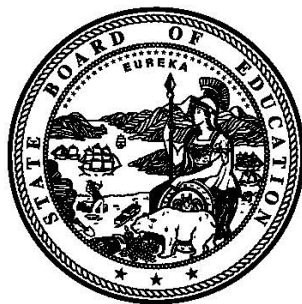


EXCERPT: One District's Approach (Pages 669–671)

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**



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Vignette: One District's Approach for Moving Toward a Comprehensive Arts Education for All

A large urban district has committed to ensuring every student a sequential, TK–12, standards-based, arts education in dance, media arts, music, theatre, and visual arts. As part of its improvement plan development process, the district evaluated each of its dance, media arts, music, theatre, and visual arts educational programs. It examined the discipline-specific data in each of the five arts disciplines, looking at feeder patterns across the district, numbers of single-subject arts educators, and arts courses offered.

The data identified sequential courses and learning opportunities existing for students in three of the five disciplines (media arts, music, and theatre). The data identified gaps in sequential learning in visual arts for all students at the elementary level and the absence of any dance education at the elementary and middle school levels. At some elementary schools, some students had occasional activities in visual arts based on teachers' interest or choice, but the data revealed the lack of an articulated, TK–12, comprehensive, standards-based curriculum. At the elementary level, some but not all students had sequential visual arts instruction. Dance instruction was not evident in any of the elementary or middle schools. The first access to a dance education was at the high school level, but not all high schools had dance courses.

Secondary visual arts and dance teachers helped identify the gap, indicating that as students entered the middle and high schools, they were underprepared for grade-level arts learning. This meant that as they worked with students to become proficient at the high school level, they had to also address the gaps in knowledge, understanding, and skill development. As in all arts disciplines, to become artistically literate and capable, students require time for practice, inquiry, refinement, and growth as emerging artists. Without foundational, discipline-specific, sequential, elementary learning in each of the arts disciplines, students were at a disadvantage when working toward proficiency in both dance and visual arts.

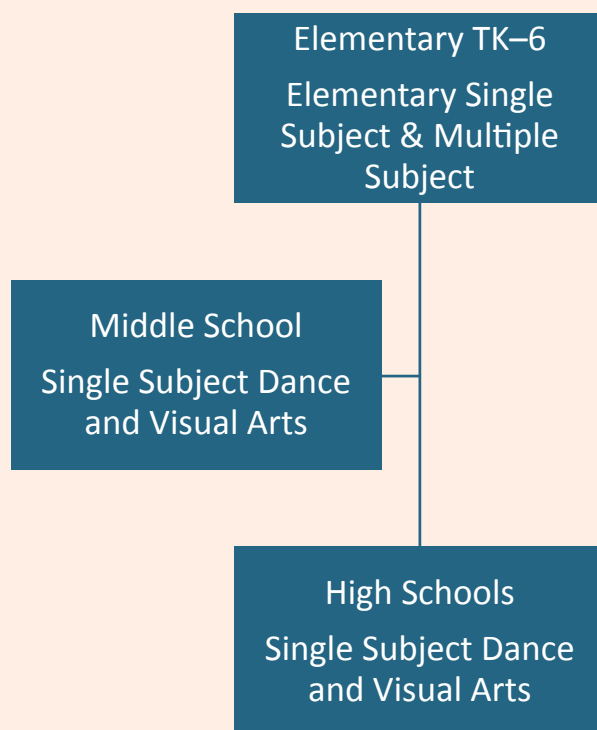
The district developed a plan to address the need in a way that was appropriate for its local context. It established a plan with multiple phases to increase capacity for dance and visual arts education instruction and develop a comprehensive, standards-based scope and sequence, and curriculum in both arts disciplines. The plan included adding single-subject credentialed visual arts and dance educators at the elementary and middle school levels, while also providing professional learning for elementary teachers in visual arts and dance each year. The district planned to phase in the growth—due to budget constraints and limited teaching space—and allow time to develop, refine, and articulate a districtwide visual arts and dance scope and sequence.

While this example has a visual arts and dance focus, the approach could be followed to address gaps in any arts disciplines.

District Plan

In Phase 1, all students at the elementary level will receive dance and visual arts instruction by single-subject credentialed dance and visual arts teachers and the classroom teacher. A district elementary scope, sequence, and related basic units of instruction were developed in dance and in visual arts. Each year the units will be reviewed, revised as needed, and expanded.

Figure 9.1: Teachers of the Arts



In Phase 1, single-subject arts teachers will teach a set of six standards-based, grade-level appropriate, dance lessons and six visual arts-focused lessons throughout the year. The multiple-subject classroom teacher will complement and extend the lessons throughout the year. The district’s plan provides a timeline for expansion throughout the next phases. The amount of time and lessons provided by the dance and visual arts teachers will increase. Classroom teachers will also increase the teaching time in both disciplines as their capacities grow through professional learning.

As students enter middle school, they will have options for classes in visual arts and in digital media arts that build upon their elementary learning. In dance, to address the classes at the middle school level, the district committed to hire dance teachers, develop instructional units aligned to the district scope and sequence for dance, and

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