

The background of the entire page is a light blue technical drawing or blueprint. It features various mechanical sketches, including gears, circles, lines, and hatched areas. Some parts of the drawing are more prominent than others, creating a complex, layered visual effect. The text is centered on a dark blue rectangular background that overlays the technical drawing.

# FINE AND PERFORMING ARTS PLAN

DETROIT PUBLIC SCHOOLS COMMUNITY  
DISTRICT

2018-19

Board Leadership



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## Executive Summary

With a long history of producing success stories in music, theatre, dance, visual and applied arts, the Department of Fine and Performing Arts exists as a symbol of hope and attainment for the children of Detroit as it attempts to continue to provide equitable opportunities for all learners to gain the knowledge, skills and confidence to become lifelong creators in the Arts. The district's K-12 Arts program has unlocked student potential through dance, visual art, theater and music. By utilizing the wealth of resources and quality instructors in our great city, students have been connected to meaningful, student-centered college and career opportunities from a young age thereby enriching the whole child and giving an array of experiences for creative thought.

The Office of Fine and Performing Arts (OFPA) serves to meet the growing and evolving needs of our K-12 students to help them achieve personal, collegiate and career successes. Our sequential K-8 curriculum creates a rigorous platform for students to experience excellence in Arts instruction before their subsequent high school years. Course offerings in beginning, intermediate and advanced level courses in our high schools further prepare students for the creative challenges ahead of them after graduation.

For students who choose a rigorous, college preparatory Arts curriculum, we offer the Detroit School of Arts - a nationally renowned Arts and Academic high school that offers a strong college preparatory Academic and Arts Curriculum, with pre-professional study in Vocal Music, Instrumental Music, Music Technology, Dance, Theater, Speech, Radio/Television production, Visual Arts and Visual Communications.

During a period from 1999 to 2016, the Detroit Public Schools experienced issues that negatively impacted the overall well-being of the District and its programs. A series of government appointed emergency managers, a declining school population, school closings, and large financial cuts were among the reasons for the demise of diverse arts programs.

With a renewed focus on the Arts, at the beginning of the 2018-2019 school year, the District expanded Arts offerings into all seventy-two K-8 schools as part of the commitment to educating the whole child. This expansion brings access to a quality arts education through our over 160 visual art, music, theater and dance instructors. This immense and immediately needed growth ushered in a new wave of teachers with unique pedagogies and styles to our Arts classrooms. The Department of Fine and Performing Arts is supporting and leading the development through revitalizing and strengthening the development of our staff and programs while solidifying the connection to our communities. To that end, the District is currently seeking to re-build the arts curricula and programs in all schools. Essential to this work is the creation and fortification of arts:

- **CLASSES and PROGRAMS:** Continue to develop new classes/programs while strengthening and sustaining existing classes/programs.
- **PROFESSIONAL DEVELOPMENT:** Provide current creative standards-based learning opportunities for teachers and coaches.
- **MARKETING & AWARENESS:** Expand the District's art brand by raising local, state, and national profiles of the arts department.

## Classes and Programs

Detroit Public Schools Community District's commitment to giving every child an Arts education was implemented this past summer with Phase 1 by opening an Art or Music program in all seventy-two K-8

schools. This gave schools and their communities the ability to identify the Arts disciplines and candidates that best fit their school and program desires and/or needs. The great influx of teachers new to the District gave the Department of Fine and Performing Arts the opportunity to mold this new cohort, maintain and reinvigorate the quality in existing programs, and provide meaningful and engaging opportunities for students districtwide (See Appendix).

As schools brought onboard new programs while others continued existing programs, the need for supporting teachers and students emerged. Curricula for K-8 Music and K-8 Art was created using the talents of existing staff. Our curriculum writing team has reconvened to modify and amend lessons based on feedback from teachers. Supplies for both music and art classrooms were distributed to support implementation in each classroom. All 50 K-8 visual art programs received supplies for the beginning of quality programs. Our 42 K-8 music programs have been outfitted with band instruments, boomwhackers, chimes, recorders, and methods books. These supplies were efficiently deployed to each program. Now, maintenance, leveling of needs, training of staff around utilizing resources and providing supplemental resources for programs is a continuous need. Gaps still exist in our programs around supplies, expert training and authentic Arts experiences for students. Focusing on development of the K-8 environment, development of the pre-existing K-12 environments, creating additional cultural experiences for students, and revitalization of existing performance and showcase opportunities will meet the needs of our growing district.

## DEVELOP NEW CLASSES/PROGRAMS IN K-8 SCHOOLS

### **Maintain and Utilize Resources**

The Office of Fine and Performing Arts will maintain its momentum in the creation and development of new classes and programs. In collaboration with the Office of Partnerships and Innovation, it will cultivate partnerships with artists and arts organizations emphasizing their alignment with the vision and mission of District. By doing so, the OFPA will make use of one of its most readily available resources thereby offering quality arts instruction and training to its students at little to no cost.

### **Tier 1 Arts-Intensive (Feeder) Schools**

Three feeder middle schools, Duke Ellington, JR King, and Spain, have been identified as preparatory locations for students intending to attend DSA High School. These Tier 1 Arts feeder schools will include arts-intensive programs which will equip students with the tools necessary for entry into the District's premiere arts magnet high school. In conjunction with the Office of Partnerships and Innovation as well as community arts partners, the Office of Fine and Performing Arts will actively engage in the shaping and staffing of these programs.

## STRENGTHEN AND SUSTAINING EXISTING ARTS PROGRAMS/CLASSES

### **Recruitment**

Through a robust recruiting campaign, the Office of Fine and Performing Arts was able to attract, staff and retain quality Arts instructors for our K-8 expansion. Through the new Pathways program, we are able to identify quality performing and fine artists who have the professional experience of working in their craft and the passion to educate. These teachers also benefit from the ongoing professional development that all Arts teachers receive in our district.

### **Provide Resources**

Our teachers are supported and strengthened by the district's commitment to provide tangible resources to staff. Each visual art, music, and dance teacher who has students prepared to perform for state and national competitions has had their professional memberships, a requirement for students to participate in these competitions, provided by the district. New and existing visual arts teachers have supplies projected to be sent directly to their schools to continually maintain their art studios. Lastly, all arts teachers are teaching in a dedicated Arts space. With a commitment to maintaining the Arts as an integral part of the whole child, providing students with a space and place to create is essential and supported by the district team.

### **High School Arts Expansion**

To ensure that every student in our district has access to a rigorous course progression that aligns with their college, career and life goals while being culturally relevant, the OFPA will support the development of performing ensembles at every high school. In doing so, the OFPA will advance the district's commitment to educate the whole child by ensuring that all students have access to robust programming in non-core subject areas (Appendix b).

The initial phase of the expansion will focus on the building of a band or choir at each high school. Where possible, additional programs will be created. Ultimately, the goal is to offer all arts at each of our district schools, K-12. Currently, there are two comprehensive high schools CMA and Southeastern that do not offer any arts programming, due to other program offerings and limited space in student schedules.

### **Detroit School of Arts**

Utilizing suggestions from information gathered during an independent study of arts, the Office of Fine and Performing Arts will work with DSA administration and local arts organizations to create DSA as the educational arts hub in Detroit. To that end, the OFPA will employ efforts to:

- Recruit and equip qualified staff
- Work with colleges and universities to create beneficial programs regarding dual enrollment, arts internships, student teaching, and practical experiences in the arts
- Assist with student recruitment

- Supply DSA with the Staff Needed to Realize this Vision

The best practice for Schools of the Arts is for each artistic discipline to have four certified teachers. While this is the long-term programmatic goal, beginning the 2019-2020 school year, each arts discipline will have two certified teachers. To support additional arts programming DSA will house a full-time Auditorium Manager, Digital Media Manager, a technical manager for theatre spaces and a technical manager for media production spaces.

- Flexible School Day Schedule

Lengthening the school day to 4:40p.m. will allow more time for intensive arts experiences that are not in conflict with core academics. Teachers will be afforded the opportunity to extend the day to 5:30p.m. in preparation for upcoming productions, concerts, and competitions. Arts

teachers' schedules will be staggered to allow their school day to run later in the afternoon. The inclusion of a daily 75 minute 9th hour will add an additional 6 hours and 15 minutes of specialized instruction in a student's concentration of study each week. This will have a major impact on the quality and comprehensiveness of the artistic training. In addition, it will create more time during the school day for cross-disciplinary electives making for a more well-rounded experience.

- Expand the Curriculum

The current arts curriculum at DSA includes: 2 dance teachers, 2 vocal music teachers, 2 instrumental music teachers, an ELA teacher who teaches 1 theater class, and a biology teacher who teaches 1 theater class. The most comprehensive model of an expanded curriculum would include seven majors, divided into two sub-groups: Performing Arts and Visual, Digital & Literary Arts.

Performing Arts

Dance

Theater

Vocal Music

Instrumental Music

Visual, Production, and Literary Arts

Visual Arts

Video-Film Production

Literary Arts

The creation of semester-long cross-disciplinary electives will allow students to explore and develop their talents in multiple arts disciplines. For example, as part of the re-designed Theater Major, students will be required to take at least one semester each of dance, vocal music, and design. A student majoring in Vocal Music will be required to take one semester each of piano, acting and dance.

- Develop DSA-specific Partnerships with Local Arts Organizations

The OFPA along with DSA and its four Tier 1 Arts-Intensive Schools will leverage partnerships with 20 arts organizations and colleges to provide unique and specialized learning experiences that enhance the work of teachers in every arts discipline.

Onsite Partners (providing specialized instruction, Master Classes and supporting arts teachers)

- InsideOut Literary Arts (English, new Literary Arts Department)
- The Carr Center — Visual Arts, Dance, Instrumental (Master Classes, Private and Small Group Lessons)
- Sphinx — Instrumental (Private and Small-Group Lessons)
- Heritage Works — Dance and Instrumental (African Dance and Drumming)
- MSU Jazz and Community Music School — Instrumental Music (Master Classes,

- Private/Small Group Lessons)
  - UM Musical Theater Dept — Theater, Vocal Music, Dance (Musical Theater in Feeders)
  - Eisenhower Dance Ensemble — Dance (Master Classes, Guest Artists)
  - Mosaic Youth Theatre of Detroit— Theater, Vocal Music (Acting, Technical Theater, supplemental instruction)
  - Y Arts (YMCA) — Theater and Multimedia (Improvisation workshops, media workshops)
  - Detroit Institute for Music Education (DIME) — Vocal & Instrumental Music (Songwriting, Music Technology, Music Entrepreneurism)

Venue Partners (Free/Discounted field trips to arts experiences/Master Classes by visiting artists)

- Detroit Institute of Arts (DIA) — Visual Arts
- Motown Museum — Vocal & Instrumental Music
- University Musical Society (UMS) — Theater, Dance, Vocal & Instrumental Music

Onsite and Venue (Both off-site field trips, Master classes and Onsite instruction)

- Wayne State — Theater, Dance, Instrumental & Vocal Music, Literary Arts, Visual Arts, Film (Master Classes, Workshops, Dual Enrollment)
- College for Creative Studies (CCS) — Visual Arts, Video/Film (Master Classes, Specialized units, dual enrollment)
- Detroit Symphony Orchestra (DSO) — Instrumental Music (Master Classes, workshops, private and small group lessons)
- Michigan Opera Theater (MOT) — Vocal Music, Dance (Classical Voice, Dance Master Classes)
- Music Hall — Vocal & Instrumental Music, Dance
- Detroit Public Theater — Theater (Professional Theater Artists)
- Detroit Jazz Festival — Vocal & Instrumental Music (Professional Jazz Artists)

The OFPA will assist with student recruitment from the district’s four new Tier 1 Arts-Intensive feeder schools as well as other schools in the Greater Metropolitan Detroit Area. In addition, the OFPA will work with colleges and universities to create beneficial programs regarding dual enrollment, arts internships, student teaching, and other practical experiences.

**Instrument Donation Initiative (Building: Arts)**

The *Building: Arts* initiative is the physical donation and community engagement campaign to supplement and support the immense growth of our district’s instrumental music programs. Community members will be engaged to donate their unused or newly refurbished band instruments to our expanding programs. Kickoff initiatives include a physical concert including a battle of our district’s drum lines, video showing the initial phases of growth and trajectories of successful programs in our district. Further engaging our community, local businesses and libraries will be the drop off locations for community members to donate instruments. Our district’s warehouse transportation system will collect items from these drop off locations weekly, to prevent overcrowding. Further community engagement will occur through district social media. Video testimonials of student success, teacher responses, administrator appreciation and frequent initiative updates will be posted on the district’s website and other social media outlets. All donations to this initiative will be inspected and verified before being logged with the district. Donors will be able to complete a donation log at [https://District.azure1.qualtrics.com/jfe/form/SV\\_8Dq7ibuR5qwWVWl](https://District.azure1.qualtrics.com/jfe/form/SV_8Dq7ibuR5qwWVWl)



## CREATE/ARRANGE CULTURAL EXPERIENCES FOR K-12 STUDENTS

### Student Cultural Experiences

Creating and arranging arts experiences for students will directly assist in the nurturing of the whole child. As studies conclude, a well-rounded education is beneficial to the overall growth and development of every student. Through the District’s Cultural Passport Initiative, K-8 grade students gain the benefit of participation in three cultural experience each year. As an extension to this work, the OFPA will seek opportunities to provide master classes and artist-in-residence possibilities for students in specialized programs. In addition, this office will arrange partnership for field trips to museums, arts events, and other arts venues for secondary aged students.

### High School Arts and Cultural Experiences

One means by which we will accomplish securing arts and cultural experiences for our students as well as offering support to our schools’ arts programs is through our Arts and Culture Passport program. The OFPA will seek funding for students in all 22 high school programs to receive one cultural experience, aligned to the arts discipline(s) offered at their school, per year. High school arts and cultural experiences may include:

3D Art	2D Art	Vocal Music	Instrumental Music	Theater	Dance
DIA	DIA	MOT	DSO	Mosaic	Opera House
MOCAD	College for Creative Studies	University Musical Society	Music Hall	Wayne State	Music Hall
College for Creative Studies	U of M Museum of Art	Wayne State	Sphinx	Inside Out	Ballet Folklorico Raices Mexicana de Detroit
Heidelberg Project	Wayne State		University Musical Society		University Musical Society
Pewabic			Crash Detroit		Wayne State
			MSU Community Music School		

### K-8 Arts and Cultural Experiences

As K-5 students in all 72 K-8 schools receive three cultural experiences, the OFPA will also seek funding for 6-8 grade students to participate in one cultural experience per year aimed at building connections between the schools through the arts. Arts and cultural experiences will be offered to 6-8 students to attend one performance per year at an area high school or Tier 1 Arts-Intensive arts feeder school. Attending schools will be matched geographically to their nearest host school.

## Sample Schedules



### High School Arts Consortium (Saturday Arts Academy)

The Saturday Arts Academy at Cass Tech is home to the District's High School Arts Consortium which is comprised of two categories of arts groups – All-City Groups and Arts Collectives. The groups of the consortium will rehearse Saturdays in a four-hour block of time. The All-City Groups include:

#### All-City Groups

All-City Marching Band  
All-City Jazz Band  
All-City Concert Band  
All-City Orchestra  
All-City Vocal Ensemble  
All-City Dance Company  
All-City Theatre Ensemble  
All-City Studio Art

The All-City Groups are comprised of students considered to be the best in the district's arts disciplines. Students belonging to these groups must meet the following in order to gain membership:

- must be a currently enrolled district high school student
- must be recommended to audition by the arts teacher at his/her local high school
- must be selected by an adjudication board/committee

These groups will, without adjudication and upon recommendation by the OFPA, perform in the district's premiere concerts. In addition, it is intended that these groups represent the district in high profile productions/functions.

The Arts Collectives include Band, Orchestra, Choir, Dance, Theatre and Studio Art.

The Detroit Public Schools Arts Collectives will be comprised of students who have a *beyond-the-classroom* desire to participate in the district’s arts disciplines. Students belonging to these groups must meet the following in order to gain membership:

- must be a currently enrolled district high school student
- must be recommended for membership from the arts teacher at his/her local high school

Upon recommendation by the OFPA, these collectives may perform in select district premiere concerts and other activities.

## REVITALIZE AND GROW EXISTING DISTRICT-WIDE ARTS CONCERTS AND SHOWCASES

### Performance and Showcase

It is vital to the pre-professional growth of the arts student to be able to present his/her art. The concerts and showcases produced/provided by the district are therefore an integral part of that growth. This office will continue those performance opportunities by producing events in which the talents of our students may be displayed and honed. Additionally, the OFPA will create/arrange new performance/presentation prospects for students.

Performances and showcases include, but are not limited to, the following:

Saturday Arts Academy (October)  
Dance Day (October)  
Thanksgiving Day Parade (November)  
Hob Nobble Gobble (November)  
All-City Children’s Themed Dance Concert (December)  
Schrock Music Scholarship Competition (January)  
All-City Dance Concert (March)  
DIA Art Expo (April)  
Evening of Fine Arts (EFA)(May)

### MILESTONES

- Completion of new Arts and Music Curriculum for K-8 – August 2018
- Saturday Arts Academy at Cass Tech – October 2018

## Professional Development

All teachers, regardless of years of service and experience, deserve relevant and current development and training in best practices. Over the past years, teachers were not given access to district-run professional development in art, music, theater or dance. Theater teachers have sought out workshops through professional organizations, neighboring districts and professional contacts within the city, however, there was no district strategy for this professional learning. To bring a revitalized, unified and relevant approach to professional development, the OFPA has created two sub-foci: providing current, standards-based, learning opportunities, and utilizing district arts staff to provide professional development.

## PROVIDE CURRENT STANDARDS-BASED LEARNING OPPORTUNITIES

### **Curriculum Creation and National Alignment**

Aligning our curriculum and instruction with the national dialogue, the national arts standards, is paramount to student success. The national landscape of Arts instruction has changed vastly in recent years, giving our students more voice and connection to culturally relevant, current, professionally minded, and lifelong learning creative outlets. Our district is fortunate to have leading research universities at the forefront of the national dialogue within reach. Engaging our college and university partnerships to support our teachers' professional growth is critical in moving, maintaining and reinvigorating opportunities for student success within our community, state and nation. The District has seen engagement in some local universities such as Michigan State, Wayne State, and the University of Michigan and look to creating deeper bonds over this academic year.

### **Professional Learning Cohorts**

Professional learning cohorts will serve as the platform for most dissemination, collaboration and innovations. *New Teacher* and *Innovations and Incubations* cohorts will be developed. The *New Teacher* cohort will focus on implementing the curriculum in the K-8 spaces, thoughtful restorative practice approaches to building teacher-student relationships, identifying and managing resources, and classroom management. The *Innovations and Incubations* cohort will serve as a think-tank for teachers attempting larger scale and never before attempted projects and units. This group will use pedagogical frameworks such as project-based learning, problem-based learning, mastery-based grading, and constructivist learning to guide the construction of projects uniquely appropriate to the students in their classrooms. Both cohorts have begun their monthly meetings and will continue throughout the academic year with project presentations being announced as they are nearing completion.

### **Webinars and Podcasts**

The magnitude of development available to our teachers can be aided with technology. By giving our teachers access to pedagogically sound webinars and podcasts specific to the needs of our students, we will be able to engage experts outside of our immediate geographical area. Alumni, professors, working professionals who are unable to travel to Detroit will be given the opportunity to give back to our teachers by engaging them remotely through content specific webinars and podcasts. These webinars will be structured and premiered in collaboration with the guests, Department of Fine and Performing Arts, and Communications Department.

## UTILIZE DISTRICT ARTS STAFF FOR PROFESSIONAL DEVELOPMENT

### **District Talent**

District Arts teachers are rich in mastery of many areas of content and pedagogical knowledge. They are an untapped resource within the district. To give teachers the platform to rise as exemplary masters in their given areas, the OFPA will offer platforms for sharing knowledge with colleagues. After determining arts teachers' specific category or subcategory of expertise, space will be provided for these leaders to workshop with their peers. Ultimately this will allow teachers to capture the implementation and growth through their students' work.

## CREATE TEAM-BUILDING OPPORTUNITIES

### **Teacher Cultural Experiences**

Teachers need to be inspired by the world around them to help see themselves as part of a larger ecosystem. Creating teacher field trips, culturally rich learning environments, that expose staff to the dynamic and vibrant Arts opportunities within the community will maintain relevancy and authenticity in the individual creative process. By creating group events in cultural spaces, teachers will naturally share in classroom discourse, further linking classrooms and schools districtwide, enhancing the web of classrooms and schools.

## MILESTONES

- Professional Development Series for each arts discipline – October 2018
- Professional Learning Cohorts – October 2018

## Marketing and Awareness

Given the intentional or unintentional crafting of the national image of Detroit and its school district, it is not difficult to understand why one may not know that the district has one of the oldest public school harp programs in the country. It is also easy to overlook, when one considers the images and news stories, the fact that Detroit's public schools arts programs have produced some of the greatest and most influential arts talent in our nation. Thus, in order to dispel the unbalanced perception of students who lack a desire for education and teachers who reinforce a dismal attitude toward success, it is imperative that we control the story by controlling its messages, images and marketing. One of the most immediate methods to do this is by showcasing the arts.

## EXPANSION - RAISING LOCAL, STATE, AND NATIONAL PROFILE OF DISTRICT ARTS

### Student and Teacher Recognition

The Arts Department administration and teachers will present, participate on panels, and expand their professional arts presence in efforts to promote positive awareness of arts in the District. School groups/ensembles will compete/participate in high profile events and activities. Arts teachers will engage in state and national competitions (i.e. teacher of the year, etc.). The OFPA will create and publish a quarterly newsletter highlighting the successes of District's arts programs.

## CONNECTION - LOCAL ARTS

### Local Arts Connections

The OFPA will create/produce/arrange events and activities that include local artists, students and staff. School groups/ensembles will collaborate with local arts organizations to create/produce works of art in their respective arts discipline(s). Such collaborations will afford students the opportunity to work in semi-professional and professional arts environments with experts. Further, the OFPA, working with the Office of Communications, will actively solicit positive stories in the media.

## AUDIENCE DEVELOPMENT

### Audience Development

The OFPA will utilize the Arts and Culture Passport program to provide the district's performing arts programs with audiences made up of district students. The OFPA will assist the schools with marketing their programs by connecting them with district-wide communications. In addition, the OFPA will create a district-wide arts events calendar that will highlight all district-wide arts events as well as every school's

arts events. Finally, working with the Office of Communications, the OFPA will create a district arts marketing campaign.

## Funding Plan

### BUDGETING TO OUTFIT ALL K-12 ARTS PROGRAMS WITH NECESSARY RESOURCES

<b>DPSCD ARTS BUDGET</b>			
<b>TYPE OF PROGRAM</b>	<b>DESCRIPTION</b>	<b>NUMBER OF PROGRAMS</b>	<b>TOTAL AMOUNT NEEDED</b>
<b>NEW PROGRAM</b>	Create or expand programs at Brewer, Brown, Bunche, Burton Int'l, Carleton, Communication and Media Arts HS, Detroit Collegiate Prep HS, Detroit School of Arts HS, Ellington, JR King, Marquette, Mason, Pasteur, Pulaski, Southeastern HS, Spain, Thirkell	Anticipated - 18	\$346,000
<b>EXISTING PROGRAMS (MAINTENANCE)</b>	Equipment and supplies for 152 current programs	152	\$521,000

## Appendix A

The district takes great pride in the expansion of our Arts course offerings in the 2018/19 school year. In our high schools, we have seen a growth from 44 to 54 Arts programs, an 18.5% growth and a 129% growth in our K-8 offerings, jumping from 49 programs to 112. These programs are bringing Arts education to all district students in each school. A further look into the whole child commitment - in our K-8 schools the district grew from 12 to 29 instrumental programs (142% increase), 14 to 23 vocal/choral (64% increase), 3 to 6 dance (100% increase), and nothing to 1 theater program (100% increase). Continuing this growth, our high schools have grown from 10 to 17 instrumental (70% increase), 7 to 9 dance (28% increase), 15 to 16 visual art (1% increase), and choir and theater remaining the same at 9 and 3 programs respectively.

## DPSCD ARTS YEAR-TO-YEAR COMPARISON

HIGH SCHOOL ARTS OFFERINGS						
School Year	Band/ Strings	Choir	Dance	Vis Art	Theatre	No. of Programs Offered
2017-18	10	9	7	15	3	44
2018-19	17	9	9	16	3	54

  

K-8 ARTS OFFERINGS						
School Year	Band/ Strings	Choir	Dance	Vis Art	Theatre	No. of Programs Offered
2017-18	15	14	3	17	0	49
2018-19	29	23	6	53	1	112

### Appendix B

## 2018 – 2019

HIGH SCHOOL ARTS OFFERINGS							
	School Name	Band Strings	Choir	Dance	Vis Art	Theatre	No. of Arts Offered
1	Academy of Americas (AOA)				•		1
2	Ben Carson	•					1
3	Cass	•	•	•	•	•	5
4	Central		•		•		2
5	Cody	•			•		2
6	Communications and Media Arts (CMA)						0
7	Davis						0
8	Denby	•			•		2
9	Detroit College Prep	•					1
10	Detroit International Academy (DIA) (K - 12)			•			1
11	Detroit School of Arts	•	•	•	•	•	5
12	East English Village Preparatory Academy	•	•	•	•		4
13	Fredrick Douglas (6 – 12)	•					1
14	Henry Ford	•			•		2
15	King	•	•	•	•		4
16	Mumford	•	•	•	•		4
17	Osborn	•			•		2
18	Pershing	•		•			2
19	Renaissance	•	•	•	•		4
20	Southeastern						0
21	Western	•		•	•	•	4

## K-8 ARTS OFFERINGS

	School Name	Band Strings	Choir	Dance	Vis Art	Theatre	No. of Arts Offered
1	A.L. Holmes Academy of Blended Learning				•		1
2	Academy of the Americas	•			•		2
3	Amelia Earhart	•			•		2
4	Ann Arbor Trail	•					1
5	Bagley				•		1
6	Bates Academy	•	•		•		3
7	Bennett				•		1
8	Bethune	•					1
9	Blackwell				•		1
10	Bow Elementary	•	•				2
11	Brenda Scott	•			•		2
12	Brewer Academy				•		1
13	Bunche Academy	•					1
14	Burns				•		1
15	Burton International			•	•		2
16	Carleton Elementary School		•		•		2
17	Carstens				•		1
18	Carver STEM Academy	•			•		2
19	Charles Wright Academy				•		1
20	Chrysler Elementary				•		1
21	Clemente					•	1
22	Clippert Multicultural Honors Academy (5-8)	•					1
23	Coleman A Young				•		1
24	Cooke STEM Academy	•			•		2
25	Davison Elementary Middle School	•			•		2
26	Detroit International Academy (DIA)(K – 8)			•			1
27	Dixon Educational Learning Academy		•				1
28	Dossin Elementary/Middle	•					1
29	Dr. James Vernor Elementary School Prek-6		•				1
30	Duke Ellington Conservatory of Music and Art	•	•	•	•		4
31	Durfee		•				1
32	Eastside Detroit Lions Academy				•		1
33	Edison Elementary		•				1
34	Emerson				•		1
35	Fisher Magnet Lower				•		1
36	Fisher Magnet Upper	•			•		2
37	FLICS		•				1
38	Fredrick Douglas (6 – 12)	•					1
39	Gardner Elementary		•				1
40	Golightly Education Center		•				1
41	Gompers		•		•		2
42	Greenfield Union				•		1
43	Harms				•		1
44	Henderson				•		1



45	Hutchinson Elementary Middle @ Howe	•					1
46	J.E. Clark				•		1
47	John R. King	•	•		•		3
48	Keidan Special Education Center	•			•		2
49	Law	•			•		2
50	Ludington	•		•	•		3
51	Mackenzie Elementary-Middle				•		1
52	Mann Learning Community			•	•		2
53	Marcus Garvey Academy				•		1
54	Marquette	•			•		2
55	Mason				•		1
56	Maybury				•		1
57	Moses Field				•		1
58	Munger	•			•		2
59	Neinas Dual Language Learning Academy		•				1
60	Nichols		•		•		2
61	Noble				•		1
62	Nolan	•					1
63	Palmer Park Preparatory Academy				•		1
64	Pasteur Elementary School				•		1
65	Paul Robeson Malcolm X Academy				•		1
66	Priest				•		1
67	Pulaski				•		1
68	Ronald Brown Academy				•		1
69	Sampson-Webber				•		1
70	Schulze Academy for Technology and the Arts				•		1
71	Spain	•		•			2
72	Thirkell	•					1
73	Thurgood Marshall				•		1
74	Twain				•		1
75	Wayne				•		1

## DPSCD DISTRICT-WIDE ARTS ACTIVITIES/EVENTS

### **DPSCD Dance Day (October)**

This one-day district-wide event sponsored by DPSCD offers dance classes ranging in skill levels from beginning to advanced. Past courses have included: Classical Ballet (Ballet Blanc, Vaganova, Cecchetti, etc.), Modern (Horton, Dunham, Limon, Graham, etc.), Ethnic (various African, Cuban, Caribbean, Latin, etc.), Musical Theatre/Broadway, Jazz, Tap, and Contemporary. It is open to all middle and high school students in the Detroit Public Schools Community District.

### **Thanksgiving Day Parade (November)**

Detroit commemorates the holiday in this district-supported event with an annual parade of giant balloons, animated floats, marching bands and other entertainers. When available, the DPSCD All-City Marching Band participates in this event. On occasion, when the All-City Marching Band has not been available, some of the stronger high school band programs have been invited to participate.

### **Hob Nobble Gobble (November)**

A district-supported event, the Hob Nobble Gobble is an annual black-tie fundraising holiday celebration benefitting the Parade Company, the DPSCD All-City Marching Band has frequently been invited to participate. When the All-City Marching Band has not been available, there has been no invitation to participate extended to other groups in the school district.

### **All-City Children's Themed Dance Concert (December)**

Sponsored by DPSCD, this is an adjudicated event open to all DPSCD dance programs. Selected groups perform in both a matinee concert (the audience is DPSCD students and other locally-based school children) and a 7pm evening concert which is open to the public.

### **Schrock Music Scholarship Competition (January)**

This competitive scholarship is funded entirely by the Schrock family and supported by DPSCD. In this performance competition, the most advanced high school music students compete for a full scholarship to Interlochen's Summer Music Camp. In addition, the scholarship offers the winner a \$1,000 stipend upon successful completion of the summer camp.

### **All-City Dance Concert (March)**

This almost 80 years old adjudicated dance concert is a DPSCD sponsored event. DPSCD high school and middle school dance groups are welcome to participate in the adjudication process. Selected groups will perform in both a matinee and evening performance. The matinee concert is performed for an audience of DPSCD and local school children. The evening performance is open to the general public.

### **Art Exhibition at the DIA (April)**

This district sponsored event brings together the exceptional talent of our K-12 visual arts students. Hosted by the Detroit Institute of Arts, student work is submitted to be judged by a panel of DPSCD teachers for selection to be displayed in an exhibition space at the DIA. The month-long run of the exhibition draws families and community members from across our district and city.

### **Evening of Fine Arts (EFA)(May)**

The DPSCD sponsored Evening of Fine Arts is an adjudicated event that provides a venue for the outstanding DPSCD high school visual and performing artists to display their talents and accomplishments to the general public. The EFA is the highlight and culminating activity of the fine arts for the current school year. It assists in restoring the public's confidence in the Detroit Public Schools by displaying the tremendous development of student talent - discovered, nurtured and developed within DPSCD. The adjudication process is open to every DPSCD high school's visual and performing arts program.

### **DPSCD Saturday Arts Academy (October) (FUTURE PROJECT)**

### **All City Summer/Fall Marching Band (FUTURE PROJECT)**