



## PRESENTATION TEMPLATE

### Module 22 Presentation Outline

**Outcomes:** Educators will develop an understanding of the California Arts Standards structure and purpose as well and will have the opportunity to do a deep study into one or more arts disciplines.

Time	Content	Presentation Methods	Participant Activities	Reflection, Assessment & Evaluation	Support Materials	Arts Standards	CC and ELD Standards	Outcomes
		<i>How will content be presented? Methods include, but are not limited to, Lecture, Hands-on, Group Activity, Q &amp; A, Demonstration, and Discussion.</i>	<i>What specific activities will participants engage in to learn the content? Identify the name of the activity and provide a brief description.</i>	<i>How will the presenter engage participants in debriefing or reflection on their experience / learning? How will the presenter know / assess what participants have learned and to what level of quality?</i>	<i>What materials will the presenter and participants need? This includes, but is not limited to, handouts, supplies, equipment, and multimedia resources.</i>	<i>Identify the targeted standards addressed by this part of the training.</i>	<i>Identify the key Common Core (language arts and/or math) NGSS, and ELD standards addressed by this part of the module.</i>	<i>Which outcomes does this portion of the training address? Refer to the list of outcomes specified at the top of the template.</i>
5 min	Welcome	Discussion	Community building:  *Welcome to this Intro to the CAS *Introductions - Who's in the Room? Please share your name, role, location, and one word about the importance of the arts.	Participants will reflect on the importance of the arts and their role in relation to the arts	<b>Slides 2-3</b> Computer, slide presentation, audio capabilities		This is an overview of the CAS. ELD standards are mentioned in the Arts Framework documents across all content areas in the UDL section.	Community Building- Participants will get to know each other
3 min	Purpose & Overview of the Module	Discussion	Setting the stage for the session/day  *Understand: The structure of the California Arts Standards *The purpose of the California Arts Standards What is new about the California Arts Standards	Participants will understand the structure and purpose of the new arts standards.	<b>Slides 4-5</b> Computer, slide presentation, audio capabilities			Frame of the Day- Participants will understand the agenda for the day



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5 min.	Group Introduction	Discussion	Respond to the prompts on the slide with an elbow partner then share your responses with the larger group. * When were the new Arts standards adopted? * What arts disciplines do the new Arts standards cover? * What is the official title of the new Arts standards? * How familiar are you with the new Arts Standards?	Participants will discuss the new standards and reflect on their own understanding of them.	Idea: Questions could be made into an interactive Kahoot quiz.  <b>Slides 6-9</b> Computer, slide presentation, audio capabilities		This is an overview of the CAS. ELD standards are mentioned in the Arts Framework documents across all content areas in the UDL section.	Community building - Participants will demonstrate their familiarity with the new CAS and share that knowledge with a partner.
5 min.	Introduction to CAS process	Discussion and Group Share Out	The new California Arts Standards (CAS) were: Created as a result of AB2862  * Based on National Core Arts Standards (NCAS )  * Adopted by the California State Board of Education on 1/9/19	Participants will discuss the foundation of the CAS based on the National Arts Core Standards.	<b>Slide 10</b> Computer, slide presentation, audio capabilities			Shared Understanding of CAS background information



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20 min.	Introduce Philosophical Foundations and Lifelong Goals	Discussion and Group Reflection	CAS are grounded in the NCAS vision of Artistic Literacy Jigsaw reading of the 6 Foundations and Goals Share with an elbow partner Whole group share out for each of the 6	What might learning look and sound like in a classroom where instruction is based on the Foundation and designed to move students toward the goal?	<b>Slides 11-13</b> * Copies of each Foundation & Goal * Handout: Philosophical Foundations & Lifelong Goals * Computer, slide presentation, audio capabilities		This is an overview of the CAS. ELD standards are mentioned in the Arts Framework documents across all content areas in the UDL section.	Common understanding of the 6 Philosophical Foundations & Lifelong Goals
5 min.	Parts of the Standards	Discussion	Artistic Process Anchor Standards EUs and EQs	Participants will understand the components that make up the CAS.	<b>Slides 14-18</b> * Computer, slide presentation, audio			Common Understanding of the Parts of the Standards
20 min.	Parts of the Standards	Discussion and Hands On Activities	Artistic Process Components Give each participant a copy of the blank process component chart Ask the group to fill in the chart with the process component verbs *What similarities do you notice across the 5 disciplines? Differences? *Discuss findings	Participants will demonstrate in small groups, their understanding of the Artistic Process Components.	<b>Slides 19-24</b> * Blank chart for the Artistic Process Component verbs * Digital or printed copies of the CAS for each of the 5 disciplines * Computer, slide presentation, audio capabilities			Common Understanding of Artistic Process Components



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5 min.	Parts of the Standards	Discussion	Addition of Novice and Intermediate levels The performance standards translate the anchor standards, enduring understandings, and essential questions into measurable learning goals by describing more specifically what students should know and be able to do in each arts discipline by the end of a school year or course. Share the example from Media Arts Coding of the Standards	Participants will understand and be able to explain the performance standards for Music.	<b>Slides 25-30</b> * Computer, slide presentation, audio capabilities		This is an overview of the CAS. ELD standards are mentioned in the Arts Framework documents across all content areas in the UDL section.	Common Understanding of Performance Standards
5 min.	Elements of CAS	Discussion	Shared Artistic Processes 11 Anchor Standards Performance Standards Similarities and Differences	Participants will be able to identify the similarities and differences of each of the arts disciplines.	<b>Slide 31</b> * Artistic Processes and 11 Anchor Standards handout * Computer, slide presentation, audio capabilities			Summarize the elements of the CAS
5 min.	Questions	Discussion	What questions do you have so far? Write each response on a sticky note.	Participants will share questions they are having after the presentation.	<b>Slide 32</b> * Sticky notes, pens			Determine Questions Participants Have



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40 min.	Literacy lesson	Discussion, Video presentation and group activities	<p>Developing Literacy in the Arts Means:</p> <ul style="list-style-type: none"> <li>* Discovering the expressive elements</li> <li>* Understanding the basic concepts</li> <li>* Knowing the terminology that is used for comprehension</li> <li>* Developing the skills necessary to produce a work of art</li> <li>* Being able to reflect, critique, and connect personal experience to the work of art</li> </ul> <p>*Texts can include:</p> <ul style="list-style-type: none"> <li>- Performance (live or archived)</li> <li>- Music or lab notation</li> <li>- Lighting plot, stage notes, music scores</li> <li>- Critique or reviews</li> <li>- Artistic statements</li> <li>- Interviews</li> <li>- Biographies</li> <li>- Informational text about the aesthetics and historical or cultural context of the art work</li> </ul>	Participants will be able to watch lessons in the different arts disciplines and demonstrate their understanding in a series of group activities.	<p><b>Slides 33-37</b> Computer, slide presentation, audio capabilities</p> <p><b>Music videos:</b></p> <ul style="list-style-type: none"> <li>* <a href="#">Mariachi Chavez – El Cascabel</a></li> <li>* <a href="#">String Orchestra Concert: Hopkins Advanced Orchestra 2018</a></li> </ul> <p><b>Dance videos:</b></p> <ul style="list-style-type: none"> <li>* <a href="#">Chula Vista HS SCPA Ballet Folklorico</a></li> </ul> <p><b>Theater videos:</b></p> <ul style="list-style-type: none"> <li>* <a href="#">Burbank H.S – The Crucible 2019</a></li> <li>* <a href="#">Lincoln HS Barnum</a></li> </ul> <p><b>Visual Arts::</b></p> <ul style="list-style-type: none"> <li>* <a href="#">Young Artists Showcase</a> (see gallery to the side)</li> </ul> <p><b>Media Arts: :</b></p> <ul style="list-style-type: none"> <li>* <a href="#">2020 High School Award Recipient Videos</a></li> </ul>		This is an overview of the CAS. ELD standards are mentioned in the Arts Framework documents across all content areas in the UDL section.	Experience a lesson created with the CAS



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5 min.	What's New?	Discussion	Name changed to the Arts standards (previously the VAPA standards) Media Arts added as the 5th arts discipline Inquiry Process emphasis UDL "Open"	Participants will understand the origins of the new Media Arts discipline.	<b>Slide 39</b>			Common understanding of what is new in the CAS
10 min.	What's New? (Inquiry)		Inquiry * What elements of Inquiry existed in the Literacy lesson? * What opportunities exist to add elements of <i>Inquiry</i> into the Literacy lesson? The Literacy lesson provides an opportunity for inquiry rather than direct instruction. It's an opportunity to connect with other content areas.	Participants will reflect on the ways to incorporate literacy into the different arts disciplines' lessons.	<b>Slide 40</b> * Computer, slide presentation, audio capabilities			Common understanding of Inquiry in the new in the CAS
10 min.	What's New? Process Emphasis	Discussion	Process emphasis * How could the learning process be demonstrated using the Literacy lesson? * What challenges exist in demonstrating the learning process rather than only sharing a final product? Discuss by discipline. Chart/record responses.	Participants will learn about the way 'process' is important in the new CAS.	<b>Slide 41</b> * Computer, slide presentation, audio capabilities			Common understanding of Process emphasis in the new in the CAS



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10 min.	What's New? UDL	Discussion	What is UDL? Ask volunteer(s) to read the paragraph from CAS Intro, page 19 *What stands out to you? *What questions do you have?	Participants will reflect on questions they have thus far in the presentation..	<b>Slides 42-43</b> * Computer, slide presentation, audio capabilities		This is an overview of the CAS. ELD standards are mentioned in the Arts Framework documents across all content areas in the UDL section.	Common understanding of UDL
25 min.	What's New? UDL	Discussion	What is UDL? Share the David Rose video UDL Guidelines Handout copy of UDL Guidelines Refer back to the Literacy lesson from earlier. *What guidelines did you observe during the lesson? *Which guidelines were not addressed? *What opportunities exist to include additional guidelines in the lesson in the future? Look at the Artistic Processes and Anchor Standards alongside the UDL Guidelines *What connections do you see between the 2 documents?	Participants will reflect on the Literacy lesson and think about the guidelines included (or not) in the lesson.	<b>Slides 44-45</b> * Video: <a href="#">UDL: Principles and practices</a>  Copy of UDL Guidelines			Common understanding of UDL



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20 min.	What New? UDL	Video Presentation Group Discussions	<p>The Myth of Average View the video Discuss the Myth of Average in partners and as a whole group</p> <p>The How “Copernican Shift - 1530 Polish Astronomer Nicolaus Copernicus finished drafting his theory that the sun, rather than the earth, stood at the center of the universe.” (UDL page 127)</p> <p>“When students encounter difficulty, the curriculum – not the learner – is assumed to be inadequate to meet the varied and diverse needs of learners. This replaces the old practice of jumping to label learners as ‘disabled’ or ‘challenged’ when they encounter difficulty with a curriculum that offers limited paths to success.” (UDL 129)</p>	Participants will develop a common understanding of UDL.	<p><b>Slides 46-52</b> * Video: <a href="#">The Myth of Average</a></p>			Common understanding of UDL





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30 min.	CAS Scavenger Hunt	Group Discussion Hands On Activities Charting	Divide participants into groups representing the 5 different arts disciplines Examine the standards Locate the 5 parts (artistic processes, anchor standards, enduring understandings and essential questions, process components, performance standards) Identify patterns in the standards Chart and share 3-5 insights from your discipline group	Participants will develop a richer understanding of the new CAS within their own content area.	<b>Slides 53-54</b> * Digital or printed copies of the CAS for each discipline * Chart paper, markers capabilities			Take a closer look at the standards
15 min.	CAS Patterns Presentation		Work with your discipline group to create a collaborative art piece in your discipline that shares your insights and patterns. Present to the whole group through a one-minute dance, media arts, music, theatre, or visual art piece. Share an analysis in one minute for your peers on how your art piece used the new standards. The whole group can ask questions for one minute.	Participants will break into discipline groups and demonstrate their understanding of the CAS through a group activity.	<b>Slide 55</b> * Computer, slide presentation, audio capabilities			Present insights to the whole group



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30 min.	What's New		Ask participants to determine what actions they can take to build awareness around the new CAS  Chart ideas as a group  Gallery Walk	Participants will reflect on next steps in applying the CAS to their work in the classroom.	<b>Slide 56</b> * Chart paper, markers, Sticky notes			Action Plan development
10 min.	Reflection		Participants complete the reflection form		<b>Slide 57-58</b> Reflection form * "What are you most excited about the work we did today?" * "What questions do you have?" * "What support are you looking for to allow you to effectively implement the new standards?"			Summarize work done