

CALIFORNIA

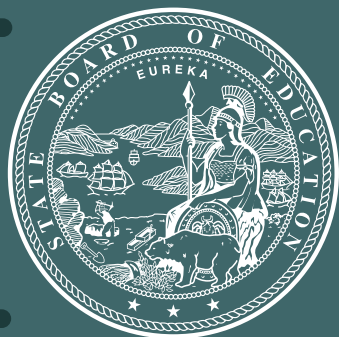
Arts Education

FRAMEWORK

FOR CALIFORNIA PUBLIC SCHOOLS
TRANSITIONAL KINDERGARTEN
THROUGH GRADE TWELVE

Dance ■ Media Arts ■ Music ■ Theatre ■ Visual Arts

Guide to Reading and Using the Arts
Framework



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Guide to Reading and Using the Arts Framework

Purpose and Audiences

The purpose of the 2020 *California Arts Education Framework for Public Schools, Transitional Kindergarten Through Grade Twelve (Arts Framework, or, generally, the “arts framework”)* is to guide and support all educators and others engaged in arts education as they implement the 2019 *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards, or, generally, the “arts standards”)*. The *Arts Framework* contains an overview of the standards that are organized along common concepts and processes shared among all of the arts. It also invites the reader to explore the discipline-specific learning expectations of students and the conditions for learning in each of the arts disciplines of dance, media arts, music, theatre, and visual arts. The *Arts Framework* aims to inspire educators as they design and implement a myriad of unique instructional approaches and multiple learning opportunities for diverse learners so that students develop as artistically literate individuals.

There are many audiences for this process-oriented document, including but not limited to the following:

- Educators in TK–12
- Educational Administrators
- Local Educational Agencies
- School Counselors
- Developers and Publishers of Instructional Materials
- Institutions of Higher Education
- Parents/Caregivers/Families, Community Partners, Policymakers, and Arts Education Advocates
- Professional Artists
- Museum Educators
- Arts Community Partners

Educators in TK–12, whether they are single-subject or multiple-subject, pre-service, or parents homeschooling children, should use the *Arts Framework* as a guide to curriculum and instruction to inform both the *what* and *how* of teaching in and through the arts.

The *Arts Framework* helps teachers translate complex artistic content and practices into understandable and relevant instruction aimed at developing artistic literacy in TK–12 students. It is also a reference for educators adjusting their instructional practices from the past content standards to the new *Arts Standards*. The new arts standards are action- and process-oriented performance standards, which improve teachers' abilities to meet the new, diverse needs and interests of their students and support expanded pathways in arts education.

Prekindergarten versus Transitional Kindergarten

The *Arts Framework* guides the implementation of the prekindergarten (PK) *Arts Standards*, which are intended for California's local educational agencies (LEAs) to apply to transitional kindergarten (TK). As such, in the *Arts Framework*, PK standards are referred to as TK standards.

When planning arts education lessons, teachers of PK should use the *California Preschool Learning Foundations* documents developed by the California Department of Education, which address arts development of children approximately four years old.

Because TK and kindergarten provides two years of preparation for the first grade, students' arts education experiences should be unique in each of those years. The TK standards should be used by LEA teachers and students to ensure readiness for future elementary grades.

For educational administrators the *Arts Framework* clarifies and provides practical approaches for instruction and assessment of the discrete content of the arts disciplines as independent and integrated subject matter. Site leaders such as principals, district leaders such as LEA staff, and county level administrators such as County Office of Education (COE) staff, should reference the *Arts Framework* for information on the goals, requirements, and the vision of arts education. Administrators will find helpful criteria for evaluating instructional materials for potential adoption and for assessing arts education programs.

The *Arts Framework* guides publishers in creating relevant, well-designed texts, web-based applications, and other instructional materials that support standards-based artistic literacy development. Developers and publishers of instructional materials must attend to the student learning outcomes specified in the *Arts Standards* and the guidance for content and pedagogy included in the *Arts Framework* to ensure that all California students have access to carefully designed, research-based instructional materials that are appropriate for diverse learning needs.

The *Arts Framework* is also a critical document for institutions of higher education. It orients undergraduate and graduate faculty and staff to the arts standards and arts education aspects found within the *Arts Framework*, and also guides institutions of higher

learning in improving undergraduate arts departments and graduate teacher education programs. Teacher credential programs, arts researchers, and future educational leaders in the arts must know how the standards are designed and how learning outcomes must be shaped in teacher preparation and all facets of the arts found in post-secondary curricula.

The *Arts Framework* is also an important reference for parents/caregivers/families, community partners, policymakers, and arts education advocates. It serves as an orientation to arts education and the arts standards for careful decision making in local contexts. Additionally, the *Arts Framework* provides an educational context for professional artists engaging with or working in schools. In the *Arts Framework*, the term “professional artists” includes, but is not limited to, guest or master artists, artists in residence, community artists, and artists providing internships or mentoring students.

Beyond a TK–12 context, there are many ways in which supplemental instruction in the arts is provided in California, not just during the school day or the school year. Arts community partners such as museums, performance venues, or companies with educational components should use the *Arts Framework* to align themselves to the standards and the goals of arts education and consider the sustainability of supplemental instruction. Institutions, nonprofit organizations, for-profit organizations, and individuals involved in educators’ ongoing professional learning should use the *Arts Framework* to align their efforts with the *California Arts Standards for Public Schools, Grades TK–12*, thus supporting the overarching goal of an artistically literate public.

For all Californians interested in arts education—from experienced elementary teachers to first-year arts coordinators, from caregivers to superintendents—the *Arts Framework* offers guidance and suggestions on how to use the *Arts Standards* to develop, evaluate, and improve arts education.

Organization

The *Arts Framework* is organized into informational chapters that address all arts disciplines, as well as discipline-specific chapters, and several appendices. The arts information chapters offer guidance for instructional practice and programmatic development to teachers, administrators, and all responsible for arts education.

Chapter 1: Vision and Goals of Standards-Based Arts Education provides an overview of the value, necessity, and inclusivity of arts education for every student. This chapter reviews the impact of arts education on the cognitive, cultural, social, and emotional development of each student. It defines artistic literacy, which is the intended outcome of arts education based on the California standards. This chapter also emphasizes the necessity for inclusive arts education for every student in California.

Chapter 2: The Instructional Cycle illuminates the structure and intention of the California arts standards. This chapter guides the design and implementation of the accessible and thorough instruction needed for students to attain the lifelong, creative, cognitive, social,

and emotional benefits from studying the arts. The focus is on achieving clear instructional expectations through backward design (backward mapping) as well as designing instruction and assessment “for learning,” “of learning,” and “as learning” with careful attention to the diversity and variability of learners through Universal Design for Learning (UDL).

Chapter 3: Dance; Chapter 4: Media Arts; Chapter 5: Music; Chapter 6: Theatre; and Chapter 7: Visual Arts provide TK–12 discipline-specific educational outcomes as outlined by the California arts standards. The five arts discipline chapters share a common organizational structure. Each chapter provides guidance for multiple- and single-subject teachers in discipline-specific instruction, assessment, and programmatic design illustrated by classroom examples (vignettes and snapshots). These chapters emphasize discipline-specific approaches to instructional and programmatic practices that ensure inclusive, equitable access for every California student to a meaningful and rigorous arts education in the five arts disciplines.

Chapter 8: Transcending Disciplinary Boundaries—Arts Integration provides approaches to creating integrated curriculum as a value-added benefit to students. This chapter demonstrates how an arts integrated curriculum augments and extends discrete, discipline-specific arts and other content areas being taught in conjunction with the arts. This chapter includes examples of various models of integrated curricular approaches that illustrate strategic, thoughtful, and meaningful learning experiences in more than one discipline. These examples demonstrate how a carefully designed and integrated curriculum directly addresses the learning of salient and relevant practices of each discipline.

Chapter 9: Implementing Effective Arts Education guides district and school leaders, teachers, county offices of education, and others in local education agencies in creating effective, successful learning conditions in which to enact the discipline-specific support provided in the arts discipline chapters (Chapter 3: Dance; Chapter 4: Media Arts; Chapter 5: Music; Chapter 6: Theatre; and Chapter 7: Visual Arts). This chapter discusses and provides examples of effective and equitable arts education programs, improving arts education through program evaluation, professional learning in support of effective and equitable arts learning, and engaging in leadership and advocacy for arts education.

Chapter 10: Instructional Materials provides guidelines for the selection of instructional materials. It includes the evaluation criteria for the State Board of Education (SBE) adoption of instructional materials for students in kindergarten through grade level eight, guidance for local districts on the adoption of instructional materials for students in grade levels nine through twelve, and information regarding the social content review process, supplemental instructional materials, and accessible instructional materials.

Appendices

The appendices included provide further discussion or resources for the following:

- A. *Education Code* References for the *California Arts Framework*
- B. University of California and California State University Admission Requirements
- C. California Content Literacy for Technical Subjects: The Arts
- D. *California Arts Framework* Assessment Terminology
- E. Safety Information and Resources
- F. Universal Design for Learning (UDL) Resources
- G. Arts Education Professional Organizations
- H. Arts Education Professional Learning Resources
- I. Opportunities to Learn Standards
- J. Additional Arts Education Resources

Notes, Snapshots, and Vignettes

The *Arts Framework* includes notes, brief snapshots, and longer vignettes. The notes serve to define terms and clarify information. Snapshots and vignettes provide glimpses of instruction and programs in the arts disciplines using classroom, school, and district examples. These examples illustrate possible approaches to the guidance outlined throughout the *Arts Framework* and should not be viewed as prescriptive, given the instruction provided in individual classrooms varies in accordance with student needs and the local context.

Access, Equity, and Inclusion

Access, equity, and inclusion are core themes in arts education and are reflected in the 2019 California arts standards. Guidance for planning arts instruction that is inclusive of each and every student in California is embedded throughout the *California Arts Framework*. For example, to support all students as developing artists, teachers plan instruction using UDL principles to remove barriers and foster inclusion in arts learning. California's classrooms contain a diverse array of learners with a wide range of needs, abilities, and experiences. Each discipline chapter embeds examples of differentiated approaches free from bias in arts classrooms for diverse student populations such as:

- Students identified as vulnerable
- Students who are English learners
- Students who are standard English learners
- Ethnically and culturally diverse learners
- Students who are migrants

- Students living in poverty and students experiencing homelessness
- Foster youth
- Students who are advanced learners and gifted learners
- Students who identify as lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ+)
- Students with visible and nonvisible disabilities
- Students who have experienced trauma

To fully include English learners in arts education instruction, it is important to use the *Arts Framework* in tandem with other guiding documents such as the *California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* with the *California English Language Development Standards*, the English Learner Roadmap, and the *California Arts Standards*. Teachers seeking detailed guidance specific to English learners and English language development within the integrated and designated classroom should consult the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve (ELA/ELD Framework)*. The *ELA/ELD Framework* covers English literacy and language, including reading, writing, speaking, listening, and using and developing these skills across the disciplines.

Conclusion

The *Arts Framework* is not a curriculum, nor is it a mandate. It is also not inclusive of every topic that could or should be taught in the five arts disciplines. There are many arts concepts, processes, skills, and artistic investigations from which to choose. As contemporary artistic practices continue to emerge over time, new practices may also yield the intended learning outcomes identified in the *California Arts Standards*. The *Arts Framework* aims to provide guidance for all educators and supporters of arts education to create rich learning environments that adapt to emerging artistic practice, enliven artistic expression, and empower the students of California.