



# The 2019 California *Arts Standards*

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

## Dance

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

## Media Arts

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

## Music

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

## Theatre

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

## Visual Arts

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

### What is essential for educators to know?

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

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

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

### INCLUSIVE, AFFIRMING, AND EQUITABLE Arts Education

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

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

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

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



## A Vision of Artistic Literacy

*Arts Standards* are grounded in a vision of artistic literacy—the knowledge and understanding required to participate authentically in the arts—which is explained in the philosophical foundations and lifelong goals below. Fluency in the languages of the arts means the ability to create; perform, produce, or present; respond; and connect through symbolic and metaphoric forms that are unique to the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

*Philosophical Foundations and Lifelong Goals*<sup>2</sup>

**Philosophical Foundations** ▼ ▼ ▼  
**THE ARTS AS COMMUNICATION** In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).

**Philosophical Foundations** ▼ ▼ ▼  
**THE ARTS AS CREATIVE PERSONAL REALIZATION** Participation in each of the arts as creators, performers, and audience members (responders) enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.

**Philosophical Foundations** ▼ ▼ ▼  
**THE ARTS AS CULTURE, HISTORY, AND CONNECTORS** Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.

**Philosophical Foundations** ▼ ▼ ▼  
**THE ARTS AS MEANS TO WELLBEING** Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.

**Philosophical Foundations** ▼ ▼ ▼  
**THE ARTS AS COMMUNITY ENGAGEMENT** The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.

**Philosophical Foundations** ▼ ▼ ▼  
**THE ARTS AS PROFESSION** Professional artists weave the cultural and aesthetic fabric of communities and cultivate beauty, enjoyment, curiosity, awareness, activism, and personal, social, and cultural connection and reflection. This fabric strengthens communities as a whole, enhances the lives of individuals, and inspires the global community.

**Lifelong Goals** ▼ ▼ ▼  
Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and are able to respond by analyzing and interpreting the artistic communications of others.

**Lifelong Goals** ▼ ▼ ▼  
Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.

**Lifelong Goals** ▼ ▼ ▼  
Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

**Lifelong Goals** ▼ ▼ ▼  
Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.

**Lifelong Goals** ▼ ▼ ▼  
Artistically literate citizens seek artistic experiences and support the arts in their local, state, national, and global communities.

**Lifelong Goals** ▼ ▼ ▼  
Artistically literate citizens appreciate the value of supporting the arts as a profession by engaging with the arts and by supporting the funding of the arts. Some artistically literate individuals will pursue a career in the arts, thereby enriching local, state, national, and global communities and economies.

## Artistic Processes, Anchor Standards, and Performance Standards

The *Arts Standards* are based on four **artistic processes** which define and organize the link between the art and the learner. These artistic processes—**creating; performing, producing, presenting; responding; and connecting**—are the cognitive and physical actions by which arts learning and making are realized. **Process components** are operational verbs that define the behaviors and artistic practices that students engage in as they work through the artistic processes in each discipline.

Each artistic process branches into either two or three **anchor standards**, which describe the general behaviors, artistic skills and habits of mind that teachers expect students to demonstrate as an outcome of their arts education. These anchor standards are parallel across arts disciplines and grade levels and serve as the tangible educational expression of artistic literacy. The grade level **performance standards** for grades prekindergarten through eight and proficiency levels for grades nine through twelve describe student learning outcomes specific to each arts discipline.

### ARTISTIC PROCESSES COMMON TO ALL DISCIPLINES

#### Creating

Conceiving and developing new artistic ideas and work.

#### Performing (dance, music, theatre)

Realizing artistic ideas and work through interpretation and presentation.

#### Presenting (visual arts)

Interpreting and sharing artistic work.

#### Producing (media arts)

Realizing and presenting artistic ideas and work.

#### Responding

Understanding and evaluating how the arts convey meaning.

#### Connecting

Relating artistic ideas and work with personal meaning and external context.

### IN EACH ARTS DISCIPLINE STUDENTS WILL...

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.
4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.
7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.
10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### Endnotes

- 1 *California Arts Standards (2019)*. This document, available online at <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>.
- 2 *Adapted from the NCAS Standards Conceptual Framework, p. 10.*



Scan the QR code for specific performance standards