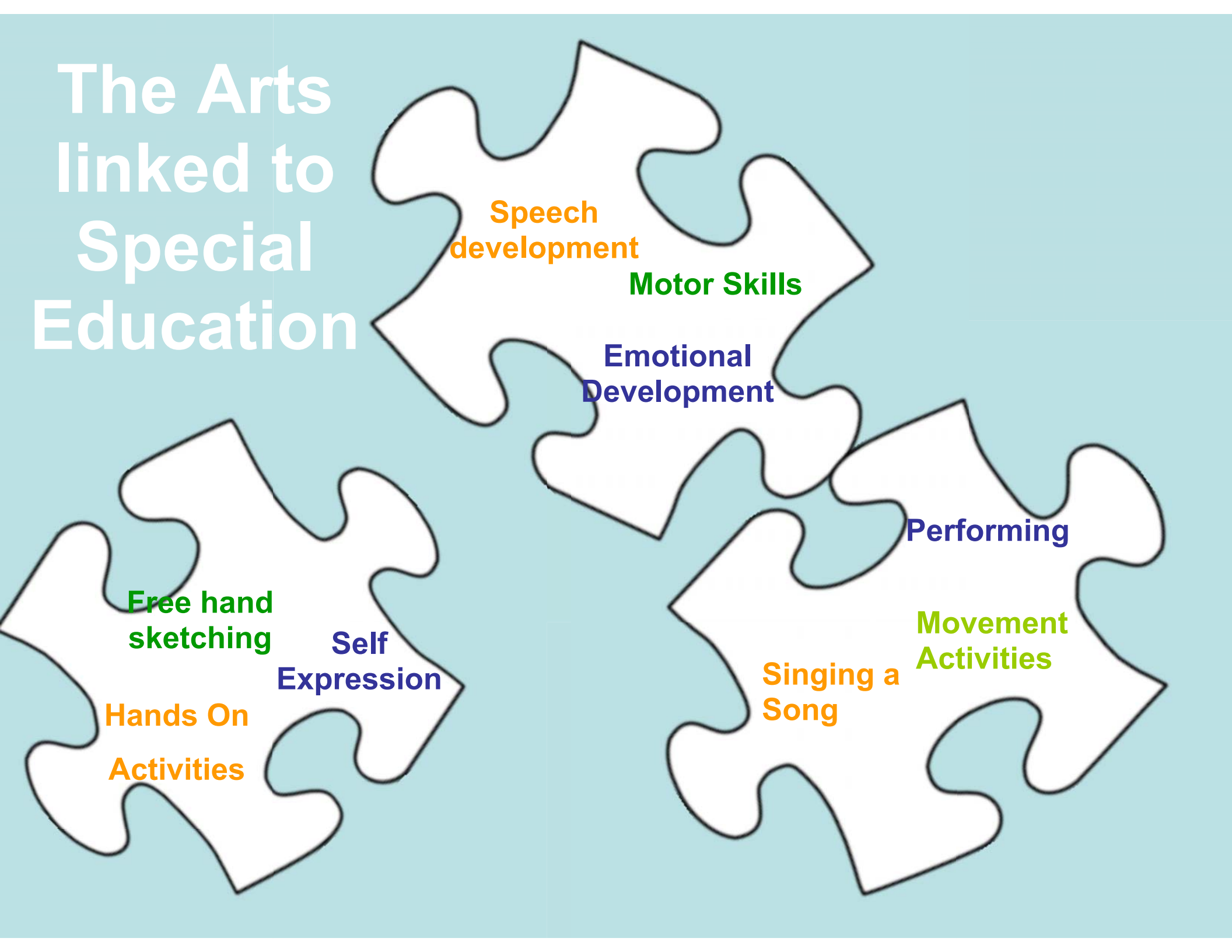
Free hand
sketching

Self
Expression

Hands On
Activities

Singing a
Song

Movement
Activities



DADDY



Pre-Kindergarten

- We know that "art," understood as spontaneous creative play, is what young children naturally do—singing, dancing, drawing, and role-playing. We also know that the arts engage all the senses and involve a variety of modalities including the kinesthetic, auditory, and visual.

- Art and Music are among the first mediums young children use to express themselves, develop motor skills and coordination, means of stimulating the 5 senses for cognitive development and gives a foundation in understanding spatial skills.



3 Year Old Jonathan Conducting the 4th Movement of Beethoven's 5th Symphony

Click here for the video

<http://www.youtube.com/watch?v=0REJ-ICGiKU>

“It took me 4 years to paint like Raphael, but a lifetime to paint like a child.”

● -Pablo Picasso



“Three Musicians”,
1921

Four year old Australian artist
Aelita Andre shows off her talent at
a solo exhibition in a New York art gallery

Click here to see the video:

<http://www.youtube.com/watch?v=S8Wbl8iuCTQ>

- **Our goal as Arts Educators is not necessarily to create the next Mozart or Picasso, but rather to provide the means necessary to unleash the talent that students are born with... so that they can express themselves at the highest levels of artistry.**

K-8 Art





The aim of art is to represent not
the outward appearance of
things, but their inward
significance
-Aristotle

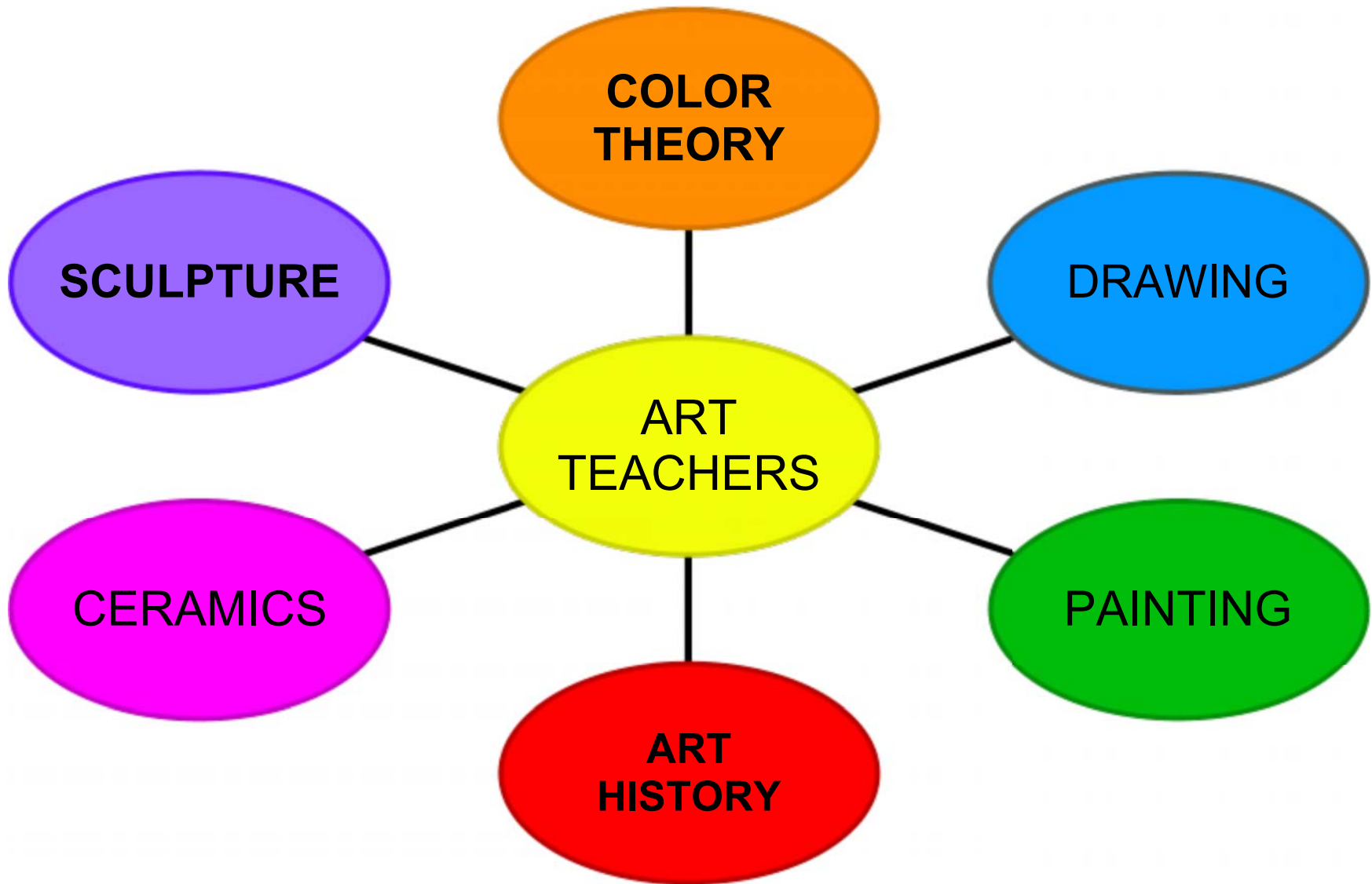
Art Department
Kindergarten-Grade 8

Overview of K-8 Art Program



- We as the West Babylon Art Department encourage and foster our students' love for the Arts. We introduce artists, historical art periods, and various mediums to our classes in a creative, warm, and enriching way that intrigues and inspires our students to be creative. Our passions as artists and our content area compels students to achieve confidence and a love to be imaginative every day they see us in class. We are artists, teachers, and nurturers that give our students the power to express themselves and be heard through visual media. As it has been said, a picture is worth a thousand words; imagine the thoughts that could be shared in a year of

KEY TOPICS IN ART



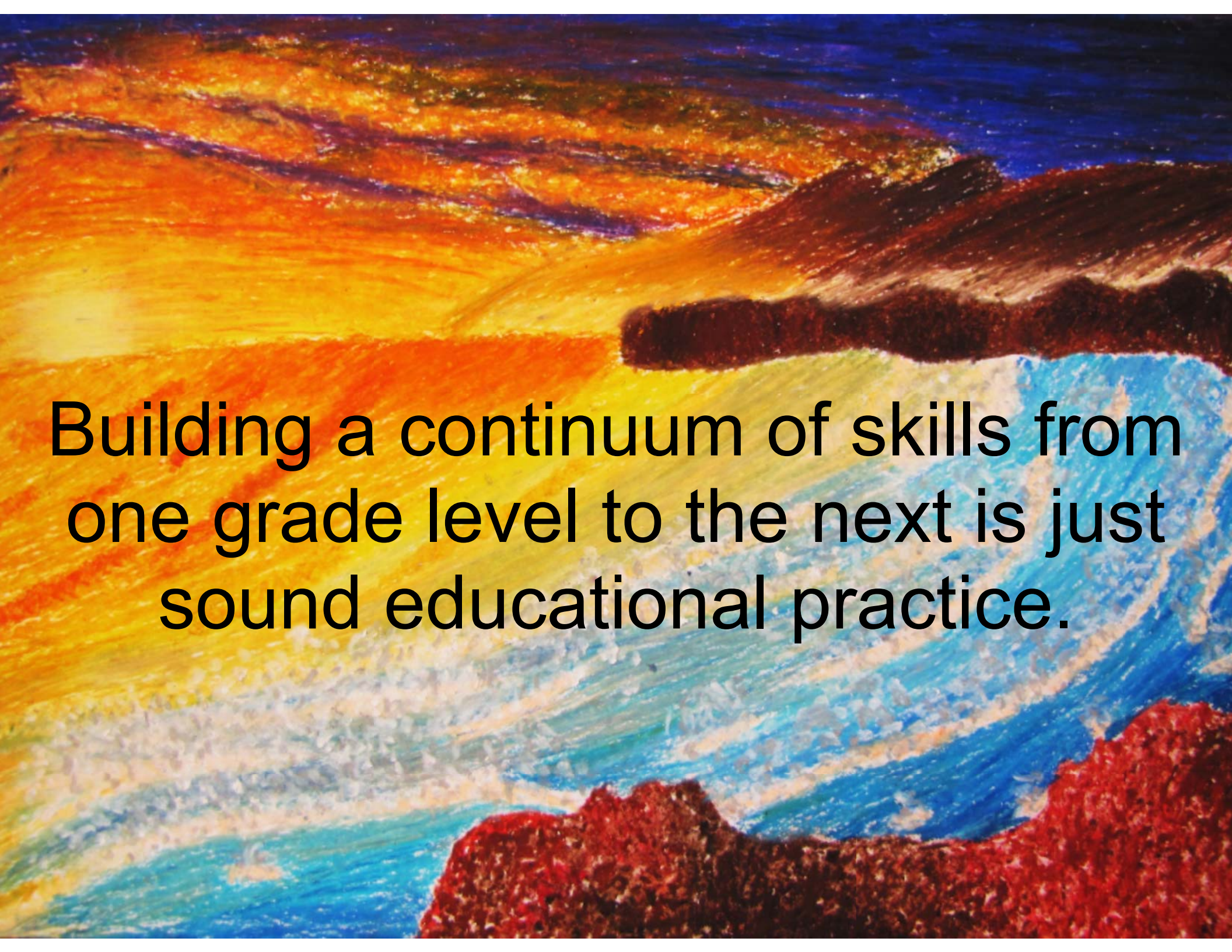
Bloom's Taxonomy and Art



- Students create art work utilizing color theory during the painting process
- Students review and critique their work in terms of color choices
- Students compare and contrast various artist's work for color schemes
- Students complete a painting using a particular color scheme
- Students can identify color schemes and describe mood associations
- Students recall the element of color and create a list of color schemes

Elementary Art Curriculum

- **Art curriculum is sequential**
- **Provides an invaluable foundation for higher level thinking, techniques and execution of art at the secondary levels**
- **Pride is a main focus, regardless of skill and talent level which is reinforced with hall displays.**
- **The primary curriculum offers exposure to various art periods, art styles, and mediums.**
- **Lessons often are created to coincide with general classroom learning as enrichment and reinforcement of material.**
- **Fosters relationships and collaborative group work.**
- **Teaches responsibility (supplies, clean up, etc.)**



Building a continuum of skills from one grade level to the next is just sound educational practice.



Kindergarten Art Class

Kindergarten students create jungle scenes inspired by the work of Henri Rousseau.



Using his paintings as examples, students draw various plant life to represent a jungle. They use markers to color in their drawings and will choose an animal print to frame their work.





Grade 1

- First graders learn about Arctic animals by drawing polar bear portraits and adding colors to the sky.

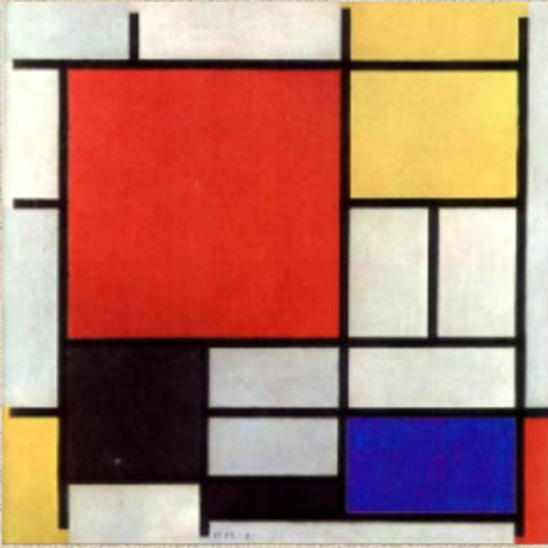


- They use a sponging technique to create textured fur and add drops of “snow” as a finishing touch.

Grade 2

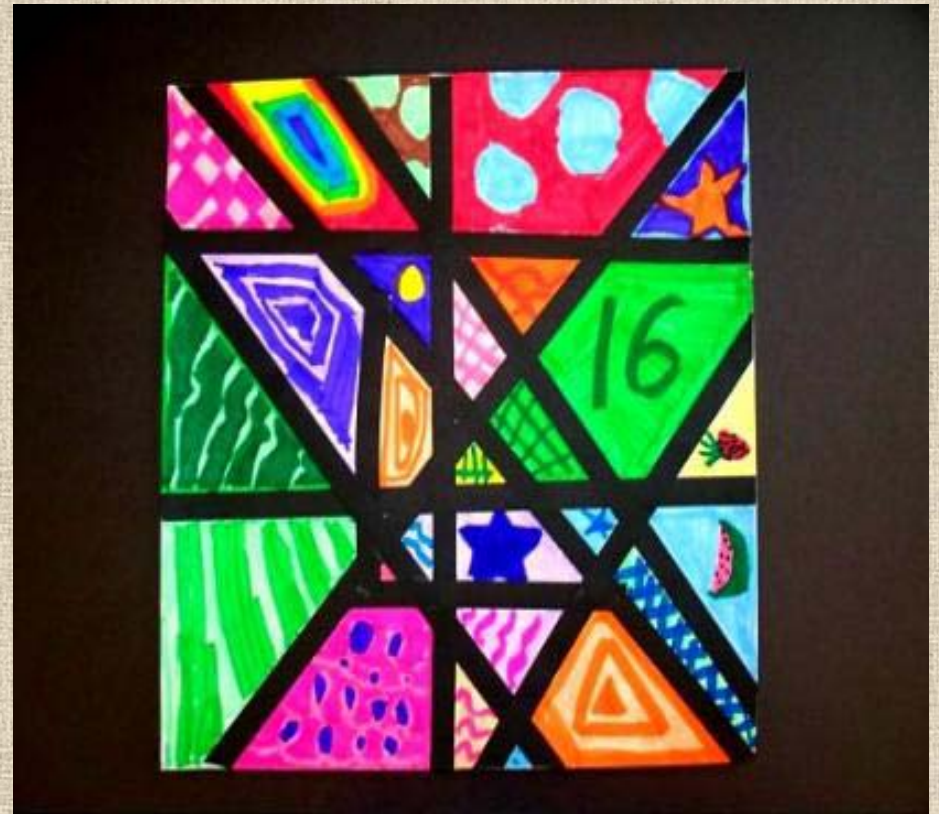
- Students explore the work of George Rodrigue and his series of Blue Dog paintings. They draw their own dog in Rodrigue's style. Next they use medium brushes, tempera cakes, and water cups to paint their dogs. Students use craypas to add spiral designs to the background of their paintings, which will then be painted in a new





Grade 3

- Students use pencils, markers, white paper, strips of black paper, glue sticks and scissors to create their own two-dimensional line compositions based on the Mondrian style.



Students may place their lines vertically, horizontally and diagonally.

Grade 4

- **4th Graders create frogs out of clay. Students learn how to use their hands to manipulate the clay and create individual parts, later connecting them together to form a three dimensional sculpture.**





Grade 5

- **Students create Mexican suns on copper plates by using a compass, pencils, drafting tape, white paper, cardboard, and copper foil**



- **They create their own designs on the white paper and trace them onto the copper foil, creating indentations for relief artwork.**

JHS Art Course Descriptions

10 week sequential curriculum

- 6th grade art curriculum fosters an appreciation of the creative process on an individual basis. It encourages students to understand the achievements in the arts from past to present.
- The program seeks to provide skill development for the effective expression of ideas visually and verbally while exposing students to a variety of



Grade 7

LIFE



- The primary focus of the 7th grade art curriculum is on the concepts of space and structure. Students develop awareness of spatial perceptions involving forms, masses, and structure. They utilize prior knowledge and skills to create 3-dimensional work on 2-dimensional surfaces.

Natalie Nunez

Grade 8

- 8th grade curriculum provides foundations in color, light, and movement. Students gain knowledge of color theory and its relationship with emotions and the psyche. Students learn to recognize three central methods of movement (implied, kinetic, and sympathetic). Students also understand and learn how natural and artificial light affects objects.



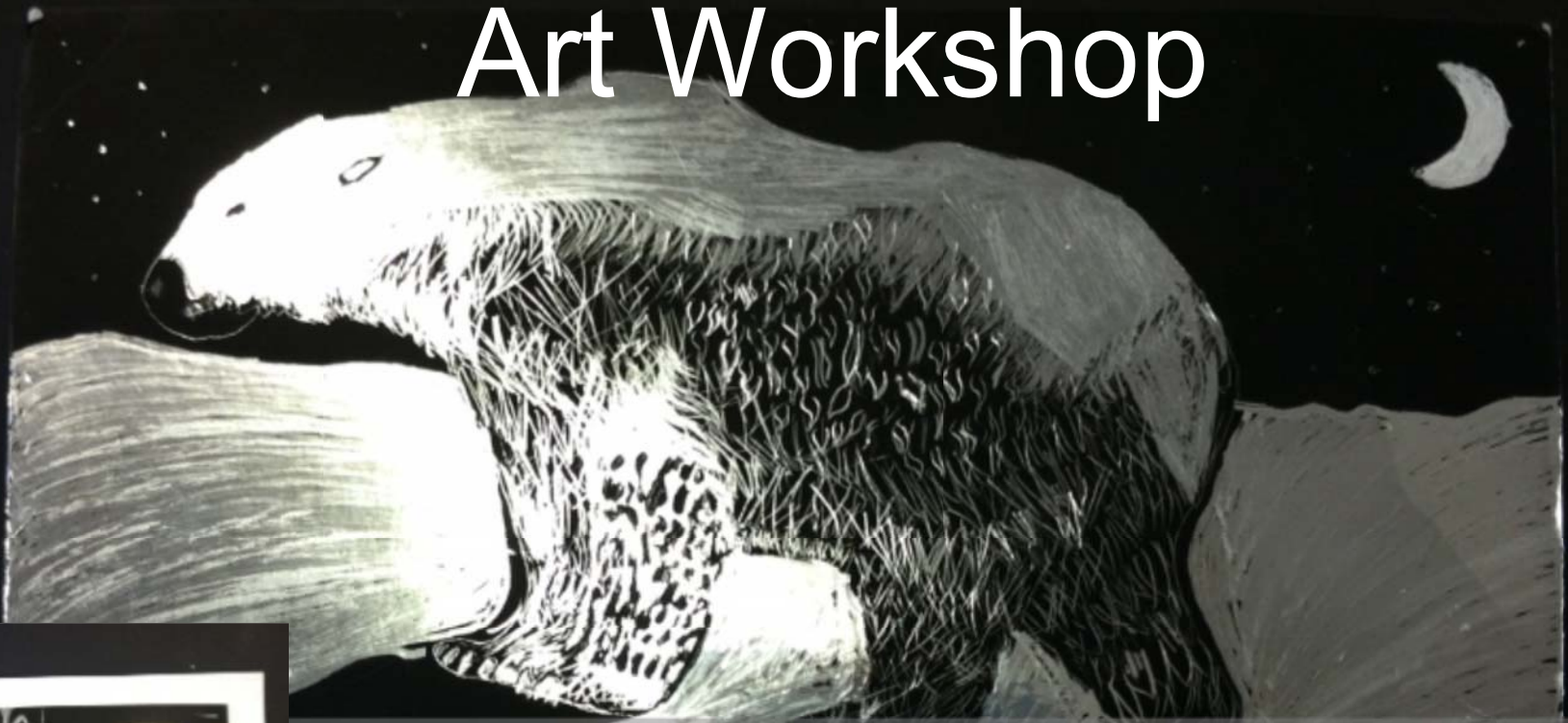
Additional Offerings

Weekly meetings after school

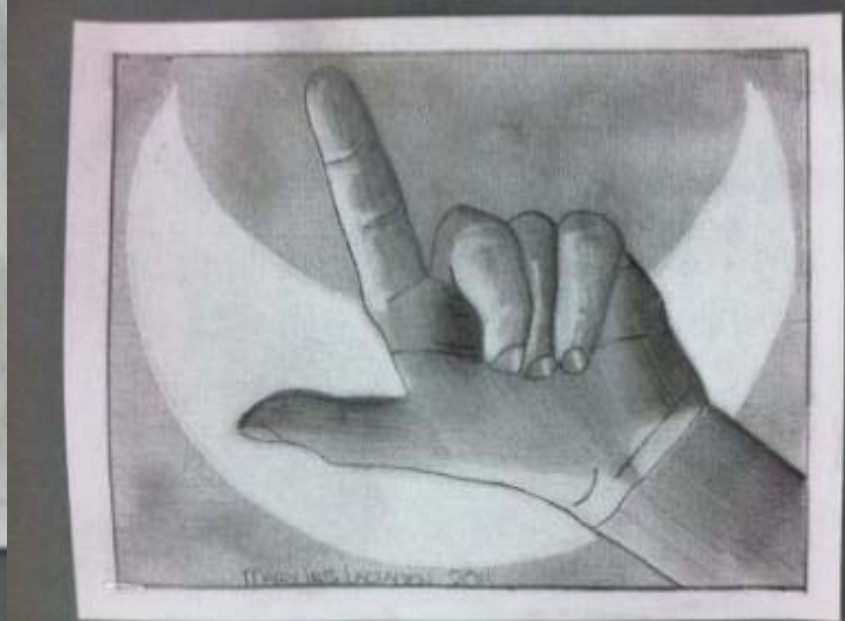
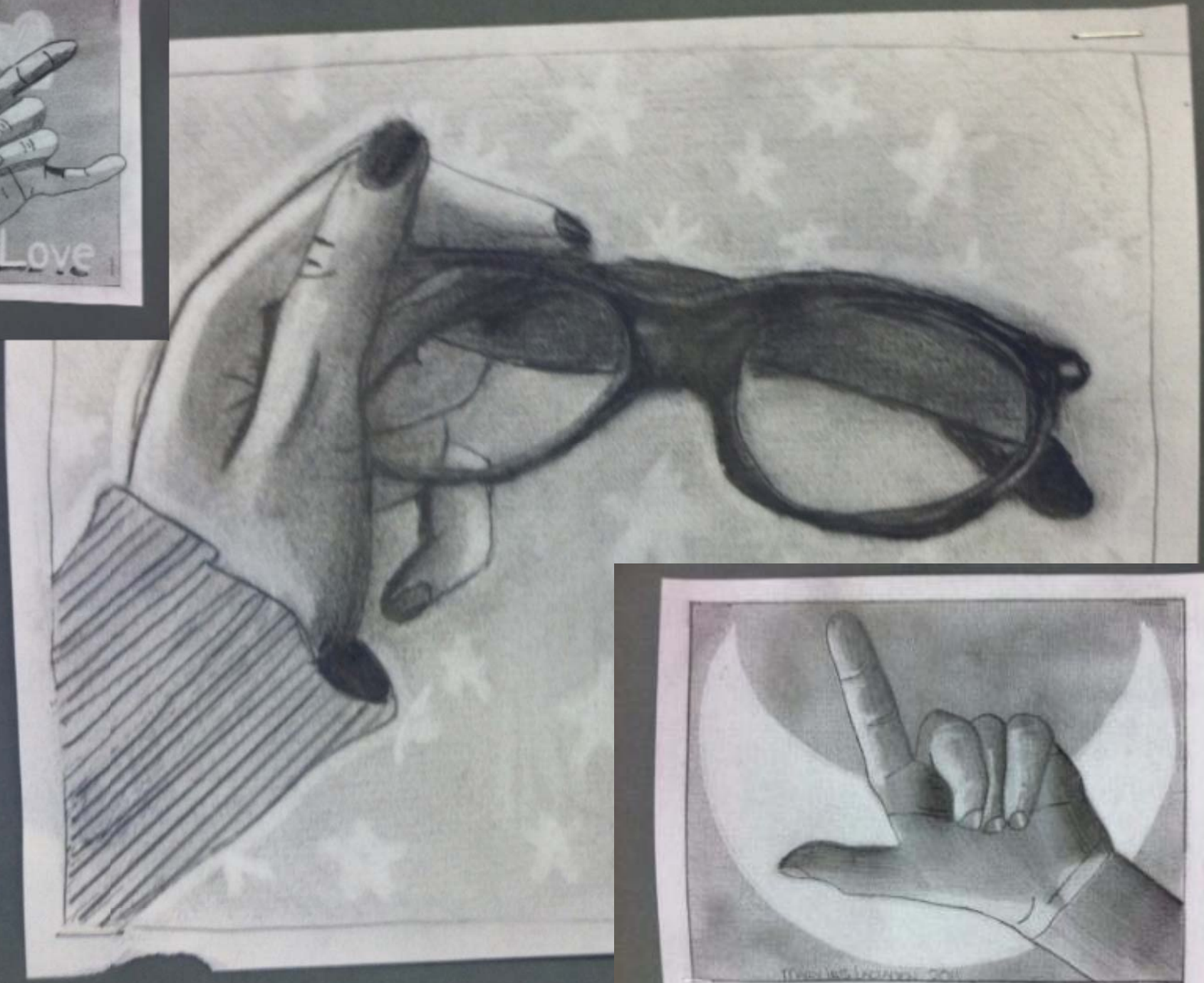
- 6th grade Art Club provide added enrichment for ideas, concepts, and medias covered in class
- 7th-8th grade Art Club provides a more detailed approach in terms of concepts, techniques and skills for those students who enjoy the arts. This club also offers it talents as service to the school. (murals, concert scenery, artwork for programs, community art contests,



Art Workshop



- 7th grade Art Workshop allows students to be introduced to the concept of a concentration, develop an awareness of quality in art making, and begin to engage in various levels of art theory while creating a work portfolio.



Studio Art



- 8th grade Studio Art is offered to art passionate students interested in completing a sequence at the High School level. Students must apply to the class and be selected for acceptance. Only 28 talented students are chosen. These students take Studio Art for the entire school year, in addition to their 10 week art course.





Tasha Coley

Ally



Ange Lu



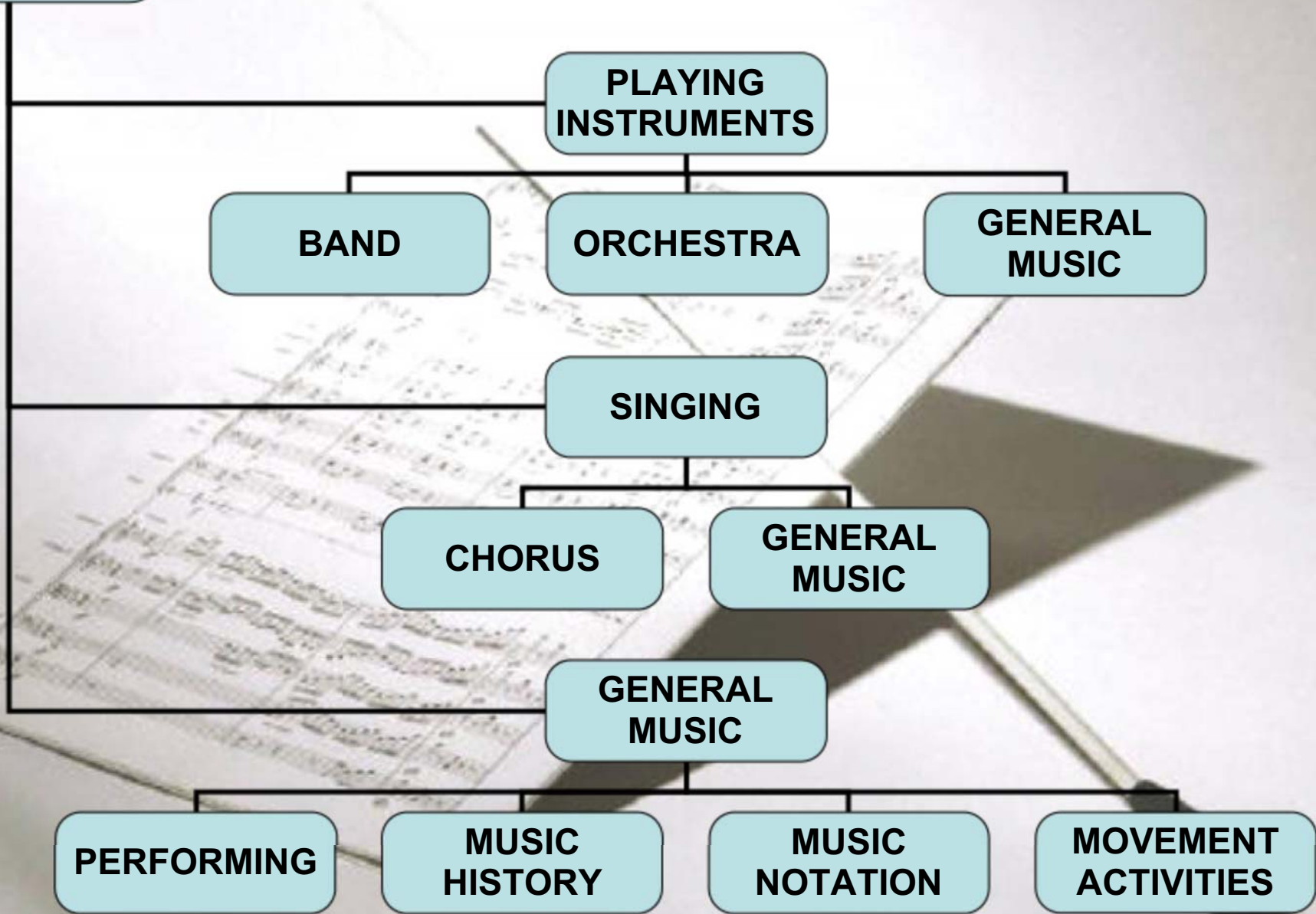
Leana Bann



K-8 Music



MUSIC EDUCATION



Bloom's Taxonomy and Music




- Students create and perform their own version of a melody.
- Students listen to a concert or piece they have performed and critique it.
- Students compare and contrast different artists' versions of a song.
- Students perform a melodic line on one or more music instruments.
- Students identify the meaning of musical symbols.
- Students recognize the basic elements of music notation.



7-10

Jackie Mulders

Grade K

A photograph of a music classroom where several kindergarten students are engaged in playing instruments. In the background, three girls are standing behind yellow mallet instruments, possibly xylophones or metallophones. In the foreground, several boys and girls are sitting on the floor, some playing small drums or tambourines. The room has large windows with white blinds. A semi-transparent text box is overlaid on the bottom half of the image.

Kindergarten students apply their understanding of pitch, rhythm and timbre to melodic and rhythmic instruments. They will create their own rhythms on the instrument available to them in the music classroom.

02.02.2012 10:58

Grade 1

**Tony Chestnut
knows I love
you Tony
knows, Tony
knows. Tony
Chestnut
knows I love
you, that what
Tony knows.**



<http://tonychestnut.com/tony-chestnut-song.shtml>

Grade 2

Students apply the Kodaly method of learning the major scale degrees by singing the correct pitch and using hand symbols (do, re, mi, fa, sol, la, ti, do)



Students “act out” a song by connecting the words of a song with specific movements.

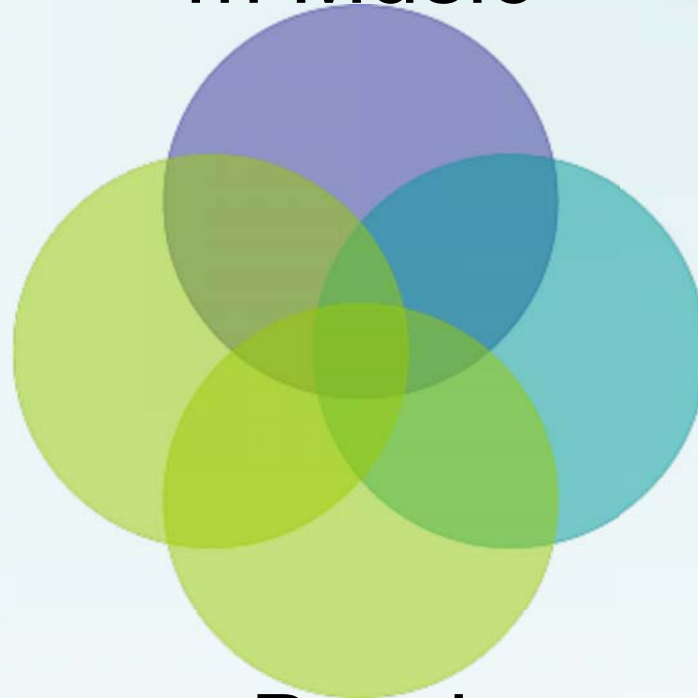
Grade 3



Grade 4

Classroom
Music

Orchestra
Lessons



Chorus

Band
Lessons

Band Lessons – Grade 4



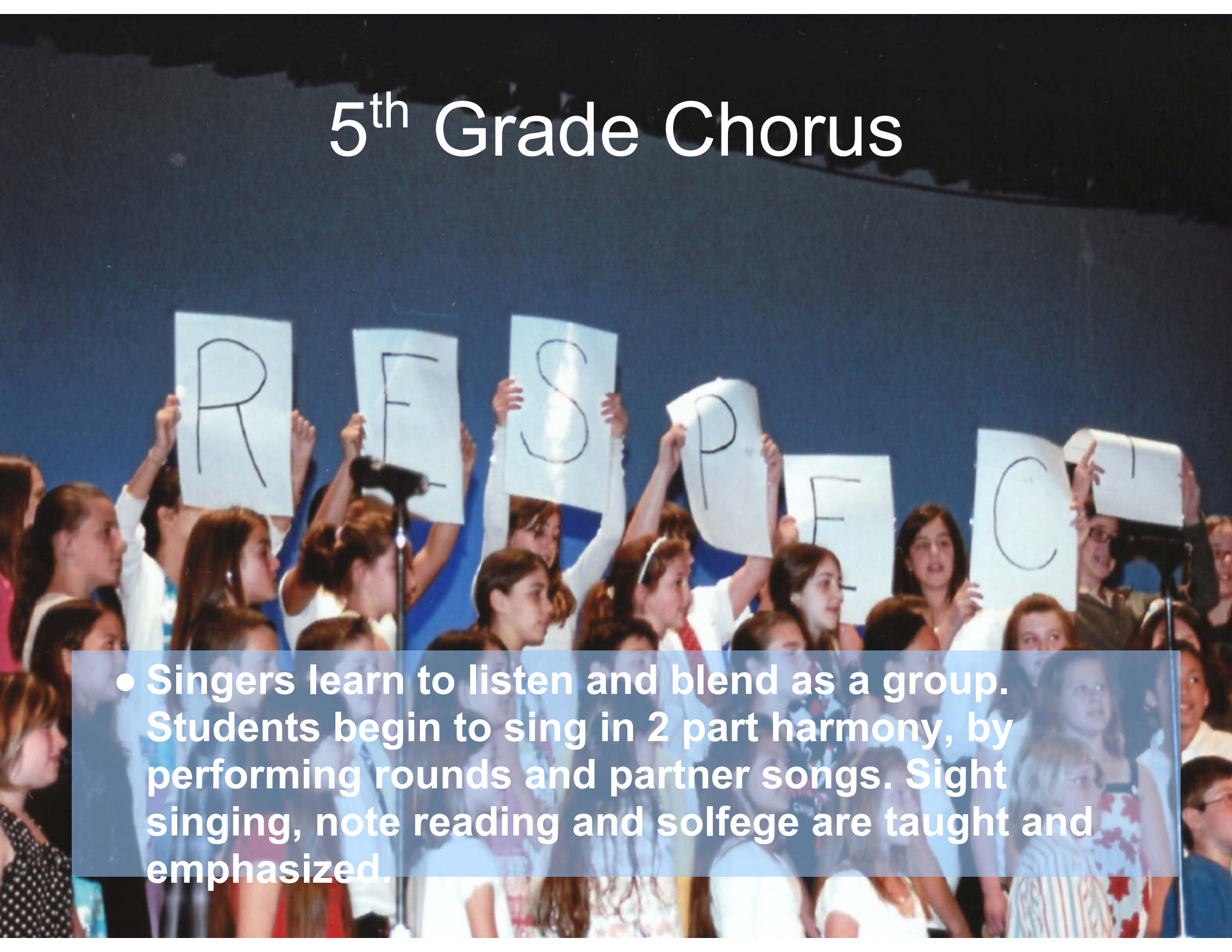
Orchestra Lessons



4th Grade Chorus



5th Grade Chorus

- 
- Singers learn to listen and blend as a group. Students begin to sing in 2 part harmony, by performing rounds and partner songs. Sight singing, note reading and solfege are taught and emphasized.

Elementary Orchestra



Elementary Band

Gold Band



Blue
Band

Elementary Jazz Band



The Junior High Music Experience



Band (Grades 6-8)

- Students develop the skills learned in elementary school and apply them to intermediate level music and concepts.
- Students learn independence by performing multiple parts simultaneously.



- Students compare and contrast their skills against those of their peers.
- Students develop self confidence through an interactive process.

Chorus 6-8

- **Students perform intermediate level music utilizing two and three part harmonies.**
- **Students apply various learned techniques for developing vocal and musicianship skills, such as enhanced vocal tone**



- **Students learn how to interpret and perform various styles of music.**
- **Students understand and apply proper diction of lyrics in multiple languages.**

6th Grade

- Students examine changing key signatures
- Students perform on all 4 strings
- Students begin learning to tune instruments

Orchestra

6-8

7th & 8th Grade

- Students continue developing the ability to tune instruments
- Students explore intermediate techniques such as vibrato, shifting positions, and more complex rhythms



東 Tai-hu 鼓

Shahn cheeng shweh
Meeng yoh jeeng jeeng

Hoo shin pyow lie
fung yee jen

Ah sheeng ah sheeng
ah jeen ah jeen

Hwahng hwehn sher hoh
ren sheeng shahow
Bahn Kong yweh yeeng

shweh mee-an yow

Ah sheeng ah sheeng
ah jeen ah jeen

雨
人

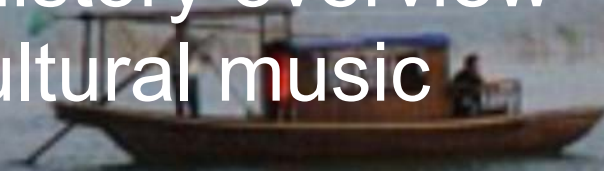
道

A folk song from
China, collected by
Shao-Mei Ting

女
月


Music In Our Lives

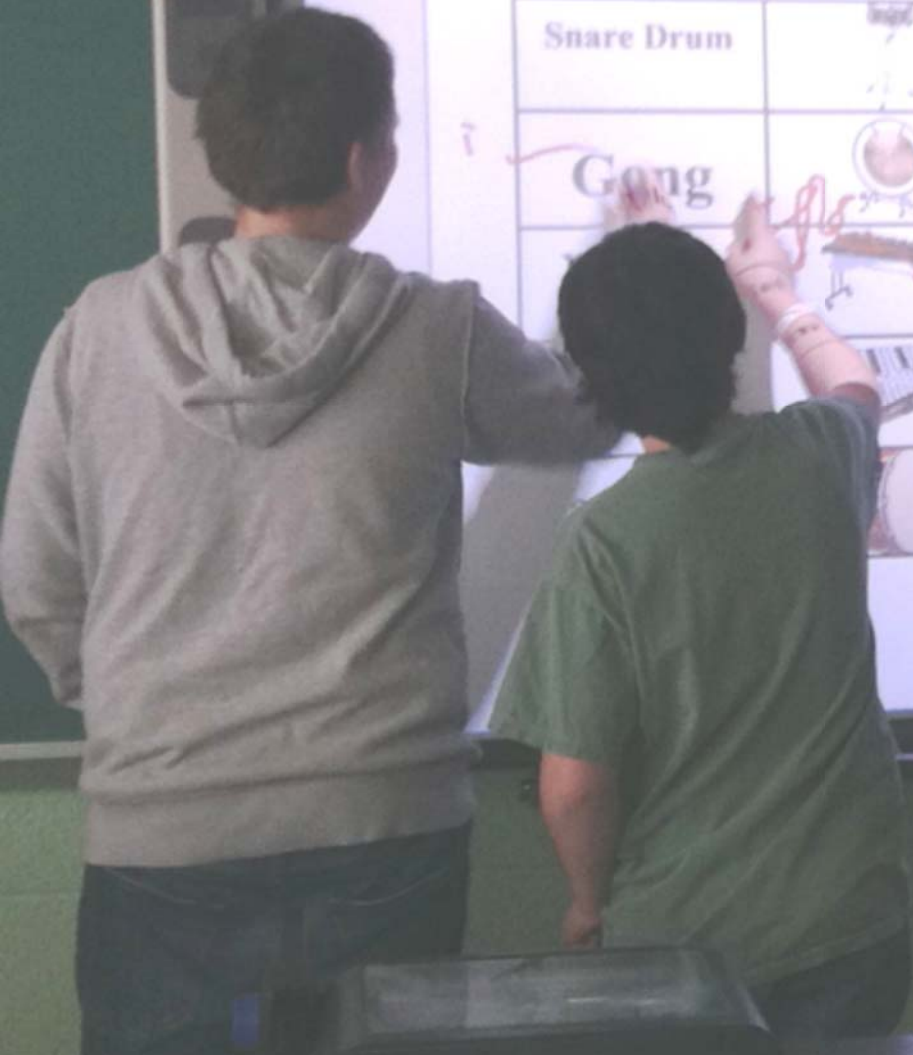
- Instruments of the Orchestra
- Music notation
- In-class performances
- Music history overview
- Multi-cultural music



JHS Students Explore Percussion Instruments on the Smart Board

Percussion Family

<i>Names</i>	<i>Picture</i>
Snare Drum	
Gong	
	
	
	

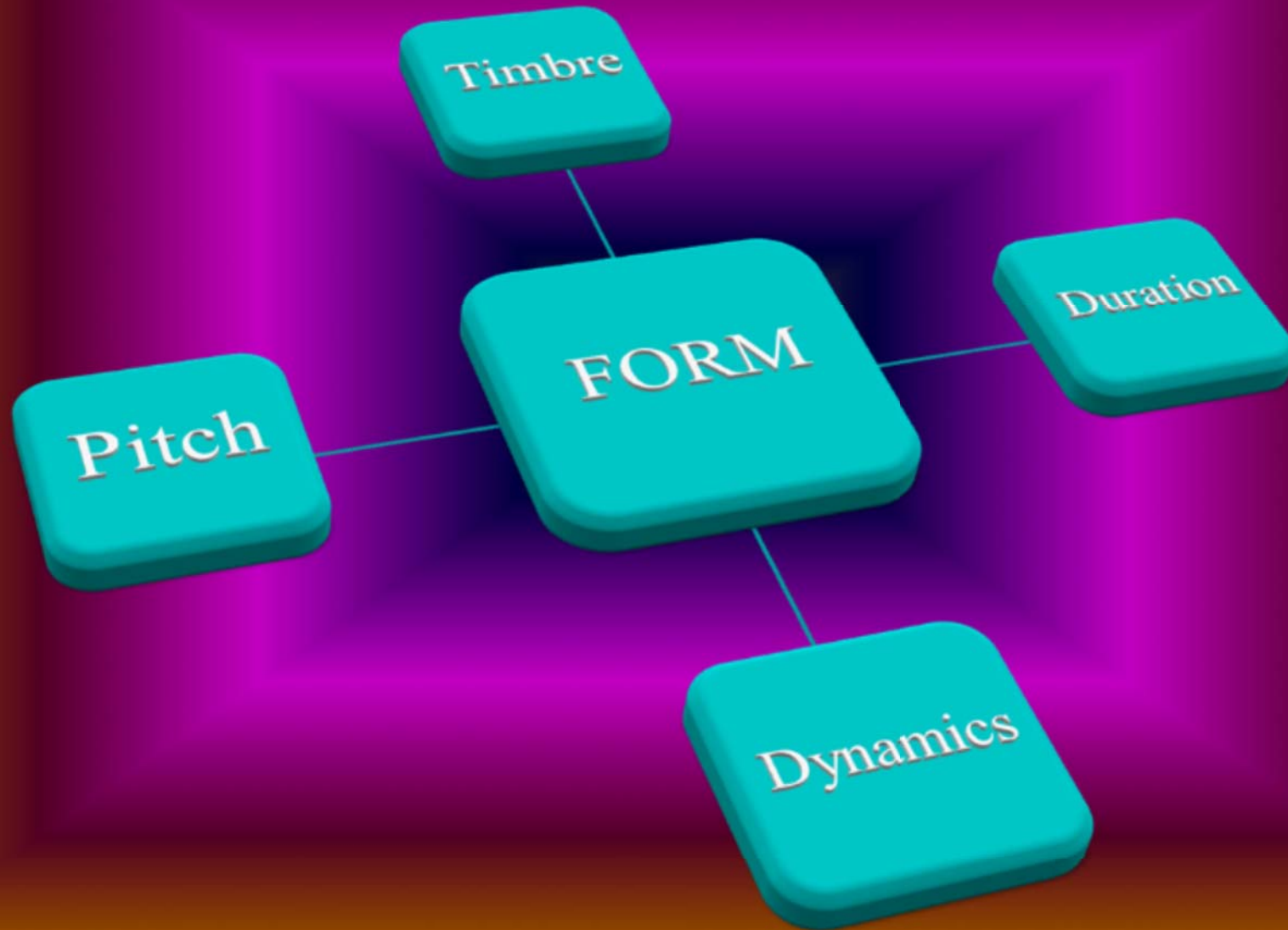


Exploring Music (Grade 8)

- Inter-disciplinary
- History of music and connections to society (past and present)
- Students understand and analyze various musical styles
- Students create their own work based on prior knowledge
- History of Musical Theater
- Performing on instruments

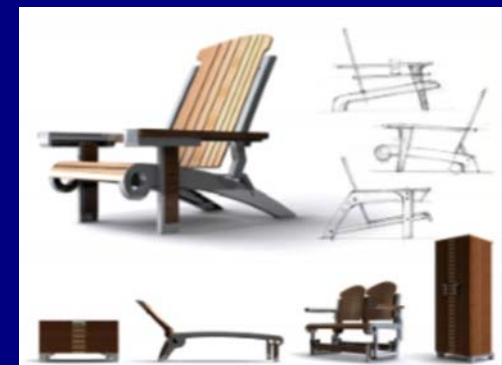
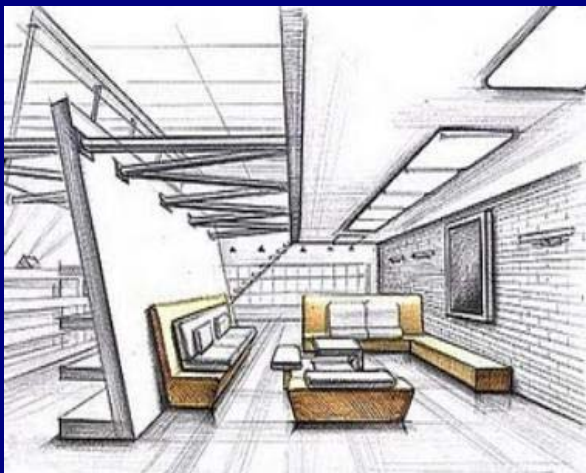


Exploring Music (Grade 8)



The music and art programs are designed to develop creative thinking skills.

They help raise aspirations, attainment levels, and prepare young people for the world of work.





Engagement is the single most important factor to student learning.

In both art and music, engagement is inherently evident.



Art Courses Offered for Art Majors and Non-Art Majors:

Studio Art	226
Basic Cartooning	120
Basic Ceramics/Sculptures	80
Basic Airbrush	99
Basic Fashion	25
Basic Photography	57
Advanced Placement Art History	11



Art Courses Offered for Art Majors:

Drawing and Painting I	61
Drawing and Painting II	38
Advanced Placement Studio Art	16
Photography II	17
Comic Design and Illustration	26







Pictured above are students who won last years
“Longhouse” Competition

Art Students have won over 13 awards
during the 2010-2011 school year!

Competitions and Annual Exhibitions

Women in Art College of New Rochelle 4 winners

Best Of Long Island Heckscher Museum 5 winners

Advanced Visions CW Post 3 winners

HS Exhibit Suffolk Community College 6 winners

SCALA HS Suffolk County Art League 9 winners

GO APE LI Art League 4 winners

PTSA Reflections National PTA 5 winners

Astoria Federal Teen Photo Contest 2 winners

Cablevision Power to Learn 2 winners

Suffolk County Stop DWI Poster contest 1 winner



Contributions to Community and School District

Art Majors are often asked to use their talents
for their community...

Create photos that are in Administration buildings
and Administrator's offices.

Photography students and teachers take photos at
school events.

Design a Digital Arts Magazine for the district
website.

Paint murals in all West Babylon Schools.

Create designs for Character Education and SEAL
Themes.

Summer Reading bookmarks and posters.

A design for West Babylon 50th Anniversary.

World AIDS Day.

Fund Raising Posters.

T-shirt designs for Healthy Fun Run.



Performance Courses for Music:

Concert Band	72
Symphonic Band	51
Treble Choir	73
Concert Choir	95
String Orchestra	60



Courses Offered for Non-Music Majors

Basic Musicianship-Piano Track	47
Basic Musicianship-Guitar Track	47
Theater Technology and Broadcasting	36

Advanced Music Classes:

Piano II and III	24
Guitar II and III	36
Theory II and AP Music Theory	15

Extra and Co-Curricular Music Activities:

Musical



Sing-Out-Loud
Jazz
Band
String
Ensemble

Acoustic Night



Variety Shows



Marching Band



Contributions to the Community and the School District

Town of Babylon “Night of
Old Fashioned Shopping”

World AIDS Day

Foreign Language Induction Ceremony

Town of Babylon Tree

Lighting Ceremony

National Honor Society Induction Ceremony

Founders Day Performances

Introduction to Musical Theater for 5th grade

The Alumni Foundation

Board Appreciation Week

Senior Citizen Matinee

Tri-M Music Honor Society and National Art Honor Society

Annual Breast Cancer Walk

Annual Walk for Leukemia and
Lymphoma Society

Building Murals

Clothing Drives

Annual
Autism
Walk

Memory Project

Food Drives

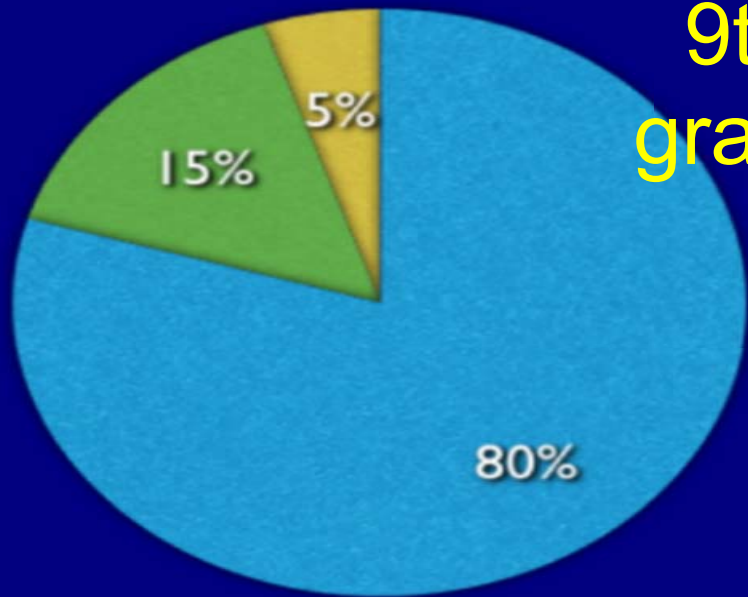
Back-to-School Drives

Adopt a
Family

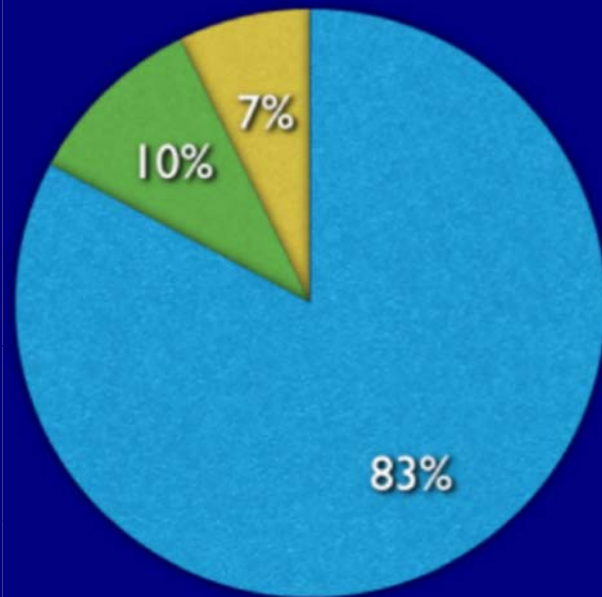
Annual Veterans Walk

WHO OUR ARTISTS

9th grade Are



10th grade

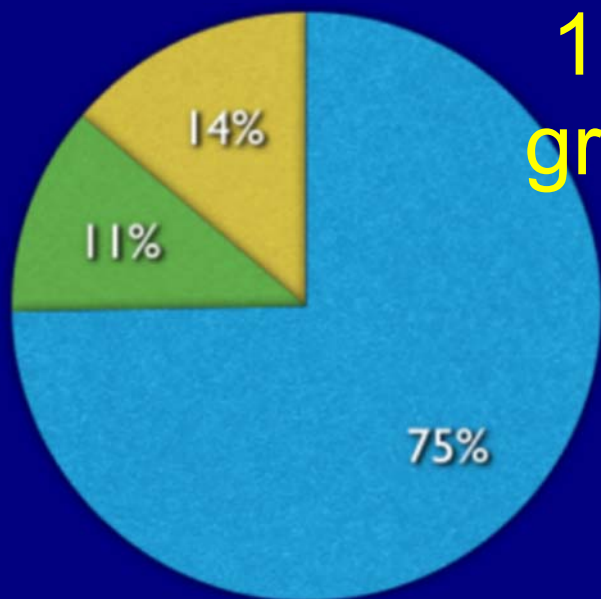


● Students

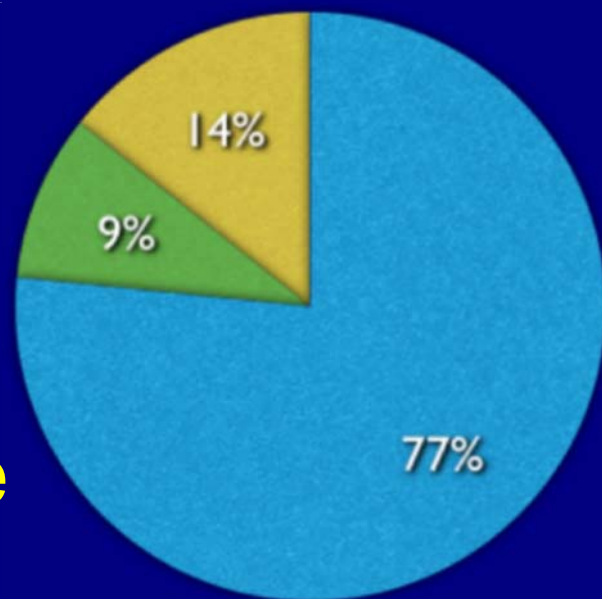
● Students with Disabilities

● AP Students

11th grade

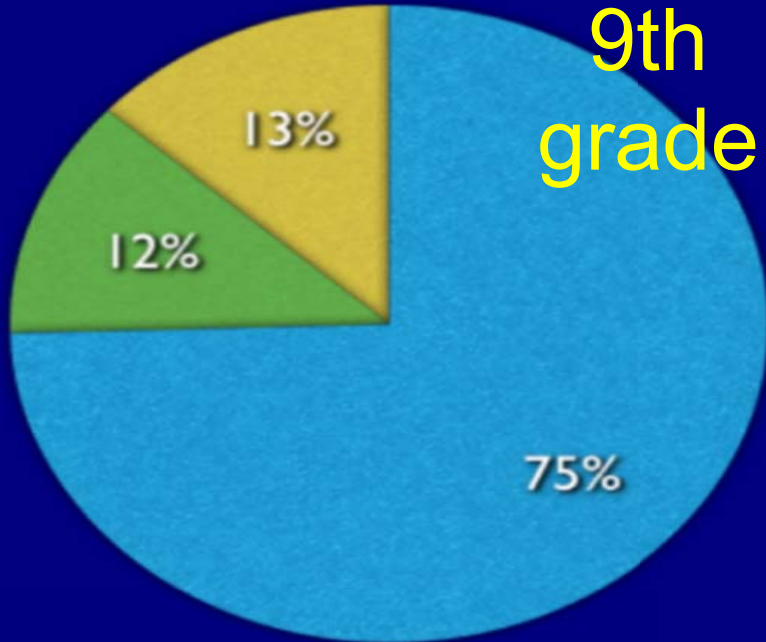


12th grade

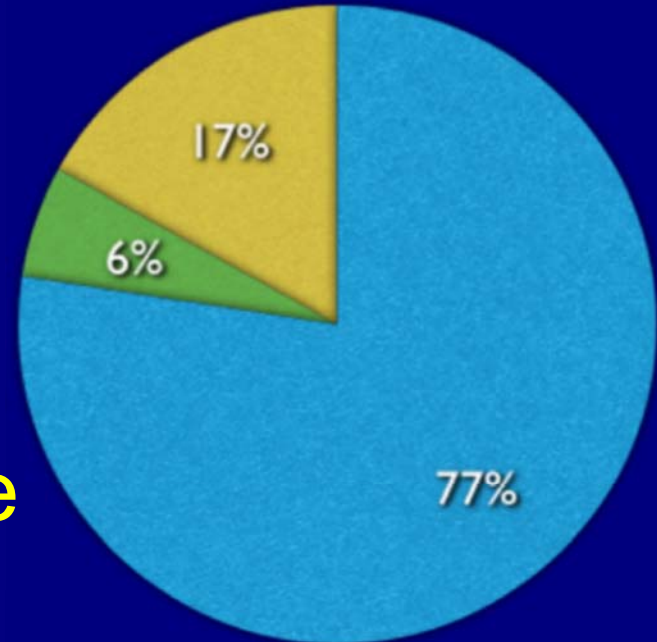


Who Our Musicians Are

9th grade

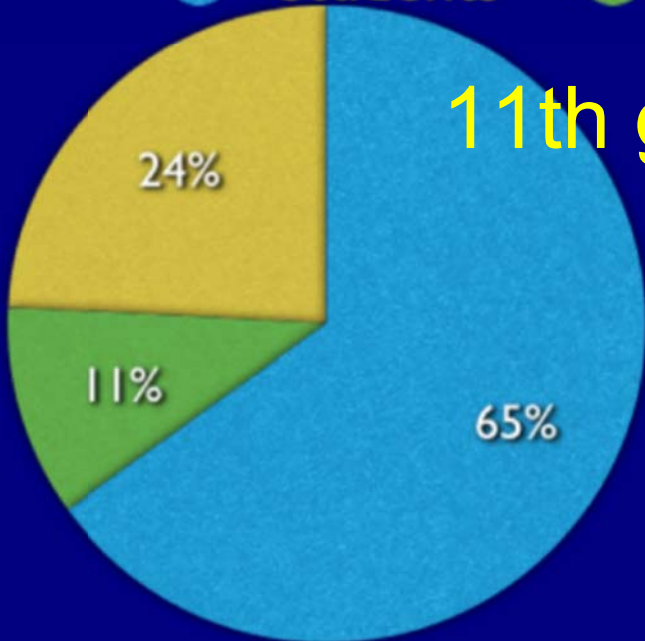


10th grade

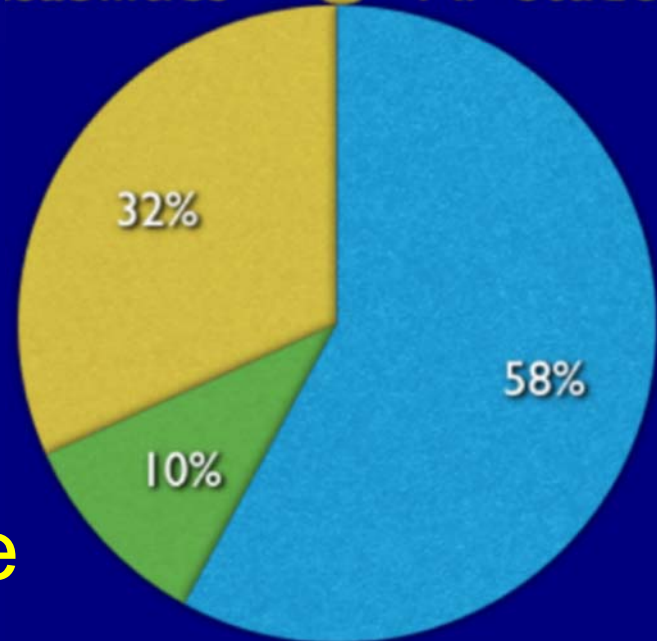


● Students ● Students with Disabilities ● AP Students

11th grade



12th grade



In the past 5 years, **89** Music and Art students were in the top 25 of their graduating class

That's 71% of the top 25 students!

Do you want to know where they are now?

NYU Ithaca
a
Hofstra University
School of Visual Arts
Stony Brook University
New England Conservatory
in Boston

Rhode Island School of Design
Yale Art Institute of Chicago

NYU School of Film
e
Ringling School of Design

Westminster Choir College
SUNY Purchase
Hunter
Manhattan School of Music
Potsdam
m
Pratt Institute
Aradia
a

NYU School of Music
Hartt School of Music
Aaron Copland School of Music
SUNY Fredonia
Oberlin School of Music

US Air Force
Drum and Bugle Corps

Their Future Title:

Education
Performance
Composition
Conducting
Music Therapy
Arranging
Acting
Broadcasting
Sound/Lighting
Recording
Studio

Illustration
Fine Arts
Graphic Design
Animation
Film
Sculpture
Product Design
Art Therapy
Art History

Music and art provide a foundation in which we can help students develop an on-going lifetime habit of learning and adjustment that will most definitely be needed in an ever-changing future.

Excerpt from Ode to Teacher:

Let us now praise you.

You have made a home for the
misunderstood

A family for the the misfit and a

Safe spot to land no matter how bad
the Mid-terms are.

Nothing on this Green Earth
compares to watching a
group of kids

Learn the true meaning of
ensemble.

And nothing compares to the
pure joy of watching the ones
whom you know would
eventually get it,
Finally. Really. Get it.

You are not teaching Drama;
You are teaching life,
And you aren't teaching
choreography;

You are teaching them how to
dance.

And you aren't teaching them
how to be a character;

You are teaching them how to
be themselves.

So here's to you.

Making room for Art in a world that
seems to have no room for Art,
Making room in a music class for just
one more,

And making room for each and every
child

To Be A Star.