

District Advisory Committee
Annual Report to the Board of Education
May 5, 2005

SMMUSD Advisory Committee on the Fine Arts

Zina Josephs, Chair
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- III. Report on 2004–2005 School Year
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Recommendations from the SMMUSD Advisory Committee on the Fine Arts for **DANCE**, submitted to the Board of Education on April 7, 2005.

Recommendation	Cost/ Allocation Source	Suggested Implementation Date	Net Effect on Students
<p>Curriculum and Scheduling: Elementary — Maintain standards-based dance instruction for 4th grade districtwide and add 5th grade.</p>	Add \$17,000.	Sept. 2005	“Dance education integrates students’ physical and mental processes, encourages verbal responses, and promotes children’s health. When students dance with and for each other, they develop a greater respect for and understanding and appreciation of diversity.” (<i>California Framework for the Visual and Performing Arts</i>)
<p>Secondary a) Provide at all 3 middle schools a 2-week standards-based dance unit for each grade level as part of the P.E. curriculum. Share district staff, provide profession development, and/or use artists-in-residence or local arts partnerships b) Offer a comprehensive dance program at the high schools (ballet, ethnic, modern). c) Allow 9th graders to receive P.E. credit for dance. (High school students are required to take 2 years of P.E., but 9th graders cannot use dance for P.E. credit.) d) Allow 11th and 12th graders to earn Fine Arts credit for dance. (Return to previous policy)</p>	<p>\$30,000/ general fund</p> <p>\$30,000/? general fund</p> <p>No Cost</p>	Sept. 2005	“Dance allows students to extend their capacity for learning through these additional forms of intelligence: kinesthetic, in moving; musical, in dancing to accompaniment; spatial, in designing movement patterns; logical-mathematical, in counting, phrasing, and sequencing movement; verbal, in giving and taking instructions and feedback; intrapersonal, in sensing and using their own expressive potential; and interpersonal, in communicating and cooperating with others.” (<i>California Framework for the Visual and Performing Arts</i>)
<p>Facilities — Provide an appropriate dance classroom at Malibu High that is equivalent to facilities at Samohi, and meets district Fine Arts Facilities Standards. Explore the possibility of adding a partition in one of the gyms to create a dance classroom.</p>	Unknown/ facilities bond	When funds become available	“Sprung or resilient wood floors or marley floors are standard requirements for all dance activities. Concrete, tile, wood-over-concrete, and wood-over-tile floors are extremely unsafe, and students can be injured from a fall or repetitive jumping. Floors must be level, clean, and free from splinters, nails, and all debris. Room dimensions should be at least 30' × 40' with good ventilation, convenient electrical outlets, mirrors and bars mounted on the walls, a bulletin board, chalkboard space, good lighting, and comfortable temperatures. Running water is needed for rehydration and restrooms should be nearby. Sufficient secured storage is needed to store audio and video equipment, films and videos, books, instruments, props, and other instructional materials. At least 65 square feet per dance student is needed.” (<i>SMMUSD Fine Arts Facilities Standards, Opportunity-to-Learn Standards for Arts Education</i>)
<p>Staffing a) Recommend .4 FTE at Malibu High to offer two dance classes. (No classes offered '04-'05) b) Recommend an additional .4 FTE at Samohi to expand curriculum and reduce class size to 30. c) Explore using local dance providers to work with P.E. teachers (Westside Ballet, Malibu Ballet, etc.) d) Explore adding an accompanist for dance classes.</p>	<p>\$15,200/ general fund</p> <p>\$15,200/ general fund</p>	<p>Sept. 2005</p> <p>Sept. 2005</p>	Provide access for students to the dance curriculum.

Recommendations from the SMMUSD Advisory Committee on the Fine Arts for **DRAMA**, submitted to the Board of Education on April 7, 2005.

Recommendation	Cost/Allocation Source	Suggested Implementation Date	Net Effect on Students
<p>Curriculum and Scheduling: a) Elementary School: Research models for Pre K–5 theatre instruction, including accompanists.</p> <p>b) Middle School: Possibly include Introduction to Theatre as part of Exploratory at all schools at all grade levels.</p> <p>c) Middle School: Add year-long theatre classes for all grade levels during the school day at JAMS, Lincoln, and Malibu.</p> <p>d) High School: Samohi — Add Musical Theatre Workshop (as an elective).</p>	<p>TBD</p> <p>-----</p> <p>-----</p> <p>Addition .2 FTE at \$7,600/general fund</p>	<p>Sept. 2005</p>	<p>The additional classes would give students the opportunity to reach more of the benchmarks in the district, state, and national standards. “California is the world center of film and electronic media. Providing instruction in theatre arts helps students become responsible workers in those fields, informed consumers and citizens, effective communicators, and leaders who are not easily manipulated by the media.” (<i>California Visual and Performing Arts Framework</i>)</p>
<p>Staffing: Samohi — Hire a part-time manager for Barnum Hall. Duties would include but not be limited to coordinating scheduling of student, professional, and community uses; handling security (especially when the hall is rented out); overseeing operation and maintenance of theatrical equipment and cleaning and maintenance of the hall itself and seeing that all rules for use of the hall are followed; overseeing continuing restoration of the auditorium; and working with the (to be created) Barnum Hall Foundation for continued community outreach and fundraising events.</p>	<p>approx. \$25,000 / general fund [this is also listed in the secondary music section]</p>	<p>Sept. 2005</p>	<p>The continued maintenance of a fully realized theater plant, as described in the <i>Opportunity-to-Learn Standards for Arts Education</i> developed by the Consortium of National Arts Education Associations, so that every student has access to the resources necessary to attain the National Standards for Arts Education. If Barnum Hall is not well-managed and maintained, it will be difficult to generate financial support essential to complete the restoration.</p>
<p>Materials and Equipment: Purchase instructional materials and equipment as follows:</p> <ol style="list-style-type: none"> 1. All secondary schools: Provide materials for making costumes, as well as materials for constructing sets, expenditures to be prioritized by teachers. 2. Samohi — Repair or replace the duct-tape-covered chairs in the Humanities Center “black box theater.” (7th annual DAC request) 	<p>\$5,000 for each high school, \$2,000 for each middle school /general fund.</p> <p>\$10,000 – \$30,000 / general fund or facilities bond</p>	<p>Sept. 2005</p> <p>-----</p> <p>When funds become available</p>	<p>The materials and equipment are needed to ensure that no student is deprived of the chance to meet district, state, and national content and achievement standards because of the failure of his or her school to provide an adequate learning environment.</p> <p>“An annual budget is provided for the repair, maintenance, and replacement of equipment....and other special supplies, materials, and equipment needed for the teaching of theatre and the expendable materials needed for productions.” (<i>Opportunity-to-Learn Standards for Arts Education</i>)</p>

Recommendations from the SMMUSD Advisory Committee on the Fine Arts for **ELEMENTARY MUSIC**, submitted to the Board of Education on April 7, 2005

Recommendation	Cost/ Allocation Source	Suggested Imple- mentation Date	Net Effect on Students
Curriculum and Scheduling — Provide standards-based instruction by credentialed general music teachers for grades pre K–5 during the school day (9th annual request). Begin with grade 3 in September 2005.	(See “staff- ing”)	September 2005	Provide students the opportunity to attain national, state, and district music standards.
Schedule instrumental music classes during the curricular school day — not before or after school; not squeezed in during recess or lunch; not before “late start,” and not after “early dismissal.”	No cost	September 2005	These recommendations support the national achievement standard to “perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.” (<i>National Standards for Arts Education</i>)
Staffing: a) Maintain current elementary instrumental music staff. b) Hire 3.0 FTE elementary general music teachers for 3 rd grade.	No cost \$180,000/ “For the Arts”	September 2005	“Instrumental classes meet at least two times per week for a total of at least 90 minutes.” (<i>Opportunity-to-Learn Standards for Arts Education</i>) “For the first year of instrumental study, students are taught at least part of the time in homogenous groupings.” (<i>Opportunity-to-Learn Standards for Arts Education</i>) Instrumental music instruction is offered during the school day. (<i>California Framework for the Visual and Performing Arts</i>)
Materials and Equipment — Purchase state-adopted 3 rd grade music textbooks, with accompanying recordings, and an assortment of pitched and non-pitched instruments for the 7 non-Title I schools.	\$1,500+ per classroom /textbook fund	September 2005	“Every school provides a set of music textbooks, published not more than 6 years previously, for every grade level. A book is available for every student. Teachers’ editions of the textbooks with accompanying sound recordings, as well as other resource materials in music, are readily available for music educators and classroom teachers....Every room in which music is taught has convenient access to...an assortment of pitched and non-pitched instruments of good quality for classroom use.” (<i>Opportunity-to-Learn Standards for Arts Education</i>).
Facilities — Provide appropriate dedicated facilities for instrumental music classes per SMMUSD Fine Arts Facilities Standards adopted by the Board of Education, June 2000.	TBD/ facili- ties bond, reassignment of classrooms	September 2005	Enable students to meet content and achievement standards by providing i) Dedicated classroom space with 350 cubic feet per student, appropriate acoustical properties, in a quiet environment away from ambient noise outside. ii) Good ventilation, adequate heating and lighting. iii) High-quality audio system, piano, whiteboard with permanent staff lines, bulletin board space, appropriately sized chairs, and music stands. iv) Secure storage for instruments, equipment, and instructional materials. v) Sink and running water for instrument maintenance. (<i>SMMUSD Fine Arts Facilities Standards</i> and national <i>Opportunity-to-Learn Standards for Arts Education</i>)

Recommendation	Cost/ Allocation Source	Suggested Im- plementation Date	Net Effect on Students
Curriculum and Scheduling: a) Recommend modifying the current “block schedule” at JAMS so that music students would have instruction daily or 4 times per week rather than 3 times per week.	No cost	September 2005	The current long class periods are not productive for beginning students, and students would progress faster with daily instruction. Provide equity with Lincoln and Malibu.
b) Schedule more A-period classes at Samohi for 9 th and 10 th graders so they can take both music and a foreign language. A-period should include non-honors sections of academic classes so that athletes who are not enrolled in the honors program may participate in arts classes during the regular school day.	No cost	September 2005	Provide students the opportunity to attain national music standards.
Staffing: a) Add 0.2 FTE string specialist at Malibu High. Expecting Mr. Bixler to teach middle and high school jazz band, band, orchestra, and recording/music technology is unrealistic.	\$7,600	September 2005	Provide students the opportunity to attain music standards.
b) Hire a part-time manager for Barnum Hall. Duties would include but not be limited to coordinating scheduling of student, professional, and community uses; handling security (especially when the hall is rented out); overseeing operation and maintenance of theatrical equipment and cleaning and maintenance of the hall itself and seeing that all rules for use of the hall are followed; overseeing continuing restoration of the auditorium; and working with the (to be created) Barnum Hall Foundation for continued community outreach and fundraising events.	approx. \$25,000 / general fund [this is also listed in the drama section]	September 2005	The continued maintenance of a fully realized theater plant, as described in the <i>Opportunity-to-Learn Standards for Arts Education</i> developed by the Consortium of National Arts Education Associations, so that every student has access to the resources necessary to attain the National Standards for Arts Education. If Barnum Hall is not well-managed and maintained, it will be difficult to generate financial support essential to complete the restoration.
c) Add 0.2 choir teacher at Samohi to split chorale (120 students) into two sections scheduled the same period. 0.4 could be added to that assignment from already existing sections.	\$7,600	September 2005	Provide students with the opportunity to attain national music standards.
d) Provide funding for jazz choir instructor and accompanist previously funded by SMC dual enrollment program.	\$10,000	September 2005	Provide students with the opportunity to attain national music standards.
Facilities:			
a. Samohi — Purchase instrument lockers for the new music building. The Wenger Corporation has already designed a system specifically for the building and the Samohi instrument inventory.	\$150,000/ general fund or facilities bond	September 2005	Instrument lockers are included in the national <i>Opportunity-to-Learn Standards for Arts Education</i> , as well as the <i>SMMUSD Fine Arts Facilities Standards</i> . Both student-owned and district-owned instruments must be secured to prevent theft.
b. Samohi — Design and install acoustical panels on the side walls of Barnum Hall to eliminate “flutter echo” caused by parallel wall construction. This was scheduled to be included in the Prop X Phase 3 work at Samohi, but the work was not done.	Approx \$200,000/ Funds already raised by the Restore Barnum Hall! Committee	September 2005	“The auditorium is designed as a music performance space, with good acoustics for music and speech requirements.” (<i>Opportunity-to-Learn Standards for Arts Education</i>) “The areas around the stage, the shapes of the side walls, box, and balcony details, and the ceiling all reflect direct sound and greatly impact what the audience hears.” (<i>Wenger Planning Guide for Secondary School Music Facilities</i>)

Recommendation	Cost/ Allocation Source	Suggested Im- plementation Date	Net Effect on Students
c. Lincoln — Expand and renovate the current choir room or renovate the woodshop area to meet SMMUSD Fine Arts Facilities Standards.	TBD/ facilities bond	When funds are available	1. Health and safety of students and teachers. 2. Having appropriate facilities, as described by the <i>Opportunity-to-Learn Standards</i> and the <i>SMMUSD Fine Arts Facilities Standards</i> , would allow students to attain the national achievement standards to “sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4; sing music written in four parts, with and without accompaniment; and demonstrate well-developed ensemble skills.” The choir room needs a minimum of 1800 square feet, a ceiling at least 16 feet high, 350 cubic feet per student, practice rooms (55 square feet minimum), appropriate acoustical properties, a quiet environment, good ventilation, adequate lighting, appropriate storage for choir robes and music, a high-quality sound system, a bulletin board, and sufficient chairs of appropriate size. The air exchange rate should be double that of regular classrooms and the Noise Criterion level should not exceed NC 25. The interior and exterior walls should have a Sound Transmission Classification of at least STC 50 and the doors and windows at least STC 45.
d. Malibu High — Due to the dramatic growth in enrollment, the choral room is being outgrown and will need to be expanded and renovated in the near future to meet SMMUSD Fine Arts Facilities Standards.	TBD/facilities bond	September 2005	
e. Lincoln — Purchase a Wenger choral shell for the auditorium stage, and replace the unsafe band/orchestra risers.	\$25,000/SIP and parent fundraising.	When funds become available	

Recommendation	Cost/ Allocation Source	Suggested Im- plementation Date	Net Effect on Students
Materials and equipment			
a. Purchase the following band and orchestra instruments and equipment:			
i) JAMS — 2 full-size cellos, 5 bass clarinets, a Wenger Library Storage System for storing music, plus 2 Apple iBook Computers with Superdrive.	\$20,000+	Sept. 2005 or whenever funds become available	The district must provide instruments for students whose parents have difficulty in purchasing or renting instruments due to financial hardship. (Monthly rental on some instruments such as double bass is \$100 per month.) In addition, some instruments are too heavy for students to transport back and forth to school every day. The <i>Opportunity-Learn Standards for Arts Education</i> lists the instruments that schools should provide, as well as recommending that an annual budget (the equivalent to at least 5% of the current replacement value of the total inventory of instruments) be budgeted for the replacement of district-owned instruments each year. SMMUSD is many years behind on this replacement schedule.
ii) Lincoln — 1 vibraphone, 1 bass drum, 6 bassoons, 6 bass clarinets, 6 oboes, 4 baritone saxophones, 1 bass trombone, plus 4 tenor saxophones	\$34,000+		
iii) Malibu High — 3 baritone horns, 1 bassoon, 1 oboe, 1 set of timpani, 1 double horn, 1 baritone sax, 1 tuba, 2 cellos, 1 bass (½ size), music cabinets for student folders, guitar amp, portable keyboard and amp.	\$25,000		
iv) Samohi — 1 English horn, 1 harpsichord, double basses, violas, cellos, clarinets, harp, 5 euphoniums	\$30,000+		

Recommendations from the SMMUSD Advisory Committee on the Fine Arts for **VISUAL ARTS**, submitted to the Board of Education on April 7, 2005.

Recommendation	Cost/Allocation Source	Suggested Imple- mentation Date	Net Effect on Students
Elementary Curriculum — Provide standards-based instruction by credentialed art teachers for grade 3–5 (8th annual request). Begin with grade 5.	TBD/ “For the Arts”	September 2005	Provide opportunity for students to attain national, state, and district visual arts standards.
Elementary Materials and Equipment — Purchase equipment and materials in preparation for the 4th and 5th grade art program to be funded by the SM/M Education Foundation “For the Arts” endowment. These would include a minimum of 10 easels per school, 100 lb. paper, Bristol Board, brushes, oil pastels, color wheels, Chapman’s <i>Adventures in Art</i> teacher editions, <i>The Elements of Art</i> posters, opaque projectors, slide projectors, <i>Get to Know the Artists</i> sets of posters of reproductions with teacher’s guides, sets of <i>Getting to Know the World’s Great Artists</i> (32 titles), <i>Masters of Art</i> (22 titles), and <i>Eyewitness Art</i> (10 titles).	\$20,000+/ general fund	September 2005	“A media or learning resource center contains a variety of art books, reproductions, films, filmstrips, transparencies, and self-instructional materials to support the art curriculum.” (<i>Opportunity-to-Learn Standards for Arts Education</i>) Students would have the materials necessary to attain the achievement standard of “using different media, techniques, and processes to communicate ideas, experiences, and stories.” (<i>National Standards for Arts Education</i>)
Secondary Curriculum — Add new electives to be determined by the faculty at Malibu, Olympic, and Samohi. Consider alternating curriculum by the year or semester.	TBD	September 2005	Students would have access to the national content standard of “understanding and applying media, techniques, and processes.” (<i>National Standards for Arts Education</i>)
Secondary Staffing — Maintain current staffing. Highly recommend adding back 1.0 FTE at JAMS.	No cost	September 2005	

Visual Arts (continued)

<p>Secondary Materials and Equipment</p> <p>JAMS — 60 lb and 80 lb paper, oil pastels, colored pencils, B/W film, markers, acrylic paints, scratch board and tools, small canvases, Illustrator software</p> <p>Lincoln — ceramic supplies, paint brushes, pastels, paper, mattes, paper cutter, slides and transparencies, art texts adopted by the district, videos, CD Rom “With Open Eyes”</p> <p>Malibu High — slide projector, tote tray storage, air circulator, <i>The Art Book</i>, <i>Encyclopedia of Art</i>, art display panels, 4 e-MACS, HP Deskjet, prism projector, 35mm cameras, lenses and filters, dye sub printer, light meters, Adobe Illustrator, B/W enlargers, backdrop holder system, color darkroom, dry mount presses, print washer, negative dryer, strobes, Quantum power packs, mat cutter, changing tents, Intvos USB tablet, anatomy books, fotolights, tables/stools, large fan, shop vacuum, drying rack, potters wheel.</p> <p>Olympic High — easels, basic supplies</p> <p>Samohi — Repair color processor, purchase art history books, photo reference books, drawing and painting technique books, Anatomy for Artist, laptop computer to use with digital projector, slide projector and slide carousels, video projector, TV and cart, DVD player, electric kiln.</p>	<p>\$15,000/Vision Quest Grant Request</p>	<p>September 2005</p>	<p>Students would have the opportunity to attain the achievement standard “Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.” (<i>National Standards for Arts Education</i>)</p> <p>“Every school provides high-quality instructional materials and equipment of sufficient quantity for every type.” (<i>Opportunity-to-Learn Standards for Arts Education</i>)</p>
<p>Secondary Facilities</p> <p>Samohi — Provide existing classrooms with additional storage and sinks with running water. (2 sinks shared by 2 classrooms is not enough. There should be one sink for every 10 students.)</p>	<p>TBD/facilities bond</p>	<p>When funds become available</p>	<p>“The sinks — very important items in any art room — are accessible from more than one side and equipped with hot and cold water with sediment traps. One sink can accommodate 10 students adequately.” “In addition to in-class storage, at least 400 square feet of lockable storage space is provided for art supplies, equipment, and student artworks and to prevent student access to potentially dangerous equipment or materials. This storage space should be connected to the art room.” “The art room has a minimum of 55 square feet per student.” (<i>Opportunity-to-Learn Standards for Arts Education</i>)</p>