



# The 2019 California *Arts* Standards

The California Arts Standards (*Arts Standards*) guide student outcomes in five disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts.

## Dance

In dance students develop knowledge, skills, and values that allow for fluency and deep understanding. They discover the expressive elements of dance; know dance-based theory, terminology, and symbolic language used to comprehend dance; have a clear sense of embodying dance; and are able to reflect, critique, and connect personal experience to dance and the dance community.

## Media Arts

In media arts students focus on real world relevance and applications in diverse forms and categories such as photography, imaging, sound, animation, video, web design, graphic design, virtual design, and interactive design, as well as their combinations and emerging forms. Media Arts learning emphasizes process, so that the standards will remain relevant even as technology evolves.

## Music

In music students discover music's expressive elements, including basic concepts and terminology used to comprehend music. They develop skills necessary to produce music, and are able to reflect, critique, and connect personal experience to music. The standards describe expectations for learning in music regardless of style or genre and impart the breadth and depth of the music experience through the art-making processes.

## Theatre

In theatre students explore a wide range of real and imagined issues through drama processes and engagement in unscripted activities. Students learn the broader and more traditional conventions of the craft that have been developed over the centuries through theatre production—scripted plays, acting, public performance, and technical theatre elements.

## Visual Arts

In visual arts students engage in authentic creative processes to develop technical artistic skills through contemporary and traditional practices using traditional and non-traditional materials. They discover the expressive qualities of art and are able to reflect, critique, and connect personal experience to art.

### What is essential for educators to know?

Creativity and appreciation for the arts are critical for all students to develop as part of their comprehensive educational experience, beginning in the earliest years of schooling. *Arts Standards* are designed to support students to develop as artists and as individuals and provide educators with guidance to achieve a state-wide goal: for all California students to fully participate in a rich and well-rounded arts education. They articulate what students need to know and be able to do in **dance, media arts, music, theatre, and visual arts** through the process of making and experiencing each of these arts forms.

The **central purposes** of the Arts Standards are to foster students' artistic competencies; cultivate their curiosity about and appreciation for, and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to personal, academic, and professional endeavors; and support them to engage in the arts throughout their lives. The Arts Standards connect to other content standards through a common emphasis on inquiry and high expectations for all students.

A **standards-based arts education** helps children and youth make sense of the world, communicate their unique ideas, and discover who they are. Students who experience a quality arts education, one that seeks to honor the aesthetic and enduring over the efficient, have an opportunity to engage in complex and nuanced thinking around meaningful work. For many, an arts education is only the beginning of a lifelong love of the arts and an enduring sensitivity to the way the arts enrich lives. Through a standards-based arts program, students develop the ability to investigate the world, weigh perspectives, communicate ideas, and take action, skills that are highly valued in today's creative and team-based workforce and essential for fulfilment in school and in life.

### INCLUSIVE, AFFIRMING, AND EQUITABLE Arts Education

California maintains a strong commitment to ensuring that each student experiences safe, welcoming, enriching, intellectually stimulating, and asset-oriented educational experiences in all disciplines, including the arts. *Arts Standards* reflect the diversity of California's children and youth, and this diversity provides opportunities for teachers to enrich the arts education experience for all students. Students' ethnic, cultural, linguistic, experiential and other assets are to be acknowledged, validated, and valued in the arts classroom as rich foundations for arts learning. Students should encounter, discuss, and create art representing a vast array of cultures, languages, and identities as a means to better understand a wide range of experiences and perspectives and to develop global competence.

An inclusive, affirming, and culturally sustaining arts education is based on an assets orientation, rather than on perceptions of deficiencies, and prioritizes the following actions:

- Leverage the arts as opportunities to promote self-awareness, respect, self-respect, and empathy, as well as multicultural ways of knowing.
- Include instruction on diversity in the arts and use cultural knowledge to support young people's critical thinking and creative innovation.
- Incorporate the cultural assets students bring to the classroom, and adopt culturally and linguistically responsive/relevant/sustaining arts education and curricula that cultivate positive identity development and ownership of learning.
- Prioritize student voice, interests, and inquiry.
- Build collaboration among classroom teachers, arts specialists, teaching artists, families, and communities.
- Strengthen communication between home and school, increase family involvement, and empower families by creating a welcoming and inclusive school environment for all families.

Source: California Arts Standards (2019)<sup>1</sup>

