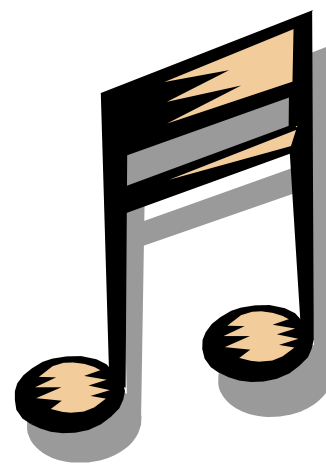
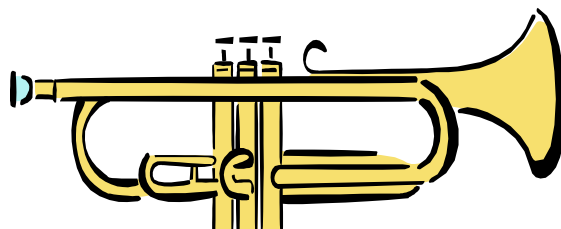


Middletown School Department

Fine Arts Proficiency

Handbook



Achieving Proficiency in the Fine Arts

“If you are looking for something to be brave about, consider fine arts.” (Robert Frost)

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Overview

Proficient (pre-‘fish-ent) adjective well- advanced in an art, occupation, or branch of knowledge. Synonyms include ‘skilled’ and ‘competent’.

This vocabulary word takes on a special significance starting with the Class of 2008, because this class will be the first required by the Rhode Island Board of Regents to demonstrate proficiency in the arts through their digital graduation portfolio. That doesn’t mean simply taking a course in art or music. It means showing you are skilled or competent in an art form such as music, visual arts, theater, dance, or combined fine arts.

Some of you may already have achieved proficiency. You may be talented dancer, photographer, or you may have been performing in community theater for years. Others however, may look at this requirement with concern.

Don’t worry. You have four years to meet this requirement and lots of people who will be there to help you along the way. The first source of help is this handbook. It is designed to give you some ideas and some strategies for your demonstration of proficiency in the arts. At Middletown High School, Fine Arts “Proficiency” will be determined by examining the evidence students complete in the Digital Graduation Portfolio.

Timeline for Planning-because everyone needs a schedule

- Grade 8
 - Fine Arts Proficiency Handbooks distributed
 - Students consider options for proficiency
 - Based on student experiences, some may demonstrate proficiency in grade 9
- Grade 9
 - Students decide which Fine Arts in which they will show Proficiency
- (Beginning)
 - Potential outside resources identified
 - Students may begin coursework and acquire evidence of proficiency to upload to their graduation portfolio.
- Grade 10 (Emerging)
 - Students may continue course work and/or work with outside resources.
 - Many students may achieve proficiency by the end of grade 10.
- Grade 11-12
 - Remaining work in Fine Arts proficiency must be completed by the end of first semester of grade 12.
 - All students are required to achieve proficiency before graduation as evidenced through their digital graduation portfolio.
 - Some students may achieve an advanced level of proficiency by graduation.

What Does Proficiency Look Like?

There is no “one size fits all” model for achieving proficiency. It will vary from student to student and be personalized. Some students may opt to focus on one specific art form. For example: students may have been taking lessons for many years in a field such as music. Others may choose to explore more than one area. Students may sing in a community chorus and design program covers for a children’s theater group. Still others may feel most comfortable designing lighting for a stage production. You should spend some time thinking about what you already do and how you could expand on that to design a plan for achieving proficiency. Remember, you have four years to accomplish this.

So, are there any specific requirements you have to meet?

The short answer is yes! While the plan itself affords you lots of opportunities to focus on individual interests, it does require structure so your teachers can better understand how you plan to meet this graduation requirement.

1. First, you need to decide which of the Fine Arts you wish to show proficiency in: Music, Visual Arts, Theater, Dance or combined Fine Arts Proficiency (CFAP). (Note that Middletown High School presently does not offer any course work for theater or dance at this time.)
2. Second, you must pass the Proficiency Rubric. This requirement is an especially important component to consider as you design your plan.
 1. You may focus on one specific art form, (music, visual arts, theater or dance) and include evidence in two of three components (creating, performing, and responding).

-or-
 2. You may earn a Combined Fine Arts Proficiency (CFAP).
Instead of focusing on one area, you could explore two or more art forms. A six point minimum still applies, but in this instance, students may earn the points in different Fine Art areas.
3. Third, you will need to make certain you have included the following components in your plan:
 - Creating ---- All Fine Arts includes these components
 - Responding ---- Fine Arts includes these components
 - Performing---- Music, Dance and Theatre only

Music

“Where words fail, music speaks.” (Hans Christian Anderson)

If you wish to use Music to demonstrate proficiency, you will need to demonstrate through portfolio of evidence, achievement from at least two of the following categories.

- Performing one of the two must be performing, if you are using music alone to demonstrate proficiency.
- Creating
- Responding

Proficiency must be demonstrated by a body of evidence, not a single assignment or activity. (Remember, these are just suggested activities to show you what a body of evidence might look like, and you have four years to accomplish this.) All evidence needs to be uploaded to your Digital Graduation Portfolio.

Suggested Evidence:

Creating:

Evidence of creating such materials as scores (electronic or traditional), recordings with documentation, examples of improvisation (see performance evidence).

Suggested Evidence:

Performing:

Evidence of performing/performances such as videotape, documented audio tape, printed programs, a live performance, adjudication documentation (All State audition, solo/ensemble festival.)

Suggested Evidence:

Responding:

Evidence of responding such as concert review and evaluations, self-critiques, journals, results of formal assessments, oral presentations.

Visual Arts

“Art is not what you see, but what you make others see” (Edgar Degas)

If you wish to use the Visual Arts to demonstrate proficiency, you will need to produce a portfolio of evidence demonstrating achievement in the following two areas:

- Creating
- Responding

Proficiency must be demonstrated by a body of evidence, not a single assignment or activity. (Remember, these are just suggested activities to show you what a body of evidence might look like, and you have four years to accomplish this.) All evidence needs to be uploaded to your Digital Graduation Portfolio.

Suggested Evidence:

Creating:

A proficiency portfolio is to be composed of any combination of the following:

- Two-dimensional artwork, such as drawing, painting, digital images, printmaking, mixed media and photography
- Digital video/imaging (on student or district provided technology)
- Three-dimensional artwork such as sculpture and ceramics
(or photographic documentation of art work from various angles)

The creating portfolio may contain a minimum of 8 and a maximum of 12 finished art works that include the following components:

- Minimum of three drawings with two from direct observation
- Minimum of three works that employ effective use of color
- Minimum of two works in three-dimensions

Suggested Evidence:

Responding:

Written documentation such as critique of own or others’ work, reflection, and analysis and personal interpretation of work of art.

Dance or Theater

“Dance is music made visible” (George Balanchine).

If you wish to use Dance or Theater to demonstrate proficiency, you must achieve proficiency in two of the following three areas.

- Creating
- Performing
- Responding

Proficiency must be demonstrated by a body of evidence, not a single assignment or activity. Since coursework in Dance and Theater is not currently offered at Middletown High School, all of your evidence must be gathered from outside sources. You will need to consult with your Advisor, Guidance Counselor and the Director of Fine Arts at Middletown High School to pursue this option.

Combined Fine Arts Proficiency

If students wish to demonstrate a Combined Fine Arts Proficiency, they must present evidence in the following three areas:

- Creating
- Performing
- Responding

The student may submit evidence from two or more of the Fine Arts areas. For example, a student may submit evidence of performance from Music, and creating for Visual Arts. Students wishing to pursue this option must consult with their Fine Arts Teachers, their Advisor, and Guidance Counselor.

Music Proficiency Compensatory Assessment Form

Student Name _____

Using the Benchmarks and Rubrics for each Domain that are attached, evaluate the above student's portfolio of evidence and/or performances to determine level of proficiency in each domain and, finally, to determine overall level of Music Proficiency. Please remember, that in order for a student to achieve an overall Proficient level in music, the student must present evidence in at least two domains, one of which must be performing.

Domain	Benchmarks (circle points under each Benchmark)	Total Points (from Benchmarks)	Domain Proficiency (Circle One)
Performing	P1-Performing Alone 4 3 2 1 _____		8---7=ADVANCED -4 points 6---5=PROFICIENT-3 points 4---3=EMERGING - 2 points 2---1=BEGINNING—1 points
Creating	C1—Improving 4 3 2 1 _____ C2—Composing/arranging 4 3 2 1		8---7=ADVANCED -4 points 6---5=PROFICIENT-3 points 4---3=EMERGING - 2 points 2---1=BEGINNING—1 points
Responding	R1---Listening/Analyzing 4 3 2 1 _____ R2---Evaluating Music 4 3 2 1 _____ R3—Understanding Relationships Between music/arts, other disciplines 4 3 2 1		16---17=ADVANCED -4 points 18---19=PROFICIENT-3 points 10-9--8=EMERGING - 2 points 7—6--5=BEGINNING—1 points

Combined Domain Total Points:

Overall Proficiency Determination:

1) 1. Does the Student's Evidence include at least one in Performance? Yes _____ No _____

2) What is the Combined Domain Total the student received? (add 3 domain scores)_____.

If the Answer to #1 above is Yes and the Combined Domain Total score is at least 9
then the Student is **ADVANCED**

If the Answer to # 1 above is Yes and the Combined Domain Total score is at least 7
then the student is **PROFICIENT**

If the Answer to # 1 above is Yes and the Combined Domain Total score is at least 5
then the student is **EMERGING**

Course Selections

It is important to remember that proficiency has to be demonstrated by a body of evidence not a single assignment or activity. Since all Middletown students have had substantial experiences in music and visual arts throughout grades K-8, you have already developed skills in creating, responding, and performing. Course work in the Fine Arts in high school is one way to take your current skills and develop them to a proficient level. Course work will give you an opportunity to accumulate some of your proficiency points. The following list gives you an idea of what courses are available at Middletown High School to help you design your proficiency plan. Descriptions of the courses can be found in your Program of Studies.

Visual Art Courses

Drawing I-(half year) – 9-12
Painting I-(half year) – 9-12
Ceramics (half year) – 9-12
Advanced Ceramics (half year) –10-12
Photography (half year)- 10-12
Advanced Photography (half year) – 10-12
Advanced Placement Studio Art - 12
Portfolio Development (half year) 10-12
Commercial Design (half year) 9-12
Advanced Drawing and Painting (half year) 10-12
Three-Dimensional Design (half year) 9-12
Museum Studies (half year) 11-12

Music Courses

Band (full year) 9-12
Chorus (full year) 9-12
Voice (half year) 9-12
Music Theory I –(full year) 10-12
Music Theory II-(full year)10-12
Guitar – (half year) 9-12
Piano –(half year) 9-12
Instrumental Music –(half year) 9-12
Electronic Music-(half year) 9-12

Fine Arts Teachers

There will likely come a time when you feel completely confused by all of this. Don't worry. When you need someone to help you figure out what your next steps should be you can contact any one of the following people:

Music

Claudia Carlson Vars
Phillip Statser

Visual Arts

Rene Bissell
Meredith Frederick
Susanne Suprock