

# North Shore Fine & Performing Arts Report on Student Achievement December 2, 2022



***The department where artists collaborate, articulate,  
innovate and CREATE!***

North Shore Central School District  
offers students the following opportunities to engage in  
the Arts



Acting

Dance

Music

Visual Art

HOW DO STUDENTS EMPLOY THINKING  
SKILLS DURING THE CREATIVE PROCESS?

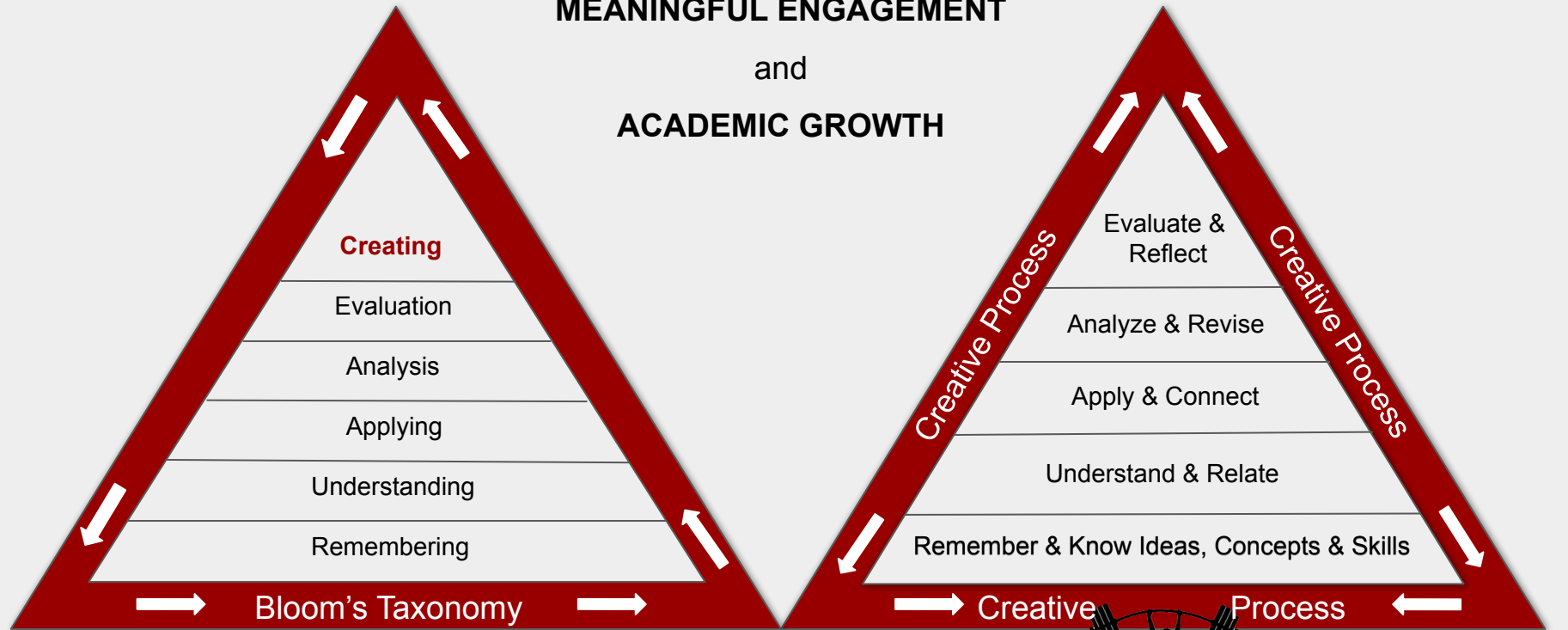
WHAT DOES LEARNING LOOK LIKE IN THE  
ARTS?

HOW DO WE MEASURE SUCCESS IN THE  
ARTS?

# MEANINGFUL ENGAGEMENT

and

# ACADEMIC GROWTH



Lived Experiences & Feelings

Visual & Spatial Awareness

Breath Control

Fine Motor Skills

Mind Body Connection



# Working with Purpose

## Department Focus: SVO, Innovation

*Developing the characteristics of an innovative thinker through meaningful learning experiences in the arts*

*Click Cursor to View 9 Characteristics*

Critical  
thinker

Creative  
problem  
solver

Divergent  
thinker

Values  
multiple  
perspectives

Risk  
Taker

Collaborative  
learner

Growth  
Mindset

Thoughtful  
communicator

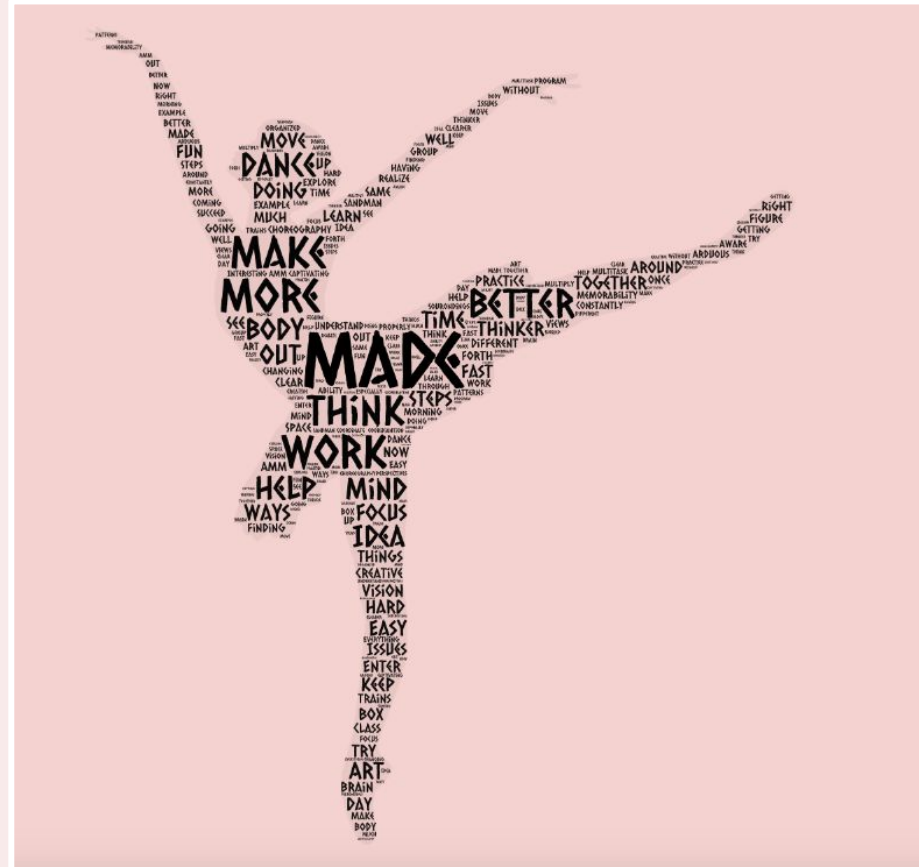
Reflective  
practitioner

# What Does Engagement in Learning in the Arts at North Shore Look Like?

*Click on Links in the Columns Below*

Fostering Innovative Thinking	Cultivating Communication	Personalized & Authentic Learning Experiences	Wellness and A Sense of belonging
<p>Cultivating Innovative Thinking: An Elementary Music teachers Framework for Teaching Innovative Thinking</p> <p>Fostering Innovation Through the Creative Process: Elementary Music</p> <p>Fostering Innovation through Creativity: Elementary Student Creates His own Music</p> <p>Student's Notations for Music He Wrote</p> <p>Fostering Innovative Thinking Through Collaboration: Elementary Music</p> <p>Cultivating Innovation by Modeling Risks Taking: Elementary Music</p> <p>Innovative Teaching Method: Elementary Students work on Developing their Articulation</p> <p>Fostering Shared Valued Outcomes: MS Visual Art</p> <p>Cultivating Innovation Through the Creative Process: Middle School Music</p> <p>Fostering Innovation Through Creative Problem Solving: HS Visual Art</p> <p>Fostering Innovative Thinking Through Critical Thinking and Creation Process</p> <p>Fostering Innovative Thinking: HS Theatre</p> <p>Fostering Innovative Thinking Through Reflective Practices: HS Music</p> <p>Fostering Innovative Thinking Through the Ideation Process and Beyond: HS Visual Art</p>	<p>Fostering Communication Through Reflective Practices: Elementary Visual Art</p> <p>Fostering Communication Through Reflective Practices: Elementary Music Reflective Practices</p> <p>Developing Communication Skills through the Creative Process: MS General Music</p> <p>Fostering Reflective Practices: MS Dance</p> <p>Fostering Communication Through Communicating Ideas Visually and In Writing: HS Visual Art</p>	<p>Authentic Learning Experiences: Elementary Art</p> <p>Fostering a Strong Sense of Self Through Personalized Learning: HS Art</p> <p>Fostering Communication Through Personalized Learning Experiences</p> <p>Fostering Leadership through Authentic Learning Experiences: HS Theatre</p> <p>Deepening Understanding and Making Connections Through Authentic Learning Experiences: HS Theatre</p> <p>Fostering Creativity and Imagination Through Movement: HS Dance</p> <p>Fostering Leadership Through Personalized Learning: HS Band Students</p>	<p>Cultivating a Sense of Belonging: MS Chorus</p> <p>Fostering a Sense of Belonging Through Community: HS Theatre</p> <p>Fostering a Sense of Community: High School Performing Arts</p> <p>Cultivating Community Through Teacher Leadership: K-12 Performing Arts Teachers</p>

How has participating in Dance made you a better thinker?

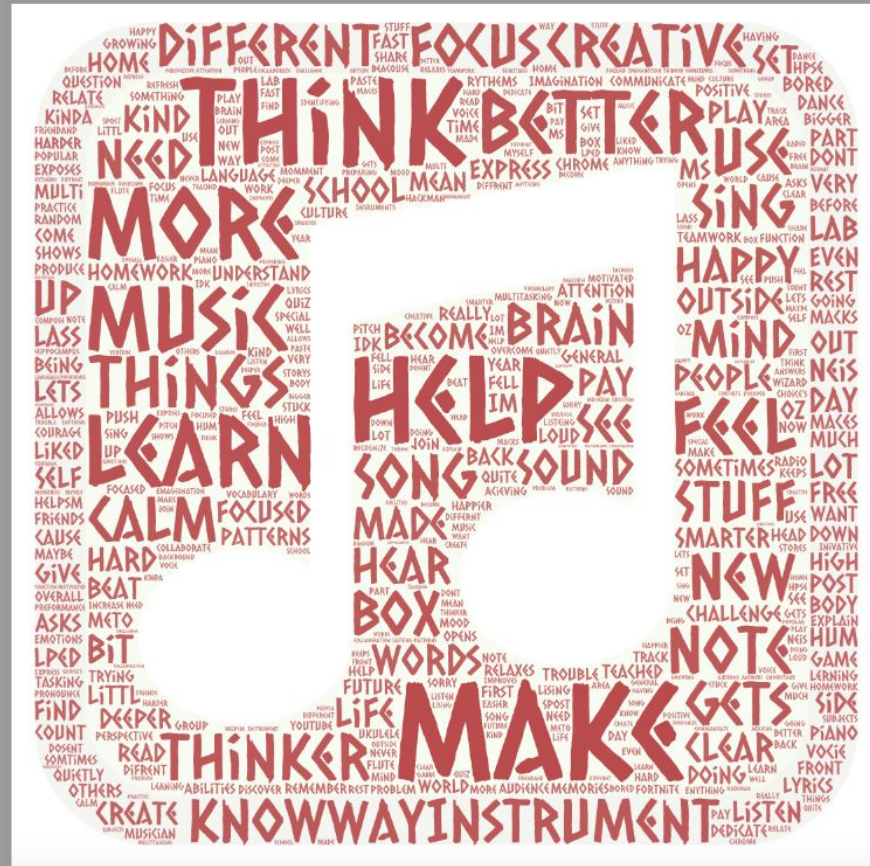


# How has participating in theatre made you a better thinker?

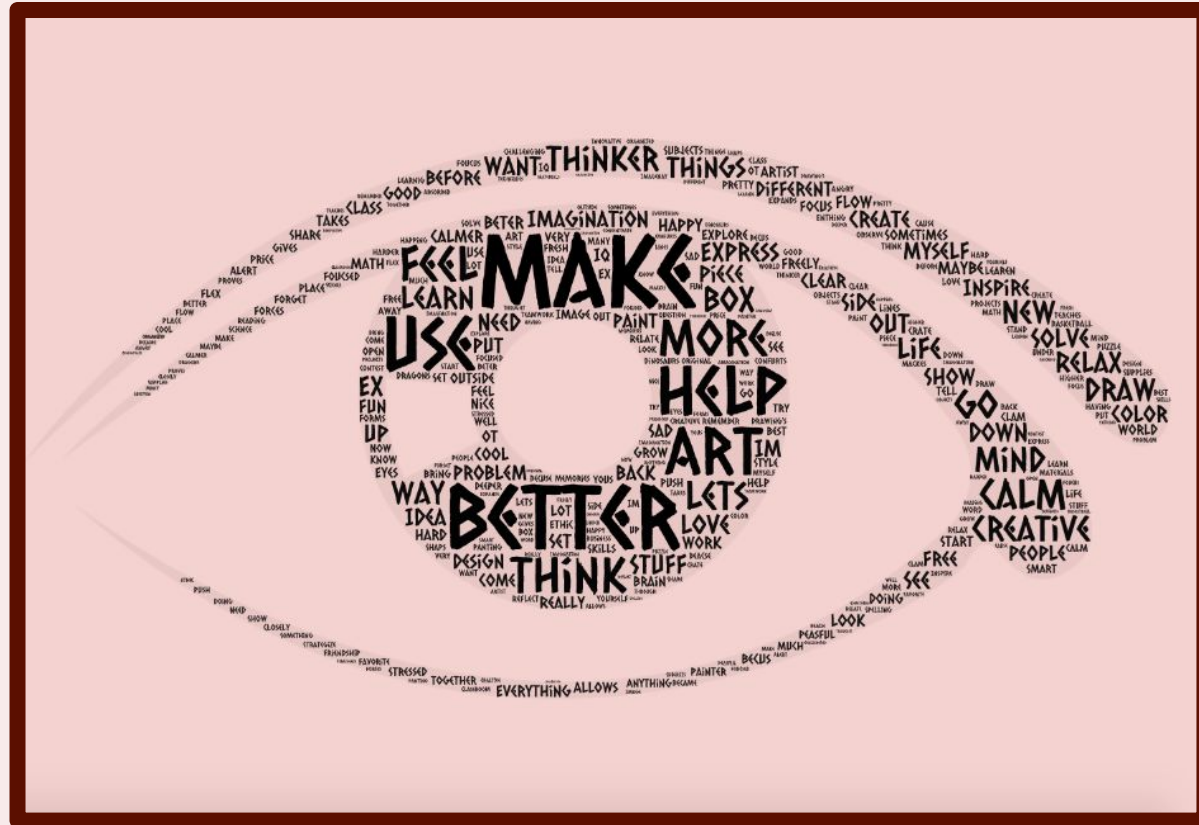




## How has participating in music made you a better thinker?



# How does creating art make you a better thinker?



Glen Head Curricular Student Totals					
Group	4th Gr. Chorus	5th Gr. Chorus	4th & 5th Grade Orch	4th & 5th Grade Band	Total Students
SY 21-22	77	71	48	45	241
SY 22-23	58	75	52	50	235

Glen Head Co-Curricular Students		
Club	Headliners	Total Students
SY 21 - 22	41	41
SY 22 - 23	42	42

Glen Head Extra-Curricular Students		
Club	Art Club	Total Students
SY 21 - 22	50	50
SY 22 - 23	54	54

Glenwood Landing Curricular Student Totals					
Group	4th Gr. Chorus	5th Gr. Chorus	4th & 5th Grade Orch	4th & 5th Grade Band	Total Students
SY 21-22	66	87	49	57	259
SY 22-23	83	66	62	64	275

Glenwood Landing Co-Curricular Students		
Club	Chamber Chorus	Total Students
SY 21 - 22	38	38
SY 22 - 23	51	51

Glenwood Landing Extra-Curricular Students		
Club	Art Club	Total Students
SY 21 - 22	30	30
SY 22 - 23	25	25

Sea Cliff Curricular Student Totals					
Group	4th Gr. Chorus	5th Gr. Chorus	4th & 5th Grade Orch	4th & 5th Grade Band	Total Students
SY 21-22	74	57	45	55	231
SY 22-23	49	76	52	56	233

Sea Cliff Co-Curricular Students		
Club	Sea Cliff Singers	Total Students
SY 21 - 22	59	59
SY 22 - 23	73	73

Sea Cliff Extra-Curricular Students		
Club	Art Club	Total Students
SY 21 - 22	-	-
SY 22 - 23	38	38

### Middle School Performing Arts Curricular Student Enrollment

Group	6th Grade Chorus	7th Grade Chorus	8th Grade Chorus	6th Grade Orch	7th Grade Orch.	8th Grade Orch.	6th Grade Band	7th Grade Band	8th Grade Band	Gen.M usic	Dance Expl.	Total Students
SY 21-22	51	34	26	43	34	36	48	28	28	219	13	560
SY 22-23	35	48	34	46	38	36	59	57	24	213	17	607

### Middle School Visual Arts Curricular and Elective Student Enrollment

Group	6th Grade Art	7th Grade Art	Studio Art	Ceramics	Drawing & Painting	Digital Photography	Sculpture	Total Students
SY 21-22	194	185	27	16	6	9	20	457
SY 22-23	186	213	40	9	5	5	3	461

Middle School Co-Curricular Student Enrollment					
Club	Chorus Select Ens.	Chamber	Jazz Band	Marching Band	Total Students
SY 21-22	22	25	22	56	125
SY 22-23	18	27	24	68	137

Middle School Extra-Curricular Student Enrollment									
Club	Masquers	Popular Dance	Art Club	6th Gr. Morning Chorus	7/8th Gr. Morning Chorus	Jam Club	World Drumming	Ukulele	Total Students
SY 21-22	42	10	25	-	8	3	3	15	106
SY 22-23	60	23	33	7	7	-	-	8	138

## High School Performing Arts Curricular Enrollment

Group	Concert Choral	9th Gr Orch.	Orch. 10-12	Band 9-12	Pep Band	Electronic Music & Production	IB Music I & II	Cond. for Dance	Studio in Dance	Adv. Dance	Select Dance	Acting II	Acting III	IB Theatre I & II	Total Students
SY 21-22	48	22	55	55	53	11	9	3	8	3	-	-	-	1	268
SY 22-23	60	17	50	50	48	21	10	12	16	8	9	9	8	-	308

## High School Visual Arts Curricular Enrollment

Group	Studio Art	Sculpture/Adv. Sculpture	Drawing & Painting	Adv. Drawing & Painting	AP Drawing & Painting	Photo.	Adv. Photo	AP 2D Design	IPA	IB Visual Art I & II	Total Students
SY 21-22	103	14	9	12	3	13	7	7	11	9	188
SY 22-23	77	10	31	3	8	17	6	6	12	10	180



High School Co-Curricular Enrollment						
Club	Madrigals	Chamber	Pep Band	Drum Line	Jazz Band	Total Students
SY 21 - 22	28	34	53	6	20	141
SY 22 - 23	25	27	48	8	21	129

High School Extra-Curricular Enrollment					
Club	Viking Masquers	Portfolio Club	Men Aloud	Elektra	Total Students
SY 21 - 22	50	10	13	14	87
SY 22 - 23	71	4	15	16	106

High School Honor Society				
Club	Tri-M	NHSDA	NAHS	Total Students
SY 21 - 22	56	-	17	73
SY 22 - 23	70	29	28	127

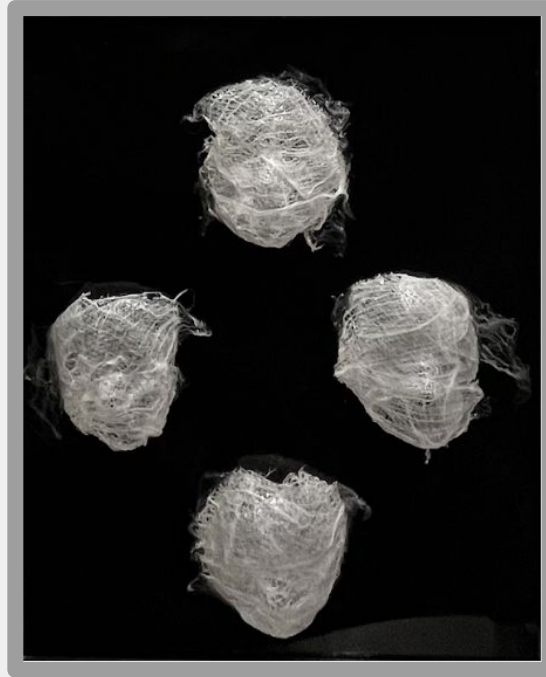
## Student Survey Response

In what ways does performing and creating music make you a better thinker? \*

Sometimes people will distinguish music and subjects like Math and Science as being on two opposite sides of the spectrum of classes one takes in school (e.g., the artistic/creative and the intellectual subjects). I find this notion to be significantly flawed. Music is anything but independent from Math, Science, or any other subject taught in this school. Rather, music is a culmination of these subjects in a highly profound, intellectually-stimulating way overlooked by many. Developing an understanding of rhythm, especially polyrhythms, can be framed as a much of an exercise in Math than anything I've done thus far in Calculus. Understanding the origins and cultures behind a piece of music brings up critical discussions pertaining to the same global issues we discuss in IB English. The behavior of sound and acoustics is inherently physics-based, with direct applications to Calculus as well. These connections are endless, but my point is that performing and creating music has given me the incredible opportunity of tying these subjects together through one magnificent lens.

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***Thinking should be prized not only because it leads to attractive destinations, but because the journey itself is satisfying*** ~Elliot W. Eisner



Hannah Ikawa, Class of 22

# Thank you!



## #CantStopNSArts!