

School Committee Curriculum Subcommittee

Tuesday, January 19, 2021

4:00 PM-5:30 PM

Remote via Zoom

Curriculum Subcommittee Members Present: Jennifer Monopoli (Chair), Helen Charlupski, Susan Wolf Ditkoff, and Barbara Scotto.

Other School Committee Members Present: Suzanne Federspiel.

Staff Present: Michelle Herman, Meg Maccini, Hal Mason, and Robin Coyne.

**1) Review/Approval of Minutes**

On a motion of Ms. Charlupski and seconded by Ms. Monopoli, the Curriculum Subcommittee voted unanimously (by roll call) to approve the December 15, 2020 meeting minutes.

Potential agenda items mentioned on December 15, 2020 will be scheduled for upcoming meetings. Work on Learning Expectations will continue during the spring. There will be communications to families.

**2) Brookline High School Course (BHS) Catalog Changes 2021-2022**

BHS Assistant Head of School Hal Mason presented BHS Course Catalog Changes for 2021-2022 (Attachment A). Three new courses are being requested. The courses can be offered regardless of the educational model in the fall, and won't require additional staffing/funding.

The courses are as follows:

- 1) Digital Drawing & Painting Foundations Course Syllabus - In this course, students will gain a deep understanding of digital drawing and painting techniques. Students will learn cutting-edge digital art software that provides new opportunities to explore and experiment with a wide array of digital tools that both stimulate and enhance traditional media.
- 2) Digital Drawing and Painting Intensive Course Syllabus - Students continue to deepen their understanding of digital drawing and painting techniques as well as improve their artistic confidence. Greater emphasis is placed on enhancing student voice and exploring diverse perspectives in art.
- 3) Culinary Exploratory Course Syllabus - This course integrates the foundation principles of food and kitchen safety with the study of basic cooking techniques.

Subcommittee members spoke in support of the new courses.

On a motion of Ms. Monopoli and seconded by Ms. Ditkoff, the Curriculum Subcommittee voted unanimously (by roll call) to recommend that the full School Committee vote to approve the three new courses, as shown in Attachment A.

Mr. Mason provided an update on a BHS Health and Wellness course reconfiguration. Portions of the 9<sup>th</sup> grade Wellness curriculum did not work well in a remote environment and had to be deferred. The material will be covered in 10<sup>th</sup> grade Wellness. He will report back to the Subcommittee once there is a more definite plan. Members thanked Mr. Mason for the update, and requested consideration of the overall approach and vision for health and wellness (Health and Wellness courses, but also other strands, e.g., guidance and mental health). Members noted

that this ties into the Essential Curriculum work. One member suggested consideration of a mini program review for health and wellness.

Mr. Mason reported that the OWL smart conference cameras were delivered on January 15, 2021, and will be delivered to the buildings. The test OWL camera has worked well, and can be used with minimal training.

### **3) Gap Filling, Summer/School Break Programs**

Senior Director of Programs and Remote Learning Academy Principal Meg Maccini provided an update on gap filling and summer/school break programs. Ms. Maccini and Director of Operations Matt Gillis hold monthly meetings with approximately 30 representatives of partner organizations to coordinate summer programs: Launch, Project Discovery, STAR Academy (English Language Learners and METCO), Brookline High School Summer School and Calculus Project, Brookline Early Education Program and other Extended School Year Programs, Brookline Adult and Community Education Smart Summers, Steps to Success Summer Connections and Work Connections, Recreation Department Camps and Viking Sports, and Brookline Adult and Community Education Adult Programs). The group will be meeting on January 20, 2021. Last year's Public Schools of Brookline summer programs were fully remote.

The District recognizes the need for additional academic and enrichment opportunities to fill gaps caused by the pandemic. Expansion of program offerings and participation would require additional funding. Members requested a future update that addresses programming opportunities for students in Grades 6-8, and provides additional information on summer plans (the format, which/how many students qualify, opportunities for inter-disciplinary and project-based learning, programs targeted to students most in need, and how the programs will address health/wellness and social/emotional needs and help students reacclimate to school).

Members noted that the District has set learning expectations for the year. How is the District determining where there are gaps and then figuring out what those students need and how to make sure they get it? Ms. Herman discussed work that is being done to review data, and develop interventions, when appropriate. Ms. Maccini will look at what is being done in neighboring communities. Members suggested consideration of an expanded role for Extended Day during the summer (perhaps providing/charging for an afternoon program that would follow the District's morning programs).

On February 23, 2021, Ms. Maccini will provide the Subcommittee with an update on summer programming. (The agenda will also include discussion of interventions.) On March 16, 2021, Ms. Maccini will present the full plan for the summer.

### **4) Update on Essential Curriculum Work**

Senior Director of Curriculum and Instruction Michelle Herman provided an update on Essential Curriculum work. The Department will be posting the next set of learning priorities for the remainder of the school year. The Department will be restarting the work on Portrait of a Graduate, and determining how best to engage all stakeholders in this work.

The meeting adjourned at 5:30 PM.

# Digital Drawing & Painting Foundations

# Course Syllabus

In this course, students will gain a deep understanding of digital drawing and painting techniques. Students will learn cutting-edge digital art software that provides new opportunities to explore and experiment with a wide array of digital tools that both stimulate and enhance traditional media. Students will create their work with art-based applications (apps) that lend themselves to tablets, computers, and smartphones. Students' work will be drawn from observational studies, memory, and imagination. Students will develop their unique voice and practice skills relevant to today's creative industry. No previous software knowledge is required. Students may use their own equipment or borrow from school.

**Elective 9-1**

**Credit: .5**

## Skills

- Gain understanding of the fundamental art elements and design principles to strengthen the visual impact of a work of art
- Explore techniques related to a variety of two and three-dimensional media to gain craftsmanship to communicate ideas with the expressive qualities inherent in each medium
- Understand and be able to apply the drawing and painting software. Adobe Photoshop, Adobe Illustrator, Adobe Fresco, Procreate
- Develop the vocabulary unique to digital drawing and painting
- Enhance their visual problem solving skills
- Develop a consistent habit of image-making and build artistic confidence

## Concepts

- Explore how personal imagery can be influenced by observation, imagination, memory, intuition, research and the excitement generated by the acquisition of new skills.
- Engage and persist in developing flexible thinking and problem solving skills
- Use appropriate art terminology, vocabulary, and criticism to thoughtfully analyze and interpret works of art from the past and present to gain a deeper understanding of how art can be an authentic expression of who we are as a society and as individuals
- Develop an understanding that the creative process, beginning with the conception of an idea, choosing and manipulating materials, and reflecting upon visual images is fluid, a continuum representative of the human experience
- Monitor and reflect upon his/her creative process and progress through the uses of formal and informal assessment activities to identify learning, strengths, challenges, and future artistic endeavors

## Process

- Attend to presentations for instruction, assignments and concepts that will provide information on the drawing and painting tools in the software.
- Create work which addresses the criteria of the assignments in a way that is personal and expressive of individual artistic voice
- Engage in critical thinking, perseverance, purposeful risk taking and focused effort
- Reflect individually and during group critique to solidify understandings, expand possibilities and learn from the learning community of the class.
- Read various course related handouts
- Produce both hand drawn and computer generated sketches/preliminary work
- Accomplish the learning objectives by using both Illustrator and Photoshop

## Student Expectations

Students are responsible for their learning in this class -- they must be active learners and are expected to:

- Attend to audio and visual presentations for instruction, assignments and concepts
- Actively participant in the learning community of the class participating in group critiques, exhibitions and discussions
- Share in process work as requested
- Be responsible to meet deadlines for completed work

## Course Outline

Assignments will cover:

### *Know Your Tools*

- Pre-instruction drawings: students choose their comfort level and create an image
- Composition Experiment
- Abstract design using brushes
- Image made of text - Drawing with text

### *Mark Making*

- Respond to music, mark making, experimenting with program
- Expressing an emotion with line (frightened line, excited line)
- Doodle & Noodle
- Negative Space

- Expressing an emotion with line (frightened line, excited line)

### *Tone & Texture*

- Subway Doodle inspired image: Creature in environment
- Still life: varying tones.
- Texture: Two 5x5 Texture samples

### *Color theory*

- Additive vs. subtractive light
- How a pixel gets its color

### *Portraits*

- Geometric image from photograph

### *Activist art compositions*

# Digital Drawing & Painting Intensive

## Course Syllabus

Students continue to deepen their understanding of digital drawing and painting techniques as well as improve their artistic confidence. Greater emphasis is placed on enhancing student voice and exploring diverse perspectives in art. This course provides continued opportunities to explore digital tools and instruct students to customize the software as an extension of their artistic style. Students are challenged to depict various subjects as they work representationally, conceptually, and abstractly. All students participate in group critiques and have the opportunity to exhibit their work for both the BHS and online community. Students maintain portfolio websites and learn how to produce high quality inkjet prints.

**Elective 9-1**

**Credit: .5**

### Skills

- Gain understanding of the fundamental art elements and design principles to strengthen the visual impact of a work of art
- Explore techniques related to a variety of two and three-dimensional media to gain craftsmanship to communicate ideas with the expressive qualities inherent in each medium
- Understand and be able to apply the drawing and painting software. Adobe Photoshop, Adobe Illustrator, Adobe Fresco, Procreate
- Develop the vocabulary unique to digital drawing and painting
- Enhance their visual problem solving skills
- Develop a consistent habit of image-making and build artistic confidence

### Concepts

- Explore how personal imagery can be influenced by observation, imagination, memory, intuition, research and the excitement generated by the acquisition of new skills.
- Engage and persist in developing flexible thinking and problem solving skills
- Use appropriate art terminology, vocabulary, and criticism to thoughtfully analyze and interpret works of art from the past and present to gain a deeper understanding of how art can be an authentic expression of who we are as a society and as individuals
- Develop an understanding that the creative process, beginning with the conception of an idea, choosing and manipulating materials, and reflecting upon visual images is fluid, a continuum representative of the human experience
- Monitor and reflect upon his/her creative process and progress through the uses of formal and informal assessment activities to identify learning, strengths, challenges, and future artistic endeavors

### Process

- Attend to presentations
- Observe demonstrations that will provide information about the advantages and limitations of the drawing and painting tools in the software.
- Create work which addresses the criteria of the assignments in a way that is personal and expressive of individual artistic voice

- Engage in critical thinking, perseverance, purposeful risk taking and focused effort
- Reflect individually and during group critique to solidify understandings, expand possibilities and learn from the experience of all members of the class

### **Student Expectations**

Students are responsible for their learning in this class -- they must be active learners and are expected to:

- attend to audio and visual presentations
- actively participants in the learning community of the class participating in group critiques, exhibitions and discussions
- share in process work as requested.
- be responsible to meet deadlines for completed work

### **Course Outline**

Assignments will cover:

#### *Know Your Tools*

- Review basic skills from level 1
- Composition
- Elements of Art (Shape, Line, Color, Value, Texture, Form, Space)

#### *Advancing Your Skills*

- Color Theory-RGB vs CMYK
- Pixelation, dpi
- Customizing Tools
- Adjustment Layers
- Layer Style
- Layer Masks
- Blending Modes

#### *In-Depth Drawing Exploration*

- Pencil, Ink, and Charcoal Brushes
- Construction lines, Modeling forms with value
- Drawing objects -hard and soft textures
- Brush Manipulation: Size, Spacing, Texture, Shape Dynamics, Color Dynamics, etc.

#### *(Space) Linear Perspective*

Creating depth on the page

- One, two and three point perspective
- Isometric perspective, Atmospheric perspective

#### *In-Depth Painting Explorations*

- Wet vs. Dry Media Brushes, Mixer Brushes and Smudge Tool

#### *Color Theory*

- Additive vs. subtractive light
- How a pixel gets its color
- Optical mixing, Color picker, libraries, swatches, and eyedropper
- HSL - Hue, Saturation and Brightness

# Culinary Exploratory

# Course Syllabus

This course integrates the foundation principles of food and kitchen safety with the study of basic cooking techniques. Students will study the practical aspects of cooking in a safe and organized kitchen environment. Students will learn the appropriate use of a variety of kitchen tools and equipment, interpret recipes, read and understand nutritional content, design a menu, and practice using a variety of cooking techniques. This course will provide insight into the role of students in our school restaurant, focusing on the development of culinary skills that will be further emphasized in more advanced courses in the culinary pathway. Through hands-on culinary experiences, this course will introduce students to the foundation competencies required to successfully cook in a home or professional kitchen.

Credit: .5

Elective: 9 -12

Student Learning Objectives: Through successful completion of the course, students will:

- Demonstrate understanding of the fundamentals of food safety and sanitation
- Develop a basic working knowledge of nutrition concepts
- Use common kitchen tools and equipment appropriately
- Know how to read, interpret, and modify a recipe
- Demonstrate understanding of a variety of cooking techniques through hands-on cooking experiences
- Build and develop an original menu

Student Learning Experiences: In this course, students will:

- Actively participate in hands-on culinary activities
- Participate in class and group discussions
- Be responsible to meet deadlines for completed work
- Complete class assignments and on-the-spot assessments
- Adhere to all shop safety expectations

Course Outline: In this course, students will study:

- Kitchen Safety
- Food Borne Illness and Food Safety
- Nutrition
- Intro to Kitchen Tools and Equipment
- Understanding and Interpreting a Recipe
- Knife Skills
- Menu Design
- Intro to Baking Techniques (i.e. Chemical Leavening Agents)
- Intro to Cooking Techniques (i.e. Dry, Moist, Combination Cooking Techniques)