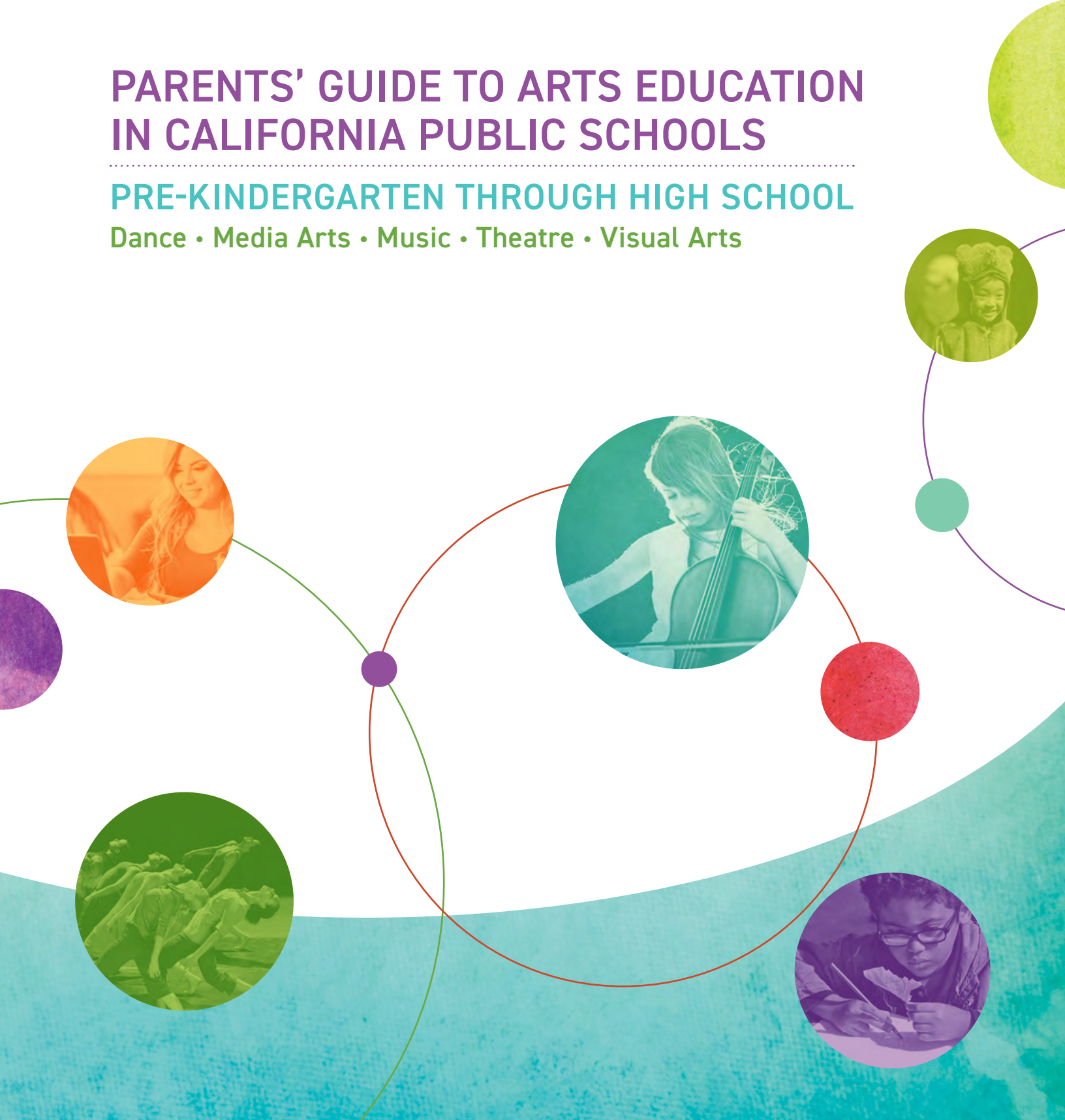


PARENTS' GUIDE TO ARTS EDUCATION IN CALIFORNIA PUBLIC SCHOOLS

PRE-KINDERGARTEN THROUGH HIGH SCHOOL

Dance • Media Arts • Music • Theatre • Visual Arts





“ In partnership with CREATE CA, California State PTA is excited to provide this arts curriculum guide for parents and education advocates that reflects the California Arts Standards for pre-kindergarten through grade twelve. This guide offers parents and education advocates an understanding about what to expect in the classroom so they may ensure a complete arts education leading to greater student success socially, emotionally and academically. ”

– California State PTA

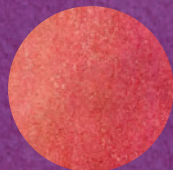


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INTENT OF THIS GUIDE

California State PTA recognizes that parents play a vital role in helping their child learn in and through the arts. This guide is a resource for parents to use in supporting their child's learning the arts disciplines of dance, media arts, music, theatre and visual arts while they advance through each grade level in California public schools. By asking about the arts program at your child's school, you are showing your interest in all students, not just the "talented," having the opportunity to express their unique individuality through creating and learning in and through the arts.

Research shows that the arts play a role in human development and in community building. The arts help teachers and students address issues of diverse languages, race, culture and learning styles through multiple entry points. The value of the arts for all students in California classrooms is confirmed by the inclusion of arts instruction at all grade levels in the mandates of the California Education Code 51210 and 51220. The content of this guide will assist parents in talking to their child's teacher about the arts instruction their child is receiving and in being able to recognize a quality arts education program.

Research shows that the arts play a role in human development and in community building.



California Education Code 51210

The adopted course of study for grades 1-6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

California Education Code 51220

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: visual and performing arts, including dance, music, theater and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

The Information in This Guide

This guide provides an overview of what your child will learn in the arts disciplines of dance, media arts, music, theatre and the visual arts by the end of each grade level. The information is grouped into four sections: Grades PreK-2, Grades 3-5, Grades 6-8 and Grades 9-12. Each section includes the following:

- A snapshot of what your child experiences in the arts at each grade level.
- A few key examples of what is taught in dance, media arts, music, theatre and the visual arts at each grade level taken from the California Arts Standards for you to use when talking to your child's teacher.
- Questions to ask the teacher about your child's progress in arts learning and about the school's arts program.



- Ideas for what you can do to help your child learn in the arts at school, at home and in the community.
- Some key resources for you to use if you are interested in expanding or improving the arts program at your child's school.

The arts learning examples in this guide are based on the California Arts Standards that were adopted in 2019.

Why Standards Are Important

Like the other subject area standards, the Arts Standards define what students need to learn and be able to accomplish in the arts by the end of each grade level.

The arts include standards in the areas of dance, media arts, music, theatre, and visual arts. Standards guide teachers to include curriculum and instruction that will help all students meet or exceed these standards. Classroom teachers, credentialed arts teacher specialists, teaching artists, visiting artists, parents and community members may be involved in teaching the arts in the schools. Therefore, it is very important to have agreed-upon written expectations for student learning in the arts at each grade level. The examples of what students will be learning in each of the arts provided here give only a small glimpse into the arts learning process and the content of the curriculum. More information on arts standards, curriculum and instruction may be found on the California Department of Education website at: www.cde.ca.gov/be/st/ss/vapacontentstnds.asp

Standards guide teachers to include curriculum and instruction that will help all students meet or exceed these standards.

The Focus of Arts Learning

The Arts Standards are based on artistic processes that define and organize the link between the art form and the learner as follows:

In a comprehensive arts curriculum students will experience:

- *Creating* - conceiving and developing new artistic ideas and work.
- *Performing (in dance, music and theatre)* - realizing artistic ideas and work through interpretation and presentation.
- *Producing (in media arts)* - realizing and presenting artistic ideas and work.
- *Presenting (in visual arts)* - interpreting and sharing artistic work.
- *Responding* - is understanding and evaluating how the arts convey meaning.
- *Connecting* - is relating artistic ideas and work with personal meaning and external context.

In a comprehensive arts curriculum, students are expressing their thoughts, feelings and responding to the world around them as they think of artistic ideas and bring them to life in their artwork. They demonstrate increasing expressive and technical skills in the arts and grow in their ability to understand and evaluate how the arts convey meaning by processing and analyzing information through the language and skill unique to each of the art forms. Deepening their appreciation and understanding of the arts by responding to, analyzing and making judgments about works in each of the arts increases their ability to relate artistic ideas and works of art to the societal and historical context in which they were created and to the cultural dimensions of each of the arts. The importance of the arts becomes evident as they connect and apply what is learned and experienced in each of the arts to learning in other subject areas, to career possibilities and to living in our complex society.

PARENTS' GUIDE TO ARTS LEARNING IN CALIFORNIA SCHOOLS GRADES PK/TK-K-1-2

Dance • Media Arts • Music • Theatre • Visual Arts

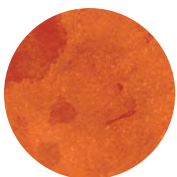
Snapshot of Arts Learning in Grades Pre-Kindergarten/ Transitional Kindergarten

Students in pre-kindergarten are full of energy and curiosity that can easily be directed toward learning in the arts. They improvise dance that starts and stops on cue. They explore media artworks and discuss their discoveries and experiences. The teacher guides them to listen carefully and they experience a variety of music. They begin to identify similarities between experiences characters have in a story and their personal experiences. After self-directed or collaborative exploration with a variety of art materials, they use these materials as they engage in art making. While they explore dance, media arts, music, theatre, and visual arts, they share and talk about their own experiences in each art form and identify their personal favorites.

Snapshot of Arts Learning in Kindergarten

Students in kindergarten are exploring their world through their senses and improving their perceptual skills by learning about, creating, performing, presenting, producing, responding and connecting to dance, media arts, theatre, and visual arts. They act out the stories they hear and pictures they see as they perform in collaborative groups. They sing songs and tap out rhythms. Students turn everyday movements such as walking and jumping into a dance. They draw a picture of their friends and family. Students learn to use glue and scissors while exploring the use of line, color, shape, texture, value and space in their artwork. They see, listen and respond to each of the arts from various cultures and time periods. For kindergarten students, the arts are among their first exciting adventures in learning. They are beginning to develop the vocabulary and the skills that are unique to the arts yet can be applied to learning in other areas of the curriculum.

Students turn everyday movements such as walking and jumping into a dance.





Snapshot of Arts Learning in First Grade

In first grade, students begin to develop the focus needed to succeed in creating, performing, presenting, producing, responding, and connecting artistic ideas and work. They also learn to work with others both in creating artworks and in sharing the space and the materials needed. They listen when others speak and watch others perform as they participate by being an audience member. By connecting the arts with other content areas, students build their vocabulary and pre-reading skills, such as defining the plot, and predicting, summarizing and recognizing the sequence of events in a story. They perform brief dance sequences with a beginning, middle and end. Through folk and traditional dances, students learn more about why, when and where people dance and how dances are similar or different. They identify how a variety of media artworks create different visual and emotional experiences. Singing and playing classroom instruments improves students' listening skills, technique and understanding of musical forms. Acting through facial expressions, gestures and movements helps students develop characters as they improvise scenes. In visual arts, students work both in flat, two-dimensional formats and create three-dimensional work of art as they learn about the use of color, lines and shapes in their artwork.

Snapshot of Arts Learning in Second Grade

Second grade students are expanding their knowledge and skills in the arts and are excited when they discover they can connect their previous learning in the arts to problem solving in something new. In a dance sequence, students move slowly then quickly and reach high then low while communicating an idea or mood. They practice combining varied content into a unified media artwork, such as a narrated science animation. A new world of music opens up to them as they listen to different musical expressions from various cultures and time periods and learn verbal syllables for the musical scale such as sol and fa. This is the beginning of learning to read, write and perform basic patterns of pitch, which opens the door to playing, singing and composing music. Cooperation and communication skills are developed as students create and perform theatrical group improvisations. Intriguing new visual art-making processes are introduced to students as they engage in printmaking or collage. Now students are beginning to evaluate their own work as they analyze what they intended to express in the arts and how well they succeeded.

Cooperation and communication skills are developed as students create and perform in the arts.

Dance • Media Arts • Music • Theatre • Visual Arts

The key examples of arts learning that follow are based on the California Arts Standards. The purposes of the Arts Standards are to promote students' lifelong appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to personal, academic, and professional pursuits. Learning outcomes for all students are identified in the Standards and they guide teachers to provide a unified quality arts education so that these outcomes are achieved. The Standards build from grade to grade and embody grade- and age-appropriate key concepts, processes, and traditions of study in each of the five artistic disciplines. They are process-oriented, grade-appropriate indicators of what students need to know and be able to do and communicate high achievable aims. Media Arts are now included in the Standards as a distinct, stand-alone arts discipline along with Dance, Music, Theatre, and the Visual Arts. Media Arts includes photography, imaging, sound, animation, video, web design, graphic design, virtual design, interactive design, as well as their combinations and emerging forms such as multimedia and virtual design.

Dance Education Grades PK/TK–K–1–2

Examples of Dance Learning in Pre-Kindergarten

- Responding in movement to a variety of sensory stimuli, for example, music, sound, visual.
- Moving in general space and starting and stopping on cue while maintaining personal space.
- Identifying a movement in a dance by repeating it.
- Recognizing an emotion expressed in dance movement that is watched or performed.

Examples of Dance Learning in Kindergarten

- Improvising a dance that has a beginning, middle, and end.
- Moving in straight, curved, and zigzagged pathways individually and with others.
- Expressing an idea, feeling, or image, through improvised movement moving alone or with a partner.
- Dancing for and with others in a designated space.



Examples of Dance Learning in First Grade

- Exploring a variety of locomotor movements (progressing through space from one spot to another) like skipping.
- Exploring movement inspired by a variety of stimuli such as music, sound, images, or text, and identifying the source.
- Choosing movements that express an idea or emotion, or follow a musical phrase.
- Watching and/or performing a dance from a different culture and discussing or demonstrating the types of movement danced.

Examples of Dance Learning in Second Grade

- Creating and performing short movement sequences using varied tempos (slow to fast) and rhythmic patterns (timed movements through space).
- Creating, memorizing and performing original expressive movements alone and with peers by using stories, poems, or nursery rhymes to inspire dance ideas.
- Naming and performing rhythms from different cultures such as those made through clapping, stamping or using whole body movement.
- Using basic dance vocabulary to describe a dance observed or performed by peers and describing how the dance communicated an idea or mood to the viewer.



Media Arts Education Grades PK/TK-K-1-2

Examples of Media Arts Learning in Pre-Kindergarten

- Sharing ideas for media artworks through guided exploration of tools, methods, and imagining.
- With guidance, combining different forms and content, such as image and sound, to form media artworks.
- With guidance, examining and sharing appealing qualities in media artworks.
- Using personal experiences in making media artworks.

Examples of Media Arts Learning in Kindergarten

- Exploring and playing with digital art making.
- Combining art forms and media content, such as dance and video, to form media artworks.
- Talking with other students to develop ideas for media productions.
- Making changes to the content, form or presentation of media artwork and sharing the results.

Examples of Media Arts Learning in First Grade

- Recognizing and sharing messages in media artworks.
- Using personal experiences and interests in making media artworks.
- Creating digital or physical representations or sketches of an idea for a work of media art.
- Discussing and describing media artworks in everyday life such as in popular media.

Examples of Media Arts Learning in Second Grade

- Using personal experiences, interests and models in creating media artworks.
- Combining traditional art making and technology skills.
- Discussing their experiences of media artworks.
- Identifying and describing the messages in media artworks.

Exploring multiple ideas for media artworks through brainstorming and improvising.



GRADES
PK/TK-K-1-2



Music Education Grades PK/TK-K-1-2

In elementary school, students participate in Music instruction and may also receive instruction in Harmonizing Instruments and Ensembles. A description of learning in each of these areas follows the General Music examples of learning.

Examples of Music Learning in Pre-Kindergarten

- With guidance, exploring and experiencing a variety of music.
- With guidance, exploring and demonstrating awareness of musical contrasts such as high/low, loud/soft, fast/slow.
- With guidance, stating personal interests and demonstrating why they prefer some music selections over others.
- With guidance exploring how personal interests connect to creating, performing, and responding to music.

Examples of Music Learning in Kindergarten

- Demonstrating a final version of personal musical ideas to peers.
- Stating personal interest in varied musical selections.
- Sharing ideas about the connections between music and culture.
- Demonstrating how beat or melodic direction is used in music.

Examples of Music Learning in First Grade

- Discussing personal reasons for selecting musical ideas that represent expressive intent.
- Using notation and/or recording technology to document and organize personal musical ideas.
- Discussing how personal interests connect to creating, performing, and responding to music.
- Demonstrating how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

Examples of Music Learning in Second Grade

- Demonstrating and explaining personal reasons for selecting patterns and ideas for music that represent expressive intent.
- Explaining personal interest in, knowledge about, and purpose of varied musical selections.
- Describing how specific music concepts are used to support a specific purpose in music.
- Identifying how musical elements such as pitch, tempo, form and dynamics, communicate ideas or moods.

Presenting a final version of personal musical ideas to peers.

Harmonizing Instruments

Students create and make music with harmonizing instruments, such as ukulele, guitar, and piano. They work either individually or collaboratively with their peers to listen, create, share, and engage in music. While connecting with their musical interests and ideas, students experience music making, arrangement, composition, and performance, while also personally responding and connecting to various current and past genres and styles. Students engage in informal music learning as they explore their instrument to make sounds, sing as they play, improvise, compose, listen to, and learn or perform a piece they have heard.

Ensemble

An ensemble is a group who perform instrumental or vocal music together. Ensemble instruction requires students to generate musical ideas and provides the foundation for music creation, while inviting students to explore sound and its many elements within a diverse ensemble. Students playing within ensembles work collaboratively with their peers to listen, share, and engage in music. While sharing their musical interests, connections, and ideas, students experience music making by arranging, composing, and performing with various instruments and timbres. They play and perform in different genres and in a variety of styles, as well as improvise and create original rhythmic, melodic, and harmonic ideas, which are connected to various current and past genres and styles.

Theatre Education Grades PK/TK-K-1-2

Examples of Theatre Learning in Pre-Kindergarten

- Transitioning between imagination and reality in dramatic play or a guided drama experience with prompting and support.
- Identifying characters in dramatic play or a guided drama experience with prompting and support.
- Engaging in dramatic play or a guided drama experience and sharing with others with prompting and support.
- Identifying similarities between a story and personal experience in dramatic play or a guided drama experience with prompting and support.

Examples of Theatre Learning in Kindergarten

- Interacting with peers and contributing to dramatic play or a guided drama experience.
- Understanding that voice and sound are fundamental to dramatic play.
- Proposing potential new details to a plot or story in a guided drama experience.
- Naming and describing settings in a guided drama experience.

Examples of Theatre Learning in First Grade

- Identifying causes of the actions of a character in a guided drama experience.
- Using movement and gestures to communicate emotions in a guided drama experience.
- Proposing potential choices characters could make in a guided drama experience.
- Collaborating with peers to conceptualize costumes and props in a guided drama experience.

Examples of Theatre Learning in Second Grade

- Proposing potential new details to plot and story in a guided drama experience.
- Identifying ways in which voice and sounds may be used to create or retell a story in a guided drama experience.
- Collaborating with peers to devise meaningful dialogue in a guided drama experience.
- Collaborating with peers on creating a short scene based on a non-fiction literary source.

Visual Arts Education Grades PK/TK-K-1-2



Examples of Visual Arts Learning in Pre-Kindergarten

- Engaging in self-directed or collaborative exploration with a variety of art materials.
- Creating and telling about art that communicates a story about a familiar place or object.
- Interpreting art by identifying and describing subject matter.
- Selecting a preferred artwork and sharing with others.

Examples of Visual Arts Learning in Kindergarten

- Experimenting to build skills in various media and approaches to art making.
- Describing what an image represents.
- Interpreting art by identifying subject matter and describing relevant details.
- Creating art that tells a story about a life experience.

Examples of Visual Arts Learning in First Grade

- Using art vocabulary to describe choices while creating art.
- Categorizing artwork based on a theme or concept for an exhibit.
- Experimenting in order to build skills in various media and approaches to art making.
- Comparing images that represent the same subject.

Examples of Visual Arts Learning in Second Grade

- Creating works of art about events in home, school, or community life.
- Using learned art vocabulary to express preferences about artwork.
- Categorizing images based on expressive properties.
- Brainstorming to generate multiple approaches to an art or design problem.



Talking to Your Child's Teacher About the Arts

Arts Education programs vary widely throughout the state as to what is offered, how much time is spent on arts learning and who teaches the arts. When you talk to your child's teachers about the arts program, it will be helpful to get a clear picture of your child's opportunity to engage in arts learning as well as the content and/or focus of the instruction at this grade span. Following are questions that may guide a conversation with your child's teacher.

1. How much instructional time does my child receive per week or month or during the school year in each of the arts: dance, media arts, music, theatre and visual arts?
2. Is this time dedicated to the arts or are the arts integrated into learning in other areas of the curriculum?
3. Is arts instruction based on the current state standards and is it sequential through the grade levels?
4. Who teaches each of the arts to my child at this grade level?
5. What does my child particularly enjoy and/or need to work on in each of the five arts disciplines?
6. Reflecting on the examples of arts learning provided in this document at my child's grade level, what are two or three of your curricular goals for the students in each of the arts?
7. Is the school staff aware that the California Education Code requires instruction in the art for grades one through grade twelve? (See page 4 for the Education Code).

Learn more about expanding or improving the Arts Education Program at Your Child's School in Appendix 1.

Find more resources by contacting other statewide organizations that support arts education in Appendix 2.

Helping Your Child Learn in the Arts at School, at Home and in the Community

At school:

- Volunteer your time by assisting in the classroom when the arts are being taught.
- Share your personal expertise in the arts through school or classroom performances, demonstrations and lessons.
- Share your expertise in a folk or traditional art form with your child's class.
- Assist with costumes and props for theatre and dance.
- Offer support for the arts program by donating supplies and/or equipment for the arts program.

At home:

- Talk about good health-related habits that a dancer, like an athlete, would need.
- Ask the teacher if there is a learning program that is being used in media arts that you can put on your computer.
- Ask your child to teach you a simple song or musical pattern such as ABA.
- After reading a story with your child, ask him/her to talk about the main character, the setting and the conflict in the story.
- Set up an "art space" for your child where she/he can keep a pad of white paper, a box of crayons and a beginner's set of watercolors along with a brush and a plastic cup for water. Don't forget the paper towels.

In the community:

- Support your child's learning in the arts with lessons and experiences outside of school at art museums or art centers, and with community dance, theatre and music groups or teachers.
- See if art museums have free days and activities for families or if performing artists are appearing in a park or library.
- Take your child to art gallery exhibits and performances of dance, music and theatre that are appropriate for this grade level.
- Participate in the art form alongside your child sharing the experience together such as watching an animated program together and talking about the story line or how the characters were portrayed.



PARENTS' GUIDE TO ARTS LEARNING IN CALIFORNIA SCHOOLS

GRADES 3-4-5

Dance • Media Arts • Music • Theatre • Visual Arts

Snapshot of Arts Learning in Third Grade

Third graders get excited about describing their thoughts orally and in writing, which leads them to more creating, performing, presenting, producing, responding, and connecting in the arts. They use their skills in the arts to portray what they imagine. They create and perform original dance sequences more expressively and also perform dances from various countries with a partner or a group. This adds to their collection of dance movements. They develop multiple ideas for media artworks using a variety of tools, methods, and materials and complete purposeful media arts productions. Their musical knowledge increases as they focus on rhythmic patterns, musical forms, melody, harmony and timbre when reading, writing and performing music. Increased listening skills are applied as they identify those qualities in music selections. Singing from memory helps them improve their accuracy. In third grade, students explore how stories are adapted from literature to produce drama or theatre works. Their visual arts experiences lead them to creating the illusion of depth in a painting and they gain skills in a growing number of media such as watercolor and printmaking. Students also become familiar with local artists and their works as well as artists from throughout California and from various parts of the world.



Snapshot of Arts Learning in Fourth Grade

Fourth grade students have become active participants in their own learning. Building on what they learned and experiences in the arts since Pre-Kindergarten, they recognize the artist within themselves, and they see how they can apply what they have learned in each of the arts to learning in other areas of the curriculum. Project-based learning allows them to, for example, share what they learned through monologues about an important person from history and draw and paint pictures of landscapes or do murals that represent the various biospheres in the world. In media arts, students begin to identify and apply basic criteria for evaluating and improving media artworks. In music, they are ready to present the final version of music they personally created and to explain the expressive intent. In dance, they can present a study that expresses and communicates a significant main idea which is developed and performed.

Students are communicating through the arts as they are expanding their creative expression abilities.

Dance • Media Arts • Music • Theatre • Visual Arts

The key examples of arts learning that follow are based on the California Arts Standards. The purposes of the Arts Standards are to promote students' lifelong appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to personal, academic, and professional pursuits. Learning outcomes for all students are identified in the standards and they guide teachers to provide a unified quality arts education so that these outcomes are achieved. The Standards build from grade to grade and embody grade- and age-appropriate key concepts, processes, and traditions of study in each of the five artistic disciplines. They are process-oriented, grade-appropriate indicators of what students need to know and be able to do and communicate high achievable aims. Media Arts are now included in the Standards as a distinct, stand-alone arts discipline along with Dance, Music, Theatre, and the Visual Arts. Media Arts includes photography, imaging, sound, animation, video, web design, graphic design, virtual design, interactive design, as well as their combinations and emerging forms such as multimedia and virtual design.

Snapshot of Arts Learning in Fifth Grade

Fifth-grade students are maturing in their desire and ability to talk about, describe and evaluate their work in the arts and the work of others. They have grown in their sense of what they like and dislike and can substantiate their opinion using specific criteria as they evaluate their own work and the work of others. Fifth graders apply more complex concepts to their creation, performance, presentation, and production in the arts. They use a variety of choreographic devices to develop a main idea when inventing new dance sequences and they envision original ideas and innovations for media artworks based on their personal experiences. In music, they generate musical ideas such as rhythms, melodies and simple accompaniment patterns and can create innovative solutions to technical theatre problems that arise in rehearsals. Fifth graders demonstrate quality craftsmanship through their care and use of materials, tools, and equipment. Along with this, students explore the rich history of the arts in the United States and in various cultures.



Dance Education Grades 3-4-5

Examples of Dance Learning in Third Grade

- Changing the use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
- Replicating body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
- Adjusting body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
- Identifying the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).

Examples of Dance Learning in Fourth Grade

- Developing a dance study that expresses and communicates a main idea and discussing the reasons and effectiveness of the movement choices.
- Analyzing and refining phrases by incorporating a greater range of energy and dynamic changes to heighten the effect of their intent.
- Finding patterns of movements in dance works that create a style or theme.
- Selecting and describing movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

Examples of Dance Learning in Fifth Grade

- Dancing to a variety of rhythms generated from internal and external sources and performing movement phrases that show the ability to respond to changes in time.
- Recalling and executing a series of dance phrases using technical dance skills such as alignment, coordination, balance, core support, and clarity of movement.
- Identifying, exploring, and selecting production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.
- Interpreting meaning in a dance based on its movements and explaining how the movements communicate the main idea of the dance using basic dance terminology.

Students with an arts education are 4X more likely to be recognized for academic achievement*

GRADES 3-4-5



*Source: Arts Ed Navigator by Americans for the Arts
[issuu.com/americans4arts/docs/afta_navigator_facts-and-figures](https://www.americans4arts.com/docs/afta_navigator_facts-and-figures)

Media Arts Education Grades 3-4-5



Examples of Media Arts Learning in Third Grade

- Developing multiple ideas for media artworks using a variety of tools, methods and/or materials.
- Forming, sharing, and testing ideas, plans, and/or models to prepare for media arts productions.
- Practicing combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.
- Identifying how media artworks and ideas relate to everyday life and culture and can influence values and online behavior.

Examples of Media Arts Learning in Fourth Grade

- Determining and explaining reactions and interpretations to a variety of media artworks, considering their purpose and context.
- Examining and using personal and external resources to create media artworks, such as interests, research, and cultural understanding.
- Explaining verbally and/or in media artworks, how media artworks and ideas relate to everyday life and culture, such as fantasy and reality, and technology use.
- Identifying, describing, and explaining how various forms, methods, and styles in media artworks manage audience experience.

Examples of Media Arts Learning in Fifth Grade

- Creating content and combining components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated aesthetic principles, such as emphasis and exaggeration.
- Creating media artworks through the integration of multiple contents and forms, such as a media broadcast.
- Comparing qualities and purposes of presentation formats, associated processes, results, and improvements for presentation of media artworks.
- Determining and applying criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.

Creating media artworks through the integration of multiple contents and forms, such as a media broadcast.



Music Education Grades 3-4-5

In elementary school students participate in Music instruction and may also receive instruction in Harmonizing Instruments and Ensembles. A description of learning in each of these areas follows the Music examples of learning.

Examples of Music Learning in Third Grade

- Generating musical ideas (such as rhythms and melodies) within a given tonality and/or meter.
- Demonstrating and describing how intent is conveyed through expressive qualities (such as voice quality, dynamics and tempo).
- Demonstrating and describing how selected music connects to and is influenced by specific interests, experiences, or purposes.
- Identifying and demonstrating how personal interests, experiences, and ideas relate to creating, performing, and responding to music.

Examples of Music Learning in Fourth Grade

- Presenting the final version of personally created music to others and explaining the connection to expressive intent.
- Demonstrating and explaining how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
- Applying teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.
- Demonstrating and explaining how responses to music are informed by the structure, the use of the elements of music, and context (such as personal, social and cultural).

Examples of Music Learning in Fifth Grade

- Generating musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
- Explaining how context (such as personal, social cultural and historical) informs performances.
- Performing music, alone or with others, with expression, technical accuracy, and appropriate interpretation.
- Demonstrating an understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

Harmonizing Instruments

Students create and make music with harmonizing instruments, such as ukulele, guitar, and piano. They work either individually or collaboratively with their peers to listen, create, share, and engage in music. While connecting with their musical interests and ideas, students experience music making, arrangement, composition, and performance, while also personally responding and connecting to various current and past genres and styles. Students engage in informal music learning as they explore their instrument to make sounds, sing as they play, improvise, compose, listen to, and learn or perform a piece they have heard.

Ensemble

An ensemble is a group who perform instrumental or vocal music together. Ensemble instruction requires students to generate musical ideas and provides the foundation for music creation, while inviting students to explore sound and its many elements within a diverse ensemble. Students playing within ensembles work collaboratively with their peers to listen, share, and engage in music. While sharing their musical interests, connections, and ideas, students experience music making by arranging, composing, and performing with various instruments and timbres. They play and perform in different genres and in a variety of styles, as well as improvise and create original rhythmic, melodic, and harmonic ideas, which are connected to various current and past genres and styles.



Theatre Education Grades 3-4-5

Examples of Theatre Learning in Third Grade

- Creating roles, imagined worlds, and improvised stories in a drama/theatre work.
- Imagining and articulating ideas for costumes, props and sets for the environment and characters in a drama/theatre work.
- Applying the elements of dramatic structure to a story and creating a drama/theatre work.
- Sharing small-group drama/theatre work, with peers as audience.

Examples of Theatre Learning in Fourth Grade

- Collaborating to devise original ideas for a drama/theatre work by asking questions about characters and plots.
- Adapting the dialogue and action to change the story in a drama/theatre work.
- Developing and implementing a plan to evaluate drama/theatre work.
- Imagining and identifying the ways drama/theatre work reflects the perspectives of a community or culture.

Examples of Theatre Learning in Fifth Grade

- Identifying physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.
- Revising and refining an improvised or scripted drama/theatre work through rehearsal, collaborative review, and reflection.
- Creating innovative solutions to design and technical theatre element problems that arise in rehearsal for a drama/theatre work.
- Explaining personal reactions to artistic choices made in a drama/theatre work through participation and observation.

Visual Arts Education Grades 3-4-5

Examples of Visual Arts Learning in Third Grade

- Identifying exhibit space and preparing works of art, including artist statements, for presentation.
- Speculating about processes an artist used to create a work of art.
- Determining messages communicated by an image.
- Developing a work of art based on observations of surroundings.

Determining messages communicated by an image.

Examples Visual Arts Learning in Fourth Grade

- Brainstorming individual and collaborative approaches to a creative art or design problem.
- Revising artwork in progress on the basis of insights gained through peer discussions.
- Comparing and contrasting purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.
- Creating works of art that reflect community cultural traditions.

Examples of Visual Arts Learning in Fifth Grade

- Experimenting and developing skills in multiple art-making techniques and approaches through practice.
- Demonstrating quality craftsmanship through care for and use of materials, tools, and equipment.
- Identifying, describing, and visually documenting places and/or objects of personal significance.
- Identifying how art is used to inform or change beliefs, values, or behaviors of an individual or society.



Talking to Your Child's Teacher About Arts Education

Arts education programs vary widely throughout the state as to what is offered, how much time is spent on arts learning and who teaches the arts. When you talk to your child's teacher about the arts program, it will be helpful to get a clear picture of your child's opportunity to engage in arts learning as well as the content and/or focus of the instruction at this grade span. Following are questions that may guide a conversation with your child's teacher.

1. How much instructional time does my child receive per week or month or during the school year in each of the arts: dance, media arts, music, theatre and visual arts? Is this time dedicated to the arts or are the arts integrated into learning in other areas of the curriculum? (Note: The California Education Code requires instruction in dance, music, theatre and visual arts for grades one through grade twelve.)
2. Who teaches each of the arts to my child at this grade level? Here are some examples: the classroom teacher, a credentialed dance, music, theatre and/or visual art teacher, a teaching artist from a community arts organization or a volunteer such as a media artist or a parent.
3. Is arts instruction based on the state standards and is it sequential through the grade levels?
4. What does my child particularly enjoy and/or need to work on in each of the arts disciplines?
5. Reflecting on the list of examples of arts learning provided in this document at my child's grade level, what are two or three of your curricular goals for the students in each of the arts?

Learn more about expanding or improving the Arts Education Program at Your Child's School in Appendix 1.

Find more resources by contacting other statewide organizations that support arts education in Appendix 2.

Helping Your Child Learn in the Arts at School, at Home and in the Community

At school:

- Volunteer your time by assisting in the classroom when the arts are being taught.
- Share your personal expertise in the arts through school or classroom performances, demonstrations and lessons.
- Share your expertise in a folk or traditional art form with your child's class.
- Assist with costumes and props for theatre and dance.
- Offer support for the arts program by donating supplies and/or equipment for the arts program.

At home:

- Talk about good health-related habits that a dancer, like an athlete, would need.
- Ask your child about the media arts techniques he or she is learning and see if you can find a similar learning program to put on your computer.
- Ask your child to teach you a simple song or musical pattern such as ABA.
- After reading a story with your child, ask him/her to talk about the main character, the setting and the conflict in the story.
- Set up an "art space" for your child where she/he can keep a pad of white paper, a box of crayons and a beginner's set of watercolors along with a brush and a plastic cup for water. Don't forget the paper towels.

In the community:

- Support your child's learning in the arts with lessons and experiences outside of school or on-line at art museums or art centers and with community dance, theatre and music groups or teachers.
- See if art museums have free days and activities for families or if performing artists are appearing in a park, library or other public place.
- Take your child to art gallery exhibits and performances of dance, music and theatre that are appropriate for this grade level.
- Ask your teacher if there is a media arts program you can use on your computer at home and work with it alongside of your child at home sharing the experience together.

PARENTS' GUIDE TO ARTS LEARNING IN CALIFORNIA SCHOOLS GRADES 6-7-8

Dance • Media Arts • Music • Theatre • Visual Arts

Snapshot of Arts Learning in Middle School

When sixth, seventh and eighth grade students have attained basic knowledge and skills in the five arts disciplines of dance, media arts, music, theatre and visual arts throughout their elementary school years, they are prepared to refine and broaden their expressive and technical skills in the middle grades. The offerings and scheduling of the arts classes in middle schools vary. Students may have choices in what arts classes they elect to take or they may experience the arts as part of an elective wheel in which they explore several different subjects.

During these middle years, students apply and refine their knowledge and skills in the arts so they can express their own voice. Their self-confidence increases through this expression of their individuality. Increased skills and originality are exhibited in their dance choreography and performance as they realize how expressive their movements can be. Students are refining media artworks to improve the technical quality and they intentionally accentuate stylistic elements to reflect an understanding of purpose, audience, and place. In music, students apply vocal and/or instrumental skills as they perform a varied repertoire of music as a soloist and in groups. They also learn more about composing and arranging original works.

Theatre students improve their acting skills and techniques as they perform and analyze the dramatic elements used by scriptwriters and directors. In the process of developing a series of related works to express a personal statement, visual art students are increasing their skills and identifying what they believe to be important to look for in works of art. Students engage in more in-depth research and analysis in their art learning. Learning outcomes for students taking arts classes in the middle grades occur at many levels, such as the ability to work collaboratively, technology literacy, creative thinking, innovation and problem solving.

Students engage in more in-depth research and analysis in their art learning.





Dance • Media Arts • Music • Theatre • Visual Arts

The key examples of arts learning that follow are based on the California Arts Standards. The purposes of the Arts Standards are to promote students' lifelong appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to personal, academic, and professional pursuits. Learning outcomes for all students are identified in the standards and they guide teachers to provide a unified quality arts education so that these outcomes are achieved. The Standards build from grade to grade and embody grade- and age-appropriate key concepts, processes, and traditions of study in each of the five artistic disciplines. They are process-oriented, grade-appropriate indicators of what students need to know and be able to do and communicate high achievable aims. Media Arts are now included in the Standards as a distinct, stand-alone arts discipline along with Dance, Music, Theatre, and the Visual Arts. Media Arts includes photography, imaging, sound, animation, video, web design, graphic design, virtual design, interactive design, as well as their combinations and emerging forms such as multimedia and virtual design.

Dance Education Grades 6–7–8

Examples of Dance Learning in Sixth Grade

- Determining artistic criteria to choreograph a dance study that communicates personal or cultural meaning.
- Refining partner and ensemble skills in the ability to determine distance and spatial design.
- Collaborating as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations.
- Comparing and contrasting a variety of possible production elements that would intensify and heighten the artistic intent of a dance.

Examples of Dance Learning in Seventh Grade

- Using a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent and articulating reasons for movement and structural choices.
- Using a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent and conveying the reasons for the movement and structural choices.
- Comparing and contrasting movement characteristics from a variety of dance genres or styles then discussing specific characteristics using dance terminology to describe them.

- Comparing, contrasting, and discussing dances performed by people in various localities or communities and formulating possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each.

Examples of Dance Learning in Eighth Grade

- Implementing movement from a variety of stimuli (e.g., music, observed dance, literary forms, natural phenomena, personal experience, current news) to develop dance content for an original dance study or dance.
- Defining and applying artistic criteria to choreograph a dance that communicates personal or cultural meaning and discussing how the criteria clarify or intensify the meaning of the dance.
- Sculpting the body in space and designing body shapes in relation to other dancers, objects, and the environment, which may include complex floor and air patterns and/or pathways that require focus.
- Articulating personal performance goals and practices to reach goals and documenting personal improvement over time by journaling or keeping a portfolio or timeline.



Media Arts Education Grades 6-7-8

Examples of Media Arts Learning in Sixth Grade

- Demonstrating and rationalizing how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.
- Determining and applying specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.
- Identifying, describing, and analyzing how message and meaning are created by components in media artworks.
- Researching and showing how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.

Examples of Media Arts Learning in Seventh Grade

- Designing, proposing and evaluating artistic ideas, plans, prototypes, and production processes for media art productions, considering expressive intent and resources.
- Exhibiting an increasing set of artistic, design, technical, organizational and management skills through performing various roles in producing media artworks, such as creative problem solving and organizing.
- Exhibiting an increasing set of creative and innovative abilities, such as adaptive tool usage and exploratory processes, in developing solutions within and through media arts productions.
- Considering fair use and copyright, ethics, media literacy, and social media.

Examples of Media Arts Learning in Eighth Grade

- Generating ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.
- Refining media artworks, improving technical quality and intentionally accentuating stylistic elements to reflect an understanding of purpose, audience, and place.
- Demonstrating a defined range of artistic, design, technical, and soft skills through performing specified roles in producing media artworks, such as strategizing and collaborative communication.
- Demonstrating and explaining how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.

Music Education Grades 6-7-8

In middle school, students participate in Music instruction and may also receive instruction in Harmonizing Instruments and Ensembles. A description of learning in each of these areas follows the Music examples of learning.

Examples of Music Learning in Sixth Grade

- Generating simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Using standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-cord harmonic musical idea.
- Explaining how understanding the structure and the elements of music are used in music selected for performance.
- Performing music, alone or with others with technical accuracy to convey the creator's intent.





Examples of Music Learning in Seventh Grade

- Selecting, organizing, developing and documenting personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- Evaluating personal work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- Presenting the final version of documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- Selecting contrasting music to listen to and comparing the connections to specific interests or experiences for a specific purpose.

Examples of Music Learning in Eighth Grade

- Applying personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explaining expressive qualities, technical challenges, and reasons for choices.
- Identifying how personal, social, cultural and historical context inform performances and result in different music interpretations.
- Performing contrasting pieces of music, demonstrating and explaining how the music's intent is conveyed by interpretations of the elements of music and expressive qualities (such as articulation/style, and phrasing).
- Examining and demonstrating how personal interests, knowledge, and ideas relate to choices and intent when creating, performing, and responding to music.

Harmonizing Instruments

Students create and make music with harmonizing instruments, such as ukulele, guitar, and piano. They work either individually or collaboratively with their peers to listen, create, share, and engage in music. While connecting with their musical interests and ideas, students experience music making, arrangement, composition, and performance, while also personally responding and connecting to various current and past genres and styles. Students engage in informal music learning as they explore their instrument to make sounds, sing as they play, improvise, compose, listen to, and learn or perform a piece they have heard.

72% of business leaders say creativity is #1 skill*

Ensemble

An ensemble is a group who perform instrumental or vocal music together. Ensemble instruction requires students to generate musical ideas and provides the foundation for music creation, while inviting students to explore sound and its many elements within a diverse ensemble. Students playing within ensembles work collaboratively with their peers to listen, share, and engage in music. While sharing their musical interests, connections, and ideas, students experience music making by arranging, composing, and performing with various instruments and timbres. They play and perform in different genres and in a variety of styles, as well as improvise and create original rhythmic, melodic, and harmonic ideas, which are connected to various current and past genres and styles.

*Source: Arts Ed Navigator by Americans for the Arts
issuu.com/americans4arts/docs/afta_navigator_facts-and-figures

Theatre Education Grades 6-7-8

Examples of Theatre Learning in Sixth Grade

- Exploring a scripted or improvised character by imagining the given circumstances in a drama/theatre work.
- Receiving and incorporating feedback to refine a devised or scripted drama/theatre work.
- Experimenting with various physical choices to communicate character in a drama/theatre work.
- Investigating the time period and place of a drama/theatre work to better understand performance and design choices.

Examples of Theatre Learning in Seventh Grade

- Explaining and presenting solutions to design challenges in a drama-theatre work.
- Demonstrating mutual respect for self and others and their roles in preparing or devising drama/theatre work.
- Developing effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.
- Identifying how the intended purpose of a drama/theatre work appeals to a specific audience.

Examples of Theatre Learning in Eighth Grade

- Imagining and exploring multiple perspectives and solutions to staging problems in a drama/theatre work.
- Practicing collaboration, analysis and reflection to refine a devised or scripted drama/theatre work.
- Using a variety of acting techniques to increase skills in rehearsal or drama/theatre performance.
- Recognizing and sharing artistic choices when participating in or observing a drama/theatre work.

Visual Arts Education Grades 6-7-8

Examples of Visual Arts Learning in Sixth Grade

- Formulating artistic investigation of personally relevant content for creating art.
- Demonstrating openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community and/or culture.
- Developing and applying relevant criteria to evaluate a work of art.

Examples of Visual Arts Learning in Seventh Grade

- Applying methods to overcome creative blocks.
- Demonstrating persistence in developing skills with various materials, methods, and approaches in creating works of art or design.
- Reflecting on and defending important information about personal artwork in an artist statement or another format.
- Comparing and contrasting how technologies have changed the way artwork is preserved, presented, and experienced.

Examples of Visual Arts Learning in Eighth Grade

- Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.
- Selecting, organizing and designing images and words to make visually clear and compelling presentations.
- Creating a convincing and logical argument to support an evaluation of an artwork.
- Distinguishing different ways art is used to represent, establish, reinforce, and reflect group identity.



Talking to Your Child's Middle Grades Arts Teacher About the Arts Program

The arts programs vary widely throughout the state as to what is offered, how much time is spent on arts learning and who teaches the arts. If your child has not participated in sequential arts learning in the elementary grades, it will be important to ask if he or she will have the opportunity to learn basic skills and content during these middle grades.

At the middle school level, the arts are taught by teachers who have a credential, certification, or the equivalent to teach dance, media arts, music, theatre or visual arts. When you talk to your child's arts teacher about the class your child is taking, it will be helpful to get a clear picture of your child's opportunity to engage in standards based arts learning to advance their skills. Following are some sample questions to ask.

At the middle school level, the arts are taught by teachers who have a credential, certification, or the equivalent to teach dance, media arts, music, theatre or visual arts.

Questions regarding the arts program:

- What is my child's access to instruction in the arts? Are the arts available to my child every year during the middle grades?
- Are there beginning and advanced courses in each of the arts?
- Are the arts taught by credentialed or certified instructors in dance, media arts, music theatre, and visual arts? If not, who teaches the arts?
- Is there communication between the middle school arts teachers and the teachers at the high school my child will be attending as to how their programs are articulated so there is a progression of learning objectives from grade to grade?
- Are students who are particularly interested in one or more of the arts introduced to possible careers in the arts?

Questions regarding my child's progress in the arts courses:

- What does my child particularly enjoy and/or need to work on in his or her achievement in this arts course?
- Reflecting on the lists of what students will be learning in the middle grades provided in this document, what are two or three of your curricular goals for the students at this grade level?
- Are there more advanced courses available to my child in this arts discipline in the middle school grades and/or at the high school level?
- How can I support or enhance my child's learning in this arts course?



Helping Your Child Learn in the Arts at School, at Home and in the Community



At school:

- Share your personal expertise in one or more of the arts through school or classroom performances, demonstrations and lessons.
- Assist with costumes, props, and/or lighting for theatre and dance.
- Share your expertise in a folk or traditional art form with your child's class.
- Join and participate in the band or orchestra support group or other groups that support one or more of the arts programs.
- Help with student performances in the arts and with exhibitions of students' visual or media artwork.
- Offer support for the arts program by donating supplies and/or equipment.
- Help the teacher access a community artist or media art production team to visit the school.

At home:

- Research and watch videos of contemporary dance and folk/traditional dances from your family's heritage.
- Ask your child to teach you a song he or she has learned in the music class and sing it together for family or friends.
- After watching a dramatic program on television, do a critique of it in terms of the acting, staging, costuming.
- Set up a place for your child to work on visual arts projects where they can leave their supplies and works in progress.
- Talk to your child about what is being taught in the arts class and what they still want to learn.
- Have your child teach you some things that he/she is learning in the arts classes.
- Ask your child to describe and/or demonstrate what they are expressing or communicating in their work in the arts.

In the community:

- Support your child's learning in the arts with lessons and study outside of school at art museums or art centers, with community dance, theatre and music groups or teachers, and through distance learning on the computer.
- Check at the local art museum for free tours and activities for students and families.
- Take your child to art gallery exhibits and performances of dance, music and theatre that are appropriate for this grade level.
- Make arrangements for your child to talk to or interview visual and performing artists and to visit their studios and/or performance spaces remotely or in person.

Learn more about expanding or improving the Arts Education Program at Your Child's School in Appendix 1.

Find more resources by contacting other statewide organizations that support arts education in Appendix 2.



PARENTS' GUIDE TO ARTS LEARNING IN CALIFORNIA SCHOOLS

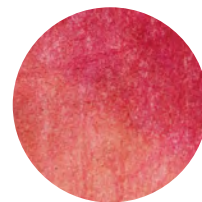
GRADES 9-12

Dance • Media Arts • Music • Theatre • Visual Arts

Snapshot of Arts Learning in High School

Beginning or “proficient level” high school arts courses build on what the student has learned in the elementary and middle school grades. For those students who want to move forward in the arts, courses at the “accomplished” and “advanced” levels may also be offered. These courses provide students with opportunities to refine their skills and continue discovering and expressing themselves through the arts. Students research, analyze, question, evaluate and revise a creative body of work that reflects their own complex ideas, personal points of view and their increasing skills. Most proficient and advanced courses will fulfill a school district arts graduation requirement and college entrance requirements. Some students will take more courses to continue expanding their knowledge and skills in one or more of the arts disciplines and they may be interested in the arts as a career path. Career technical education for arts, media, and entertainment (CTE AME) builds on foundational arts learning and integrates career, technical, and arts learning and readies students for career and college. The Career Technical Education Standards for California Public Schools provide guidance for this.

Proficient and advanced courses in high school build on what your child has learned in all of the previous grades.



Dance Education – Proficient, Accomplished, and Advanced

Examples of Dance Learning in High School

Proficient Level

- Experimenting with the elements of dance to explore personal movement preferences and strengths and selecting movements that challenge skills and build on strengths in an original dance study or dance.
- Evaluating possible designs for the production elements of a performance and selecting and executing the ideas that would intensify and heighten the artistic intent of the dance.
- Analyzing the artistic expression of a dance discussing insights using evaluative criteria and genre-specific dance terminology.
- Analyzing and discussing dances from selected genres or styles and/or historical time periods and formulating reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Accomplished Level

- Applying personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent.
- Performing dance studies and compositions that use time and tempo in unpredictable ways using internal rhythms and kinetics as phrasing tools.
- Comparing and contrasting two or more dances using evaluative criteria to critique artistic expression while considering societal values and a range of perspectives and using genre-specific dance terminology.
- Analyzing a dance that is related to content learned in other subjects and researching its context.

Advanced Level

- Synthesizing content generated from stimulus material and then experimenting and taking risks to discover a personal voice to communicate artistic intent.
- Initiating, planning, and directing rehearsals with attention to technical details and fulfilling artistic expression using a range of rehearsal strategies to achieve performance excellence.
- Analyzing dance works from a variety of dance genres and styles and explaining how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
- Investigating various dance related careers through a variety of research methods and techniques and selecting those careers of most interest to further investigate as a possible career choice.



Media Arts Education – Proficient, Accomplished, and Advanced

Examples of Media Arts Learning in High School

Proficient Level

- Applying aesthetic criteria in developing and refining artistic ideas, plans, prototypes, and production processes for media arts productions, considering original inspirations, goals, and presentation content.
- Integrating various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design.
- Analyzing and describing the qualities of and relationships between the components, content, and intentions of various media artworks.
- Demonstrating and explaining how media artworks and ideas relate to various contexts, purposes, and values, such as social trends, power, equality, and personal/cultural identity.

Accomplished Level

- Refining and elaborating aesthetic elements and technical components to intentionally form impactful expressions in media artworks for specific purposes, audiences and contexts.
- Designing the effective presentation and promotion of media artworks for a variety of formats and contexts, such as local exhibits, mass markets and virtual channels.
- Analyzing the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical and cultural contexts.
- Critically investigating and proactively interacting with legal, technological, systemic, and vocational contexts of media arts, considering civic values, media literacy, digital identity, and artist/audience interactivity.

Advanced Level

- Employing mastered artistic, design, technical, and organizational/management skills in managing and producing media artworks.
- Analyzing and synthesizing the qualities and relationships of the components in a variety of media artworks, as well as the audience impact.
- Analyzing the intent, meanings and impacts of diverse media artworks, considering complex factors of context and bias.
- Critically investigating and strategically interacting with legal, technological, systemic, cultural and vocational contexts of media arts considering the impacts upon individuals and the community.

1 in 10 jobs
in California
are in the
creative
industry*



GRADES 9-12

*Source: Otis Report
otis.edu/sites/default/files/2015_Otis_Report_on_the_Creative_Economy_CA.pdf

Music Education – Harmonizing Instruments, Ensembles, Music Composition and Theory, and Music Technology

Examples of Music Learning in High School

Music provides four distinct strands of standards at the high school level that reflect the increasing variety of music courses offered in schools. Each of these strands provides standards at the proficient, accomplished, and advanced levels. Based on local music courses developed and approved by local school boards the standards from the strands may be integrated into one course or multiple courses.

Examples of Learning in Harmonizing Instruments in High School from the Proficient, Accomplished and Advanced Levels

- Generating melodic, rhythmic, and harmonic ideas for compositions, improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies. (Proficient)
- Performing final versions of compositions, improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas. (Accomplished)
- Applying personally developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections. (Accomplished)
- Integrating and interrelating the connections between music and societal, cultural and historical contexts when creating, performing and responding. (Advanced)



Examples of Learning in Ensembles in High School from the Proficient, Accomplished and Advanced Levels

- Composing and improvising musical ideas for a variety of purposes and contexts. (Advanced)
- Evaluating and refining draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. (Accomplished)
- Developing, applying, and refining appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Advanced)
- Evaluating works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context. (Accomplished)

Composing and improvising musical ideas for a variety of purposes and contexts.

Examples of Learning in Composition and Theory in High School from the Proficient, Accomplished and Advanced Levels

- Describing how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. (Proficient)
- Researching, identifying, explaining, and applying personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to a final version. (Advanced)
- Identifying and selecting specific creators' intent, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms. (Advanced)
- Explaining the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures. (Accomplished)

Examples of Learning in Music Technology in High School from the Proficient, Accomplished and Advanced Levels

- Generating melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, digital resources, and digital systems. (Advanced)
- Sharing a portfolio of musical creations representing varied styles and genres that demonstrates musical and technological craftsmanship, using personally selected digital and analog tools, resources and systems in developing and organizing musical ideas. (Advanced)
- Demonstrating how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances. (Proficient)
- Selecting and critiquing contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works. (Accomplished)



Theatre Education – Proficient, Accomplished, and Advanced

Examples of Theatre Learning in High School

Proficient Level

- Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.
- Refining design choices using technical theatre elements to support the story and emotional impact of a devised or scripted drama/theatre work.
- Examining how character relationships assist in telling the story of a drama/theatre work.
- Practicing various acting techniques to expand skills in a rehearsal or drama/theatre performance.

Accomplished Level

- Using personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.
- Discovering how unique choices shape believable and sustainable drama/theatre work.
- Developing detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a drama/theatre work.
- Choosing and interpreting a drama/theatre work to reflect or question personal beliefs.

Advanced Level

- Synthesizing ideas from research, script analysis, and context to create a performance that is believable, authentic, and relevant in a drama/theatre work.
- Using and justifying a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
- Using new understandings of cultures and contexts to shape personal responses to drama/theatre work.
- Collaborating on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural contexts.

Visual Arts Education – Proficient, Accomplished, and Advanced

Examples of Visual Arts Learning in High School

Proficient Level

- Engaging in making a work of art or design without having a preconceived plan.
- Analyzing and describing the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.
- Establishing relevant criteria in order to evaluate a work of art or collection of works.
- Documenting the process of developing early stage ideas to fully elaborated ideas.

Accomplished Level

- Demonstrating acquisition of skills and knowledge in a chosen art form through experimentation, practice, and persistence.
- Analyzing, selecting, and critiquing personal artwork for a collection or portfolio presentation.
- Evaluating the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.
- Utilizing inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

Advanced Level

- Experimenting, planning and making multiple works of art and design that explore a personally meaningful theme, idea, or concept.
- Curating a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.
- Determining the commonalities within a group of artists or visual images attributed to a particular type of art, time frame, or culture.
- Synthesizing knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Curating a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.



Talking to Your Child's High School Arts Teacher(s) about the Arts Program

The arts programs vary widely throughout the state as to what is offered, how much time is spent on arts learning and who teaches the arts. If your child has not participated in sequential arts learning in the elementary school or middle school, it will be important to ask if he or she will have the opportunity to learn basic skills and content in the high school courses.

At the high school level, the arts are taught by teachers who have a credential, certification, or the equivalent to teach dance, media arts, music, theatre or visual arts. When you talk to your child's arts teacher about the class your child is taking it will be helpful to get a clear picture of your child's opportunity to engage in standards-based arts learning to advance their skills. Following are some sample questions to ask.

Questions regarding the arts program:

- What is my child's access to instruction in the arts? Are the arts available to my child every year during high school?
- Are there beginning and advanced courses in each of the arts?
- Are the arts taught by credentialed or certified instructors in dance, media arts, music theatre, and visual arts? If not, who teaches the arts?
- Do you have a requirement for each student to take a course in at least one of the arts for graduation from high school?
- Which of your arts courses are approved to meet the college entry requirement of a yearlong course in one of the arts?
- Are students who are particularly interested in one or more of the arts introduced to possible careers in the arts?


Questions regarding my child's progress in the arts courses:

- What does my child particularly enjoy and/or need to work on in his or her achievement in this arts course?
- Reflecting on the lists of what students will be learning in high school provided in this document, what are two or three of your curricular goals for the students in this arts course?
- Are there more advanced courses available to my child in this arts discipline during the high school years?
- How can I support or enhance my child's learning in this arts course?

Questions regarding your child's interest in pursuing a career in the arts:

- If your child has expressed the desire to pursue one of the arts in college and/or as a career, at the beginning of high school, sit down with your child's teachers, counselor or other advisor and discuss which courses your child should take in his or her chosen art form. Create a plan together to help your child take the courses that will lead to reaching his or her goals.
- What would be an appropriate course sequence to meet my child's goals in the arts?
- How can I help my child prepare for majoring in one of the arts in college and/or for a career in the arts?
- What extracurricular activities would be most appropriate for my child?
- What universities, colleges, or technical schools specialize in the arts discipline my child wants to pursue?

Appendix 3 in this document provides information on the many careers your student could consider pursuing in the arts.



Helping Your Child Learn in the Arts at School, at Home and in the Community

At school:

- Share your personal expertise in one or more of the arts through school or classroom performances, demonstrations and lessons.
- Assist with costumes, props, and/or lighting for theatre and dance.
- Share your expertise in a folk or traditional art form with your child's class.
- Join and participate in the band or orchestra support group or other groups that support one or more of the arts programs.
- Help with student performances in the arts and with exhibitions of students' visual or media artwork.
- Offer support for the arts program by donating supplies and/or equipment.
- Help the teacher access a community artist or media art production team to visit the school.

Learn more about expanding or improving the Arts Education Program at Your Child's School in Appendix 1.

Find more resources by contacting other statewide organizations that support arts education in Appendix 2.



At home:

- Research and watch videos of contemporary dance and folk/traditional dances from your family's heritage.
- Ask your child to teach you a song he or she has learned in the music class and sing it together for family or friends.
- After watching a dramatic program on television, do a critique of it in terms of the acting, staging, costuming.
- Set up a place for your child to work on visual arts projects where they can leave their supplies and works in progress.
- Talk to your child about what is being taught in the arts class and what they still want to learn.
- Have your child teach you some things that he/she is learning in the arts classes.
- Ask your child to describe and/or demonstrate what they are expressing or communicating in their work in the arts.

In the community:

- Support your child's learning in the arts with lessons and study outside of school at art museums or art centers, with community dance, theatre and music groups or teachers, and through distance learning on the computer.
- Check the local art museum for free tours and activities for students and families.
- Take your child to art gallery exhibits and performances of dance, music and theatre that are appropriate for this grade level.
- Make arrangements for your child to talk to or interview visual and performing artists and to visit their studios and/or performance spaces remotely or in person.

APPENDIX 1

Expanding or Improving the Arts Program at Your Child's School

If you want to support the arts program in your child's school or see what you can do to strengthen arts instruction across the grade levels, here are a few ideas for getting started.

- Go to the California Department of Education's Visual and Performing Arts pages starting with the following:
cde.ca.gov/pd/ca/vp
- Look at the statewide Arts Education Data Project to find out how your school district is doing in providing arts education to students in grades 6-12. Visit createca.net to read about the Arts Ed Data Project and search data for your school or district.
- Visit the California State PTA website to learn why a full curriculum that includes the arts is essential for all students. You'll be able to view and download free resources in multiple languages.
capta.org/focus-areas/education/arts-education
- Go to California State PTA's Resource Library for Parents and Families and download amazing arts and learning resources to do at home, in school and through your local PTA. capta.org/resource-library
- Start or join an "Arts Now" coalition in your community.
artsed411.org

APPENDIX 2

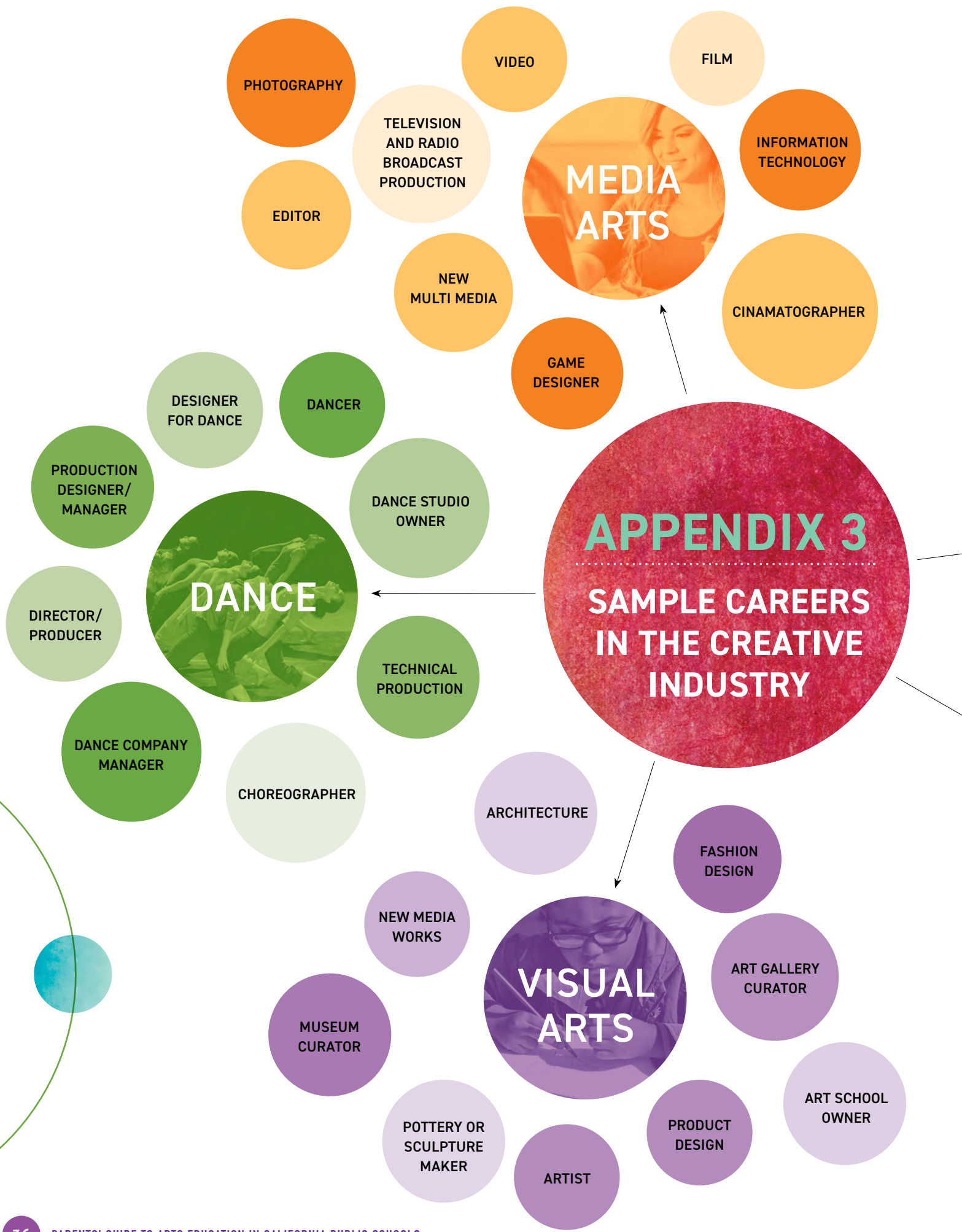
Find more resources by contacting other statewide organizations that support arts education such as:

The California County Superintendents Educational Services Association Statewide Arts Initiative involves the infrastructure of the 58 county offices of education. This statewide initiative was formed with the belief that all California students – from every culture, geographic region, and socio-economic level—deserve quality arts learning in dance, media arts, music, theatre, and visual arts as part of the core curriculum. The website provides many resources for teaching and learning in the arts.
ccsesaarts.org

The California Alliance for Arts Education advocates for high quality arts education for all students by providing policy expertise and by mobilizing a statewide network of advocates and allied partners.
artsed411.org/about_us

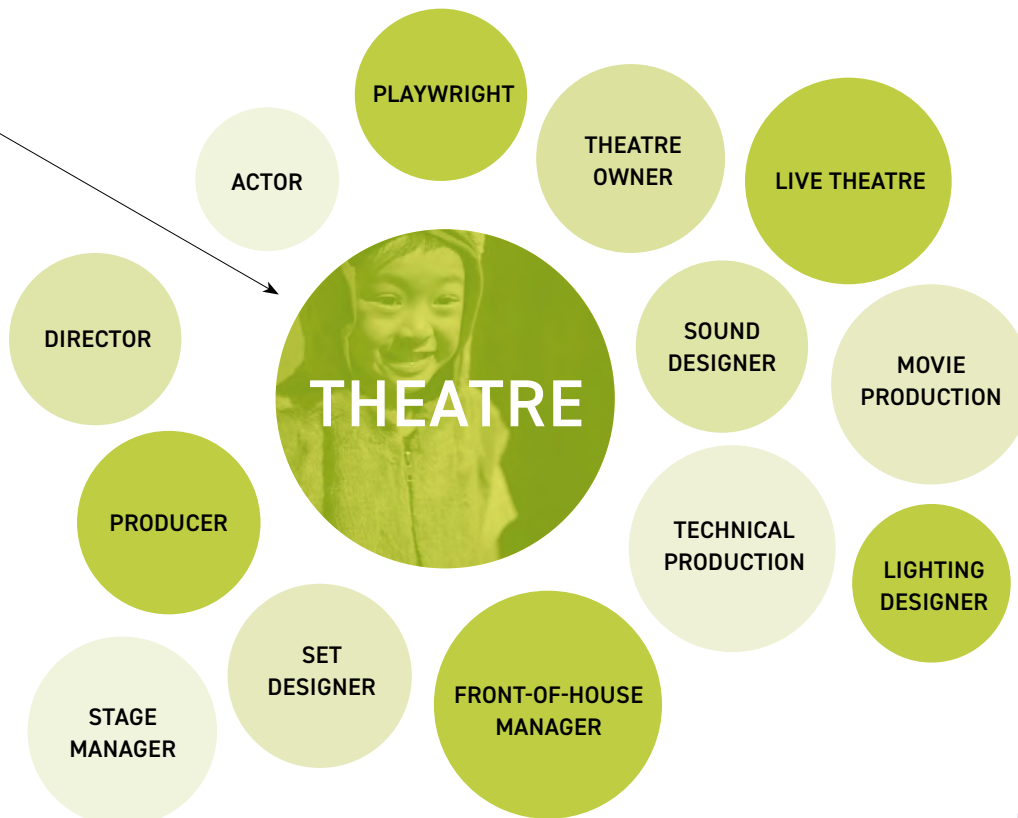
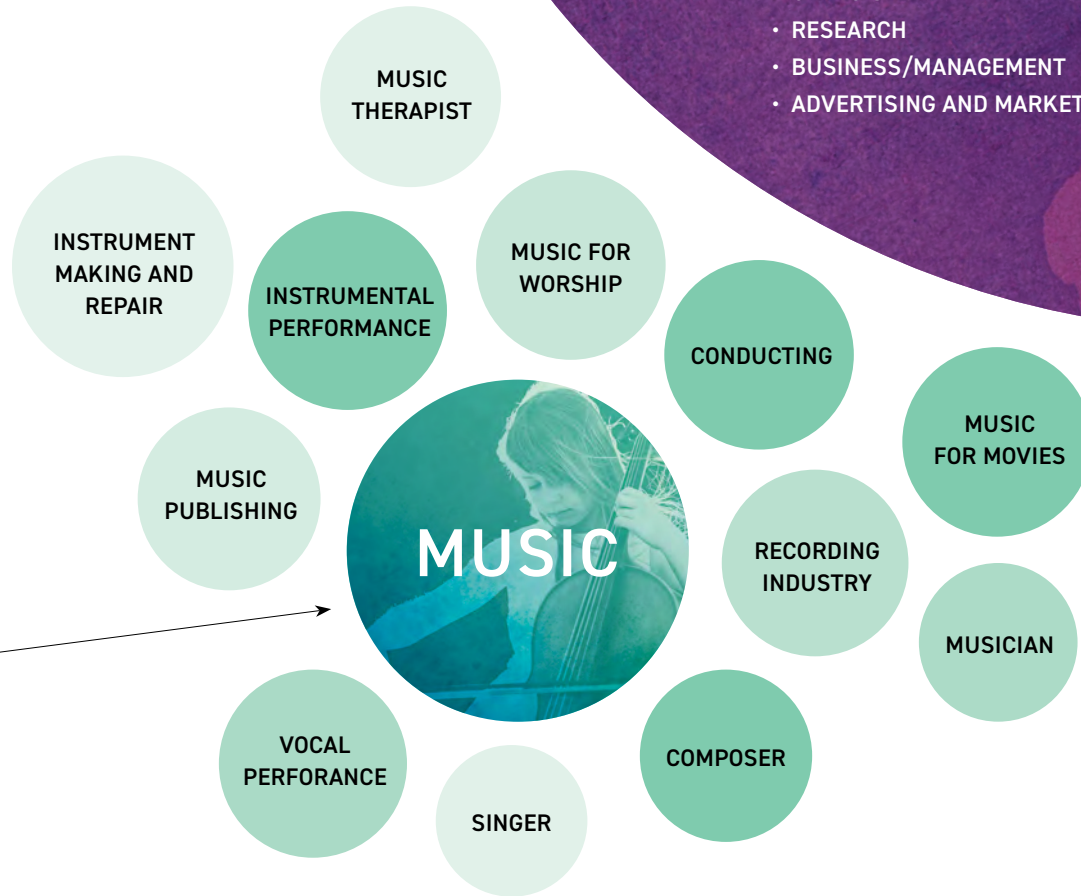
CREATE CA is a statewide coalition of dedicated and innovative leaders who understand that together we have the power to create lasting change for every California student. Our mission is to ensure ALL students are able to reach their full potential by advancing an education model that promotes creativity and the arts for the workforce of tomorrow.
createca.net





IN EACH OF THE ARTS

- PRE-K TO POSTSECONDARY TEACHER/CONSULTANT
- ADMINISTRATOR
- CRITICISM
- RESEARCH
- BUSINESS/MANAGEMENT
- ADVERTISING AND MARKETING





“ Arts Education is a student right. Students with a comprehensive arts education are more likely to be recognized for their academic achievement overall. This guide is an easy to use tool for parents to navigate what should be taught and what they should be seeing in the classroom. ”

– Sherry Skelly Griffith, Executive Director, CA State PTA



Create CA, a statewide collective impact coalition, acknowledges its Leadership Council and statewide organizational partners.



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