

Principal Planning Guidance - Arts Education (High School)

Planning Expectations Synopsis

Two (2) Fine Arts Credits are required for graduation in ANY arts discipline (eff. September 2016):

- Credits can be awarded in Visual Arts, Music, Dance, and/or Theatre.
- It is *recommended* that a school provide three (3) artistic disciplines, each with multiple levels of depth (as per the [Creative Schools Certification](#))
- Courses must be taught by Illinois licensed/endorsed arts instructors on faculty at the high school.
- Students should receive at least 45 minutes of arts instruction per day.
- Juniors and seniors may opt to take dual-credit arts courses through the [Advanced Arts Program](#) (see below).

Beginning in SY18-19, the district adopted the updated [Illinois Arts Learning Standards](#). These new learning standards encompass Visual Arts, Music, Theatre, Dance, and Media Arts. CPS arts curriculum must be aligned to these learning standards. In SY20-21, the Department of Arts Education identified [Prioritized Arts Learning Standards](#) in Visual Arts, Music, Dance, and Theatre to guide and focus arts curriculum development.

The Department of Arts Education has also created a [Standards Toolkit](#) to support educator understanding and implementation of the Illinois Arts Learning Standards. These tools are accompanied by [yearly standards-focused professional learning sessions](#). Principals are strongly encouraged to allow arts teachers to attend these sessions.

Overview/Rationale

The arts are a core subject area and align with the Common Core State Standards and Multi-Tiered Systems of Supports (MTSS). Schools must have Tier II and Tier III academic supports in place for students in the arts, as well as a structured process for referral and monitoring of these supports. Academic interventions will be most effective when high-quality, arts-integrated, and Common-Core-aligned best practices are in place at Tier I.

A vital element of a 21st century education, arts instruction is critical to engaging students in innovation, communication, creativity, and critical thinking. Research shows that exposure to—and education in—the arts significantly decreases dropout rates, improves college entrance, increases civic engagement, and promotes financial success throughout a person’s lifetime.

Governing Policy/ Regulatory Implications

- **The November 2012 CPS Arts Education Plan Board Resolution ([12-1114-RS1](#))** recognizes the arts as core curriculum, dedicates a minimum of 120 minutes of weekly arts instruction for K-8, and expands the Fine Arts HS Graduation Requirements to include Dance and Theatre as well as Visual Arts and Music. The Board Resolution values the critical role of licensed arts instructors and states that every student deserves to receive a comprehensive and sequential study of every art form, including visual art, music, dance, and theatre from pre-K through 12th grade. [Read the CPS Arts Education Plan Goals and Recommendations](#).
- **State of Illinois policy** requires school districts “to ensure that each school makes available to all students instruction in the six fundamental learning areas, which include the fine arts.” ([Illinois Administrative Code Title 23, § 1.10](#))
- As identified in the **U.S. Every Student Succeeds Act** (ESSA, 2015) the arts are part of a core curriculum that provides a well-rounded education to all students.

Staffing Considerations

Personnel: Schools are responsible for providing instruction in the arts by Illinois licensed/endorsed instructors on staff that are responsible for providing the minimum to **meet the two (2) Fine Arts Graduation Requirements for high school**. Licensed staff provide long term, consistent, sequential arts instruction that contributes to overall student success.

Program Considerations

- **Dedicated space:** Schedule arts instruction in a dedicated classroom space, ideally modified for the specific artistic discipline being taught there (e.g. dance instruction in a dance studio). Occasionally, arts teachers may request different instruction spaces for their needs (auditorium, stage, multi-purpose room), and should be placed there only when requested.

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- **Programming:** Programmers and counselors should place students into appropriate and specific courses that build on their elementary arts education (e.g., students with experience in Theatre could be placed into intermediate level Theatre courses through auditions or interviews).
- **Scope and Sequence:** Courses in the arts should be offered sequentially, building upon students' knowledge and ability levels in performance-based courses that progress from beginning to intermediate to advanced levels.
- **CPS Advanced Arts Program:** Students with limited access to arts courses and/or with demonstrated interest and ability in the arts can enroll in AP, honors, and dual-credit arts courses in the [Advanced Arts Program](#). AP scores from this program count toward a student's home high school's School Quality Rating Profile (SQRP).
- **Accessibility to All Learners:** Principals should ensure that all learners' arts education is within reach and accessible, and consistent with students' learning considerations (e.g., IEPs or ELL programs). Accommodations and staff supports provided to those students in other courses should be provided in their arts courses as well.
- **Class size:** Optimal class sizes should be *less than or equal to* district guidelines. Be mindful of "push-in" services or students added to the roster of arts classes.
- **Time between classes:** Provide 2-5 minutes of passing time to/from arts classes. Travelling can impact transition times in arts courses. Classes scheduled back-to-back create challenges for both students and teachers in terms of art-making, clean up, and storage of artwork, especially when arts teachers are serving multiple levels.
- **Production/Rehearsal/Exhibition time:** Allow arts educators additional preparation time during or outside of school hours for planning, preparation, and implementation of performances and exhibitions of student work.

Budgeting Considerations

Budget and Materials: In accordance with the CPS Arts Education Plan, the Department of Arts Education recommends a minimum budget of **\$10.00/per student for each art form offered**.

- Example: A high school visual arts teacher with 5 sections and 30 students per section should receive at least \$10.00/per student (\$1,500 total for the year for that program)
- *Note: Plan ahead for the cost of large equipment purchases on a non-annual basis (e.g., kilns, sound systems, sprung floors)*

FREE additional funding for the arts at your school:

- **Arts Essentials:** Principals should designate an arts teacher as the [Arts Liaison](#) to complete the annual Creative Schools Survey. Survey completion ensures that the school receives [Arts Essentials Funding](#), a yearly per-school award of \$1,000 from the district for the purchase of arts supplies and materials. Principals should nominate or renominate their Arts Liaison each school year using this [Nomination Form](#).
- **Creative Schools Fund Grants:** Once an Arts Liaison completes the Creative Schools Survey and a school receives its Creative Schools Certification, that school may be eligible to apply for a [Creative Schools Fund \(CSF\) Grant](#) awarded by [Ingenuity](#) and the Department of Arts Education. Grants up to \$10,000 can be spent on the development of arts programs across a range of disciplines.

Additional Resources/Opportunities

- **CPS District-wide Arts Programs:** The Department of Arts Education offers a number of district-wide arts programs that are free to any CPS student:
 - Students in grades 3–12 may participate in [All-City Performing Arts](#) (Music, Theatre, and Dance).
 - Students in grades PreK–12 may participate in the [All-City Visual Arts](#) program (visual/media arts).
- **Professional Learning:** A range of professional learning sessions are available for administrators and teachers on best practices in arts instruction, curriculum development, and assessment throughout every school year.
- **External partners:** Arts partnerships may supplement existing arts education during in- and out-of-school time through artist residencies, assemblies, or field trips. *Note: Partnerships should not replace arts instruction provided by licensed/endorsed teachers.* For a searchable list of arts partners, see chicago.artlookmap.com.

Contact Information

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