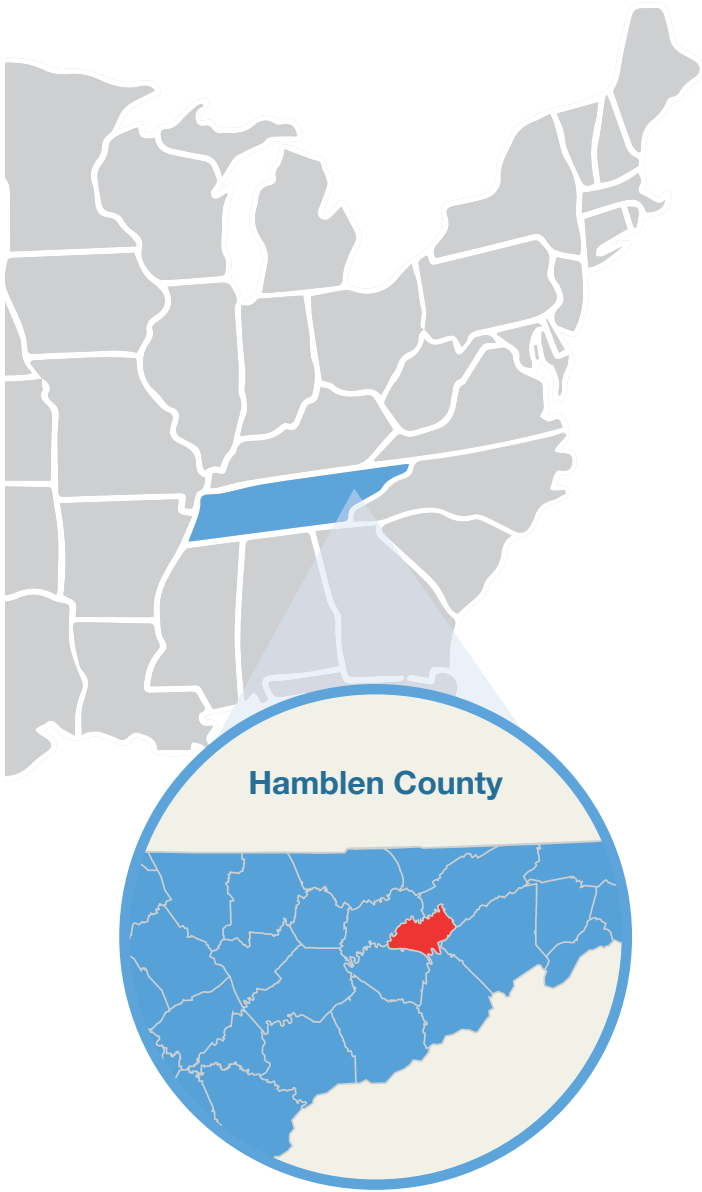




Morristown Hamblen
Strategic Plan

2017-2022



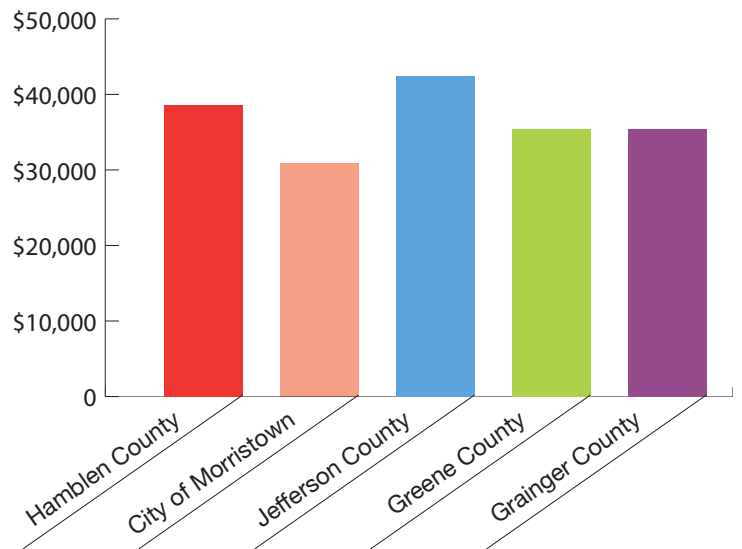


Hamblen County Demographics

According to **the 2015 US Census¹**, the population estimate for Hamblen County was **63,403. 2,388 or 8.1% of the residents are under the age of 5.** Importantly, Hamblen County community statistics indicate that a significant number of these preschool children live in families impacted by poverty. In fact, the American Community Survey² concluded that nearly one-fourth (23.4%) of the population of Hamblen County in 2015 lived in poverty, and 17% were without health insurance. **According to 2016 statistics published by the Catholic Campaign for Human Development³**, the poverty rate in Hamblen County was higher at 19.0 than the adjacent Tennessee counties of Jefferson (16.8), Greene (18.0), and Grainger (18.7); it was less than Hawkins (21.2) and Union (23.9) counties.

The median income for Hamblen County in 2015⁴ was **\$38,600 in the county and \$30,846 in the City of Morristown**; this compares with **\$42,417** for Jefferson, **\$35,196** for Greene, and **\$35,391** for Grainger counties. The total number of housing units in Hamblen County was 12,705.

Median Income in 2015



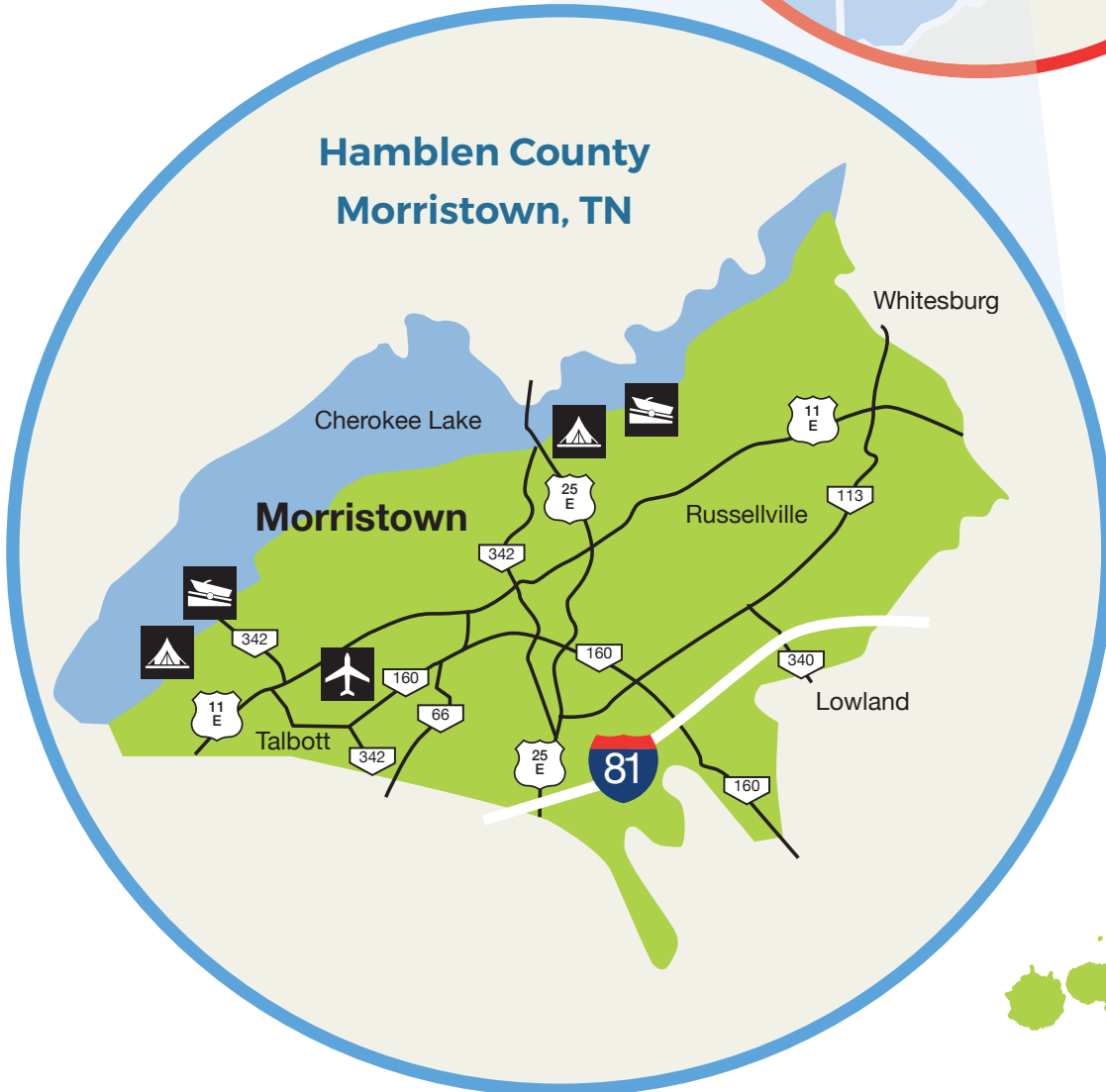
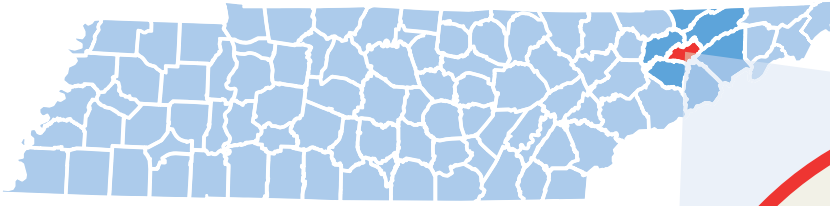
1. <http://www.povertyusa.org/our-mission/about-cchd/>

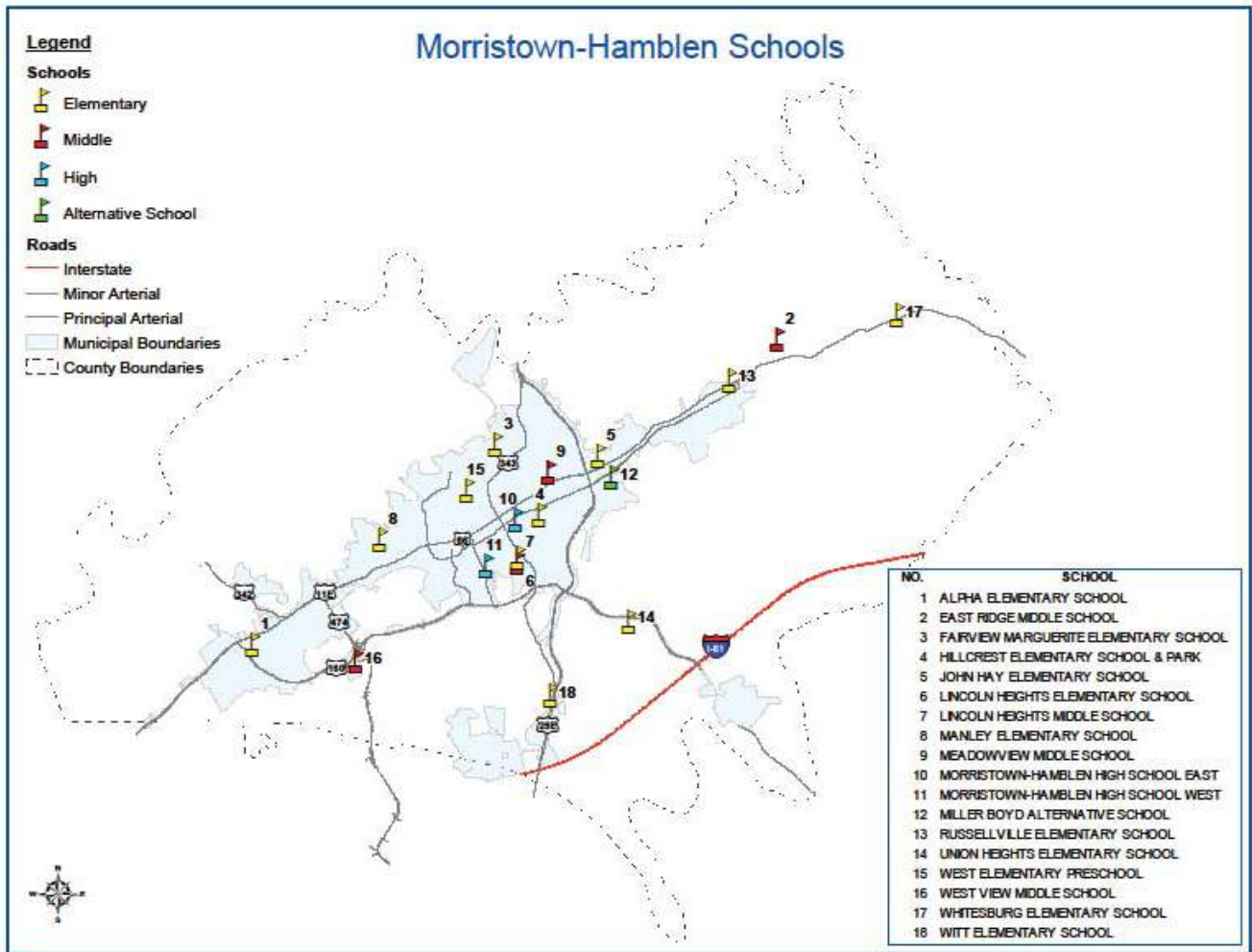
2. <https://www.census.gov/search-results.html?q=Hamblen+County%2C+TN&page=1&stateGeo=none&searchtype=web&cssp=Typeahead>

3. TACIR

4. www.usccb.org/about/catholic-campaign-for-human-development

Tennessee





**Districts Surrounding
Hamblen County with
Elementary Art Teachers**

- Cocke County
- Greene County
- Greenville City
- Hawkins County
- Jefferson County
- Newport City
- Sevier County

**Districts Surrounding
Hamblen County without
Elementary Art Teachers**

- Claiborne County
- Hancock County
- Union County

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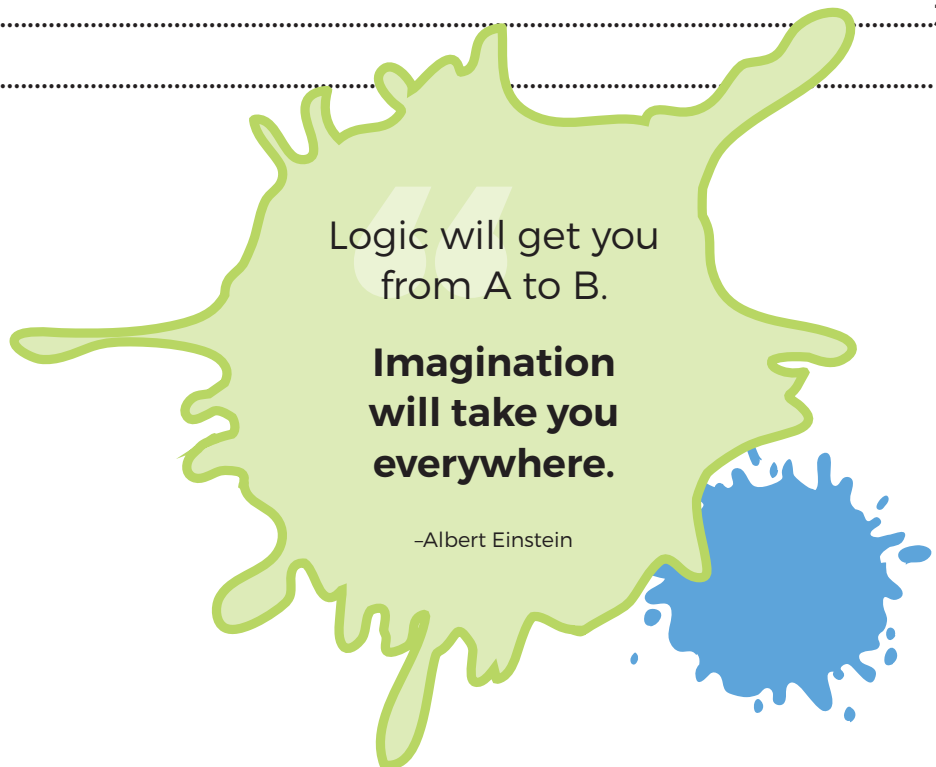
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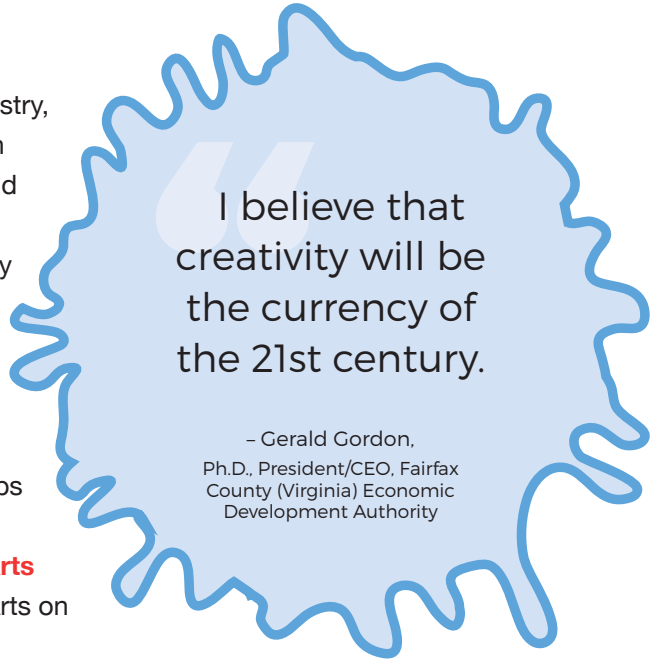
Executive Summary

The Birth of Arts Build Skills (ABS)

During convened meetings and discussions with business and industry, HC*EXCELL board members learned that the workforce in Hamblen County was in need of employees with improved critical thinking and problem solving skills. In the best case scenario, the foundation for these skills are obtained through art training beginning in elementary school. Since Hamblen County Elementary Schools do not have art teachers, our students have lagged behind in these areas.

From the early years of HC*EXCELL, the foundation has supplemented art in Hamblen County Schools through teacher grants, teacher art seminars and integration training and art field trips and programming for students. In 2012, HC*EXCELL launched a three-year “**Cradle through Career Initiative**” which included an **Arts Build Skills (ABS)** pilot program that addressed the impact of the Arts on student academic, reasoning and social performance skills.

The **ABS** pilot consisted of a five-week session of two afterschool classes per week one in **Math Art** and one in **Readers Theater**, for invited 2nd grade students at West Elementary School. The goal was to assimilate the arts into the overall school curriculum. Results were so encouraging that programming continued for a second and third year with an expanded protocol that included visual and performing art programming for the entire student body. Following the third year, the pilot was transitioned to Hillcrest Elementary where it continued to strengthen and improve student skills. Foundation funding was provided to support West and Hillcrest Elementary Schools in developing and improving their arts and curriculum integration.



In 2013, a middle school arts, business and industry pilot program was added to the initiative. This program began with HC*EXCELL linking industry partners with Meadowview Middle School teacher Kerry Stacy. This opportunity created an option for students to learn about local businesses, industries and their respective products and countries. In turn, the businesses and industries engaged with middle school students and learned about their school. Mrs. Stacy would choose a theme, in some cases the industry’s corporate home or product, and the students would design artwork around the theme. The best pieces were selected and taken by students to the industry or business for display. As a result, interaction between middle school students and the corporate world was reinforced.



- Meadowview-Colortech, Inc. Lindsey Ratliff

In 2016, during the 25 year board review of foundation work, a new five-year initiative that included school readiness, critical thinking and problem solving skills, workforce development, post-secondary preparation and completion and educator professional development, appreciation, and recognition was developed. **SUCCESS**, a \$1.3 million dollar initiative, stands for **Strategically Utilizing Community Creativity Empowering Student Success**. The initiative is comprised of five components: **Ready by 6, Arts Build Skills, Workforce Development, Post-Secondary Readiness and Completion** and the **Herbert S. Walters Fund for Educators**.

The **ABS** Component was designated to receive \$250,000 of the \$1.3 million over a five year period. These funds have become the seed money for a community collaborative effort to integrate art programming into the curriculum of all eleven Hamblen County Elementary Schools and to expand the industry and business pilot into the four middle schools.

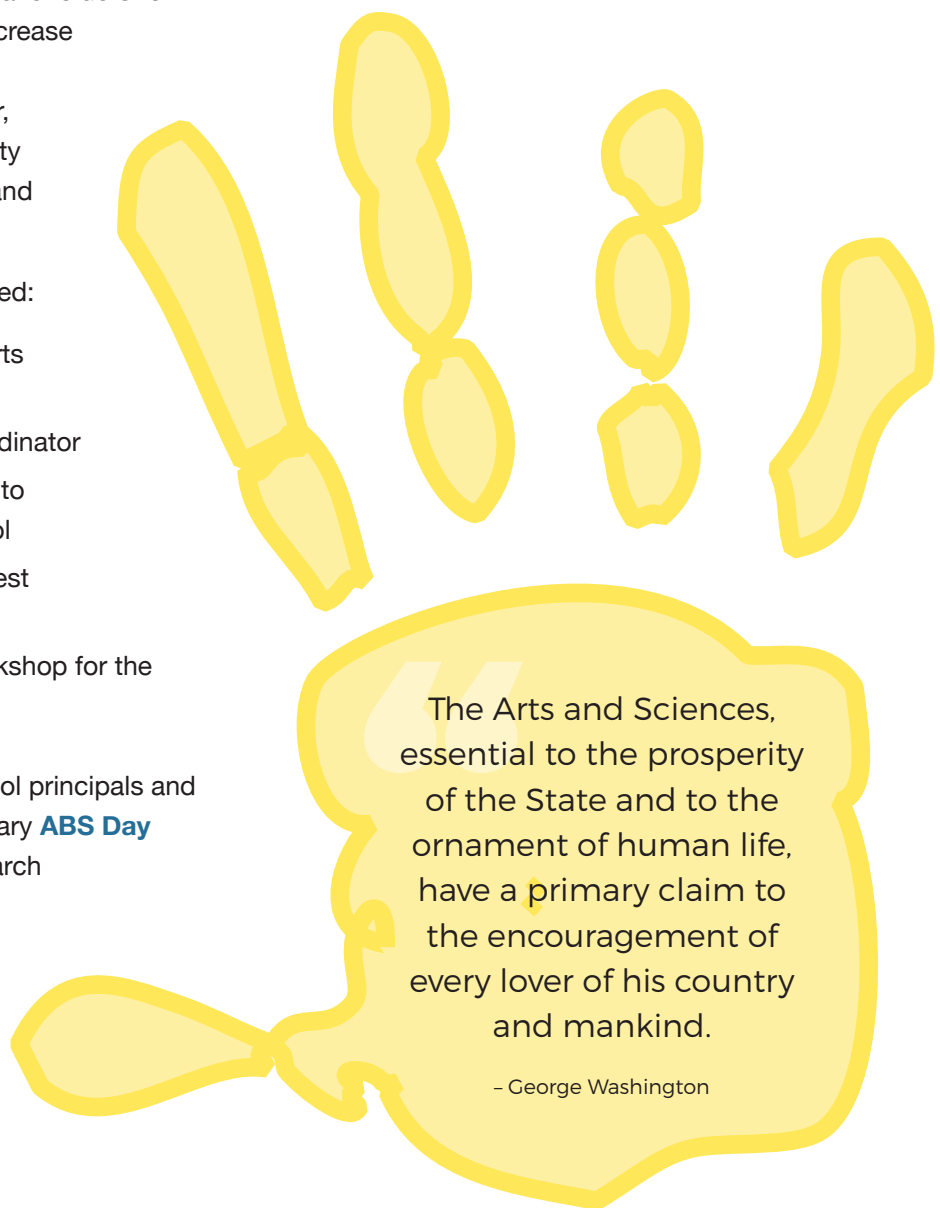
The Process

In 2016, HC*EXCELL convened art education stakeholders to form an **ABS** committee to develop a plan to increase art integration in Hamblen County schools. The committee was composed of a project manager, pilot school principals and assistants, community organizations, an HC*EXCELL Board member, and the HC*EXCELL Executive Director.

Year one of the SUCCESS initiative encompassed:

- expanding the committee to include arts education stakeholders
- hiring Deb Miksa as **ABS** Project Coordinator
- transitioning the **ABS** elementary pilot to Fairview-Marguerite Elementary School
- continuing support for West and Hillcrest Elementary Schools, and
- hosting a teacher Arts Integration Workshop for the pilot schools.

Additionally, the project manager met with school principals and presented an option for a system-wide elementary **ABS Day of the Arts** which was approved and held in March of 2017. During preparations for the **ABS Day of the Arts**, the project manager provided arts integration training to both teachers and students at six of the eleven elementary schools. Funding was increased to support the expansion of the Middle School Art and Industry program to Lincoln Heights Middle School.



Using the VMOSA (Vision, Mission, Objective, Strategies and Actions) model, the committee began work on an **Arts Build Schools Strategic Plan**. VMOSA is a practical planning process for community groups to use in defining a vision and developing practical ways to enact change. VMOSA helps an organization set and achieve short term goals while keeping sight of the long-term vision. (See appendix _ VMOSA –What is it?)

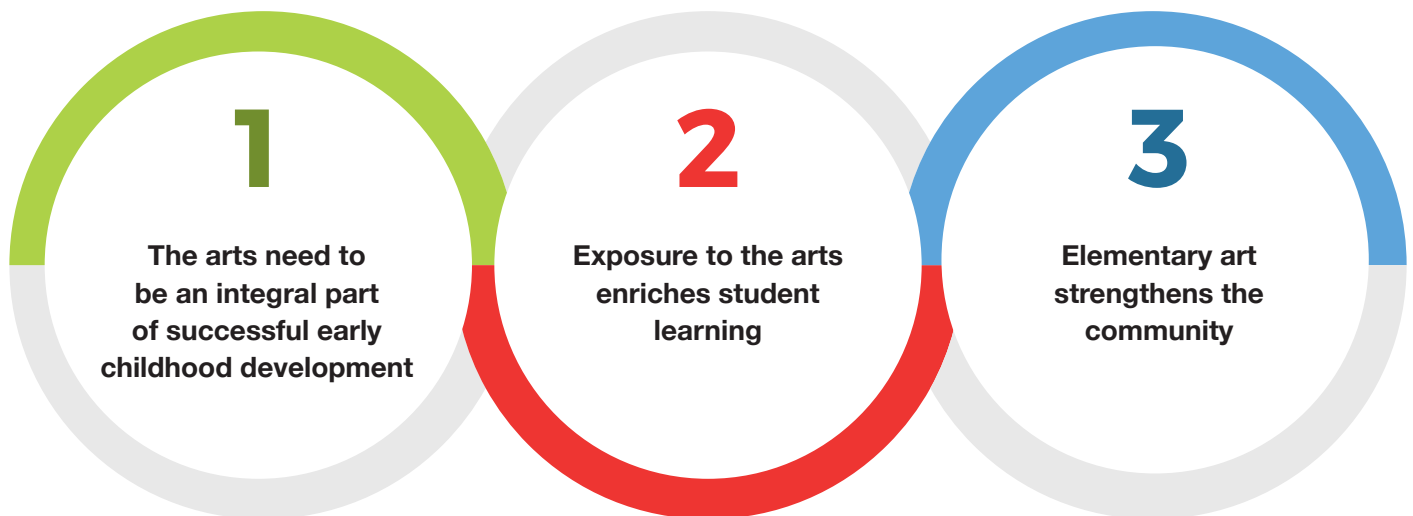
Year two plans include a system-wide elementary arts and curriculum integration teacher training program, in-school student and teacher trainings, a second **ABS Day of the Arts** and expansion of the Middle School Arts, Industry, and Business program to all four middle schools. In addition, the **Arts Build Skills Strategic Plan** will be completed and distributed. **HC*EXCELL** will partner with the Hamblen County School System to apply for a 360 Grant from the **Tennessee Arts Commission**.

Arts Build Skills

Vision: The arts are an integral part of the curriculum for all Hamblen County elementary students.

Mission: To develop students' appreciation of the arts, critical thinking/problem solving skills and self-confidence by incorporating and expanding arts in Hamblen County Elementary and Middle Schools.

ABS Guiding Principles



Message from the Committee

The **Arts Build Skills (ABS) Committee**, comprised of teachers, community members, artists, administrators, and parents, developed the **Morristown Hamblen ABS Strategic Plan** to educate and enlighten the community about the positive impact of an arts integrated elementary education. Children involved in an arts integrated curriculum are more likely to be engaged in the learning process, remember the content of the subject, have an emotional connection to their learning, perform better on tests, and find creative solutions to problems. When students are offered lessons in which the subject matter is integrated with visual arts, music, drama, and dance, both sides of the brain are stimulated and students are more likely to develop to their full potential.

Currently, the elementary students in Hamblen County Schools do not have formal arts programming, aside from music class. The administrators and educators in Hamblen County have embraced the idea of early arts integration and understand the positive impact the arts have on children. ABS has begun a process of training teachers on how to incorporate the arts into the core curriculum and teachers have experienced the effect the arts have on their students. Without learning through the arts, children are missing the opportunity to be expressive, solve problems in a creative manner, and work collaboratively with others. When you imagine the world without the arts, you begin to realize how vital they are in everyday life.

Without the arts, there would be no diversity in architecture and design; buildings would be uniform in size and shape. There would be no anthem to sing before a game, no famous musicians or composers. Television would consist of people stating facts and reporting the news; theater and actors would not exist. Museums would not have visual masterpieces to admire and ponder, and the walls of our homes would be empty. Without the art of dance, cultural and religious traditions would only be expressed through words. Books, magazines, newspapers, billboards and the internet would be filled only with text. The part of the brain that is awakened by visual, auditory, and kinesthetic learning would never be stimulated, and personalities would never fully develop. This committee passionately believes that education must include frequent and meaningful expression through creative experiences in the arts.

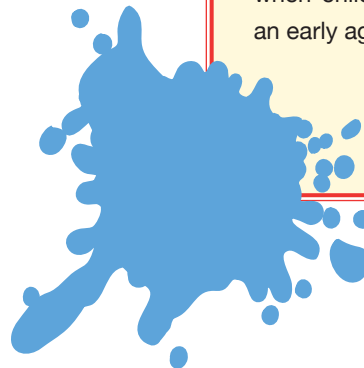
ABS Committee thanks the **Hamblen County Foundation for Educational Excellence and Achievement, HC*EXCELL** for initiating the **ABS** program to assist in developing student critical thinking skills. Because **HC*EXCELL** believes so strongly in the **ABS** program, the Board has committed \$250,000 of the \$1.3 million **SUCCESS** funds to **ABS** elementary and middle school programming. The **HC*EXCELL Board** and **ABS** Committee recognize the important role arts play in developing the whole child. These children will be future leaders and workers who can effectively solve problems, collaborate with others, find creative solutions, and become positive members of our community.

The ABS committee is extremely grateful to all who have been part of creating this crucial strategic plan. The committee especially wants to thank Heather Lane, Graphic Artist and Donna Thoraval for their assistance.

testimonial

My love of art began in my elementary school art classes. It grew throughout my education and led me to a career I'm passionate about. I'm thrilled to be able to help promote awareness on the enrichment arts provide, especially when children become involved at an early age.

- **Heather Lane,**
Graphic Artist



ABS Committee

Corey Bishop—Career Coach/Counselor, TCAT
Morristown

Edgar Cloud—Art Teacher, Lincoln Heights Middle
School

Frankie Cox—Recreation Superintendent, City of
Morristown

Dr. Krista Crum—Principal, West Elementary

Regina Countess—Program Manager, 21st Century
Community Learning Center and LEAP After School,
Douglas Cherokee-Economic Authority

Dr. Paula Davis—Principal, Hillcrest Elementary

Beccy Hamm—Program Director, Rose Center Council
for the Arts

Stan Harville—Incoming Executive Director, HC*EXCELL

Eric Helton—Vice Principal, Fairview-Marguerite
Elementary School

Betsy Hurst—Education Center Assistant Director,
Douglas Cherokee-Economic Authority

Tish Jones—Executive Director, HC*EXCELL

Chip Mclain—Dean of Humanities, Walters State
Community College

Deb Miksa—ABS Coordinator, HC*EXCELL

Carol Rouse—Art Teacher, Morristown Hamblen High
School East

Buddy Smith—Assistant Director for Curriculum and
Instruction, Hamblen County Schools

Robert Spirko—Artist, Aesthetic Considerations

Kerry Stacy—Art Teacher, Meadowview Middle School

Suzanne Wampler—Principal, Fairview-Marguerite
Elementary School

Kathy Wells—Retired Art Teacher

Debra Williams—General Manager, Morristown
Chamber of Commerce



testimonial

With more and more emphasis on conceptual understanding, critical thinking skills, and problem solving in K-12 education, integration of the arts at all levels has become an issue worth revisiting. Why is this? Studies clearly show that art education does more than stimulate the imagination and hone fine motor skills. It aids in the development of critical thinking and problem solving skills. It helps move students up on the cognitive scale from remembering to creating.

Every day we find ourselves asking students to think, to reason, to make an argument, and to coherently communicate their thoughts and ideas. Where does art fit into these higher order thinking skills? Right in the middle. MaryAnn Kohl, an arts educator and accomplished writer, said, “The kind of people society needs to make it move forward are thinking, inventive people who seek new ways and improvements, not people who can only follow directions. Art is a way to encourage the process and the experience of thinking and making things better.”

Perhaps the greatest advantages of education in the arts has little to do with academics and more to do with leadership and what we often refer to as “soft skills.” Self-confidence, collaboration, teamwork, and interpersonal skills can all be enhanced through instruction in the arts. Initiative, creativity, and inspiration are all traits we value. Integration of the arts into the elementary curriculum can only enhance the development of these important qualities.

- **Hugh Clement**, Interim Director
Hamblen County Schools

- **Buddy Smith**, Assistant Director
Hamblen County Schools

Introduction

What is Arts Build Skills?

History

HC*EXCELL and the Arts

HC*EXCELL initially began to support the arts for Hamblen County students through teacher grant funds. In 1997, the foundation sponsored its first Hamblen County Teachers Arts Seminar. Next, the foundation partnered with community organizations to offer art integration training to Hamblen County teachers and to provide art field trips and programming to students. Included in the artistic experiences were Knoxville Symphony Middle and High School “Days with the Symphony”, a 1999 ten county Knoxville Symphony Concert at the Walters State Community College Pavilion for regional 3rd – 6th grade students and support for student art performances and experiences in and out of the community.

The Birth of Arts Build Skills

During discussions with business and industry, board members became aware of the need for increased programming in critical thinking and problem solving skills. Therefore, recognizing that Hamblen County Elementary Schools did not have designated art teachers, in 2012, when HC*EXCELL launched the three-year “**Cradle through Career Initiative**”, an **Arts Build Skills (ABS)** pilot program was developed to explore the impact of the **Arts** on student critical thinking and problem solving skills, as well as on academic and social performance.

The **ABS** pilot consisted of a five-week session of two afterschool classes per week of **Math Art** and **Readers Theater** for invited 2nd grade students at West Elementary School. The goal was to integrate arts into the overall school curriculum by demonstrating the positive impact of teaching through the arts on student academic and social performance. Results were so encouraging that programming continued for a second and third year with an expanded protocol that included visual and performing art programming for the entire student body. Following the third year, the pilot was transitioned to Hillcrest Elementary where it continued to strengthen and improve. Funding was provided to support both West and Hillcrest Elementary Schools in developing and improving their arts and curriculum integration.

testimonial

I’m a junior in high school and I’ve been doing art for a year. However, I feel I would be doing even better if I had had an art class in elementary school. I believe that I would be at a more professional level of art if I had someone to help bring an interest in art.

- **Toni Gutierrez**, Junior, Art 1
East High School

In 2013, a middle school arts, business and industry pilot program was added to the initiative.

This program began with HC*EXCELL connecting industry partners with Meadowview Middle School teacher Kerry Stacy to provide students with the opportunity to learn about local businesses and industries and their respective products and countries. In turn, the businesses and industries learned about middle school students and curriculum. Stacy would choose a theme, in some cases the industry’s corporate home or product, and the students would create artwork around the theme. The best pieces were selected and taken by students to the industry or business for display for a period of time. As a result, interaction between middle school students and the corporate was strengthened.

Arts Build Skills is Expanded

In 2016, the HC*EXCELL Board reviewed the past 25 years of foundation work, and the result was a new five-year \$1.3 million **SUCCESS** campaign to support school readiness, critical thinking and problem solving skills, workforce development, post-secondary preparation and completion and an educator fund for teacher appreciation, recognition and professional development. **SUCCESS** stands for **Strategically Utilizing Community Creativity Empowering Student Success**. The initiative includes five components: **Ready by 6, Arts Build Skills, Workforce Development, Post-Secondary Readiness and Completion** and the **Herbert S. Walters Fund for Educators**.

The **ABS** Component was allocated \$50,000 a year over a five-year period for a total of \$250,000. These funds have become seed money for integrating art programming into the curriculum of all eleven Hamblen County Elementary Schools and expanding the industry and business pilot to the four middle schools.

The Process

In 2016, HC*EXCELL convened art education stakeholders to form an **ABS** committee to develop a plan to increase art integration in Hamblen County schools.

The committee is composed of a project manager, pilot school principals and assistants, community organizations, an HC*EXCELL Board member, and the HC*EXCELL Executive Director.

During year one of the **SUCCESS** initiative, the **ABS** pilot was transitioned to Fairview-Marguerite Elementary School, financial support for the arts continued at West and Hillcrest Elementary Schools and a teacher Arts Integration Workshop was held for all three of the pilot schools. Additionally, the committee project manager met with school principals and presented an option for a system-wide elementary **Arts Build Skills Day of the Arts**. The system-wide project was approved. In March of 2017, all eleven Hamblen County elementary schools participated in the first elementary **ABS Day of the Arts**. During preparations for the **ABS Day of the Arts**, the project manager provided arts integration training to both teachers and students at six of the eleven elementary schools. The Middle School Art and Industry program was expanded to a Lincoln Heights Middle School including funding for programming.

Using the VMOSA (Vision, Mission, Objective, Strategies and Actions) model, the committee began work on an **Arts Build Schools Strategic Plan**. VMOSA (appendix) is a practical planning process for community groups to use to define a vision and develop practical ways to enact change. VMOSA helps an organization set and achieve short term goals while keeping sight of the long-term vision. (See appendix _ VMOSA –What is it?)

Second year plans include a system-wide elementary arts and curriculum integration teacher training program, another system-wide elementary **ABS Day of the Arts** and expansion of the Middle School Arts, Industry, and Business program to all four middle schools and in-school student and teacher trainings. In addition, an **Arts Build Skills Strategic Plan** will be developed and distributed, and HC*EXCELL will partner with the Hamblen County School System to apply for a 360 Grant from the Tennessee Arts Commission.

testimonial

As an AP high school student looking back, I believe that starting students with elementary school level art would have been very beneficial to my foundational knowledge and would have made me learn to appreciate art more. It's harder to learn new concepts the older a person gets, so starting young could give kids access to another portion of their brains. My love for art didn't truly blossom until my 8th grade year when I took my first art class. Now I'm in my second year of AP art and applying to art colleges across the U.S. The percentages of successful vs. unsuccessful artists could take a huge turn just by adding art to the elementary school curriculum.

- Olivia Lewis, Senior, AP Studio Art
East High School

ABS Strategic Plan

Vision: The arts are an integral part of the curriculum for all Hamblen County elementary students.

Mission: To develop students' appreciation of the arts, critical thinking/problem solving skills and self-confidence by incorporating and expanding arts in Hamblen County Elementary and Middle Schools.

ABS Guiding Principle

1

The arts need to be an integral part of successful early childhood development

Objectives

- Integrate art programming as part of the in-school and before and/or after school scheduling
- Provide curriculum art integration training to elementary teachers
- Ensure elementary teachers have appropriate art resources needed for student success

Actions

- Offer professional teacher training on arts integration
- Provide art integration grant training
- Create social media group for lesson plan/idea sharing and teacher communication
- Increase art presentation training to all elementary schools
- Identify and address elementary school art supply storage needs and resources
- Hold annual "Day of the Arts" in all 11 elementary schools

testimonial

"If the arts existed for our pleasure and enjoyment, it would be enough; but they also record our feelings, capture our emotions, and pass these along to our future generations."

This is the quote painted on the walls of one of the art classrooms at Rose Center. I believe this statement beautifully expresses why we believe the arts are important to elementary school children, and, because of that, Rose Center will continue to work with our schools, arts organizations and community leaders to make sure our children...future generations...embrace and value the arts.

- **Debra Williams**, Board Chair
Rose Center Council for the Arts

Evaluation

ABS School Committees will be responsible for submitting an end of year arts integration report, which will be provided by, and returned to, ABS Project Coordinator.

Arts integration end of school report will show results of:

- before and/or after school arts integration instruction
- elementary teacher curriculum art integration training outcomes
- information on provision of art resources for student instruction

ABS Guiding Principle

2

Exposure to the arts enriches student learning

Objectives

- Strengthen student engagement, art appreciation, and self-confidence through the arts
- Utilize the arts to improve academic achievement and attendance
- Build student creativity and problem solving skills through arts integration

Actions

- Integrate the arts into curriculum lessons on a regular basis, at least once per grading period
- Encourage individual creativity and self-expression through arts integration
- Provide individual and group activities that encourage higher level thinking and creativity
- Create and administer survey to students and use responses to measure impact of arts integrated lessons
- Develop benchmarks and checklists to be used to monitor academic growth, student engagement, and school attendance

Evaluation

ABS School Committees will be responsible for submitting an end of year arts integration report, which will be provided by, and returned to, ABS Project Coordinator.

Arts integration end of school report will illustrate:

- enhanced student engagement, art appreciation and self-confidence
- improved academic achievement and attendance
- strengthened student creativity and problem solving skills

testimonial

TCAT Morristown is a strong proponent of the arts in our community. Being introduced to art at an early age is a key avenue for developing creativity, which is critical to all the programs we offer. TCAT Morristown currently offers programs that are directly tied to the arts such as Digital Graphic Design, 3D Drafting Design, and Collision Repair Technology. Without exposure to art and students who have passion to use their artistic abilities, these programs could not be possible and would leave a large number of jobs unfilled. All programs, however, require ingenuity and creative thinking. This can be determining the best way to wire a new building project, welding metal structures together so that they are both functional and presentable, or installing ductwork in the most energy efficient and cosmetically appealing manner. TCAT Morristown is proud to support any initiative that fosters a creative learning environment for kids at an early age and especially how they might apply those abilities to improve their community. Thanks to Arts Build Skills (ABS) for taking on the task of ensuring that art education remains a priority in the Hamblen County area!

- TCAT Morristown

ABS Guiding Principle

3

Elementary art strengthens the community

Objectives

- Expand school, family and community collaboration and involvement with the arts
- Broaden student and community understanding of other cultures through the arts

Actions

- Involve and utilize community collaboration in art programming with art displays and events
- Partner with community organizations and educational institutions to increase collaborative arts integration
- Expand middle school Arts, Industry and Business program
- Display student artwork throughout community that is focused on different cultures and historical events
- Deliver artwork to area businesses, such as, but not limited to: nursing homes, hospitals, social service organizations

Evaluation

ABS Project Coordinator will use end of year school arts integration reports to evaluate Principle 3 results.

- Document evidence of school, family, and community collaboration with the arts
- Document evidence of broadening student and community understanding of other cultures through the arts
- Reports will be submitted to ABS Committee for evaluation and possible modifications to strategic plan.

testimonial

Walters State Community College loves the Arts! This can be seen in our myriad of course offerings including ceramics, drawing, painting, sculpture, theatre production, creative writing, multiple vocal ensembles and choirs, private music lessons, and even film. Our desire, however, is that young people not wait until college to grow their creative hearts and minds. Walters State strongly believes art education should begin in early childhood and continue throughout the elementary, middle, and high school years. We recognize that students who have a creative outlet are better prepared for the critical and creative thinking required of college coursework regardless of the discipline one chooses as a major. We also recognize that art just for art's sake enriches lives in powerful and meaningful ways. If education is about enriching the lives of young people, it must include the arts, and Walters State is committed to the instruction, exposure, and appreciation of the creative spirit in our community and our schools.

- Walters State Community College

The Case for Elementary School Arts Integration

Articles Supporting the Importance of The Arts in Education

“Beyond the Core: Advancing Student Success Through the Arts” Emily Workman, September 2017 © 2017 Education Commission of the States.

This article focuses on the concept of Deeper Learning, which “is an umbrella term defining the skills and knowledge students need to attain success in college, career and citizenship.” The article states that student success is not only defined by test scores but critical thinking skills such as perseverance, teamwork, and creativity. There is a focus on Integrated Arts Learning which is described in the article as “an approach to teaching and learning in which students engage in a creative process that connects an art form with another subject to promote deeper learning in both.” Included in the article are multiple studies that show results of deeper learning through integrated arts and the effects on student achievement.

https://www.ecs.org/ec-content/uploads/Beyond_the_Core_Advancing_student_success_through_the_arts.pdf

“Critical Evidence. How the ARTS Benefit Student Achievement” Sandra S. Ruppert © 2006 National Assembly of State Arts Agencies.

This article answers questions that many people have about why it is so important to include the arts in schools and shows how learning through the arts contributes to student success and achievement. Included in this article are survey results and research that show links between arts education and learning and social skills. Students who participate in arts activities have higher standardized test scores, are more motivated to learn, have increased confidence and participation, and develop better social skills. The article concludes with the statement: “The arts make a significant contribution to helping all students achieve success in school, work and life.”

<https://nasaa-arts.org/wp-content/uploads/2017/05/critical-evidence.pdf>

“10 Salient Studies on the Arts in Education” Center for Online Education, © 2017

This article contains links to 10 different studies and results of research on the benefits of arts in education. The research from these studies show improvement in achievement levels, higher graduation rates, enriched math and literacy skills, increased attendance, community cohesion, and scientific studies on how the brain can be rewired in positive ways through arts education.

<http://www.onlinecolleges.net/10-salient-studies-on-the-arts-in-education/>

“Why Arts Education Is Crucial, and Who’s Doing It Best” Fran Smith, January 28, 2009 © 2017 George Lucas Educational Foundation

<https://www.edutopia.org/arts-music-curriculum-child-development>

“Preparing students for the Next America: The Benefits of and Arts Education,” April 2013, © Arts Education Partnership

<http://www.aep-arts.org/wp-content/uploads/Preparing-Students-for-the-Next-America.pdf>

Tennessee Fine Art Standards

The Tennessee State Board of Education and the project leadership team partnered with multiple arts agencies such as state arts education teachers associations, higher education institutions, and arts education leadership councils in order to create and disseminate a stakeholder feedback survey and recruit nominations for the writing team application process. After the writing team was selected, they conducted a careful examination of the data from the state arts education standards feedback survey and created principles to guide the development of the 2016 Standards for Arts Education.

The resulting standards are organized in a way that brings more unity to all of the arts disciplines while maintaining the integrity of each specific content area. This process is an attempt to bring the rich content of the previous standards to more modern understandings of standards so that districts can create high quality curriculum guides and students can have the most robust arts learning possible. If implemented with fidelity, the goal of the revised standards will be to teach all students to become quality artists capable of not only performing and creating artistic works with great fidelity, but also expressing meaning and understanding through the arts.

https://www.tn.gov/assets/entities/sbe/attachments/10-14-16_IV_C_Fine_Arts_Standards_Attachment.pdf



Day of the Arts Summary and Report

On March 23, 2017, all eleven Hamblen County Elementary Schools participated in the “Day of the Arts.” This day was created to offer all elementary students an opportunity to engage in and be exposed to a variety of arts activities, such as visual arts and performance arts. Each school formed an Art Committee, created plans for the day, and received funding from HC*EXCELL for supplies based on the number of students participating. Visitors and guests were invited to volunteer and view the “Day of the Arts,” and many community members and college and high school students helped make the day successful. The “**Day of the Arts**” was such a positive event that all eleven schools are looking forward to the March 22, 2018, “Day of the Arts.” Below are the results of the first “Day of the Arts:”

2016-2017 HC*EXCELL SUCCESS

Day of the Arts Report

March 23, 2017

School Names and Contact:

Alpha–Amanda Martin/Kimberly Dyke

Fairview–Marguerite–Martha Jane Alexander/Suzanne Wampler

Hillcrest–Martha Kelly

John Hay–Matthew Drinnon

Lincoln Heights–Janet Dalton

Manley–Debra Dickenson

Russellville–Amy Thomas/Samuel Taylor

Union Heights–Sandy Gilbert/Chuck Carter

West–Krista Crum

Whitesburg–William Southern/Ashlee Fountain

Witt–Paula Combs

testimonial

Elementary art gives students personal creative release and the fundamentals needed for the middle school level art curriculum. Students with early exposure to art gain important life skills such as; learning to communicate with others, problem solving, creating quality craftsmanship, becoming a leader and a team player, building a positive attitude, and learning responsibility. These skills prepare them for middle school and beyond. Students who participate in the arts at a young age are developmentally more open to the opportunities of exploration and creativity. Through the arts, students experiment, take risks, learn what works and what needs refinement. Without elementary art and the foundations embedded at a young age, students lack many of these skills needed to make them strong, competitive leaders in today’s workforce.

- Art Teachers

Hamblen County Middle Schools

1. Impact- What did you observe as positive outcomes for students and teachers? Social/Academic

a. Social

Increased student engagement

Creativity

Lots of sharing of ideas with one another

Cultural Awareness

Recognition of Ethnic Diversity

Students found new ways to express themselves to others

Students were eager to help in ways that are non-typical such as
“Why don’t you try this color?”

Teachers commented that behavior was great and collaboration with other teachers was fun.

Students were able to express themselves in unique ways through art.

Built a sense of community among school staff and students.

Students interacted in a stress free environment with no right or wrong way to do the activity. Everyone worked at their own pace, able to feel proud of the end product

Teachers, staff, and students having fun with feelings of equal accomplishments

All students felt successful!

They loved looking at the way the other projects were turning out.

Students were given a chance to be creative and explore new things. It was very exciting to watch!

Day of the Arts gave individual students a chance to shine and express themselves.

By this time of the year, you can see how the creativity and expression of individual students has grown. Also, their endurance and time on task has increased. They really settled in and worked for extended periods of time on their art projects.

Students learned to be careful, or it would take a long time to clean up. Their responsibility increased.

Students were not afraid to be individuals and express their own style. They loved seeing each other’s interpretation.

Students were enthusiastic about doing the different forms of art throughout the day.



- Whitesburg



Students positively complimented each other on their art or performance in the plays.

Parents, teachers, students positively interacted during the “Gallery Walk” held after school.

It involved a number of parents and community members working with teachers in planning and presenting activities.

Students were engaged and motivated throughout the lesson.

Students were very excited about the day.

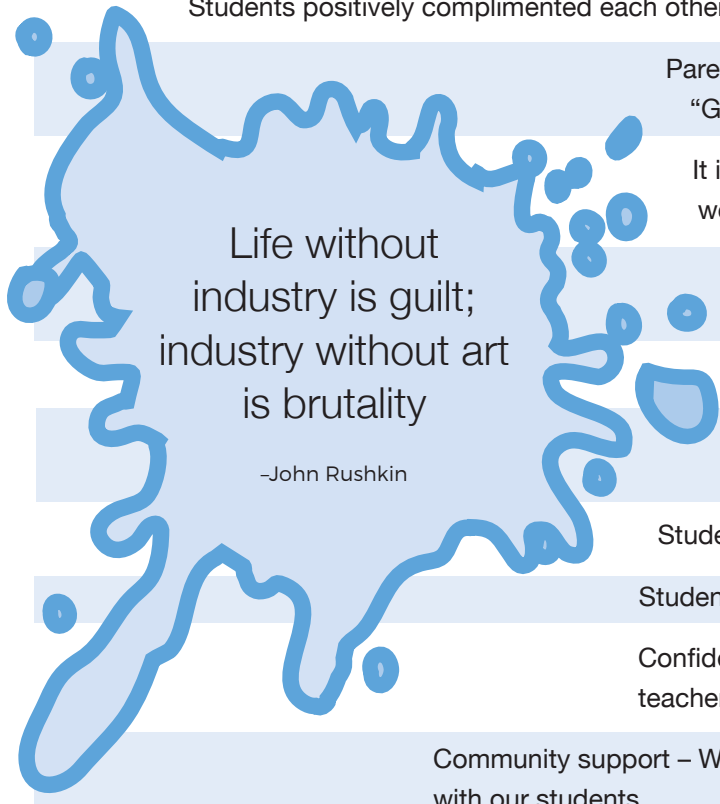
Teachers were patient and attentive to the students’ needs.

Students didn’t want the day to end.

Student interest and engagement

Confidence in students – student to student and student to teacher engagement.

Community support – We had many community leaders share their special talents with our students



Life without
industry is guilt;
industry without art
is brutality

–John Rushkin

b. Academic

Academic standards taught in a new way.

Students learned about artists, elements of art, techniques, etc.

Cross-curricular

Connections to historical periods

Students were able to use math in several areas- from measuring the geometrical shapes in pop art to use of an open square to get a visual for a horizon piece.

Vocabulary for the artwork helped to build new background knowledge. (Perspective, depth, color wash)

Students took virtual field trips to where the artists lived and LOVED seeing the street views!

Connection to current state standards.

Art and Reader’s Theatre enabled ALL students to feel success—regardless of academic level.

Tying art into all the academic disciplines.

Students were able to self-evaluate their own work and learn ways to expand and improve.

Seeing the many different activities that are all art related.

testimonial

Studies have indicated that simple creative art activities can help children start developing the skills that they can use the rest of their lives. Using scissors helps develop dexterity, discussing shapes and colors helps with language development, problem solving and critical thinking skills are strengthened when children develop art projects.

Art education is often viewed as a luxury, but it can be part of a well-rounded education for children of all ages.

- **Bill Brittain**, Mayor
Hamblen County

Some students painted flowers, so it was a great way to review the parts of a flower.

Students were able to identify parts of a bird and certain insects.

Students had to create an ocean habitat. They had to draw seaweed, coral, and other sea life.

Students had to describe and paint the four seasons.

Students became familiar with art styles, artists, and dance forms. Students are now aware of art as a career. Arts exploration can lead to creative careers like a dancer, graphic designer, or engineer.

Art has been incorporated into reading and math. Students have begun using art vocabulary in everyday language and art in their writing and math.

testimonial

Creativity and problem solving are two of the key ingredients for any business to be successful. The arts strengthen problem solving and critical thinking skills by teaching students how to interpret and use visual information to make choices. “Earning the Right to Grow” for industry requires the thoughts and ideas of all of its employees. Understanding how to read, comprehend, and solve problems through science, engineering and mathematical skills are requirements in almost all everyday activities. However, the thoughts, ideas and creativity of all employees are required if the business is to be successful. Art skills open the doors for that type of thinking and problem solving. When one begins to think outside the box and asks the questions, “What If”, “how could we” and “let’s try” a whole new way of doing things can be created. In 1976, the first Star Wars Movie hit the big screen, which highlighted the mere thought of lasers. Today, they are a reality. Without question it takes mathematical minds and the ability to read and comprehend to be successful, but earning the “Right to Grow” requires the creativity of the workforce.

Arts Build Skills is a great tool to help unlock the imagination and creative thinking that successful businesses are looking for and need today. In addition to creativity and problem solving, another key strength gained from the arts is collaboration, whether it’s band, choir or theater, students must share responsibility and compromise to achieve a goal. To be successful in any industry requires that everyone work as a team toward a common goal.

- Ray Murphy
Arconic

Students were motivated to learn through art.

Teachers formed ideas of how to incorporate some of their curriculum through art.

Skills were integrated with standards and topics from each grade.

Students worked cooperatively.

Teachers found ways to align the activities with standards.

Creative and expressive lessons

Gave students another avenue to share what they know

2. Challenges- What were some challenges that surfaced during the day?

Not enough volunteers to assist with the projects.

Some students had difficulty thinking creatively due to lack of experience.

Lack of materials. Even with the generous donation from HC*EXCELL, materials were still limited for the # of students.

The day went well with no apparent challenges.

Time Preparation in Planning. Because these were new projects for teachers, planning for the amount of time allotted for each group was difficult due to set up time and student ability.

Time to fit all of the activities in within a school day.

Running out of time, running out of supplies.

Managing supplies with students. Our only challenge was not having a sink in the classroom to rinse out brushes.

testimonial

Art programs are essential for our elementary schools in developing students into well-rounded members of our community.

The arts unleash creativity, a skill which is helpful in many other activities. Students who participate in arts programs learn to focus and work with others to accomplish projects. Finally, involvement in arts programs helps develop confidence. Getting on a stage or developing artistic skills leads to self confidence that helps when you face your next challenge.

Arts is a vital part of childhood development and must be a part of a diverse educational program.

- **Tony Cox**, City Administrator
City of Morristown

Once students started working, we realized that some projects needed more time than originally thought.

For certain activities in the younger grade levels, it would have been helpful to have some extra adult hands in the room!

Time. Pointillism art takes longer than anticipated, and students ran out of time.

Materials. We needed extra palettes because some students just didn't want to share their paint!

We actually did not encounter any challenges. The day went smoothly!

Sharing resources.

Making sure to have enough volunteers to complete tasks.

Schedule planning for the day's events, but we worked it out.

Finding materials but we ordered some and they worked great.

More time.

NONE - It was a very positive day! Our students were actively engaged in learning.

3. Changes- Give examples of how a future ABS Day of the Arts could be improved.

Need more assistance/volunteers

Have it earlier in the year

Find additional funding for materials

Workshops on other projects that were successful at the other schools

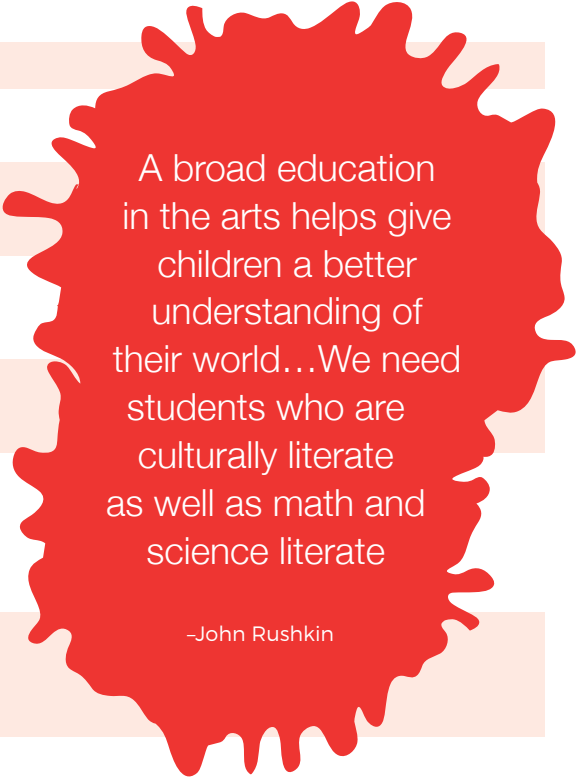
Now that we know what it could be, teachers and art committees could begin early in the year planning and testing ideas.

We would like to continue with a school-wide art activity and then also have each grade level study different artists or elements of art.

Receive the money far enough ahead of planned date to order online from discount vendors

One improvement would be to allow more time in advance to plan for the art day; however, everything went very smoothly and was greatly enjoyed by the students and teachers.

Next year we would like to have art students from East High, Carson-Newman, or Meadowview come to Hillcrest and give our students art lessons. We would like to incorporate more drama into the day.



A broad education in the arts helps give children a better understanding of their world... We need students who are culturally literate as well as math and science literate

-John Rushkin



IMPORTANT! The date needs to be set at the beginning of the school year in order to book artistic groups or artists that book months in advance.

Possibly have the “ABS Day of the Arts” during the fall since the end of the year is hectic with preparing for state test.

More pre-planning at the school level to ensure that lessons are planned and materials are prepared.

If it was not planned for one day district wide, some volunteers could assist at multiple schools.

I think 2 days would be great.

Professional Development in the summer for teachers.

We like that ABS was a county-wide initiative.

4. Future-Would you like to have an ABS Day of the Arts next year? Why or why not?

Yes-11

No-0

Comments

1-The overall consensus was very positive from students and teachers. Elementary schools need art teachers. It would be great for students to experience art on a regular basis. Some teachers mentioned having art day earlier in the year, and also having it on a Friday. The students and teachers enjoyed it, but were exhausted.

2-It was a fantastic day. We would love to have the ABS Day of Art next year.

3-Yes! We had a great day and students LOVED it all! Thank you for all of your work to make it possible.

4-YES!!!!!! We really enjoyed it!

5-Yes. Many students exclaimed this “was the best day ever.” They thoroughly enjoyed every aspect!

6-Definitely! I know this is something that the students look forward to. I even had a parent text me saying how much she LOVED her son’s artwork. She said she was going to frame it.

-It is very rewarding to watch students (who are normally shy or timid) excel and shine!

testimonial

One of the greatest memories of my elementary school years was Art class. Whether I was building a replica log cabin out of toothpicks, making a paper mache dinosaur, modeling a coffee mug from wet clay, or just applying water color strokes to construction paper, the opportunity for regular art education as part of the curriculum was a vital part of my learning years.

I never developed into an “artist” of any kind, but the process of learning how to be both analytical and creative while gaining confidence in that creativity is an experience no child should miss. The true carryover value of art education for tackling the challenges of mastering math, science, reading, and other academic growth has been proven and documented many times over by educational research.

I am a firm believer art education in our public schools is a key contributor to a child’s academic success and I loudly applaud the efforts of HC*EXCELL to make it happen.

- Gary Chesney, Mayor
City of Morristown

-It was amazing to witness the talents that so many students have in art, but they rarely get the chance to use those skills at school. It was wonderful! Thank you for providing this opportunity.

7- Absolutely! It was a magnificent focus of our school system on the arts. I was truly impressed with the variety of projects and topics explored on that day.

8- YES! The students loved doing the art activities!

9. Yes, I feel that this was a very beneficial day for our students and helped our teachers to integrate arts instruction into our curriculum.

10-Yes, we are definitely interested for next year. We hope to make it bigger and be able to do more activities.

11- Yes! Student engagement and confidence was increased. Thank you for the opportunity.



- West Elementary Art Tree

Student and Parent Surveys

Student surveys- Fairview-Marguerite, Hillcrest and West Elementary Schools

565 Students surveyed in grades K-5

I enjoy doing arts activities in my classroom.



I can pay attention better when we do arts activities.



I want to come to school more when we do arts activities.



I learn better when arts activities are involved.



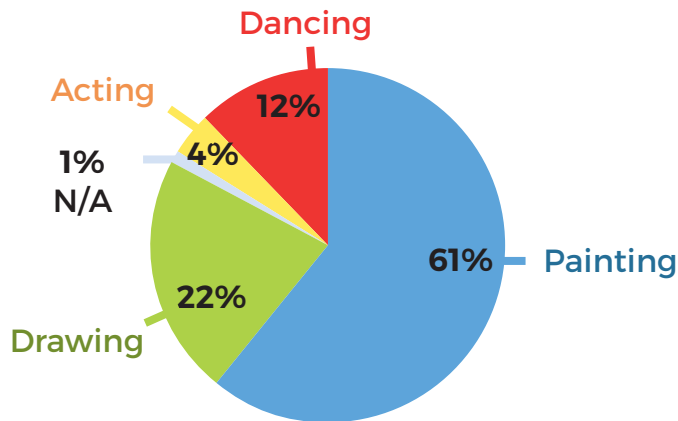
I wish we did more activities in my classroom.



I do arts activities at home.



My favorite type of arts activity is:



Parent Survey

Did you Know that Hamblen County Elementary Schools do not have Art teachers?



Do you think it is important to have art in elementary school?



Would you volunteer to assist with art activities in your child's school?



Acknowledgements/Recognition

Angie Estes—Elementary Education Supervisor, Claiborne County Department of Education

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Dr. Jeff Moorehouse—Director of Schools, Greeneville City Schools

Jenny Mullins—Elementary Secretary, Hancock County Schools

Beth Holt—Assistant Director of Schools for Curriculum and Instruction, Hawkins County Schools

Sherry Fincham—Director of Federal Programs, Elementary Education, and Accountability Jefferson County Schools

Sandra Burchette—Director of Schools, Newport City Schools

Susan Howard—Instructional Supervisor Sevier County School System

Roger Flatford—Supervisor of PreK-6 Instruction, Union County Public Schools

Donna Thoraval—Graphic Artist

Heather Lane—Graphic Artist

Hugh Clement—Interim Director, Hamblen County Schools

Buddy Smith—Assistant Director, Hamblen County Schools

Dr. Krista Crum—Principal, West Elementary School

James Craine—CPA, Craine, Thompson & Jones, P.C.

Kay Senter—Proof Reader

Ray Murpy—Arconic

Hamblen County Art Middle School and High School Teachers

Gary Chesney—Mayor, City of Morristown

Bill Brittain—Mayor, Hamblen County

Frankie Cox—Recreation Superintendent, City of Morristown

Tony Cox—City Administrator, City of Morristown

TCAT Morristown

Debra Williams—Manager, Morristown Chamber of Commerce; Board Chair, Rose Center

Walters State Community College



testimonial

A full art education curriculum starting in elementary school is critical for developing successful students in high school and in their post-secondary pursuits in all fields. Art teaches students to develop skills in creative critical thinking, experimentation, risk-taking and self-expression. The art classroom is one of the few places that encourages students to experiment and fail, therefore learning from their failures to problem-solve a successful solution. In the work force of the future these skills will be critical for their success since the technologies that will govern do not yet exist. Students learn the necessary skills to adapt, modify, and divergently tackle challenges in art class. Our programs in high school, starting in Art I and ending in AP Studio Art, foster these skills. However, those that are the most successful in our classes and display the greatest application of these skills are the ones who were exposed to art from an early age through other school systems' elementary art education programs, or camps and lessons in summer or after-school programs. Therefore, the inclusion and approval of an elementary art education program in Hamblen County is essential for preparing our students for college and future careers. If we want our students to compete and succeed in the future, we must have art to prepare them today.

- Art Teachers

Morristown Hamblen High Schools

Michael Fishman—President HC*EXCELL; Editor and Publisher *Citizen Tribune*

Dhilan Ramaprasad—Graduate, Morristown Hamblen High School West, 2017

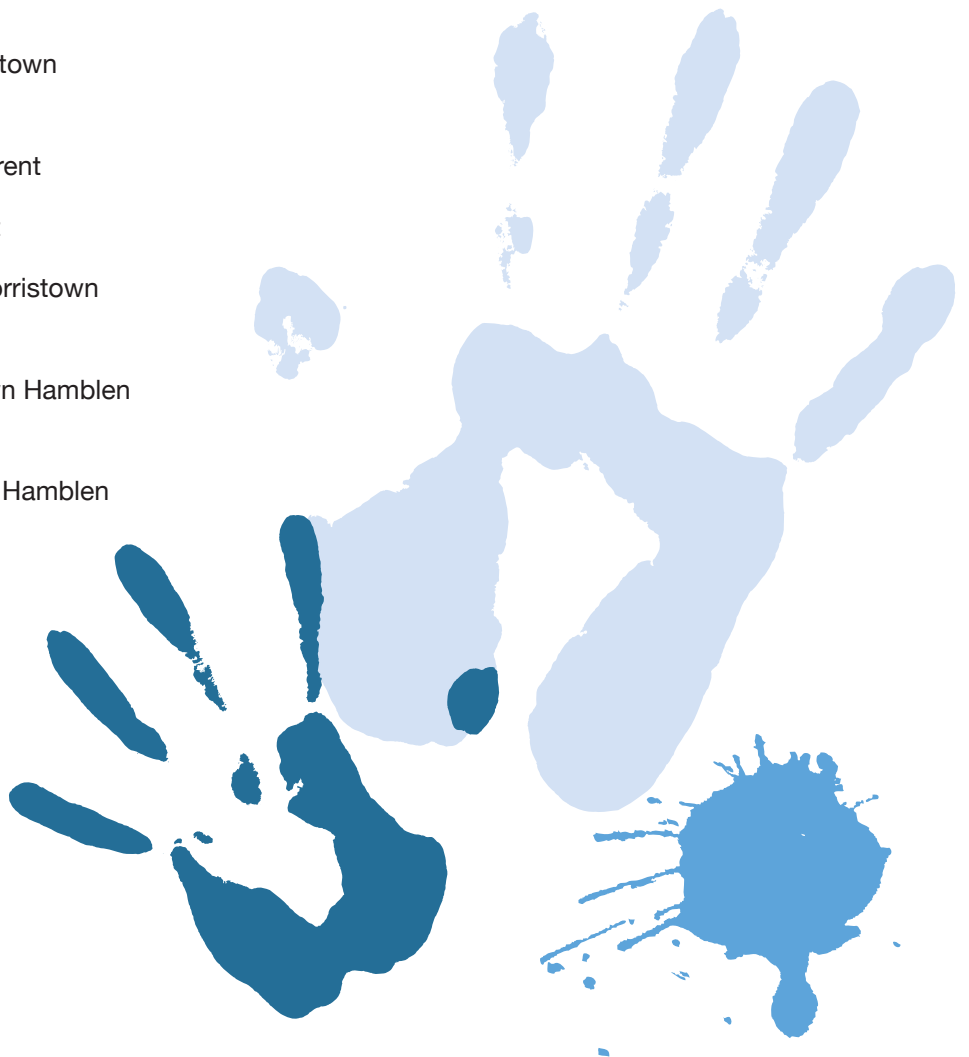
Ashley Pienta—Hillcrest Elementary Parent

Tracy Church—West Elementary Parent

Olivia Lewis—Senior, AP Studio Art, Morristown Hamblen High School East

Toni Gutierrez—Junior, Art 1, Morristown Hamblen High School East

Abby Siddiqi—Sophomore, Morristown Hamblen High School East



Supplemental Materials

Glossary

Achievement- a result gained by effort

Action- the accomplishment of a thing usually over a period of time, in stages, or with the possibility of repetition

Art- the conscious use of skill and creative imagination especially in the production of aesthetic objects

Appreciation- recognition of aesthetic values

Broaden- extending far and wide

Collaboration – the process of two or more people or organizations working together to realize or achieve something successfully

Committee- a body of persons delegated to consider, investigate, take action on, or report on some matter

testimonial

Arts in the elementary schools are as essential, if not more, as arts in our community. Arts contribute to the education and development of our children by allowing creativity and self-expression while enhancing the learning process. Math is needed in art and art is needed in math. This sentiment holds true in most school subjects. The arts can be used to cross cultural and language barriers which contributes to a better understanding from various points of view. The arts connect us to abilities of critical thinking, creativity, problem solving, perception, accomplishment, and appreciation.

A community that recognizes the importance of arts and encourages the participation in the arts is a community that is well rounded and possesses the leadership of critical and creative thinkers.

- **Frankie Cox,**
Recreation Superintendent
City of Morristown

Community- an interacting population of various kinds of individuals (such as species) in a common location

Critical- relating to or being a state in which or a measurement or point at which some quality, property, or phenomenon suffers a definite change

Cultures- the customary beliefs, social forms, and material traits of a racial, religious, or social group

Curriculum- the courses offered by an educational institution

Demographics – the statistical characteristics of human population such as age, gender, income especially used to determine markets

Develop- to set forth or make clear by degrees or in detail

Document- an original or official paper relied on as the basis, proof, or support of something

Education- the field of study that deals mainly with methods of teaching and learning in schools

Engagement- emotional involvement or commitment

Enrichment- to make rich or richer especially by the addition or increase of some desirable quality, attribute, or ingredient

Evaluation- to determine the significance, worth, or condition of usually by careful appraisal and study

Evidence- something that furnishes proof

Incorporate- to unite or work into something already existent so as to form an indistinguishable whole

Instruction- the action, practice, or profession of teaching

Integral- essential to completeness

Integrate- to form, coordinate, or blend into a functioning or unified whole

Involvement- to engage as a participant

Principle- a comprehensive and fundamental law, doctrine, or assumption

Resources- a source of supply or support

Reference- consultation of sources of information

Strategic- of great importance within an integrated whole or to a planned effect

Success- favorable or desired outcome

Survey- to query (someone) in order to collect data for the analysis of some aspect of a group or area

Utilize- to make use of



- Lincoln Middle School



“In my own philanthropy and business endeavors, I have seen the critical role that the arts play in stimulating creativity and in developing vital communities....the arts have a crucial impact on our economy and are an important catalyst for learning, discovery, and achievement in our country

- Paul G. Allen,
Co-Founder, Microsoft

*All glossary terms are from www.merriam-webster.com © 2017 Merriam-Webster, Incorporated

Art Vocabulary

Definitions the ABS Committee and Middle School Art Teachers feel are relevant to integrating art into the elementary curriculum



- Manley

Abstract art: Artwork in which the subject is often simplified, distorted, deconstructed, or obscured.

Architecture: The art and science of designing the interiors and/or exteriors of structures, living/environmental spaces, and/or cities.

Armature: Supporting structure for sculpture.

Art Criticism: Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments. Its four stages are description, analysis, interpretation, and judgment.

Art Elements: Visual arts components, such as line, texture, color, form, value, shape, and space

Background: The area of an artwork that appears to be behind other objects or farther away from the viewer.

Balance: Principle of design used for arranging visual elements in a work of art.

Symmetrical – Formal balance in which two halves or sides of a design create a mirror image.

Asymmetrical – A way of organizing the parts of a design so that one side differs from the other without destroying the overall harmony.

Radial Balance – Type of balance in which forces or elements branch out from a central axis in a circular pattern.

Blending: Smooth, gradual application of media.

Collage: An additive process of gluing or pasting materials together to create a work of art.

Color: Element of art that is a property of reflected light.

Primary – red, yellow, blue.

Secondary – orange, green, violet (produced by mixing two primary colors). *Tertiary/Intermediate* – produced by mixing a primary and a secondary color. *Intensity* – brightness of a color.

Value – lightness and darkness of a color.

Hue – name of color.



Neutral – black, white, grey, brown, tan. *Tint* – to lighten a color using white. *Shade* – to darken a color using black.

Color Schemes: Plan for organizing color.

Complementary – colors opposite each other on a standard color wheel.

Analogous – colors which are closely related to each other and in which common color can be found (e.g., yellow, yellow-orange, orange).

Monochromatic – tones of one color in addition to the main hue.

Triad – any three colors found on a standard color wheel that are connected by a triangle (red, yellow, and blue)

Split complement – color on either side of the direct complement (e.g., blue-green, yellow-green, red).

Cool Colors – Colors in which blue, green or violet predominate. *Warm Colors* – Colors in which red, orange or yellow predominate.



- West Elementary

Color Wheel: A visual diagram featuring a sectioned circle with colors in a bent spectrum.

Composition: The ordered arrangement of the elements of art according to the principles of design.

Content: Meaning, significance, and information in a work of art.

Context: The interrelated conditions (cultural, political, social, economic) in which something exists or occurs.

Contour Line: A line that defines the edges and surface ridges of an object.

Contrast: Differences between two or more elements (e.g., value, color, texture) in a composition.

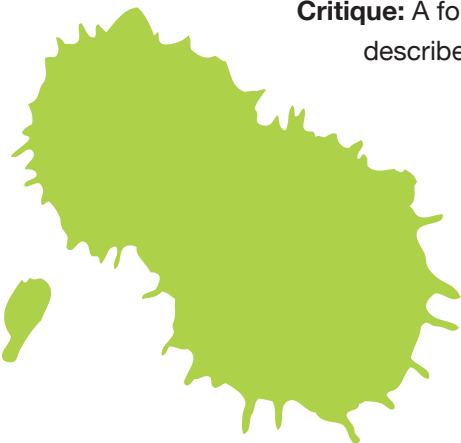
Critique: A formal or informal system of evaluation featuring four steps to evaluate artworks: describe, analyze, interpret, and judge.

Decorative: Ornamental; beauty over function.

Design: A compositional plan using the principles of design to organize the elements of art for a work.

Dimension: Amount of space an object takes up in one direction.

Emphasis: Principle of design that makes one part dominant over the other parts.



testimonial

I am writing this letter to express why I feel art teachers are needed in the elementary schools. As a parent of a child that has been attending art club after school since she was in kindergarten, I can tell you that art is very beneficial to young children. My child does not like to put pencil to paper but give her a paint brush, and she will paint for a long time. Art offers her the opportunity to express her creativity and show her imagination while building up her self-esteem. Art gives her the ability to make personal gifts for people by using her imagination and creativity which in turn also increases her self-esteem when she can give someone something that she has made. Art is needed within elementary schools because not every child can attend an after-school program; therefore, every child should be given the opportunity to build their self-esteem and self-assurance by using their imagination and creativity. Providing kids the opportunity, at a young age, to learn about art will expand their critical thinking skills by allowing them to think outside the box. Not every child learns the same way so giving them every opportunity to build onto their artistic skills can only improve their skills in other subjects. Art can be very beneficial in reading, writing, and math because sometimes children need to visualize things to understand them better. I know I am a visual learner, and I learn by using my hands. Art gives children that opportunity to learn by using more creative thinking skills which in turn will improve their critical and logical thinking skills. We as adults owe it to the children to help them learn in every way possible. Children need to be exposed to art so they can learn not only about art history but also about how by using art they can improve in other areas as well. When you are considering if kids deserve to be taught art, please consider how much of an impact art has truly had on you, personally. Thank you for your time.

- Tracy Church, Parent
West Elementary

Foreground: In a visual work, the area that appears to be closest to the viewer.

Form: Element of art that is three-dimensional and encloses space. Form has length, width, and depth.

Harmony: A principle of design that creates unity in a work of art by stressing similarities of separate but related parts.

Line: An element of art that refers to a continuous mark made on some surface by a moving point.

Medium: Material used to make art (Plural is media).

Middleground: The area of an artwork that appears to be between the foreground and the background.

Mixed Media: Two or more media used in an artwork.

Modeling: A process of sculpture in which soft, pliable material is built up and shaped.

Movement: A principle of design used to create the feeling of action and to guide the viewer's eye throughout the work of art.

Negative Space: Empty space surrounding shapes and forms.

Opaque: Quality of a material that does not let any light pass through.

Palette: Tray for mixing colors of paints; colors used in a particular work of art.

Pattern: A principle of design repeating an element or combination of elements in a recognizable organization.



Performance Art: A type of art in which events are planned and enacted before an audience for aesthetic reasons.

Perspective: A method for representing three dimensional objects on a two dimensional surface (Linear or atmospheric).

Picture Plane: The surface of an artwork.

Pigment: Finely ground, colored powders that form paint when mixed with a liquid.

Portfolio: A body of work.

Portrait: Image of a person, especially the face and upper body.

Positive Space: Shapes or spaces that are or represent solid objects.

Principles of Design: Used to organize the elements of art. The principles consist of balance, emphasis, unity/harmony, variety, movement, pattern, rhythm, and proportion.

Relief: Artwork that projects from a flat background.

Repetition: A technique used for creating rhythm and unity in which a motif appears.

Rhythm: Principle of design, that refers to the placement of repeated elements in a work of art to create a visual tempo.

Sculpture: A three dimensional work of art.

Shape: Element of art that defines a two dimensional space.

Sketch: Quick, rough drawing without much detail that can be used as a plan for later work.

Space: The element of art referring to the emptiness or area between, around, above, below or within objects.

Symbol: An image that stands for, or represents, something else.

Technique: A specific way to create artwork, often by following a step-by-step procedure.

Texture: An element of art that refers to how things feel, or look as if they might feel if touched.

Three-Dimensional: An area defined by height, width, and depth.

Transparent: Quality of a material that allows light to pass through.



- West Elementary

testimonial

After my 12 years of schooling in Hamblen County, I know for certain that arts in academic institutions is of paramount importance to student success. The exploration and creative thinking that accompany fine arts have far reaching benefits both in and out of the classroom, and exposure to the arts is a much-needed break from the typical school day minutiae. Students, like myself, not only find the arts to be a means of unwinding but also a language through which to express themselves and find the joys of learning. There is nothing else that has had as sizable of an impact as the performing and visual arts have had on my school career, so I fully believe that implementing arts early on within the elementary curriculum in Hamblen County is a great step in the right direction toward a better education for all. We are incorporating a new, universal language of art—one in which all students can someday be fluent. This new light on the arts should never grow dim because so many past students have accredited their successes to the magic of the arts, and I'm certain so many more can—and will—greatly benefit from its enriching effects.

- Dhilan Ramaprasad, Graduate
Morristown-Hamblen High School West, 2017

Two-Dimensional: An area defined by height and width.

Unity: Principle of design that allows a combination of elements, principles, and media to be viewed as a whole.

Value: An element of art that describes the lightness or darkness of a hue.

Variety: A principle of design concerned with difference or contrast.

Wash: Thin, liquid application of any medium.



Arts education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate, the ability to learn new skills, to be creative and innovative, and to strive for excellence.

-Joseph M. Calahan,
Director of Cooperative Communications,
Xerox Corporation

Acronyms

ABS – Arts Build Skills

HCBOE – Hamblen County Board of Education

HC*EXCELL – Hamblen County Foundation for Educational Excellence and Achievement

TCAT Morristown – Tennessee College of Applied Technology Morristown

WSCC – Walters State Community College



- John Hay

Appendices

VMOSA -What is it?

DEFINING YOUR VISION, MISSION, OBJECTIVES, STRATEGIES, AND ACTION PLAN

What is the purpose of your organization? How will you achieve it? The VMOSA process helps your initiative develop a blueprint for moving from dreams to actions to positive outcomes for your community. VMOSA gives both direction and structure to your initiative.

VISION

Your group's vision is your dream, a picture of the ideal conditions for your community. As a unifying statement for your effort, it also reminds you what you are striving to reach and guides important decisions.

A vision statement should be a few short phrases or a sentence that conveys your hopes for the future. Catchy phrases such as "Healthy teens," "Safe streets, safe neighborhoods" and "Education for all" illustrate the common characteristics of a vision statement. Craft a statement that is:

- Understood and shared by members of the community
- Broad enough to include a diverse variety of perspectives
- Inspiring and uplifting
- Easy to communicate (fits on a T-shirt!)

MISSION

Your mission statement is more specific than your vision. As the next step in the action planning process, it expresses the "what and how" of your effort, describing what your group is going to do to make your vision a reality. An example of a mission statement: "Our mission is to develop a safe and healthy neighborhood through collaborative planning, community action, and policy advocacy."

While your vision statement inspires people to dream, your mission statement should inspire them to action. Make it concise, outcome-oriented, and inclusive.

OBJECTIVES

Objectives are the specific, measurable steps that will help you achieve your mission. Develop objectives that are SMART+C: specific, measurable, and achievable (eventually), relevant to your mission, and timed (with a date for completion.) An example of an objective would be: "By the year (x), 90 percent of the area's drug houses will be eliminated from our target area."

The +C reminds you to add another important quality to your goals: make them challenging. Stretch your group to make improvements that are significant to members of the community.

testimonial

For me the arts are a way to touch the heart and soul of others. My success is due directly to those who inspired and educated me in the fine arts. I can only hope I contribute in some small way to the wellbeing of people that see and enjoy viewing my art work.

- Robert J. Spirko, Artist

STRATEGIES

Strategies explain how your group will reach its objectives. Broad approaches for making change include advocacy, coalition building, community development, education, networking and policy or legislative change. For example, a child health program could choose a broad strategy of social marketing to promote adult involvement with children.

Specific strategies guide an intervention in more detail. To promote the health of children, you might also enhance people's skills (offer training in conflict management), modify opportunities (offer scholarships), or change the consequences of efforts (provide incentives for community members to volunteer as youth mentors).

ACTION PLAN

Your action plan specifies in detail who will do what, by when, to make what changes happen. It may also note the resources needed, potential barriers or resistance, and collaborators or communication lines that need to be active.

An action plan guides you to your dream through “do-able” steps. You can rely on this plan to know what actions you should take day by day.

References

1. Kansas Health Foundation, **VMOSA: An Approach to Strategic Planning**, Wichita, KS; Kansas Health Foundation



testimonial

As a young elementary student, my son was diagnosed with an anxiety disorder.

He worried himself sick about school, getting hurt, and had all kinds of terrible, unrealistic fears. He was beginning to show signs of OCD behaviors that his therapist explained would become truly “monstrous” as an adult, if he didn’t learn and practice coping strategies.

I would pick him up from school, and he would do one of two things: he would cry uncontrollably for no reason other than he was just “so worried”, or he would unpack and repack his backpack and folders five and six times because he thought he had forgotten something. Once we would get home, the questions and hand washing began. He was unable to make a decision on his own without checking with me. He would ask if touching the dog would kill him or if eating a specific snack would make him die in his sleep. Hypochondria began to rear its ugly head as well. His sleep was impacted.

Long story short, we began paying for art classes at *I am An Artist Downtown* with Kelly Lynam. Art was therapy for him and came at a time when we thought we were going to have to begin medication. He could have greatly benefited from art classes at school; instead, we had to seek out art classes which were pricey. But it worked!

- Parent
Hillcrest Elementary



SUCCESS

Strategically Utilizing Community Creativity Empowering Student Success

HC*EXCELL History

During their plant dedication on April 20, 1990, Dr. Kojiro Yamoka, Chairman of the Tuff Torq Corporation, announced a \$50,000 gift to endow higher education scholarships that led to the founding of the Hamblen County Foundation for Educational Excellence and Achievement, (HC*EXCELL).

HC*EXCELL is a 501 (c) (3) independent education foundation with the **Mission** to promote educational excellence and achievement as a means of sustaining economic prosperity and improving the quality of life in Hamblen County.

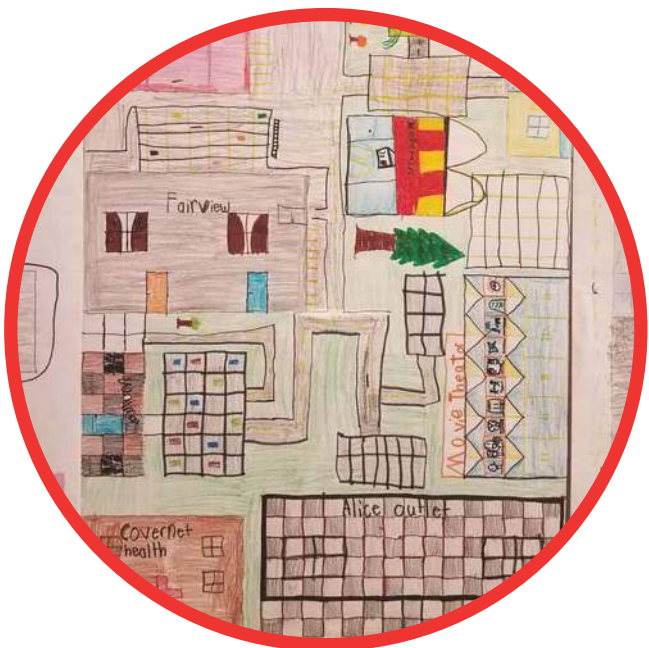
From 1990 to 1995, the foundation was governed by a voluntary board which distributed scholarship funds and provided educator grants for Hamblen County teachers.

In 1996, the HC*EXCELL Board held their initial retreat which resulted in expanded board membership, updated governmental policies and development of a plan for the foundation's first capital campaign. Following the retreat, HC*EXCELL broadened its program of work to include literacy and art education for both teachers and students.

In 1999, the foundation hired a part-time administrator to assist in implementing *A 21st Century Investment* the foundation's first capital campaign. At this time, the Foundation established Teacher of the Year Awards, hosted a Knoxville Symphony Concert at WSCC Pavilion for over 4,500 regional 3rd-5th graders, and received the coveted Tennessee Historical Commission **Sequoyah Award** for their **Read 2000** initiative.

Between 2000 and 2004, HC*EXCELL continued to broaden literacy and arts programming, originated an education celebration banquet with a **Student Voices** presentation, convened the community to form a **Hamblen County P-16 Council** (the second P-16 Council formed in the state and the first local P-16 Council), launched a **National Board Teacher Certification** initiative, convened a partnership to host a Hamblen County **Principal for a Day** project, created a collaboration to implement a **National Education Public Education Engagement Campaign** across ten counties and published the local campaign results in **Building A Knowledge Community**.

Additional activities during this time span included forming a partnership to host a multi-day **Ruby Payne AHA! Poverty Seminar**, providing **AHA!** educational materials, establishing



- Fairview-Marguerite



- Meadowview



- Whitesburg

the JTEKT Award to honor a business or individual who had gone above and beyond in supporting quality education and becoming the facilitator of the **Hamblen County Imagination Library** program. Also during this time, the HC*EXCELL Board began work on **“Sustaining the Partnership”**, the foundation’s second capital campaign.

From 2005 to 2010, HC*EXCELL successfully assisted the Hamblen County School System in applying for and receiving city and county funds for the **International Center**, initiated collaboration meetings between local governments and the school board, partnered with the *Citizen Tribune* and HCBOE in publishing **A Journey Through our School Budget Process** and restructured the Foundation’s public education grant program. In addition, the Foundation worked with the Morristown Area Chamber of Commerce, Tuff Torq Corporation and HCBOE to transition the MACC High School Leadership

testimonial

Integration of the arts in elementary school is extremely important to a child’s education and development. Several researchers have indicated that the arts are essential to the growth of fine motor skills, language development, improved academic performance, cultural awareness, and visual/aesthetic learning. “Parents need to be aware that children learn a lot more from graphic sources now than in the past,” says Dr. Kerry Freedman, Head of Art and Design Education at Northern Illinois University. “Children need to know more about the world than just what they can learn through text and numbers. Art education teaches students how to interpret, criticize, and use visual information, and how to make choices based on it.” Knowledge about the visual arts, such as graphic symbolism, is especially important in helping kids become smart consumers and navigate a world filled with marketing logos.

The English Language Learner population has steadily increased in Hamblen County. Art education can help EL students express themselves non-verbally or creatively and increase vocabulary with visual thinking. Visual thinking can help all students notice differences and describe with details that could include shape, size, and color.

Children in poverty also find escape when allowed to express themselves creatively. They may live in poor conditions but color brings joy, creativity, (whether media, drama, singing, or dance), helps one to relieve stress, and just like going to a movie, it allows the mind to escape the real world for a while. An article by Samantha Melamed in Philly.com in the Kid’s Health section titled “How art therapy may help children raised in poverty, violence, and other trauma,” explains how one young man is finding healing through art. “Drawing makes me feel better,” Xavier said. “When I’m mad, I draw my anger, and I just get happy.”

Art can make a difference in the lives of our elementary children.

- **Dr. Krista Crum**, Principal
West Elementary School

program into an in-school teen leadership curriculum course at Morristown Hamblen East and West High Schools. In 2006, HC*EXCELL sponsored an **Education Forum** to gather input on the impact of education on the community's workforce and quality of life, hosted a **Youth Summit** where students developed "**Big Eight Principles**", led **Give Kids Good Schools** campaign and developed and presented **You are a Stakeholder** video.

During 2007, the Foundation played a support role in sponsoring a **Regional P-16 Summit**, partnered with HC P-16 Council and HCBOE to support passage of the Education **Sales Tax Option Referendum** and co-sponsored Flippen's "**Capturing Kids Hearts**" training for East and West High school principals, guidance counselors and Freshman Academy teachers.

In 2008, HC*EXCELL became a strategic partner and leader in the **Morristown Hamblen County Community Profile** project. The organization produced "**The Ripple Effect**" DVD, supervised a student conducted survey of 2,400 high school students on the "**Big Eight Principles**", started the elementary **Junior Achievement Pilot**, co-hosted a **Regional Manufacturers' Roundtable and Economic/Education Summit** to garner information on area workforce needs, partnered with the *Citizen Tribune* to publish a three part series on our Positive Youth Development project, conducted Hamblen County Imagination Library impact survey and hosted the first HC*EXCELL Wine Pairing.



- West Elementary

testimonial

As I have been involved with many educational initiatives over the years and most recently observing student outcomes from art instruction in some of our local elementary and middle schools, I have reached the following conclusion: Art is definitely not just painting a picture or crafting an object. Art is a visual aide improving the ability to solve problems (e.g. mathematical), a facilitator to improved reading proficiency and stimulator of job skill creativity. Clearly, I encourage our community to strongly support art instruction beginning in elementary school.

- **James W. Craine, CPA**
Craine, Thompson & Jones, P.C.

In 2010 and 2011, the Foundation hosted free fundraising and grant writing seminars for non-profits and the school system, realigned Foundation work to support the Tennessee Diploma Project to improve student achievement, released the **Hamblen County Imagination Library report**, conducted an education engagement with West High students, co-produced the **Morristown Hamblen Community Profile**, participated in developing **Strategic Actions for Morristown Hamblen Community Profile** and convened education stakeholders to develop a tnAchieves partnership.

From 2012 to 2016, HC*EXCELL implemented "**Cradle through Career**", a campaign focused on implementing initiatives on school readiness, elementary and middle school arts, workforce and leadership development and teacher appreciation; produced and circulated the **Hamblen County Diploma Project video**; led and partnered in the **tnAchieves** project to provide increased access and support for student post-secondary education; expanded the **JA BizTown initiative** and piloted an **Arts Build Skills** project.

During 2016, the Foundation celebrated 25 years as a **convener, collaborator, communicator, champion** and **challenger** of quality education in Hamblen County. President James Craine appointed a review committee to evaluate the Foundation's work of a quarter of a century. Craine directed the committee to use their evaluation to develop a forward-thinking multi-year program of work coupled with a funding strategy to present to the Board for discussion, approval and implementation.

The result was HC*EXCELL's five-year **SUCCESS** initiative. **SUCCESS** stands for **Strategically Utilizing Community Creativity Empowering Student Success**.

SUCCESS has five components of work:

- **Ready by 6** endeavors to increase the number of children entering school prepared for success;
- **Arts Build Skills** targets broadening student critical thinking and problem solving skills by increasing integration of the arts in the elementary and middle school curriculum;
- **Workforce and Leadership Development** focuses on improving alignment of academic instruction workforce skills and access to hands on learning;
- **Post-Secondary Readiness** strives for improved student post-secondary preparation and successful completion; and the
- **Herbert S. Walters Fund** provides funds for teacher professional development, recognition and appreciation.

testimonial

Elementary art improved my visualization skills. Learning concepts such as value and texture at a young age made me appreciate others' work and added depth to my own art. I was able to tap into my creativity and realize my own potential, allowing me to become the artist I am today.

- **Abby Siddiqi**, Sophomore
East High School



I must study politics and war, that my sons may study mathematics and philosophy...in order to give their children the right to study painting, poetry, music and architecture.

-John Q. Adams

Tennessee and the Arts

Tennessee Arts Commission (www.tnartscommission.org)

The Tennessee Arts Commission was created in 1967 by the Tennessee General Assembly with the special mandate to stimulate and encourage the presentation of the visual, literary, music and performing arts and to encourage public interest in the cultural heritage of Tennessee.

The mission of the Tennessee Arts Commission is to cultivate the arts for the benefit of all Tennesseans and their communities.

Through a variety of investments, the Commission encourages excellence in artistic expression through the state's artists, arts organizations and arts activities. That commitment has expanded through the years to increase access and opportunities for all citizens to participate in the arts.

The Tennessee Arts Commission builds better communities by:

- Investing in Tennessee's nonprofit arts industry to enhance cultural life
- Serving citizens, artists and arts and cultural organizations
- Supporting arts education to increase student outcomes
- Undertaking initiatives that address public needs through the arts



- Manley

Each year, the Commission helps fund the arts activities of more than 700 organizations and artists in Tennessee. Over the past five years, more than 6,450 grants totaling more than \$30 million have been invested in communities across Tennessee. Of the \$5.2 million granted by the Commission in FY2016, \$4.5 million came from specialty license plate fees earmarked to benefit the arts. Additionally, the Commission receives a state appropriation and federal funding, namely from the National Endowment for the Arts.

Arts education is a major focus, both to support a complete and balanced education for Tennessee's children and youth and to grow the arts audiences of the future. Arts education grants and programs enhance academic achievement and contribute to student growth and life-long learning. Through Student Ticket Subsidy grants to schools alone, more than 590,000 students have had an arts experience over the past five years.

The Governor appoints the 15 volunteer members of the Tennessee Arts Commission for five-year terms, selecting from among citizens who have demonstrated a vital interest in the arts. Recommended by the Commission to the Governor for appointment, the Executive Director is the lead administrative officer, responsible for engaging a professional staff to carry out the work of the agency.



- Fairview-Marguerite

Tennessee Academic Standards for Fine Arts Education

https://www.tn.gov/assets/entities/sbe/attachments/10-14-16_IV_C_Fine_Arts_Standards_Attachment.pdf

Introduction

As states are pursuing raised standards for student learning, it is important to recognize the essential role of arts education in the development of well-rounded students preparing for college, career, and life readiness. In fact, Tennessee has made significant artistic contributions across the national landscape, and Tennessee’s school teachers and leaders will undoubtedly play an important role in nurturing environments of creativity and innovation that will lead to even greater contributions.

Tennessee Arts Education at a glance

The federal **Every Student Succeeds Act** (ESSA) lists the arts and music as a part of a “well-rounded” education, and Tennessee schools offer a rich history of supporting arts education. Tennessee is recognized nationally for significant contributions in arts and culture, and the state academic standards for arts education contribute to increased student access for quality arts education that impacts college, career, and life readiness for Tennessee students. While Tenn. Code Ann. §49-6-1025 speaks to visual art and music instruction for grades K-8, schools also offer courses in dance, theatre, and media arts instruction.

- (a) The course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education to help each student foster creative thinking, spatial learning, discipline, craftsmanship and the intrinsic rewards of hard work.
- (b) Local boards of education are encouraged to fully implement the art and music curriculum adopted by the board of education through both art and music classes, as well as integration into other core academic subjects.

In addition, Tennessee graduation requirements stipulate one full credit of fine arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance, media arts, theatre, and vocal and instrumental music. As the economic development of Tennessee becomes increasingly dependent upon skills and outcomes that are embedded in the Tennessee Standards for Arts Education, such as critical and creative thinking, problem solving, collaboration, reflection, and persistence, it will become even more important to ensure that Tennessee students are engaged in sequential standards-based arts instruction. Arts education can also reach a diversity of learners by embodying learning modalities, helping all students learn. For these reasons and others, it is important to consider several supporting factors when implementing the Tennessee Standards for Arts Education. The National Association for

testimonial

The arts are an essential part of the education process and a necessary component of a complete and balanced education. Study after study shows that when arts are part of the curriculum, the students’ critical thinking skills increase.

As a community, we owe it to our children to give them the very best opportunities and teach some of life’s most important skills, such as engagement and persistence. Simply put, supporting the arts in our schools will raise student achievement and success, putting them on a brighter path to the future.

- R. Michael Fishman

Editor/Publisher of the Citizen Tribune
and HC*EXCELL President

Music Education and the National Art Education Association have developed National Opportunity to Learn Standards to correspond to the implementation of standards-based arts education instruction, and local boards of education are encouraged to implement the support needed to facilitate quality fine arts instruction.



- Meadowview



- Russellville



- Fairview-Marguerite

testimonial

Nearly every educational initiative is aimed point blank toward improvement in technical skill for math, IT, engineering and the like. The new school that Morristown is asking the State of Tennessee to build here will be a technical school to better prepare the workforce to work in technical fields. Americans are constantly reminded by report after report of the gap we have with Japan, China and Germany for technical prowess.

And all of that is true. We do need to enhance our technical ability.

However, what is sucked under in all of that wave are the arts. We saw that just the other day when the City prefers to build a course to throw a Frisbee than an amphitheater to hear a concert.

Sure, an education for the arts might not directly help calculate the ratio of a circle's circumference to its diameter. It might not land a thousand job automotive factory in our industrial park. It might not also satisfy apoplectic report writers insisting we are falling behind everybody in algebra. And we do not need to hear time and time again about the lack of budget for anything other than Apple laptops.

Yet an education for the arts does all that calculators and computers and slide rulers cannot.

It delivers the imagination. And when we imagine, we travel, we think, we build and most of all, we dream.

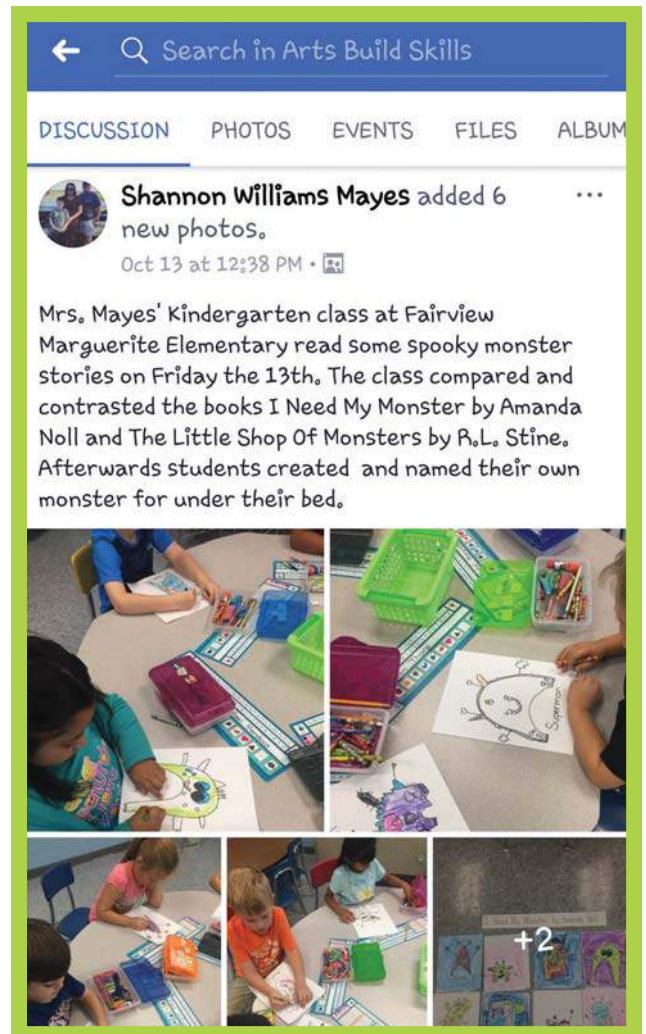
A school without a stage is surely a dreary place and one that just as surely inhibits its ability to deliver that technical skill. A school without a gallery is a colorless place and lacks a sunny corner for the child to dream away from figuring square roots. A school without music is a cold place and concentrates too much on standardized testing. But how many school blue prints will happily serve up a multitude of football fields, software labs, and metal detectors, but not one easel or sandbox or play?

And I will bet you, even with the house and the farm, that if a school cannot reach a child to learn in the classroom, they might just reach them to sing or to dance or to paint or to act. In so doing, the school performs its greatest mission and that is to prepare a child for a future where he or she will succeed, and one that he or she will love.

- **Lyons Hamblen**, Executive Vice President
Tuff Torq Corporation







Arts Build Skills Facebook Group


One of the goals of the **ABS** Committee was to provide a vehicle for Hamblen County teachers and administrators to share art information quickly and economically. The **ABS** Facebook group engages teachers in the process of sharing their classroom and/or school arts activities, offers new ideas for arts integration, and shares websites with art integration lesson plans. We are also able to announce news or events and create awareness of activities at other schools. Some examples of the content on our Facebook page group are pictures of multicultural events, student artwork, lesson plan ideas and websites with complete standardized lesson plans, pictures, quotes, and videos.



Teachers need easily accessible lessons and ideas. Our Facebook page offers the platform for teachers to share and find such materials. It also gives schools and teachers the chance to show others how they are increasing arts integration. With more people using technology in both personal and professional settings, this page offers a quick and effortless way to communicate with a large number of people at once.



<p>CREATIVITY</p> <p>The ARTS teach students how to think outside the box using different perspectives.</p> 	<p>CONFIDENCE</p> <p>Performance skills teach students how to convincingly deliver a message with confidence.</p> 	<p>PERSEVERANCE</p> <p>The ARTS are about learning a new instrument or technique, practicing it regularly and performing or displaying it.</p>
<p>CONSTRUCTIVE FEEDBACK</p> <p>The ARTS provide opportunities for students to learn and appreciate the value of being critiqued constructively and using the feedback to improve performance.</p> 	<p>TOP 10 SKILLS STUDENTS LEARN FROM THE ARTS</p> 	
<p>FOCUS</p> <p>Recent research shows that students who participate in the Arts illustrate better concentration and focus in multiple areas of their lives.</p> 		
<p>ACCOUNTABILITY</p> <p>Mistakes are a regular part of practicing the ARTS. Students learn to accept mistakes as part of the creative process of learning and move on.</p>	<p>DEDICATION</p> <p>Students practicing Artistic follow-through that results in an end product learn to associate dedication with a feeling of accomplishment.</p>	<p>PROBLEM SOLVING</p> <p>Artistic creations are born through the solving of problems.</p> 

Sponsored By: , Rotary Club of Morristown A.M. and the Alcoa Foundation.

- Designed by Donna Thoraval for HC*EXCELL ABS Partnership

Morristown Hamblen Arts Build Skills Strategic Plan

HC*EXCELL
 P.O. Box 2156
 Morristown, TN 37816
www.hcexcell.org
 (423) 581-5334