

# PARENTS' GUIDE TO THE VISUAL AND PERFORMING ARTS IN CALIFORNIA PUBLIC SCHOOLS

KINDERGARTEN THROUGH HIGH SCHOOL

Dance • Music • Theatre • Visual Arts







“California State PTA is excited to provide this arts curriculum guide for parents and education advocates across California. In partnership with CREATE CA, California State PTA has put together a simple, easy-to-read guide of the Visual and Performing Arts (VAPA) Standards by grade level. This guide, in conjunction with the California Arts Education Data Project, will give parents and education advocates a snapshot of how a full arts curriculum advances student success socially, emotionally and academically.”

– Dianna MacDonald, President, California State PTA



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# INTENT OF THIS GUIDE

The 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 in the arts disciplines of dance, 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. They 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 Codes 51210 and 51220 (see next page). 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.

## The Information in This Guide

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

- A snapshot of your child as they experience the arts in their classroom at each grade level.
- A few key examples of what is typically taught in dance, music, theatre and the visual arts at each grade level to use as a starting point in 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.

- If you are interested in expanding or improving the visual and performing arts program at your child's school, key resources for getting started are provided.

The arts learning examples in this guide are based on the *Visual and Performing Arts Framework for California Public Schools*, the *California Visual and Performing Arts Content Standards* and the *National Core Arts Standards*. While standards in every subject area are revised over the years, if your child is being provided with the type of arts content suggested here in each grade, he or she will be well prepared for learning in the arts in each of the following grade levels. **The California Department of Education is currently in the process of revising the visual and performing arts standards, which are scheduled to be published in 2019. Media Arts will be included in the new standards and added to this guide when available.**





## Why Standards are Important

Like the other subject area standards, including Common Core, the visual and performing arts standards define what students need to learn and be able to accomplish in dance, music, theatre and visual arts, by the end of each grade level. 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 content of the curriculum. More information on arts standards, curriculum and instruction can be found on the California Department of Education website at [www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/).

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

## The Focus of Arts Learning

As students learn about each of the arts disciplines, they explore artistic processes that are used in creating works in the arts and understand that each art form has its own language and skills.

In a comprehensive arts curriculum students will:

- Express their thoughts, feelings and the world around them as they think of artistic ideas and bring them to life in their artwork.
- Demonstrate increasing expressive and technical skills as they produce, perform and present works in the arts.
- Grow in their ability to understand and evaluate how the arts convey meaning by processing and analyzing information through the language and skills unique to each of the arts.
- Deepen their appreciation and understanding of the arts by responding to, analyzing and making judgments about works in each of the arts.
- Increase 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.
- Connect and apply what is learned and experienced in each of the arts to learning in many other subject areas, to career possibilities and to living in our complex society.

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### California Education Code 51210

The adopted course of study for grades 1 to 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.



# PARENTS' GUIDE TO THE VISUAL AND PERFORMING ARTS GRADES K-1-2

Dance • Music • Theatre • Visual Arts

## 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 and responding to dance, music, theatre and the 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

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

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 dance, music, theatre and the visual 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.

## Snapshot of Arts Learning in the First Grade

In first grade, students begin to develop the focus needed to succeed in creating, performing and presenting works in the arts. 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, 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. 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 works of art as they learn about the use of color, lines and shapes in their artwork.







## Snapshot of Arts Learning in the Second Grade

Second grade students are expanding their knowledge and skills in the arts and become 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. A new world of music opens up to them as they listen to different musical expressions from various 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 and tableaux. Intriguing new visual art-making processes are introduced to students as they learn to do printmaking and 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 theatrical group improvisations and tableaux.

## Dance Content

### Examples of Dance Learning in Kindergarten

- Performing basic locomotor movement skills in response to oral instructions such as walking, jumping, hopping and balancing.
- Creating movements alone or with a partner that reflect a variety of personal experiences, such as being happy, excited sad or angry.
- Improvising a dance that has a beginning, middle and end.
- Explaining and demonstrating basic features that distinguishes one kind of dance from another such as speed, the force/energy used, costume, setting, cultural expression and music.

Improvising  
a dance  
that has a  
beginning,  
middle and  
end.



### Examples of Dance Learning in First Grade

- Creating and performing a short sequence of movements by themselves and with others that includes forming shapes and lines, becoming big then small and movements that have a beginning, middle and end.
- Naming and performing basic locomotor movements (movement progressing through space from one spot to another) like skipping, leaping and axial movements (when the body stays in one spot while a body part moves around this axis) such as stretching, bending and turning in place
- Responding in movement sequences to a wide range of stimuli such as music, books, pictures, rhymes, fabrics and props.
- Naming and performing folk/traditional dances from the United States and other countries.

### 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 to describe how the dance communicated an idea or mood to the viewer.





## Music Content

### Examples of Music Learning in Kindergarten

- Identifying, describing and performing basic elements in music such as high/low, fast/slow, loud/soft and beat.
- Singing age-appropriate songs from memory.
- Playing classroom instruments and moving or verbalizing to demonstrate awareness of beat, tempo, dynamics and melodic direction.
- Identifying, discussing and singing or playing music from various cultures written for a specific purpose such as for play, a work song, a celebration or a lullaby.

### Examples of Music Learning in First Grade

- Singing songs with increased expression and playing singing games from various cultures.
- Identifying and performing simple musical forms such as a phrase and ABA. A phrase is comparable to a sentence or to poetry. AB is a form in music composition that has two parts, an A theme and a B theme.
- Reading, writing and performing simple patterns of rhythm and pitch, using beat, rest and divided beat (two sounds on one beat).
- Improvising simple rhythmic parts to accompany a melody using body percussion (e.g., snapping, clapping) or classroom instruments.

### Examples of Music Learning in Second Grade

- Reading, writing and performing simple rhythmic patterns, using eighth notes, quarter notes, half notes and rests and patterns of pitch.
- Identifying and describing individual wind, string, brass and percussion instruments used in a variety of music.
- Singing songs by memory and playing singing games from various cultures with increased accuracy.
- Identifying how musical elements such as pitch, tempo, form and dynamics communicate ideas or moods.

Singing songs by memory and playing singing games from various cultures with increased accuracy.



## Theatre Content

### Examples of Theatre Learning in Kindergarten

- Learning and using the vocabulary of theatre such as actor, setting, audience and cooperation while performing group pantomimes and improvisations to retell familiar stories.
- Speaking clearly and expressively to convey the thoughts, feelings and ideas that a character might have or when retelling a familiar story.
- Performing imitative movements, rhythmical activities and theatre games such as freeze, statues and mirrors.
- Retelling or dramatizing stories, myths, fables and fairy tales from various cultures and time periods.

Retelling or dramatizing stories, myths, fables and fairy tales from various cultures and time periods.



### Examples of Theatre Learning in First Grade

- Using the vocabulary of theatre, such as play, plot (beginning, middle and end), improvisation, pantomime, stage, character and audience as they describe a theatrical experience.
- Identifying how and why items such as props, costumes, masks and sets are used in theater.
- Being a good audience member then expressing personal responses to what they liked about a theatrical experience and their own emotional reaction to the experience.
- Demonstrating skills and the ability to work cooperatively in presenting a tableau, an improvisation and a pantomime, which may be based on a story or a life experience.

### Examples of Theatre Learning in Second Grade

- Using the vocabulary of theatre, such as plot (beginning, middle and end), scene, sets, conflict and script to describe experiences in theatre.
- Performing in group improvisational theatrical games that develop cooperative skills and concentration.
- Discussing an actor's performance as to the use of voice, gesture, facial expression and movement to create a character.
- Using problem-solving and cooperative skills in sequencing story points and identifying characters, setting and conflict to dramatize a story, a current event or a concept from another subject area.



## Visual Arts Content

### Examples of Visual Arts Learning in Kindergarten

- Identifying and describing the elements of art (line color, shape/form, texture, value, space) in the world around them and in works of art.
- Developing safe use of tools such as scissors and skills in using glue to construct a three-dimensional form from paper or to make a collage.
- Using question words (i.e., who, what, where, when, why and how) to describe works of art showing people, places and things from a variety of times and places and including what they think is being expressed or communicated in the artwork.
- Discussing their own works of art using the art vocabulary they are learning to tell how they made a specific artwork and giving reasons why they like the artwork they made.

Identifying and describing the elements of art (line color, shape/form, texture, value, space) in the world around them and in works of art.



### Examples of Visual Arts Learning in First Grade

- Identifying the elements of art in objects in nature, in the environment and in works of art, such as the lines in a leaf, the texture of different fabrics and the different shapes used in a painting.
- Participating in color mixing with paints by combining two primary colors to create a secondary color (red and yellow makes orange, blue and yellow makes green and red and blue makes violet).
- Creating drawings, paintings and/or sculptures (e.g.: clay or papier-mâché) based on observations of actual objects such as flowers, people, animals, or buildings.
- Identifying and describing various subject matter in art such as in landscapes, seascapes and portraits, and describing various art forms from different cultures such as African masks, Mexican ceramics, Japanese Sumi-e painting and Native American baskets.

### Examples of Visual Arts Learning in Second Grade

- Identifying the elements of art they used in their own artwork and in objects in nature, the environment and in works of art such as lines, colors, shapes, textures and space.
- Demonstrating beginning skills in the use of basic tools, art-making processes and media such as stencils, printmaking, oil pastels and watercolors.
- Depicting the illusion of depth (space) in a work of art and using overlapping shapes, relative size and placement within the picture.
- Identifying and discussing how art is used in events and celebrations in various cultures, both past and present, including the use of art in their own lives.

## Talking to Your Child's Teacher 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. 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 four 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, 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. Is arts instruction based on the state standards and is it sequential through the grade levels?
3. 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 an artist or parent.
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 sample 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?

## Helping Your Child Learn in the Visual and Performing 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 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 along side of your child sharing the experience together.





## 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](http://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](http://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](http://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](http://www.capta.org/smarts)
- Start or join an "Arts Now" coalition in your community, [www.artsed411.org](http://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](http://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](http://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](http://www.createca.net)



# PARENTS' GUIDE TO THE VISUAL AND PERFORMING ARTS GRADES 3-4-5

Dance • Music • Theatre • Visual Arts

## Snapshot of Arts Learning in the Third Grade

Third graders get excited about describing their thoughts orally and in writing, which leads them to more creative expression in the arts. They use their skills in the arts to portray what they imagine: a person, place or thing. They create and perform original dance sequences more expressively and also perform dances from various countries with a partner or a group, which adds to their collection of dance movements. 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 do cooperative scriptwriting by applying the five W's (who, what, were, when and why). They have many opportunities to demonstrate their problem-solving and cooperative skills when they participate in theatrical experiences. Their visual arts skills 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 computer-generated prints. 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 the Fourth Grade

Fourth grade students have become active participants in their own learning. Building on what they learned and experienced in the arts since Kindergarten, they recognize the artist within themselves, and they see how they can apply what they have learned in the arts to learning in other areas of the curriculum. Project-based learning allows them to, for example, share what they have learned through monologues about an important person from history, create a three-dimensional representation of a California city, learn and perform songs and music from different time periods and cultures and draw and paint pictures of landscapes or murals that represent the various biospheres in the world. They are communicating through the arts as they are expanding their creative expression abilities. Students can now apply the basic elements and principles of each of the arts to what they create and perform.

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





## Snapshot of Arts Learning in the 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 and performance in the arts. They invent new dance sequences, compose music, develop plots

in theatre and use perspective in the visual arts.

Along with this, they explore the rich history of the arts in the United States and in various cultures.

Fifth graders apply more complex concepts to their creation and performance in the arts.



## Dance Content

### Examples of Dance Learning in Third Grade

- Combining and performing locomotor movements and axial movements, such as walking and turning or stretching and sliding while moving on a specific pathway.
- Improvising multiple possibilities to solve a given movement problem, such as finding four different ways to combine a turn, a stretch and a jump while using different levels in space (high, medium and low).
- Creating, memorizing and performing original movement sequences with a partner or when collaborating in a small group.
- Describing and demonstrating commonalities among basic movements in dances from various countries.
- Explaining how a dancer's skills and expressive movements contribute to the communication of ideas, moods and personal meaning when performing a dance.

Describing and demonstrating commonalities among basic movements in dances from various countries.

### Examples of Dance Learning in Fourth Grade

- Demonstrating increased mental concentration and physical control in performing skills in dance.
- Explaining how the musical accompaniment relates to the movement in a dance they have studied.
- Demonstrating an increased range and use of dance concepts such as space (forward/backward), time (tempo, accent) and energy (sudden/sustained, flowing/sharp).
- Performing folk/traditional and social dances from California history.
- Using dance vocabulary when describing unique characteristic of dances they have watched or performed from countries studied in the history curriculum, such as rhythms, spatial patterns, gestures and intent.

### Examples of Dance Learning in Fifth Grade

- Inventing multiple possibilities to solve a given movement problem while incorporating the principles of variety, contrast and unity.
- Demonstrating increased focus, physical control and coordination in performing locomotor and axial movements.
- Identifying and perform folk/traditional, social and theatrical dances done by Americans in the eighteenth and nineteenth centuries.
- Applying specific criteria to analyzing and assessing the quality of a dance performance by well-known dancers or dance companies.





## Music Content

### Examples of Music Learning in Third Grade

- Reading, writing and performing simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes and rests.
- Identifying melody, rhythm, harmony and timbre or tone in selected pieces of music when hearing it played.
- Describing how specific musical elements such as dynamics (changes in the intensity of sound) and tempo (the rate or speed of the music) communicate ideas or moods.
- Identifying simple musical forms such as AABA, AABB and round.
- Identifying, singing and playing songs and music from diverse cultures and identifying differences and commonalities in the music.

### Examples of Music Learning in Fourth Grade

- Reading, writing and performing melodic notation for songs in major keys using the note names.
- Composing and improvising simple rhythmic and melodic patterns on classroom instruments.
- Perform a varied repertoire of music from diverse cultures when singing alone and with others or when playing classroom instruments.
- Describing the characteristics that make a musical performance a work of art.
- Evaluating improvement in their personal musical performances after practice or rehearsal.

### Examples of Music Learning in Fifth Grade

- Reading, writing and performing melodic notation in treble clef in major and minor keys.
- Analyzing the use of music elements in singing and music from various genres and cultures.
- Composing, improvising and performing basic rhythmic, melodic and patterns of chords independently on classroom instruments.
- Developing and applying appropriate criteria to support personal preferences for specific musical works.

Analyzing the use of music elements in singing and music from various genres and cultures.

## Theatre Content

### Examples of Theatre Learning in Third Grade

- Extending the use of the vocabulary of theatre, such as character, setting, conflict, motivation, props and blocking, when describing theatrical experiences.
- Participating in cooperative scriptwriting or improvisations that incorporate the five W's (who, what, where, when and why).
- Dramatizing different cultural versions of similar stories from around the world and identifying universal themes from different periods and places.
- Developing and applying appropriate criteria for evaluating a theatrical experience.
- Creating simple scripts for classmates that demonstrate knowledge of plot, characterization, basic blocking (telling actors where they should move for the proper effect) and stage areas, such as upstage, downstage, stage left and stage right.

Developing and applying appropriate criteria for evaluating a theatrical experience.



### Examples of Theatre Learning in Fourth Grade

- Designing or creating costumes, props, makeup, or masks to communicate a character in formal (a play done in a public performance) and informal performances (improvisation in the classroom).
- Identifying a character's objectives and motivations to explain that character's behavior.
- Demonstrating how voice (diction, pace, emphasis and volume) may be used to explore multiple possibilities for a live reading. (For example say, "I want you to go, I want you to go, I want you to go.")
- Identifying and describing theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.
- Comparing and contrasting the impact on the audience of live theatre, film, television, radio and other electronic media.

### Examples of Theatre Learning in Fifth Grade

- Using the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist and antagonist, to analyze dramatic works and describe theatrical experiences.
- Demonstrating the emotional traits of a character through gesture and action.
- Participating in improvisational activities to explore complex ideas and universal themes in literature and life.
- Collaborating as an actor, director, scriptwriter or technical artist in creating formal or informal theatrical performances and in applying appropriate criteria for critiquing the performances.
- Analyzing ways in which theatre, television, video and film play a part in our daily lives.





## Visual Arts Content

### Examples of Visual Arts Learning in Third Grade

- Identifying and describing how foreground, middle ground and background are used to create the illusion of space.
- Identifying and describing the use of all the elements of art in artworks (line, color, shape, texture, space and value).
- Mixing and using various kinds of paints to create tints, shades and neutral colors.
- Comparing and contrasting various works of art that have a similar theme but were created at different time periods or in different countries, such as a Chinese landscape painting by Wang Hui (1691-1698) and "Valley of the Yosemite" by Albert Bierstadt (1864).
- Identifying successful and less successful compositional and expressive qualities of their own works of art and describing what might be done to improve them.

### Examples Visual Arts Learning in Fourth Grade

- Using accurate proportions to create an expressive portrait or a figure drawing or painting.
- Using shading (a change in value from light to dark) to transform a two-dimensional shape into what appears to be a three-dimensional form, such as a circle to a sphere.
- Using contrast (light and dark), complementary colors (yellow and purple, red and green, blue and orange) and shading in works of art to show form and emphasis.
- Constructing diagrams, maps, graphs, timelines, illustrations and dioramas (three-dimensional scenes) to communicate ideas or tell a story about a historical event.
- Reading biographies and stories about artists and summarizing the information into short reports that include visual aids, to tell how the artists mirrored or affected their time period or culture.

### Examples of Visual Arts Learning in Fifth Grade

- Using their knowledge of all the elements of art and principles of design to describe similarities and differences in works of art and in the environment.
- Identifying, describing and comparing characteristics of representational, abstract and nonrepresentational works of art.
- Demonstrating skills in the manipulation of digital imagery (e.g., computer-generated art, digital photography and videography).
- Identifying, describing and comparing various fine, traditional and folk arts from historical periods worldwide.
- Assessing their own creative works of art, using specific criteria and describing what changes they would make for improvement or innovation.

Assessing their own creative works of art, using specific criteria and describing what changes they would make for improvement or innovation.

## Talking to Your Child's Teacher 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. 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 four 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, 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. Is arts instruction based on the state standards and is it sequential through the grade levels?
3. 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 an artist or parent.
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 sample 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?

## Helping Your Child Learn in the Visual and Performing 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 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, 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.
- Participate in the art form alongside of your child sharing the experience together.



## 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](http://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](http://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](http://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](http://www.capta.org/smarts)
- Start or join an "Arts Now" coalition in your community, [www.artsed411.org](http://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](http://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](http://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](http://www.createca.net)







# PARENTS' GUIDE TO THE VISUAL AND PERFORMING ARTS GRADES 6-7-8

Dance • 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 four arts disciplines of dance, music, theatre and the 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 arts classes in middle schools vary. Students may have choices in what classes in the arts they elect to take or they may experience the arts as part of an elective wheel in which they explore several different subjects during the school year.

During these middle years, students apply and refine their knowledge and skills in the arts so that they can express their own voice. Their self-confidence increases through this expression of their individuality.

During these middle years, students apply and refine their knowledge and skills in the arts so that they can express their own voice.

Increased originality and skills are exhibited in their dance choreography and performance as they realize how expressive their movements can be. In music, students apply their 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 arts learning.

Learning outcomes for students taking arts classes in the middle grades occur at many levels including those outcomes directly related to arts discipline content and also those goals related to 21st century skills, such as the ability to work collaboratively, technology and media literacy, creative thinking, innovation and problem solving.



## Dance Content

### Examples of Dance Learning in Sixth, Seventh and Eighth Grades

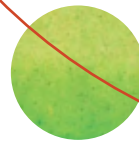
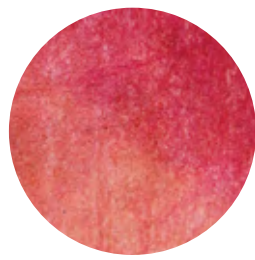
- Comparing and demonstrating the difference between imitating movement and creating original choreography.
- Demonstrating increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.
- Using appropriate dance vocabulary to analyze gestures and movements viewed in live or recorded dance performances and applying that knowledge to their dance activities.
- Identifying and performing dances from countries studied in the history/social science curriculum.
- Explaining the variety of roles dance plays among different socioeconomic groups in selected countries.
- Demonstrating an understanding of the elements of dance and the craft of choreography.
- Critiquing various kinds of dance including the most contemporary forms.

Explaining the variety of roles dance plays among different socioeconomic groups in selected countries.

## Music Content

### Examples of Music Learning in Sixth, Seventh and Eighth Grades

- Reading, writing and performing rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics and tempo in duple and triple meters.
- Singing a repertoire of written and memorized vocal literature representing various genres, styles and cultures with expression, technical accuracy, tone quality, vowel shape and articulation — by oneself and in ensembles.
- Performing on an instrument a repertoire of instrumental literature representing various genres, styles and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles.
- Developing criteria for evaluating the quality and effectiveness of musical performances and compositions and applying the criteria in personal listening and performing.
- Identifying aesthetic qualities in a specific musical work and explaining how various aesthetic qualities convey images, feeling or emotion.
- Identifying and describing distinguishing characteristics of musical genres and styles from a variety of cultures.
- Explaining how music reflects social functions and changing ideas and values in the past and present times.



## Theatre Content

### Examples of Theatre Learning in Sixth, Seventh and Eighth Grades

- Using the vocabulary of theatre, such as action/ reaction, vocal projection, subtext, theme, mood, design and production values, to describe theatrical experiences.
- Collaborating in writing and performing scenes or one-act plays that include monologue, dialogue, action and setting with a range of character types.
- Differentiating the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, China and West Africa, and explaining how cultural influences affect the content or meaning of works of theatre.
- Performing character-based improvisations, pantomimes or monologues, using voice, blocking, facial expression, timing and gesture to enhance meaning.
- Identifying and explaining how technology has changed American theatre.
- Developing criteria for and writing a formal review of a theatrical production.
- Identifying career options in the dramatic arts, such as cinematographer, stage manager, radio announcer and dramaturg, and researching the education, training and work experience necessary in those fields.

Identifying and explaining how technology has changed American theatre.

## Visual Arts Content

### Examples of Visual Arts Learning in Sixth, Seventh and Eighth Grades

- Discussing their own artworks and the work of others as to theme, genre, style, idea, differences in media and use of the elements of art and principles of design.
- Creating increasingly complex two- and three-dimensional original works of art that demonstrate increased technical skill and reflect a personal statement and personal choices in media, processes and ideas.
- Comparing and contrasting works of art from various time periods, styles and cultures and explaining how those works reflect the society and time period in which they were made.
- Developing and applying specific and appropriate criteria, individually or in groups, to assess and critique works of art including their own.
- Examining various visual art forms, such as photography, digital images and video, comparing how different visual representations of the same object lead to different interpretations of its meaning and describing or illustrating the results.
- Reporting on a work of art that makes a social comment or protests social conditions, including the effectiveness of the work and what the artist did to make the work communicate meaning.
- Demonstrating an understanding of the effects of visual communication media on all aspects of society (e.g., television, video, music videos, film, Internet, social media).







## Talking to Your Child's Middle Grades Teacher 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. 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 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 ask questions regarding the school's arts program and about the visual and performing arts coursework. Below are some sample questions to ask.

### 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 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, music, theatre, or 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 smooth and logical 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 visual or performing arts?

### 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 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 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.
- Help with student performances in the arts and with exhibitions of students visual artwork.
- Offer support for the arts program by donating supplies and/or equipment.
- Help the teacher access a community artist to visit the school.

Help with student performances in the arts and with exhibitions of student's visual artwork.

### 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 or a round then sing it 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 experience.
- Be your child's model by sitting still while she or he draws a realist or stylized portrait of you.
- Help your child secure the instruments and materials needed for arts courses.
- Set up an "art table" for your child to work on visual arts projects.
- Talk to your child about what is being taught in the arts class.
- Have your child 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 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. Some art museums have free days 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.



## 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](http://www.cde.ca.gov/pd/ca/vp/vapaguidance.asp)
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- Join PTA's SMARTS Parents for the Arts Network to receive newsletters and information directly to your inbox.
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# 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.

Most proficient and advanced courses will fulfill a school district arts graduation requirement and college entrance requirements.





## 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.

Analyzing how the roles of musicians, vocalists and composers have changed or remained the same throughout history.







## 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.

Offer support for the arts program by donating supplies and/or equipment.

### 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](http://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](http://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](http://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](http://www.capta.org/smarts)
- Start or join an "Arts Now" coalition in your community, [www.artsed411.org](http://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**

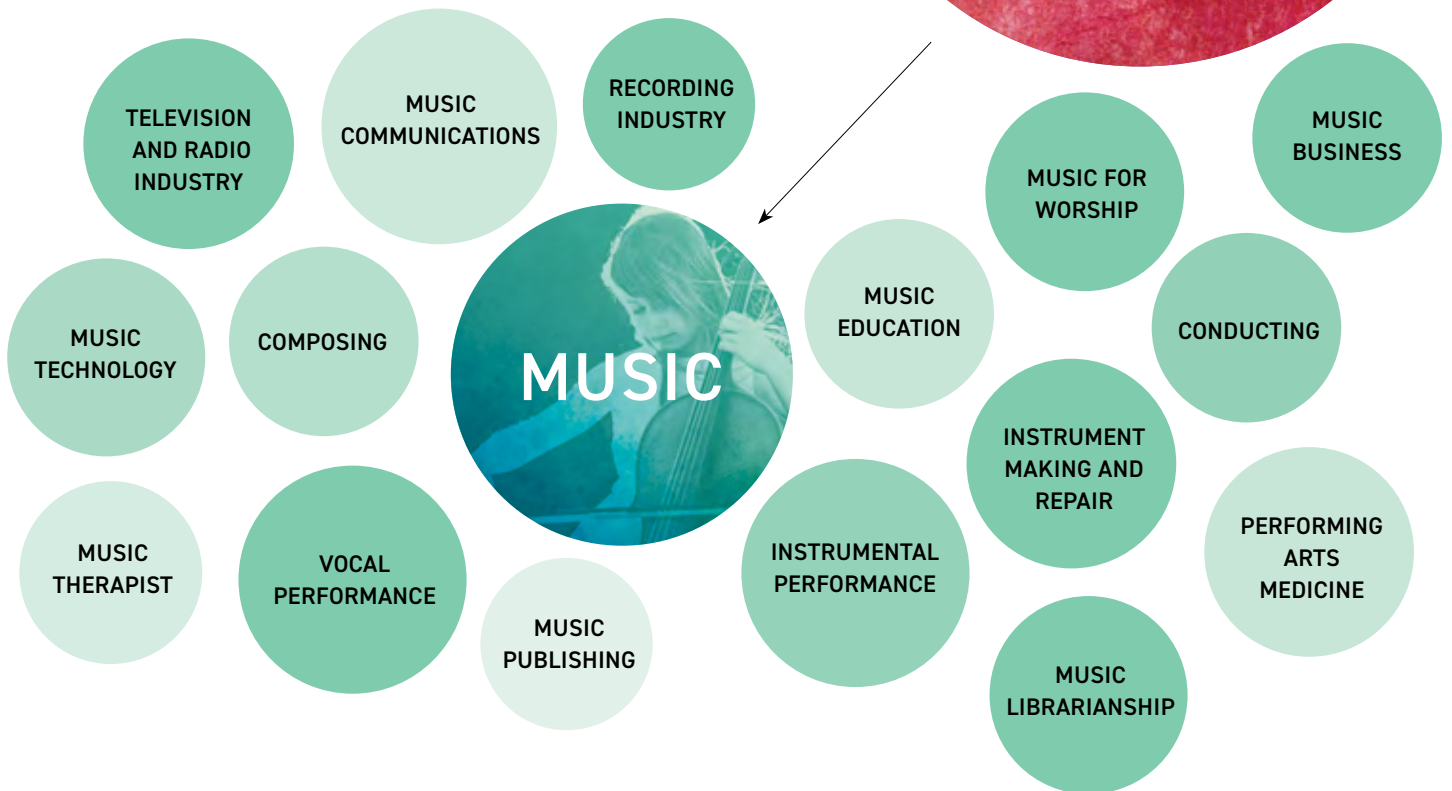
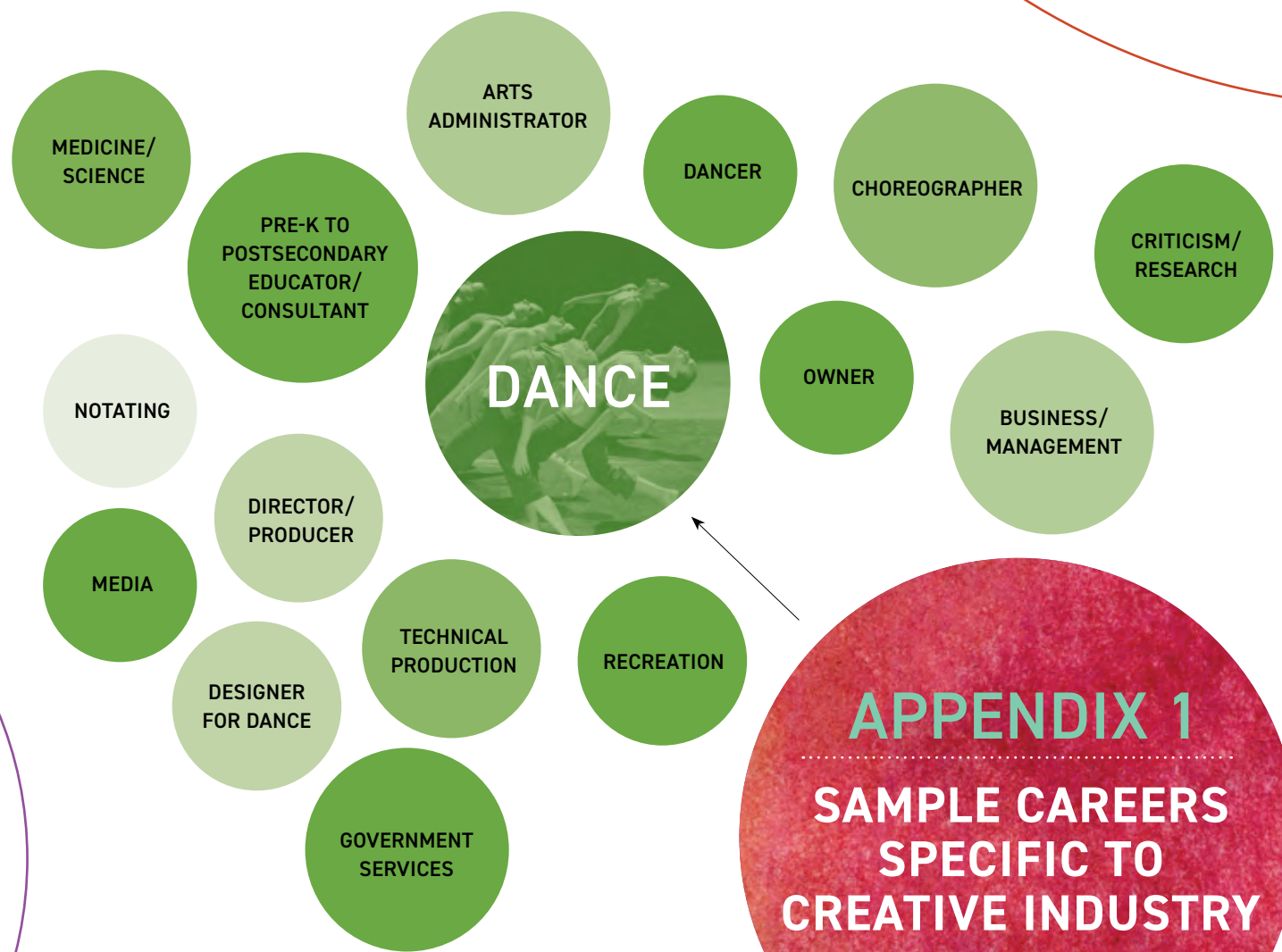
A statewide network of County Offices that believes that the visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century.  
[www.ccsesaarts.org](http://www.ccsesaarts.org)

### **The California Alliance for Arts Education**

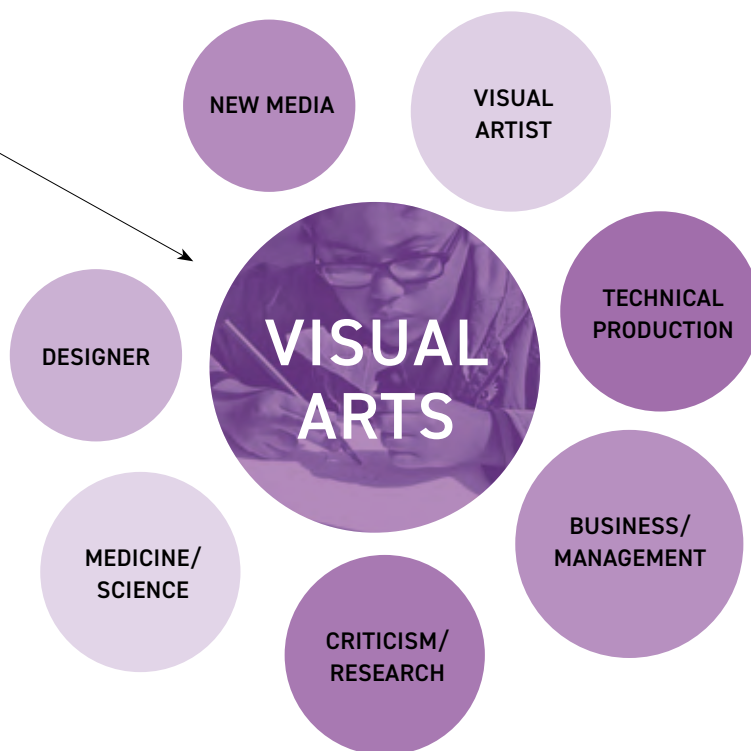
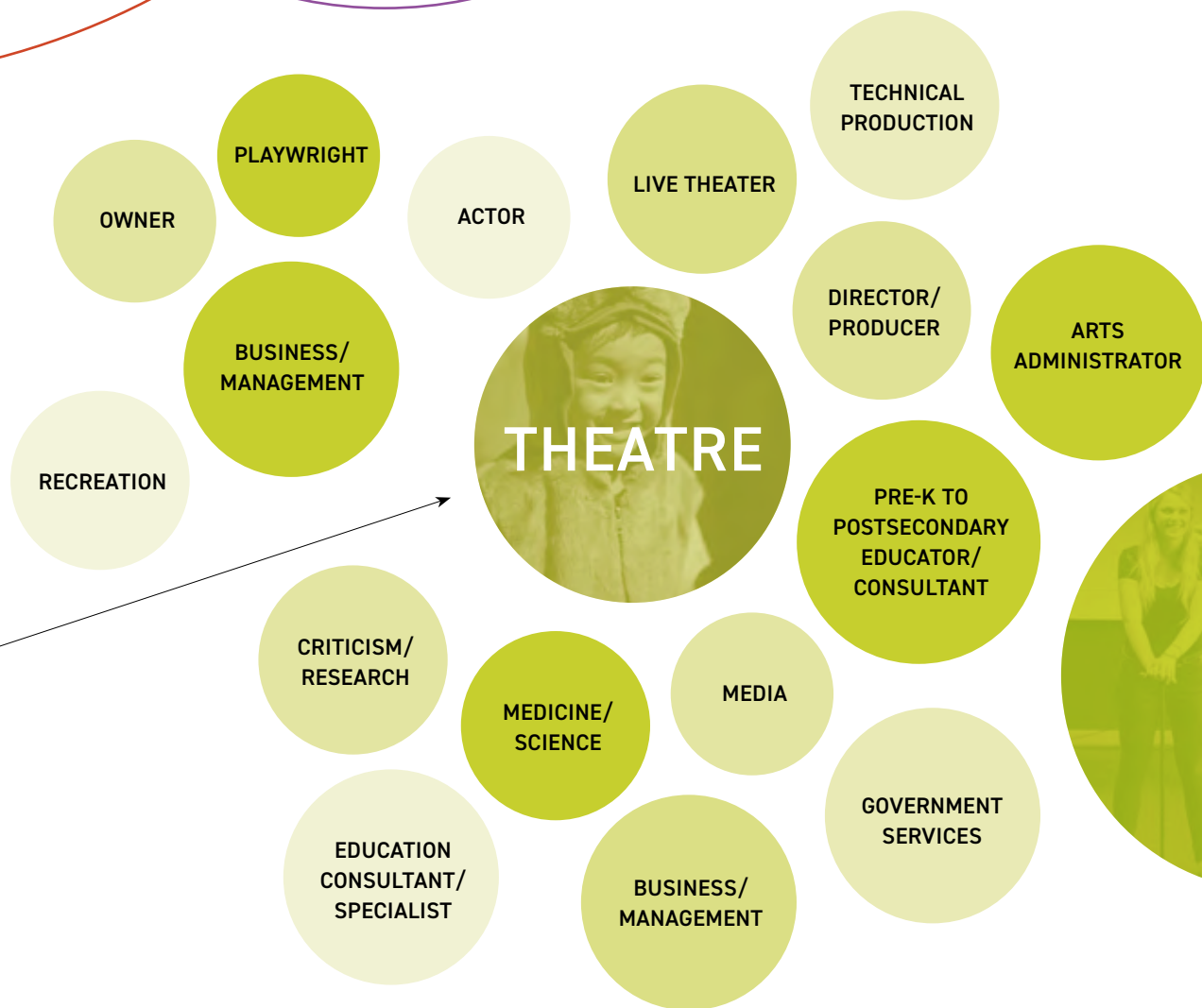
The Alliance advocates for high quality arts education for all students by providing policy expertise and by mobilizing a statewide network of advocates and allied partners.  
[www.artsed411.org/about\\_us](http://www.artsed411.org/about_us)

### **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](http://www.createca.net)









“ The California State PTA believes ALL children deserve ongoing quality arts experiences and education. Children who are actively involved in the arts will develop better critical thinking. Parents play an essential role in helping to promote the value of standards-based arts instruction at their local schools, school districts and at the state level. By collaborating with teachers, principals, community members and district and county leaders, PTAs create necessary leadership opportunities for parent advocates to support and sustain arts instruction for all students. ”

– Pam Brady, Past President, California State PTA



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



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### Support for Create CA



**MUSIC MAN FOUNDATION**



**California State PTA, the largest volunteer-led child-advocacy association, thanks its Board of Directors and Special Committee for Arts Education for the 2017-19 term.**

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