

Fine and Performing Arts Schools Standards for Success Addenda

Space Addenda:

Below are recommendations for high quality arts classrooms and performance spaces.

In accordance with the **Fine and Performing Arts Standards for Success**, Standard benchmark FPA.3.4, arts teachers should minimally have designated, purpose-built art classrooms appropriate for their discipline(s). Please see below for recommendations for each discipline and space.

Please note: *The following are recommendations for each individual arts classroom and/or performance space, and actual realization of a space is contingent on budget, time, and decision-making on a school-by-school basis. All recommendations are for Elementary, with added notes for High School.*

Performance Space:

Recommended

- Auditorium, or other large performance space
- **For HS** - Dedicated auditorium that is not a multipurpose space
- Double doors and a ramp or flat pathway for large instruments and set pieces to move in and out
- Lighting system, preferably LED, and storage for lights - including spotlights
- Enough space backstage for students to gather during performances
- Sound board and system, with both wired and wireless mics

Additional Considerations

- Fly System
- A tech "booth" for programming
- Wireless head-sets
- Locking storage for costumes and sets
- Choral Shell (if music)
- Choral Risers

Visual Arts Classroom:

Recommended

- Dedicated classroom space
- Art tables (space that accommodates large art tables)
- A slop/utility sink
- Proper fumigation for painting
- Storage for canvases (both wet and dry) and clay pieces
- Projector and teaching wall

Additional Considerations

- Ductwork and power supply for a kiln
- **For HS:** Storage for chemicals for photo processes
- **For HS:** Photography Dark Room
- **For HS:** Power supply for throwing wheels

Dance Classroom:

Recommended

- Dedicated classroom space
- Mirrors (portable or built-in) along at least one wall
- Dance barres (portable or built-in)
- Sound system
- Dedicated air conditioning
- Sprung/floating Marley flooring
- Locking storage for dance costumes, shoes, props, and/or uniforms
- Projector and teaching wall

Additional Considerations

- Curtain system to cover mirrors, as needed
- Minimal lighting system, preferably LED
- A water fountain
- If being used as green room, a PA system connected to the stage
- **For HS:** Changing Rooms

Music Classroom:

Recommended

- Dedicated classroom space
- Sound proofing
- Enough space for at least 30 chairs at ES, and 75 at HS



- Acoustic Paneling
- Locking storage for Musical Instruments
- Sheet Music Storage
- Projector and teaching wall

Additional Considerations

- Practice Rooms for individual practice
- "Terraced" set up for any ensemble-based music (general vs. band/orchestra)
- Appropriate power to plug in instruments
- **For HS:** Dedicated spaces for ensembles, as needed (a Band Room, an Orchestra room, etc.)
- **For HS:** Lockers for students
- Piano Lab (optional, based on school programming and interest)
- Soundproof recording studio (optional, based on school programming and interest)

Theatre Classroom:

Recommended

- **For HS:** Flexible Blackbox Space for both classroom instruction and small performances
- Minimal lighting system, preferably LED
- Sound System
- Locking storage for power tools
- Locking storage for lumber
- Projector and teaching wall

Additional Considerations

- Technical Theatre Room (optional, based on school programming and interest)
- Booth
- Enough space backstage for students to gather during performances

Media Arts Classroom:

Please note, this is different from a Makerspace or STEAM lab. **Media Arts courses may include Digital Media, Animation, 3D Design, Film, Broadcasting, etc.**

Recommended

- Locking storage for technology
- Enough power for a full suite of computers (Mac or PC)
- Projector and teaching wall
- **For HS:** Space for large-scale printers



Flexible Performing Arts Space (ES):

Recommended

- Track with a black curtain that can wrap the space
- Electric power and data for lighting and sound
- Piping/a Grid for hanging lights
- Sprung/floating Marley flooring
- Chairs and Risers that can be rearranged flexibly
- Locking Storage to accommodate Costumes, Props, Risers, Music Stands, etc.
- Sound System
- Minimal lighting system, preferably LED
- Projector and teaching wall

Blackbox Theatre (HS):

Recommended

- Track with a black curtain that can wrap the space
- Electric power and data for lighting and sound
- Piping/a Grid for hanging lights
- Sprung/floating, durable flooring
- Chairs and Risers that can be rearranged flexibly
- Locking Storage to accommodate Costumes, Props, Risers, Music Stands, etc.
- Lighting system, preferably LED
- Sound system
- Projector and teaching wall
- A tech "booth" for programming
- Enough space backstage for students to gather during performances



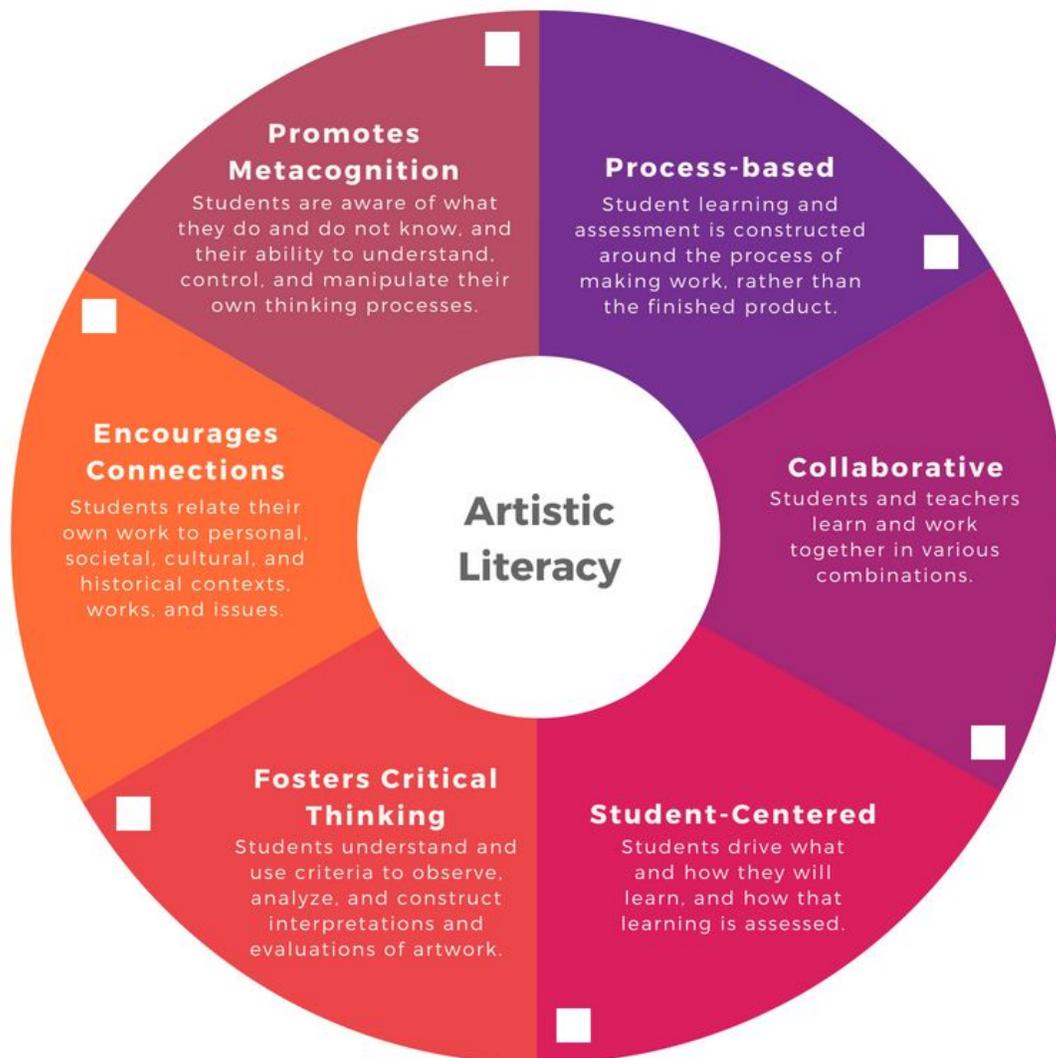
BEST PRACTICES

IN STANDARDS-ALIGNED ARTS TEACHING AND LEARNING

Artistic Literacy: The Overarching Goal of the Illinois Arts Learning Standards

All elements of the Illinois Arts Learning Standards are designed to promote *artistic literacy*, which is **“the knowledge and understanding required to participate authentically in the arts. ... While individuals can learn about dance, media, music, theatre, and visual arts through reading print texts, artistic literacy requires that they **engage in artistic creation processes directly through the use of appropriate materials ... and in appropriate spaces.**”**¹

The following are qualities of standards-aligned arts teaching and learning as identified by the CPS Department of Arts Education. These best practices support the ultimate goal of artistic literacy.



¹National Coalition for Core Arts Standards. (2012). *National core arts standards: A conceptual framework for arts learning*, p. 17.

Quality Arts Assessments ...

Are authentic.

Assignments assess students' ability to apply standards-described knowledge and skills to real world, real art-making challenges. Emphasis is placed on what students are able to *do* (via art-making tasks), rather than simply what they *know* (via tests or quizzes).

Examine process and product.

Assessment does not only focus on arts *knowledge*; it emphasizes evaluation of the art-making *process* (how students make the art) and the *product* (the artwork that students create).

Assess critical abilities.

Most of the assessment tasks tap *higher-order skills*—critical thinking, complex problem-solving, research, planning, reflection, collaboration—rather than just tapping procedural knowledge and/or basic skills.

Emphasize continuous learning.

Assessment is *ongoing* throughout the year and allows students to *regularly revisit and re-examine* ideas, products and/or processes in order to improve on the initial outcome (the way real-world artists do).

Include multiple forms.

Assessment includes *diagnostic, formative, and summative* assessments. Each tool provides a new piece of information to broaden your (and their) understanding of a student's learning and artistic process.

Are equal, fair, and reliable.

Student needs, learning styles, native language, backgrounds, and other considerations are taken into account to ensure *equity for all*. Student work is *compared to a standard or past performance* (rather than to other student work). Tasks *accurately and reliably measure* what they claim to measure.

Are clear and transparent.

Directions, materials, questions, and tasks are clear and well-ordered, including examples and illustrations where possible. Students know the "*when, where, what, how, and why*" of the assessment, and what happens as a result of the outcome.

