

ELEMENTARY INSTRUCTIONAL STAFF

Area: Art

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I. PROGRAM PHILOSOPHY

The intrinsic values of art education are fundamental to the development of productive, creative children; therefore, it is vital that sound art instruction be made available to every student in school. The abilities required for making aesthetic decisions, and performing creative artistic acts, depend on the corresponding development of visual perception. Visual perception is the ability to use imagery; to perceive objects in space; to use and comprehend graphic language, and to recognize and appreciate beauty, symbols, excellence and expression.

II. PROGRAM GOALS

1. To know that art contributes to a better understanding of the visual world.
2. To recognize that art adds a richness and variety to life.
3. To acknowledge that visual arts provide for personal expression allowing for the communication of feelings through positive visual representations.
4. To know that art encompasses a unique area of human existence.
5. To have an understanding of visual arts well enough to enrich life, and exhibit technical skills, creativity, and critical aesthetic thinking.
6. To learn arts instruction into their everyday lives, and eventually into the nation and the world.
7. To know that an understanding of exemplary works of art broadens and deepens historical and cultural perspective on how the past and present have had an impact on the future.

III. PROGRAM ACTIVITIES

The art program should provide for a planned, continuous and sequential series of art experiences. These experiences need to be appropriate for developing techniques from the simple to the sophisticated, and covering as many of the art media as deemed appropriate and desirable. Program activities will include experiences in drawing, painting, paper tearing, paper cutting, pottery, macrame, weaving and paper mache.

IV. ORGANIZATIONAL NOMENCLATURE

Teacher-Student Ratio	1:22
Total No. of Teachers	1
Total No. of Paras	0
Grade/Age Levels	K-5
Student Capacity	22
Hours Per Day Used	6

V. PROGRAM FACILITIES LIST

Fish Code	No. of Areas	Description of Area	No. of Staff Per Area	No. of Students Per Area	No. of Students Total	Net Sq. Ft. Per Unit	Net Sq. Ft. Total
011	1	Elementary Art				1110	1110
805		Kiln				60	60
809		Storage, Material				155	155
812		Storage, Project				150	150

IX. SPECIAL CONSIDERATIONS

(1) Heating/Cooling/Ventilation

H/C/V should be in keeping with the rest of the school. The kiln area must be vented to the outside, and a hooded fan vent should be used that has its own switch.

(2) Acoustical

N/A

(3) Floor

The floor covering of the art instruction area should be of highly stain-resistant material with some resiliency for standing comfort. Areas around the sinks should be stain-resistant tile. The patio area should be a hard surface, impervious to stain with a low light reflecting surface. The patio surface area should be broom finished.

(4) Walls

Walls separating areas should be permanent, although storage and kiln areas may be combined into one large area. At least one wall should have a surface suitable for tacking student work.

(5) Ceiling

In keeping with the rest of the school.

(6) Lighting

Flourescent and natural lighting in keeping with the rest of the school

(7) Windows

Wherever possible, consideration should be given to providing exterior windows which allow natural light into the classroom. An exterior window should be placed between the art instruction area and the patio area. Windows should provide non-glare, north-south light.

(8) Doors

Double doors should be provided between the art instruction area and the patio area. The kiln area should have a second exit door.

A minimum of two deep sinks built into 6' counters with lower storage should be provided. The sinks should include clay/plaster/sand traps, and be impervious to stain and easily cleaned. Hot and cold water should be provided. Spigots should swivel and the water outlet spout should be tall enough to permit the cleaning of large objects. The patio area should be provided with a water source with a double hose bib. These sinks shall be in the classroom.

(10) Communications

Communications should be in keeping with the other instructional areas.

(11) Electrical

Electrical duplex outlets should be mounted on the wall at a maximum of every 8 feet. Where counters are specified, outlets should be available above the counter tops at such a height as to be free from liquid splashes. At least two floor duplex outlets should be provided, properly installed with water-proof coverings. A 220 volt outlet should be provided in the kiln area. Provision should be made for a separate switch to control the kiln circuit. A double outlet should be provided in the patio area.

(12) Gas and Air

N/A

(13) Safety

The kiln, including electrical connections and venting, should be located on an exterior wall. At least two doors should be provided to the kiln area. All safety requirements per SREF shall be included, as well as CPTED (Crime Prevention Through Environmental Design) principles.

(14) Fencing

N/A

(15) Service Drives

N/A

(16) Parking

N/A

(17) Built-ins

A. Built-in work counter

There should be at least 40 linear feet of counter work space, with a highly stain-resistant surface; cabinetry underneath with adjustable shelving. Height of the counters should be suitable for elementary students and at least 30 inches wide.

A portion of the counter cabinetry should include drawers in a variety of depths. Pull down front bins, with sides, should be included. Cabinets should be provided with built-in locks. Cabinets should be provided in the area over the counter and should include adjustable shelving.

C. Built-in Instructional Aids

At least 2 white-board/bulletin board combinations should be located on the walls at 24" off the floor. Hooks for AV screens should be provided at the top of each white-board. The remaining three (3) walls should be of tackboard type material for display purposes.

D. Other Built-ins

Consideration should be given to designing the interior of the storage area to house bulk storage of items, such as clay, poster and illustration board, easels, art paper, flat pictures, canvases, etc. Safe storage for items such as hand tools, paint brushes, sculpting tools, etc. should be provided. At least one section of shelving should be of industrial steel for bulk storage. Demountable pegboard tool racks, with hangers should be planned for a portion of the wall space. At the entrance there should be open space for unpacking of supplies and storage of mobile paper racks, easels, chairs, etc. As poster board is large, some vertical shelving area should be constructed with hardware mesh, or material that allows air circulation, as the shelving materials are to be used for a project drying area.

(18) Other Considerations

The art area should be accessible from within the school and be adjacent to an outside patio area. Consideration should be given to orientation of this outside area for northern lighting. The art area should be located on ground level and near restrooms or with restrooms located in the classroom.

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