



## Bangor Union ESD Prop 28 Plan

This document serves as Bangor Union Elementary School District's Prop 28 Plan. The following items are supported out of these funds:

### **LCAP Alignment and Stakeholder Input:**

Based on LCAP Parent and Student Surveys in 2022-2023, the data showed that parents and students valued outdoor learning experiences through the arts and a performance based Music Program. This addresses Goal 1 of the 2024 LCAP.

### **Concert Band Teacher:**

We spent our Art and Music Block grant to purchase over \$30,000 in concert instruments. Starting 2023-2024, we will hire a Music/ Band Teacher for our ASES program to serve 90 minutes a week of Band instruction and development. Grades 4th-8th will have community performances. Establishing a school band will serve multiple goals including connecting with the community, engaging students, and contributing to a positive school climate.

### **Arts and Nature Docent:**

A school garden can be an excellent opportunity to integrate the California Arts Standards for Public Schools into a nature based educational setting, providing students with creative, engaging, and hands-on experiences. We will employ a garden docent to lead and manage arts related garden activities for students. This will serve all Bangor students, grades Tk-8. It will also allow our small school to maintain an active and vibrant learning garden. Here's how a school garden can utilize arts standards across various the arts disciplines:

#### Visual Arts:

- **Creating:** Students can use the garden as inspiration to create visual art. They might draw or paint the plants and natural scenes they observe. They

can also use materials from the garden (e.g., leaves, flowers) to create collages or nature-inspired art.

- Presenting: Students can curate exhibitions of their garden-inspired art, presenting their work to their peers or school community. This involves selecting, arranging, and explaining their pieces.
- Responding: In creating and discussing art related to the garden, students can learn how to interpret and evaluate artwork. They can discuss the colors, shapes, and textures they see in the garden and how these influence their artistic choices.
- Connecting: Students can make connections between their garden art and broader topics such as environmentalism, history, and culture. They might explore how gardens and plants have been depicted in different art traditions or periods.

#### Theatre:

- Creating: Students can create and perform short plays or skits inspired by the garden setting. This could include imaginative stories about the plants and animals in the garden.
- Performing: The garden can serve as a natural stage for students to perform their plays or skits, incorporating movement and expression that reflect the outdoor environment.
- Responding: Watching their peers perform in the garden can give students a chance to analyze and critique performances, offering feedback on elements such as dialogue, movement, and use of space.
- Connecting: Students can explore connections between their performances and broader themes such as sustainability and nature conservation.

#### Music:

- Creating: The garden can inspire students to compose music, perhaps using the sounds of nature as a foundation. Students might use the rhythm of raindrops or the wind as inspiration for a musical piece.
- Performing: Students can perform their compositions in the garden, using the outdoor setting as a stage. They might also incorporate natural instruments or create instruments from garden materials.
- Responding: Listening to music composed or performed in the garden can help students learn to appreciate different sounds and styles. They can also critique their own and others' musical performances.
- Connecting: Music created in the garden can connect to themes of nature and environmental awareness, helping students understand the relationship between music and the natural world.

Dance:

- Creating: Students can create dance pieces inspired by the movements they observe in the garden, such as the way plants sway in the wind or how animals move.
- Performing: The garden provides a unique and natural stage for dance performances. Students can use the space to enhance their performances and engage with the environment.
- Responding: Observing dance performances in the garden can lead to discussions about the relationship between dance, space, and nature. Students can reflect on how the setting influences the mood and movement of a dance.
- Connecting: Dance in the garden can help students explore how movement is influenced by the natural world, connecting them to themes of the environment and sustainability.

By incorporating these art forms into a school garden, students not only meet the California Arts Standards but also gain a multidisciplinary and enriching experience that fosters creativity, observation, and an appreciation for the natural world.

2023-2024 (Current Year)

Object	Description	Budget
1xxx		
2xxx		
3xxx		
4xxx		
5xxx		

		Requirements
Salary budget:		
Non-Salary Budget:		
Total Budgeted:		

## 2022-2023 Perpetual Base Year

Base year to prove the absence of supplanting activities with current Prop 28 Funds:

Object	Description	Budget
1xxx		
2xxx		
3xxx		
4xxx		
5xxx		

		Requirements
Salary budget:		
Non-Salary Budget:		
Total Budgeted:		

Board Adoption date \_\_\_\_\_