

# EVIDENCE OF REVIEW CRITERIA

## BACKGROUND AND CONTEXT

1. **List the names of the school board members and the number of terms or years they have served. Please be sure to indicate the length of a single term.**

Each board member is elected for a four-year term. Board President Robert Silverman has served on the board since 1992. Other members: Vice-President Lynda Gault Smith (serving since 2001), Secretary Jeff Greenspan (since 1999), Sheri Doniger (since 2003), Michael Burnett (since 2003), Ruth Klint (since 2003) and Timothy Knudsen (since 2003).

2. **Describe the community in which your school district is located including information on the setting (urban vs. rural) and socio-economic profile. Given the community setting and profile, describe any pertinent challenges the school district has faced in developing and/or maintaining a comprehensive arts education program.**

District 219 serves a remarkably diverse population in four communities immediately north of the city of Chicago: Lincolnwood, and parts of Skokie, Morton Grove and Niles. 44% of the student population is non-white, and 32% is Asian. Many of our students are recent immigrants or first-generation Americans. More than half the students speak a language other than English at home and more than 40 different languages are spoken; the most common are Korean, Urdu, Assyrian, Spanish, Tagalog and Russian. The four villages that make up the township are inner-ring suburbs of Chicago, and the community's socio-economic profile is evolving from solidly upper middle class to a more diverse one. For example, 17% of our students qualify for free or reduced-price school lunches. Our remarkable ethnic, religious and cultural diversity presents significant challenges in coming up with a comprehensive arts program that is representative of our many different backgrounds and upbringings, that is responsive to the needs and interests of an increasingly diverse population, and respectful of our many differences.

## DISTRICT DATA

3. **How many students does the school district serve? Please provide a breakdown of the number of elementary, intermediate/middle, and secondary/ high schools in your district.**

District 219 is a public, four-year high school district serving students in grades 9 through 12. It has two high schools: Niles West serves 2,571; Niles North serves 2,199.

4. **How many full-time teachers are employed by the school district?  
How many part-time teachers are employed by the school district?  
Please indicate, by arts discipline, how many are full-time and part-time arts teachers.  
How many visual and performing arts supervisors are employed by the school district?  
Please describe the distribution of the arts teachers among the schools in the district.**

Our Board of Education strongly supports our arts program, as evidenced by the staff and state-of-the-art facilities they provide. The district has 345 full-time (FT) and 43 part-time (PT) teachers. Of these, 16 FT teachers are dedicated to the arts program. In addition, the district also retains the services of 61 trained arts professionals to serve as theater production staff and as musical instructors and coaches. Here is a breakdown by discipline:

**Drama** – 2 FT theatre directors (one per school) and 19 PT production staff (10 at Niles North, 9 at Niles West).  
**Instrumental and Vocal Music** – 2 FT band directors (one per school); 2 PT jazz band directors (one per school); 2 FT orchestra directors (one per school); 2 FT choir directors (one per school); 2 PT vocal jazz directors (Niles North); 2 PT asst. jazz band directors (one per school); 2 PT asst. vocal jazz directors (one per school); 30 PT private music and ensemble coaches (15 per school).  
**Visual Arts** – 4 FT visual arts teachers (2 per school).  
**Dance** – 2 FT dance teachers (1 per school).  
**Film** – 2 FT film instructors (1 per school).

**5. Budget information (FY07):**

**Total annual budget for the school district:** ..... \$100,339,629  
**Total instructional budget for the district:** .....\$46,592,901  
**Annual arts budget for the district:** .....\$2,109,733

Percentage of total annual budget spent on arts teachers' salaries and instructional materials and supplies: ..... 2.10%  
 Percentage of total instructional budget spent on arts teachers' salaries and instructional materials and supplies: ..... 4.53%  
 How much is spent on arts teachers' salaries and instructional materials and supplies on a per pupil basis?..... \$442 per pupil

**How is arts funding distributed among the schools?** The funding distribution is based on individual school needs as determined by the Fine Arts Director.

**Are there assistance programs for interested students who cannot afford arts fees such as instrument rental, laboratory fees, and supplies?** Yes. Parents can apply for a fee waiver. The criteria to qualify as a low-income household are based on the U.S. Department of Agriculture's guidelines for free school meals. For families that initially do not qualify, the Fine Arts Director may give special consideration if there are extenuating circumstances, such as a serious illness in the family. To encourage students to participate in band and orchestra, the district lends musical instruments to students free of charge. A new Alumni Giving Back program under the auspices of the District 219 Education Foundation also will make arts fee money available for qualifying students.

**INSTRUCTIONAL PROGRAMS**

**6. Provide a list of arts courses, the grade levels in which they are offered, and the average number of students enrolled. Please indicate by (\*) if these arts courses are required.**

\* Two credits of Fine Arts classes are required for graduation. Course offerings include:

CLASS	GRADE LEVELS	AVERAGE ENROLLMENT/ CLASS/SCHOOL
Art Studio 1	9 – 12	22.7
Art Studio 2	9 – 12	18
Advanced Art Studio 2-D	10 – 12	12.5
Advanced Art Studio 3-D	10 – 12	12
AP Studio Art	11 – 12	6.5
Art Connections	9 – 12	10.8
Computer Imaging	9 – 12	16
Digital Photography	9 – 12	23.7
Theatre Workshop	9 – 12	23.5
Acting	9 – 12	15.8
Stagecraft	9 – 12	18
Advanced Theatre Studio	10 – 12	14.3
Directing	11 – 12	10
Play Production	11 – 12	11
Life Skills Drama	11 – 12	n/a
Beginning Band	9 – 12	12.5
Concert Band	9 – 12	50.5
Symphonic Band	9 – 12	55.3
Symphonic Wind Ensemble	9 – 12	44.6
Beginning Orchestra	9 – 12	4
Concert Orchestra	9 – 12	33
Philharmonic Orchestra	9 – 12	31.3
Symphonic Orchestra	9 – 12	37.8
Choraliers	9 – 12	23.8
Concert Choir	9 – 12	13.5
Chamber Choir	9 – 12	21
Advanced Choir	9 – 12	22.5
Life Skills Music	9 – 12	n/a
Guitar 1	9 – 12	19.3
Guitar 2	9 – 12	19.3
Music Theory	10 – 12	9
Digital Piano 1	9 – 12	23

Digital Piano 2	9 – 12	12
Electronic Music	10 – 12	14
Dance 1	11 – 12	35.4
Dance 2	11 – 12	30.1
Dance 3	11 – 12	19
Images of Literature (Film Studies)	10 – 12	26.4

**7. Describe the distinguishing characteristics of any exemplary arts education (visual arts, dance, music, theatre) programs that have been developed, and what grade levels they are offered in how many schools.**

District 219's arts education programs are distinguished by a number of classes and resources unheard of in most high schools. For example, the two black box theatre spaces at Niles West and Niles North offer all students in grades 9 through 12 an unparalleled opportunity to take classes, hold rehearsals and mount productions in a dynamic, flexible venue in which students are not only performers, but where they execute all aspects of a production, from in-house set and costume design, through lighting and music production. The more traditional auditorium venues are used for productions aimed at the largest audiences. Students provide technical assistance for other school club events and activities, as well as community events. Our students design and program lighting and coordinate music for our International Nights, they support audio-visual needs for Staff Institute Days, and crew for community organizations that rent high school space for their events, such as the IndoPak events sponsored by local Indian and Pakistani cultural organizations. These students do not charge for the work; the thespian groups (Thespian Troupes 113 and 1714) volunteer as part of their service organization commitment. Our theatre students work with local junior high schools as mentors; for example, our students direct junior high productions and provide support to local service groups, such as giving local girl scout troops "backstage tours" in conjunction with our children's theatre productions.

The district videotapes band, orchestra, choral and vocal jazz concerts and other arts performances for broadcast on Channel 16, the district's educational channel on the local cable television system. Niles West students in the Broadcast Communications class produce a newscast that airs on the channel; students at Niles North create their own news program through the Video Production Club.

At District 219 we believe we can inspire students by making it possible for them to collaborate with professionals who model excellence in the arts, and so our artist-in-residence programs are exemplary. For example, Brazilian-born visual artist and muralist Mirtes Zwierzynski worked with students, community members, instructors and apprentice students of union locals representing ceramic tile layers, terrazzo workers and granite cutters to design and create the mosaic mural at Niles West. (Please watch the enclosed DVD, "Niles West Mosaic Mural" for more about this collaborative project.) Japanese theatre artist Shozo Sato, who has received international recognition for his award-winning Kabuki theatre productions, was artist-in-residence at Niles North, where he directed students in his interpretation of "Tsuchigumo" ("The Monstrous Spider"). Students worked with him throughout the entire creative process, from auditions through dress rehearsal. (Mr. Sato was unable to attend the actual performances because he went back to Japan that weekend to receive the country's highest civilian honor from the emperor.) As he states in the enclosed DVD in the "documentary" section (we hope you will watch it), Japanese fans of Kabuki would be very surprised that a group of high school students – and American students, no less – would be capable of mounting such a high-quality and authentic production.

Other artists-in-residence who have recently worked with our students include: composer, conductor and music educator Gary Fry, who arranged several pieces especially for our choral program; Swedish a capella recording artists The Real Group, who led creative sessions with our choral groups; and acoustic recording artist/musical playwright/music educator Michael Miles, based in the Twin Cities area, who performed the world premiere of his "Yellowbird Concerto" for banjo and orchestra with our Niles North Orchestra last December. Niles West's Orchesis Dance Troupe and North's Auroris Dance Troupe have worked with, and had specialty numbers choreographed for them by, dance professionals including Lisa Maria Torres, founder and owner of Chicago Dance Alliance, and Jon Lehrer, associate director of Giordano Jazz Dance Chicago.

We are proud that our arts programs have been recognized by notable professional organizations. Our Niles North music program was just honored with the National Academy of Recording Arts and Sciences' (NARAS') designation as a Grammy Signature School. This is the third time we've received the honor. Our theatre program has been invited twice by the American High School Theatre Festival to perform at the Fringe Festival

in Edinburgh, Scotland. Our drama students are routinely chosen to participate in the All-State productions of the Illinois State High School Theatre Festival, the largest and oldest high school theatre festival in the world. Our music students are regularly invited to perform at the Illinois Music Educators Association All-State Festival. For a more detailed listing of honors that our Fine Arts programs have received, please see the enclosed letter of support from the International Association for Jazz Education.

**8. Describe the visual and performing arts professional development opportunities that are offered to classroom and arts specialist teachers.**

District 219 has implemented a three-faceted program of professional development opportunities for classroom and arts specialist teachers. The program is designed to help teachers achieve the district's goal of improving the academic achievement of Niles North and Niles West by improving the academic achievement of **every** student. Our paradigm for professional development also links to the teacher evaluation process. Our teacher evaluation instrument requires teachers to formulate professional goals predicated on the first two sections of the evaluation instrument, which focuses specifically on instructional skills and face-to-face teaching of students. Professional development opportunities for the Fine Arts staff are clearly designed to target curriculum and instruction. The three facets are:

- Late Start Collaboration Days – District 219 provides teachers eight Late Start Collaboration days per year. Classes begin 90 minutes later on those days, giving teachers the extra time to collaborate with colleagues. Using the model of Professional Learning Communities (DuFour, et al), our Fine Arts teachers work with their colleagues to develop goals for their students, devise interventions that address their goals, develop assessments, and determine the extent to which students have met these goals. In a cyclical model, teachers then evaluate the extent to which students have met goals, and formulate new goals to excel further in Fine Arts coursework. A concrete example of this took place with our guitar program. This year, we have three new instructors teaching guitar classes because of increased promotion of the program. Teachers used Late Start Collaboration time to develop and align goals within the district for students enrolling in guitar courses, to devise playing tests and written assessments for these students to measure knowledge and proficiency, and to periodically evaluate each group of students' achievement within the various units of instruction. Having Late Start Collaboration time within the school day structure has significantly improved our methods of teaching and learning.
- Teacher Institute Days – District 219 uses a unique model to develop two full Teacher Institute Days each year. Three months prior to each institute day, the district surveys each teacher in the district to determine what subjects and topics to include. We encourage teachers to use these institute days to continue working on topics discussed during the aforementioned Late Start Collaboration days. The institute days provide teachers a full 5.5 hour block of time to engage in meaningful dialogue about specific topics germane to their students' learning. Institute days, which rotate between our two high schools, also allow teachers to collaborate with their colleagues from the other school, whom they do not regularly see. This collaboration helps to share best practices between the schools. An example of a successful program that was made possible through the institute day program is a community-wide Black History Month project that includes our Visual Arts, Music, Theatre and Dance programs. Each year during the month of February, we provide presentations on African-American history at all of the junior highs that send students to our high schools. The Black History Month arts program fills what had been a critical void in our community, which is home to an increasing African-American population. The planning and development of a program of this magnitude would never have been possible without the quality planning time offered by the Teacher Institute Day program.
- Professional conferences, organizations, etc. – Fine Arts staff members are encouraged to hone their professional expertise and to establish strong working relationships with their professional peers by being active in professional organizations and taking advantage of professional development activities, such as conferences. Not only have our teachers received top-notch professional development from local and national workshops, but our teachers themselves have assumed outstanding leadership roles as presenters at local and national conferences. Our arts staff members have presented at conferences including: the American Choral Directors Association, the International Association of Jazz Educators, the American Alliance for Theatre Education, the Edinburgh Fringe Festival in Scotland, the Illinois Art Education Association and the Illinois Music Educators Association.

**9. Describe any partnerships or collaborations the school district has developed with cultural institutions and community arts resources, including, but not limited to artist residencies, field trips, professional development opportunities for teachers, etc.**

Please see our response to question 7 for evidence of District 219's strong support of artist residencies.

Establishing connections with cultural institutions and community arts resources is crucial to the success of the Fine Arts program at District 219. Our teachers take advantage of the outstanding arts resources in the Chicago area to broaden learning beyond the school environment. Recent student field trips include the Art Institute of Chicago, Steppenwolf Theatre, Chicago Symphony Orchestra, Cadillac Palace Theatre, Lyric Opera of Chicago, Museum of Contemporary Art, Chicago Shakespeare Theatre, Goodman Theatre, Mexican Fine Arts Museum, Chicago Cultural Center, Garfield Park Conservatory, The Field Museum, Museum of Contemporary Photography, Auditorium Theatre, Chicago Historical Society, Hi-Touch Sound Studio, the Woman Made Gallery, Kohl's Children's Museum, the Block Museum at Northwestern University and the Second City Improvisation Troupe.

In the Fine Arts program at District 219, students not only learn about other cultures but also are able to experience them first-hand on both a national and international level. Fine Arts students have benefited from field trips to locations throughout the United States and Europe.

The District 219 Fine Arts staff firmly believes that our students can better appreciate the transformative power of art by experiencing the positive impact the arts can have in the local community. We challenge our students to help build a better community by establishing relationships outside the school. Some ways we do that:

- All art disciplines offer free community performances/exhibits. We make a special effort to invite community senior citizens, residents of local nursing homes who may not otherwise have access to live arts events, and people who may not otherwise be able to afford admission prices to live events.
- Orchestral and band music students, student choral group and student dance groups volunteer to perform each year at the Skokie Festival of Cultures, a free event that attracts more than 10,000 visitors.
- Our visual arts students worked with local senior citizens to create a mosaic mural at Niles West High School.
- Senior citizens engaged in a digital storytelling program using imovie to share stories of their lives.
- We recruit professional artists from the community to present special workshops for our students.
- We search out unique opportunities for collaboration. For example, our Visual Arts instructors partnered with Sullivan High School, a Chicago Public School, to participate in the Quilts of Gee's Bend Project sponsored by the Do Your P'Art Foundation. Each school visited the other several times to learn about the history of the quilters from the remote Alabama community, founded by former slaves, who invented a distinctive quilting style. Our students and the Sullivan students worked together to create a "family"-themed quilt that was displayed at Chicago's Field Museum as part of a Gee's Bend Quilts exhibit.
- Community members, parents and students interact through service on various Fine Arts committees and support organizations
- Both schools offer community-wide summer programs for instrumental music, drama, and dance to residents, ranging from 6<sup>th</sup> grade students to adults.
- Visual Arts students participate in the Life Is Simply Art (LISA) Show, where community business owners frame student artwork, free of charge, to be viewed by the public at the local Great Frame Up stores.
- Students collaborate with other local high schools in the region to create an art exhibit for the Central Suburban League.
- Students meet local sculptors for discussions at the Skokie Northshore Sculpture Park.
- Fine Arts students "adopt" charities such as the Make-A-Wish Foundation, Hurricane Relief, Bear Necessities, Rock for Kids, and American Cancer Society and raise funds by soliciting donations at admission-free performances.

## 10. Describe expected student outcomes in the arts and your methods of assessing arts learning.

Each instructional unit in our Fine Arts program is carefully crafted to align with the Illinois State Standards for Fine Arts. Within those state standards, the Fine Arts staff generates expected student outcomes and has various ways of assessing the progress of students for optimal academic achievement.

**In the visual arts, teachers** have outlined the following student outcomes and assessment methods: Students are expected to demonstrate their knowledge of the Elements and Principles of Design through observing their environment and making aesthetic decisions, analyzing and interpreting works of art, and creating art by using a variety of media. Projects are introduced, with outcomes centering on artistic techniques and cultural/historical references. Personal incremental challenges are developed for each individual student to improve academic achievement. Students are expected to progress technically and conceptually as they continue their coursework. Methods of assessment involve artist critiques (both written and verbal) by the artist and by peers. In addition, rubrics that reflect the state goals are designed to be as qualitative as possible but include quantitative components for grading and additional feedback. This quantitative component in the rubric always consists of specific pre-determined project criteria. Assessments also are based on the formal qualities of the work based on the art concepts learned, the craftsmanship and use of the materials, and the creative component brought to the work by the student. Finally, we use a portfolio method of assessment; students are required to engage in several art exhibits throughout the year, showing their work in various art museums and galleries and maintaining a portfolio of works.

With each visual art project, each teacher looks for student growth on a global level in the following areas:

- Problem solving – Students seek various methods of solving problems and are encouraged to recognize there are many ways to resolve a particular problem.
- Judgment – Students learn through practice to analyze, to be self-critical, and to make judgments in order to better their work, which is vital to becoming life-long learners. Students also continue to make judgments in taking risks with their artwork, which is fostered in all visual arts classes.
- Expression – Students recognize and use written and verbal language in conjunction with knowledge and cognition.

**In music,** teachers have outlined the following student outcomes and assessment methods: Expected student outcomes in music are based on musical skills and knowledge, including concepts such as sound production, posture and positions, rhythmic accuracy, music notation comprehension, performance execution, ensemble cohesiveness, stylistic accuracy, and musicality (demonstrating phrasing and musical expression). The music staff's goal is to develop musical and global experiences that enhance each student's educational experience. Expected student outcomes in music also include the following:

- Developing problem solving and critical thinking skills.
- Fostering creativity.
- Learning responsibility, character, and respect.
- Demonstrating leadership skills.
- Encouraging self-motivation and pride.
- Accepting initiative.
- Developing a passion and life-long appreciation for the arts.
- Taking risks.
- Experimenting and experiencing musically.

Assessment methods for music students include performance exams (including full ensemble performances, chamber music performances, and solo performances), providing written and verbal feedback highlighting the errors and precise examples demonstrated as a tool for diagnosing every student, and written student self-evaluations following every performance that highlight focus, support/elaboration, organization, conventions and integration. In Music Round Table Discussions, students read a selected article and facilitate discussions by using prompt questions. All classes use written exams. Students are required to demonstrate proficiency in the areas of music theory, music history, and technical development.

In the dramatic arts and dance departments, teachers have outlined the following student outcomes and assessment methods: Students are expected to demonstrate their knowledge defining and implementing the concept of ensemble. Students execute this understanding through establishing a creative, disciplined atmosphere, defining theatre and the tools of the actor, and being heard and understood on stage. Dance students also execute their knowledge of space, body, and communication through use of the body. Students must be able to reflect various concepts, both orally and in writing. Students must also be able to execute an energized physical presence on stage. Expected student outcomes in dance and theatre include:

- Creating a character unique to his/her own self on stage and portraying that character.
- Establishing a clear setting.
- Creating meaningful stage action.
- Giving and receiving constructive criticism.
- Defining and applying theatrical and dance vocabulary.
- Analyzing scripts or dance works.
- Identifying and implementing design elements.

Assessment methods for these students include grading performances, using rubrics that reflect the state goals. Rubrics are designed to be as qualitative as possible but include quantitative components that follow pre-determined criteria. Staff uses written reflections, oral discussions, tests, projects, and structured journal responses to consistently check for meaning and understanding.

### **ROLE OF SCHOOL BOARD**

11. **Describe how the board has contributed to the development of arts education within the school district, including, but not limited to policy development, long range plans for arts education, increasing commitment of general fund allocations, and cultivation of private or government grants. Please give specific examples.**

The District 219 school board aims to continually develop and expand its arts education programs. Within the last three years, our school board has approved new arts courses to increase students' exposure to new art forms and increase their level of proficiency. New classes include: Advanced Placement Studio Art, Advanced Art, Guitar 2, Digital Photography, Computer Imaging, Digital Piano 1, Digital Piano 2, Electronic Music and Dance 3. The board has made the financial investments necessary to support the expanded arts curriculum.

The District 219 Board of Education recognizes that some of students' most vital and lasting contacts with the arts take place outside of the classroom and the immediate school community. It has backed up this recognition by approving, and helping fund, trips to arts performances, conferences and other events in venues across the country and even internationally. The board places as great an emphasis on supporting arts-related field trips as it does for academic competitions and athletic championships.

Our school board also recognizes that technology must be a vital part of a comprehensive arts program. In the past two years, the board allocated \$250,000 for new Fine Arts resource laboratories at each school. Each Fine Arts lab contains 25 state-of-the-art iMac computers, 25 Roland MIDI keyboards, a fully equipped teacher workstation, and nearly \$30,000 in specialized art and music software.

The resource laboratories build upon extensive capital improvement projects that the board committed to after conducting long-range planning about what role the Fine Arts should play in the district. Between 2001 and 2003, the district carried out a complete reconstruction of the arts facilities in both schools that included construction of our two state-of-the-art black box theatres. Total capital expenditures for this bricks-and-mortar investment totaled approximately \$8.5 million.

Up until 2004, District 219 had a position for a combined Director of English and Fine Arts. As part of its long-range planning, the Board of Education determined that, to bring its Fine Arts program to a higher level, it needed to create a position solely for a Fine Arts Director. The board sought a practicing art professional to build a department with the same standards of excellence as the other academic disciplines. In 2004, it hired Robert Freeman, an educator who is also a practicing visual artist, a professional photographer and who owned his own silkscreening business. Mr. Freeman is now Principal of Niles North. His successor as Fine Arts Director, Teralyn Keith, has an enviable track record as a music performer, music educator, clinician and composer. Mrs. Keith inspires our students through example: she has conducted our band concerts, performed in several school concert venues and drama performances and remains actively involved in presenting clinics and performances, both on a national and international level.

District 219 works closely with the Illinois Arts Council and has been awarded grants nearly every year to bring in artists-in-residence for our art, music, drama, and dance classes. The district has successfully applied to other groups, such as arts teachers associations and local Fine Arts commissions, to fund projects that include scenic painting, make-up artistry, choreography, and summer programs.

**12. How have members of the school board advocated for the inclusion of the arts in national, state, and local education reform efforts involving arts education standards and assessments? Describe examples of any efforts that have been made by the school district to include the arts in the core curriculum. Give specific examples.**

Please see our responses to questions 10 and 11, above, for information about how our board has advocated for arts education and for related standards and assessments.

Our district employs some unique ways to include the arts in the core curriculum. Many of our Fine Arts classes employ interdisciplinary elements with other course offerings to further the arts. Here are just a few examples:

- The English and Theatre departments routinely collaborate on projects involving stage productions. For example, English students analyzed the texts of "Hamlet" and "Much Ado About Nothing," attended the stage versions and reviewed and critiqued the performances.
- The Social Studies and Theatre departments collaborated on the production of "Royal Hunt of the Sun," with social studies students researching history of the Inca people's interaction with the Spanish conquistadors and providing dramaturgical notes for the production.
- Visual Arts students have designed the art for book covers of novels being read in English classes.
- Visual Arts and Foreign Language departments designed an integrated unit on Picasso's "Guernica" that included history, art history, culture and language.
- The Social Studies department collaborated with the band program on a Civil War unit that included studying the musical history of the era and performing the music of John Schaffer's "Gettysburg, Third Day."
- The English department and orchestra program designed a unit that studied Thornton Wilder's "Our Town," John Steinbeck's "The Red Pony," and Aaron Copland's musical scores for the film adaptations of those works.
- Our art students collaborated with the percussion ensemble on a project studying African music. Students stretched goat skins to make African drums (doubek); the percussion ensemble performed on the drums for an all-school assembly.
- The Visual Arts and Math departments work together on lessons that employ geometric concepts in art mosaics. The lessons also introduce the work of Frank Lloyd Wright with silk paintings.
- Music and science departments use musical instruments to teach students about sound waves, frequencies of sound, and the acoustical aspects of physics.
- The band program worked with our Social Studies and Theatre departments to develop a unit focusing on the Battle of Inchon, a turning point in the Korean War. The unit culminated in a concert band performance of Robert W. Smith's "Inchon" that was accompanied by a video presentation and students dressed in period costume representing participants in the event.