Value Plus Schools

NASAA Briefing, Chattanooga Assembly 2008
BEGINNINGS

- Arts Integration Whole School Reform Model
- Statewide Needs Assessment
- Based on Best Practices
- Senate & House Ed Committees
- 5-year Pilot Phase
Pilot Phase: Six Schools in each Grand Division

Urban/Suburban/Rural

Title I

K-3 – K-8

Principals

District Commitment
MODEL COMPONENTS

- Arts Integration Focus
- Arts Education as Core
- Emphasizes authentic connections & Standards-Based Instruction
- Learning Communities/Collaboration
- Curriculum Development
Lesson Idea Database

Search for Lesson Ideas created by the Value Plus Staff and teachers in the Value Plus Schools Program.

Begin your lesson search by using the tools on the left side of the page.

BROWSE LESSONS will allow you to search for lessons by Arts Subjects and Core Subject.

SEARCH LESSON TITLE will allow you to search by lesson title or by keywords in the lesson.

To view ALL lessons on the database go to BROWSE LESSONS and select "All Arts Subjects" and "All Other Subjects" and click the GO button.

To submit an Arts integrated Lesson idea:

- All information must be submitted electronically through email and formatted in Microsoft Word.
- Please include school name, teacher name and grade level.
- Photos are encouraged. Please submit via email in JPEG format.

For more information on the Value Plus Schools Program, contact Kim Leavitt at kim.leavitt@state.tn.us

For more information on submitting a lesson idea or using a lesson idea in your classroom, contact Kim Leavitt at kim.leavitt@state.tn.us
Science Standards
1. Plant and animal relationships within an ecosystem (5.2.1)
2. Environmental Adaptations (5.5.2)

Art Standards
1. Understanding and applying media, techniques, and processes. (Standard #1)
2. Make connections between visual arts and other disciplines (Standard #6)

Henri Rousseau
Born and raised in France, Henri Rousseau’s artwork was not recognized until after his death. He was a self-taught artist, who never knew of his fame. Because of limited experiences, Rousseau’s paintings were a result of visualization. This caused his work to be fantasy like. He paid specific attention to background, mid ground, and foreground. This provided depth to his paintings.
MONDRIAN AND MEASUREMENT

Math Standards:

4.4.8 identify a variety of measurement tools and their uses

4.4.4 determine the appropriate linear unit to the nearest 1/4 inch

Art Standards:

Content Standard #6 making connections between visual arts and other disciplines

Content Standard #4 Understanding the visual arts in relation to history and cultures

Content Standard #1 Understanding and applying media, techniques, and processes
DELIVERY

- Professional Development
  - On-site in-services & monthly mentoring
  - Summer Intensive/Art Experiences
- Teaching Artists
- Lesson Observations
US Dept. of Education Arts Education Model Development & Dissemination Grant

Tennessee General Assembly
Tennessee Arts Commission
VP School Districts
EVALUATION

- Edvantia, Inc.
- Quasi-Experimental
- Test Score Data
- Various Instruments measuring Teacher/Student impact
- Strategic Planning
PROGRESS REPORT

- 87% of teachers had no prior knowledge
- US DOE Case Study
- 98%-100% Participation
- 20%-30% enrollment increase
- Strengthened arts instruction
- Decrease in disciplinary issues
- 83% increase in parental involvement
IMPACT
Shift from Quality to Value
Focus of Strategic Plan
Legislative Arts Caucus
Senate & House Ed Committees
Governor’s Interest
Increases in Appropriations
Extending our reach