

PARENTS' GUIDE TO THE VISUAL AND PERFORMING ARTS GRADES 9-12

Dance • Music • Theatre • Visual Arts

Snapshot of Arts Learning in High School

Beginning or “proficient level” high school arts courses build on what your child has learned in the elementary and middle school grades. For those students who want to go forward in the arts, more advanced 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.

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Dance Content

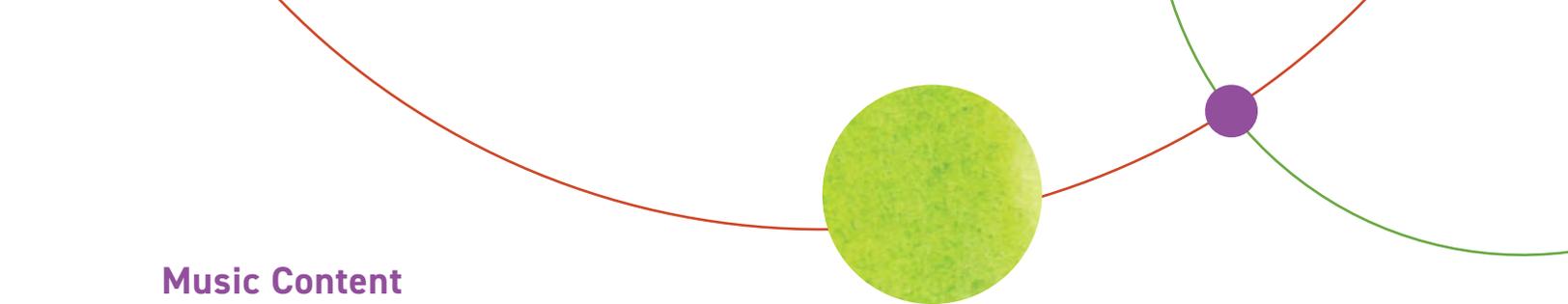
Examples of Dance Learning in High School

Proficient Level

- Demonstrating refined physical coordination when performing movement phrases.
- Memorizing and performing works of dance, demonstrating technical accuracy and consistent artistic intent.
- Creating a body of works of dance that demonstrate originality, unity and clarity of intent.
- Collaborating with peers in the development of choreography.
- Identifying and performing folk/traditional, social and theatrical dances with appropriate stylistic nuances.
- Explaining and demonstrating how works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts.
- Applying criteria-based assessments appropriate to various dance forms.
- Demonstrating an effective use of technology for recording, analyzing and creating dances.

Advanced Level

- Demonstrating highly developed physical coordination and control when performing complex movement phrases from a variety of dance genres.
- Memorizing and performing complicated works of dance at a level of refinement and professionalism.
- Using dance structures, musical forms, theatrical elements and technology, to create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent and a dynamic range of movement.
- Performing a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.
- Collaborating with peers in the development of complex choreography in diverse groupings of dancers (e.g., all male, all female, dancers standing with dancers sitting).
- Comparing and contrasting universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.
- Evaluating how aesthetic principles apply to choreography designed for technological media such as film, video, TV and computer imaging.
- Demonstrating effective knowledge and skills in using audiovisual equipment and digital technology when creating, recording and producing dance.



Music Content

Examples of Music Learning in High School

Proficient Level

- Transcribing songs when presented aurally into melodic and rhythmic notation.
- Sight-reading music accurately and expressively.
- Analyzing and describing the use of musical devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles and cultures.
- Analyzing the use of form and identifying and explaining a variety of compositional devices and techniques used to provide unity, variety, tension and release in a varied repertoire of music representing diverse genres, styles and cultures.
- Singing a repertoire of vocal literature and/or performing on an instrument a repertoire of instrumental literature representing various genres, styles and cultures with expression, technical accuracy, tone quality, vowel shape and articulation — written and memorized, by oneself and with ensembles.
- Composing and arranging music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
- Identifying the sources of musical genres in the United States, tracing the evolution of those genres and citing well-known musicians associated with them.
- Developing specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and applying those criteria in their personal participation in music.
- Analyzing the role and function of music in radio, television, movies, videos and advertising.

Advanced Level

- Increasing ability to read a full instrument or vocal score of increased difficulty and describing how the elements of music are used.
- Improving skill to sight-read music of increased difficulty, accurately and expressively.
- Comparing and contrasting the use of form, both past and present, in a varied repertoire of music from diverse genres, styles and cultures.
- Increasing ability to sing a repertoire of vocal literature of increased difficulty representing various genres, styles and cultures.
- Performing on an instrument a repertoire of instrumental literature of increased difficulty representing various genres, styles and cultures with improved expression, technical accuracy, tone quality and articulation, by oneself and in ensembles.
- Composing and arranging music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
- Analyzing how the roles of musicians, vocalists and composers have changed or remained the same throughout history.
- Analyzing and using the process for arranging, underscoring and composing music for film and video productions.

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Theatre Content

Examples of Theatre Learning in High School

Proficient Level

- Using the vocabulary of theatre to document observations and perceptions of production elements, noting mood, pacing and use of space through class discussion and reflective writing.
- Making acting choices, using script analysis, character research, reflection and revision through the rehearsal process.
- Writing dialogues and scenes, applying basic dramatic structure such as exposition, complication, conflict, crises, climax and resolution.
- Design, produce or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.
- Identifying and comparing how theatre, film, television and electronic media productions influence our values and behaviors.
- Identifying key figures, works and trends in world theatrical history from various cultures and time periods.
- Comparing a traditional interpretation of a play with a nontraditional interpretation and defending the merits of the different interpretations.
- Managing time, prioritizing responsibilities and meeting completion deadlines for a production as specified by group leaders, team members and/or directors.

Advanced Level

- Researching and analyzing the role of and serving as the dramaturg for a play in collaboration with the director, designer and/or playwright.
- Making acting choices using script analysis, character research, reflection and revision to create characters from classical, contemporary, realistic and non-realistic dramatic texts.
- Improvising or writing dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax and resolution) and including complex characters with unique dialogue that motivates the action.
- Analyzing the impact of traditional and non-traditional theatre, film, television and electronic media on all aspects of society.
- Using comprehensive evaluation criteria and terminology for comparing and contrasting a variety of genres of dramatic literature.
- Analyzing and drawing conclusions about the effectiveness of informal and formal productions, films/videos or electronic media on the basis of intent, structure and quality of the work.
- Communicating creative, design and directorial choices to ensemble members, using leadership skills, aesthetic judgment and problem-solving skills.





Visual Arts Content

Examples of Visual Arts Learning in High School

Proficient Level

- Comparing and contrasting similar styles of works of art done in electronic media with those done with materials traditionally used in visual arts and commenting on how the meaning and structure of the work is influenced.
- Preparing a portfolio of original two- and three-dimensional works of art that reflects refined craftsmanship and technical skills, which may include the manipulation of digital imagery.
- Identifying and discussing similarities and differences in the purposes of art created in selected cultures.
- Identifying and describing trends in the visual arts including the role of new technologies and discussing how the issues of time, place and cultural influence are reflected in selected works of art.
- Articulating how personal beliefs, cultural traditions and current social, economic and political contexts influence the interpretation of the meaning or message in a work of art and how they influence their own artwork.
- Formulating and supporting a position regarding the aesthetic value of a specific work of art and changing or defending that position after considering the views of others.
- Articulating the process and rationale for refining and reworking one of their own works of art.
- Demonstrating an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner and philosopher of art (aesthete).

Advanced Level

- Analyzing and discussing the use of complex ideas such as distortion, color theory, arbitrary color, scale and expressive content in works of art and applying these in creating their own artworks.
- Planning and creating works of art of increasing complexity and skill in a variety of media that reflect their own complex ideas, expressive content, personal style and points of view.
- Collaborating with other students to present a universal concept in a multimedia work of art and demonstrating knowledge of technology skills.
- Analyzing how society influences the message and interpretation of works of art by discussing contemporary styles and artists from around the world as to the diverse social, economic and political developments reflected in the work.
- Investigating, speculating and reporting on the essential features of modern and emerging technologies that affect or will affect visual artists and the definition and function of the visual arts.
- Comparing and contrasting works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.
- Developing written criteria for the selection of a body of work from their portfolios, which represents their significant achievements.
- Preparing portfolios of their original works of art for a variety of purposes, for example: review for postsecondary application, exhibition, job application and personal collection.



Talking to Your Child's High School Teacher(s) About the Visual and Performing Arts

Visual and performing 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. At the high-school level, the arts are usually taught by teachers who have a credential or certification to teach dance, music, theatre or visual arts. When you talk to your child's visual or performing arts teacher about the arts program, it will be helpful to get a clear picture of your child's opportunity to engage in arts learning and advance their skills.

You will want to know about the arts program, the progress your child is making in visual and performing arts courses and also about career opportunities in the arts. The following questions will help you gather this information.

Questions regarding the arts program:

- What is your child's access to instruction in the arts? Are the arts available to your 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, music, theatre or visual arts? If not, who teaches the arts?
- Do you have a requirement for each student to take a course in a visual or performing arts for graduation from high school?
- Which of your visual or performing arts courses are approved to meet the college entry requirement of a yearlong course in a visual or performing art?

Questions regarding your child's progress in visual or performing arts courses:

- What does my child particularly enjoy and/or need to work on in his or her performance 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 my child at this grade level?
- Are there more advanced courses available to my child in this arts discipline?
- 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 visual or performing 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 what courses your child should take. Create a plan together to help your child reach 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 colleges or technical schools specialize in the arts discipline my child wants to pursue?

Appendix 1 in this document provides information on the many careers your student could consider pursuing in the visual or performing arts.





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

At school:

- Share your personal expertise through school or classroom performances, demonstrations and lessons.
- Assist with costumes and props 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 support group or other groups that support one or more of the arts programs.
- Offer support for the arts program by donating supplies and/or equipment.
- Help with student performances in the arts and with exhibitions of students visual artwork.

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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 that you can sing together for family or friends.
- Practice acting skills for five minutes or more during which the two of you do an improvisation around an everyday situation or experience.
- Be your child's model by sitting still while she or he draws a realist or stylized portrait of you.
- Set up a space and materials for your child to work on visual art projects.
- Help your child secure the instruments and materials needed for their arts courses.
- Talk to your child about what is being learned in the arts class and have your student teach you some things that he/she is learning.
- 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 continuing learning in the arts with lessons and study 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, library or in other venues.
- 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 student to talk to or interview visual and performing artists and to visit their studios or rehearsals.
- Help your child investigate opportunities to be an intern or volunteer at a theatre or art gallery.





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

If you want to support the visual and performing arts program in your child's school or see what you can do to strengthen arts instruction across the grade levels in your school, 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: www.cde.ca.gov/pd/ca/vp/vapaguidance.asp
- Look to the Statewide Arts Education Database 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. www.capta.org
- Join PTA's SMARTS Parents for the Arts Network to receive newsletters and information directly to your inbox.
- Be a champion for the arts in your school. To get started, download an informational flier. www.capta.org/smarts
- Start or join an "Arts Now" coalition in your community, www.artsed411.org

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

The California County Superintendents Education Services Association Arts Initiative

A statewide network of County Offices that believes that the visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century. www.ccsesaarts.org

The California Alliance for Arts Education

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

CREATE CA

CREATE CA is a 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. www.createca.net