



Pacifica School District Arts Plan

BOARD OF TRUSTEES:

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Pacifica School District

MISSION STATEMENT

*The Pacifica School District,
the community it serves,
and the children they cherish,
together prepare each child to meet
the challenges of the future by
providing an equitable, rigorous academic program
which nurtures curiosity and inspires joy, confidence,
and achievement in learning.*

We believe that:

- ❖ *Everyone has responsibility for his/her own actions.*
- ❖ *Trust and integrity are essential for successful relationships.*
- ❖ *Every person has inherent value.*
- ❖ *One person's actions can have an effect in the life of another.*
- ❖ *Learning is essential for personal growth.*
- ❖ *Working together, we can build a strong community.*

Our Vision for Students in the Visual and Performing Arts

Our students feel inspired to express their creativity. They experience the joy of creating art. They learn that art enhances life, both for the artist and the audience.

With confidence, our students explore dance, music, theatre, and visual arts. Sharpening their observations and their skills, they discover how to show their ideas, feelings, and who they are.

In the language of the arts, our students discuss the works of different historical periods and diverse cultures. They respectfully respond to the art of their peers and other artists.

Through the arts, our students see the world with new eyes, become whole persons, and inspire others to create.

***Pacifica School District Arts Team,
2003-2004 Committee Members***

Chair	TBA
John Bentley	Music Consultant; Rob Schneider Music Foundation
Martha Bootzin	Co-Founder of Spindrift Players; Member, Finance Committee; Violin Instructor
Cheryl Coon	Community Artist
Noelle DeWeese	President, Spindrift School of Performing Arts
Meghann Elsbernd	Teacher, Grade 3 - Cabrillo School
Sheila Gamble-Dorn	Teacher, Grade 3 - Ocean Shore School; Artist, Sanchez Art Center
Alice Garibaldi	Teacher, Grade 2 - Ocean Shore School
Michele Garside	District Superintendent
Retta Guel	Teacher, Grade 4 - Vallemar School
Ellen Fleming-Louthan	Teacher - Oddstad Elementary School
Natalie Luna	Community Artist
Elaine McKeen	Community Artist and Art Program Coordinator - Ocean Shore School
Patty McNally	Teacher, Grades 4/5 - Ocean Shore School
Mildred Owen	Artistic Director - Pacifica Performances
Kathleen Pantoleon	Teacher/RSP - Oddstad & Linda Mar
Laura Shain	Teacher, Grade 6 - Cabrillo School
Taryn Smith	Community Artist
Tom Stafford	District Choral Teacher
Linda Tabor	Teacher in Core and Art Elective - Ingrid B. Lacy Middle School
Julie Ulmer	Arts Education Mentor, Cultural Initiatives Silicon Valley; Community Member
Susan Vickrey	Director, Educational Support Services
Laura Vuskovic	Teacher, Grade 4 - Sunset Ridge Elementary School
Amelia Williams	Executive Director, Sanchez Art Center; Community Artist
Alice Wycke	Principal - Cabrillo School
Peter Zachariou	Arts Work Grant Project Coordinator

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INTRODUCTION

The Pacifica School District (PSD) Arts Plan (DAP) addresses teaching and learning in the arts – specifically in dance, music, theatre, and the visual arts. The plan is a living document organized into seven elements that comprise a comprehensive and balanced arts program.

The seven elements are:

- 1. Coherence**
- 2. Instructional Program**
- 3. Student Assessment**
- 4. Resources**
- 5. Professional Development**
- 6. Partnerships and Collaborations**
- 7. Program Evaluation**

Each of the elements begins with a Content Statement defining that element. Following each Content Statement are specific recommendations for action addressed to the District, the schools, and the District Arts Team (DAT).

1. COHERENCE

CONTENT STATEMENT:

The PSD, the Board of Trustees, and each school site will adopt and support the ongoing work of the District Arts Team (DAT) in implementing and adhering to District Arts Plan (DAP). The DAP addresses the vision, direction, coordination, and accountability of establishing and maintaining a comprehensive, coherent structure for teaching and learning the arts.

RECOMMENDATIONS:

District:

- 1.1. Support the implementation of a standards-based Visual and Performing Arts curriculum founded on the *Visual & Performing Arts Framework for California Public Schools*, including state and District approved standards in the arts.
- 1.2. Support a balanced and comprehensive arts program that includes the four disciplines of dance, music, theatre, and visual arts and the five arts strands:
 - **Artistic perception** - Students process, analyze, and respond to sensory information in the arts through using the language and skills unique to dance, music, theatre, and visual arts. Students use vocabulary/terminology appropriate to each discipline.
 - **Creative expression** - Students create a work, perform, and participate in the arts disciplines. Students apply processes and skills in composing, arranging, and performing using a variety of means to communicate meaning and intent in their own original formal and informal works.
 - **Historical and cultural context** - Students understand the historical contributions and cultural dimensions of an arts discipline. Students analyze roles, functions, and development in the discipline and note human diversity as it relates to that discipline. Musicians, composers, artists, writers, actors, dancers, and choreographers are all studied closely, as are cultures and historical periods.
 - **Aesthetic valuing** - Students analyze and critique works of dance, music, theatre and visual arts. Students apply processes and skills to productions or performances. They critically assess and derive meaning from the work of a discipline, including their own, and of performances and original works based on the elements and principles of an arts discipline, aesthetic qualities, and human responses.
 - **Connections, relationships, applications** - Students make connections and apply what is learned in one arts discipline and compare it to learning in the other arts, other subject areas, and careers. Students develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They learn about careers in and related to arts disciplines.¹

¹ Taken from the 2004 *Visual and Performing Arts Framework*.

1. COHERENCE (continued)

- 1.3. Ensure equity and consistency of implementation of the DAP across the District – with a systematic approach to (1) standards, (2) content, and (3) implementation of the arts program, all of which will give each child in the District the skills and opportunities to demonstrate competence in and connection with the four disciplines.
- 1.4. Facilitate the alignment of assessments, benchmarks, and standards.
- 1.5. Provide opportunities and support for meetings among primary, intermediate, and middle grade teachers to discuss and refine their practices. Teachers use inquiry, research, data analysis (especially data from student work), and reflection to make informed decisions to improve instruction and learning.
- 1.6. Support participation in regional arts education programs (e.g., Bay Area California Arts Project) and arts consortia (e.g., San Mateo County Office of Education Art Committee) to provide professional development to keep staff current with new research, materials, and best practices.
- 1.7. Ensure that professional development is aligned with the DAP.
- 1.8. Provide and maintain ongoing support for the District Arts Team.
- 1.9. Develop and implement an annual action plan, consistent with the DAP.
- 1.10. Evaluate the District Arts Program annually and report results.

School Site:

- 1.11. Integrate the recommendations from the DAP into school site plans and timelines.
- 1.12. Establish and maintain school site arts teams.
- 1.13. Advocate for the arts throughout the school community.
- 1.14. Ensure time to teach the arts to all students.
- 1.15. Provide opportunities for teachers to meet and plan across grade levels / subject areas.
- 1.16. Display students' arts creations in the school and in the community.

District Arts Team:

- 1.17. Assist the District in determining standards and content to implement.
- 1.18. Meet periodically to monitor implementation and make adjustments in the plan as needed.
- 1.19. Assist the District annually to evaluate, update, and report on the implementation of the District Arts Plan.

2. INSTRUCTIONAL PROGRAM

CONTENT STATEMENT:

The PSD arts curriculum is based on the *Visual and Performing Arts Content Standards for California Public Schools*. The District core instructional program for the arts is based on the *Visual and Performing Arts Framework for California Public Schools*.

“The standards serve as curricular guideposts for teachers and provide clear-cut curricular goals for all learners. Curriculum based on the content standards requires active learning through study, practice, and creation and/or performance of works of art. It also requires reading about the arts and artists; researching the arts from the past and present; writing about the arts and artists to reflect on one’s own observations, experiences, and ideas about the arts; and participating in arts criticism based on reliable information and clear criteria.”²

A comprehensive arts program is composed of three modes of instruction:

- Subject-centered arts instruction in dance, music, theatre, and the visual arts
- Instruction connecting the arts disciplines
- Instruction connecting the arts and other core subjects

RECOMMENDATIONS:

District:

- 2.1. Ensure that the District has a standards-based and state adopted arts curriculum for kindergarten through grade eight.
- 2.2. Allocate personnel and instructional resources, including appropriate materials, equipment, and facilities.
- 2.3. Assess teacher capacity to teach standards-based visual and performing arts curriculum and provide professional development in best practices to enhance teacher capacity.
- 2.4. Establish benchmarks for success in the arts for all students.
- 2.5. Collaborate with DAT to plan and implement arts instruction in all grades.
- 2.6. Seek funding for additional resources to support instruction.
- 2.7. Evaluate the instructional program annually and report results.
- 2.8. Provide each student with the methods and logistics to catalogue and account for his/her arts learning through an arts portfolio.

² Taken from the current draft of the *Visual and Performing Arts Framework*.

2. INSTRUCTIONAL PROGRAM (continued)

School Site:

- 2.9. Work with school staff, parents, and the community to ensure that all students receive a standards-based curriculum in the arts.
- 2.10. Ensure time to teach the arts to all students.
- 2.11. Provide necessary facilities, materials, and equipment.
- 2.12. Ensure that arts instruction, both discrete and integrated, is occurring in K-8 classes.
- 2.13. Provide opportunities for teachers to collaborate across grade levels and subject areas.
- 2.14. Advocate the importance of the arts to parents and community members.
- 2.15. Provide opportunities for exhibitions and performances of works in progress and final products in schools and in the community as curricular and co-curricular educational experiences.
- 2.16. Provide community artists and performers to work with teachers in delivering a standards-based arts curriculum to students in classrooms and in community museums, galleries, and performance venues.
- 2.17. Provide time to participate in annual evaluation of the arts program at the school level.

Teachers will:

- 2.18. Design and conduct instructional activities aligned with the standards.
- 2.19. Assess student work and make fair and credible judgments of quality. Manage student assessment data and plan instruction accordingly.
- 2.20. Communicate specific expectations and provide explicit feedback to students.
- 2.21. Use student feedback to improve art instruction.
- 2.22. Teach students to assess their own work.
- 2.23. Provide each student with an arts portfolio. Facilitate the selection of each student's arts examples that demonstrate growth in meeting standards at each grade level. Provide the logistics for the portfolio to accompany the student through grade levels.

District Arts Team:

- 2.24. Research and investigate best practices.
- 2.25. Participate in professional development in the arts to expand knowledge.
- 2.26. Develop a sample student portfolio that can be used a model for teachers.
- 2.27. Collaborate with the District in implementing arts program.
- 2.28. Assist in the assessment and evaluation of the arts instructional program.

3. STUDENT ASSESSMENT

CONTENT STATEMENT:

“The assessment of student work in the arts helps students learn more about what they know and can do. Assessment also provides teachers with information for improving curriculum and instruction and school districts with data for ensuring accountability. Performance assessments such as portfolios, projects, exhibitions, and reflections are inherent to the arts and the artistic process.”³

The PSD and District Arts Team will develop and refine the implementation of a standards-based arts assessment system. The purpose of these assessments is to continuously improve student achievement and guide classroom instruction toward that end.

RECOMMENDATIONS:

District:

- 3.1. Provide professional development for student assessment in the arts, including:
(a) using standards and assessment to develop arts lessons (“backwards design”) and (b) the use of specific assessment tools (e.g., rubrics, performance tasks, portfolios, etc.).
- 3.2. Provide guidelines for classroom-level student assessments across the District to ensure consistent implementation.
- 3.3. Provide guidelines for schools to submit data from student assessments to the District.
- 3.4. Work with the DAT to review and evaluate the effectiveness of student assessment.
- 3.5. **School Site:**
- 3.6. Ensure that assessments in the arts are being implemented effectively.
- 3.7. Provide time at grade level and staff meetings for discussion of the arts program and student achievement – and ways to utilize assessment data to inform instruction.
- 3.8. Collaborate with the DAT and the District to collect and communicate assessment data.
- 3.9. **District Arts Team:**
- 3.10. Assist the District in developing guidelines for student assessment in the arts.
- 3.11. Monitor and support the continued implementation of student assessments.
- 3.12. Work with the District to review and evaluate the effectiveness of student assessment in the arts.

³ Taken from the 2004 *Visual and Performing Arts Framework*.

4. RESOURCES

CONTENT STATEMENT:

The PSD and District Arts Team will oversee the acquisition and implementation of material resources necessary for effective arts curriculum and instruction – and to the physical requirements of dance, music, theatre, and visual arts. The PSD and District Arts Team will ensure the equity of material resources across the District. (Note: See 6. PARTNERSHIPS AND COLLABORATIONS for other resources.)

RECOMMENDATIONS:

District:

- 4.1. Follow state criteria for evaluating instructional materials in such categories as (1) VAPA alignment with the standards, (2) program organization, (3) assessment, (4) universal access, and (5) instructional planning and support – for both adoptions and other instructional materials.
- 4.2. Determine essential components, set guidelines, and build collections for schools' library media centers in such areas as biographies of artists; picture books illustrating art genres; and collections of art prints, audio CDs, videos, fine art reproductions, etc.
- 4.3. Determine essential equipment, set guidelines, and develop new media and electronic technology in the arts – including the use of Internet resources, CDs, DVDs, etc. – for such areas as instruction, assessment, and collection and display of student work.
- 4.4. Determine essential equipment, set guidelines, and acquire equipment and facilities for each of the arts disciplines.
- 4.5. Determine guidelines for supplies needed in the arts.
- 4.6. Seek additional funding through state and other grants to augment these resources.
- 4.7. Evaluate the effectiveness of resources and allocations annually and report results.

School Site:

- 4.8. Follow District guidelines (see above).
- 4.9. Ensure full access to resources in the arts by all students.
- 4.10. Provide effective management of material resources and equipment.

District Arts Team:

- 4.11. Assist the District in determining guidelines (see above).
- 4.12. Research, review, and recommend instructional materials.
- 4.13. Assist the District annually to evaluate, update, and report on the implementation of the arts resources.

5. PROFESSIONAL DEVELOPMENT

CONTENT STATEMENT:

The PSD and the District Arts Team believe in the vital role of professional development in creating a strong arts program. Teachers need high quality preparation, ongoing professional learning, and other support necessary to deliver the arts program. Teachers should receive professional development in such areas as:

▪ knowledge of and skills in the strands of the arts content standards	
▪ training in use of arts instructional materials	▪ new media/electronic technology in the arts
▪ process and product in arts education	▪ interdependence of the arts
▪ arts and learning across the curriculum	▪ affective and cognitive aspects of the arts
▪ world arts and cultures	▪ student assessment

At the same time, we need to create *safe* opportunities for teachers to take creative *risks* with content and approaches that may be new to them.

RECOMMENDATIONS:

District:

- 5.1. Conduct a needs assessment with teachers to determine strengths and areas for growth.
- 5.2. Provide *foundation* training program in the arts for all District teachers that encompasses (1) standards, (2) content - including strands and subject-specific knowledge, (3) use of resources, (4) assessment, and (5) instruction for each of the four arts disciplines.
- 5.3. Support specialized training for arts teachers in grades 6-8 that encompasses: (1) standards, (2) content, (3) use of resources, (4) assessment, and (5) instruction for each of the four arts disciplines.
- 5.4. Develop a timeline for implementing training (of 5.2 and 5.3).
- 5.5. Provide opportunities for advanced professional development for individual teachers to become arts specialists at their school sites.
- 5.6. Provide training for parents, school volunteers, and classified staff who assist in the arts.
- 5.7. Utilize resource people in the Bay Area California Arts Project, other consortia, and local artists and local/regional arts agencies (e.g., Sanchez Arts Center, Spindrift, etc.) to design and present professional development.
- 5.8. Provide release time for teachers to observe demonstration classrooms of arts specialists and/or other effective lessons in the arts.
- 5.9. Explore ways to support coaching and/or mentoring by arts specialists at school sites.
- 5.10. Provide training in ongoing inquiry and data analysis (e.g., from student assessment) to inform instruction and advance student achievement.
- 5.11. Evaluate all professional development programs in the arts to ensure effectiveness, including participant responses.

5. PROFESSIONAL DEVELOPMENT (continued)

Site:

- 5.12. Assist the District in implementing its professional development plan as it pertains to or affects school-site involvement (e.g., site specialists, release time, coaching, etc.).
- 5.13. Provide staff meeting time to read, share, and discuss materials relevant to the arts.
- 5.14. Provide grade-level and subject meetings for teachers to share strategies in the arts.
- 5.15. Coordinate the effective use of arts volunteers and support staff in classrooms.

District Arts Team:

- 5.16. Assist the District in developing and coordinating professional development content, design, and implementation.
- 5.17. Research professional development resources.
- 5.18. Participate in monitoring and evaluating the professional development program.

6. PARTNERSHIPS AND COLLABORATIONS

CONTENT STATEMENT:

The PSD and the District Arts Team support and actively pursue a range of partnerships and collaborations - with parents/families, parent and community volunteers, individual artists, arts providers, arts organizations, local arts agencies or councils, museums, special exhibitions, performing arts centers, theatres, performing companies, artist studios and cooperatives, clubs and societies, and businesses and industries that support the arts - for the purpose of promoting and advancing arts education for students, teachers, and schools.

RECOMMENDATIONS:

District:

- 6.1. Increase parent / community awareness of District arts focus including District arts plan through district newsletters, community media, and PSD web page.
- 6.2. Increase publicity of arts events and activities within the community.
- 6.3. Working collaboratively with the DAT and local resource people, develop a *matrix* for determining how local artists and local/regional arts agencies can present and/or support different dimensions of the District arts program.
- 6.4. Establish appropriate partnerships and collaborations with local people and agencies.
- 6.5. Collaborate with local/regional arts resources to explore joint grant development.
- 6.6. Seek grant funds to support professional development and student arts experiences.
- 6.7. Evaluate partnerships and collaborations in the arts to ensure effectiveness.

Site:

- 6.8. Increase parent awareness of District arts focus including District arts plan through school newsletters and other school-based communications.
- 6.9. Provide arts ideas and activities for parents to use at home with students.
- 6.10. Encourage parents to participate in arts volunteer training and to volunteer in school.
- 6.11. Increase publicity of arts events and activities within the community, as well as venues for displaying student art works and performances.
- 6.12. Encourage parents to share their time, experiences, and profession at school by relating connections between arts and careers; collaborate with Pacifica School Volunteers.

District Arts Team:

- 6.13. Research and recommend (1) models of home-school involvement in arts and (2) arts resources in the community and region.
- 6.14. Work with the District to build bridges with local artists and local/regional arts agencies, e.g., Sanchez Arts Center, Pacifica Spindrift Players, Spindrift School of Performing Arts, Pacifica Performances, Pacifica School Volunteers.
- 6.15. Collaborate with the District in establishing an arts matrix with local artists/agencies.
- 6.16. Assist the District in monitoring and evaluating the partnerships and collaborations.

7. PROGRAM EVALUATION

CONTENT STATEMENT:

The PSD, District Arts Team, and the Schools will participate in an annual evaluation of the District Arts Program (DAP) (1) to assess effective implementation, (2) to assess efficient management, and (3) to formulate adjustments in the plan.

RECOMMENDATIONS:

District:

- 7.1. Select specific annual objectives in each of the seven elements: Coherence, Instructional Program, Student Assessment, Resources, Professional Development, and Partnerships and Collaborations.
- 7.2. For each objective, determine specific data to collect to use in evaluation.
- 7.3. Collect and maintain assessment data on the arts program and student achievement on a District-wide database.
- 7.4. Establish timeline for monitoring implementation and collection of data.
- 7.5. Communicate monitoring and evaluation plans to the schools and the DAT.
- 7.6. Collaborate with the DAT and the Schools to evaluate the DAP annually.

School Site:

- 7.7. Provide time at grade level and staff meetings for analysis of site-level implementation and communicate results to the District.
- 7.8. Provide requested data to the District.
- 7.9. Collaborate with the DAT and the District to evaluate the DAP annually.

District Arts Team:

- 7.10. Assist the District in monitoring implementation and evaluating the arts program.
- 7.11. Collaborate with PSD in adjusting the DAP, based on data from the evaluation.
- 7.12. Communicate results to Superintendent, Board of Education, school staff members, and community.