



NEW CALIFORNIA ARTS STANDARDS

Artistic Disciplines	Identifier (Section, Number, etc.)	Text of Standard
Dance	Dance as Communication	Dance literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform works that express and communicate their own ideas. They analyze and interpret the artistic communication of others. Dancers know how to use a myriad of inspirational starting points to create and perform pieces. Dancers use choreographic devices to demonstrate fluency and personal voice in designing and composing original works. They experiment and take risks to discover personal voice to communicate artistic intent.
	Dance as Creative Personal Reflection	Dance literate citizen dancers develop a life-long passion towards their discipline. They seek out opportunities to continue honing their craft, using dance as a means to express themselves. Their artistic competence results in creating, performing, and responding to dance throughout adulthood
	Dance as Profession	Dance literate citizens appreciate the value of dance as a profession by supporting, engaging, and funding dance. Dancers with ongoing interests may pursue a career in dance, thereby enriching local, state, national and global communities and economies. They understand the vast career options in dance and may choose a career related to dance and seek out various avenues to present knowledge and understanding.
	K.Cr1.1a	Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance).
	K.Cr1.1b	Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
	K.Cr.2.1a	Improvise dance that has a beginning, middle, and end.
	1.Cr1.1a	Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.

	1.Cr.1.2	Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.
	2.Cr1.2a	Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
	2.Cr1.2b	Combine a variety of movements while manipulating the elements of dance.
	2.Cr2.1	Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
	3.Cr1.2a	Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.
	3.Cr1.2b	Explore a given movement problem. Select and demonstrate a solution using the elements of dance.
	3.Cr2.1	Identify and experiment with choreographic devices to create simple movement patterns and dance structures.
	4.Cr.1.2a	Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).
	4.Cr.1.2b	Develop a movement problem and manipulate the elements of dance as tools to find a solution.
	4.Cr.2.1	Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
	5.Cr.1.1a	Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).
	5.Cr.1.1b	Construct and solve multiple movement problems to develop choreographic content.
	5.Cr.2.1	Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
	6.Cr.1.1a	Relate similar or contrasting ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).
	6.Cr.1.1b	Explore various movement vocabularies to transfer ideas into choreography.
	6.Cr.2.1	Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.

Media Arts	Media Arts as Communication	Media arts literate citizens use a variety of production and design processes to independently produce and share works that express and communicate their own ideas. They analyze and interpret the media arts works of others.
	Media Arts as Creative Personal Realization	Media arts literate citizens develop sufficient competence to continue lifelong active involvement in creating, producing, and responding to media art works.
	Media Arts as Profession	Media arts literate citizens appreciate the value of media arts as a profession by supporting and funding media arts education. Students may use their media arts skills to pursue a career in California's creative economy.
Music	Music as Communication	Musically literate citizens use a variety of media, symbols, literacies, and metaphors to independently create and perform work that expresses and communicates their own ideas and are able to respond by analyzing and interpreting the artistic communications of others.
	Music as Creative Personal Realization	Musically literate citizens develop sufficient competence to continue active involvement in creating, performing, responding and connecting to music as an adult.
	Music as Profession	Musically literate citizens appreciate the value of supporting music as a profession by engaging with music and by supporting the funding of music. Many individuals who have discovered the joy, depth of knowledge, and creative connections will pursue a career in music, thereby enriching local, state, national, and global communities and economies.
Theatre	Theatre as Communication	As a storytelling medium, theatre provides for powerful communication for artist and audience. Theatre literate citizens independently and collaboratively use a variety of artistic media, symbols, and metaphors to create, imagine, design, and perform works that express and communicate their own ideas and the ideas of others. As they respond, analyze, and interpret the expressions and ideas of others, theatre literate citizens learn to communicate and appreciate ideas, experiences, and beliefs.
	Theatre as Creative Personal Realization	Theatre literate citizens are competent as creators, performers, and audience members actualizing this in their adult lives responsive to and/or creatively involved in theatre. They learn empathy, the ability to be present, to listen, and be respectful and conscious of their surroundings.
	Theatre as Profession	Theatre literate citizens appreciate the value of supporting professional and regional theatre by becoming loyal theatre-goers and committing to fund theatre groups and causes. Theatre professionals capture and convey the cultural fabric of a community through the art of storytelling thereby sharing and strengthening the spirit of its people.

Visual Arts	Visual Arts as Communication	Visually literate citizens use a variety of media, symbols, and metaphors to independently create and present work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic expressions of others.
	Visual Arts as Creative Personal Realization	Visually literate citizens develop sufficient competence to continue active involvement in creating, presenting, and responding to visual arts as lifelong participants.
	Visual Arts as Profession	Visually literate citizens appreciate the value of supporting visual arts as a profession by engaging with art making and by supporting the funding of visual arts. Some visually literate individuals will pursue a career in the visual arts and enrich local, state, national, and global communities and economies.

To view the California Arts Standards, go to: <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

California County Superintendents Educational Services Association (CCSESA) Arts Initiative ■ www.ccsesaarts.org



STANDARDS TEMPLATE

California Content Standards	Identifier (Section, Number, etc.)	Text of Standard
Common Core – English Language Arts		
Common Core – Mathematics		
Common Core en Español		
CA English Language Development		
Next Generation Science		

To view California Standards in each subject area, go to: <https://www.cde.ca.gov/be/st/ss/>



STANDARDS TEMPLATE

California Content Standards	Identifier (Section, Number, etc.)	Text of Standard
Career-Technical Education		
Health Education		
History-Social Science		
School Library Standards		
Physical Education		
World Languages		

To view California Standards in each subject area, go to: <https://www.cde.ca.gov/be/st/ss/>