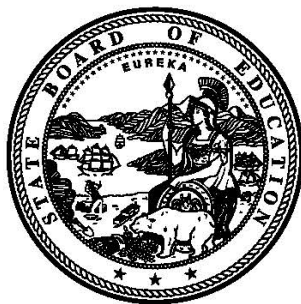


EXCERPT: Fundamental Components of an Arts Program (*Pages 673–675*)

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.

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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.)

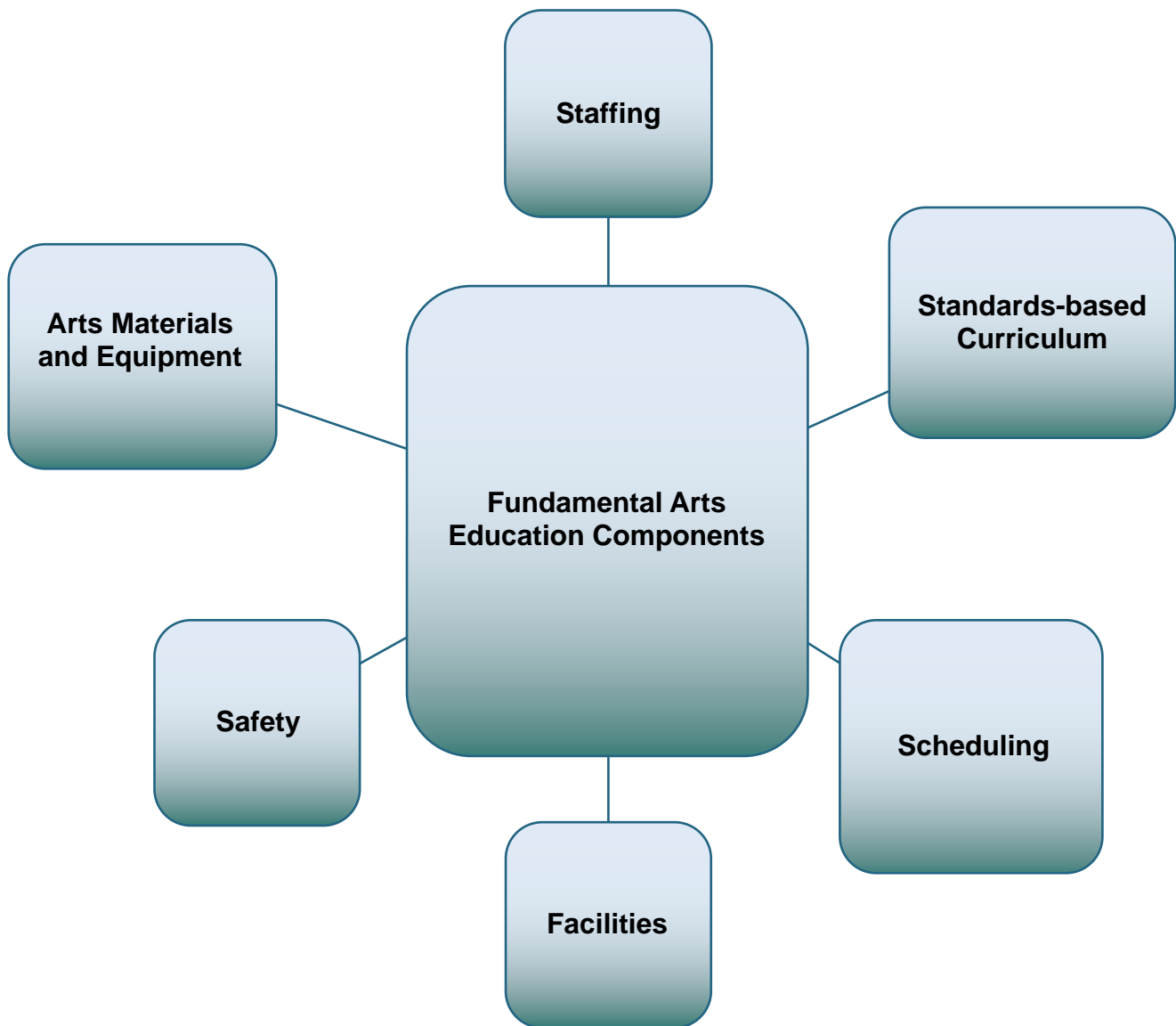
- Communication among principals and counselors about recruiting students and coordinating the flow of students through the pattern.
- Support from principals—they ensure counselors understand that the arts are an important part of all students' education and they also support the prioritization of arts 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.

Figure 9.2: Fundamental Components of Arts Education



Recognizing the importance of these fundamental arts education program components, four national professional arts education associations have each developed Opportunity to Learn Standards (OTL standards) related to the components.¹ The OTL standards illustrate a continuum for arts education programs, ranging from basic to exceptional in dance, music, theatre, and visual arts. Each discipline-specific OTL standards document identifies foundational components that are critical to ensuring quality learning opportunities and helpful to those wishing to improve or begin an arts education program. The OTL standards do not outline specific curricula but provide overarching guidance for necessary resources to administer basic and quality arts education for all students. In addition,

1. The four national professional arts education associations are: National Dance Education Organization (NDEO), National Association for Music Education (NAfME), Educational Theatre Organization (EdTA), and National Arts Education Association (NAEA).

they can be useful in understanding how to access funding sources, including Title IV-A funding under Every Student Succeeds Act (ESSA). OTL standards identify the foundational structures, supports, and resources needed for learning. As such, the OTL standards can function as a needs-assessment tool when combined with the *California Arts Framework* and *California Arts Standards*. The combination provides school administrators, school board members, teachers, and community members with guidance for assessing, improving, and expanding arts education.

Discipline-specific elements of these components—such as standards, assessment of student learning, time, funding, and resources—are embedded within the discipline chapters.

The following sections present an outline of each of the foundational components of an effective arts education program.

Standards-Based Curriculum to Guide Instruction

An effective and high-quality arts education program within an LEA has an articulated, TK–12 sequential, standards-based, and comprehensive curriculum for dance, media arts, music, theatre, and visual arts. Discipline-specific curriculum provides an overarching plan for the regular school day instruction and is accessible by all district students. Each arts discipline curriculum should be shared with all LEA educators, administrators, families, and community members.

Defining ‘curriculum’: According to the California Department of Education, “Curriculum, or course of study, is the content and plan for instruction. It is made up of the instructional resources, methods, and assessments needed to help students develop critical skills and knowledge. Along with high-quality and effective instruction, curriculum is an essential element that enables students to learn and thrive” (2021a).

See the California Department of Education Curriculum web page (<https://www.cde.ca.gov/ci/vp/cf/ch9.asp#link1>) for more resources.

Effective curriculum provides outlines in each of the five arts disciplines that articulates the sequence of instruction and student learning expectations for all students. The curriculum should provide general guidance on diverse student learning needs and suggestions for accommodations and modifications. It attends to the range of novice through advanced learners, provides a basis for formative and summative classroom assessment, and is grounded in the appropriate disciplinary pedagogies and methodologies.

Depending on the existing status of LEA arts education programs, the curriculum may outline a phased-in approach to curriculum implementation that addresses and provides information on how to bridge any existing learning gaps within the arts subject areas. For equitable access, arts education is implemented within the regular school day.