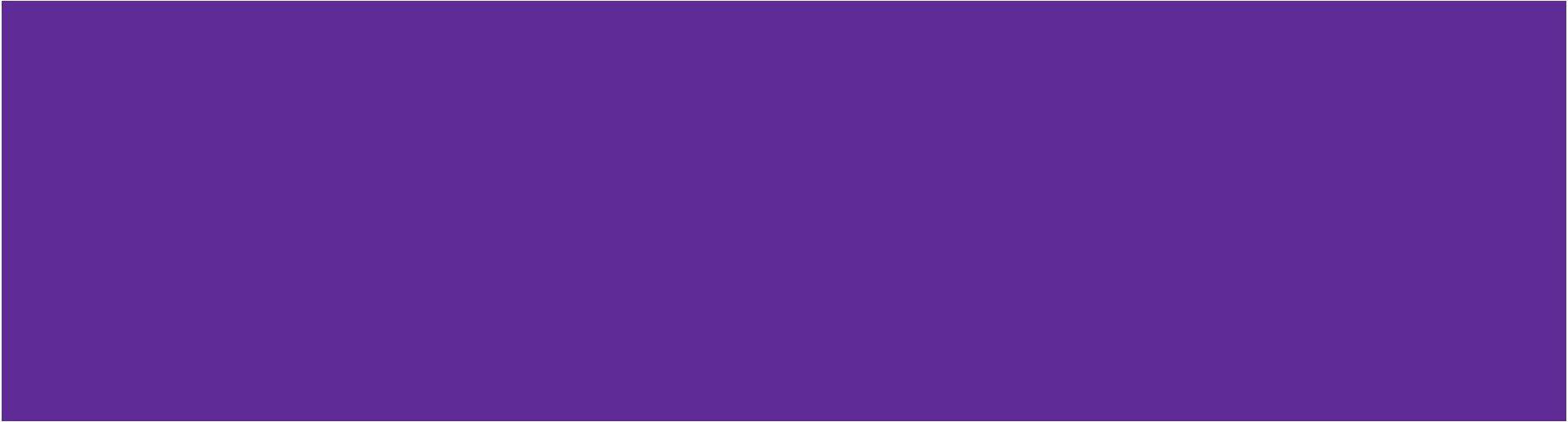


Art & Engineering Department

K - 12 Curriculum Review
2025 - 2030



Art & Engineering Review Team



K-12 Department Chair: Dayna McNichol

K-12 Department Chair: Rory McMullen

Art and Engineering Department Members: Kim DeNato, Brent Jones, Rob Reilly, and
Lauren Sunday

Assistant to the Superintendent for Educational Services: Dr. Michael Donnelly

Progress Review

A look at the previous 5 - year plan (2019-2024)

- Develop/participate in peer-to-peer observation at all levels and within our department to look at strong pedagogical practice
- Review all courses at all levels to ensure that the scope and sequence is aligned to National Core Standards.
- Expand professional development opportunities through different strategies, and local resources including workshops, conferences, IU workshops, and neighboring districts.
- Implement and integrate technology as design media, as well as integrate use of software/programs for design.

MISSION



Through the incorporation of creativity, problem solving, engineering principals, and visual & design elements, the Art and Engineering Department will help students to connect to an increasingly complex designed and digital world by creating opportunities to become informed and engaged members of our global society.

Current Program



Highlights

Elementary-

- Integrated multi-disciplinary and cross curricular connections
- Implemented new technology by participating in Google classroom and virtual art shows through the use of online platforms
- Increased community connections with district wide art shows, PHS gallery openings, Penn Community Bank art shows, art displays at Rep Labs' Office and collaboration with the Palisades Community Foundation

Current Program

Highlights



PALMS-

- Increased digital instructional opportunities for students through the implementation of animation.
- New technology processes and tool implementation through gelli plate printmaking, drone build technology, and computer science exploration
- Participated in the Bucks County Art on the Move program for cross curricular activities involved all students at PALMS.
- Increased community connections through district art shows, Penn Community art shows, PHS gallery openings, and collaboration with the Palisades Community Foundation
- Attended professional development aligning to curriculum and allowing for networking and staying current with modern practice
- Through summer work, examined scope and sequence of Engineering Curriculum to look for alignment and common threads.

Current Program

Highlights

High School-

- Implemented targeted curriculum and individual interventions based on data.
- Received professional development and collaborated with colleagues in areas related to student improvement, best practices, A.I., and technology integration.
- Researched other practices of instruction at other facilities (Freedom High School - Project Lead The Way) with colleagues
- Created curriculum focused career driven opportunities through field trip experiences (Desales, Lutron, Works in Stone, IG Design Group Americas, Goggleworks, Lehigh University and visiting artists...)
- Updated curriculum by eliminating outdated courses/content and adding new, creating more learning opportunities for students.
- Provided opportunities for students to participate in higher level juried shows such as Master Grasshopper, Bucks County Community College, BCIU and Montco Community College

Current Program

K-12 Department Highlights

- Vertical curriculum alignment based off the National Standards and State Standards
- Attended NAEA Convention in Boston as well as local PD as a K-12 group at Lehigh University, National Museum of Industrial History, Zoellner Arts Center
- Attended statewide technology education conference for networking and understanding current practice
- Focused on local artist resources and networking through community connections with visiting artists and Art on the Move Program
- Collaborated, as a department, to create interdisciplinary connections with the Palisades Community Foundation and the Knecht's Bridge celebration
- Shared and observed Canvas Courses during COVID-19 to learn best practice in course design and integration
- Designed and carried out a Peer-to-Peer Observation framework including follow-up conferences

Bucket #1



K-12 collaboration / communication for instructional practices

Measurable Goal

Participate in peer observation at all levels and within our department as well as local school districts.

Bucket #2



K-12 curriculum and alignment to National Core Standards

Measurable Goal

Review all courses at all levels to ensure that the scope and sequence is aligned with National Core Standards and current STEELS Standards.

Share our knowledge of visual arts and collaborate with other disciplines to enrich student learning.

Bucket #3



Professional Development

Measurable Goal

Continue to expand professional development opportunities through for visual arts and technology. This can include specific workshops/courses, visiting departments in other districts, conferences, and Intermediate Unit offerings to broaden knowledge of current trends in Art and Technology in education, business, and industry. This professional development experience will be shared amongst the department to further the entire departments knowledge base and to expand on our teaching strategies.

Bucket #4



Technology/Equipment

Measurable Goal

Increase students' awareness and use of technology such as media selection, physical tools, and software/programs to produce a desirable result or solve a technical problem. A focus will also be on balancing physical tools and processes with digital tools to create well developed learners.

Align technology that is used from elementary to middle school and from middle school to high school in order to create opportunities for deeper understanding and higher skill development.

Next Steps...



- Begin working through creating an Art Honor Society chapter
- Evaluate and catalogue current technology and look for overlap/curricular concepts and usage/transfer.
 - Reduce knowledge gaps between transitional grades (elementary to middle, and middle to high)
- Review current curriculum to identify needs, alignment, gaps, and assessments