



INVESTING

Leadership, Innovation, and Learning

2014-1015 Featured Grantee Summary

<p>Grantee Name: Debra S. Pylypiw Rebecca A. Stone-Danahy</p> <p>Title of Project: Applying the New NCCAS Standards as a Foundational Art Course</p> <p>City, State: Charleston, SC</p> <p>Grant Period: September 2014 – June 2015</p> <p>NAEF Grant Amount: \$1,900 (McMullan)</p> <p>Project Contacts: Rebecca A. Stone-Danahy: <u>Telephone Number:</u> 336-577-9947 <u>Email:</u> Stone-danahy@ashleyhall.org</p> <p>Debra S. Pylypiw <u>Telephone Number:</u> 910-265-3355 <u>Email:</u> dpylypiw@ec.rr.com</p>	<p>Project Description: Through this project, the new National Visual Arts Standards were applied to a four-week section of an existing foundational level art course taught in a blended environment. The new course was written to be delivered to eighth or ninth grade students in either a traditional face-to-face environment or in a blended learning environment.</p> <p>Project Goals and Objectives: In 2010, an online course in the visual arts was developed for the purposes of teaching beginning and foundational level students. The course was developed in an online management system and evolved to a blended learning curriculum. In anticipation of the new National Core Arts Standards, including the National Visual Arts Standards, the grant applicants seek to revise the existing online course to demonstrate successful inclusion of the new standards. Using content already developed for foundational students, the project studied and evaluated the National Visual Arts Standards to devise teaching methodologies for successful inclusion and implementation in a face-to-face classroom, blended learning environment, or distance learning. The existing curriculum in the course was evaluated for effective teaching methodologies and content using the National Core Arts Standards as a guideline for developing and revising course curriculum.</p> <p>Description of Activities Supported by this Grant. For Research Grantees, include a summary of research methodology. The grant recipients reviewed an original online module for a foundational art class to intentionally align and revise the curriculum with the new National Visual Arts Standards. A “Think Tank” was held to review the standards by each component, evaluate with existing curriculum, and brainstorm how the course could be revised or rewritten.</p> <p>Several course writers rewrote sample curriculum within a specific time frame. Once the curriculum was rewritten, it was evaluated a second time for alignment with the National Visual Arts Standards. The content was additionally evaluated for copyright and other possible information infringement issues.</p> <p>The revised module was taught in a face-to-face classroom in a blended learning environment in the spring of 2015. Content revision continued based on student response and actual student outcomes.</p> <p>The grant writers presented the online module at the 2015 NAEA Convention including the National Visual Arts Standards, student response, and analysis of student work.</p>
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Results: Lessons Learned or Findings of Research: The module revision and application of the National Visual Arts Standards into an existing lesson has many positive outcomes. It is assumed that most art educators can be reassured that the National Visual Arts Standards will serve to refine teaching practices, develop better defined targeted outcomes, and deepen student understanding of content presented. The writers and developers noted that it would be easy to choose a few lessons a year to refine and redevelop using the National Visual Arts Standards as a benchmark. Therefore, it was determined that the new National Visual Arts Standards will readily serve to improve art education practices. Both the writers and developers are eager to begin the new school year with the National Visual Arts Standards poster and slowly tweak and remodel lessons. The intended use of the standards is exactly as it has been described in the 2014 NAEA Virtual Conference and in webinars about the standards – to take what we already have developed and use the standards to dig deeper to create meaningful and authentic experience in the visual arts.

Impact of Receiving this Grant: As a result of receiving this grant and working towards its completion, the grant writers developed a system to revise additional courses to be in alignment with the National Visual Arts Standards. The grant empowered the course writers to deconstruct a curriculum and reconstruct it using tools such as Google Docs, LiveBinder, Penzu, and Dropbox to communicate and organize content. Presently, both instructors have chosen a new curriculum to review, reflect upon, and revise. Within several years all course content under the supervision of both grantees will be successfully (and easily) revised.

Grantee Biographies:

Debra Pylypiw has worked in North Carolina public schools for 25 years, 21 of these spent at the secondary level. In addition, she has worked as an adjunct instructor for the North Carolina Virtual Public School, five community colleges, and East Carolina University. Pylypiw has written and co-written multiple art education courses for online delivery at both the secondary and higher education levels. She is a past Southeastern Region Vice-President for NAEA and was the recipient of NAEA's Marion Quin Dix Award for Leadership in the Profession.

Rebecca Stone-Danahy has worked in four independent schools serving in a range of positions from teacher to fine arts administrator. She has served as an adjunct faculty member and department chair for the North Carolina Virtual Public School. Rebecca has co-written nine online courses and authored several more independently. She volunteers as NAEA's Advisory editor and organizes, executes and facilitates monthly webinars for NAEA. In 2011, Rebecca was a National Association of Independent Schools Teacher of the Future.

About the National Art Education Foundation: NAEF supports visual art educators and promotes the teaching of art through professional development, research, and program sponsorship. As an independent, philanthropic organization, NAEF assists with efforts to represent the teachers of art in America, improve the conditions of teaching art; promote the teaching of art; encourage research and experimentation in art education; sponsor institutes, conferences, and programs on art education; and to publish articles, reports, and surveys about art. The Foundation has supported 286 projects since its inception in 1985. NAEF funding supports a wide variety of professional activities, including research in art education, scholarships for professional development, promotion of art education as an integral part of the curriculum; establishment and/or improvement of art instruction in public and private K-16 schools; promotion of the teaching of art through activities related to the instructional process, curriculum, student learning, student assessment, classroom behavior, management, or discipline; purchase of art equipment and/or instructional resources. Donations in support of NAEF, a 501(c)3 tax exempt organization, are tax deductible and greatly appreciated.