

## THE VISUAL & PERFORMING ARTS CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS

In 2001 the California State Board of Education adopted content standards for the Visual & Performing Arts (VAPA) for students in pre-kindergarten through grade 12. A standard is a goal – an ideal – that the State Board agrees is important for students to achieve in a particular discipline. As in other content areas, the VAPA standards state explicitly the content that needs to be provided in visual and performing arts programs in order to accomplish the student learning expectations specified by each grade level. From these standards, school districts can then develop a sequential curriculum.

The VAPA standards are organized around five (5) component strands that overlay all four (4) arts disciplines (dance, music, theatre, and visual arts) for each grade level. The strands are interrelated and should not be viewed or used in a stand alone, linear manner, rather they should be used in more of a circular, woven or spiral approach to curriculum development.

**The content within the strands builds sequentially as the student advances through the grades.**

The five (5) component strands for all arts are as follows.

**Artistic Perception** Processing, analyzing, and responding to sensory information through the language and skills unique to dance, music, theatre, and visual art.

In this strand students are engaged in perceiving and responding to the arts, using the language specific to each arts discipline. Teachers design instruction to develop the basic building blocks in each art including building specific vocabulary as well as the technical and perceptual skills needed in order to be successful within the art form.

**Creative Expression** Creating, performing, and participating in dance, music, theatre, and visual art.

In this strand, students in “doing” – they are engaged in the creative process, demonstrating their understanding, creating responses to given artistic problems, and expressing themselves in the art form. Students are given opportunities to use what they have learned and practiced to create and participate creatively in that art form.

**Historical & Cultural Context** Understanding the historical contributions and cultural dimensions of dance, music, theatre, and visual art.

In this strand, students are engaged in analyzing the role of the art form in the past and present. This strand builds the students' understanding of the contributions and cultural dimensions of each art discipline.

**Aesthetic Valuing** Responding to, analyzing, and making judgments about works on dance, music, theatre, and visual art.

In this strand students are engaged in critically assessing and making meaning from works of art - students exceed the responses to art works of others and their own such as "*I like this*" by learning to talk about how artworks communicate.

**Connections, Relationships & Applications**

Connecting and applying what is learned in dance, music, theatre, and visual art to learning in other art forms and subjects and to careers.

In this strand students apply what they have learned in a specific art form to other areas of the curriculum. The students also build related career and skills understandings for each particular arts discipline.

The Visual and Performing Arts Content Standards can be obtained from the California Department of Education Publications (1.800.995.4099) or downloading and printing it from <http://www.cde.ca.gov/be/st/>.