



# NATHAN DIAMOND

Director of the Arts

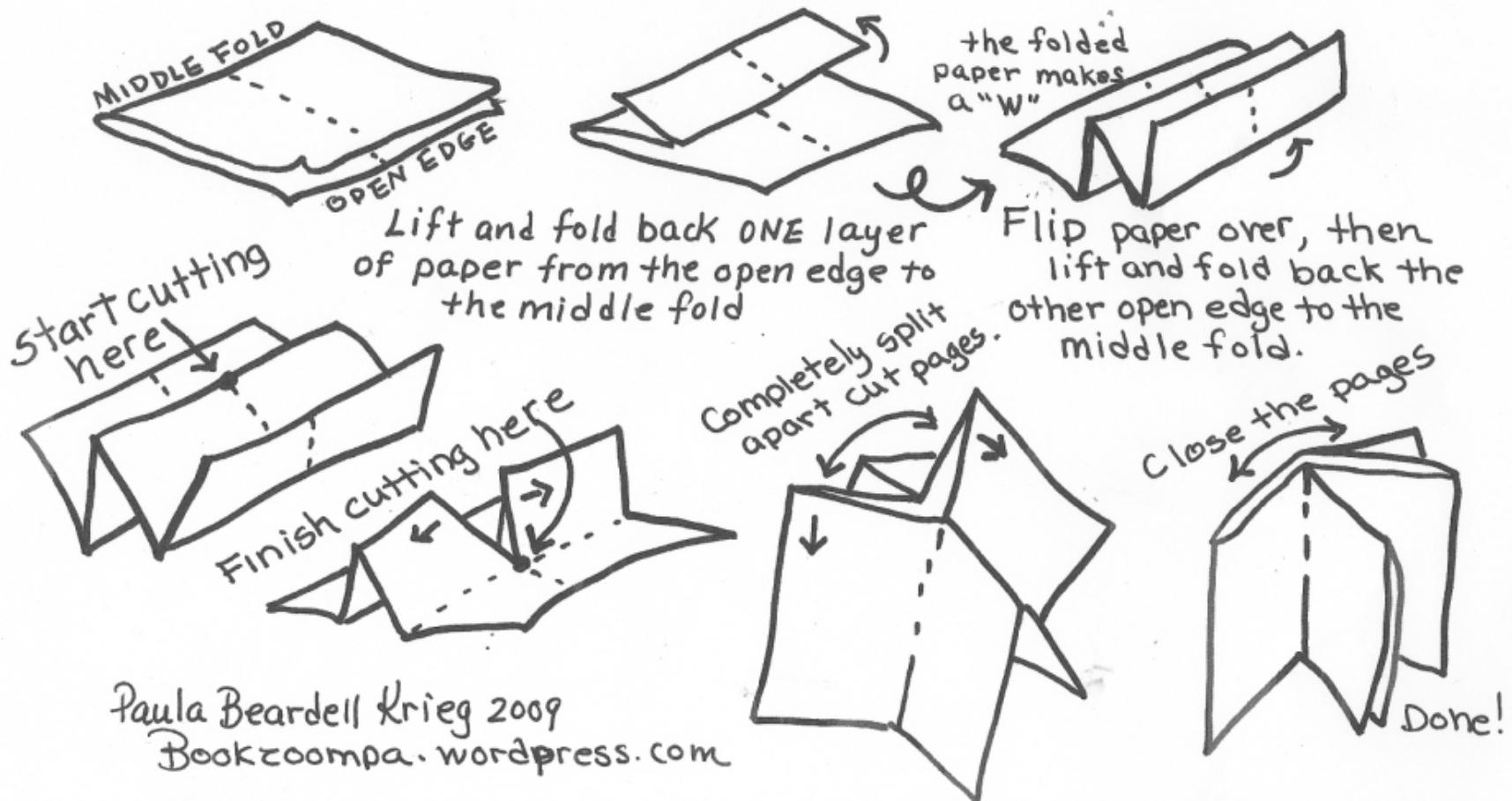
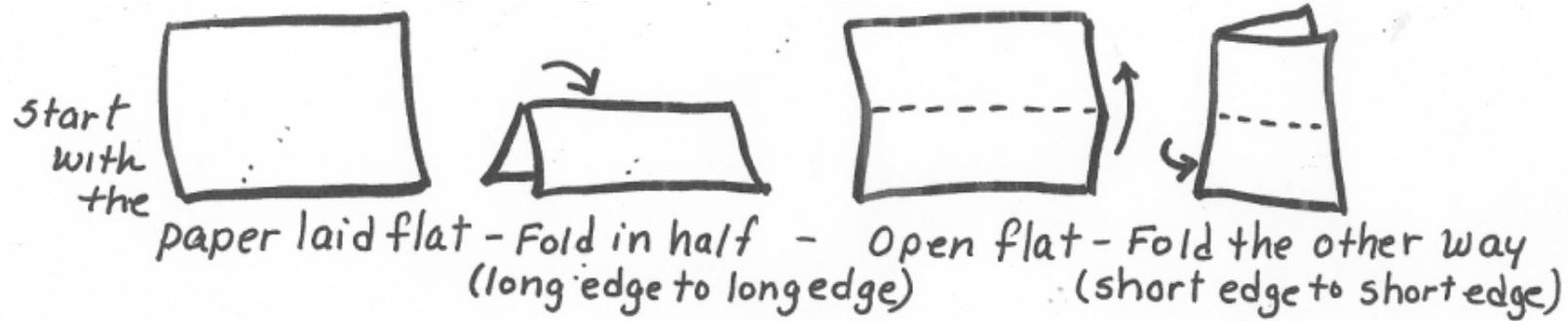
*nathan.diamond@dc.gov*

*<https://dcps.instructure.com/courses/33304>*

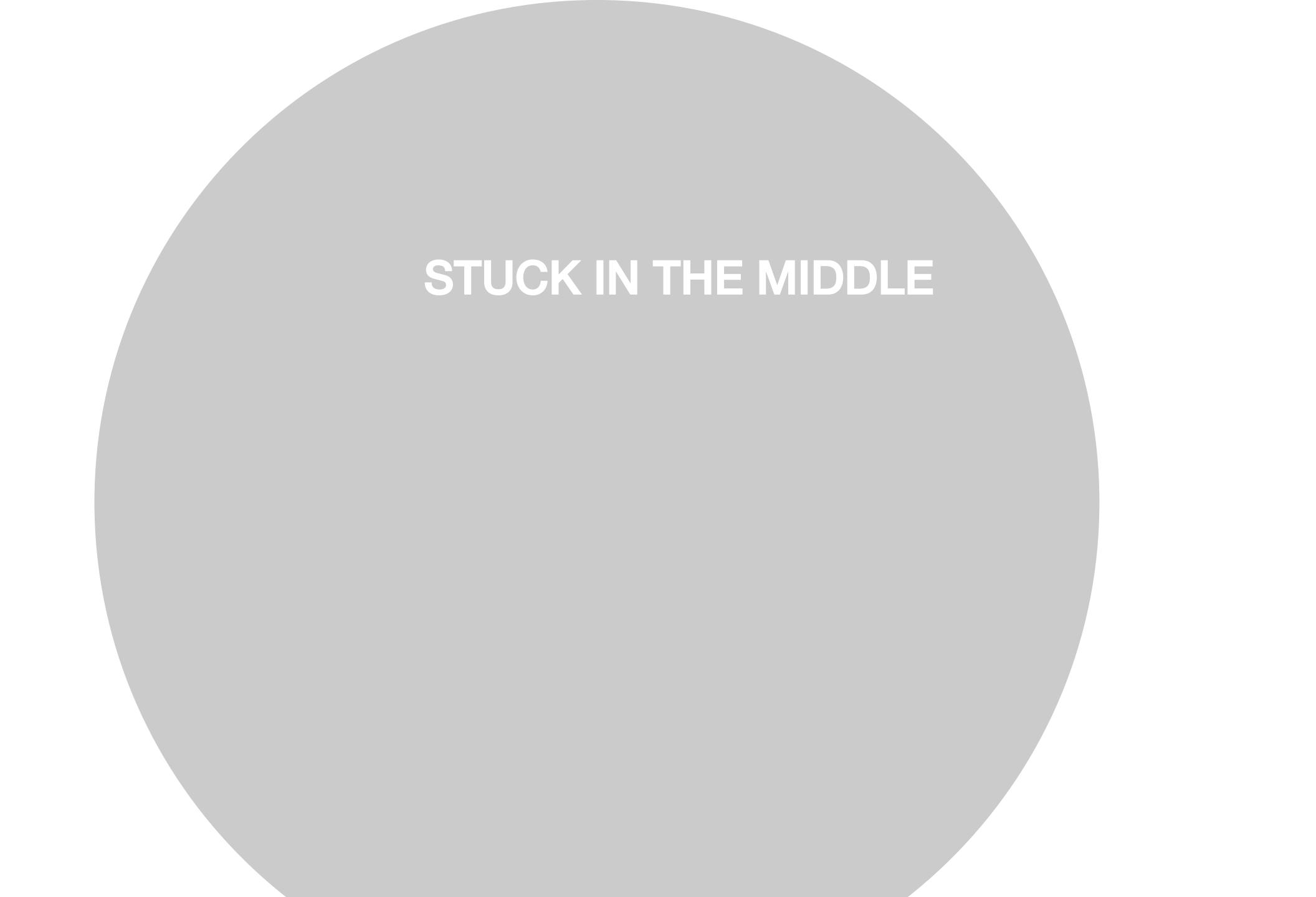
What  
is

# DISTRICT CURRICULUM?

MAKE A BOOK



**FORM & MEANING**

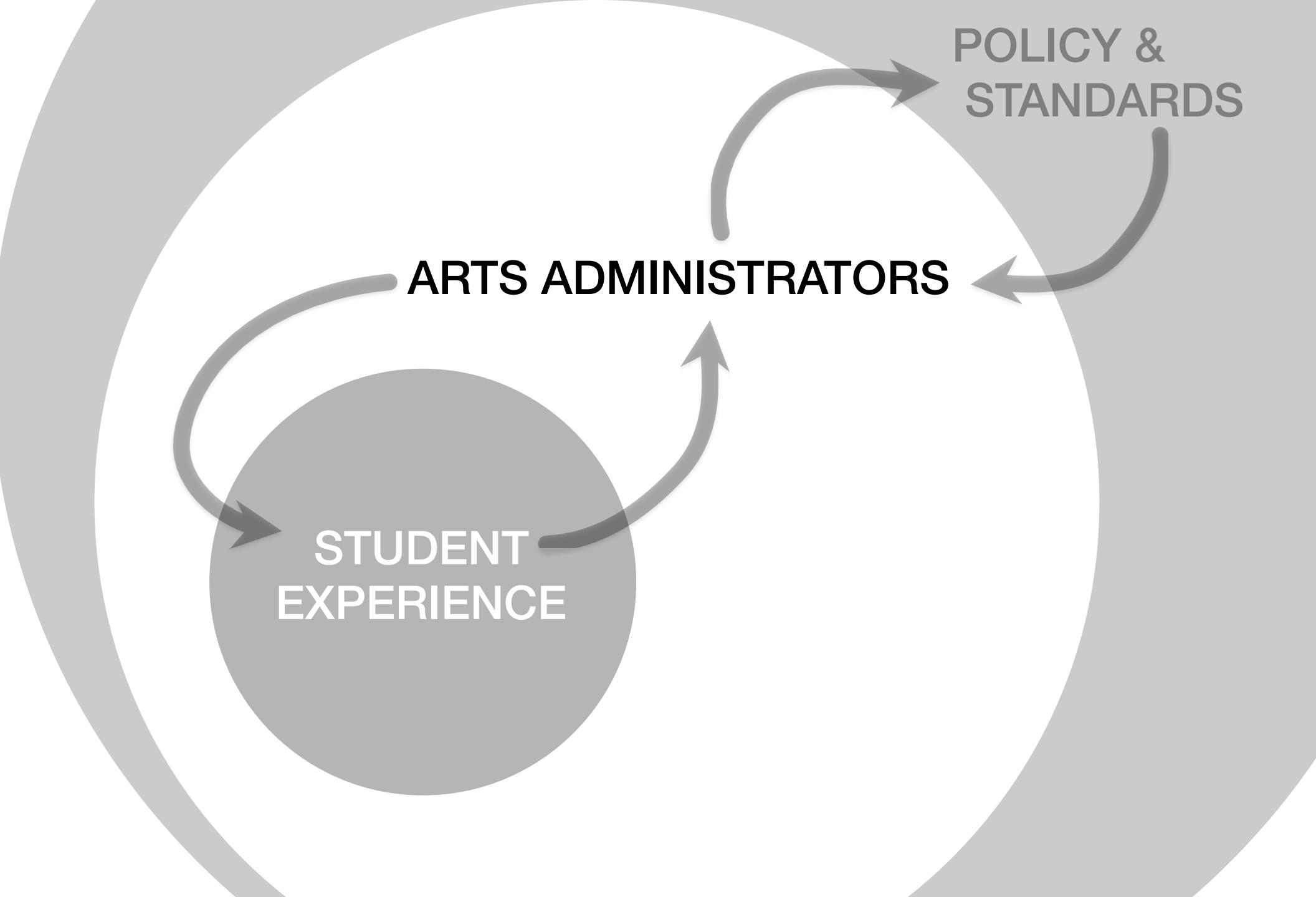


**STUCK IN THE MIDDLE**

# **ARTS ADMINISTRATORS**

POLICY &  
STANDARDS

# ARTS ADMINISTRATORS



POLICY &  
STANDARDS

ARTS ADMINISTRATORS

STUDENT  
EXPERIENCE

Educationally speaking, producing artworks should be seen as a byproduct of a much more important process: learning to face the world with imagination rather than with submission. We should treat art as a way of thinking, of acquiring and ordering knowledge, as a tool for subverting conventions in order to refresh and reshape culture.

Luis Camnitzer

*An Artist, a Leader, and a Dean Were on a Boat...*



How do you  
**STRUCTURALIZE**  
the individual experience?

OLAFUR ELIASSON

How am I building my students *capacity* for learning?

What are the *intersections* between what I am teaching and what my students are learning elsewhere?

How am I preparing my students for a life *beyond K12 education*?



# DC STATE STANDARDS

*Strand 2, Visual Arts*



## **FIRST**

Use overlapping in a collaged still life composition

## **SIXTH**

Use a variety of tints, shades and intensities when drawing

## **HS PROFICIENT**

Illustrate images that demonstrate the use of light and shadow, texture, reflection and transparency.

# NATIONAL CORE ARTS STANDARDS

*Anchor Standard 1, Visual Art*

## FIRST

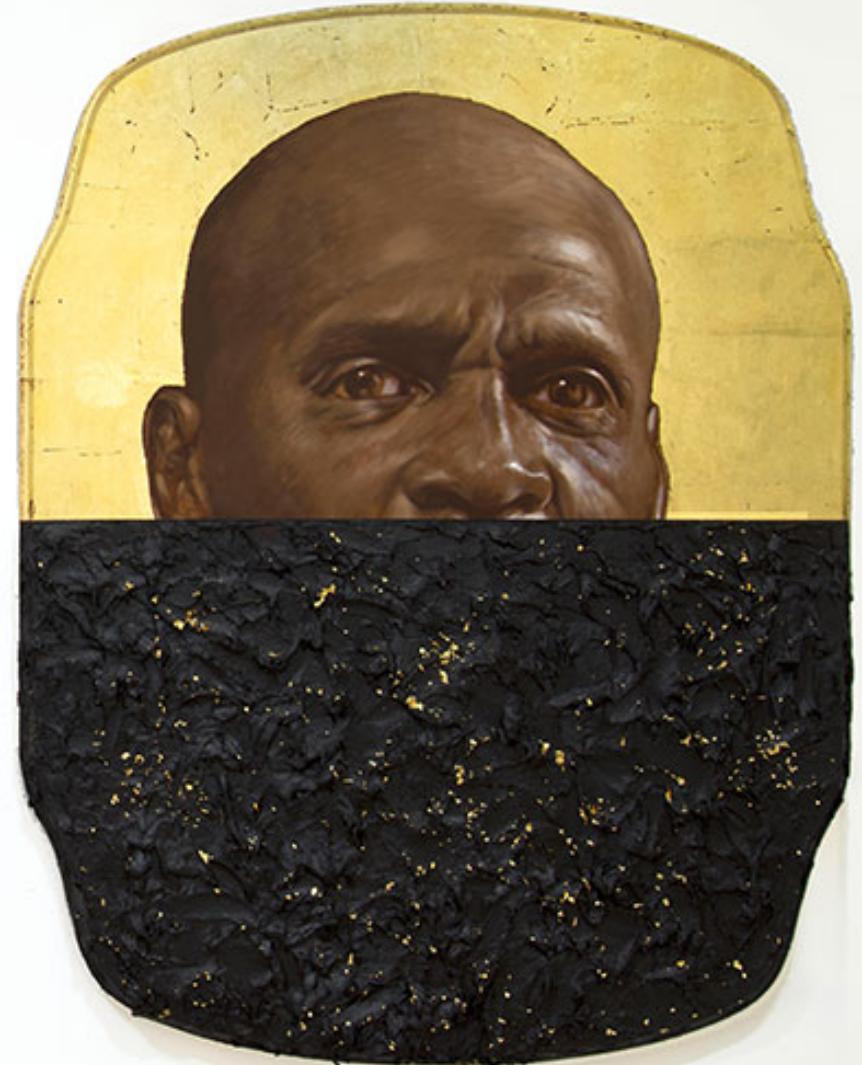
Engage collaboratively in exploration and imaginative play with materials

## SIXTH

Combine concepts collaboratively to generate innovative ideas for creating art

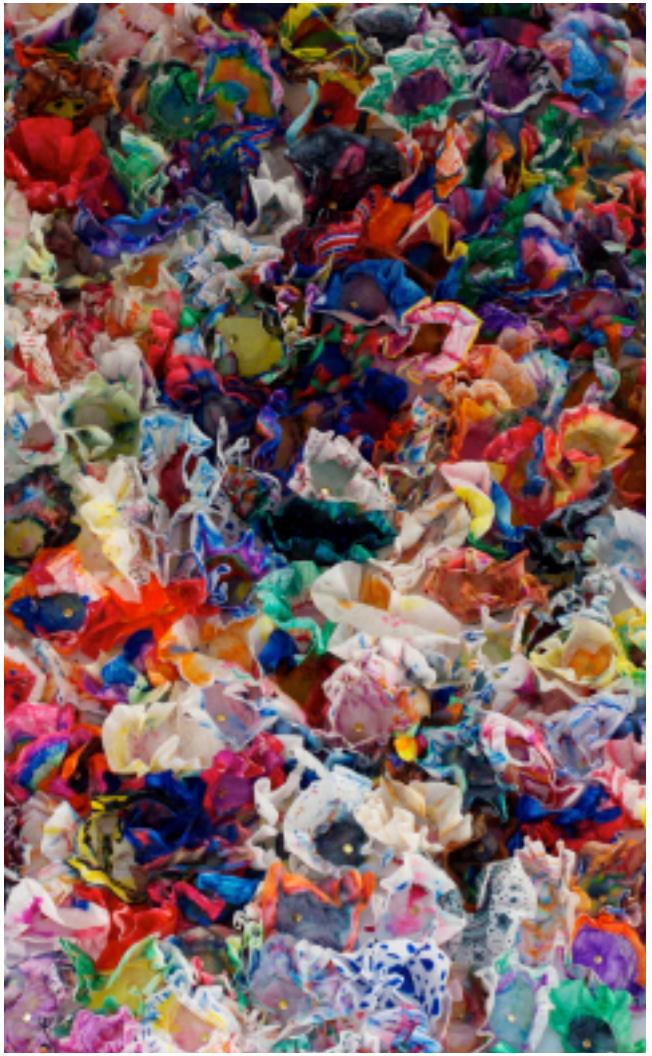
## HS PROFICIENT

Individually or collaboratively formulate new creative problems based on student's existing artwork.



**TITUS KAPHAR**

Combine concepts collaboratively to generate innovative ideas for creating art



Use a variety of tints, shades and intensities when drawing



CHERYL POPE

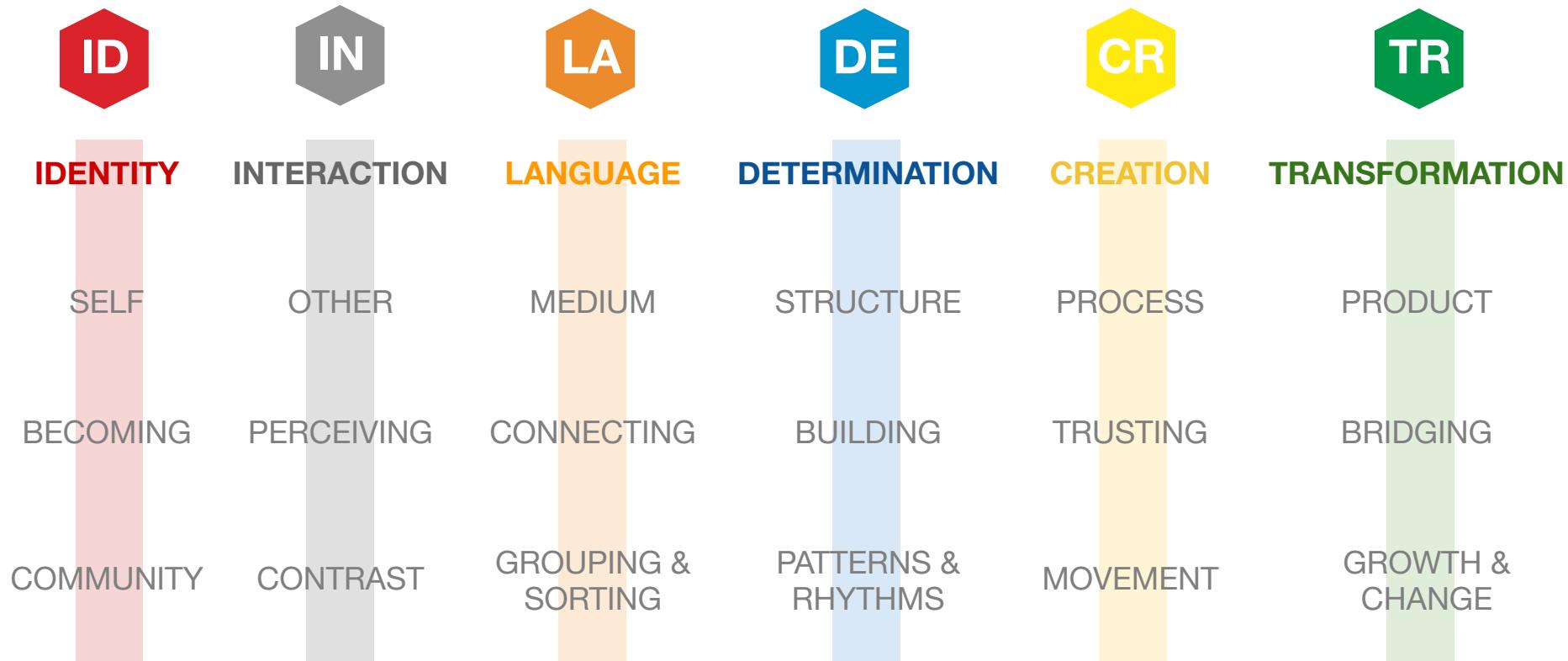
**ARCS**  
of learning

**CYCLES**  
of exploration  
and reflection

communication of  
**EXPECTATIONS**

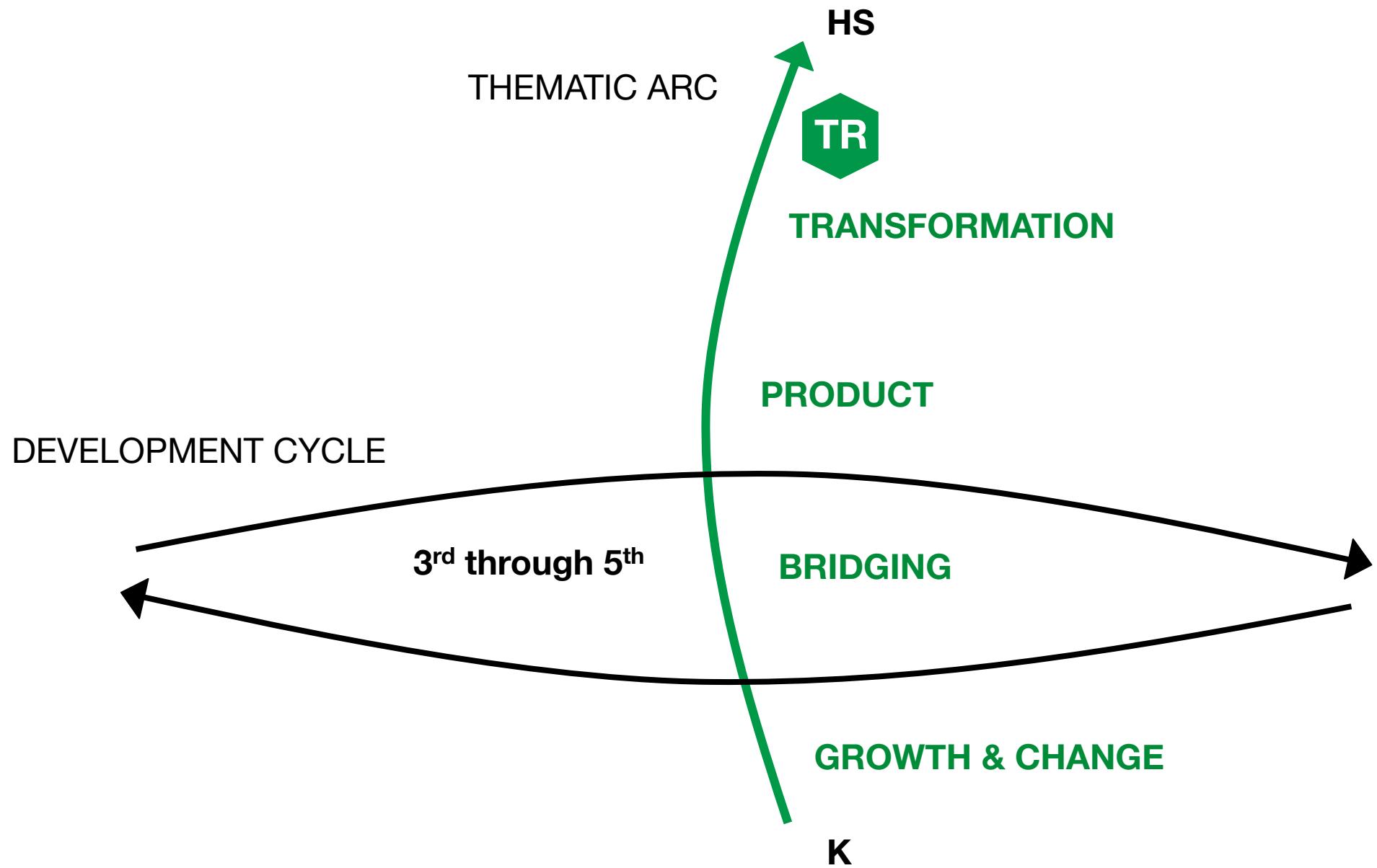
# FRAMEWORK for ARTS LEARNING

*Structure*



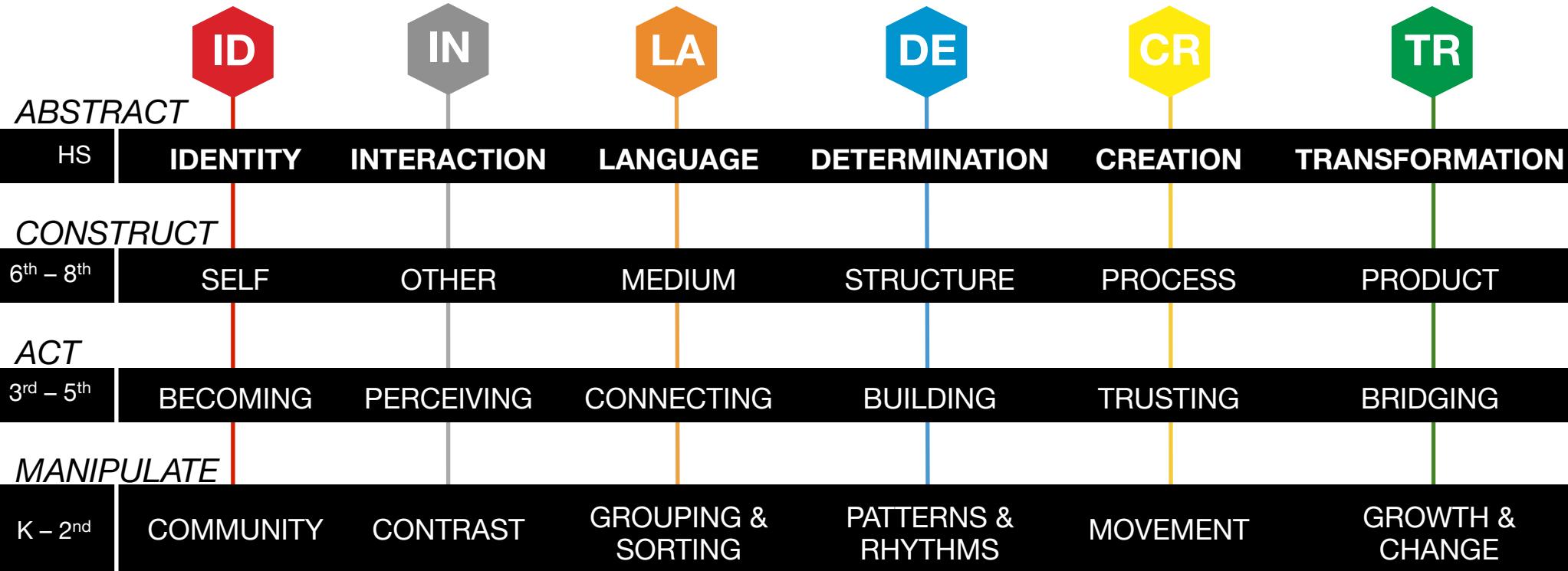
# FRAMEWORK for ARTS LEARNING

*Structure*



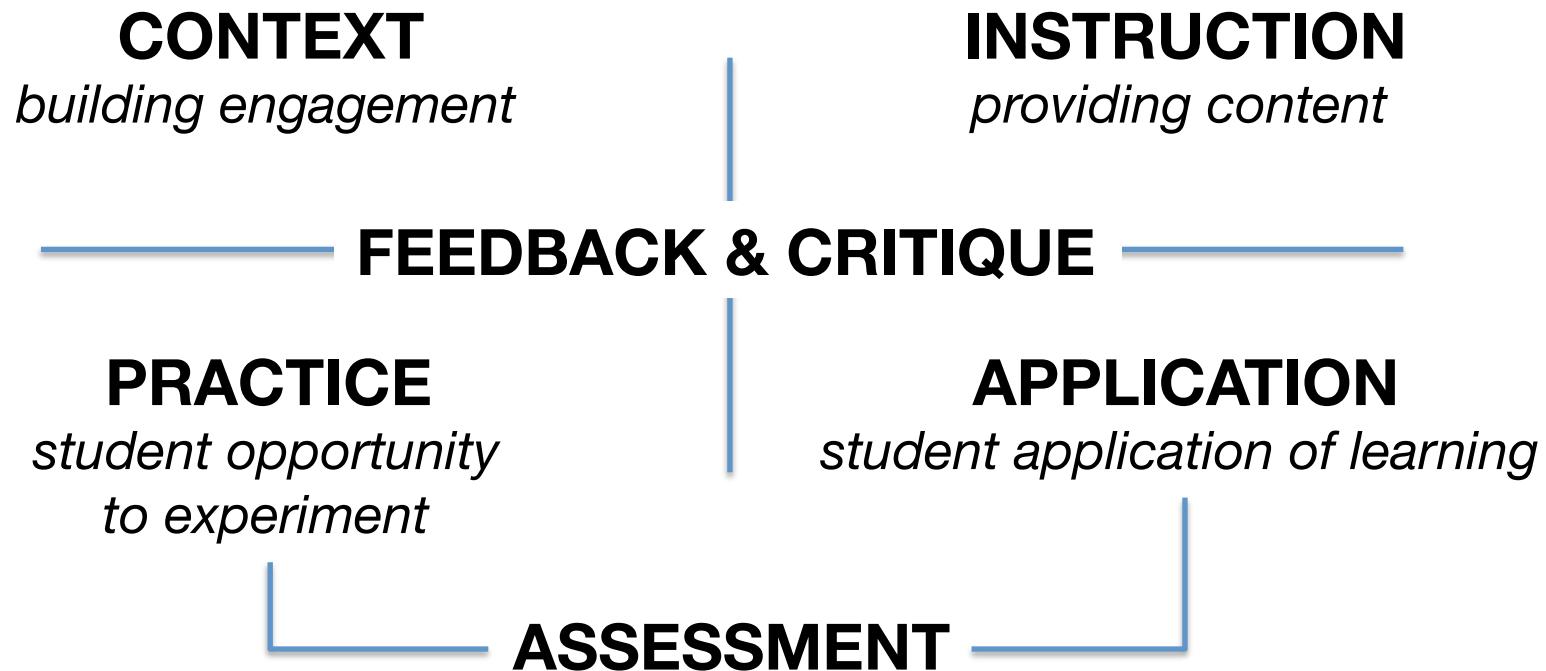
# FRAMEWORK for ARTS LEARNING

*Development Cycles*



# FRAMEWORK for ARTS LEARNING

*Unit Design*



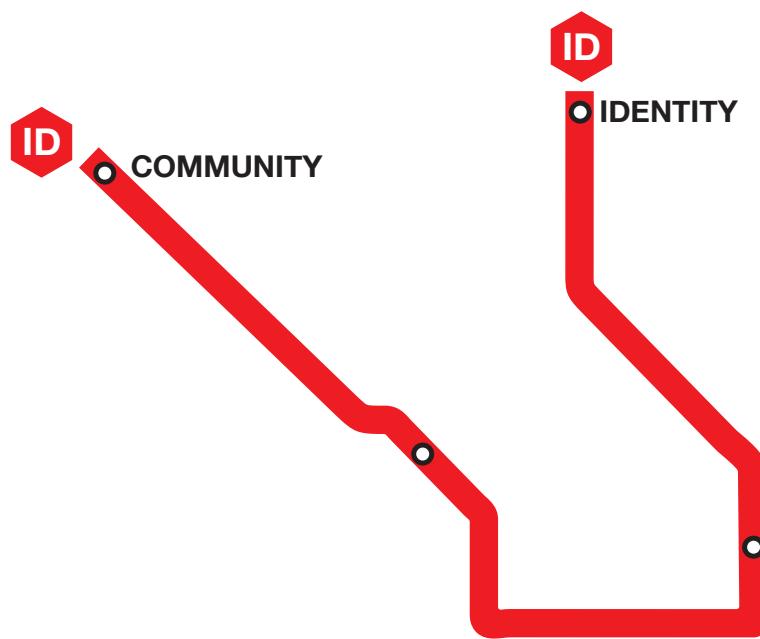


# FRAMEWORK for ARTS LEARNING

*Collaboration*

**WHAT  
CAN  
CURRICULUM  
BE?**

**PLATFORM  
FORUM  
LANGUAGE  
COMPASS  
MAP**













# CURRICULAR FRAMEWORK

INDEPENDENT  
LEARNING

GUIDED  
EXPERIENCES

FORMAL  
INSTRUCTION

# CONNECTING TO THE CURRICULUM

## VISIT

[dcps.instructure.com/courses/33304](https://dcps.instructure.com/courses/33304)

## CONNECT

Examine how your work overlaps  
Determine natural intersections

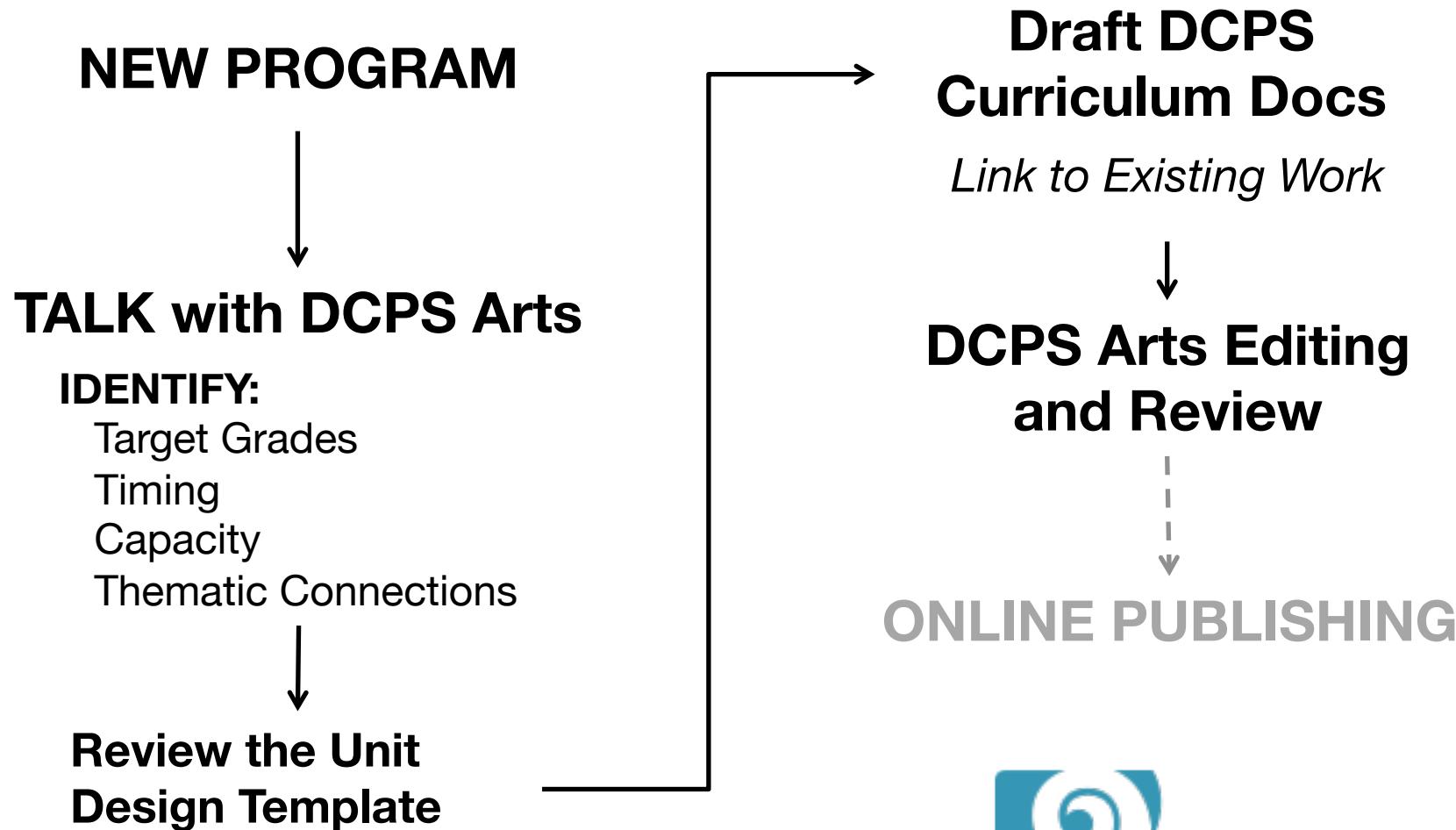
## WRITE

Authoring opportunities – Spring 2017



SARAH SZE

# CONNECTING TO THE CURRICULUM



**DC YOUTH  
ORCHESTRA  
PROGRAM**



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