

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

K-12 STANDARDS-BASED

Arts Education Plan



to make arts education accessible to students
in all schools
in all grades
from all
populations

June 14, 2005

When we teach a child to sing or play the flute we teach her how to listen. When we teach her to draw we teach her to see. When we teach a child to dance, we teach him about his body and about space and when he acts on stage, he learns about character and motivation. When we teach a

child design we reveal the geometry of the world. When we teach children about the folk and traditional arts and the great masterpieces of the world, we teach them to celebrate their roots and find their own place in history.

Jane Alexander, Chairman (1993-1997)

National Endowment for the Arts

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Deb Joseph
Technical Arts Teacher, Beverly Hills High School

Joel Pressman
Performing Arts Department Chair, Beverly Hills High School

Gil Young
Visual Arts Teacher, El Rodeo

William Aardappel
Vocal/General Music Teacher, El Rodeo

Linda Briskman
Mayor, City of Beverly Hills

Bill Bradbury
Instrumental Music Teacher, Beverly Vista/Horace Mann

Beverly Mense
Art Teacher, Hawthorne

Benjamin Stokes
Instrumental Music Teacher, Hawthorne/El Rodeo

Joan & Arnold Seidel
Grandparents, Horace Mann

Susan Berk
Parent, Beverly Hills High School
Debbie Grossman
President, Beverly Hills Symphony

David Roston
Student Beverly Hills High School

Dawnalynn Murakawa-Leopard, Ed.D.
Principal, Horace Mann

Dan Leopard, Ph.D.
USC Consultant

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Los Angeles County Arts Commission

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Margo Horowitz
Student, Beverly Hills High School

Helene Harris

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Richard Farmer
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Susan Strauss
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Mike Federman
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General Music Teacher, Horace Mann

Jenny Koltai
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Jeanne Hoel
MOCA, Coordinator School Programs

Chris King
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Dave Stiles
Media Director, Beverly Hills High School

Judith Chan
General Music Teacher, Beverly Vista

Christa Gutheinz
General Music Teacher, Hawthorne

Barbara Zarider
First Grade Teacher, El Rodeo

Joy Chase
Skirball Cultural Center

Elizabeth Escamilla
Getty Center

Marilyn Wulliger
Retired Beverly Hills High School Teacher

Project Background and Planning Process

In the Fall of 2004, the Beverly Hills Unified School District was selected by the Los Angeles County Task Force on Arts Education to be one of five districts to participate in the 2004/2005 Community Arts Education Project, a key strategy in Arts for All: Los Angeles County Regional Blueprint for Arts Education. Arts for All is a 10-year strategic plan to restore dance, music, theatre, and the visual arts in Los Angeles County and provides technical assistance to school districts to build their capacity to provide arts education through the adoption of a policy, a long-range plan and a budget.

Co-chairs were named and an Arts for All Committee comprised of 51 board members, educators, community stakeholders, and parents was formed. The California Alliance for Arts Education also provides the services of a consultant/ coach to help guide the process.

The Arts for All Committee held its first meeting on September 30, 2004 and then met monthly throughout the remainder of the school year. The first task was to conduct an assessment of the current arts program. A survey was sent to all school sites and the results were compiled into one document. The Arts for All Committee then reviewed the results and began discussing the elements of a model arts education program. The ideas that came from this discussion were formulated into the draft of the Board Policy. On February 8, 2005, the Board Policy for Visual and Performing Arts Education was adopted on the first read. Concurrently, the Arts for All Committee continued to examine the current reality of the District's arts program and created a vision for an optimal one. Once this was done, the committee broke into sub-committees to create the strategic plan. Each sub-committee presented to the entire Arts for All Committee their proposals in the form of strategies to implement the prioritized goals. The Strategic Plan was then written and a budget was produced.

A Common Goal

A comparison of the District's and the Blueprint's missions and belief statements suggests a common goal that both agencies seek to achieve.

Los Angeles County Regional
School District
Blueprint for Arts Education:
Arts for All

Beverly Hills Unified

Mission
Mission

To bring about systematic change
mission of the Beverly Hills
in the 82 school districts of Los
Unified **School District, the heart of**
Angeles County in order to implement
city's tradition of pride and
comprehensive, sequential K-12 arts
excellence, is to ensure that our
education for every public school
students are humane, thinking,
student in the county, adopting
productive citizens through an
curricula in alignment with the state
system characterized by
board of education-approved
technology; a
Visual and Performing Arts (VAPA)
interdisciplinary curriculum;
framework and Standards. Such
instructional and
systematic changes will require the
student-centered
mobilization of diverse stakeholders,
respect for diversity;
including policy makers, implementers,
community
and recipients of arts education.
a nurturing

a
for

learning.

Beliefs

The arts are a vital and indispensable
to thoughts and
part of a comprehensive education of
every student, fostering each student's
development into a responsible
essential to individual
citizen. A comprehensive education
well-being.
must include a balanced, sequential
(K-12) high-quality program of
immeasurable
instruction in the arts.

Exposure to and participation in the
standards of right
arts has been demonstrated to enhance
students' creativity, critical thinking,

Beliefs

A person's right
ideas is inviolate.
Self-respect is
and community
Every person has
intrinsic value.
Society requires
and wrong.

The

our

educational

state-of-the-art

dynamic

an exemplary

support team;

active learning;

strong parent and

involvement; and

environment where all share

common purpose and a joy

and problem solving abilities, as well as improving student performance in other core subject areas, goals often not met through other means. right to the basic

Every safety. Every person has a necessities of life.

The arts enable students to build self-esteem and self-discipline, to work cooperatively within groups, and to achieve his or her effectively express themselves.

Every person opportunity to potential.

Integrating the arts into other subject areas improves academic achievement, motivates attendance, increases test scores, promotes involvement, and encourages disciplined behavior. developed.

Family is each person's

The individual's can be continuously

The arts contribute to building a vital to individual productive and forward-thinking workforce by teaching skills and competencies required by an information-based economy.

Literacy is empowerment.

Human dignity is

to With Los Angeles County's ever-expanding diversity, the arts serve as an essential bridge across kinds enriches the language and cultural differences society. and build linkage, both within and between communities. the preservation

Every person has the right education.

Diversity of all individual and

Family is basic to and creation of societal

values. Preparing general classroom teachers, credentialed arts teachers, professional progress without artists, and administrators to effectively teach in the arts and through the arts is essential for successful implementation accountable for his or of the vision. actions.

There can be no change.

Every person is her behavior and

In our media-driven society, knowledge for successful of the arts is a necessary part of cultural relationships. literacy. Each of us is exposed daily to a myriad of images, which we must be able to read and discern if we are to make informed choices as consumers and citizens.

Honesty is the basis human

Fulfillment of the vision will have a positive impact not only on students, parents, and schools, but also on institutes of higher learning, the private sector, and the community at large.

The Los Angeles County Blueprint and Beverly Hills Unified School District share beliefs that arts are essential to life and that all students deserve a quality education. Both organizations seek to provide personalized learning experiences in order that all students be afforded the opportunity to achieve at their highest potential. It is in the context of these shared beliefs that this K-12 standards-based arts plan to make arts education accessible to students in all schools, all grades, and from all populations, is presented.

The arts are a catalyst for engagement. By bringing the arts into the center of school life, students begin to slip into the journey of learning with full absorption. The arts are a means for putting things together so that students can have a relevant experience. They transform something ordinary into something extraordinary because it has personal meaning. Learning becomes an active journey that leads self-discovery.

Eric Booth

Appendix A
Beverly Hills Unified School District Board Policy

Board Policy:

6142.6

Adopted: 2-8-05

Revised:

Section 1.01 VISUAL AND PERFORMING ARTS EDUCATION

The Board of Education recognizes that Arts Education, including dance, music, theatre, and visual arts, is part of the core curriculum for all K-12 students and that the value and benefits of arts education have been extensively documented. The Board also recognizes that instruction in the basic skills and content knowledge of the arts develops perceptual abilities that extend to all careers and areas of life. An arts education enables students to develop an appreciation of the arts, critical and creative thinking skills, initiative, self-esteem, and discipline. It is also recognized that in our multicultural state, the arts build bridges and help pupils broaden their perspectives and understand their world and the diverse cultural influences that surround them. Communication, imagination, and information are keys to career opportunities, education, and a life-long appreciation of the arts. Therefore; it is the policy of the Beverly Hills Unified School District to acquaint all of the students of the joy of the arts so they can perform, produce, and appreciate what art can do for them and for the world.

The Board of Education recognizes that a comprehensive curriculum includes a sequential K-12 arts education as a part of the program for all students in all grades during the school day. The arts education program should enable students to achieve the goals outlined in the Content Standards for California Public Schools, which include the Visual and Performing Arts Content Standards.

The Board of Education supports the need to provide adequate funding for K-12 Arts Education and recognizes that, in times of budget cutbacks, reductions must be distributed equitably across subject areas, rather than eliminating arts programs.

In order to implement quality, standards-based, sequential K-12, and comprehensive arts education, with equity and access for all, the Board of Education supports the need to provide the following:

- A standards-based curriculum and assessment
- A qualified arts coordinator(s) who provides leadership, vision, planning, and resources for the District
- Qualified teachers in all the arts disciplines at all grade levels, supported by ongoing standards-based professional development in the arts for classroom and arts teachers

- Opportunities during school hours for arts teachers to collaborate
- A student-to-teacher ratio in each of the arts that is appropriate for the delivery of effective instruction along with adequate classified staff to support the arts program

BP 6142.6

- Standards-based instructional materials and resources, including, but not limited to, equipment, facilities, textbooks and technologies that support learning
- Visual and performing arts classrooms that are appropriately designed and equipped for the unique requirements of each arts discipline
- Opportunities to showcase student learning/work in a public forum simulating the experience of professional artists
- Opportunities for students to be exposed to a wide variety of artistic styles, venues, and performances including working with professional artists, collegial programs, cultural organizations, and field trips
- Opportunities for students in elementary and middle grades to work with and gain exposure to the arts programs at the other K-8 schools and the high school through school visits, assemblies, workshops, mentoring programs and other such activities
- Community resources, including business as well as parent involvement, partner with schools to provide funds and resources for arts programs

The Superintendent or designee shall develop a budgeted plan, establish procedures to implement Board policies, and provide for the ongoing review, evaluation and development of the District's arts education program.