

Elementary Arts Program

QUALITY INDICATORS –Curriculum and Instruction

Components of Quality Arts Instruction:

When present, the following key elements help ensure a school is providing a comprehensive arts education that is of quality:

- Based on the LAUSD *Arts Instructional Guides* and the *California Visual and Performing Arts Framework* in Dance, Music, Theatre and Visual Arts
- Taught by highly qualified credentialed teachers
- Sustained over time (year to year commitment), allowing the school community to build capacity for full implementation of arts instruction for all students
- Differentiated instruction promoting creativity, divergent thinking and the multiple intelligences
- Supported by appropriate facilities and supplies as required by the LAUSD's response to the state Sufficiency School Accountability Report Card (SARC)

The Elementary Arts Instructional Guides (AIG)

The ***Elementary Arts Instructional Guides*** (AIG) in Dance, Music, Theatre and Visual Arts have been developed by the Arts Education Branch of the Los Angeles Unified School District with the conviction that a substantive and sequential, standards-based curriculum in the arts is the inherent right of every student. The Guides are the product of six years of development by veteran arts teachers in the field, and three years of piloting in Elementary Arts Program schools. This groundbreaking work has been vetted and lauded by a national study group of leaders in arts education.

The ***Elementary Arts Instructional Guides*** were developed using Wiggins and McTighe's *Understanding by Design* and are based on Enduring Understandings and Essential Questions distilled from the California Visual and Performing Arts Standards at each grade level. It is designed as a series of modules, each of which is constructed around an Enduring Understanding and addresses developmentally appropriate concepts, skills and knowledge. Sample performance tasks and scoring guides linked to sample lesson plans support a collaborative implementation of rigorous, sequential arts instruction by arts specialists, classroom teachers and arts community partners.

As a principal, you should expect to see explicit evidence of the implementation of the AIG in the arts classes provided by the district arts teachers. This should include:

- Posting of grade-level appropriate clear objective, discipline-specific state standards, CCSS ELA Speaking & Listening #1 and/or 6, vocabulary, AIG reference: i.e., Enduring Understanding, Essential Questions, and/or Grade Level Focus (Big Idea)
- Use of performance tasks to assess student learning
- Commitment to creative expression as an instructional outcome

District arts teachers may also be expected to assist classroom teachers in developing their capacity to implement the AIG by modeling instruction and facilitating professional development opportunities. The Arts Instructional Guides are available on the Arts Education Branch website: achieve.lausd.net/arts.