

**TITLE****Teacher – Elementary Fine Arts/Discovery****QUALIFICATIONS**

1. Have a Valid Tennessee teaching license with appropriate endorsement(s);
3. Have strong written, verbal, presentation and interpersonal skills; and
4. Meet health and physical requirements.

**JOB GOAL**

All students, as well as all subgroups of students, are expected to be introduced to, must be challenged to develop, and must master appropriate grade level academic skills (as specifically outlined in the current state curriculum standards).

**ESSENTIAL FUNCTIONS**

1. Teach skills in music appreciation, harmony, and explorations in music, and when applicable, in instrumental music, (band, orchestra, instrumental ensemble) and choral music (chorus, choir, choral ensemble). Utilizes course of study adopted by the Board of Education and other appropriate learning activities;
2. Use appropriate grade level, data-driven, research-based, teaching strategies to teach the appropriate curriculum standards to all student, and subgroups of students;
3. Plan a balanced music program and organize daily class time so that preparation, rehearsal, and instruction can be accomplished within the allotted time;
4. Attempt to integrate music and related activities to specific academic disciplines;
5. Provide individual and small group instruction to explore and experience music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.
6. Utilize repertoire of all types of music literature, including traditional and contemporary, that are appropriate for the ages and skill levels of students;
7. Using voices, instruments, or movement, demonstrate knowledge of music concepts in music from a variety of cultures selected for performance.
8. Evaluate each student's musical growth and performance, assessing each individual's contributions to the performance of the group;
9. Plan, rehearse, and direct students in musical programs for school, school system, and community;
10. Establish and maintain standards of student behavior needed to provide an orderly, productive environment during practice, group rehearsals, and music performances;
11. Cooperate with the school administration in providing musical programs for school productions, graduation ceremonies, and civic functions;
12. Provide individual and small group instruction to identify and use appropriate dance terminology and demonstrate and describe movements in dance from different genres or cultures.
13. Teach knowledge and skills in art, including crafts, drawing, painting, lettering, design, commercial art, art history, and three-dimensional art, following the course study adopted by the Board of Education and other appropriate learning activities;

14. Demonstrate techniques in activities such as drawing, painting, and modeling, using standard and teacher prepared instructional aids;
15. Provide individual and small group instruction in order to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities;
16. Instruct students in proper care and use of tools and equipment;
17. Relate artistic works with societal, cultural and historical context.
18. Evaluate each student's performance and growth in knowledge and aesthetic understandings, and prepares progress reports;
19. Plan and present art displays and exhibitions designed to exhibit student's work for the school, school system, and the community;
20. Attempt to integrate art with the academic disciplines; participates in curriculum and other developmental programs within the school of assignment or on a system level;
21. Develop multiple ideas for media artworks using a variety of tools, methods, and materials.
22. Brainstorm goals and original approaches for media artworks using a variety of methods.
23. Envision and combine original ideas to generate an innovative plan for media arts.
24. Describe a story's character and actions through dialogue in a guided drama experience (e.g., process drama, story drama, creative drama, etc.).
25. Identify the basic technical elements that can be used in theatrical work.
26. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama, etc.) and informally share with peers.
27. Serve as a positive and active participant in the appropriate Professional Learning Community (school level and system level when applicable)
28. Assess frequently students' comprehension and application of expected curriculum standards;
29. Provide instruction by which students develop observation skills, find patterns, analyze results, and predict outcomes. Introducing this type of scientific thinking to learners instills essential critical thinking skills, and helps them become better problem solvers;
30. Maintain professional competence through in-service education activities provided by the system and/or in self-selected professional growth activities;
31. Maintain a correct record of student attendance that can be audited and makes daily reports of students absent each period (when appropriate);
32. Communicate with parents, classroom teachers, and school counselors on student progress;
33. Perform other work-related duties as assigned.

## PHYSICAL DEMANDS

This job may require lifting of objects that exceed fifty (50) pounds, with frequent lifting and/or carrying of objects weighing up to twenty-five (25) pounds. Other physical demands that may be required are as follows:

1. Pushing and/or pulling
2. Climbing
3. Stooping and/or kneeling
4. Reaching
5. Talking
6. Hearing
7. Seeing

## TEMPERAMENT (Personal Traits)

1. Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
2. Adaptability to accepting responsibility for the direction, control, or planning of an activity.
3. Adaptability to dealing with students.
4. Adaptability to making generalizations, evaluations, or decisions based on sensory or judgmental criteria.

## CAPACITY AND ABILITY REQUIREMENTS

Specific capacities and abilities may be required of an individual in order to learn or adequately perform a task or job duty.

1. Intelligence: The ability to understand instructions and underlying principles. Ability to reason and make judgments.
2. Verbal: Ability to understand meanings of words and the ideas associated with them.
3. Numerical: Ability to perform arithmetic operations quickly and accurately.
4. Manual Dexterity: The ability to move the hands easily and manipulate small objects with the fingers.
5. Form Perception: To make visual comparisons and discriminations and see slight differences in shapes and shadings of figures.
6. Color Discrimination: The ability to perceive or recognize similarities or differences in colors or shades or other values of the same color.

## WORK CONDITIONS

Normal working environment.

Qualifies for the **PROFESSIONAL EXEMPTION** from the requirements of the *Fair Labor Standards Act (FLSA)* in regard to overtime. The employee is not entitled to the overtime rate of pay (time and a half) when the employee works over forty (40) hours in the defined work week (from Sunday 12:00 a.m. and continues through the following Saturday at 11:59 p.m.).

## TERMS OF EMPLOYMENT

The employee is expected to complete a ten-month contract (two hundred (200) day instructional calendar). Salary will be established by the years of experience and academic background.

## **GENERAL REQUIREMENTS**

The above statements are intended to describe the general nature and level of work being performed by people assigned to this position. They are not intended to be a complete list of responsibilities, duties and skills required of personnel so assigned.