

ARTS EDUCATION PROGRAM MODELS



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This resource provides program, school, and district leaders:

- An overview of the arts learning opportunities which comprise a comprehensive arts education program
- Examples of the student experience through these arts opportunities
- An overview of arts education program models that provide standards-aligned arts instruction

Offering comprehensive arts programming in schools creates fertile conditions for student engagement, belonging, and achievement. Understanding various arts education program models and different arts learning opportunities allows program, school, and district leaders to make key programmatic decisions. Different models will provide students access to equitable arts learning experiences aligned with their school and community needs.



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Comprehensive Arts Programs

Offering a comprehensive arts program ensures student opportunity to engage in the full range of arts learning experiences. Comprehensive arts programs offer students the opportunity to participate in standards-aligned arts education, arts integration with other core content subject areas, and arts exposure activities featuring the work of contemporary artists and live performances to promote arts learning.

Components of a comprehensive arts education program could include:

- Offering regular dedicated in-school instructional time for the arts, during daily or weekly opportunities
- Employing highly skilled arts educators to ensure the delivery of appropriately developed and sequenced arts lessons
- Partnering with arts organizations to provide additional arts learning opportunities in arts areas, live performances, and arts media that is not currently available to students
- Providing training to educators around arts integration and/or STEAM pedagogical practices
- Providing students with pathways to access arts learning experiences in all five arts areas across their K-12 education

This table describes the categories of arts learning opportunities typically offered within a comprehensive arts education program.

ARTS LEARNING OPPORTUNITIES IN COMPREHENSIVE ARTS PROGRAMS			
<p>Arts Learning or “Arts As Curriculum”:</p> <p>During arts learning or “arts as curriculum”, students engage in arts learning through standards-aligned curriculum, focused on developing sequential skills and proficiencies within the arts area taught.</p>	<p>Arts Integration:</p> <p>In arts integration, arts are the approach to teaching and learning. Students meet standards-aligned learning objectives in both an art discipline and another subject area, to deepen their understanding in both areas.</p>	<p>STEAM:</p> <p>In STEAM opportunities, the natural interconnectedness between science, technology, engineering, arts, and mathematics are made explicit. The common element of problem-solving is emphasized across all STEAM disciplines allowing students to discover, explore, and apply critical thinking skills as they learn.</p>	<p>Arts Exposure:</p> <p>Arts experiences offer students the opportunities to experience the arts as performed and presented by professional artists - in a gallery, installation, or a live performance at their school or in the community.</p>

ARTS LEARNING OR “ARTS AS CURRICULUM”

There are many ways to ensure students have access to arts learning that is aligned with the Oregon Arts Standards at every grade level. Often, a standards-aligned arts program utilizes an “arts as curriculum” model. These programs employ highly-skilled arts educators and regularly dedicate instructional time to the arts, ideally in a weekly or daily schedule. Programs such as this ensure that students have the opportunity to develop their skills sequentially in a particular arts area in a thoughtful, developmentally appropriate sequence that promotes mastery of artistic skills.



ARTS INTEGRATION AND STEAM

Comprehensive arts programs are strengthened with arts integration and/or STEAM opportunities. Arts integration and STEAM are powerful ways to integrate the arts throughout a school, and learning these pedagogical approaches builds coherence across a school’s classroom practices.

To provide learning aligned to the Oregon Arts Standards at various grade levels, it is important to fully realize the arts integration and STEAM models by implementing and assessing student work towards content standards in the arts as well as other subject areas.

ARTS ENHANCEMENT

Student work that is primarily focused on learning about other content area standards, and utilizes the arts for activities such as the decoration of work, or the utilization of music as a mnemonic device, is called “arts enhancement”. “Arts enhancement,” which is a beneficial learning strategy, differs from arts learning, as students are not articulating work or progress toward meeting arts standards, but are rather using an art form as a means to another end.

ARTS EXPOSURE

Artist residencies, artist visits, and attending artistic performances, defined here as “arts exposure”, are valuable aspects of an arts program, and may provide students exposure to arts domains that are not offered regularly within the school schedule. Working with partner teaching artists and arts organizations can be one path toward providing more arts exposure opportunities for students, in tandem with regular opportunities for arts learning.



Examples of Arts Learning Opportunities

This table provides examples of what some student experiences may look like during different arts education activities. Comprehensive arts programs provide students with access to standards-aligned arts learning or “arts as curriculum”, arts integration or STEAM, and arts experience opportunities consistently throughout their K-12 learning experience.

Arts Opportunities	Example Lesson Content	Oregon State Board Adopted Content Standards Addressed
Arts as Curriculum or Arts Learning	<ul style="list-style-type: none"> ▪ High school students research a dance professional, and analyze the movement style and language of that dancer or choreographer. ▪ Students team up with a group of dancers, discuss their research, and create some choreographic structures based on their research. ▪ Students choreograph a collaborative dance performance incorporating the styles of the professionals they have researched. ▪ Students participate in peer critique, offering constructive criticism to improve their performances. ▪ Students perform their choreographed dances for an audience in the school auditorium or at a local venue. 	<p>DANCE</p> <p>HS Proficient DA.1.CR1.HS1 HS Proficient DA.2.CR2.HS1 HS Proficient DA.3.CR3.HS1 HS Proficient DA.4.CR4.HS1 HS Proficient DA.5.PR1.HS1 HS Proficient DA.9.RE3.HS1 HS Proficient DA.10.CO1.HS1</p>
Arts Integration	<ul style="list-style-type: none"> ▪ Second-grade students search for pollinators in their neighborhood with their classroom teacher and a visiting teaching artist who specializes in sculpture. They choose a pollinator insect to learn about and study the insect’s food sources and environment, as well as create an initial sketch that uses the elements of value, color, and texture to accurately describe its body parts. ▪ Students discuss and compare the relationships between their various insects. Students learn about insects’ role in pollinating plants. ▪ The teaching artist demonstrates sculpting techniques for students, and students then sculpt 3D models of their insects based on their drawing, learning about the elements of texture and form. They sculpt and design a small environment in which to place their insect, that illustrates how their insect pollinates plants. ▪ Students share their work in a gallery walk, with a description of their insect and reasoning behind their form and texture choices to describe the pollinator and its environment. 	<p>VISUAL ARTS</p> <p>VA.1.CR1.2 VA.2.CR2.2 VA.3.CR3.2 VA.7.RE1.2 VA.9.RE3.2</p> <p>SCIENCE</p> <p>2.LS2.2 2.LS4.1</p>

Arts Opportunities	Example Lesson Content	Oregon State Board Adopted Content Standards Addressed
STEAM	<ul style="list-style-type: none"> ▪ Eighth-grade students study the physics of musical instruments by analyzing and interpreting the work of various musicians that have created and utilized different instruments across various cultures, highlighting the contrasting sounds of different instrumental mixes and scales. ▪ They experiment in class with mathematical concepts by working with various instruments and studying how they make sound, learning to graph sound waves as linear equations and compare these for different instruments. ▪ Students analyze the physical properties that lead to the difference in sound between various instruments. ▪ Students engage in design thinking, and determine how these concepts that could be utilized to create a new instrument. ▪ Students develop a pitch for their instrument using animation or graphic design software, illustrating the basic physics concepts that underpin their instrument design. ▪ Students build a prototype of their instrument and test the instrument ▪ Students receive feedback and revise the instrument to improve the developed sound. ▪ Students present their instruments to an audience of younger students, and teach them what they have learned. 	<p>MEDIA ARTS MA.1.CR1.8 MA.5.PR2.8</p> <p>MUSIC MU.5.RE1.8 MU.8.RE2.8 MU.10.CO1.8</p> <p>MATH 8.AEE.B.5 8.AEE.B.6 8.AEE.C.8</p> <p>SCIENCE MS.ETS1.1 MS.ETS1.2 MS.ETS1.3 MS.ETS1.4</p> <p>ETHNIC STUDIES INTEGRATED SOCIAL SCIENCES 8.27 8.36</p>

Arts Opportunities	Example Lesson Content	Oregon State Board Adopted Content Standards Addressed
Arts Exposure	<ul style="list-style-type: none"> ▪ Fifth grade students have an opportunity to view a live performance at a local theatre. ▪ Students are able to meet with the actors after the performance for a Q&A, and learn more about their practice. ▪ Upon their return to school, students write up an opinion piece to review the performance, detailing the characters in the work, what their motivations and their emotions communicated, and what impact it had on them as an audience member. 	<p>THEATRE TH.7.RE1.5 TH.8.RE2.5</p> <p>LANGUAGE ARTS 5.W.1 5.W.4 5.W.8</p>



Arts Education Program Models

Examples of how schools or districts may choose to approach standards-aligned arts learning access at different grade levels are highlighted in the table below. This list is not exhaustive, and each school and district may find unique ways to blend these approaches or create their own, to meet the needs of their community and students.

For more information around the academic standards and requirements for arts programs in Oregon, see [Academic Standards and Requirements for the Arts in Oregon](#).

► Read [Academic Standards and Requirements for the Arts in Oregon](#)



Different Models of Providing Standards-aligned Arts Learning				
Common elements: Standards-aligned, available during the school day to all students, taught by qualified educators				
Arts Program Models	Schedule	Staffing	Integrated or Standalone	Arts Learning Opportunities Typically Offered
Standalone Arts Course Model	Offered in a regular daily or weekly schedule throughout the trimester, semester, or school year	Licensed specialist in a specific arts discipline plans and leads instruction	Separate, standalone class within the school schedule	Arts as curriculum, Arts Integration, Arts Exposure
Teaching Artist Collaboration Model	Offered in a regular daily or weekly schedule throughout the quarter, trimester, semester, or school year	Teaching artist plans and leads instruction with the supervision and possibly, collaboration of the licensed educator and teacher of record	Integrated into existing courses that may or may not be exclusively art focused; most often applied in self contained multi-subject classrooms at the elementary level	Arts as curriculum, Arts Integration, STEAM
Arts Integration Model	Varies widely between programs	Licensed educator with arts integration training plans and leads instruction	Integrated into existing courses that may or may not be exclusively art focused	Arts Integration, STEAM
Artist - in - Residence Model	Varies widely between programs; typically provides a shorter duration of arts learning experiences at a high frequency; e.g. once a day for a week, two weeks, or a month	Teaching artist plans and leads instruction with the supervision and possibly, collaboration of the licensed educator and teacher of record	Integrated into existing courses that may or may not be exclusively art focused	Arts as curriculum, Arts Integration, STEAM, Arts Exposure
Career and Technical Education (CTE) Model	Offered in a regular daily or weekly schedule throughout the trimester, semester, or school year	Licensed educator with a Visual, Performing and Media Arts CTE endorsement plans and leads instruction	Separate, standalone class within the school schedule	Arts as curriculum, Arts Integration, STEAM



SPOTLIGHT ON AN OREGON-BASED INITIATIVE CONNECTING ARTS PROGRAM MODELS

Teaming with arts organizations is one pathway to including experienced, innovative teaching artists to help initiate a program and provide learning to staff about the benefits of various arts learning approaches. The Studio to School Initiative, sponsored by the Oregon Community Foundation, helped several schools across the state initiate and build arts programs through partnerships with teaching artists and arts organizations, leading to further long-term development of standards-aligned arts programs at some sites (Oregon Community Foundation, 2019). These programs utilized various models, combining arts learning, arts integration and arts exposure practices, with support from teaching artists and arts organizations, to build programs specific to the schools and students they served.

The [Studio to School Initiative Programs](#) site provides details about these school-based projects from the [Oregon Community Foundation](#).



Photo credit: Kamala Dolphin-Kinsley

Studio to School project teams work on a collaborative sculpture at a learning community rendezvous, burning words and symbols onto driftwood.

Connecting Arts Program Models and Career and Technical Education (CTE) Program Models

Career and Technical Education programs and Dual Credit programs can partner with post-secondary schools to provide work-based learning and career-connected opportunities for students in the arts. Arts courses offered through Oregon CTE programs utilize [Arts, A/V Technology and Communications Pathway Skill Sets](#). For more information about supporting and starting programs in the Arts, A/V Technology and Communications Pathway, contact [Jeff Rhoades](#), Arts, Information and Communication Technology Education Specialist.



SPOTLIGHT ON AN OREGON SCHOOL CONNECTING ARTS AND CTE PROGRAMS

The Academy of Arts and Academics in Springfield, OR, provides an innovative model of integrated CTE and arts programs for students. Their Course Catalog and Guide highlights the structure of CTE-integrated programs, student pathways to graduation, and sample student schedules by grade level. Options for A3 Majors include Liberal Arts, Visual and Media Arts, STEM, and Performing Arts - all aligned with CTE pathways of study.

For additional examples of how schools have connected CTE and Arts courses, the [Career and Technical Education Reports](#) can be used to look up programs across the state. This resource describes the courses offered in different schools' programs and also highlights programs which are offering dual credit and industry-recognized credentials through their CTE courses.

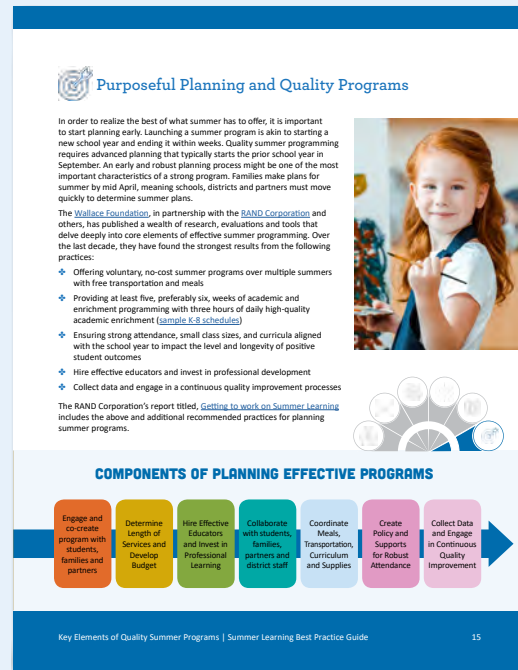
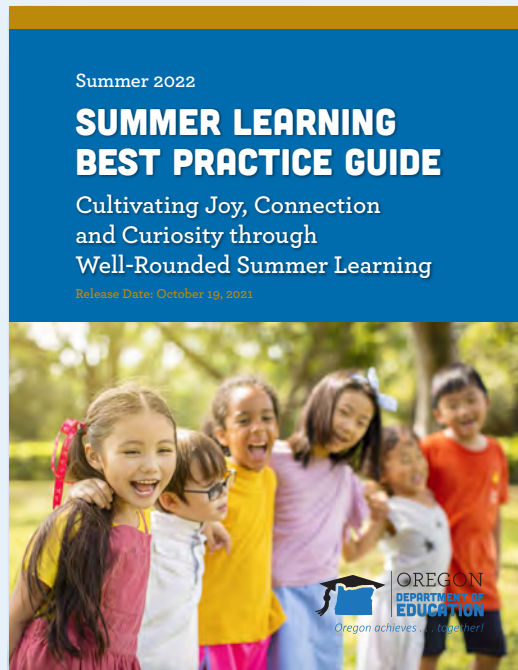
The Academy of Arts and Academics (A3) "Majors", aligned with CTE pathways

Offering Year-Round Arts Programs

Consider maintaining student connections to arts programs throughout the summer and outside of regular school hours. By connecting and planning with summer and out-of-school arts programs that take place during the school year, students can find more continuity in their experiences and build stronger connections through their arts learning.

For guidance around implementing high-quality summer programs including arts programs, reference the [Summer Learning Grants & Funding Resources](#) developed by the Oregon Department of Education.

▶ [Access the Summer Learning Grants & Funding Resources Webpage](#)



The Summer Learning Best Practice Guide, released in 2022, establishes components of planning effective out-of-school programs, including those focused on the arts.

This work is funded by the Expanding Access to Well-Rounded Courses Grant, a 5-year, 9.8 million dollar Federal grant that ODE received from the US Department of Education in 2020. The Arts Access Toolkit is a portion of the work of the [Well-Rounded Access Program](#), along with supporting access projects for courses in the arts and STEAM across the state. Over time, the Well-Rounded Access Program team hopes to continue to develop and refine this resource with the collaboration of administrators and educators statewide. If districts or schools have additional resources, examples, or success stories to contribute, please contact the Well-Rounded Access Program team at ODE.WRCoursesGrant@ode.state.or.us.

