



## 2018-2019 Arizona Department of Education Office of Arts Education Year End Report



# TABLE OF CONTENTS

<b>AN ADDRESS TO ARTS EDUCATION STAKEHOLDERS .....</b>	<b>3</b>
<b>ARTS EDUCATION ACCESS &amp; ENROLLMENT: ARIZONA ARTS EDUCATION DATA PROJECT .....</b>	<b>4</b>
<b>2018-2019 ARTS CONFERENCES .....</b>	<b>7</b>
2018 SUMMER ARTS INSTITUTE .....	7
JOINT ARTS EDUCATION CONFERENCE (JAEC) 2018 .....	7
2018 ESSA CONFERENCE- STUDENT TALENT HIGHLIGHTS.....	8
2019 TITLE IV-A SYMPOSIUM .....	9
<b>WE ARE ARIZONA .....</b>	<b>10</b>
<b>YOUTH ARTS MONTH.....</b>	<b>12</b>
ARTS EDUCATORS OF THE YEAR .....	12
<b>2018-2019 ARTS POLICY UPDATE: HIGH SCHOOL ARTS PROFICIENCY SEAL .....</b>	<b>13</b>
BILL SB111 STATE SEAL OF ARTS PROFICIENCY .....	14
<b>ARTS COURSE UPDATES .....</b>	<b>15</b>
MEDIA ARTS DEBUTS IN THE STATE COURSE CATALOGUE.....	15
<b>ARTS ASSESSMENT RESOURCES.....</b>	<b>16</b>
<b>PROFESSIONAL DEVELOPMENT .....</b>	<b>17</b>
<b>COMMITTEE SERVICE .....</b>	<b>18</b>
<b>SCHOOL ARTS FUNDING.....</b>	<b>19</b>

**Cover Photography:**

**Top:** Los Tigres de Tolleson, 2018 ESSA Conference

**Bottom:** Phoenix Conservatory of Music

# AN ADDRESS TO ARTS EDUCATION STAKEHOLDERS

Arts education is an essential part of students' well-rounded education. Through the artistic processes of Creating, Performing/Presenting/Producing, Responding, and Connecting students engage in creative expression, collaboration, problem solving, and develop self-motivated discipline. The arts connect our students to the world around them and provide them the tools with which to shape it. Learning through the arts improves academic engagement and achievement and transforms our schools into joyful and human institutions. Arts education is therefore a key element of the 21<sup>st</sup> Century success of Arizona students.

Well-rounded educational opportunities as outlined in the Every Student Succeeds Act are our students' **civil right**. The Office of Arts Education wishes to move together toward a future where **ALL Arizona students** have access to a high-quality, meaningful, sustained, and culturally relevant arts education. For the first time in 30 years, there are two arts specialists at the department of education; it is an exciting time for Arts Education in Arizona. To provide greater transparency to the field and outline opportunities for collaboration, the Office of Arts Education is happy to provide the first annual Arts Education Report to our stakeholders. This report serves as a year-end review of our activities in the 2018-2019 school year. We hope it serves as a map of the current state of arts education, outlines resources available through the department, and fuels a vision to advance arts education in Arizona.

Imaginatively Yours,



Dustin Loehr  
Director of Arts Education and Title IV-A



Haley Honeman  
Title IV-A Arts Education Specialist



Desert Edge Concert Choir  
2018 ESSA Conference

*Arts programs are not just nice to have, they are an essential part of a well-rounded education system. Arts education fosters critical thinking skills, improves overall academic performance and sparks creativity. In short- we need the arts to ensure students realize their full potential."*

*Superintendent Kathy Hoffman*

# ARTS EDUCATION ACCESS & ENROLLMENT: ARIZONA ARTS EDUCATION DATA PROJECT

The [2018 Arizona Arts Education Data Project](#) is a partnership between [Arizona Citizens for the Arts](#), [Arizona Commission on the Arts](#), and [The Arizona Department of Education's Office of Arts Education](#) measuring student access and enrollment in arts education courses in the state. This year's research builds upon eight years of investigation into Arts Education in the state.

## Interactive Website

Prepared by Quadrant Research, the [Arts Education Data Project Arizona Explorer](#) offers Arizonans a portal through which to explore data on arts education access and participation in Arizona schools. Course data is self-reported to the Arizona Department of Education's system by schools across the state. The data includes both traditional public schools and charter, grades pre-K through 12 for the 2013-14, 2014-15, and 2015-16 school years.

<https://azarts.gov/azartsed-explorer/>

## Debut in the Arizona State Report Card

In 2019, arts education data became the first non-federally required discipline to provide an additional indicator of school success on the State Level Report of the [Arizona State Report Card](#). In future years, we look forward to improving the connectivity between these two platforms for improved accountability for arts education in the state.

<https://azreportcards.azed.gov/state-reports>

## 2019 Arizona Arts Education Data Project

Next year we look forward to unveiling additional functions to this tool that will paint a more comprehensive picture of who has access to the arts in Arizona.

The following two pages outline the executive findings of the 2018 Arizona Arts Education Data Project and describe key findings of data reported in the 15-16 school year. You can also click on the following link to read the [full report](#).

<http://tiny.cc/azartsdatafullreport>



# 2018 ARTS EDUCATION DATA PROJECT ARIZONA

Prepared by Quadrant Research, the Arts Education Data Project Arizona Executive Summary Report features analysis of all available school enrollment data self-reported through the Arizona Department of Education's SLDS system by schools across the state, both traditional public schools and charter, grades pre-K through 12 for the 2013-14, 2014-15, and 2015-16 school years.

Below are some key insights provided by the report. Arizonans can explore the data through an easy-to-use interactive online dashboard at <https://azarts.gov/azartsed-explorer/>.

## About the Data

2,248 schools

1.1 million students

## Comparison Factors

### School Configuration

Elementary  
Middle  
High School

### School Type

Traditional Public charter

### Locale

Urban  
Suburban  
Rural

Percentage of students who qualify for free and reduced-price lunch

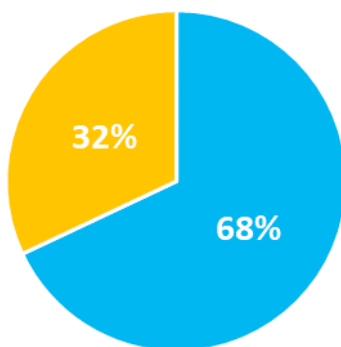
## Explore the data!

The full data set on arts education access and participation in Arizona is available to explore through an easy-to-use interactive online dashboard at:

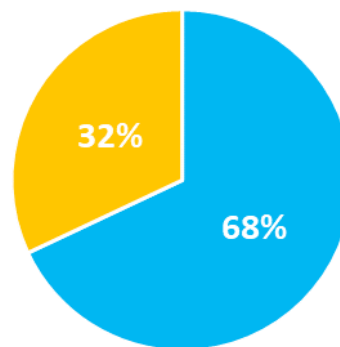
<https://azarts.gov/azartsed-explorer/>

- \* While 82% of all students have access to some arts instruction, only 65% of students in grades K-8 have had access to both Music and Art as required by state education code during the period covered by the report.
- \* The number students without access to arts instruction increased 20%

% of Schools



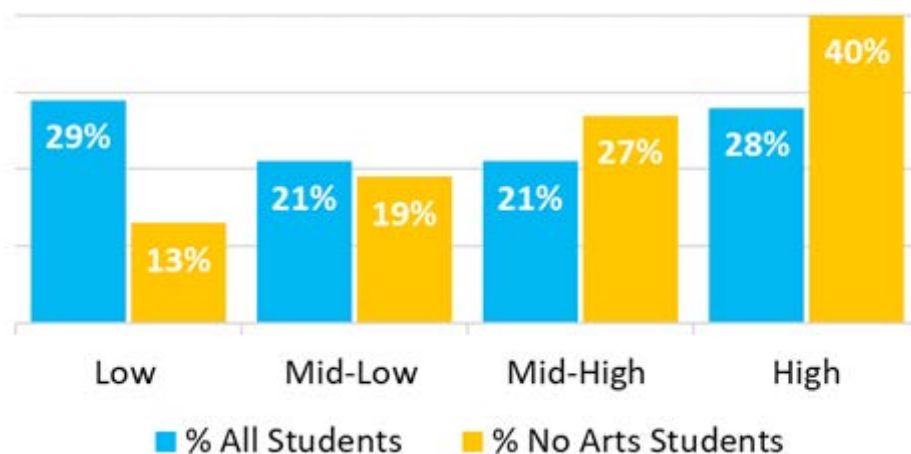
% of Schools



■ Access to Arts ■ No Access ■ Access to Arts ■ No Access

between 2015 and 2016.

- \* The proportion of students without access to any arts courses was greatest in schools where more than 75% of students are eligible to receive Free/Reduced Price.
- \* Student access to the two required arts disciplines (Art and Music) for





*This document features highlights from the*  
**Arts Education Data Project**  
**Arizona Executive Summary**

*a publication of*  
 State Education Agency  
 Directors of Arts Education  
 Quadrant Research  
 Arizona Department of  
 Education  
 Arizona Commission on the Arts  
 Arizona Citizens for the Arts

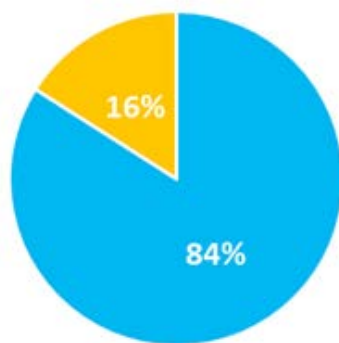
September 2018

elementary and middle schools (K-8) is lowest in schools where more than 75% of students receive Free/Reduced Price Lunch (62%).

- \* While Public Schools represent 84% of the population they represent 80% of the "no arts" student population whereas Charter Schools represent 16% of the overall student population but hold 20% of the "no arts" students.

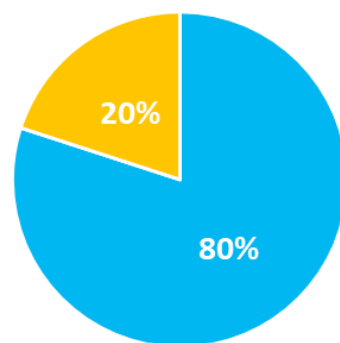
- \* 68% of all students (nearly 750,000) participated in arts education courses.

% of Student Population



■ Public ■ Charter

% of "No Arts" Students



■ Public ■ Charter

es.

- \* Music and Art are the most widely available of the arts disciplines and have the highest participation rates--47% and 50%, respectively-- among the five artistic disciplines.
- \* Student participation varies only slightly between Traditional schools and Charter schools. In traditional schools, 68% of students are enrolled in the arts as compared to 65% for Charter schools

The following chart highlights where participation in arts education is highest and lowest based on specific characteristics:

Characteristic	Highest Participation Rates	Lowest Participation Rates
<b>Configuration</b>	Elementary Schools (82%)	High Schools (43%)
<b>Type</b>	Traditional (68%)	Charter (65%)
<b>Locale</b>	Suburbs, mid-size (88%)	Rural, distant (44%)
<b>Free &amp; Reduced Lunch</b>	Low: Less than 25% of students (71%)	Mid-high: 51-75% of students (61%)

# 2018-2019 ARTS CONFERENCES

## 2018 Summer Arts Institute

The 2018 Summer Arts Institute was a partnership between the Arizona Department of Education and Alice Cooper's Solid Rock Teen Center, where the institute was hosted. On July 20th, 2018, one-hundred Arts Educators from across the state attended discipline specific workshops in Music, Dance, Theatre, and Visual Arts at no cost. Richard Maxwell, contemporary Music Educator from Arcadia High School, provided a keynote on infusing creativity in the Music classroom.

## Joint Arts Education Conference (JAEC) 2018

The Joint Arts Education Conference is a biannual event for Arizona's arts educators, teaching artists, arts administrators, arts education advocates, and students to explore key areas and trends in education and the significant role arts educators play in the academic, social and personal success of students. The event was created as a partnership between the Arizona Commission on the Arts and the Arizona Department of Education in 2012 and continued in years 2014 and 2016.



JAEC Youth Advisory Board Member  
JAEC Conference 2018

This year, the Joint Arts Education conference took place November 13<sup>th</sup> at the El Conquistador Hotel in Tucson, Arizona. About 186 arts educators, administrators, teaching artists, and arts students attended. Conference attendees explored tools and knowledge to support the creation of programs rooted in the principles of creative youth development (CYD), a recent term for a longstanding theory of practice that integrates creative skill-building, inquiry, and expression with positive youth development principles.

The conference was organized entirely by young people ages 15-18. The JAEC Youth Advisory Board guided the Arts Commission and the Phoenix Office of Arts and Culture staff in a collaborative effort to provide Arizona educators, administrators, and teaching artists an opportunity to explore student-centered learning and culturally responsive curriculum.

## 2018 ESSA Conference- Student Talent Highlights

The 2018 ESSA Conference took place November 14<sup>th</sup> and 15<sup>th</sup> at the El Conquistador Hotel in Tucson, Arizona. Over 450 administrators and school staff were in attendance. The Office of Arts Education hosted student artistic expression to infuse the conference with examples of Well-Rounded Education from across the state.

### Visual Arts

The Arizona Department of Education displayed 100 student visual artwork submissions at the 2018 ESSA Conference from 32 schools around the state. Participating schools and grades included:

Second Mesa Day School 4th, 6th  
 Liberty Arts Academy 8th  
 Pan American Charter 9th, 10th, 11th  
 Tavan Elementary 1st, 2nd, 4th, 5th  
 Cesar Chavez Elementary 4th, 6th  
 Southwest Junior High 7th, 8th  
 San Luis Middle School 7th  
 Desert View Elementary School 4th  
 Ed Pastor Elementary School 3rd  
 Jack Harmon Elementary School 2nd, 3rd, 4th, 5th  
 Skyview High School 10th, 11th, 12th  
 Westland School 7th  
 Estrella High School 9th, 10th, 11th, 12th  
 Partnership Schools 10th, 11th, 12th  
 Cholla Academy 7th  
 Desert Hills High School 12th  
 Caurus Academy 6th, 7th, 8th, 9th, 10th

Oak Tree Elementary Kindergarten, 1st, 2nd  
 Boulder Creek Elementary Kindergarten, 1st  
 Burk Elementary Kindergarten, 1st, 2nd  
 Canyon Rim Elementary 1st, 4th  
 Gilbert Elementary 2nd  
 Harris Elementary 1st, 2nd  
 Houston Elementary 5th, 6th  
 Islands Elementary 1st, 3rd, 4th  
 Patterson Elementary 3rd, 4th, 5th  
 Pioneer Elementary 5th  
 Playa del Rey Elementary 3rd, 4th, 5th  
 Superstition Springs Elementary 4th  
 Alta Vista High School 10th, 11th, 12th  
 Yavapai Elementary Kindergarten, 1st, 2nd, 3rd, 4th  
 J O Combs Middle School 7th, 8th

### Performing Arts

Over the two-day conference over 300 students from schools across the state showcased their artistic voice. Participating performing arts groups included:

Color Guard	Flowing Wells High School
THMS Troubadours	Tucson High Magnet School
Sculpture	Desert Edge High School
Scorpion Dance Company	Desert Edge High School
Concert Choir	Desert Edge High School
THMS Troubadours	Tucson Unified
Piano Solo	Phoenix Conservatory of Music
Chamber Orchestra	Marcos de Niza High School
Dance	Westwood High School
Concert Choir	Trevor Browne High School
Band	Colonel Smith Middle School
Desert Hills High School Performers	Desert Hills High School
Los Tigres de Tolleson Elementary	Desert Oasis Elementary



Colonel Smith Middle School  
 2018 ESSA Conference



## STEM Highlights

The 2018 ESSA Conference marked the first year that the Department of Education highlighted innovative STEM Programming in Arizona schools. Four schools attended the conference to present their programs including robotics, flight instruction, moon simulation, marine biology, and computer coding. The participating schools in the first year of this event:

Robocougars Robotics	Orangewood Elementary School
JABZ Goes to the Moon	SySTEM Phoenix
Presidio Students Take Flight	Presidio School
From the Desert to the Sea	Presidio School
Computer Coding	Alhambra High School



Marcos de Niza High School Chamber Orchestra  
2018 ESSA Conference



Scorpion Dance Company, Desert Edge High School  
2018 ESSA Conference

## 2019 Title IV-A Symposium

The Title IV-A Symposium will offer a full day of discipline-specific professional development for enrichment instructors, staff, and administrators inviting our schools to “Explore, Enhance, and Expand” innovative educational practices. The symposium will take place from 7:30am-4pm on Friday July 19, 2019 at Prescott College.

Keynotes will be presented by Jeff Poulin on *“Understanding the Creative Generation”* and Dr. Heather Clawson on *“Building Community within Our Schools: The Foundation for Student Learning.”* The day will include 19 breakout sessions supporting topics within the three Title IV-A areas of Well-Rounded Education, Safe & Healthy Schools, and The Effective Use of Technology.



Prescott College

For more information: <http://www.azed.gov/titleiv-a/symposium/>

# WE ARE ARIZONA

## History

The Arizona Department of Education has a long history of hosting a statewide visual art competition. In the 2017-2018 school year, the “We Are Arizona” 4<sup>th</sup> grade collaborative art competition was created under the guidance of former

Superintendent Diane Douglas to provide students with an avenue to demonstrate learning and mastery of Arizona history and social studies standards through the visual arts. The 2018-2019 school year marked the 2<sup>nd</sup> year of this competition.



“The 5 C’s of Arizona”  
Legacy Traditional School Maricopa

## Participation

In the 2018-2019 school year, schools from across the state of Arizona submitted 13 entries to the “We Are Arizona Competition.” Participating schools included:

- Arts Academy of Scottsdale,
- The Charter Management Company  
Challenge Charter School
- Diamond Canyon School,  
Deer Valley Unified School District
- George Washington Academy, Edkey, Inc
- Larry C. Kennedy Elementary,  
Creighton Elementary District
- Legacy Traditional School Maricopa,  
Legacy Traditional School
- Manuel DeMiguel Elementary,  
Flagstaff Unified School District
- Sacaton Elementary School,  
Sacaton Elementary District
- Sonoran Science Academy Peoria
- Westpoint Elementary School,  
Dysart Unified School District

## Awards

Entries were adjudicated using a rubric aligned to visual arts standards by a panel of 5 judges including representation from the Arizona Department of Education, [The Sonoran Arts League](#), and [StARTem](#). The following six entries were selected during 2019 adjudication:

### Honorable Mentions:

*“The 5 C’s of Arizona”*  
*“Invasion of Arizona”*

Legacy Traditional School Maricopa  
Larry C Kennedy Elementary School

Stephanie Delgado  
Stephanie Wolff

### Superintendent’s Choice:

*“Weaving Together of Cultures”*

Diamond Canyon Elementary School

Tiffany Roose

### 3rd Place:

*“The Heart of Arizona”*

Challenge Charter School

Genevieve Gardella

### 2nd Place:

*“Water Warriors: The Beginning,  
Now, and the Future.”*

Sacaton Elementary School

Angela Weddle

### 1st Place:

*“We Are Lobos: The Canyon of  
Faces”*

Manuel De Miguel Elementary  
School

Jennifer Federio-  
Carolus

## Ceremony

On Arizona Statehood Day February 14, 2019, The Sonoran Arts League hosted an awards ceremony and gallery reception for participating schools from 6-8pm. Superintendent Kathy Hoffman presented recognized schools with award packages.

## Awards Packages & Arts Celebrations

Awards packages focused on providing winning schools with arts celebrations. [The Arizona Opera](#) & [Arizona Broadway Theatre](#) provided generous arts experiences to the recognized schools. The top three entries were provided with the following awards packages:

### 1<sup>st</sup> Place

- \$250 Dollars from [AZ One Credit Union](#) for Art Supplies
- Arts integration lessons for every 4<sup>th</sup> grade classroom taught by the Arizona Department of Education's Office of Arts Education



Arizona Opera "Mini Magic Flute"  
Sacaton Elementary School

### 2<sup>nd</sup> Place

- Schoolwide Arizona OperaTunity Performance of *The Mini Magic Flute*

### 3<sup>rd</sup> Place

- 4<sup>th</sup> Grade class field trip to see *The Princess and the Pea* at Arizona Broadway Theatre

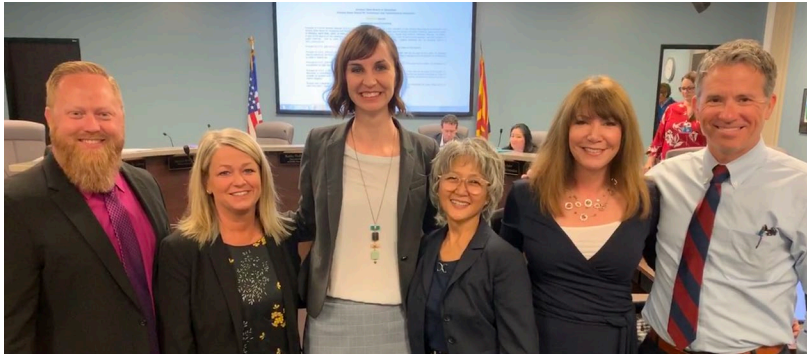


Challenge Charter School  
Arizona Broadway Theatre

## Future Arts Showcase

The Office of Arts Education looks forward to reimagining the state-wide art competition to include all five artistic disciplines. To align more closely to our standards which are rooted in the artistic processes rather than products, we would like to move from a competition format to a showcase format allowing us to highlight great arts education achievements around the state.

# YOUTH ARTS MONTH



Visual Art Educators of the Year  
Cathy Saraniero & Michelle Peacock with School  
Leadership & Superintendent Hoffman  
State Board of Education 2019

The month of March brings a celebration of the arts in our schools across the nation. March is Dance in Our Schools Month, Music in our Schools Month, Theatre in our Schools Month, and Youth Arts Month. Since 2018 Arizona has celebrated the five arts disciplines in our schools during March through an official

proclamation of the Month of March as Youth Arts Month. This year, The Office of Arts Education congratulated the arts teachers of the year and highlighted excellence in arts programming across our state through social media posts to celebrate.

## Arts Educators of the Year

The arts professional service organizations in our state recognized Arts Teachers of the Year from Arizona. The Office of Arts Education congratulated this year's winners at the April State Board of Education meeting and Superintendent Kathy Hoffman thanked them for their dedication to quality arts instruction.

Arizona Art Education Association Teachers of the Year

**Cathy Saraniero**, Cocopah Middle School, Scottsdale Unified School District  
**Michelle Peacock**, Saguaro High School, Scottsdale Unified School District

Arizona Music Educators Association Teachers of The Year

**Eric Zimmerman** Band, Orchestra & Guitar Teacher, Moon Valley High School  
**Jennifer Randle** Orchestra Specialist, Mesa Public Schools  
**Anneka Kotterman** Music Teacher, Whipple Ranch Elementary  
**John Snyder** Secondary Choral Festival Coordinator, Mesa Public Schools

Arizona Dance Educators Association Katherine Lindholm Lane Dance Educator of the Year

**Tiffany White**, Mesquite High School, Gilbert Public Schools

Arizona Thespians Teachers of the Year

**Corey Quinn**, Central Region, Mountain Pointe High School  
**Laura Colletti**, North Region, Centennial High School  
**Jessica Armistead**, South Region, Cienega High School

Flagstaff Arts Council 2019 Viola Award Winner for Excellence in Arts Education

**Kathy Marron**, Thomas Elementary School, Flagstaff Unified School District



# 2018-2019 ARTS POLICY UPDATE: HIGH SCHOOL ARTS PROFICIENCY SEAL

SUPERINTENDENT  
KATHY HOFFMAN'S  
STATEMENT ON THE  
ESTABLISHMENT OF A  
STATE SEAL OF THE  
ARTS

"Arts programs are an essential part of a well-rounded education system, not just electives that are nice for students to have. Research has proven that a balanced, comprehensive and sequential program of study in the arts allows Arizona's students to learn and practice 21st-century skills and behaviors that improve critical thinking, collaboration, communication and creative problem solving. I commend the Legislature for passing SB1111, which recognizes the superb work accomplished by students across Arizona."

In May 2018, members from the Round Table Advisory Committee on Arts Education (RTAC) identified a need to support, encourage, and reward high school student participation in the arts. A committee was formed to research and create a foundational template for the adoption of a statewide Arts Education Proficiency Seal, which could be attached to qualifying graduating high school seniors' diplomas. In January 2019 Senator Paul Boyer introduced legislation (**SB1111**) **to develop a high school diploma seal for high school students to pursue an arts pathway**. On February 11<sup>th</sup> the legislation passed unanimously out of the Arizona Senate. The bill passed out of the Arizona House of Representatives by a vote of 51 Ayes to 6 Nays on May 7<sup>th</sup> and **Governor Doug Ducey signed the bill into law on May 14, 2019**. The Department of Arts Education worked with arts education stakeholders to develop the requirements for the arts proficiency seal and will award this honor to next year's class of graduating seniors who meet minimum requirements.



## Bill SB111 State Seal of Arts Proficiency

1 Be it enacted by the Legislature of the State of Arizona:  
2 Section 1. Title 15, chapter 2, article 3, Arizona Revised  
3 Statutes, is amended by adding section 15-261, to read:  
4 15-261. State seal of arts proficiency program; requirements;  
5 diploma; program termination  
6 A. THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL ESTABLISH A STATE  
7 SEAL OF ARTS PROFICIENCY PROGRAM TO RECOGNIZE STUDENTS WHO GRADUATE FROM A  
8 SCHOOL OPERATED BY A SCHOOL DISTRICT OR A CHARTER SCHOOL LOCATED IN THIS  
9 STATE AND WHO HAVE ATTAINED A HIGH LEVEL OF PROFICIENCY IN THE ARTS.  
10 B. THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL:  
11 1. CREATE A STATE SEAL OF ARTS PROFICIENCY, WHICH SHALL BE AFFIXED  
12 TO THE DIPLOMA AND NOTED ON THE TRANSCRIPT OF A STUDENT TO RECOGNIZE THAT  
13 THE STUDENT HAS MET THE REQUIREMENTS PRESCRIBED IN THIS SECTION.  
14 2. DELIVER THE STATE SEAL OF ARTS PROFICIENCY TO EACH PUBLIC SCHOOL  
15 DISTRICT OR CHARTER SCHOOL THAT PARTICIPATES IN THE PROGRAM.  
16 C. ANY SCHOOL DISTRICT OR CHARTER SCHOOL MAY VOLUNTARILY  
17 PARTICIPATE IN THE STATE SEAL OF ARTS PROFICIENCY PROGRAM BY NOTIFYING THE  
18 SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE SCHOOL DISTRICT'S OR CHARTER  
19 SCHOOL'S INTENT TO PARTICIPATE IN THE PROGRAM.  
20 D. EACH SCHOOL DISTRICT GOVERNING BOARD OR CHARTER SCHOOL GOVERNING  
21 BODY THAT PARTICIPATES IN THE STATE SEAL OF ARTS PROFICIENCY PROGRAM  
22 SHALL:  
23 1. IDENTIFY THE STUDENTS WHO HAVE MET THE REQUIREMENTS TO BE  
24 AWARDED THE STATE SEAL OF ARTS PROFICIENCY.  
25 2. AFFIX THE STATE SEAL OF ARTS PROFICIENCY TO THE DIPLOMA AND NOTE  
26 THE RECEIPT OF THE STATE SEAL OF ARTS PROFICIENCY ON THE TRANSCRIPT OF  
27 EACH STUDENT WHO MEETS THOSE REQUIREMENTS.  
28 E. THE STATE BOARD OF EDUCATION, IN COLLABORATION WITH THE  
29 DEPARTMENT OF EDUCATION AND EXPERTS IN ARTS EDUCATION, SHALL ADOPT MINIMUM  
30 REQUIREMENTS FOR THE PROGRAM ESTABLISHED PURSUANT TO THIS SECTION AND MAY  
31 ADOPT RULES AS NECESSARY TO CARRY OUT THE PURPOSES OF THIS SECTION.  
32 F. A SCHOOL DISTRICT OR CHARTER SCHOOL THAT PARTICIPATES IN THE  
33 STATE SEAL OF ARTS PROFICIENCY PROGRAM ESTABLISHED PURSUANT TO THIS  
34 SECTION SHALL AWARD A STUDENT, ON GRADUATION FROM HIGH SCHOOL, A HIGH  
35 SCHOOL DIPLOMA WITH A STATE SEAL OF ARTS PROFICIENCY IF THE STUDENT  
36 DEMONSTRATES PROFICIENCY IN ARTS BY MEETING THE REQUIREMENTS ADOPTED  
37 PURSUANT TO THIS SECTION.  
38 G. THE PROGRAM ESTABLISHED PURSUANT TO THIS SECTION ENDS ON JULY 1,  
39 2029 PURSUANT TO SECTION 41-3102.

# ARTS COURSE UPDATES

## Media Arts Debuts in the State Course Catalogue

The Office of Arts Education makes yearly updates to arts education courses included in the State Course Catalogue. This year marks the first year that media arts courses are included in the state course catalogue. The media arts courses included this year include:

Course Code	Course Title	Description
250	Media Arts-Comprehensive	Media Arts—Comprehensive courses introduce students to the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles from various mediums and forms, such as moving image, sound, interactive, spatial and/or interactive design. Topics may include aesthetic meaning, appreciation and analysis; composing, capturing, processing and programming of media arts products, experiences and communications; transmission, distribution and marketing; and contextual, cultural, and historical aspects and considerations.
255	Moving Image	Moving Image courses explore the creative and conceptual aspects of designing and producing moving images for cinematic, film/video, animation, and multimedia presentations, such as documentaries, music videos, and performance media. Topics may include aesthetic meaning, appreciation and analysis of moving imagery; all processes of development including pre-production planning and organization, production and post-production methods, tools, and processes; moving image presentation; transmission, distribution, and marketing; and contextual, cultural, and historical aspects and considerations.
259	Media for Performance	Media for Performance courses explore the creative and conceptual aspects of designing and producing media for performing, informational, and entertainment arts presentations and experiences including dance, music, theatre, opera, performance art, political, and sports and entertainment events. Topics may include aesthetic meaning, appreciation and analysis of live performance and integrated media; processes of development; and contextual, cultural, and historical aspects and considerations.
260	Multimedia Design	Multimedia Design courses explore the creative and conceptual aspects of designing and producing media arts experiences, products, and services that combine imagery, text, sound, motion, interactivity and/or virtual media into a unified presentation. Topics may include aesthetic meaning, appreciation and analysis; composition, development, processing and programming of combined physical, interactive, and virtual experiences and environments; presentation, transmission, distribution, and marketing; and contextual, cultural, and historical aspects and considerations.
262	Media Arts Theory	Media Arts Theory courses instruct students on the conceptual, social, and philosophical aspects of the variety, purposes, and nature of media arts. Topics may include aesthetic meaning; appreciation and analysis of the range of media art experiences, styles, genres, and forms; limited experience in its production tools, methods, and processes; and the role of media technologies in society.
263	Media Literacy	Media Literacy courses provide a history of the media, including advertising and persuasive techniques, and study propaganda. Students learn how contemporary and historical images are used to make art, sell products, motivate populations, and alter opinions. Topics may include debates surrounding television, the internet, and other sources for media, and exploring alternatives to the mainstream media.
297	Media Arts - Independent Study	Media Arts—Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form or topic. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.
298	Media Arts-Workplace Experience	Media Arts—Workplace Experience courses provide students with work experience in a field related to media arts. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.
299	Media Arts-Other	Other Media Arts courses.

# ARTS ASSESSMENT RESOURCES

## Student Learning Objectives SLO Process

The Student Learning Objective (SLO) Process is an Arizona state model designed to measure student achievement and growth for Arizona Arts & Physical Education Educators using valid and reliable performance assessments. The Arizona Framework for Measuring Educator Effectiveness recommends the SLO process be used as one measure for “Academic Progress Data”. Links describing the SLO process and to discipline specific assessments can be found on the Arts Education website under resources. If you would like technical assistance implementing SLO Process assessments in your school or district, please contact [artsed@azed.gov](mailto:artsed@azed.gov).

<http://www.azed.gov/artseducation/resources/>

## Model Cornerstone Assessments

The National Core Arts Standards have developed a series of discipline specific assessments aligned to the national arts standards. LEAs may use these Model Cornerstone Assessments to assist them in measuring student achievement in the arts classroom.

<b>Dance</b>	<a href="https://www.nationalartsstandards.org/mca/dance">https://www.nationalartsstandards.org/mca/dance</a>
<b>Media Arts</b>	<a href="https://www.nationalartsstandards.org/mca/media-arts">https://www.nationalartsstandards.org/mca/media-arts</a>
<b>Music</b>	<a href="https://www.nationalartsstandards.org/content/music-mcas">https://www.nationalartsstandards.org/content/music-mcas</a>
<b>Theatre</b>	<a href="https://www.nationalartsstandards.org/mca/theatre">https://www.nationalartsstandards.org/mca/theatre</a>
<b>Visual Arts</b>	<a href="https://www.nationalartsstandards.org/mca/visual-arts">https://www.nationalartsstandards.org/mca/visual-arts</a>

Arizona has been selected as one of three grant-funded states to develop additional Model Cornerstone Assessments.

## Additional State Resources

Other states provide useful resources to consult when a school, district, or charter is determining how to measure learning in the arts classroom. Washington State has a comprehensive menu of assessments for arts units across grades K-12.

### Washington State Performance Assessments for the Arts

<http://www.k12.wa.us/Arts/PerformanceAssessments/default.aspx>



# PROFESSIONAL DEVELOPMENT



The Office of Arts Education is available for tailored professional development for our schools and community arts organizations. In the 2018-2019 School Year the Office of Arts Education has provided training at the following locations & events:

## School Districts & Charter Schools:

- Agua Fria Unified
- Alhambra Elementary
- Imagine Schools
- Dysart Unified
- Legacy Traditional Schools
- Paradise Valley Unified
- Queen Creek Unified

## Organizations:

- Harmony Project
- Phoenix Art Museum
- Scottsdale Arts
- West Valley Arts Council

## Conferences:

- Arizona Arts Education Association Retreat
- Arizona Dance Education Retreat
- Arizona Music Educators Association Conference
- Arts Congress
- Arts Education Summer Institute
- Arts Education Partnership Conference
- Leading Change Conference
- National Dance Education Organization
- National ESEA Conference
- Pink Tutu Flu
- Qualified Evaluator Academy
- SEADAE Conference
- Spring Coordinator's Conference
- Title IV-A Symposium

Topics can be tailored to fit the needs of your school or organization. Some of the topics presented this year included:

- Arizona Arts Education Standards
- Arts Education Advocacy: A Question of Literacy
- Arts Education in Arizona: Mapping Access, Charting Opportunity
- Arts Education for the Whole Child
- Arts Education and Navigating the Federal Funding Landscape
- Arts Integration/STEAM Education: An Interdisciplinary Approach to Learning
- Authentic Performance-based Assessments: SLO Process
- A Foundation for Authentic Observation for Arts Educators
- Opportunities for Arts Education Under ESSA
- The Power of Show: The Economics of Creativity
- Title IV-A & the Arts
- VOICE: Expressive Arts & Education

# COMMITTEE SERVICE

## Professional Arts Organizations

The Office of Arts Education serves as a liaison to the state's professional arts organizations attending board meetings, events, and conferences. Professional arts organizations in the state of Arizona include: [Arizona Art Education Association](#), [Arizona Dance Education Organization](#), [Arizona Music Educators Association](#), and [Arizona Thespians](#).

## Arizona Arts Education Advocacy Initiative

This year the Office of Arts Education served on the Arts Education Advocacy Initiative. Beginning in July 2018, [Arizona Citizens for the Arts](#) (AzCA), with the support of the [David and Lura Lovell Foundation](#) and the assistance of [ckSYNERGY](#), convened a Steering Committee comprised of leaders from across the state to build an initiative that drives systemic change to ensure Arts Education access and equity for every student in Arizona. Read the [report](#) from the initial work of this initiative: <http://tiny.cc/ArtsEdAdvocacyInitiative>

## Fine Arts Curriculum Consortium

The Office of Arts Education attends Fine Arts Curriculum Consortium meetings. The Fine Arts Curriculum Consortium is a group of arts leadership that meet quarterly during the school year to discuss issues that impact arts education at their schools, districts and charters.

## Round Table Action Committee

The Round Table Action Committee acts as an advisory committee to the Office of Arts Education to enhance high-quality arts education throughout the state. The committee also provides advice on initiatives, policies, and governance related to arts education.



## Arizona Department of Education Committees

The Office of Arts Education also serves on the following internal committees within the Arizona Department of Education: Culturally Inclusive Practices Committee, Jefferson Lobby Revitalization Committee, Rural Schools Network, and Social Wellness Committee. The Office of Arts Education looks forward to contributing in these committees and centering the arts as a solution for culturally responsive teaching and learning, beautifying our workspace while highlighting student talent, closing achievement and access gaps in rural schools, and creating healthy and positive climates in our school environments.

# SCHOOL ARTS FUNDING

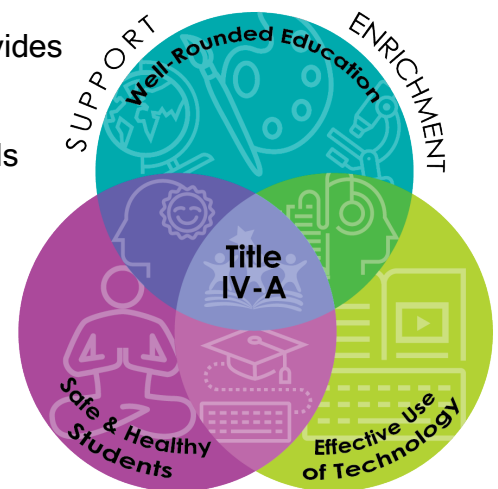
## Title IV-A Allocations

The Office of Arts Education assists in the review of the Title IV-A allocations awarded to school districts with a Title I program in previous school year. Title IV-A grants are meant to support districts in their implementation of programming in three areas: Well-Rounded Education, Safe & Healthy Students, and Effective Use of Technology. If you would like technical assistance or guidance about Title IV-A grant allocations, you can contact the Title IV-A inbox: [TitleIV-A@azed.gov](mailto:TitleIV-A@azed.gov). If you would like to view preliminary school district Title IV-A allocations for FY20 you may use the following link: <http://tiny.cc/AZTitleIV-A>

## Title IV-A Website

The Arizona Department of Education Title IV-A website provides many resources about Title IV-A grants. There are Micro-Trainings for school districts who wish to leverage these funds as well as guidance and resources on the types of activities that can be funded with these allocations. Additionally, there are resources to ensure your district's application meets the federal requirements of the grant.

<https://www.azed.gov/titleiv-a/>



## Arts Education & Federal ESSA Funding

There are many ways to utilize federal funding streams to support quality arts education at your district or school. If you would like assistance utilizing Every Student Succeeds Act (ESSA) funding to support arts education, please contact the Office of Arts Education [artsed@azed.gov](mailto:artsed@azed.gov). The Arts Education Partnership also provides a comprehensive guide on ESSA and the Arts “[ESSA Mapping Opportunities for the Arts.](#)” Additionally the [Arizona Title I Arts Website](#) outlines how districts and schools can utilize Title I funds to support Arts Education.

Arts Education Partnership ESSA and the Arts Website <https://www.aep-arts.org/essa/>

Arizona Title I Arts Website <https://www.arizonatitle1arts.org/>



A R I Z O N A   D E P A R T M E N T   O F   E D U C A T I O N