

FINE ARTS CURRICULUM FRAMEWORK

Developed 2017-2018
Implemented 2018-2019

Mountain Brook Schools
32 Vine Street
Mountain Brook, AL 35213

FINE ARTS CURRICULUM FRAMEWORK

Mountain Brook Schools Board of Education

Elizabeth Dunn, Chairman
Brad Sklar, Vice Chairman
Tommy Luckie
Richard Murray
Nicky Barnes

Dr. Richard Barlow
Superintendent

Dr. Missy Brooks
Director of Instruction

ARTS EDUCATION

Arts Literacy – Inspiring and Engaging Lifelong Learners



Mountain Brook Schools Fine Arts Education

General Introduction

The arts are among humanity's most ancient cultural achievements. Innate and essential elements of our human nature, the arts shape and extend our ability to think about, manipulate, and symbolize our world. As creative languages, the arts sharpen and extend the ability to express, understand, and absorb feelings and ideas. Among the many building blocks of civilization, the arts create, embody, and reveal symbolic structures, ideas, emotions, and expressions that are only available through their specialized forms. Study of the arts provides students with opportunities to deepen their understanding of the world and their place in it. Through arts literacy, students create worlds of their own; and, as they interact with those worlds, they engage in lifelong learning that inspires and augments their own humanity.

The Mountain Brook Schools Fine Arts Curriculum Framework identifies the components of the Grades K-12 arts education program. With the goal of *arts literacy*, this document provides content standards for five arts disciplines—**Dance, Media Arts, Music, Theatre, and Visual Arts**. The current set of arts standards emerge from the Artistic Processes:

- 1) Creating,
- 2) Performing/Presenting/Producing,
- 3) Responding, and
- 4) Connecting.

Each artistic process branches into shared anchor standards, which are illuminated by discipline-specific Essential Questions and Enduring Understandings. The content standards within each anchor standard describe student learning in each of the arts disciplines. The design reflects a cohesive and vertically/horizontally aligned system that allows for common progressions across the disciplines and specificity within each discipline, thereby establishing the appropriate level of breadth and depth required for college and career readiness. The standards within the Mountain Brook Schools Fine Arts Curriculum Framework are intended to guide certified arts specialists, classroom teachers, and collaborating community partners as they develop curricula appropriate for their students and school communities.

Implementation of this curriculum framework encourages attainment of the goal of arts literacy for all Mountain Brook students. This framework not only promotes connections across the arts, but also to content areas outside the arts. When students attain arts literacy, they graduate as productive citizens empowered with skills in communication, collaboration, creative thinking, and critical reasoning.

K-12 Fine Arts Curriculum Conceptual Framework

Arts literacy – represented by the pinwheel – is the goal of arts education in Mountain Brook. Arts literacy consists of the knowledge, understanding, and skills required to participate authentically in the arts. It results from high-quality arts education that inspires and engages lifelong learning for all Mountain Brook students. Fluency in the arts includes the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. Individuals attaining literacy in the arts easily connect knowledge, skills, and processes to other subjects, settings, and contexts. Further, the essential creative practices of imagination, investigation, construction, and reflection are cognitive processes by which students can achieve excellence in the arts. Additionally, these practices are not only fundamental to the arts, but also important across all content areas.

While each of the arts disciplines has its own unique set of knowledge, skills, and processes, the arts share common characteristics that make arts education powerful preparation for college, career, and a fulfilling life – succinctly summarized by the image of a single pinwheel. The center of the pinwheel represents Alabama’s contribution to the global community. Each of the arts disciplines, with its own blade of the pinwheel, is powered by the energy of four artistic processes: Creating, Performing/Producing/Presenting, Responding, and Connecting. Arts education creates learners capable of communication, collaboration, creative thinking and critical reasoning.

The nine anchor standards were designed to provide consistency among all the arts disciplines and drive instruction for all grade levels. **Creating** includes the anchor standards to (a) generate and conceptualize, (b) organize and develop, and (c) refine and complete artistic ideas and work.

Performing/Producing/Presenting includes the anchor standards to (a) select, analyze, and interpret artistic work, (b) develop and refine artistic techniques and works, and (c) convey meaning through the presentation of artistic work. **Responding** includes the anchor standards to (a) perceive and analyze, (b) interpret intent and meaning, and (c) apply criteria to evaluate artistic work. **Connecting** includes the anchor standards to (a) synthesize and relate knowledge and personal experiences to make art, and (b) relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding. Each anchor standard is accompanied by Essential Questions and Enduring Understandings specific to each discipline.

With their focus on processes, enduring understandings, and essential questions (Appendix), these arts standards represent a new and innovative approach to arts education with emphasis on the whole student. They will inspire students, teachers, parents, and other stakeholders through effective, challenging and engaging instruction now and in the future.

Position Statements

I. Arts in Education

The languages of the arts are elemental and universal parts of the human experience. Arts education is imperative as a fundamental component of a well-rounded education for every Alabama student. Through participation in a high-quality, comprehensive arts education program, students engage in a variety of activities that address diverse learning styles, cultivate multiple intelligences, develop higher-order thinking skills, and build confidence to pursue lifelong learning.

II. Safety and Adequacy

The arts require specialized facilities and class size limits for the activities and equipment involved in the safe production and presentation of works of art. Arts facilities must comply with local and state building codes and safety requirements; must be accessible to all students, including those with special needs; and must provide adequate space for the learning and teaching of the arts. At the most basic level, musical rehearsal and performance spaces should be designed with sensitivity to acoustics and soundproofing; actors in theatrical productions must have preparation areas for rehearsal, costuming, set construction, and storage; technical theatre students must have adequate rigging to support hands-on career practice of stage mechanics (lighting, sound, rigging, etc.); media artists must have access to industry-standard equipment and software, adequate space, and safety equipment for student work; and art studios must include production and storage spaces for equipment, supplies, and works in progress, including electrical, water source, and custodial services. Access to the specialized equipment essential to the production of works of art should also be part of each arts education facility. The use of personal devices, the recording of student images and work, and the legal and ethical use of intellectual property need to conform to district privacy and technology policies.

III. Technology

Technology is an integral part of the arts education classroom, enhancing the curriculum and providing avenues for creative self-expression. Technology continues to develop at a rapid pace, and the arts are strong stakeholders as both teachers and students use advancing technological tools that interest, engage, and motivate students to explore the arts. Access to current industry-standard technology is recommended if students are to have opportunities for achieving arts literacy. Technology, itself, is a medium for creative expression, leading to innovation in artistic processes and products, thus putting Mountain Brook students at the forefront in college and career readiness.

IV. Assessment

While some aspects of the arts can be adequately measured by traditional paper and pencil tests, most other assessments require open-ended instruments such as performance-based assessments. Assessment should incorporate a broad range of performance tasks, including adjudicated competitions, performances and exhibits, portfolios, written responses, interviews, and observations. These assessments provide for demonstration of student learning and also furnish valuable feedback to students, parents, teachers, administrators, and policy-makers regarding student achievement and information useful for program growth and development. The value of the arts for individualization and differentiation of student learning cannot be measured simply through standardization.

V. Accessibility and Equity

The arts offer powerful opportunities for reaching, motivating, and teaching all students. Therefore, local school systems are strongly encouraged to make the arts accessible to all students in all grades. Regardless of background, talent, or ability, all students deserve access to an education in, and an understanding of, the arts. While comprehensive arts education programs benefit all students, they are particularly helpful to those who have difficulty learning in the traditional classroom. Arts education programs provide all students with opportunities to develop visual, verbal, and fine motor skills, regardless of their level of ability, and to mine their talents to be college and career ready.

VI. Culture

An understanding of the arts enables students to reach across social boundaries and gain insight into local cultures and the values of other cultures, which is a valuable asset in the global society of the 21st Century. The cultural diversity of Alabama's population necessitates the learning and celebrating of many cultural traditions. Classroom experiences in the arts, therefore, should include opportunities for students to study a variety of cultures and become familiar with their artistic expressions to increase their understanding of various cultural groups. Cultural insights are broadened when students have opportunities to view exhibits in museums and art galleries; to attend dance, musical, or theatrical and media performances; and to work with artists, musicians, and performers who are invited to their schools.

VII. Professional Development

Content standards in this course of study demand highly trained and qualified classroom teachers and certified arts specialists to design, develop, and deliver effective instruction in the arts. Reasoning skills required for mastering the rigor contained in these standards can most successfully be modeled for Mountain Brook students by teachers who have developed a strong pedagogical foundation in their college programs. Mountain Brook Schools provides support and encouragement for arts education teachers to continue their professional development by becoming active members in local, state, and national arts organizations, as well as serving as mentors to those new to the profession. Mountain Brook students deserve outstanding, certified arts educators, who are well trained, highly qualified, and committed to continuing their professional growth throughout their careers.

VIII. Role of the Audience

Although not all students will choose to pursue professional careers in the arts, many will choose to remain lifelong participants, advocates, and learners in the arts. One role that every student should play is that of appreciative, respectful, and responsive audience member. This responsibility has lifelong value to the learner, as well as to the performer and the community at large. Learning appropriate audience behavior is an integral component of all of the arts education areas as it relates to the artistic processes of responding and commenting. Positive audience qualities are part of the overall goal of the Mountain Brook Schools Fine Arts Curriculum Framework.

Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements that define what students should know and be able to do at the conclusion of a course or grade. Content standards in this document contain minimum required content. The order in which standards are listed within a course or grade is not intended to convey a sequence for instruction. Each content standard completes the phrase “*Students can.*”

Students can:

Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context.

(Music, Grade 3—Content Standard 3)

2. **SUBTITLES** denote content that is related to the standards and required for instruction. Subtitled content is listed under a standard and identifies additional minimum required content.

Students can:

Describe the effectiveness of expressive and meaningful communication in selected works of art.

- a. Analyze the formal organization of subject matter, elements of art, and principles of design in determining structural relationships in selected works of art.

(Visual Arts, Art I, Grades 9-12—Content Standard 12)

3. **EXAMPLES** clarify certain components of content standards or bullets. They are illustrative, but not exhaustive.

Students can:

Demonstrate understanding of associated principles, by consolidating production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts production.

Example: Use emphasis and tone.

(Media Arts I, Grades 9-12—Content Standard 3)

Fine Arts Curriculum Committee 2017-2018

BWF	Debbie Rakes Leslie Wingo Christy Christian	Parents	Annie Butrus Kelley Caine Holley Camp
CB	Marsha Alexander Carol Francis James Rogers Sandy Ritchey		Lori Hannon Valerie Ramsbacher Jackie Woodall
CES	Laura Butler Lauren Fowler Janet Nelson Vista Nelson Catherine Waters Josh Watkins		
MBE	Kendra Haddock Tyler Pilz Brannon Aaron		
MBJH	Mark Foster Amy Loden Anna McCain Jimmy McGowen Findley Townsend Brook Gibbons Holly Martin		
MBHS	Sue Davis Michael Dudley Charles Henry Kelley Becton Morgan Jason Smith Jesse Tilton Gary Weatherly Philip Holley		
BOE	Missy Brooks Lanie Kent		