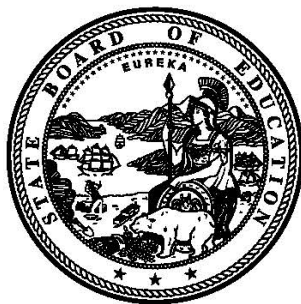


**EXCERPT: Music Feeder Pattern** (*Pages 672–673*)

This excerpt from Chapter 9: Implementing Arts education, is provided for use with the **Informed Decision-Making Inquiry** on the California Arts Education Framework Resources for Implementation website located at <https://www.calartsedframework.org/>.  
The full framework can be accessed at <https://www.cde.ca.gov/ci/vp/cf/>.

**CALIFORNIA ARTS EDUCATION  
FRAMEWORK FOR CALIFORNIA  
PUBLIC SCHOOLS**

**TRANSITIONAL KINDERGARTEN THROUGH GRADE TWELVE  
DANCE ■ MEDIA ARTS ■ MUSIC ■ THEATRE ■ VISUAL ARTS**



**Adopted by the California  
State Board of Education  
July 2020**

Published by the California  
Department of Education  
Sacramento, 2021

## Publishing Information

When the *California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve* was adopted by the California State Board of Education on July 8, 2020, the members of the State Board were as follows: Linda Darling-Hammond, President; Ilene W. Straus, Vice President; Sue Burr; Cynthia Glover Woods; James J. McQuillen; Matt Navo; Kim Pattillo Brownson; Haydee Rodriguez; Patricia A. Rucker; Ting L. Sun; and Brenna Pangelinan, Student Member.

The *California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve* was prepared under the direction of the Curriculum Frameworks and Instructional Resources Division, California Department of Education (CDE). This publication was edited by Alex Calinsky, Associate Editor of Publications at CDE Press, working in cooperation with Letty Kraus, Education Programs Consultant in the Curriculum Frameworks and Instructional Resources Division. Design and layout were done by Aristotle Ramirez, Graphic Designer at CDE Press. The framework was published by the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901, and distributed under provisions of the Library Distribution Act and *Government Code* Section 11096.

© 2021 by the California Department of Education

All rights reserved

ISBN 978-0-8011-1821-0

## Notice

The guidance in the *California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary and compliance with it is not mandatory. (See California *Education Code* Section 33308.5.)

develop some initial dance courses. The variety of dance class offerings will increase over time as outlined in the district's plan.

In high school, students will be provided with choices of sequential courses: pathways in dance and visual arts, or the option to take a variety of individual dance or visual arts courses at various levels from Proficient through Advanced.

Each year, the district will review the secondary offerings and pathways. As students' foundational learning in dance and visual arts increases at the lower grade levels, it will necessitate the revision of the secondary curriculum and require increasing the types of courses offered.



### **Vignette: Establishing Feeder Patterns**

---

*Two crucial factors to address when developing a comprehensive program are (1) interruptions to sequential learning opportunities in the arts and (2) the quality of the learning experiences. This illustration of a music feeder pattern is provided as an example of some of the questions, approaches, and considerations one LEA discovered while designing and implementing a comprehensive arts education program. While in this example the LEA is addressing its music program, the guidance provided can be applied to any of the arts disciplines.*

When establishing equitable and sequential music learning, the LEA convened a strategic planning committee that included arts educators, administrators, counselors, and families to develop a shared vision that reflects the music standards, includes all students, meets the needs of the local context, and provides students with uninterrupted learning in music as they transition between school levels. In forming the shared vision, the strategic planning committee agreed that it believed all students should have the opportunity to learn music through performing a musical instrument. The committee recognized this meant all schools would need to develop a standards-aligned music program that provides grade-level-appropriate foundational instructional experiences.

The LEA took the following approach to establishing feeder patterns that met their shared vision and local context.

#### **Elementary Level**

At the elementary level, general music study would be necessary in grade levels TK–3. Single-subject credentialed music educators would provide foundational music learning supported by the general classroom teacher. General classroom teachers would be provided with professional learning and the resources needed to implement

this approach. All students should then have an introduction to band or orchestra instruments in grades four and five via a single subject music educator.

## **Secondary Level**

With the opportunities for learning in elementary described above, students would be prepared for and could choose between band or orchestra courses in grade levels six through twelve, advancing their music education by learning a musical instrument.

In this example, the LEA's strategic planning committee chose an instrumental approach to their music education, but it is not meant to be exclusive of choral music or of other approaches to learning music. A district may choose to include an identical or related goal for choral instruction, providing additional options for students to learn music.

## ***Music Feeder Pattern***

Ensuring a successful elementary and secondary school music feeder pattern requires additional decisions beyond identifying an instructional delivery model. Coordinated and equitable scheduling is critical. Districts should establish and use processes that identify issues, identify and remove barriers, and promote finding equitable solutions. Administrators should ensure that credentialed music teachers are assigned and scheduled at the elementary level, considering that it is likely a given school will be sharing their instrumental music teachers with other schools. Administrators should consider who will coordinate those schedules. Students need access to musical instruments and related learning materials. Answering questions, such as the following, can help highlight factors that need to be addressed:

- How will students acquire or access a musical instrument to learn on, given the expense (and a free and appropriate education for all students)?
- How are instruments accounted for and maintained?
- How are counselors at the middle school level communicated with so they know which students have studied instruments and can encourage students to continue that study in a music course?

Districts should identify and address these and other questions as they grow their arts education programs. To ensure the success of an arts feeder pattern within a cluster of TK–12 schools, some key elements should be agreed upon:

- Agreement and commitment by the community to a vision of what graduates should know and be able to do in the arts.
- Support at the district level for the required staffing, equipment, and supplies to champion the vision and provide coordination among schools to ensure efficiencies and equity.

- Communication among principals and counselors about recruiting students and coordinating the flow of students through the pattern.
- Support from principals—they ensure counselors understand that the arts are an important part of all students' education and they also support the prioritization of arts education within the master schedule.
- Vertical communication among teachers in each arts discipline regarding standards-based expectations for students as they move to the next level, as well as shared information about students who are enrolled in each level so that they may follow the feeder pattern.
- Communication from all teachers, counselors, principals, and district leaders to families at all levels about the value of arts education, the programs available to students, and the importance of sequential study in the arts from TK through twelfth grade.

Additional guidance for identifying and addressing arts education program gaps is provided later in this chapter (see [Improving Arts Education Through Strategic Program Evaluation and Planning](#)).

### ***Fundamental Components of a Comprehensive Arts Program***

The fundamental components applicable to each of the five arts disciplines of a comprehensive arts program are: standards-based curriculum, scheduling, staffing, facilities, safety, arts materials, and equipment. These components form the basis of any arts education program. When included in other district plans, including local control and other improvement plans, the components offer districts a path to improvement. Understanding, evaluating, and developing improvement plans around these components offer districts and schools a roadmap to provide every California student with a sequential, standards-based, effective arts education throughout their TK–12 experience.