

*Professional Development
Modules for the Middle
Grades Visual and
Performing Arts Content
and Delivery Guide*

Produced by CCSESA Arts Initiative



About the CCSEA Arts Initiative

California County Superintendents Educational Services Association represents 58 county offices of education throughout the state of California. Knowing that the visual and performing arts contribute to effective schools, the California County Superintendents Educational Services Association with generous support of the William and Flora Hewlett Foundation launched a statewide initiative in early 2006 to advocate for and strengthen arts education in California public schools. CCSESA urges every school to weave dance, music, theatre, and visual arts into the fabric of the curriculum providing all students with a comprehensive education, kindergarten through high school aligned to the *Visual and Performing Arts Framework for California Public Schools*. CCSESA supports schools, districts, and communities in each of the state's 58 counties through a fully equipped statewide network. CCSESA is working at the state, regional, and local levels to impact change in arts education.

CCSESA Arts Initiative VISION AND CORE PRINCIPLES

The visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century. All California students from every culture, geographic region and socio-economic level--deserve quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum.

Rich & Affirming Learning Environments

Create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every group of students.

Empowering Pedagogy

Use culturally and linguistically responsive pedagogy that maximizes learning in and through the visual and performing arts, actively accesses and develops student voice, and provides opportunities for leadership for every group of students.

Challenging & Relevant Curriculum

Engage every group of students in comprehensive, well-articulated and age-appropriate visual and performing arts curriculum that also purposefully builds a full range of language, literacy, and other content area skills, including whenever possible, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.

High Quality Instructional Resources

Provide and utilize high quality standards-aligned visual and performing arts instructional resources that provide each group of students with equitable access to core curriculum and academic language in the classroom, school, and community.

Valid & Comprehensive Assessment

Build and implement valid and comprehensive visual and performing arts assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.

High Quality Professional Preparation & Support

Provide coherent, comprehensive and ongoing visual and performing arts professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent arts instruction for each group of students.

Powerful Family/Community Engagement

Implement strong family and community engagement programs that build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance visual and performing arts teaching and learning for each specific group of students.

Advocacy-Oriented Administrative/Leadership Systems

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse visual and performing arts needs and assets of each specific group of students. These administrative and leadership systems structure, organize, coordinate, and integrate visual and performing arts programs and services to respond systemically to the needs and strengths of each group of students.

Professional Development Modules for the
Middle Grades Visual and Performing Arts Content and Delivery Guide

Developed by the

California County Superintendents Educational Services Association
(CCSESA)
ARTS INITIATIVE



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FOREWORD

On behalf of the County Superintendents of Schools in the State of California, we are pleased to introduce ***Professional Development Modules for the Middle Grades Content and Delivery Guide*** as part of the CCSESA Arts Initiative and the Curriculum and Instruction Steering Committee (CISC) Visual and Performing Arts Subcommittee Toolkit of Arts Education Resources. This project was funded by the William and Flora Hewlett Foundation and developed in collaboration with the California Department of Education (CDE).

The California County Superintendents Educational Services Association (CCSESA) is an organization consisting of the County Superintendents of Schools from the 58 counties in California working in support of students, schools, districts, and communities. The Curriculum and Instruction Steering Committee (CISC), a steering committee of CCSESA, consists of county office assistant superintendents with an expertise in curriculum, instruction, and professional development. The Visual and Performing Arts Subcommittee includes regional arts leads representing all eleven service regions working to strengthen arts education support and service for California school districts. Through the CCSESA Arts Initiative, county offices of education are playing a significant role in increasing visibility and support for arts learning in California public schools across the state. One area of this work is in the development of K-12 arts education curriculum resources aligned to the *Visual and Performing Arts Framework for California Public Schools, Kindergarten through Grade Twelve*.

Professional Development Modules for the Middle Grades Content and Delivery Guide was developed by CCSESA Arts Initiative. We extend our gratitude to Patty Taylor, Senior Arts Consultant for CCSESA Arts Initiative, who was the lead writer and coordinator of this project. We appreciate the eleven regional arts leaders who provided ongoing input in the development of the modules.

We want to thank Grace Ko and the San Diego County Office of Education for their ongoing work on the CCSESA Arts Initiative web site. It is our hope that this will be a tool for the planning and implementation of quality professional learning and that as a result middle grades visual and performing arts programs will be expanded and strengthened through the processes provided in the modules and support materials.

Sarah Anderberg
Director, CCSESA Arts Initiative
California County Superintendents Educational Services Association

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Coordinator/Writer Patty Taylor, Senior Consultant for CCSESA Arts Initiative
Arts Consultant Patty Larrick

CCSEA Arts Initiative Regional Arts Leads:

Region 1	Linnea Mandell, Humboldt County Office of Education
Region 2	Heidi Brahms, Shasta County Office of Education
Region 3	Maureen Gemma, Sacramento County Office of Education
Region 4	Louise Music, Alameda County Office of Education
Region 5	Lisa Gonzales, Santa Clara County Office of Education
Region 6	Jill Polhemus, Stanislaus County Office of Education
Region 7	Bob Bullwinkel, Fresno County Office of Education
Region 8	Charice Guerra, Ventura County Office of Education
Region 9	Ron Jessee, San Diego County Office of Education
Region 10	Armalyne De La O, San Bernardino County Superintendent of Schools
Region 11	Shannon Wilkins, Los Angeles County Office of Education



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California County Superintendents Educational Services Association (CCSESA) Arts Initiative

MIDDLE GRADES VISUAL AND PERFORMING ARTS CONTENT AND DELIVERY GUIDE

PROFESSIONAL DEVELOPMENT MODULES

INTRODUCTION

The Middle Grades Visual and Performing Arts Content and Delivery Guide and this professional development document are available to download at no cost at www.ccsesaarts.org. Click on Toolbox.

ABOUT THE COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION (CCSESA) AND THE CCSESA ARTS INITIATIVE

Please take a moment to read the Forward in *the Middle Grades Visual and Performing Arts Content and Delivery Guide* (MG Guide) as well as pages 4 and 5. Here you will find a description of CCSESA, the Arts Initiative, and the Vision and Core Principles that guide the work of the Arts Initiative. By going to the website www.ccsesaarts.org, you will gain a full view of the statewide network and extensive resources provided by the CCSESA Arts Initiative through its network of 11 Regional Arts Education Leads.

THE INTENT OF THE MIDDLE GRADES GUIDE AND THE PROFESSIONAL DEVELOPMENT MODULES

The context for the arts in the middle grades has changed over the years and recently has presented many challenges for arts learning. However, along with challenges come opportunities to examine the current reality and adjust curriculum and instruction accordingly in order to continue to help middle grade students meet state adopted content standards found in the *Visual and Performing Arts Framework for California Public Schools Kindergarten Through Grade Twelve*, CDE Press, 2004 (V&PA Framework). in the visual and performing arts as well as gain the broad based advantages the arts provide as part of a comprehensive education for all students.

In that light, it is the assumption of the MG Guide writers, that the more district and school administrators, arts teachers, and middle grade educators know about the content of dance, music, theatre, and the visual arts in their broadest sense, the more effective they can be in meeting current educational challenges with imagination, innovation and relevance. That is why so much of this guide focuses on helping those working with middle grades students realize just how useful, interesting, flexible and inclusive the visual and performing arts content standards really are.

This document contains detailed outlines for two professional development modules designed for use with the MG Guide. They are intended as a flexible starting point in planning based on the intended goals, desired outcomes, the audience, and the time allocated.

MODULE 1

Based on information provided in the MG Guide, the focus of this module is to provide guidance in starting up, bringing back, or improving and expanding an arts education program in middle grades. The audience includes a district or school planning team including, for example, the district superintendent, school board members, district and school administrators, teachers, community members and community arts organization staff, parents, and business partners.

MODULE 2

Based on information provided in the middle grades guide, the focus of this module is to provide guidance on developing curriculum and instruction in the visual and performing arts (dance, music, theatre, and the visual arts) in the middle grades. This includes implementing the content standards, re-viewing the content standards, and improving instructional practice in a middle school setting. The audience includes middle school arts teachers and teaching artists. K-8 generalist teachers and school/district administrators will also benefit.

CONSIDERATIONS IN SELECTING AND USING THE MODULES

Professional development planners may choose module(s) that meet their purposes considering the audience and time allocation. The modules are flexible and provide options. They may be implemented in one six-hour session, two three-hour sessions, three two-hour sessions, or in an on-going professional learning group setting.

COMPLETING A PRE-SESSION SURVEY

Two surveys are included in this professional development guide. One is for use by a district or school planning team and/or administrators (Appendix A). It will determine the level of arts education instruction that is already in place in the district or school and what areas may need to be improved or expanded. The other survey is for arts teachers, teaching artists, and school administrators (Appendix B). It surveys the teaching context and resources.

Professional development planners are encouraged to have the attendees complete the appropriate survey before they come to the session(s). If they are directed to send the survey in ahead of time, it will help the planners design the professional development session to meet the needs of the attendees. The attendees will need to have a copy of their completed survey with them at the professional development session.

HANDOUTS FOR USE IN THE PROFESSIONAL DEVELOPMENT MODULES

At the end of this document, there are appendixes that are handouts for use during the professional development sessions. Some, as indicated, are for Module 1, some are for Module 2, and some are used in both modules.

APPENDIXES

- A. Middle Grades District Survey (Module 1)
- B. Middle Grades School Survey (Module 2)
- C. Unique and Shared Get-to-know-you Activity (Module 1 and 2)
- D. Detailed Table of Contents (Modules 1 and 2)
- E. Conducting Arts Education Programs – Middle School Level from the *Visual and Performing Arts Framework for California Public Schools Kindergarten Through Grade Twelve*, CDE Press, 2004 (Module 1)
- F. Middle School Information from the SRI Report – *An Unfinished Canvas Arts Education in California: Taking Stock of Policies and Practices*, SRI International, 2007 (Module 1)
- G. Personal Action Plan Form (Module 1 and 2)
- H. Sample Unit/Lesson Planning Outline (Module 2)

OTHER CCSESA ARTS INITIATIVE DOCUMENTS THAT MAY BE USEFUL TO MIDDLE GRADES PROGRAM AND CURRICULUM PLANNERS, ADMINISTRATORS, AND TEACHERS

The CCSESA Arts Initiative has developed a number of useful and effective documents in support of providing all students with a comprehensive and standards-based arts education, kindergarten through high school. The documents are grounded in the CCSESA Arts Initiative Visual and Performing Arts Vision and Core Principles focused on providing California students – from every culture, geographic region, and socioeconomic level – quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum. These documents are available to download for free from the CCSESA Arts Initiative website at <http://www.ccsesaarts.org>. They are located under the “Toolbox” heading.

Below is a list of documents that will be of special interest to those who are planning professional development based on the MG Guide.

- *A Guidebook for High Quality Professional Development in Arts Education*
- *Opening the Arts Education Toolbox: Planning Guide and Resource for Professional Development*
- *Leading the Way to Arts Education: A Reference Guide for Educational Leaders*
- *Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide*
- *K-6 Visual and Performing Arts Curriculum Guide: Examples of Integrated Lessons*
- *Arts Assessment Resource Guide*
- *On-line Assessment Compendium*

ONGOING SUPPORT FROM THE CCSESA ARTS INITIATIVE REGIONAL ARTS LEADS

The 11 CCSESA Arts Initiative Regional Arts Leads are on hand to provide you with support as you work to implement, improve, and expand the visual and performing arts program provided in your school and district. The vision and core principles that guide the work of the Regional Leads states that “The visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the 21st century.” The Regional Arts Leads work from the

standpoint that the four arts disciplines (dance, music, theatre, and the visual arts) in their traditional sense and in tune with current trends and technology, should be taught both in connection with other core curriculum areas, such as reading/language arts, mathematics, science, and history/social science, and as separate curricular offerings. Contact information for each of the Regional Arts Leads can be found at <http://www.ccsesaarts.org>. The network of CCSESA Arts Initiative Regional Arts Leads support you in bringing quality arts education to all students in California public schools.

California County Superintendents Educational Services Association (CCSESA) Arts Initiative

MIDDLE GRADES VISUAL AND PERFORMING ARTS CONTENT AND DELIVERY GUIDE

PROFESSIONAL DEVELOPMENT MODULE ONE

For District and School Planning Teams, Administrators, and School Board Members

The Middle Grades Visual and Performing Arts Content and Delivery Guide and this professional development document are available to download at no cost at www.ccsesaarts.org. Click on Toolbox.

The focus of this module is on starting up, bringing back, or improving and expanding an arts education program in the middle grades. The audience includes district and school administrators and teachers and others who might participate in a planning team such as school board members, parents, staff of community arts organizations, and business leaders.

OUTCOMES

Participants will:

- Become familiar with the contents of the Middle Grades Visual and Performing Arts Content and Delivery Guide (MG Guide)
- Gain information and resources to help develop a plan to improve, expand, and/or implement a middle school visual and performing arts program
- Explore various organizational and instructional models for delivering arts content to middle grade students
- Understand the organization of the middle grades content standard in dance, music, theatre and the visual arts
- Identify next steps they can personally take to implement, expand, or improve learning in the arts for all middle grade students in their district or school

OPTIONS FOR PLANNING A PROFESSIONAL DEVELOPMENT SESSION

The nine steps outlined in this module provide a wealth of options for designing a professional development session for those interested in planning, improving, and/or expanding arts learning in the middle grades. They may be implemented in one six-hour session, two three-hour sessions, three two-hour sessions, or in an on-going professional learning group setting. It is suggested that those who are planning the professional development first take into consideration who will be

likely to attend the session and how long the session(s) will last. The next step would be to read through the MG Guide noting what will be of particular importance to the participants in the time you have for the session(s). Now read through the suggested activities in the nine steps in this module. Some of them will resonate with you in terms of your audience and some may seem less important at this time. As you begin to focus on what to include, note the approximated time for each step and determine what can be included in your time frame. You will add in breaks and lunch as appropriate. The better you know your audience, the more successful you will be at developing a professional learning plan.

MODULE STEPS

Time (Approx.)	Activity	Support Materials and Supplies
25 minutes	<p>Step 1 - Introduction</p> <p>When doing your favorite introduction activity, be sure to note who is in the room. Appendix C provides a sample get-to-know-you activity. You will want to know the numbers of administrators and their role in their district or school, how many teachers there are in each of the arts disciplines (dance, music, theater, and visual arts). Identify school board members, and other community leaders such as teaching artists and/or community arts organization representatives, business leaders and parents. This will help you as you move into the activities.</p> <p>After the introductions, do a brief preview of the document. Mention that this is one of a suite of documents developed and provided free of charge on their website by the California County Superintendents Educational Services Association’s Arts Initiative. The website address is www.ccsesaarts.org. Point out the paragraph about the CCSESA Arts Initiative and the Vision and Core Principles of the Initiative on pages 4 and 5 of the MG Guide.</p> <p>Introduce the four parts of the document. Read the names of the parts and chapters then review the contents of each of the sections provided in the handout Appendix D “Detailed Table of Contents.” You may also want to look at the resources in Part Four for a moment now (pages 155-157).</p>	<p>Each attendee should have a copy of the <i>Middle Grades Visual and Performing Arts Content and Delivery Guide</i>.</p> <p>Appendix C provides a sample get-to-know-you activity.</p> <p>The “Detailed Table of Contents” handout is provided as Appendix D. You will use it in this step and in some of the subsequent activities.</p>

	<p><u>Part One</u> has three chapters that set up the context for middle grades arts education, leadership and planning strategies, and a look at arts magnet and charter schools.</p> <p><u>Part Two</u> addresses the content of the curriculum through the middle grades, and includes re-viewed content standards for dance, music, theatre and the visual arts that show the instructional sequence implied by the state content standards. It also includes charts showing how the curriculum spirals through the grade levels as well as an analysis of the 6th through 8th grade standards.</p> <p><u>Part Three</u> addresses standards based instruction in the arts turning to the implications for pedagogy and instructional methodology.</p> <p><u>Part Four</u> is a list of resources organized by middle school specific, visual and performing arts, and web resources.</p>	
45 minutes	<p>Step 2 – Getting in Touch With the Reality of Middle School Arts Education Programs</p> <p>Have participants come with the survey filled out that you gave them before the session. The survey is very streamlined; it can be expanded later if participants find that they need more data to make effective program improvements.</p> <p>Give participants a few minutes to think about key aspects of a middle school in their district or the middle school with which they are associated (location, demographics, students, size, teachers, the elective program). Ask them to reflect on the visual and performing arts program at that school. How many students have the opportunity to participate in dance, music, theatre, and or visual arts and how often? Who teaches the arts at this school? What are the facilities for the arts classes like? Do they have sufficient supplies and equipment? Is the curriculum aligned with the Visual and Performing Arts Content Standards found in the <i>Visual and Performing Arts Framework for California Public Schools Kindergarten Through Grade Twelve</i>, CDE Press, 2004 (V&PA Framework)? Share with others in small</p>	<p>Participants should be given the survey provided as Appendix A at least ten days before the professional development so they can bring their completed survey to the first session. They will use their survey in this step.</p> <p>Chart paper and pens will be needed.</p> <p>Handout Appendix E,</p>

	<p>groups (2 to 4 people). This determines their “reality” in terms of middle schools and middle grades arts programs. Encourage them to refer to their survey in the discussion.</p> <p>Ask all or a few of the groups to share the commonalities they found in the arts programs they were discussing. Chart what they felt was strong about the programs and what needed improvement or was missing.</p> <p>Hand out copies of Appendix E, “Conducting Arts Education Programs – Middle School Level from the Visual and Performing Arts Framework” and have 1 or 2 participants read it out loud while the others underline key ideas and components. Discuss this picture of what a middle school arts program looks like comparing this “reality” with the school that they know and talked about. Note key components, ideas and innovations that surface as well as commonalities on what needs improvement.</p> <p>Hand out Appendix F with key points regarding middle school arts education from the SRI report on the arts in California, <i>An Unfinished Canvas Arts Education in California: Taking Stock of Policies and Practices (2007)</i>. Compare the content with the “reality” discussed previously looking for commonalities, differences, cause and effect, and possibilities.</p> <p>A very helpful website is: http://pubs.cde.ca.gov/tcsii/ch2/visualperformarts.aspx Taking Center Stage - Act II A Portal for Middle Grades Educators, produced by the California Department of Education (CDE). It provides a description of the position the CDE takes on including the arts in the middle school program; links to major research in support of arts learning and its benefit to students, and “In the Spotlight” descriptions of schools that are implementing standards-based arts programs for middle grade students.</p> <p>Do a quick go around the room having each person share their first reality with information they gained during this step. Note if there are some changes that they</p>	<p>“Conducting Arts Education Programs – Middle School Level from the Visual and Performing Arts Framework.”</p> <p>Handout Appendix F with key points in regards to middle school programs found in the summary of the SRI report noting the current reality at the middle grades level.</p> <p>An Internet connection, computer, projector and screen will be needed.</p>
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	would like to explore in their district or school.	
20 minutes	<p>Step 3 – The Context for Middle Grades Arts Education Programs (Content from Part One Chapter One – Pages 10-21)</p> <p>For this orientation to <u>Part One Chapter One</u>, go back to Appendix D (Detailed Table of Contents) and look at the subtitles in Part One Chapter One. Participants circle the three subtitles that are most critical to them and write how these issues/topics affect, change, and influence the quality and quantity of arts instruction students receive.</p> <p>Chart the numbers of participants that selected each topic. Select the three or four that had the most interest and organize small group discussions around these topics then have a member of each group report some of the key points of their discussion.</p> <p>Provide a collective summary of the discussions perhaps pointing out the California Context for the Middle Grades on pages 20-21.</p>	<p>Return to Appendix D.</p> <p>Chart paper and pens will be needed.</p>
1 hour and 25 minutes	<p>Step 4 – Leadership, Planning and Implementing Middle Grades Arts Programs (Content from Part One Chapter Two – Pages-22-32)</p> <p>Talk about the first topic “The Current Reality” (page 22) noting the support from the California State PTA. Go to the California State PTA website (http://www.capta.org/) and click on SMARTS. Here you will find very useful information such as Resources for Parents and Teachers, School Smarts Parent Engagement Program, and Be a Leader-Advocacy Tips. Point out the publication by the California State PTA and CCSESA “Be a Leader for Arts Education Guide.” Hand out copies if possible.</p> <p>By a show of hands, determine how many participants are aware of a long-range plan for arts education in their district. Ask those who have a plan to give a brief description of who was on the planning team, how many years the plan covers,</p>	<p>An Internet connection, computer, projector and screen will be needed.</p>

what the funding sources for implementing the plan were, and include a few details and results.

Go to the topic “An Inclusive Planning Process” on page 23-24 and read through the section. Discuss the need for long range planning for arts education and the seven stages of the strategic planning process.

Go to the *Insider’s Guide to Arts Education Planning*, 2nd Edition developed by the California Alliance for Arts education found on their website at <http://www.artsed411.org>. The purpose of the guide is to provide a hands-on, how-to planning process for schools, districts and counties, which enables them to assess, envision, and implement quality visual and performing arts programs for their students. Do a quick overview and note that the document may be downloaded.

Another planning guide is available on the CCSESA website at www.ccsesaarts.org. Click on Toolbox and you will find *Leading the Way to Arts Education: A Reference Guide*. This guide is a tool for school, district, and county administrators to assist in developing K-12 visual and performing arts programs. The guide includes information about key steps educational leaders can take to facilitate standards-based arts instruction and learning at each grade level aligned to the V&PA Framework. The guide provides approaches and specific roles and resources to develop a coordinated leadership strategy, gleaned from successful programs in county offices, districts, and schools in California.

If participants are interested in going through a planning process for their arts education program, refer them to their County Office of Education Regional Arts Lead. He or she can facilitate a planning process or give references to those who are qualified to do so. Regional Arts Leads are listed on the CCSESA Arts Initiative website.

On the CCSESA website (www.ccsesaarts.org) under Toolbox, go to the document *The Arts in the Elementary Classroom: A Visual and Performing Arts Content and*

	<p><i>Delivery Guide.</i> On pages 115-144 you will find several ways to organize instructional time to accommodate a quality arts education program in the school day. This was written for elementary schools, but includes options that could be used for the middle grades, particularly if the school includes sixth graders. You may want to create a handout of this section or parts of it that you find relevant to the discussion.</p> <p>Discuss how a good arts program can be adapted to various school structures. The arts teachers, with support from the administration, can adapt standards-based curriculum by, for example, working together in study groups, working with discipline teams, doing parallel instruction, and/or rotating the arts into a “houses” structure.</p> <p>To continue this discussion, have each participant circle 2-3 topics in Part One Chapter Two of the Detailed Table of Contents that are of most interest or concern to them. Ask participants from different schools with the same instructional structure to meet together and discuss the topics in this chapter and report out on the two or three topics that generated the most informative discussions. Chart the topics that were selected and those that were not addressed.</p>	
30 minutes	<p>Step 5 – Visual and Performing Arts Magnet and Charter Schools for the Middle Grades (Content from Part One Chapter Three – Pages 33-38)</p> <p>Talk about Magnet and Charter schools as an option for providing some students in the district with a comprehensive visual and performing arts education. Note that the ideal is to provide an arts program in every school for all students and also have an arts magnet or charter school for those who wish to attend.</p> <p>Discuss how a study of charter and magnet schools will reveal what they do to ensure that their students have an arts education program and succeed in all of the other curriculum areas. Bring in a person from a charter or magnet school for the arts to discuss this topic.</p>	

	<p>Break into 5 groups and have each group read and discuss one of the brief descriptions of charter and magnet schools on pages 34 to 38. Could any part of the approach be taken and applied in a regular middle school setting? Do a report out of some key strategies they found.</p>	
<p>45 minutes</p>	<p>Step 6 – How the Content Standards Guide Curriculum in the Middle Grades (Content from Part Two – Pages 39-142)</p> <p>Planners and administrators need to understand the content standards found in the V&PA Framework. The strands that are the organizational elements of the standards are the “what” (content); there are many instructional methodologies (the how). Have participants read the descriptions of the strands out loud pausing for comments after each one (pages 39-41).</p> <p>Present an overview of and rationale for the re-viewed standards, spiral curriculum, standards analysis (pages 42-44).</p> <p>Have each participant skim these sections for one of the arts disciplines noting any “stand out” observations they make. Share comments.</p> <p>Discuss what is in place at their school or district that makes it difficult for teachers to teach a standards-based curriculum in the arts. For example, if there is an exploratory wheel, what can be taught in six or eight weeks? Teachers have to select some standards especially those that reoccur in subsequent grades as made evident on the spiral curriculum charts.</p> <p>Revisit “Organization of Students” as this is an important middle school issue that affects an arts education program (page 25). Which of these models do they have or do they want? What is the value of this type of organization? What are the unexpected consequences for students and the arts program? For example, what are the consequences for students or the arts program of “teaming” or taking “electives?”</p>	

<p>30 minutes</p>	<p>Step 7 – Standards Based Instruction Across the Arts for the Middle Grades (Content from Part Three – Pages 143-154)</p> <p>This section focuses on the implications of the standards-based curriculum for pedagogy and instructional methodology. Read the introductory paragraph that identifies three realities that will influence teaching methodology for the visual and performing arts in the middle grades (page 143).</p> <p>Divide into small groups of 3-4 people. Assign each group a portion of the next 10 topics starting with “Instructional Time Frame” and ending with “Studio Thinking Framework.” The topics here clarify some questions about teaching the arts and what needs to be in place for effective instruction. Have each group develop a summary of their topics and note if the summary ties in with another discussion that they had during the day. Suggest how the information resonates with teachers, students, and instruction in their school or district.</p> <p>The “Qualities of Quality in Arts Education” chart on page 152 looks at quality arts education through the lens of the student (how the student approaches learning) and through the lens of pedagogy (how the teacher facilitates learning). Provide time for the participants to read the chart and then have a discussion of it in their small groups. How can planners and administrators facilitate arts education for the students and the teachers? What are the essential commitments?</p>	
<p>20 minutes</p>	<p>Step 8 – Taking It From Here to Your District or School</p> <p>Encourage each participant to identify at least three next steps they will take towards implementing, expanding and/or improving quality arts education at the middle school level for all students.</p> <p>With a buddy, partner, or supporter not necessarily from their school or district, have them fill out the “Take It From Here Personal Action Plan” form, which is Appendix G. These actions can range from taking a good look at one of the suggested CCSESA documents to talking to school board members and staff about</p>	<p>Handout Appendix G, “Personal Action Plan.”</p>

	starting to plan for more and better arts learning for all students.	
10 minutes	<p>Step 9 –Concluding the Session</p> <p>Conclude the meeting with one of the following: inspirational video, quotation, or by asking each person to identify one “take away” from the session. Reinforce the importance of ongoing work to create the solutions/results you want in your school or district.</p>	

California County Superintendents Educational Services Association Arts Initiative
MIDDLE GRADES VISUAL AND PERFORMING ARTS CONTENT AND DELIVERY GUIDE

PROFESSIONAL DEVELOPMENT MODULE TWO

For Middle School Administrators, Arts Teachers and Teaching Artists

The Middle Grades Visual and Performing Arts Content and Delivery Guide and this professional development document are available to download at no cost at www.ccsesaarts.org. Click on Toolbox.

The focus of this module is on visual and performing arts curriculum and instruction including re-viewing the content standards, implementing the content standards, and improving instructional practice for students in the middle grades. The audience includes school administrators, arts teachers and teaching artists. K-8 generalist teachers will also benefit.

OUTCOMES

Participants will:

- Become familiar with the contents of the *Middle Grades Visual and Performing Arts Content and Delivery Guide (MG Guide)*
- Gain information and resources to help them develop, improve, expand, and/or implement a middle school visual and performing arts curriculum
- Understand the organization of the middle grades content standard in dance, music, theatre and the visual arts
- Explore various organizational and instructional models for delivering arts content to middle grade students
- Identify next steps they can personally take to implement, expand, or improve learning in the arts for all middle grade students in their district or school

OPTIONS FOR PLANNING YOUR PROFESSIONAL DEVELOPMENT SESSION

The six steps outlined in this module provide a wealth of options for designing a professional development session for those interested in planning, improving, and/or expanding arts learning in the middle grades. They may be implemented in one six-hour session, two three-hour sessions, three two-hour sessions, or in an on-going professional learning group setting. It is suggested that those who are planning the professional development first take into consideration who will be likely to attend the session and how long the session(s) will last. The next step would be to read through the MG Guide noting what will be of particular importance to the participants in the time you have for the session(s). Now read through the suggested activities in the six steps in this module. Some of them will resonate with you in terms of your audience and some may seem less important at this time. As you begin to focus on what to include, note the approximated time for each step and determine what can be included in your time frame. You will add in breaks and lunch as appropriate. The better you know your audience, the more successful you will be at developing a professional learning plan.

MODULE STEPS

Time (Approx.)	Activity	Support Materials and Supplies
25 minutes	<p>Step 1 - Introduction</p> <p>When doing your favorite introduction activity, be sure to note who is in the room. Appendix C provides a sample get-to-know-you activity. You will want to know the numbers of administrators and their role in their school or district, how many teachers there are in each of the arts disciplines (dance, music, theater, and visual arts) and what grades they teach. Note if there are teaching artists and what discipline and grades they teach, and if there are community arts organization representatives and/or parents in attendance. This will help you as you move into the activities.</p> <p>After the opening activity and introductions, do a brief preview of the document. Mention that this is one of a suite of documents developed and provided free of charge on their website by the California County Superintendents Educational Services</p>	<p>Each attendee should have a copy of the <i>Middle Grades Visual and Performing Arts Content and Delivery Guide</i>.</p> <p>Appendix C provides a sample get-to-know-you activity.</p>

	<p>Association’s Arts Initiative. The website address is ccsesaarts.org. Point out the paragraph about the CCSESA Arts Initiative and the Vision and Core Principles of the Initiative on pages 4 and 5 of the MG Guide.</p> <p>Introduce the four parts of the document. Read the names of the parts and chapters the review the contents of each of the sections provided in Appendix D “Detailed Table of Contents.” You may also want to look at the resources in Part Four for a moment now (pages 155-157).</p> <p><u>Part One</u> has three chapters that set up the context for middle grades arts education, leadership and planning strategies, and a look at arts magnet and charter schools.</p> <p><u>Part Two</u> addresses the content of the curriculum through the middle grades, and includes re-viewed content standards for dance, music, theatre and the visual arts that show the instructional sequence implied by the standards. It also includes charts showing how the curriculum spirals through the grade levels as well as an analysis of the 6th to 8th grade standards.</p> <p><u>Part Three</u> addresses standards based instruction in the arts and turns to the implications of the content standards for pedagogy and instructional methodology.</p> <p><u>Part Four</u> provides a list of resources organized by middle school specific, visual and performing arts, and web resources.</p>	<p>Handout Appendix D, “Detailed Table of Contents.” You will use it in this session and in some of the subsequent activities.</p>
<p>35 minutes</p>	<p>Step 2 – The Context for Middle Grades Arts Education (Content from Part One Chapter One - Pages 10-21)</p> <p>In this step participants will be identifying and discussing topics that are important to them in terms of how they determine what content to be addressed. This will lead to a look at the actual content in Step Two.</p>	<p>Use Appendix D, “Detailed Table of Contents.”</p> <p>Participants should be given the</p>

	<p>Acknowledge what the teachers already know about middle grade students and programs by doing a general orientation to Part One Chapter One. Look at the subtitles in this section on Appendix D. Ask the teachers to circle the two subtitles that are most critical to them and write how this issue/topic affects, changes, and/or influences what he/she can teach to the students.</p> <p>Have participants break into small groups of 2-3. Ask them to do a quick go around describing their own teaching situation in terms of what was asked on the survey. If your group is small you could do this as a whole group.</p> <p>In their small groups, have participants compare which topics they picked and discuss why. Ask questions such as: Is the topic a problematic issue? Is it new information? Is it something they need to have input on? Is it related to something indicated on their survey? Have a group discussion noting all of the topics selected (and those left out). <u>Keep the emphasis on how this influences the content to be taught as participants consider the selected issues/topics.</u></p>	<p>survey provided as Appendix B at least ten days before the professional development so they can bring their completed survey to the first session. They will use their survey in this step.</p> <p>Provide chart paper and pens.</p>
2 ½ hours	<p>Step 3 - How the Content Standards Guide Curriculum in the Middle Grades (Content from Part 2)</p> <p>This step includes a discussion of how the content standards guide curriculum in the middle grades, the re-viewed content standards, the spiral curriculum, and the standards analysis.</p> <p>Emphasize that the content standards found in the <i>Visual and Performing Arts Framework for California Public Schools Kindergarten Through Grade Twelve</i> (CDE Press, 2004) are the focus in planning the curriculum no matter what the schedule of classes is like and in view of the topics discussed in Step One.</p> <p>The “what” to teach (content) is in the standards, the “how” (methodology) is what the teachers bring to the table. This step will help teachers understand the “what” then in</p>	<p>Handout Appendix H, “Sample Unit/lesson Plan Outline.”</p> <p>Provide materials and equipment such as markers, poster paper, glue, tape, scissors, small musical instruments such as rhythm instruments, and</p>

	<p>Step Three they will talk about instructional practice (methodology).</p> <p>Turn to pages 39-40 in the document. Ask volunteers to read aloud the introduction and then each of the five component strands on which the standards are built. The strands embody the larger ideas shared by all four arts disciplines and describe the scope and range of the standards included in the strand. After reading each strand aloud, have participants ask clarifying questions and comment briefly on how they incorporate this stand into their teaching and/or why this is not included in their curriculum and instruction.</p> <p>THE RE-VIEWED CONTENT STANDARDS</p> <ul style="list-style-type: none"> • The re-viewed content standards were developed to make the essential ideas of the component strands explicit. Read the information about the re-viewed standards on page 41-43. • Working in discipline-alike groups, have participants look at and discuss the re-viewed content standards for their discipline first noting the verbs, then the content, and then the Teacher Suggestions column. Encourage teachers to add to the list of suggestions and share them with each other. Facilitate a group discussion on how this view of the standards is helpful. For example: You can see that in visual arts, specific media are added to the student's experience at each grade level and that they are asked to describe and analyze works of art as well as create works of art. <p>THE SPIRAL CURRICULUM</p> <ul style="list-style-type: none"> • Read the information about the Spiral Curriculum on pages 43-44. Share that the focus is now on the content of the standards and the organizing principle is the theme, idea, subject or approach that unites a cluster of standards, not just in one grade level, but across the grade span. • Have each discipline-alike group turn to the Spiral Curriculum for their arts 	<p>perhaps a collection of hats for the standards analysis activity.</p>
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discipline. Ask participants to look across the charts for each strand and identify common concepts across grade levels that curriculum can be created around and expanded or is on going as indicated by the arrows.

- Ask the small groups to pick out one or two of the common concepts across grade levels and talk about the sequence of learning. Ask the following question: What would the students need to know and be able to do at each grade level in order to advance in their knowledge and skills in the next grade? For example, in theatre on the Artistic Perception and Creative Expression Chart (page 101), performance is introduced in the 6th grade, is ongoing in the 7th grade, and is expanded in the 8th grade.

Teachers may comment that their students may not be able to start with these content standards due to lack of instruction in the elementary grades. In this case, teachers have to determine what the students have missed K-5 and they have to teach that at their grade level(s). Students need the basic skills and they are likely to learn them more quickly at this age. Suggest that teachers look at the re-viewed content standards in the document, *The Arts in the Elementary Classroom: A Visual and Performing Arts Content and Delivery Guide*. This guide is available on the CCSESA Arts Initiative website at www.ccsesaarts.org. Click "Toolbox." They can then determine what their students should know and be able to do and what their students may have missed.

Using Appendix H, "Sample Unit/Lesson Planning Outline" or another form that may be used in the school or district, have participants form small groups by arts discipline to create an outline draft unit that demonstrates standards-based lessons that teach a new concept and that spiral a previously taught concept. Share plans.

THE STANDARDS ANALYSIS

- The Standards Analysis sections address the content standards in the context of teaching and learning, which is always left up to the teacher who knows

	<p>his/her students better than anyone.</p> <ul style="list-style-type: none"> The questions that are addressed follow: 1) What are the essential understandings of the strands for this arts discipline? 2) What do the content standards say? 3) What will students learn and be able to do? 4) How do the standards guide curriculum? Have each of the discipline groups create a presentation that communicates the answers to the questions in a drawing or illustration, in a song, in a series of dance movements, or by characters in a dramatic presentation. Guide the groups in creating a short presentation with a clear beginning, middle, and end that lasts approximately 3 minutes. Encourage groups to work quickly to demonstrate the learning in the disciplines. Ask each group to share their short presentation. Following the group presentations, discuss what essential understandings were demonstrated or inferred. 	
1 hour	<p>Step 4 - Standards Based Instruction Across the Arts Disciplines (Content from Part 3 – Pages 143-154)</p> <p>This section focuses on the implications of the standards-based curriculum for pedagogy and instructional methodology. Read the introductory paragraph on page 143 that identifies three realities that will influence teaching methodology for the visual and performing arts in the middle grades.</p> <p>Divide into small groups of 2-3 people. Assign each group a portion of the next ten topics starting with “Instructional Time Frame” and ending with “Studio Thinking Framework” (description on page 148, chart on page 151) The topics here clarify some questions about teaching the arts and what needs to be in place for effective instruction. Have each group develop a summary of their topics, note if this ties in with another discussion that they had during this session, and suggest how the information resonates with teachers, students, and pedagogy in their district or at their school.</p>	

	<p>Alternatively, the presenter may choose to pick topics that seem like they would be the most important to the group and put those topic titles around the room on charts. Participants group around the topics, read the text, and then determine the big ideas in the section. Use the following guiding questions: Why is this interesting to you? How does this affect your arts discipline? How can/does this affect your teaching? After each group reports out, facilitate a discussion with the entire group focused on solutions, ideas, and/or actions.</p> <p>To close this step, start by reviewing the MS Guide Summary on page 153. Then examine the “Qualities of Quality in Arts Education” described on pages 149-150 with the chart on page 152. This piece looks at quality arts education through the lens of the student (how the student approaches learning) and through the lens of pedagogy (how the teacher facilitates learning). Provide time for the participants to read the chart and then have a discussion of it in small cross-discipline groups. How can planners and administrators facilitate arts education for the students and the teachers? What are the essential commitments?</p>	
20 minutes	<p>Step 5 - Taking It From Here to Your District or School</p> <p>Encourage each participant to think about at least three next steps they will take towards implementing, expanding and/or improving a quality arts education at their middle school and/or in their classroom.</p> <p>Ask participants to join with a buddy, partner, or supporter (not necessarily from their school or district) to fill out the “Take It From Here Personal Action Plan” form, which is Appendix G. These actions can range from taking a deeper look at the re-viewed standards to starting a district wide professional learning group to develop a sequential visual and performing arts curriculum for all students in the middle grades.</p>	Handout Appendix G, “Take It From Here Personal Action Plan.”
10 minutes	<p>Step 6 Concluding the Session</p>	

	<p>Conclude the meeting with one of the following: inspirational video, quotation, or by asking each person to identify one “take away” from the session. Reinforce the importance of ongoing work to create the solutions/results you want in your school or district.</p>	
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Middle Grades Visual and Performing Arts Content and Delivery Guide
Professional Development Modules

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Appendix B - Middle Grades School Survey

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Appendix F - Middle School Information from the SRI Report – *An Unfinished
Canvas Arts Education in California: Taking Stock of Policies and Practices* (SRI
International)

Appendix G - Personal Action Plan Form

Appendix H - Sample Unit/Lesson Planning Template

Appendix A

Middle Grades District Survey

1. How many middle schools and/or K-8 schools are there in your district and how many students are there in each of the following: 6th, 7th, and 8th grades?

Number of 6th grade students _____

Number of 7th grade students _____

Number of 8th grade students _____

Total number of students _____

2. Which of the four arts disciplines (dance, music, theatre, and the visual arts) are taught in what number of your schools?

Arts discipline	Taught	Not Taught
Dance		
Music		
Theatre		
Visual Arts		

3. How many students receive instruction in one or more of the arts at which of the grade levels? *For example: There are 300 middle school students in the district. Sixth grade students are in self-contained classrooms so instruction in the arts depends on the teacher, however, all sixth graders participate in a general music class twice a week and have an option to participate in an after school instrumental music program. Seventh grade students all have visual art and theatre on an exploratory wheel for 40 minutes a day for seven weeks. Dance is only taught at an arts magnet school. Music is an optional elective in the seventh and eighth grades.*

4. What courses are generally available to students at each grade level and what is the duration of each course (days per week, time per day, weeks per semester)? *For example: In most of our middle schools (course) Beginning Dance/Movement, 2D-3D Visual Art, Drama, and Choir (duration of course) are offered on an elective wheel of nine weeks for 45 minutes a day (grades)*

in the 6th and 7th grades. Eighth grade students may elect to take semester-long advanced courses in each of the arts including instrumental music, 45 minutes a day.

5. Does your district provide a written curriculum in each of the arts disciplines? If so, is your dance, music, theatre, and visual arts curriculum aligned with the five strands in the Visual and Performing Arts Standards found in the *Visual and Performing Art Framework for California Public Schools*? If you do not provide a curriculum for your schools, who provides the curriculum used at the schools?

6. Who teaches each of the arts (dance, music, theatre, visual arts) in your schools, i.e.: classroom teachers, credentialed art and/or music teachers, teaching artists from the community, others?

7. Are you using community arts resources in your district? If so, please describe.

Appendix B

Middle Grades School Survey

1. How many students are in each of your middle school grade levels?

Grade	Number of students

2. How many of those students receive instruction in one or more of the arts at each grade level (dance, music, theatre, and visual arts)? Please specify grade level, arts discipline, and number of students receiving instruction

Grade	Arts discipline	Number of students receiving instruction in this discipline

3. What courses are available to students at each grade level and what is the duration of each course (days per week, time per day, weeks per semester)? *For example: (course) Beginning dance/movement (duration of course) offered on an elective wheel of nine weeks for 45 minutes a day (grades) in the 6th and 7th grades. Eighth grade students may elect to take a semester long, 45 minutes a day advanced dance course.*

Grade	Course	Duration

4. Describe who teaches each of the arts (dance, music, theatre, visual arts) in your school: classroom teachers, credentialed art and/or music teachers, teaching artists from the community, others?

Arts discipline	Who provides instruction
Dance	
Music	
Theatre	
Visual Arts	

5. Does your school have a written curriculum in each of the arts disciplines? If so is your dance, music, theatre, and visual arts curriculum aligned with the five strands in the Visual and Performing Arts Standards found in the *Visual and Performing Art Framework for California Public Schools*? Is the curriculum provided by the school district or has it been developed by the teachers at your school?

Arts discipline	Written curriculum Y/N	Aligned with State Content Standards	District provides curriculum	School provides curriculum
Dance				
Music				
Theatre				
Visual Arts				

6. Are you using community arts resources? If so, please describe.

7. What are the strengths of your school visual and performing arts program?

8. What needs to be improved or expanded in your school visual and performing arts program?

9. Where does the funding come from for your visual and performing arts program components such as teacher salary, community arts resources, supplies and equipment, facilities, teacher professional development?

10. What issues are impacting the implementation of a comprehensive and sequential standards-based visual and performing arts program for all students in your school?

Appendix C

Unique and Shared Get-to-know-you Activity

Unique and Shared is a get-to-know-you game as well as a team-building activity. The game helps people see that they have more in common with their peers than they might initially realize, while highlighting their own individual strengths that they can contribute to the group.

Participants will split into groups of about five people, so this activity works fine with medium, large, and even some extra large groups. Each group of five needs paper and a pen.

Instructions for Unique and Shared

Ask participants to form groups of five people with the people around them. Pass out sheets of paper and writing utensil. The first half of the activity is the Shared part. Instruct a note taker for each group to create a list of many common traits or qualities that members of the group have in common. Avoid writing things that are immediately obvious (e.g. don't write down something like "everyone has hair" or "we are all wearing clothes"). The goal is for everyone to dig deeper than the superficial. Allow about five or six minutes and then have a spokesperson from each subgroup read their list. If there are too many groups, ask for a few volunteers to read their list.

The second half is the Unique part. Keep the same groups or, optionally, you can ask everyone to rearrange themselves into new groups. On a second sheet of paper have them record Unique traits and qualities; that is, items that only apply to one person in the group. Instruct the group to find at least two unique qualities and strengths per person. Again, strive for qualities and strengths beyond the superficial and past the obvious things anyone can readily see. Allow another five or six minutes. When time is up, share the unique qualities in one of the following ways: (1) each person can share one of their unique qualities themselves; (2) have each person read the qualities of the person to their right; or (3) have a spokesperson read a quality one at a time, and have the others guess who it was.

Unique and Shared is a valuable team-building activity because it promotes unity as it gets people to realize that they have more common ground with their peers than they first might realize. As people become aware of their own unique characteristics, they can also help people feel empowered to offer the group something unique.

Appendix D

MIDDLE GRADES VISUAL AND PERFORMING ARTS: CONTENT AND DELIVERY GUIDE Detailed Table of Contents with Page Numbers

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Appendix E

Conducting Arts Education Programs – Middle School Level from the *Visual and Performing Arts Framework for California Public Schools – Kindergarten Through Grade Twelve* (CDE Press, 2004, page 13)

Exploration, an important part of a middle school arts program, should include all the requisites of the standards-based elementary-level program with essential additions. Courses in the four arts disciplines (dance, music, theatre, and the visual arts) are designed to increase and refine students' knowledge and skills beyond those learned at the elementary school level. Students may experience one or all four arts disciplines to expand their knowledge and skill and to make personal connections with the world, the school, and themselves. When students are taught by specialists in each discipline, they should continue their development in the five strands of each of those disciplines. Strategies for implementation may include a rotation or exploratory schedule for all students along with yearlong courses for students interested in more in-depth study in one or more of the arts.

In middle school arts specialist teachers should direct students to achieve the content standards within each discipline. School district and school administrators and faculty should collaborate with visiting artists and community arts resources to provide a comprehensive arts program for all students that is standards-based and relevant. Middle school students should begin to develop a firm foundation in the arts disciplines to be prepared for more focused study in one or more of the arts in high school. Accordingly, articulation needs to occur between the middle school and high school arts teachers.

Appendix F

Middle Grades Information from *An Unfinished Canvas* *Arts Education in California: Taking Stock of Policies and Practices* (SRI International, 2007)

“An Unfinished Canvas” examines what California does—and does not do—to educate the next generation in the arts. California’s goals for educating our children in and about the arts are already on the books. But as the new data from SRI make clear, we are not giving our students the kind of understanding of the arts that our own standards envision.”

Overview of Arts Education in California

- 96% of California middle schools and 72% of high schools fail to offer standards-aligned courses of study in all four arts disciplines while 90% of elementary schools fail in this regard.
- Enrollment in the arts courses that are available has remained stable over the last 5 years, with the exception of music, which has seen a dramatic decline.
- Students attending high-poverty schools have less access to arts instruction than their peers in more affluent communities.
- Inadequate state funding and pressure to improve test scores in other content areas are the top barriers to arts education.
- Schools are increasingly partnering with external organizations, but few partnerships result in increased school capacity to provide sequential, standards-based arts instruction.
- Across the state, just 39% of schools have even one full-time-equivalent arts specialist teacher across the arts disciplines combined (25% of the elementary schools, 69% of the middle schools, and 76% of the high schools have one or more arts specialist teachers).

Information From the Report Primarily Focused on Middle Schools

Middle schools typically offer a mix of yearlong arts courses and rotational electives. Arts instruction at the secondary level is typically offered via formal courses that support depth over breadth.

96% of California middle schools and 72% of high schools fail to offer standards-aligned courses of study in all four arts disciplines.

The typical middle school student participating in music instruction receives about 132 hours of instruction per year—considerably more than the typical elementary school student. However, only about a fourth of middle school students in a given year receive music instruction. In visual arts, the typical

participating student receives less than 90 hours of instruction per year, and again, about a fourth of students receive instruction. The difference between these two disciplines likely reflects different modes of delivery. The rotational elective model, used more often for visual arts instruction, allows a higher proportion of students to access art course, but participating students typically receive less instruction than they would in a yearlong class.

At the elementary level, more than half of California students received at least some standards-based music and visual arts instruction—53% and 54% respectively. At the secondary level, participation rates were significantly lower. For example, about a quarter of middle school students experienced music and visual arts instruction (24% and 26%, respectively), and about a quarter of high school students received visual arts instruction, while just 14% of high school students received music instruction. The percentages of students receiving theatre and dance instruction were also lower for middle and high school than for elementary schools, and high school students were less likely than middle school students to participate in dance instruction.

Appendix G

Personal Action Plan for Improving, Expanding, or Implementing Standards-Based Arts Learning for All Students in the Middle Grades

Date:

Name:

School District or School:

Name of my partner and contact information:

Action to complete	Resources needed	People to contact and their contact information	Target completion date	Notes
1				
2				
3				

Appendix H

Sample Unit/Lesson Planning Template

A. Description of the Unit/Lesson

1. Title of the unit or lesson
2. Arts discipline addressed
3. Name of course
4. Grade level(s) and/or beginning or advanced course
5. Duration of course (number of days or weeks and time per day)
6. Unit/lesson goals
7. Context of the unit/lesson within the curriculum or course
8. Other content area integrated or infused into the unit/lesson (optional)
9. The state content standards that apply directly to each content area included in the unit/lesson

B. Unit/lesson Plan Outline

1. Introduction of the lesson to students
2. Prior knowledge required by the students
3. Teaching the lesson (steps including guided practice)
4. How cultural responsiveness is built into the lesson
5. Student assessment (the evidence you will look for to determine what the student knows and is able to do as a result of this lesson)

C. Conclusion/Reflection

D. Unit/Lesson Resources