

Best Delivery Models

The best delivery model at the elementary level effectively and comprehensively includes basic arts education in all five arts content areas, in every school, provided by both school-based single-subject arts teachers and multiple-subject teachers. Students benefit through foundational arts learning provided by the single-subject arts teachers that is then reinforced and expanded on by the multiple-subject teacher. This combined learning can be enhanced through additional supplemental arts learning offered by qualified community artists, museum educators, and professional artists.

The next desirable model is the multiple-subject teacher and single-subject arts teachers that travel between multiple schools. This learning can also be enhanced by qualified community artists, museum educators, and professional artists.

The National Board for Professional Teaching Standards recognizes the importance of developing, retaining, and recognizing accomplished teachers and the role this plays in generating ongoing improvement in schools. It offers National Board Certification (<https://www.cde.ca.gov/ci/vp/cf/ch9.asp#link2>) in the disciplines of Art and Music (<https://www.cde.ca.gov/ci/vp/cf/ch9.asp#link3>) in two developmental levels: Early and Middle Childhood and Early Adolescence through Young Adulthood (2021; n.d.).

Facilities to Promote Authentic and Safe Arts Learning

Arts learning takes place within learning environments that are safe for artistic, physical, social, emotional, conceptual, intellectual, and technical skill development. Authentic learning in the arts requires dedicated, appropriate spaces for instruction that provide safe environments for students to learn, create, revise, and produce, perform, or present their work. Theatre and dance learning require safe spaces for individual, small-group, and large-group movement. Visual arts, media arts, and technical theatre require facilities to accommodate individual, small group, and collaborative art making and presentation spaces. Access to water, proper ventilation, space for safely using tools, cleaning areas, and storage areas are essential to arts classrooms. Making music is best in facilities that provide individual, ensemble, and whole group practice and rehearsal and also protect the hearing of teachers and students. Lighting, sound, climate control, and security elements are of special consideration within arts classrooms and performance/presentation venues. Artistic creation and study involve technology that ranges from the simple to the complex. Arts educators, other teachers of the arts, and students learning in the arts should have facilities with suitable space, power, and appropriate internet connections for multiple computers and other electronic equipment.

All arts learning requires facilities built and maintained to provide teaching, learning, and performing environments that are physically safe. Spaces that enable a creative, inclusive environment offer a foundation for students to authentically learn and safely thrive in the arts. While not all schools can provide studio-like spaces, classrooms can be effective arts teaching environments with a few strategic modifications.

Schools that provide safe spaces and appropriate opportunities for students to demonstrate, share, and present their arts learning support the development of creative and confident individuals. The discipline chapters provide additional guidance on safe and appropriate learning environments.

Physical Safety Considerations

Physical safety within arts classrooms is a primary concern. Arts learning involves the use of the body as an instrument of learning. Students learning in the arts access resources, materials, and often mentors outside of the classroom. Students also engage with tools, equipment, materials, and performance venues within and outside of the school settings. Arts facilities must reflect safety codes and established health guidelines. It is essential that arts learning facilities and classrooms are maintained and cleaned for student and teacher safety. Students need to know, understand, and adhere to safety guidelines and codes within the arts classrooms and performance venues. They must follow the safety guidelines in art-making practices to protect themselves and others. Attention to the physical safety of all students and teachers is necessary.

Teachers and students require safety training in the appropriate use and handling of tools, facilities, artistic supplies, equipment, and materials. Access to appropriate and well-maintained safety apparel and equipment is required. Classrooms and creative making spaces should be equipped with safety kits and fire extinguishers. It is essential that all students, teachers, and support staff are aware of the location of safety equipment and trained in using such equipment. Fire, stage, and shop safety protocols must follow guidelines from the Occupational Safety and Health Administration (OSHA); this set of guidelines, and others, are available at the California Department of Education Health and Safety page (<https://www.cde.ca.gov/ci/vp/cf/ch9.asp#link4>). Certified technicians should perform annual inspections of arts classrooms and creative spaces.

Access to Presenting, Performing, and Sharing Venues

The standards call for informal and formal presenting and performing of creative works and works in progress, which means students require access to spaces and environments for this purpose. Regularly scheduled access to venues for student performances, productions, and presentations of student artworks provides students with authentic experiences and learning within the arts. Priority scheduling of such school and district spaces should be given to arts educators first, before outside groups or others wishing to utilize these specialized educational venues. When districts or schools construct new or refurbish facilities for arts learning, visual, performing, and media arts, educators should be consulted and included on planning committees.

Taking creative risks and sharing ideas and thoughts requires a safe and supportive environment. Students learn from the earliest grade levels in safe environments how to provide and receive critique on their creative works and the works of others. Principles inherent in learning, creating, and performing within the arts—combined with appropriate behavioral expectations within the arts classrooms and the wider school community—contribute to establishing safe and sustaining learning environments that enhance, respect, and honor students’ artistic growth. Administrators and teachers can benefit from accessing professional learning and resources that promote establishing safe, appropriate, and creative learning spaces. For additional information about the conditions for authentic, safe, and creative arts learning in each arts discipline, consult the discipline chapters.

Authentic and Appropriate Arts Materials and Equipment

Authentic learning and creating in the arts requires appropriate learning materials, supplies, equipment, tools, and facilities that allow students to achieve the standards and their full creative potential. Students require access to and choices of technologies to engage in the emerging and contemporary art practices called for in the standards. This expands students’ opportunities to create and demonstrate their arts learning and is a critical tool for students as they create, refine, present their work, respond, access other artworks, and receive feedback on developing works. Technology also is critical as students explore multiple approaches to developing portfolios. Technology expands students’ opportunities to join in teacher–student and student–student collaboration. Technology also provides students with access to additional instructional supports and ways to revisit demonstrations as often as needed.

The following note articulates technology needs in media arts learning.

Technology and Media Arts

To learn authentically in any of the arts disciplines, students require access to authentic and appropriate technology to create, respond, present, produce, and perform. With dedicated media arts standards, adopted in 2019, media arts will continue to evolve as a stand-alone arts discipline in California schools. LEAs need to ensure students have access to appropriate technology for students to develop artistic literacy in media arts along with dance, music, theatre, and visual arts. Other states have examined this issue. For example, the Connecticut State Department of Education in 2017 developed a draft program guide in support of the state’s adoption of the National Core Arts Standards. In the introduction to media arts, the guide outlines the central role of authentic emerging technologies.

If the tools and techniques (the means) of Media Arts are always evolving as emerging technologies build upon themselves, then the products and outputs (the ends) are in flux as well. Media Arts education is preparing students for jobs, creative venues, and media cultures that are unclear to us right now—in fact, they might not yet exist. Practical outputs might be inkjet

prints, interactive websites, design campaigns, multi-media installations, journalistic and documentary projects, or site-specific collaborative projects that engage with cultural issues through activism. This broad range of outputs require proficiency in, or at least experience with, tools such as digital image editing; basic computer programming; image and text layout; video editing; sound production and design; storyboarding, sequencing, and concept development; as well as more fundamental skills of research, online behavior, collaborative and group thinking, and digital file management. (Connecticut State Department of Education 2017)

Student access to necessary instructional materials cannot rely on fundraising or securing grants. District and school budgets should reflect allocated funds to support students' equal access to necessary expenditures related to arts education, instructional materials, and provide for ongoing maintenance of tools, equipment, and technology (California Department of Education 2020).

The California Department of Education Arts page (<https://www.cde.ca.gov/ci/vp/cf/ch9.asp#link5>) provides guidance on ensuring safe and healthy arts materials. The California Office of Environmental Health Hazard Assessment (OEHHA) Art Hazards page (<https://www.cde.ca.gov/ci/vp/cf/ch9.asp#link6>) includes a list of art materials that should not be purchased (2021).

Instructional materials used in California public schools must follow *Education Code* sections 60040–60045 and 60048, as well as the State Board of Education guidelines in *Standards for Evaluating Instructional Materials for Social Content, 2013 Edition*, which is found at the California Department of Education Social Content Review page (<https://www.cde.ca.gov/ci/vp/cf/ch9.asp#link7>) (2021b). Chapter 10, "Instructional Materials," provides detailed guidance related to social content review, and the previous arts chapters (3–7) have discipline-specific guidance.

Improving Arts Education Through Strategic Program Evaluation and Planning

As each LEA exists in its own distinctive local context, with strengths and challenges, there is not a one-size-fits-all approach to improving existing arts education programs that will work for all districts. Effective approaches engage teachers, school leaders, families, and interested community members in comparing the district's current arts education instructional programs to the *Education Code* and guiding documents for arts education, and in evaluating the district's programs for qualities of effective arts education programs. This approach mirrors and can even be embedded with the development of a Local Control and Accountability Plan (LCAP) and other educational improvement strategies. To ensure a smooth and successful conclusion, those who wish to assess, develop, implement, and sustain a district arts education plan should first determine if their district has specific practices for developing improvement plans. Conducting program assessment