

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

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Adopted: 2/8/05
Review Date:
Revised:

VISUAL AND PERFORMING ARTS EDUCATION

The Board of Education recognizes that Arts Education, including dance, music, theatre, and visual arts, is part of the core curriculum for all K-12 students and that the value and benefits of arts education has been extensively documented. The Board also recognizes that instruction in the basic skills and content knowledge of the arts develops perceptual abilities that extend to all careers and areas of life. An arts education enables students to develop an appreciation of the arts, critical and creative thinking skills, initiative, self-esteem, and discipline. It is also recognized that in our multicultural state, the arts build bridges and help pupils broaden their perspectives and understand their world and the diverse cultural influences that surround them. Communication, imagination, and information are keys to career opportunities, education, and a life-long appreciation of the arts. Therefore: It is the policy of the Beverly Hills Unified School District to educate all students so they can experience, perform, produce, and appreciate the arts.

The Board of Education recognizes that a comprehensive curriculum includes a sequential K-12 arts education as a part of the program for all students in all grades during the school day. The arts education program should enable students to achieve the goals outlined in the Content Standards for California Public Schools, which include the Visual and Performing Arts Content Standards.

The Board of Education supports the need to provide adequate funding for K-12 Arts Education and recognizes that, in times of budget cutbacks, reductions must be distributed equitably across subject areas, rather than eliminating arts programs.

In order to implement quality, standards-based, sequential K-12, and comprehensive arts education, with equity and access for all, the Board of Education supports the need to provide the following:

- A standards-based curriculum and assessment
- A qualified arts coordinator(s) who provides leadership, vision, planning, and resources for the District
- Qualified teachers in all the arts at all grade levels and in all disciplines, supported by ongoing standards-based professional development in the arts for classroom and arts teachers
- Opportunities during school hours for arts teachers to collaborate
- A student-to-teacher ratio in each of the arts that is appropriate for the delivery of effective instruction along with adequate classified staff to support the arts program

- Standards-based instructional materials and resources, including, but not limited to, equipment, facilities, textbooks and technologies that support learning
- Visual and performing arts classrooms that are appropriately designed and equipped for the unique requirements of each arts discipline
- Opportunities to showcase student learning/work in a public forum simulating the experience of professional artists
- Opportunities for students to be exposed to a wide variety of artistic styles, venues, and performances including working with professional artists, collegial programs, cultural organizations, and field trips
- Opportunities for students in elementary and middle grades to work with and gain exposure to the arts programs at the other K-8 schools and the high school through school visits, assemblies, workshops, mentoring programs and other such activities
- Community resources, including business as well as parent involvement, partner with schools to provide funds and resources for arts programs

The Superintendent or designee shall develop a budgeted plan, establish procedures to implement Board policies, and provide for the ongoing review, evaluation and development of the District's arts education program.