



## AUSD Vision

Each student will be a problem solver, critical thinker, an effective communicator, and a positive contributor to the community.

## AUSD Mission

The Azusa Unified School District equips every student with the knowledge and skills to fulfill their purpose and positively impact society.

## AUSD Core Values

- **Accountability**
  - *We follow through on promises and lead by positive example*
  - *We are responsible and accountable for results*
  - *We hold ourselves accountable for making decisions in the best interests of our students*
- **High Expectations**
  - *We have high expectations for each student and each adult in our district*
  - *We accept no excuses based on race, ethnicity, family income, primary language, gender or area of residence*
- **Equity**
  - *Students and schools receive the resources and support they need to ensure academic success and excellence for all*
  - *Student, Staff, Parent, Family and Community Engagement*
    - *We engage students, staff, parents, families and community members in supporting student achievement*
- **Honesty**
  - *We are open, honest, respectful and transparent in our communication*
- **Continuous Improvement**
  - *We are committed to continuous improvement based on evidence of student learning and effective teaching practices*

## Strategic Arts Plan Executive Summary

In the fall of 2018, The Los Angeles County Arts Education Collective invited the Azusa Unified School District to engage in a Strategic Planning Process to expand equity and access to arts education for all students in the District. The objective was to bring a team together of diverse stakeholders from both the district and the community to develop a far-reaching, expansive plan for arts education for the Azusa Unified School District. To that purpose, a 17-member committee convened once per month for 3 months January 22nd, February 12th, and March 27th, 2019. Guided by the District's Vision, Mission, and Core Values, along with relevant research, as well as our own internal assessments of the state of AUSD's Visual and Performing Arts offerings the committee wrote a comprehensive multiphase plan to that effect and aligned with district goals.

This document summarizes the Strategic Arts Education Plan developed by the committee and outlines the particular phases of implementation.

**Phase One | 2019-2020:**

- For two years the Secondary Visual Art teachers have collaborated in a PLC format, improving the District's visual art programs through collective inquiry, constructive conversations about instruction and learning, and using this qualitative data to inform and improve student outcomes. Applying the Secondary Visual Art PLC as a model, phase one of implementation seeks to expand this practice with a:
  - Secondary Performing Arts PLC: All choir, instrumental music, and drama teachers
- Seek and secure short- term funding for VAPA programs
- Cultivate and sustain new VAPA partnerships
- Maintain existing partnerships with APU Music and Art Faculty currently engaged with students at Powell Elementary
- Connecting APU Art and Music students and faculty with AUSD students
- Utilizing the two VAPA PLCs as a conduit to expand the existing APU VAPA Partnerships to other District sites beyond Powell Elementary
- Continue with the other College Partnerships (Otis, ArtCenter, and Citrus) currently in development with the Secondary Visual Art PLC
- Second semester hold meetings with all Middle and High School counselors on the value and benefit of VAPA courses and specifically outline how VAPA aligns with college and career readiness and other counselor goals
- Continue training for AUSD's Strategic Arts Committee Leads through the Los Angeles County Arts Ed collective
- Communicate VAPA Vision to all stakeholders

**Phase Two | 2020-2022:**

- Implement an Elementary Teachers Arts PLC: one teacher from each of the elementary schools
- Cultivate and sustain new VAPA partnerships to support and build our elementary and middle school VAPA programming
- TEAL coach and TEAL trained elementary teachers train the new elementary cohort on specific art methodologies and integration practices
- Designate a VAPA lead/point person for the district

**Phase Three | 2021-2024:**

- Making use of the Admin leadership seminar, IL, or ML, provide one hour dedicated to training admin on the value and benefit of expanding VAPA access at their sites
- PD/Training for all certificated district staff in Arts Integration Strategies and Practices; specific grade level articulation of Music, Dance, and Art instruction; expand VAPA curriculum and course offerings district-wide as opportunity allows
- Establish a VAPA coordinator/TOSA position; gradually increase VAPA instructors at all levels as opportunity allows
- Secure sustainable long-term funding for the arts through grants and community partnerships; schedule regular and ongoing meetings between VAPA coordinator/TOSA position and supportive effective district leadership (Ed. Services) to regularly evaluate implementation and progress of the District's strategic arts plan

**Final thoughts:**

This Strategic Arts Education Plan, like the LCAP, is a living document with goals and measurable outcomes. While the plan does have multiple phases, it is expected and encouraged that the plan should be updated annually to assure that the plan is always relevant to students and aligned with AUSD's Vision, Mission, and Core Values.

## **Azusa Unified School District Arts Team/ Community Arts Team Members:**

### **Coaches:**

Peggy Burt, Los Angeles County Arts Education Collective  
Heather Heslop, Los Angeles County Arts Education Collective

### **Leads:**

Jennifer Wiebe, Principal, Powell Elementary School  
Brodie O'Brien, Visual Arts Teacher, Gladstone High School  
Arturo Ortega, Assistant Superintendent, Educational Service

### **Arts planning committee members:**

Yolanda Rodriguez Peña, Board  
Member

Meg Savella, AEA President

Bill Catling, APU Art

Alexander Koops, APU Music

Erin Weaver, APU Art

John Vaughn, Citrus

Marissa Herrera, Community Artist

Dayna Mitchell, District Office

Teri Perdomo, Teacher

Michael Adam, Teacher

Sam Perdomo, Principal

Teresita Esquer, Teacher

Mary Turner, Teacher

Barbara Sommers,

Teacher

Jennie Pielstick, Teacher

## **The Development of the Strategic Plan for Arts Education is a partnership between the Los Angeles County Arts Education Collective and the Azusa Unified School District.**

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective (formerly Arts for All) to align efforts across the region with the ambitious goal that LA County's 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders, and community advocates.

The Leadership Council and Funders Council guide strategic direction for the initiative. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide.

### **Why the Arts: Arts Education Research Findings**

Based on research compiled by California State San Marcos, the arts align well with these stated goals:

[https://www.csusm.edu/artopp/tons\\_of\\_research/research.html](https://www.csusm.edu/artopp/tons_of_research/research.html)

- Students consistently test higher in reading and math
- Students consistently show deep critical thinking skills
- Students have significantly better attendance rates
- Students are more engaged and motivated
- Students are more likely to pursue and succeed at post-secondary education
- Arts strengthen student's ability to cooperate, collaborate, and problem solve

**Strategic Arts Plan Vision Points**

1. Expanded and Enhanced VAPA Core Curriculum
2. Quality VAPA Professional Development
3. Equitable Access to Arts during the day
4. Committed Supportive District Leadership
5. Increased High Quality VAPA Staff
6. Authentic Community Engagement through Student Showcase
7. Purposeful Creative Partnerships
8. Developed and Sustained VAPA Funding

**Strategic Arts Plan Goals**

**Content:**

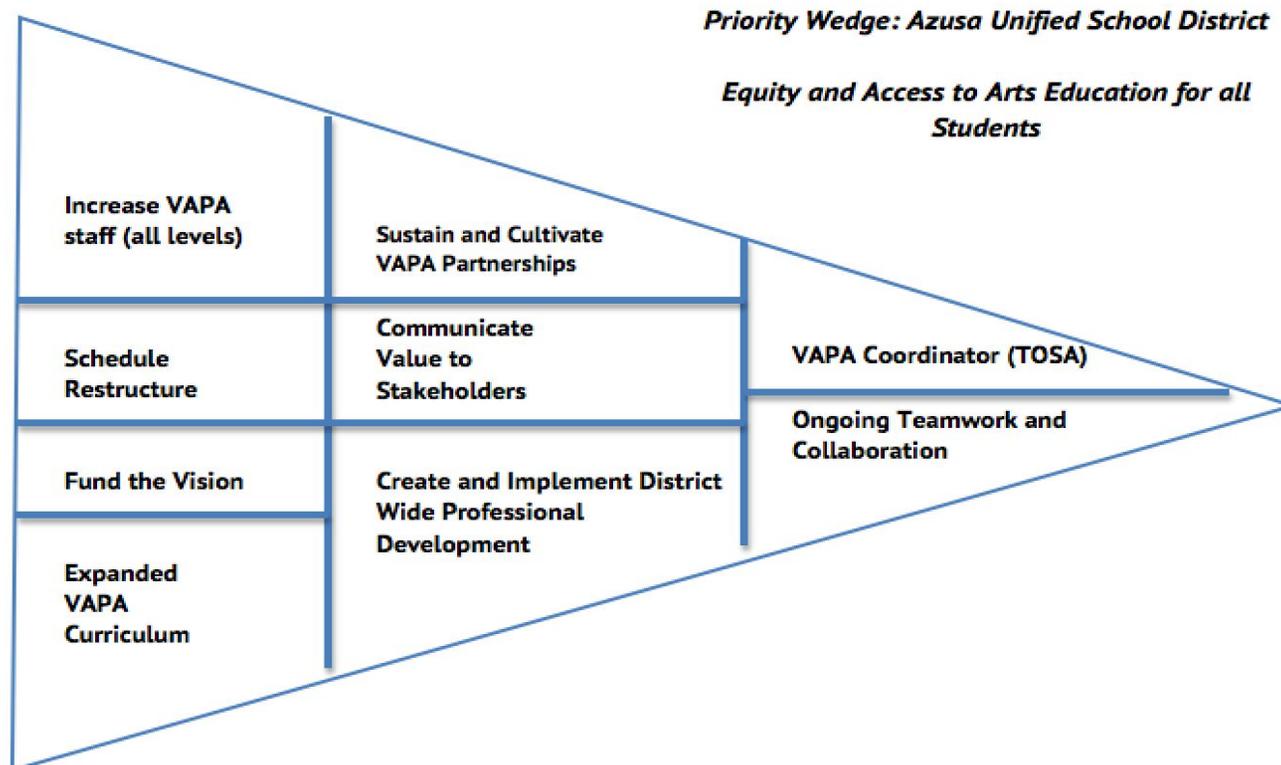
- Develop Articulated VAPA Curriculum and VAPA Inclusive Schedule
- Implement District-Wide VAPA PD for all Certificated Employees
- Commit to Ongoing VAPA Teamwork

**Infrastructure:**

- Establish VAPA Coordinator/TOSA position and clearly delineate roles & responsibilities
- Seek, Secure, and Sustain Partnerships
- Gradually Increase Designated Instructors at All Levels

**Sustainability:**

- Communicate VAPA Vision to all Stakeholders
- Secure sustainable funding long-term for the arts



**Strategic Directions Phase One | 2019-2020**

Timeline	Actions	Tasks	Measurable Outcomes
2019-2020	Continue with the Secondary Visual Arts PLC	<ul style="list-style-type: none"> <li>● Coordinate efforts to oversee and improve program, alignment, partnerships, supplies, equipment, and facilities for all school sites</li> <li>● Establish active arts articulation between all schools and programs</li> <li>● Tie articulated arts curriculum with new VAPA standards</li> <li>● Create digital database of resources to share and use</li> <li>● Create and continue ongoing partnerships with community and other higher ed institutions</li> <li>● Expand Art Shows and Exhibitions                             <ul style="list-style-type: none"> <li>○ Faculty (VAPA/All)</li> <li>○ Student</li> <li>○ Community</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Team develops curricular scope and sequence to articulate arts</li> <li>2. Expand collaboration to allow for more community partnerships, professional development and art shows and exhibitions</li> </ol>
2019-2020	Establish Secondary Performing Arts PLC	<ul style="list-style-type: none"> <li>● Coordinate efforts to oversee and improve program, alignment, partnerships, supplies, equipment, and facilities for all school sites</li> <li>● Establish active arts articulation between all schools and programs</li> <li>● Tie articulated arts curriculum with new VAPA standards</li> <li>● Create digital database of resources to share and use</li> <li>● Create and continue ongoing partnerships with community and other higher ed institutions</li> <li>● Audit and explore Performing Art Shows                             <ul style="list-style-type: none"> <li>○ Faculty</li> <li>○ Student</li> <li>○ Community</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Secondary Performing Arts PLC formed</li> <li>2. Team develops curricular scope and sequence to articulate arts</li> </ol>
2019-2020	Professional Development for Middle and High School Counselors	<ul style="list-style-type: none"> <li>● Research and identify how VAPA aligns with college and career readiness and other counselor goals</li> <li>● Staff presents at Counselor meetings</li> </ul>	All middle and high school counselors have received VAPA guidance and support from staff
2019-2020	Connect APU Art Students to AUSD VAPA Classes	<ul style="list-style-type: none"> <li>● Bill Catling will connect with service Learning APU to add to existing projects</li> <li>● Erin Weaver will designate Arts Ed classes as Service Learning (S.L)</li> <li>● Erin and Bill will envision possible art-AUSD connections by grade level/school site</li> <li>● Bill and Erin confirm S. L. schools, projects, and grade levels with AUSD schools</li> </ul>	Successful classroom Art connections win/win APU and AUSD students!

		<ul style="list-style-type: none"> <li>● Bill and Erin implement S.L. projects in AUSD Schools</li> </ul>	
2019-2020	Connect APU Music Education students to AUSD VAPA classes	<ul style="list-style-type: none"> <li>● A. Koops maintain current service learning component with Instrumental Music education class, teaching world music/drumming (every other year)</li> <li>● Koops maintain brass and woodwinds APU students work with Foothill, Slauson and Center Middle School Bands</li> <li>● Koops develops service learning for APU students in Elementary music methods class to teach in one or more elementary schools in AUSD</li> <li>● Koops-Wiebe to develop Ukelele program at Powell Elementary</li> <li>● Xander and Mary develop Strings program for APU students to help beginning AUSD orchestra students : 10:30am on Fridays – in spring 2020</li> </ul>	<ul style="list-style-type: none"> <li>● World Music/ Drumming program ongoing long-term</li> <li>● MS Band with Brass and Winds with support of APU ongoing</li> <li>● New program is established with APU elementary methods students in AUSD elementary school</li> <li>● Ukelele program offered at Powell</li> <li>● Strings APU students helping orchestra students</li> </ul>
2019-2020	Plan District Wide Partnerships with APU	<ul style="list-style-type: none"> <li>● Bill, Erin and Brodie to meet to strategize possibilities</li> <li>● Michelle LaPorte to explore possible VAPA College Fair</li> <li>● Art Internships from APU to work with VAPA teachers</li> <li>● AUSD Grant company work with Jenni, Mary, Xander and others to apply for Music Grants (and other arts)</li> <li>● AUSD Art Teachers art show at APU</li> </ul>	Sustainable partnerships with APU and other institutions
2019-2020	Communicate the new VAPA direction to all constituents	<ul style="list-style-type: none"> <li>● Board approves Strategic Plan</li> <li>● Create presentation based on Plan</li> <li>● Calendar road show</li> <li>● Place on agenda for School Board and others</li> </ul>	After Board approval of VAPA plan, “road show” will communicate to stakeholders
2019-2020	Develop an overall budget for VAPA	<ul style="list-style-type: none"> <li>● Create a structure for site level budgeting</li> <li>● Look at current budgets: Where are we? Where do we want to go?</li> <li>● Provide funding for smaller art form classes</li> <li>● Provide District Resources for supplies, equipment, transportation and activities.</li> <li>● Maximize grant writing</li> </ul>	VAPA Vision has ongoing, sustainable funding

### Strategic Directions Phase Two | 2020-2022

Timeline	Actions	Tasks	Measurable Outcomes
2020-2022	Establish Elementary Teachers Arts PLC	<ul style="list-style-type: none"> <li>● Create PLC team at elementary level (1 teacher from each site)</li> <li>● Professional development (PLC) at elementary level meets regularly</li> <li>● Establish/develop art shows specific to grades K-5</li> <li>● Develop and share arts curriculum for K-5</li> </ul>	New team formed
2020-2022	TEAL expansion - Professional	<ul style="list-style-type: none"> <li>● Expand TEAL from Powell to additional elementary sites year by year</li> </ul>	Arts integration strategies expand to additional elementary schools

	Development in Arts Integration for elementary teachers	<ul style="list-style-type: none"> <li>● Explore option of STEAM arts integration</li> <li>● Develop and present lessons through targeted PD</li> <li>● Incorporate SEL in arts integration using such methods as tableau, theatre and movement strategies</li> </ul>	
2020-2022	Create a dialogue between VAPA and CTE	<ul style="list-style-type: none"> <li>● Develop VAPA/CTE goals</li> <li>● Provide professional development with VAPA/CTE</li> <li>● Schedule recurring meetings and tasks – for example. Drama production</li> </ul>	VAPA and CTE Coordination
2020-2022	Educate all staff on college requirements for the arts lead by Secondary VAPA PLCs	<ul style="list-style-type: none"> <li>● Calendar IL, IL2, AAA (S) (E)</li> <li>● Place on agendas</li> <li>● Create and offer PD on VAPA College requirements</li> </ul>	IL, IL2, AAA (E), AAA(S), Counselors will all include PD on College requirements for arts
2020-2022	Determine Process to hire VAPA coordinator/ delegate a VAPA TOSA	<ul style="list-style-type: none"> <li>● PAC+ is presented with idea of a VAPA Coordinator/TOSA</li> <li>● PAC+ is advised of VAPA plan, followed by discussion and planning (over 2 years)</li> <li>● PAC+ recommends the VAPA position/ TOSA position and funding</li> <li>● Arturo secures funding through LCAP or other source</li> <li>● Arturo proposes the creation of the position to Cabinet</li> <li>● Cabinet approves the proposal</li> <li>● Arturo agendas the position on the School Board agenda</li> <li>● School Board approves the position</li> <li>● Post position, interview and hire</li> </ul>	VAPA Coordinator/ VAPA TOSA is in place.
2021-	Roles & Responsibilities established	<ul style="list-style-type: none"> <li>● If position is a TOSA they are placed on the salary schedule and treated as a member of the bargaining unit</li> <li>● If position is an Admin, salary will be determined, and the person will not be a unit member of AEA</li> <li>● Responsibilities will include: <ul style="list-style-type: none"> <li>○ Continuously communicate and reinforce the importance of VAPA to all</li> <li>○ Work with Stakeholders: develop a road show</li> <li>○ Write arts related grants</li> <li>○ Implement the short term and long term goals of the VAPA plan</li> <li>○ Build relationships with community organizations</li> <li>○ Create private and corporate relations for funding and partnerships</li> <li>○ Establish partnerships with CTE, ROP and community colleges</li> </ul> </li> </ul>	Long term, effective VAPA coordination with internal and external communications, partnerships and funding.

2021-	VAPA Coordinator Oversight	<ul style="list-style-type: none"> <li>● Create and coordinate long term VAPA committee/team</li> <li>● Coordinate the needs of different VAPA departments</li> <li>● Help develop and maintain commitment to arts integration into all instruction and all subject areas</li> <li>● Organize, coordinate and implement ongoing Professional Development</li> <li>● Diverse fund development</li> <li>● Monitor and account for grant funding</li> <li>● Assist with VAPA scheduling and district wide programming as needed</li> </ul>	Collaborative leadership to extend VAPA Coordinator's reach
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### Strategic Directions Phase Three | 2022-2024

Timeline	Actions	Tasks	Measurable Outcomes
2022-2024	Hire VAPA Teachers at the elementary level	<ul style="list-style-type: none"> <li>● Develop a discrete and integrated elementary VAPA program</li> <li>● Seek outside funding for elementary positions</li> <li>● Create a job description</li> <li>● Float the job(s)</li> <li>● Interview, hire and train VAPA staff</li> </ul>	There will be more VAPA teachers at elementary schools
2022-2024	Training for all certificated district staff in Arts Integration Strategies and Formulas	<ul style="list-style-type: none"> <li>● Coordinate 1-2 hour TEAL training for Full District-Wide PD day</li> <li>● Coordinate 1-2 hour TEAL follow-up training at District Wide Winter PD</li> <li>● Hold Arts integrated Focus Session during IL meeting once per trimester (3x per year)</li> </ul>	Arts integration PD has been delivered to all certificated staff
2022-2024	Training for District Admin on the value and benefit and value of VAPA	<ul style="list-style-type: none"> <li>● Confirm one hour dedicated to VAPA at Admin leadership seminar</li> <li>● Create VAPA admin presentation</li> <li>● Design arts integrated lesson to present to Admin throughout the year (4 x)</li> </ul>	All admin have participated in arts integration workshop 4 times annually
2022-2024	Hold District-wide VAPA Career/College Fair	<ul style="list-style-type: none"> <li>● Communicate to Career Center and High School Coordinators to support the Fair</li> <li>● Request that all career advisors are intentional in including VAPA in student course of study</li> <li>● Communicate with the State coordinator for College Fairs to access opportunities</li> </ul>	District college and career fair will include VAPA careers and Creative Economy information (include Otis, Art Center, APU, etc.)
2022-2024	Create more VAPA sections at the middle school level	<ul style="list-style-type: none"> <li>● Expand the master schedule to include more VAPA Sections (CTE)</li> <li>● Promote new VAPA sections</li> <li>● Fill new VAPA sections to capacity</li> <li>● Hire more teachers if needed</li> </ul>	More middle school students taking CTE and VAPA courses

2022-2024	Create more VAPA Sections at the High School level	<ul style="list-style-type: none"> <li>● Expand the master schedule to include more VAPA CTE sections</li> <li>● Promote new VAPA sections</li> <li>● Fill new VAPA sections to capacity</li> <li>● Hire more teachers if needed</li> </ul>	More high school students taking CTE courses
2022-2024	Identify partner opportunities to integrate dance within existing schedule and structure	<ul style="list-style-type: none"> <li>● Identify existing dance organizations, professional teaching artists that are willing to partner</li> <li>● Identify funding to support program</li> <li>● Meet with leadership and teachers at school sites for goal setting and planning around dance</li> <li>● Professional development for teachers in movement and dance</li> </ul>	Tangible dance program at identified schools/grade levels

## **APPENDIX**

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**A1: Practical Vision Documentation Azusa Unified School District – January 22, 2019**

**Practical Vision: What Will Be in Place, As the Result of Our Actions, in 3-5 Years?**

Purposeful Creative Partnerships	Committed Supportive District Leadership	Increased High Quality VAPA Staff	Authentic Community Engagement through Student Showcases	Developed and Sustained VAPA Funding	Expanded and Enhanced VAPA Core Curriculum	Equitable Access to Arts during the day	Quality VAPA Professional Development
<p>Artist in Residence programs for students (i.e. Upward Bound Model)</p> <p>Sustainable partnership between APU Art and AUSD</p> <p>K-12 Partnerships (APU/Arts)</p> <p>Partnerships with outside arts organizations to bring programs into our schools</p> <p>Partnerships with Citrus and other community orgs</p>	<p>School Board and District Support</p>	<p>VAPA teacher in every elementary school</p> <p>Fully credentialed (in arts area) instruction K-12</p> <p>Daily instruction rotating art, music, movement in elementary</p> <p>Teachers' workload not increased</p> <p>Credentialed art/music/dance instructors</p> <p>Students creating their own music with instrument(s) of their choice</p> <p>Arts leadership/liaison VAPA Coordinator</p>	<p>All District Drama Production</p> <p>All District Elementary Choir concert</p> <p>K-12 Art Show (fundraiser?)</p> <p>Visibility/ Awareness / PR</p>	<p>Funding in place to accommodate these programs: Drama, Music, Meet the Masters</p> <p>Adequate funding for all VAPA classes</p> <p>Solicit Corporations/Companies to sponsor VAPA</p> <p>Foundation Grants</p> <p>STEAM funding opportunities</p>	<p>K-12 Vertical Planning</p> <p>Weekly Art &amp; Music K-5</p> <p>Studio 26 at the Middle School to continue in High School</p> <p>Arts Academy at the HS</p> <p>CTE/VAPA College &amp; Career Readiness</p> <p>Diversify – offer more types of classes/ add summer enrichment</p> <p>Options for choice and interest</p>	<p>VAPA opportunities for ALL students during school day</p> <p>Access: no barriers to participate</p> <p>Art required for all</p> <p>Creativity is core to all arts!</p> <p>Arts Ed has equal weight to other disciplines</p> <p>Non-conflicting scheules</p>	<p>Professional Development -non art teachers -integration -creativity</p> <p>Inclusive Arts PD (VAPA specialists)</p> <p>Arts Integration PD for non-arts teachers)</p> <p>VAPA Staff led PD and Arts integration lesson planning</p>

Connect with Fiesta Floats					5 sections Art/Choir at MS		
Art Internships M/S H/S					Arts Integration		
Internships for VAPA students: Academia/ Industry					Arts classes up from 38% to 50%		

**A2- Azusa Unified School District Strategic Directions Documentation 2.12.19**

<p><b>Ongoing VAPA teamwork and Collaboration</b></p> <ul style="list-style-type: none"> <li>Establish ongoing VAPA group</li> <li>Create/implement a “Think Tank” of students, parents, teachers, community stakeholders, existing/potential partners and potential funders</li> <li>Expand Arts PLC: elementary Visual and Performing Arts</li> </ul>	<p><b>Communicate the importance, value and commitment to VAPA Vision to all Stakeholders</b></p> <ul style="list-style-type: none"> <li>Communicate the new VAPA direction to all constituents</li> <li>Establish Active Articulation between all Grade Levels</li> <li>Educate all staff on college requirements for the Arts</li> <li>Include VAPA/Arts focus in career going school climate</li> <li>Develop a common vocabulary for the District around Arts Education</li> <li>District Wide VAPA Career/College Fair</li> <li>Include all constituents in the process</li> <li>Develop a Road Show to present, teach and inspire All Staff</li> </ul>	<p><b>Establish VAPA Coordinator Roles &amp; Responsibilities</b></p> <p>Hire a VAPA Coordinator Add Coordinator Establish VAPA Coordinator Create a VAPA Coordinator Job Description</p>
<p><b>Secure and Sustain Partners to Support VAPA Vision</b></p> <ul style="list-style-type: none"> <li>Invite APU arts student teacher to partner at sites</li> </ul>	<p><b>Fund the VAPA Vision Through Diverse Sources</b></p> <ul style="list-style-type: none"> <li>Create a structure for site level budgeting</li> <li>Look at current budgets: Where are we? Where do we want to go?</li> </ul>	<p><b>Gradually increase designated VAPA instruction at all levels.</b></p> <ul style="list-style-type: none"> <li>Qualified VAPA teachers ensure implementation</li> <li>Have VAPA teacher @ every elementary</li> </ul>

<ul style="list-style-type: none"> <li>● Create/Activate Strong Community Partnerships</li> <li>● Plan district-wide partnerships</li> <li>● Create arts focused field trips for specific grade levels</li> </ul>	<ul style="list-style-type: none"> <li>● Provide funding for smaller art form classes</li> <li>● Provide District Resources for supplies, equipment, transportation and activities.</li> <li>● Maximize grant writing</li> </ul>	<ul style="list-style-type: none"> <li>● Triple professional VAPA education in Elementary</li> </ul>
<p><b>Restructure Schedule to include VAPA. Accessible to all students – Elementary-High School</b></p> <ul style="list-style-type: none"> <li>● Make room in the schedule for VAPA, understanding that core needs to adapt a bit.</li> <li>● Explore starting an Arts Magnet or Academy MS/HS</li> <li>● Allow VAPA for all kids, not just English proficient</li> <li>● Schedule VAPA classes early in HS/MS – ie March</li> <li>● Explore better scheduling options for MS &amp; HS</li> </ul>	<p><b>Create and Implement District-Wide VAPA PD for all certificated employees</b></p> <ul style="list-style-type: none"> <li>● Create district-wide staff development in the arts</li> <li>● Educate Teachers and Principals on using VAPA strategies across the board</li> <li>● Implement one area with PD proficient teachers per year</li> <li>● Plan and Create VAPA PD for HS Counselors</li> </ul>	

### A3: Visual and Performing Arts Azusa Unified School District Curriculum Articulation TK-12

#### Dance

Grade Level	
T-K, K-3 <sup>rd</sup> grade	<ul style="list-style-type: none"> <li>● Access to Creative Movement with a professional teaching artist and classroom teacher</li> <li>● Teachers or guest teachers to teach dances, folk, cultural, world dance</li> <li>● All elementary teachers trained in integrating dance/movement with core curriculum</li> <li>● Explore how rhythm and movement can be part of sequential math world</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Ballroom Dance/ Social Dance Artist Residencies (SEL connection)</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Exposure to different dance forms that are diverse in culture and expression (can be integrated).</li> </ul>
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Creative residencies focusing on social emotional learning and communication skills with partnering organizations, professional teaching artists and classroom teachers.</li> </ul>
7 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Dance and movement as therapy and creative expression</li> </ul>
8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Creative residencies to address trauma informed care through movement and self-expression. Opportunities to experience professional performances.</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Integrating opportunities for both expository/social emotional experiences in dance and courses for those seeking to pursue a collegiate and professional track with professional teaching artists.</li> <li>● Internships to explore both performance and within the Creative Economy. Exposure to professional performances! Collaborative resume-building experiences.</li> <li>● Dance/Yoga as a PE credit</li> </ul>

#### Music

Grade Level	
T-K-3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>● All elementary teachers trained to integrate music with core curriculum</li> <li>● K-3 Music Teacher Specialist to integrate lessons and provide PD, lessons and culminating events on all campuses</li> <li>● Music to be offered two times per week (optimally)</li> <li>● K-3 “Music Time” to include multiple arts: sing, dance, vis arts</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Music reading, instrumental and choral instruction all year.</li> <li>● Music for all – continuation of recorders and history/culture</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Band or Orchestra or Choir. Continuation of 4<sup>th</sup> grade goals for all throughout the year.</li> </ul>
6 <sup>th</sup> -8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Music appreciation and beginning through advanced class band, choir, orchestra, handbells</li> <li>● Explore choir for English language development</li> <li>● Band or Choir or Orchestra - choices</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● PD Integration for all high school teachers</li> <li>● Beginning through Advanced Music Classes and a variety of interesting single courses</li> </ul>

	<ul style="list-style-type: none"> <li>● Courses might include: <ul style="list-style-type: none"> <li>○ History of Rock/Jazz/Hip Hop</li> <li>○ Handbells</li> <li>○ Keyboards</li> <li>○ Guitar</li> <li>○ Electronic/Composing</li> <li>○ D.J</li> <li>○ Sound Design and Engineering</li> </ul> </li> <li>● Ongoing cultural/historical literacy through music</li> <li>● Expand Fine Arts PLC to include performing arts teachers</li> <li>● Continue District Wide Orchestra</li> </ul>
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### Media Arts

Grade Level	
T-K-2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>● Use of Technology for introductory skills- Professional Development for teachers</li> </ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>● Digital literacy: equipment and how to use it</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Reporting and Sharing art/opinion</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Media editing to collaborate, express, inform and present opinions (integrated). Teachers PD</li> </ul>
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Integrated into curriculum via Red Dot App on Chromebook (Record Audio and Video)</li> </ul>
7 <sup>th</sup> -8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Interdisciplinary projects between media arts and STEAM</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Continually updated trends/tech. Varied Career-driven experiences providing choice: animation, sketch up, design careers such as Entertainment Design, Environmental Design, Etc. UX-UI User Experience</li> <li>● Dual enrollment – community college?</li> <li>● Music/Video Production Class</li> <li>● CTE Media Arts Pathway</li> </ul>

### Theatre/Drama

Grade Level	
T-K-3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>● Music Time: that includes songs, dance, acting, cultures (folk songs from around the world)</li> <li>● Build into curriculum to teach songs and acting to explain history</li> <li>● All elementary teachers trained in integrating drama/theatre with core curriculum</li> </ul>
3 <sup>rd</sup> -5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Promote performance based/ artful presentation projects (integrated)</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Opportunity to perform together, all grades</li> </ul>
6 <sup>th</sup> -8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● ELD uses drama as instruction strategy</li> <li>● Part of school day instruction through teaching artists/partners</li> <li>● Creative residencies to share personal narratives through ensemble work (partners)</li> </ul>

	<ul style="list-style-type: none"> <li>● Musical theatre opportunities (after school)</li> <li>● Discrete theatre elective</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Theatre/Drama electives</li> <li>● Integrated drama as instructional strategy</li> <li>● Career Connections</li> <li>● College Connections</li> <li>● District wide Musical each year, or Middle School/High School Musical Theatre collaboration</li> <li>● Opportunities to create original work addressing social justice issues</li> <li>● Courses may include Set Design, Set Construction, Costume Design and Sewing/Fabrication</li> </ul>

### Visual Arts

Grade Level	
T-K-2 <sup>nd</sup> Grade	<ul style="list-style-type: none"> <li>● Exploration of various media: 2D/3D, printmaking, painting, collage</li> <li>● All elementary teachers trained in integrating visual arts with core curriculum and provide materials necessary to implement</li> <li>● K-3 connect curriculum with “Music Time” Not a break for the teacher. (Collaborative VAPA time: songs, dances, language arts, cultural connections, visual arts)</li> </ul>
3 <sup>rd</sup> Grade	<ul style="list-style-type: none"> <li>●</li> </ul>
4 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Observational drawing</li> </ul>
5 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Foundational / Visual skills can be integrated</li> </ul>
6 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Introspectively encouraging projects/developing artistic voice</li> </ul>
7 <sup>th</sup> -8 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Expand Fine Arts PLC to include TK-5 Teachers</li> <li>● Include one lead teacher from every elementary</li> <li>● Older Art students mentor K-5 art students</li> <li>● Beginning through Adv Art</li> </ul>
9 <sup>th</sup> -12 <sup>th</sup> Grade	<ul style="list-style-type: none"> <li>● Collaborate with Middle School teachers</li> <li>● Expand PLCs</li> <li>● Visual art for all students</li> <li>● Advanced offerings 9-12 with Career Connections</li> <li>● High School students to “teach” elementary students</li> <li>● Partnerships for clay/ceramics, etc.</li> </ul>