

## ARTS EDUCATION

The Board of Education affirms that all children can learn and reaffirms its collective responsibility to help each child achieve success. Because of its role in the development of the “whole child”, the Board believes that learning standards for Arts Education are essential in carrying out this mission.

The Board believes that arts education builds self-esteem, fosters imagination and creativity, allows for the expression of talent and feelings, develops aesthetic awareness and brings success and joy to a student’s school day. The arts provide students with a means to observe and perceive, as well as an outlet to describe, analyze, and communicate their observations, thoughts, and feelings.

The arts also provide the ideal environment for the development of critical thinking, decision-making, and team-building skills. The study of the arts enhances success in mastering academics of all subject areas.

The Board also recognizes and adopts the four learning standards for arts education set forth by the New York State Education Department:

Artistic Processes <i>Shared by all disciplines</i>		Anchor Standards <i>Shared by all disciplines</i>
<b>Cr</b>	<b>Creating</b>	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.
<b>Pr</b>	<b>Performing</b> (Dance, Music, Theater) <b>Presenting</b> (Visual Arts) <b>Producing</b> (Media Arts)	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.
<b>Re</b>	<b>Responding</b>	7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work.
<b>Cn</b>	<b>Connecting</b>	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

The Board promotes the establishment of equitable arts programming based on minimum standards for all students established by the district. The Board, therefore, sets forth a framework to provide our schools with the direction and basic structure for the development of curricula that will address the needs of students at the elementary, middle and high school level and endorse the following values for the delivery of arts education:

1. The arts are considered a basic component of the core of learning for all elementary, middle and high school students.
2. The arts shall be recognized as curricular Pre-K to 12 and shall align with the learning standards set forth by the New York State Education Department as well as national standards and will be assessed by authentic measures including, but not limited to, projects, portfolios and performance.

3. Minimum standards will be established for all students and implemented for a continuum of study from Pre-K to 12.
4. Equitable resources will be available for all elementary, middle and high school students to create and develop content knowledge, skills and proficiencies and aesthetic appreciation of the arts in accordance with the State standards.
5. The district will continue with the current partnerships, seek others and make every effort to maintain these partnerships to ensure that students and teachers interact with artists and representatives of arts organizations and higher education through a range of arts in education forums, such as residencies, workshops, lecture/demonstrations, performances, and visits to cultural organizations.
6. Arts curricular leadership is recognized as important to program improvement and coordination.
7. The study of arts will provide students with extended opportunities to explore related careers.

The Board and the Superintendent will establish a benchmark for arts education for students at all levels.

The Board will continue to serve as advocates for comprehensive programs and community partnerships that enable all students to meet high standards of achievement in the arts.

Notes: Prior policy, Policy Manual, Fine Arts In Education (May 18, 1995), Arts Education (December 18, 1997); Revised August 20, 1998; Amended July 28, 2022 pursuant to Resolution No. 2022-23: 939

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