**Vision Statement for Arts, Technology and Music at NACA**

Vision Statements articulate the long-term objectives of the content area, grounded in the NACA mission, students and communities, and juxtapose that vision to the current state of teaching and learning at the school, and plan for a five years of action to meet the vision.

All “elements” should be in narrative form. The use of research statistics and graphics to support claims is encouraged.

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| Element 1 – A Vision for Science at NACA |
| Five years from now, what will a graduating senior look like as a result of a NACA Indigenous Art and Music curriculum? What skills do they posses? What knowledge? What dispositions? What understandings guide their actions?  When students are consistently engaged by the arts in a culturally meaningful, nurturing, and creative environment, their overall well being is strengthened on social-emotional, physical, and intellectual levels. Students self esteem, confidence and a lifelong love of learning grows, thereby empowering them to become strong native leaders who are grounded in their identity and creatively engaging in their communities.  NACA’s seniors grounded in Arts and Technology will possess the ability to express their indigenous identity through creatively connecting culture, and traditional teachings to work in a wide variety of media or curriculum. They will be able to confidently share their knowledge, thoughtful ideas and unique perspectives about Indigenous, art, music and technology across various methodologies and they will be able to apply their individual talents and skills in group and community settings to achieve community goals. They will understand how to empower others through shared knowledge, commitment and mentorship, and their core values will guide them in their life goals. |
| What senior summative assessment will evaluate student ability, and therefore teacher and school ability, against the objectives? Describe the assessment here.  To demonstrate graduation proficiency in Arts, Technology and/or Music senior students will design, organize, plan, execute/present a final project piece related to; social awareness, social justice and/or community service.  The project will evidence the following:   1. Well executed design and composition of a fully developed concept/idea 2. Audience - Concept must be relevant and engaging to their tribe(s)/community 3. Well planned and artistically skilled use of materials and techniques will be evidenced throughout the piece 4. Technological component that evidences skilled knowledge on specific or multiple forms of technology 5. The work will demonstrate the student's’ own identity/personal connection to the work and clearly portray the artist's meaning, message and intent 6. Student Led Performance/Presentation/Discussion will include preparation for deliberate discussion (20 minutes or more)about the project including:    1. Rationale for selecting this topic/concept and how it relates their own cultural identity    2. Discuss their creative process and their overall processes for developing the project including their application of core values throughout the process    3. Compelling group discussion around the meaning/message and why it is important today/and in the future, and how they foresee their project impacting the topic they selected    4. Active encouragement of group engagement/discussion/participation during the presentation, and pre-planning for communities continued engagement in future 7. Students will plan and execute Social Media component for building awareness for the project, before, during, after 8. Students will be judged by community members and peers ands grades will be developed from this |
| Element 2 – The Current State of Arts and Technology at NACA  The current state of Indigenous Arts/Electives at NACA is, and will always be a state of growth. Elective classes empower students to explore and empower their own self identity through creativity and connection to culture, to foster critical and analytical thinking and build a wide variety of essential skills and techniques to confidently exercise their creative voice, talents, skills, technical and traditional knowledge. How are we doing? There is always room for improvement to engage more students at deeper and more consistent levels. Continued commitment to the Arts and Electives from leadership is crucial and as our content team gains traction with cross curriculum planning and development we will continue to improve and more fully achieve our collective goals. |
| What information/data do we currently possess about our current success and challenges in meeting the Arts, Technology and Music vision?    We gathered a variety of different types of data to reflect how well our students performed based on our stated goals and objectives including:   * Student participation in class, and their grades for individual and group performances based on knowledge of a song’s chords, patterns, keys, rhythm and an understanding of the lyrical meaning. Students analyze song lyrics in order to understand what message the author is trying to convey which helps to enrich their own literacy. Guitar and keyboard players are able to recognize and identify the various patterns in a song weather that is the chord progression that they play or, in a larger view, the pattern of verse, chorus, and bridge. Drummers are expected to also recognize the organizational pattern of a song(verse,chorus,bridge), as well as patterns involved in the actual drum beat of a given song. * How well students met each criteria/objectives for art projects including; gaining a wide variety of artistic skills and techniques, connecting with elders, mentors, artists from their own tribe (s) to learn traditional teachings around these art forms, creatively expressing personal connections to these teachings through composition and use of technical artistic skills to express personal identity and cultural learning. The practice of all of core values through thoughtful, deliberate participation in class work and critique time enables students to develop their own personal artistic voice and. * Students class participation and WPM and Accuracy progress on keyboarding skills as evidenced by the student’s stats in the program   For 2015-2016 we are now developing/integrating rubrics that more clearly state specific objectives and have tangible goals and expectations related to our objectives which will enable us to better gauge how well students are performing toward our vision and course goals. |
| Element 3 – The Five-year Plan |
| 2015-2016  Through gaining knowledge and deepening their connections to culture and identity, building self awareness, self confidence and self esteem, students will begin to be empowered and use these strengths which will enable them to excel in other core curriculum classrooms |
| 2016-2017  Students will continue to learn, grow as individuals and develop their own personal strengths through application of Core Values their respective electives and all their classes which will further empower them to be confident in themselves and their abilities. They will have gained confidence in their ability to communicate and will engage in class discussions, sharing ideas, strengths, feedback and knowledge . |
| 2017-2018  As students continue to learn, grow as individuals and develop their own personal strengths through application of the Core Values in their lives, they will continue to gain confidence in themselves and their abilities which will apply to all other classes and endeavors they engage in.. They will have gained confidence in their ability to communicate and will engage in class discussions, sharing ideas, strengths, feedback and knowledge as indigenous youth, thinkers, leaders. |
| 2018-2019  Students will possess the ability to express their indigenous identity through creatively connecting culture, traditional teachings to their work, and they will be able to confidently share their ideas,thoughts, beliefs through various methodologies across varied class curricula. Students will learn to apply these skills while working in group settings where they will learn to recognize individual strengths and support collective work to achieve established goals. |
| 2019-2020  Students will express their indigenous identity through creatively connecting culture, traditional teachings to their work in a wide variety of settings and they will utilize their talents, skills and knowledge to work together productively in group/community settings to empower others and achieve community goals as engaged indigenous youth, thinkers, leaders. Seniors final project will highlight and showcase transfer and application of their acquired knowledge, skills, techniques in confident, meaningful and powerful works that exemplify their holistic identities as young indigenous leaders. |