



**Department of  
Education**

*Joel I. Klein, Chancellor*

## ANNUAL ARTS IN SCHOOLS REPORT 2007-2008

**This Annual Arts in Schools Report provides data for:**

School: 18 K563

2007-2008 Principal: Marina Vinitskaya

Arts Education Liaison: Russell Bracher

### INSIDE THIS REPORT

The Annual Arts in Schools Report is a tool for school leaders to understand their delivery of arts education to every child in their school. Each Annual Arts in Schools Report measures two areas:

#### **Student Access to and Participation in Arts Education**

Uses surveys and information from DOE databases to understand if students are meeting the New York State Instructional Requirements for the Arts as well as the activities, resources and facilities used to support arts learning in each school. In addition, this section reports on questions asked in the Learning Environment Surveys about arts education.

#### **Resources to Support Arts Education**

Uses information from DOE databases and surveys to understand the resources that schools are allocating for arts education. This section includes information on certified arts teachers, arts and cultural organization services, space for arts learning, arts fundraising and professional development opportunities for teachers.

Dear School Community,

This report provides a view of the arts education opportunities you are providing for your students based on your responses to the Annual Arts Education Survey in June 2008 and includes information from the New York City Department of Education's databases.

The Annual Arts in Schools Report is an important part of the New York City Department of Education's effort to ensure that schools are providing students with the high-quality arts education they need and deserve. The report has been created to help school leaders, parents, and teachers understand how they can improve student learning in the arts, building on the Blueprint for Teaching and Learning in the Arts which provides detailed PreK-12 curricula aligned with State standards: <http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>

Joel I. Klein

Chancellor, New York City Department of Education

### New York State Requirements for Arts Education

**At the elementary level, in grades 1-6, the New York State Education Department (NYSED) requires that students receive instruction in dance, music, theater and visual arts in every grade. In addition, NYSED recommends that students spend a specific allocation of hours learning in the arts.<sup>i</sup>**

**At the middle school level, in grades 7 and 8, the NYSED expects that students achieve, by the end of grade 8, one half-unit of study in visual arts and one half-unit of study in music. NYSED has allowed New York City schools to offer any two of the art forms to meet the requirements.**

**At the high school level, the New York State Education Department requires that all students graduate having taken one unit or two credits in the arts (dance, music, theater and/or visual arts). High schools have the option of offering a three or five year sequence in any one of the four art forms. Students who complete five units in a single art form and successfully complete the exit exam in that art form are eligible to receive a Regents diploma with advanced designation in the arts.**

The table below shows the percent of students participating in arts classes by grade and by arts discipline in 2007-2008:

GRADE	DANCE	MUSIC	THEATER	VISUAL ARTS
9	100%	100%	0%	0%
10	0%	0%	0%	0%
11	0%	0%	0%	0%
12	0%	0%	0%	0%

Percent of students graduating with three or more credits of study in the arts: 0%

#### ***Indicators of Student Access to Arts Education***

In 2007-2008, students in this school participated in the following arts learning opportunities:

ARTS LEARNING OPPORTUNITY	STUDENTS PARTICIPATE
Performed and/or participated in concert(s)	Yes
Performed and/or participated in dance performance(s)	Yes
Performed and/or participated in theater/drama performance(s)	Yes
Contributed artwork to exhibition(s)	Yes
Showing student made films	Yes
Attended concert(s) by or at cultural organizations	Yes
Attended dance performance(s) by or at cultural organizations	Yes
Attended theater/drama performance(s) by or at cultural organizations	Yes
Attended exhibit(s) by or at museums or galleries	Yes
Film/media viewing	Yes

In 2007-2008, students in this school were offered the following arts sequences:

DISCIPLINE	SCHOOL OFFERS
Dance	Yes
Music	Yes
Theater	No
Visual arts	Yes
Film/Media	No
Other (if applicable)	No

### **Screened Arts Programs**

In 2007-2008, this school screened students before they were admitted to the school and screened students into specialized programs after they were admitted to the school.

ADMISSION STATUS	SCREENED
Before admission	No
After admission	No

### **Learning Environment Survey**

Percent of middle and high school **STUDENTS** at this school who reported on the 2007-2008 Learning Environment Survey that they participated in the following types of arts courses by arts discipline:

Arts Discipline	TOOK ONE OR MORE CLASSES DURING SCHOOL DAY		WERE OFFERED, BUT DID NOT TAKE CLASS DURING SCHOOL DAY		WAS NOT OFFERED THE CLASS	
	This School	All Schools	This School	All Schools	This School	All Schools
Dance	86%	20%	6%	19%	8%	61%
Music	89%	36%	7%	15%	5%	49%
Theater	20%	15%	4%	17%	76%	68%
Visual Arts	25%	51%	1%	13%	73%	37%

## **RESOURCES TO SUPPORT ARTS EDUCATION**

### **Certified Arts Teachers**

In 2007-2008, this school had the following number of full-time certified arts teachers:

ARTS DISCIPLINE	NUMBER OF FULL-TIME CERTIFIED TEACHERS
Dance	0
Music	1
Theater	0
Visual Arts	0

### **Arts and Cultural Organizations**

In 2007-2008, this school had partnerships with and/or purchased services from the following arts and cultural organizations:

<b>CULTURAL ORGANIZATION</b>	<b>DISCIPLINE</b>	<b>TOTAL NUMBER OF STUDENTS SERVED</b>	<b>TOTAL CONTACT HOURS PER STUDENT</b>
Brighton Ballet	Dance	108	105
Brooklyn Academy of Music (BAM)	Dance	35	25

### **Professional Development**

Arts and non-arts teachers at this school attended the following professional development opportunities during the 2007-2008 school year:

<b>PROFESSIONAL DEVELOPMENT PROVIDER</b>	<b>TEACHERS PARTICIPATE</b>
Central NYC Department of Education	Arts & Non-Arts
School Support Organization (SSO)	Arts & Non-Arts
University/College	
Arts and Cultural Organization	
School-based	
Other	

### **Space**

In 2007-2008, this school had the following appropriately equipped classrooms:

<b>ARTS DISCIPLINE</b>	<b>NUMBER OF APPROPRIATELY EQUIPPED CLASSROOMS</b>	<b>NUMBER OF DEDICATED CLASSROOMS</b>
Dance	0	0
Core Music	1	1
Vocal Music	1	1
Instrumental Music	0	0
Film Studio	0	0
Auditorium	1	1
Theater	0	0
Blackbox Theater	0	0
Visual Arts Studio	0	0
Design Technology	0	0
Ceramics	0	0
Photography Studio	0	0
Other	0	0

**Arts Fundraising**

In 2007-2008, this school raised funds from outside sources to support arts education, including:

SOURCE	FUNDS RAISED
Private Foundations	No
Local Business or Corporations	No
Parent Teacher Associations (PTA/PA)	No
Federal Grants	No
State Grants	No
City Council	No
Education Associations	No
In-Kind contributions from business partners	No
In-kind contributions from cultural organizations	No
State, County, or Local, Arts Councils or Agencies	No
Total amount of funds received from outside sources to support arts education (\$)	0

This school has submitted the following information about its arts program:

**Music In Action:** Students will work with their English, Global Studies, ESL, French, Music, and instructors from the BBT/School of Russian Ballet to learn many aspects of dance, music, literature, history and a foreign language learning. . Dance education is more than teaching "steps" as dance is the symbolic language of movement in addition to the c/fact that many students learn best through movement and activity. With the focus in education being on literacy and academics; dance education integrates dance with core academic subjects via assignments in (i.e., dance history, music history, nutrition, body conditioning, anatomy, improvisation, language arts, etc.) that prompt students to write about various subject areas as well as their own experiences to choreograph representative dances. In taking this class students will become aware of dance actions and performing them to gain a sense of movement, timing, rhythm, musicality and the understanding of how to use space. Using partner work, students will perform directed movement accurately and be able to contribute to a final large group piece of their own composition. One (1) credit will be granted upon successful completion of the course. **Philosophy and Approach:** One of the themes' of the school is French Immersion program. French is used as the official language of 22 countries and is the co-official international language. Today it is spoken by about 300 million people around the world as either a native or a second language in 54 countries. It Takes A Village Academy (ITAVA) has created a unique approach to the language studies. In order to be immersed in any foreign language, it is important to understand that a language should be learned as a part of a Sociocultural curriculum. The approach of the school is to learn French, history of French language, culture, and literature of French speaking countries. This course, Music in Action, is closely correlated with English Language Arts, Global Studies, Elective courses: Introduction to French Literature and Introduction to French Speaking World and History of the French Language. Through English Language Arts Curriculum, students will read *The Little Prince*. *The Little Prince* builds on a tradition of French fantasy literature. The novel was selected for this course because Saint-Exupéry encourages his readers to participate actively in the reading process and he uses imaginary, symbols, and readers' imagination to understand deeper meaning to prose and poetry. Moreover, Saint-Exupéry and his novel were affected by the historical events of the time, Second World War. The novel was written in the summer and fall of 1942, while Saint-Exupéry was living in Long Island, New York The novel was first published in English translation in 1943. The first French edition did not appear until 1946. Since that *The Little Prince* has become one of the most widely translated books in the history of French literature. Students will go in depth with the symbolic representations of the book and will

investigate how the characters or symbols in the novel can be related to real life. Through Global Studies Course, students will develop strong knowledge of time, and tradition of French culture, and historical events of the time the novel was written. Through Arts, students will create, participate, perform, use, analyze, respond, and understand cultural dimensions of the Arts. Through LOTE, students will investigate the linguistic origin of dance and ballet terminology and analyze why most words used in Dance come from the French language. Standards that apply to this course: Arts Standards: Standard 1 Creating, Performing, and Participating in The Arts Standard 2 Knowing and Using Arts Materials and Resources Standard 3 Responding To and Analyzing Works of Art Standard 4 Understanding The Cultural Dimensions and Contributions of The Arts Standard 1 Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. Dance: Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions. They will demonstrate modern short ballet based on "The Little Prince by Saint-Exupéry" Music: They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music, "The Little Prince by Saint-Exupéry." Theatre: Create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre: "The Little Prince by Saint-Exupéry." Standard 2: Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles. Dance: Know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting. Theatre: Know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre. Standard 3 Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought Dance: Express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms. Music: Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music. Theatre: Reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines. Standard 4 Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society. Dance: Know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies. Music: Develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture. Theatre: Gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present. Students will explore art to understand the social, cultural, and environmental dimensions of human society. English Language Arts Standard 1: Language for Information and Understanding Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English

language to acquire, interpret, apply, and transmit information. **Standard 2: Language for Literary Response and Expression** Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation. **Standard 3: Language for Critical Analysis and Evaluation** Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues. **Standard 4: Language for Social Interaction** Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views. **Social Studies Standard 1: History of the United States and New York** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. **Standard 2: World History** Students will use a variety of intellectual skills to Demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. **Standard 3: Geography** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface. **Languages Other Than English Standard 2: Cultural Understanding** Students will develop cross-cultural skills and understandings. **Music In Action: Perform Scenes from The Little Prince using Dance, Music and Visual Arts**  
**Objective:** Students will use dance, music, and visual art to create a dance and dramatic presentation of the parts of the novel. Through the sequence of lessons students will:  
**Tentative Study Questions** 1. Saint-Exupéry wrote *The Little Prince* in New York as World War II raged in Europe, and after his homeland had been captured by the Nazis. Are there any symbols that are particularly evocative of war and exile? 2. What differentiates adults from children in *The Little Prince*? Is the distinction simply one of age, or is it based on something else? 3. When the narrator and the prince search for a well, the narrator appears finally to understand the lessons that the prince has related to him. What does this say about the morals of the novel? 4. Why does the little prince want to return home? Why isn’t his friendship with the pilot enough to make him stay? 5. Discuss the themes of time and death in *The Little Prince*. How does the prince learn to appreciate the time he has with his loved ones better, and how does it affect his relationships with them? 6. Why do some people see Drawing Number One as a simple hat, while others think it represents an elephant inside a boa constrictor? What is the meaning of these different perspectives? 7. Discuss the rose’s behavior. Why doesn’t the rose tell the little prince that she loves him? Why does he continue to love her? 8. Why is the fox so eager to be tamed by the little prince? If he already knows how to tame himself, why does he need someone else to do it for him? 9. Symbols and metaphors are present throughout *The Little Prince*. Why do you think Saint-Exupéry choose to tell this story in such figurative language? 10. Through dance: • Perform and dance scenes using suitable chapters from *The Little Prince* novel • Express through dance the philosophy of the novel • Display visual art and other examples of student work • Create an original dance exhibition of a short work staged to classical music • Create costume pieces and/or decorated props • Work cooperatively to design and perform the scenes **Materials:** *The Little Prince* novel.  
**Procedure:** Select a chapter or a portion of *The Little Prince* novel and use it to write a simple script dramatize or conduct a dance activity during class. Make connections between the characters and their physical traits as a basis for creating dramatic action. Have students write or draw responses to the study questions Write a short play or scene based on *The Little Prince* incorporating character interaction, subtext, and sustained conflict; use student-written scene as basis for this course. Choose a variety of different settings for the on stage performance, Select one character at a time and have all the students add movement to the character using dance elements.. Ask students to make a historical research and linguistic.

**Ask students to make a research on French Classical Music Have students put on relevant costume pieces and work on the dance moves. Have everyone dance. Performance Indicators:**

- Students create dance studies and full choreographies based on identified and selected dance movement vocabulary
- Students apply a variety of choreographic processes and structures as appropriate to plan a duet or ensemble performance
- Students use a variety of sources to find dance ideas
- Students select dance structures for use in choreographic projects
- Students perform dances requiring use of more sophisticated performance elements such as dynamics, phrasing, musicality, expression
- Students use a variety of choreographic approaches with any number of dancers, props, and performance spaces
- Students demonstrate ability to work effectively as dancer, choreographer, director, costumer, lighting designer, manager
- Students will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music.
- Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles
- Students use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians
- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- Students use school and community resources, including library/media centers, museums and theatre professionals, as part of the artistic process leading to production
- Students cooperate in an ensemble as performers, designers, technicians, and managers to create a theatrical production

## Notes

- Throughout this report, N/A signifies that data were not applicable.
- Learning Environment Survey data are based on responses from schools where students provided responses to the 2007/8 Learning Environment Survey and are based on the perception of students about the arts in this school. For more information on how well this school supports student learning in the arts, please visit the 2007 - 2008 Learning Environment Survey which is located on the Statistics section of this school's website.
- Schools may have more than six arts and cultural service providers, but due to space constraints we were unable to list all of the arts or cultural organizations with which they work.
- All data are based on arts instruction offered during the school day. This Annual Arts in Schools Report does not report on after school, weekend, and summer arts education.
- Percentages of the Learning Environment Survey data may not add up to 100 percent due to rounding. The percentages are not based on a student response rate of 100%.

## Definitions

- A dedicated arts classroom is a classroom that is only used for dance, music, theater, and visual arts.
- For a detailed description of what an appropriately equipped arts classroom is, please refer to the Blueprint for Teaching and Learning in the Arts, <http://schools.nyc.gov/offices/teachlearn/arts/blueprint.html>.
- A blackbox theater is a simple, unadorned performance space, usually a large square room with black walls and a flat floor.
- General or core music is a broad-based study of music including music making, literacy, connections to world cultures, community resources and careers and life-long learning.

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<http://schools.nyc.gov/Academics/Arts>

<sup>i</sup> In grades 1 – 3, this is 186 hours equally allocated throughout the entire school year through dance, music, theater, and visual arts. In grades 4, 5, and 6, this is the equivalent of 93 hours equally allocated throughout the entire school year through dance, music, theater, and visual arts.