



NBOEARTS

Office of Visual & Performing Arts 2021-2022 Arts Education Guidebook

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Newark Board of Education

Visual & Performing Arts Education Guidebook 2021-2022

Vision

The Office of Visual and Performing Arts champions the arts as relevant, critical, and essential to our contemporary existence; we uphold artistic tradition and embrace creative innovation as vehicles for student growth and achievement in a culturally diverse world. All students will have equitable access to a quality arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines.

Mission

To inspire every Newark Public School student to discover and achieve their highest creative potential.

Mindset

- Every student has the capacity to think like an artist.
- Creativity is sparked in a disciplined, nurturing and playful environment.
- The arts stimulate creativity, critical thinking, communication and collaboration, which are essential to prepare students for the modern world of work.
- The arts are a means of connecting to other subjects, to people, and to global issues.
- Through the production and the contemplation of works of art, students better understand themselves and the world around them.
- The arts cultivate student aesthetic awareness and foster an appreciation for things that touch their lives.
- The arts can empower students to aesthetically transform their life, home, and community.

Guidebook Overview

The 2020-2021 Visual & Performing Arts Education Guidebook provides essential information for administrators and arts educators including important dates, critical links, and supports for instrumental music programming. Information is organized as follows:

- Scheduling
- Capacity Building
- Curriculum, Instruction & Assessment
- Arts Enrichment to Support Learning
- Budgeting for the Arts
- Arts Education Goals & Benchmarks
- References

Individual School Reports

Each school will receive a school-based arts education report aligned to the NPS Strategic Plan, *The Next Decade: 2020-2030*. Please refer to individual recommendations and priorities prepared for your school when developing your 2021-2022 arts program and school arts plan.

The Office of Visual and Performing Arts is committed to ensuring all students have the benefit of a high-quality sequential arts education.

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Scheduling for Arts Education

NJDOE Requirements for Arts Learning

NJDOE Requirements for elementary students (K-5):

At the K-5 level, students must participate in standards-based instruction in all four arts forms. This means that students should engage in learning about dance, music, theater, and visual art, as well as performing and creating works in each discipline (e.g., instrumental music, performing in plays) with the expectation of achieving basic literacy in the arts.

NJDOE Requirements for middle level students (6-8):

In grades 6-8, students should gain greater depth of understanding in at least one of the arts disciplines. Students must continue to have opportunities to create and perform, as determined by student choice, with the expectation that they achieve competency in their chosen discipline. All four arts disciplines must be made available to middle-level students.

NJDOE Requirements for high school students (9-12):

In grades 9-12, all students are expected to communicate at a basic level in the arts and demonstrate proficiency in at least one arts discipline. This specialization allows for student choice which means that all four arts disciplines must be made available to students. All high school students must successfully complete five credits in at least one visual and performing arts course in order to receive a state-endorsed diploma.

Additional guidance: <https://www.state.nj.us/education/aps/cccs/arts/faq.htm>

PreK-12 Arts Education Scheduling Guide

ARTS EDUCATION SCHEDULING GUIDE				
Grade	Visual Arts	Music	Dance	Theatre
PK-Grade 5	EVERY STUDENT: Minimum of 1 Day Per Week for Each Arts Discipline Per Year			
Grades 6-8	EVERY STUDENT: Minimum of 2 Days Per Week for Each Arts Discipline Per Year, Student Choice of Study			
Grades 9-10	EVERY STUDENT: 5 Credits, Student Choice of Study from 4 Arts Disciplines			
Grades 10-12	Advanced Study in Arts Discipline(s) of Choice			

NPS Scheduling Guidance

Teacher to Student Ratios:

In 2019-2020, 54% of K-8 Arts Educators had an average load of 400+ students and 31% had 500+ students. In addition to the high class loads, elementary and middle school arts educators are often scheduled to teach all grade levels (P-8) in a school building. By contrast, an average grade level teacher may teach 25-30 students, and middle school Math/ELA teachers may teach up to 135 students.

Elementary/Middle School:

- **Grade Band Scheduling:** To reduce class loads and support high-quality arts instruction, it is recommended that Arts Educators are scheduled by grade band in elementary school (PK-2 and grades 3-5).

- **Choice:** All middle school students should have the opportunity to choose their arts discipline of study from Dance, Music, Theatre, or Visual Arts.
- **Instrumental Music:** Instrumental teachers should be scheduled for weekly pull-out instrumental lessons for all interested 5th grade students. Pull-out instruction provides students with necessary and foundational skill instruction in preparation for grade 6-8 instrumental music ensembles. See additional information in [Distribution of Instruments](#).

High School:

- High school students are required to complete prerequisite courses before enrolling in advanced courses (e.g., Level I completed and passed prior to enrolling in Level II, etc.).
- **Choice:** All high school students should have the opportunity to choose their arts discipline of study from Dance, Music, Theatre, or Visual Arts.

Capacity Building

Professional Development

Arts Administrator Convenings

Professional Development sessions will be scheduled for principals, vice principals and department chairs that supervise arts educators to strengthen infrastructure and arts education capacity. It is recommended that Arts Administrators attend all sessions offered. We will also collaborate with SLTs to support monthly Principal and Vice Principal meetings to support the Key Shifts.

Date	Time	Target Audience	Location
10/25/21	9:00-10:00am	High School Arts Administrators	https://nboe.webex.com/meet/mel
10/26/21	9:00-10:00am	PreK-8 Arts Administrators	https://nboe.webex.com/meet/mel
12/13/21	9:00-10:00am	High School Arts Administrators	https://nboe.webex.com/meet/mel
12/14/21	9:00-10:00am	PreK-8 Arts Administrators	https://nboe.webex.com/meet/mel
2/14/21	9:00-10:00am	High School Arts Administrators	https://nboe.webex.com/meet/mel
2/15/21	9:00-10:00am	PreK-8 Arts Administrators	https://nboe.webex.com/meet/mel
4/11/21	9:00-10:00am	High School Arts Administrators	https://nboe.webex.com/meet/mel
4/12/21	9:00-10:00am	PreK-8 Arts Administrators	https://nboe.webex.com/meet/mel
5/16/21	9:00-10:00am	High School Arts Administrators	https://nboe.webex.com/meet/mel
5/17/21	9:00-10:00am	PreK-8 Arts Administrators	https://nboe.webex.com/meet/mel

Arts Educator Professional Development

The Arts Office will deliver professional development on scheduled Staff Development days and a monthly schedule (TBA) to support teaching and learning in arts education. Topics will include the new NJSLS-VPA, SEL/VPA, curriculum, instruction, online learning platforms, and blended learning strategies.

Date	Title	Target Audience	Provider	Location
September 1	PD Day #1	PK-12 VPA Teachers	NJPAC & NBOE VPA Office	Remote
October 7, 2021	R.A.M.P. PD #1	3-5 Music Teachers	NJPAC	Remote
October 20, 2021	PD Day #3	PK-12 VPA Teachers	NJPAC & NBOE VPA Office	Remote

January 12, 2022	PD Day #4	PK-12 VPA Teachers	NJPAC & NBOE VPA Office	TBD
January 25, 2022	R.A.M.P. PD #2	3-5 Music Teachers	NJPAC	TBD
March 9, 2022	PD Day #5	PK-12 VPA Teachers	NJPAC & NBOE VPA Office	TBD
March 9, 2022	PD Day #5	PK-12 VPA Teachers	NJPAC & NBOE VPA Office	TBD
March 9, 2022	PD Day #5	PK-12 VPA Teachers	NJPAC & NBOE VPA Office	TBD

Visual & Performing Arts Professional Learning Communities

School-level teams of arts educators should convene during weekly PLCs to discuss student growth across the 4 artistic processes (Creating, Performing/Presenting/Producing, Responding, & Connecting).

Specialized Professional Development

The Arts Office will provide specialized professional development opportunities to further engage and develop arts educators. Descriptions, criteria and application forms will be posted in the [NBOEARTS Updates](#). We anticipate virtual sessions as follows:

- New to NBOE Arts Educator Series (open to new and second year arts teachers)
- NBOE Model Teachers for Arts Education (continuation of second cohort)
- Trauma-Informed Care (collaboration with Arts Ed Newark and Save The Music Foundation)
- Disney Musicals in Schools (schools in year 2 and 3 of program)

Specialized: NBOE Model Teachers for Arts Education

Date	Title	Target Audience	Provider	Location
January 2022	Model Teachers for Arts Education Meetings	Cohort #2	NBOE VPA Office	TBD
Spring 2022	Model Teachers for Arts Education: Cohort #3	Cohort #3 <i>Additional information will be forthcoming</i>	NBOE VPA Office	TBD

Specialized: Trauma-Informed Care

Date	Title	Target Audience	Provider	Location
October 20, 8:30-10:30am November 4, 8:30-10:30am November 5, 8:30-11am	Series 1	NBOE Visual & Performing Arts Educators	Arts Ed Newark/ Save The Music Foundation	Remote
October 20, 1-3pm November 4, 1-3pm November 5, 1-3pm	Series 2	NBOE Visual & Performing Arts Educators	Arts Ed Newark/ Save The Music Foundation	Remote
January 12, 8:30-10:30am January 14, 8:30-10:30am January 18, 8:30-11am	Series 3	NBOE Visual & Performing Arts Educators	Arts Ed Newark/ Save The Music Foundation	Remote
January 12, 1-3pm January 14, 1-3pm January 18, 1-3pm	Series 4	NBOE Visual & Performing Arts Educators	Arts Ed Newark/ Save The Music Foundation	Remote

Specialized: Disney Musicals in Schools

Date	Title	Target Audience	Provider	Location
TBD	Disney Musicals in Schools Professional Development	2 nd and 3 rd Year Disney Musicals in Schools Grantees	NJPAC	TBD

Professional Association Membership

All arts educators are highly encouraged to become members of state and national arts associations (e.g., National Association for Music Education, National Art Education Association, etc.) to access resources and professional learning opportunities.

State & National Arts Organizations and Professional Development Opportunities

Date	Title	Target Audience	Provider	Location
October 7-10, 2021	Telling Our Stories: The Essentiality of Dance Education in Changing Times	Dance Teachers	NDEO, National Dance Educators Organization	Virtual
October 16, 2021	Arts Educators of New Jersey Fall Forum	Visual Arts Teachers	AENJ, Arts Educators of NJ	Pennington, NJ
November 3-4, 2021	NAfME Virtual Music Program Leaders Forum	Music Teachers	NAfME, National Association for Music Educators	Virtual
January 2022 TBD	Dance New Jersey Annual Festival	Dance Teachers	DNJ, Dance New Jersey	TBD
February 24-26, 2022	Music Educators State Conference	Music Teachers	NJMEA, NMusic Educators Association	Atlantic City, NJ
March 3-5, 2022	National Art Education Association National Convention	Visual Arts Teachers	NAEA, National Art Education Association	New York, NY
April 2022 TBD	STANJ Annual Spring Conference	Theatre Teachers	STANJ, Speech & Theatre Association of NJ	TBD
June 6, 2022	North Jersey School Music Association Professional Development Day	Music Teachers	NJSMA/NJMEA, North Jersey School Music Association	TBD
August 2022 TBD	AATI Conference	Theatre Teachers	AATE, American Alliance for Theatre & Education	TBD

School Arts Plans

Arts Planner & School Arts Plans

Each school will be expected to assemble a school arts team, complete an Arts Planner (arts education self-assessment), and develop a simple arts plan. Renew the Arts schools are familiar with this process. We will be rolling this out for all schools for the 2021-2022 school year. To support schools with the process, we will be offering remote sessions during September and arts team members are encouraged to attend. Completed self-assessments and arts plans will be required for all schools, but for those interested in applying for Renew the Arts Capacity Building Funds, these will be required as part of the application. Renew the Arts Capacity Building Fund applications will be due October 15, 2021.

Date	Title	Target Audience	Provider	Location
Tuesday, September 14 <ul style="list-style-type: none"> • AM Session: 9-10am • PM Session: 1-2pm 	Arts Self-Assessment & Developing a School Arts Plan	School Arts Teams (Arts Admin, Teachers)	NBOE VPA Office	Remote

Tuesday, September 21 <ul style="list-style-type: none"> AM Session: 9-10am PM Session: 1-2pm 	Arts Self-Assessment & Developing a School Arts Plan	School Arts Teams (Arts Admin, Teachers)	NBOE VPA Office	Remote
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Curriculum, Instruction & Assessment

Arts Curriculum & Instruction

New Jersey Student Learning Standards for Visual & Performing Arts (New)

Moving forward, all teacher-made lesson plans should reflect arts content and learning framed around the newly adopted NJSLS-VPA. The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning. The NJSLS for Visual & Performing Arts can be found using the links below.

- NJDOE link to NJSLS-VPA: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>
- Standards Handbooks link to NJSLS-VPA: <https://njartsstandards.org/>

NBOE Visual & Performing Arts Curricula

Content learning in the arts disciplines cultivate creativity and enrich student intellect through engagement with artistic literacy in the four artistic processes (Creating, Performing/Presenting/Producing, Responding, & Connecting). Artistic literacy 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 using materials (such as charcoal or paint or clay, musical instruments, or scores) and in specific spaces (concert halls, stages, dance spaces, art studios, and computer labs).¹

Current curricula documents are available for use at the following link. These documents mostly reflect the National Core Arts Standards (NCAS) using the four artistic processes (Creating, Performing/Presenting/Producing, Responding, & Connecting).
<https://drive.google.com/drive/folders/1iViLWWHXJPKG48m10GxxGIVv2jOPD29I?usp=sharing>

The new NJSLS-VPA are conceived using the NCAS as the foundation. Unit learning plans are awaiting board approval for the following grade levels and disciplines. Additional curricula will be shared as it becomes available using the above link.

- Dance: Grades PK-8, High School Dance I
- Music: General Music PK-5, Music Ensemble 6-8
- Theatre: Grades PK-2
- Visual Art: Grades PK-8, High School Art Foundations/Art I

Curricular Resources

¹ National Coalition for Core Arts Standards, *National Core Arts Standards: A Conceptual Framework for Arts Learning*. (Reston, VA), <http://nccas.wikispaces.com/Conceptual+Framework>

The Office of Visual & Performing Arts has purchased physical resources and online learning platforms for the 2021-2022 school year to facilitate instruction. Each resource has been strategically selected to support the NBOE Visual & Performing Arts Curricula and should be utilized by all designated arts educators. Physical resources are expected to be well-cared for and maintained for future years.

Dance

Resources TBD.

Music

Grades PK-2: Music educators teaching preschool and kindergarten will receive *the First Steps in Music: Preschool and Beyond* package, which includes a book and set of 4 CDs. Educators should incorporate repertoire and musical exercises into lesson plans.

Teacher copies of select children’s literature will be distributed to PK-2 music educators. These materials are embedded within the music curriculum and are to be shared with students through read alouds.

Grade	Unit	Materials
PK	Unit 3	<i>Zin! Zin! Zin! A Violin!</i>
PK-K	Unit 1 Unit 4	<i>Violet’s Music</i> <i>All Are Welcome</i>
K	Unit 1 Unit 4	<i>Decibella and Her 6-Inch Voice</i> <i>Sing a Song: How Lift Every Voice and Sing Inspired Generations</i>
Grade 1	Unit 2	<i>The Three Little Pigs/Los tres cerditos</i>
Grade 2	Unit 2	<i>Proud to Be Latino: Food/Comida; The First Music</i>

Grades 6-12: Middle school music educators will receive a digital download of *Sing at First Sight: Level 1 Reproducible Book and Online Audio*. High school music educators will receive a digital download of *Sing at First Sight: Level 2 Reproducible Book and Online Audio*. These materials should be incorporated into lessons according to the Music Ensemble curricular addendums. Student copies may be printed and shared directly with students. Music educators teaching grades 6-12 will receive educator subscriptions to *SmartMusic*. Through this platform, educators will have access to virtual sheet music (including *Sound Innovations*). Educators should select appropriate exercises and repertoire for their ensemble students, and then provide feedback to student recordings.

Theatre

Theatre teachers will receive *Drama Works!* curricular materials, including a *Companion Book of Lesson Plans* and *Cards Combo* of Creativity Cards and Vocabulary Cards. All certified elementary and high school theatre educators will receive these resources.

Visual Art

Resources TBD.

Social Emotional Competencies

Arts Educators are positioned to be important partners in addressing the social and emotional learning needs of students as they return to school. The Arts Education and Social and Emotional Learning (SEL) Framework available at the link below is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing Arts Education.

<https://selarts.org/>

Deeper Learning

Arts Honor Societies

Participation in National Arts Honor Societies is recommended for middle and high school students in order to recognize outstanding achievement, develop leadership abilities, and access additional artistic opportunities. Visit the following websites for information on each society:

- Dance: National Honor Society for Dance Arts, Grades 6-12: <https://www.nhsda-ndeo.org/>
- Music: Tri-M Music Honor Society, Grades 6-12: <http://www.music honors.com/>
- Theatre: International Thespian Society, Grades 6-12: <https://www.schooltheatre.org/internationalthespiansociety/home>
- Visual Art: National Art Honor Society, Grades 6-12: <https://www.arteducators.org/community/national-art-honor-societies/handbooks-and-forms>

Co-Curricular Arts Offerings

Schools should provide co-curricular experiences (i.e. drama club, musical theatre club, dance ensemble, jazz band, etc.) that support classroom instruction in the arts so that students have the opportunity for deeper learning and self-expression.

School-Based Performances and Exhibitions

Engaging in artistic literacy and the artistic creative processes is inclusive of performing and presenting. In September, create a schedule with input from all arts staff that outlines performances and presentations in all arts disciplines and grade levels for the academic year. Provide time for arts educators to plan, prepare, and present student work across the entire school environment while engaging the greater school community and families.

Annual District-Wide Performances and Exhibitions

Local, regional, and national programs provide extended learning and advanced opportunities for students and are highly encouraged. The following district experiences will be offered in Spring 2022; details and dates will be shared via **NBOEARTS Updates** for engagement from all schools.

Performance/Exhibition	Target Audience	Rehearsal Date (tentative)	Performance/Exhibition Date (tentative)	Location
All City Dance	Grades 3-12	Friday, March 11	Wednesday, March 16	TBD
All City Middle School Music (band, choir, guitar, string orchestra)	Grades 6-8	Friday, April 1	Thursday, April 7	TBD
All City Vocal Music	Grades 9-12	Friday, June 3	Thursday, June 9	TBD
NJPAC R.A.M.P. Recorders	Grades 3-4	N/A	TBD	TBD
Teen Arts Annual (visual and performing arts)	Grades 9-12	N/A	Thursday, March 31	TBD
Young Artists Exhibit (visual arts, theatre, and music composition)	Grades 6-8	N/A	Thursday, March 10	TBD

All City Dance

The All City Dance Festival is a collaboration between dance teachers and students from across the city to showcase their dance performance skills. Each school prepares and rehearses their individual dance selections with students at their respective school locations. Students then come together for two short rehearsals to collaborate on the finale. Each fall, dance teachers may register to participate with students in grades 3-12. The Arts Office will provide bus transportation to the rehearsals and performance.

NJPAC R.A.M.P. Recorders

The goal of the R.A.M.P. program (Recorder Arts for Musical Pathways) is to teach every third and fourth grader how to read music and to further music education through the recorder. As part of the program, the Arts Office provides all third grade students with a personal recorder instrument to use in grades 3-5. Each year, the Arts Office will purchase recorders for every 3rd grade student. Individual schools are responsible for storing and maintaining recorders for their continued use in grades 4 & 5, as well as purchasing recorders for new students or replacing lost instruments/damaged instruments.

Specialized recorder curriculum is taught in third and fourth grade music classes by music educators, and a designated number of third and fourth grade students from each school are invited to participate in an annual R.A.M.P. Concert. The Arts Office provides transportation to NJPAC for in-person concerts. During the Covid-19 Pandemic, music educators at each elementary school may nominate students to participate in a virtual concert. Schools are encouraged to continue recorder instruction in General Music Grade 5 using the Jazz Recorder Curriculum. Music educators for grades 3-5 receive two professional development sessions each year through the NJ Performing Arts Center.

All City Middle School Music

The All City Middle School Music Festival is an annual event designed to increase the rigor and participation in NBOE music programs, in addition to highlighting excellent teaching and celebrating student musicianship while providing opportunities for students to connect across schools. Each winter, music directors nominate a designated number of students in grades 6-8 to participate in guitar, orchestra, band, and/or choir. Once accepted, students and directors will attend one full rehearsal, as well as one half-day rehearsal on the day of the concert. The Arts Office will provide sheet music and bus transportation to the rehearsal and concert. Concert attire for students is a white shirt and black pants/skirt/dress. Students and directors are expected to attend all rehearsal sessions. It is the responsibility of each school to ensure that students have learned repertoire prior to arriving at rehearsal. Directors who are interested in conducting for the All City Middle School Music Festival should indicate their interest in the All City Music Registration documents in the fall.

All City High School Vocal Music

The All City High School Vocal Festival is a celebration of vocal music. Music directors may nominate a designated number of students in grades 9-12 to participate in a full vocal ensemble and a select ensemble (a capella, treble choir, or bass choir). Once accepted, students and directors will attend one full rehearsal/workshop day, as well as one half-day rehearsal on the day of the concert. The Arts Office will provide sheet music and bus transportation to the rehearsal and concert. Concert attire for students is a white shirt and black pants/skirt/dress. Students and directors are expected to attend all rehearsal sessions. It is the responsibility of each school to ensure that students have learned repertoire prior to arriving at rehearsal. Directors who are interested in conducting for the All City High Vocal Music Festival should indicate their interest in the All City High School Vocal Music Registration documents in the fall.

Young Artists Exhibit

The Young Artists Exhibit celebrates the talents of middle school students in grades 6-8. Educators may nominate students for excellence in visual arts, theatre, and music composition; each school may select up to 2-3 students for participation. Each year, a theme is established, and young artists create work inspired by the theme. Student submissions must be accompanied by an artistic statement describing the concept and interpretation of the theme. Each school is guaranteed 2 or 3 artworks in the exhibition, and may submit up to 6 for selection. We are seeking full participation by all schools serving grades 6-8 to ensure equitable opportunities for all students to perform or present their work to the community.

Teen Arts Annual Exhibit

The Teen Arts Annual Exhibit, now in its 50th year, features artwork and performances by students in grades 9-12. This curated visual and performing arts exhibition is held each year in partnership with The Newark Museum of Art showcasing the artistic talent of Newark students, providing them with the distinct honor of exhibiting or performing at New Jersey's largest museum. Educators may nominate students for excellence in visual arts or media arts. Each year, a theme is established, and young artists create work inspired by the theme. Student submissions must be accompanied by an artistic statement describing the concept and interpretation of the theme. Each Visual Arts teacher is guaranteed 2 artworks in the exhibition, and may submit 2-5 pieces for selection. Each Media Arts teacher is guaranteed 1 short video/film in the exhibition, and may submit 1-2 short videos/film for selection. We are seeking full participation by all high school Visual and Media Arts teachers to ensure equitable opportunities for all students to present their work to the community.

District-Wide Arts Experiences

Dodge Biennial Newark High School Poetry Festival

Every two years, the Dodge Foundation brings the Dodge poetry experience to Newark teens through the Newark High School Poetry Festival. Hosted at Rutgers-Newark Paul Robeson Center, the festival brings Newark high school students and educators together to experience poetry, music jams, readings, discussions, and forums. The next festival will be held in October 2021 and will be made available to high school students through the Arts Office as a foundational arts experience. *Currently pending COVID-19.*

Newark Murals Tour

Each year, the Arts Office works with Newark Arts and The Newark Museum of Art to offer Newark high school students a foundational arts experience that educates and exposes them to Newark's rich cultural history and assets. The mural experience includes a tour of Newark's wide-ranging murals, a tour of The Newark Museum of Art mural collection, and hands-on artmaking projects. *Currently pending COVID-19.*

NJPAC SchoolTime Performances

Each year, the Arts Office works with New Jersey Performing Arts Center's SchoolTime Performances, enabling thousands of students in targeted grades throughout the district each year to experience the arts beyond the classroom. District-sponsored SchoolTime performance are available to schools at no cost and transportation is provided. These experiences are curated to ensure equitable access to foundational arts experiences. All eligible schools are strongly encouraged to fully access these opportunities, and to fulfill all registration and participation requirements. Although these experiences are free to schools, the district pays for these seats, even if they are left unfilled. It is the responsibility of the school to ensure 100% participation. *Currently pending COVID-19.*

Summer Arts Enrichment

Each year, the district offers 5-week Summer Arts Enrichment for middle school students (rising 6-8 graders), and high school students (rising 9-12 graders) interested in deepening their skills in the arts.

Summer Visual & Performing Arts Academy (SVPAA)

The Summer Visual & Performing Arts Academy provides rising 6-8th graders with a 5-week enrichment program to explore the arts in an exciting and challenging environment. SVPAA provides middle school students currently in visual and performing arts programs with an opportunity to sharpen their skills and explore the disciplines of Creative Writing, Dance, Music, Theatre, and Visual Arts. Capacity is limited and enrollment relies heavily teacher recommendations. The program culminates with a student exhibit,

student performance, and student publication. Recruitment begins in the spring each year and applications are due in May. The program runs for 5 weeks beginning the first week in July.

High School Musical Theatre

High School Musical Theatre offers students interested in musical theatre with an opportunity to engage as performers or production designers. For those interested in performance, instruction includes singing, acting, and movement/choreography. Production training includes stage management, set design, directing, props, costuming, and marketing. The summer concludes with a full-scale musical production. Capacity is limited, applications are due in May, and the program runs for 5 weeks beginning the first week in July.

High School Visual Arts Academy: Culture Creators

In this 5-week Visual Arts program, students study with talented faculty and artists from Newark and the surrounding region to develop technique and artistic expression. Students are part of a community focused on ideas, craftsmanship, and the exchange of artistic values. Students participate in four hours of studio instruction per day, and visit museums and galleries. The program culminates with each student curating their art for exhibition. Capacity is limited, applications are due in May, and the program runs for 5 weeks beginning the first week in July.

Arts Enrichment to Support Student Learning

Residencies, Trips, Master Classes & Assemblies

General Guidance

Arts partner experiences, such as arts residencies and field trips, expand students’ artistic knowledge and skills. Schools are encouraged to develop and continue partnerships connected to arts disciplines. The Arts Office will notify schools of partner opportunities and partner collaborations via **NBOEARTS Updates**. Schools participating in grant-funded partnerships should continue to be guided by grant agreements (Victoria Foundation, Save The Music Foundation, Keys of Inspiration, etc.)

Discipline-Specific Community Arts Partners (partial listing)

Dance	Theatre
Alvin Ailey American Dance	Disney Musicals in Schools (NJPAC)
Joyce Theatre	Mercer Musical Theatre (NJPAC)
Maurice Chestnut	NJ Performing Arts Center
New Jersey Performing Arts Center	Newark School of the Arts
Newark School of the Arts	Shakespeare Theatre of NJ
Nimbus Dance Studio	Two River Theatre
Sharron Miller Dance	Young Audiences of NJ
Young Audiences of NJ	
Music	Visual Arts
ArtSmart (Michael Fabiano & Juilliard)	Day in Clay
Grammy Museum Experience	Express Newark
Jazz House Kids	GlassRoots
Lang Lang Keys of Inspiration	Montclair Art Museum
Little Kids Rock	Newark Museum of Art
Music and the Brain	Newark Print Shop
NJ Performing Arts Center	Newark School of the Arts
NJ Symphony Orchestra	Paul Robeson Galleries

Newark School of the Arts Save The Music Foundation	Young Audiences of NJ
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Arts & Cultural Institutions (partial listing, tri-state area)

Institutions	Website	Location
Alvin Ailey American Dance Theatre	https://www.alvinailey.org/	New York, NY
Barnes Foundation	https://www.barnesfoundation.org/	Philadelphia, PA
Broadway Theatres	https://www.broadway.org	New York, NY
Brooklyn Museum	https://www.brooklynmuseum.org/	Brooklyn, NY
Carnegie Hall	https://www.carnegiehall.org/	New York, NY
The Cloisters (The Met Cloisters)	https://www.metmuseum.org	New York, NY
Crossroads Theatre Company	http://www.crossroadstheatrecompany.org/	New Brunswick, NJ
El Museo del Barrio	https://www.elmuseo.org/	New York, NY
Gallery Aferro	https://aferro.org/	Newark, NJ
GlassRoots	https://www.glassroots.org/	Newark, NJ
GRAMMY Museum Experience	https://www.grammymuseumexp.org/	Newark, NJ
Grounds for Sculpture	https://www.groundsforsculpture.org/	Hamilton, NJ
Guggenheim Museum	https://www.guggenheim.org/	New York, NY
Joyce Theatre	https://www.joyce.org/	New York, NY
The Kennedy Center	https://www.kennedy-center.org/	Washington, DC
Lincoln Center	https://www.lincolncenter.org/	New York, NY
The Met (Metropolitan Museum of Art)	https://www.metmuseum.org/	New York, NY
MOMA (Museum of Modern Art)	https://www.moma.org/	New York, NY
Montclair Art Museum	https://www.montclairartmuseum.org/	Montclair, NJ
National Gallery of Art	https://www.nga.gov/	Washington, DC
National Museum of African American History & Culture	https://nmaahc.si.edu/	Washington, DC
National Museum of African Art (Smithsonian)	https://africa.si.edu/	Washington, DC
National Museum of Dance	https://www.nationalmuseumofdance.org/	Saratoga Springs, NY
New Jersey Performing Arts Center	https://www.njpac.org/	Newark, NJ
New Jersey State Museum	https://www.state.nj.us/state/museum/	Trenton, NJ
The Newark Museum of Art	https://www.newarkmuseumart.org/	Newark, NJ
Newark School of the Arts	https://www.newarkschoolofthearts.org/	Newark, NJ
Newark Symphony Hall	https://newarksymphonyhall.org/	Newark, NJ
Paper Mill Playhouse	https://papermill.org/	Millburn, NJ
Paul Robeson Galleries	http://paulrobeson galleries.expressnewark.org/	Newark, NJ
Philadelphia Museum of Art	https://philamuseum.org/	Philadelphia, PA
Princeton University Art Museum	https://artmuseum.princeton.edu/	Princeton, NJ
Project for Empty Space	https://www.projectforemptyspace.org/	Newark, NJ
Rodin Museum	https://www.rodinmuseum.org/	Philadelphia, PA
Shakespeare Theatre of New Jersey	https://www.shakespearenj.org/	Madison, NJ
State Theatre of New Jersey	https://www.stnj.org/	New Brunswick, NJ
Storm King Art Center	https://stormking.org/	New Windsor, NY
Two River Theatre	https://tworivertheater.org/	Red Bank, NJ
Visual Arts Center of New Jersey	https://www.artcenternj.org/	Summit, NJ
The Wadsworth Museum of Art	https://www.thewadsworth.org/	Hartford, CT

Whitney Museum of American Art	https://whitney.org/	New York, NY
Yale University Art Gallery	https://artgallery.yale.edu/	New Haven, CT

Budgeting & Sustaining the Arts

Annual Arts Budgets

Budgeting Guidance

Budgeting for the Arts is a collaborative process that involves administrators and arts educators. Collaboration ensures efficient and maximum use of scarce resources, assists educators in planning to execute curricula objectives and targets, and avoids wastes and losses.

Short-Range Budgets:

Short-range budgets consist of materials and consumables that will be purchased annually. Examples include oil pastels, putty, sheet music, reeds, scripts, and costumes.

Spring Planning:

- Analyze departmental and art form-specific goals
- Determine priorities
- Based on curricular needs, obtain estimates of costs and availability of resources
- Teachers prepare and submit pre-requisition spreadsheets to arts administrators
- Final purchasing decisions made by principal and teachers informed

Long-Range Budgets:

Long-range budgets consist of one-time, expensive equipment or materials that need to be upgraded/replaced after multiple years. Examples include studio mirrors, marching band uniforms, sound and lighting equipment, and kilns.

Facilities, Equipment, Materials

Facilities

Instruction in each art discipline requires specific classroom space and equipment. Every effort should be made to accommodate the needs of each art form, and school administrators should collaborate with arts educators to create long-range budgets that address needs. All classrooms should be equipped with a whiteboard/easel, smartboard, and technology for both the teachers and students.

Extended List of Spaces, Materials, Supplies & Equipment

Arts budget considerations for each art form by grade level are available using this link.

https://docs.google.com/spreadsheets/d/1BDqFWbgFPs99KKUZ9jctgEp_BeRaz_TUrTUMwfrxNHM/edit?usp=sharing

The following lists provide guidelines for spaces, common equipment, materials and supplies to support sequential standards-based arts education instruction. Replenishment of consumables is essential for program success.

Dance Classroom, Grades PK-12

Dance classroom facilities are designed to ensure safety for students and teachers, while providing ample space for students to explore a variety of dance forms and techniques. Dance facilities should be outfitted with sprung wood floors covered by marley to prevent long-term stress and injury to joints. In addition to mirrors and barres, dance classrooms should have a sound system and storage spaces for shoes, costumes, and materials, as well as a changing area. It is recommended that classrooms are located in close proximity to the auditorium for additional rehearsal space.

DANCE	
Purchased by Curriculum Office	<ul style="list-style-type: none"> • TBD
Consumables Purchased by School	<ul style="list-style-type: none"> • Music • Dance costumes/shoes • Dance teaching posters (art terms, artists, art periods, art techniques, etc.) • Flash cards and knowledge cards
Dance Classroom Space and Facility Needs	<ul style="list-style-type: none"> • Music equipment and speakers • Sprung wood floor • Marley • Studio mirrors • Ballet barres • Upright Piano • Changing space • Storage
Technology Needs	<ul style="list-style-type: none"> • Smartboard or Screen with Projector • Whiteboard/Easel • Teacher Computer • Printer • Student access to Chromebooks as needed

Music Classroom, Grades PK-12

Music classroom facilities contain a piano/keyboard and sound system for instruction. Music rooms may require soundproofing to prevent permanent hearing loss. General Music (PK-5) classrooms should be equipped with a carpet and seating that allows for expressive movement. Instrumental and Vocal Music classrooms (6-12) should have access to practice rooms and risers with music posture chairs. General Music and Instrumental classrooms require instrument storage shelves, or lockers, that are not exposed to humidity or water. It is recommended that classrooms are located in close proximity to the auditorium for additional rehearsal space.

MUSIC	
Purchased by Curriculum Office	<ul style="list-style-type: none"> • Instrument repairs up to a fixed dollar amount per school • Piano tuning up to a fixed dollar amount per school
Consumables Purchased by School	<ul style="list-style-type: none"> • Music stands • Metronome • Instruments • Orff Instruments • Percussion Instruments • Instrument cleaners and care kits

	<ul style="list-style-type: none"> ● Instrument repair kit ● Instrument accessories (mouthpieces, mutes, replacement parts, straps, tools, reeds). ● Microphone and speakers ● Music theory materials ● Sheet music ● Note paper ● Flash cards and knowledge cards ● Music basics teaching posters ● Music posters (instruments, orchestras, terms, musicians, genres, etc.)
Music Classroom Space and Facility Needs	<ul style="list-style-type: none"> ● Piano ● Sound System ● Instrument Storage ● Chairs ● Risers ● Rug ● Practice Rooms
Technology Needs	<ul style="list-style-type: none"> ● Smartboard or Screen with Projector ● Whiteboard/Easel ● Teacher Computer ● Printer ● Student access to Chromebooks as needed ● Music Technology equipment, software and applications

Theatre Classroom, Grades PK-12

Theatre classroom facilities feature a large performance space with a designated area for students to observe peer performances. Additionally, storage space for costumes, props, and set pieces should be available in or near the theatre classroom. Classrooms should be equipped with a sound system. It is recommended that classrooms are located in proximity to the auditorium for additional rehearsal space.

THEATRE	
Purchased by Curriculum Office	<ul style="list-style-type: none"> ● <i>Drama Works!</i>
Consumables Purchased by School	<ul style="list-style-type: none"> ● Monologue books ● Scripts-Full length plays, 1-Acts, Collections ● Musical theater scripts ● DVDs & Videotapes to support standards-based curriculum ● Drama cards/role-play cards ● Catalogs from Royalty Houses & Supplies ● Stagecraft & Stage Management Textbooks ● Theatre poster sets (theatrical images, terms, genres, etc.)
Theatre Classroom Space and Facility Needs	<ul style="list-style-type: none"> ● Classroom stage platform ● Sound system
Technology Needs	<ul style="list-style-type: none"> ● Smartboard or Screen with Projector ● Whiteboard/Easel ● Teacher Computer ● Printer

	<ul style="list-style-type: none"> ● Student access to Chromebooks as needed
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Visual Arts Classroom, Grades PK-12

Visual Art classroom facilities are designed to allow students to create in a variety of mediums, including drawing, painting, ceramics, and printmaking. Classrooms should be outfitted with large workspaces/ tables for students, as well as classroom sinks. Large storage spaces for art materials and student artwork, as well as display spaces should be located in or near the visual art classroom. Where possible, visual art classrooms may be outfitted with specialized equipment, such as a kiln.

VISUAL ARTS	
Purchased by Curriculum Office	<ul style="list-style-type: none"> ● TBD
Consumables Purchased by School	<ul style="list-style-type: none"> ● Paper (drawing, watercolor, newsprint, printmaking) ● Sketchbooks ● Drawing pencils, colored pencils ● Crayons, oil pastels, chalk pastels, charcoal, markers, ink ● Paint (tempera, watercolor, acrylic) ● Printmaking ink, plastic plates, linoleum, linoleum cutters ● Canvas ● Clay, putty, glazes, ceramic tools, sculpture tools ● Assorted Craft materials and supplies ● Classroom art library ● Art posters (art terms, artists, art periods, art techniques, etc.) ● Rulers, scissors, glue
Visual Arts Classroom Space and Facility Needs	<ul style="list-style-type: none"> ● Sinks ● Display boards/space ● Paper cutter ● Material and supply storage ● Dry Rack ● Flat files ● Drawing boards ● Mat cutter, cutting mat ● Dry and wet spaces ● Kiln, slab roller, pottery wheel ● Printing press ● Easels
Technology Needs	<ul style="list-style-type: none"> ● Smartboard or Screen with Projector ● Whiteboard/Easel ● Teacher Computer ● Printer ● Student access to Chromebooks as needed ● Document camera ● Digital camera ● Drawing, painting and graphics software

District Art Supply Vendors

Vendor List (not exhaustive)		
Barnes and Noble	J. W. Pepper	SmartMusic
B & H Photo	Liberts Dancewear	Strings and Beyond
Ceramic Supply	MusicFirst	Supreme Audio
Dance Equipment Intl.	The Music Shop	Sweetwater
Davis Publications	Music Theatre International	Teacher Created Materials
Drama Works	Online EEI Plank Publishing	WB Mason
DZ Strad Violin Shop	Quavermusic.com	Wenger
Flaghouse, Inc.	Sam Ash	West Music
Groth Music	School Outfitters	Woodwind & Brasswind
Guitar Center	School Specialty	
Jerry's Artist Outlet	Sight Reading Factory	

Music Guidelines & Resources

Instrument Inventory

Instrument inventories take place annually each fall. Detailed guidelines on this process:

<https://drive.google.com/file/d/1Dck5Uw6g0GV8B45Ch1Gvlp72zJC12XjV/view?usp=sharing>.

Instrument Distribution

Instrumental music programs continue to be critical learning opportunities for students. Students in grades 5+ should receive instruments no later than November 1, 2021. Distribution recommendations:

https://drive.google.com/file/d/1dzc_0CNYqxab2GLgMsGNSON8QN3HLA9/view?usp=sharing.

Instrument Loan Agreement

Musical instruments can be loaned to individual students to continue learning at home.

Parents/guardians must sign and return the Instrument Loan Agreement before instruments leave the school building. Printable agreement:

<https://drive.google.com/drive/folders/1pwT163Mu2absZQ265n4zzaG0qcCiMOKP?usp=sharing>

Instrument Transfer Form

When needed, NBOE schools may lend instruments to another NBOE school for the duration of one school year. Printable form:

<https://drive.google.com/file/d/15Njb-QZ0H8EKVWkSyMu1Gs-lGFloY3-/view?usp=sharing>

Instrument Repair Guidelines

The Arts Office provides limited funds to schools for instrument repair each year. Detailed instructions for woodwind, brass, string, and percussion repairs: <https://drive.google.com/file/d/16n8jyhr--H4Vtb8ZxAmXwm-w-E62JJsK/view?usp=sharing>. Steps for covid-19 instrument cleanings:

https://drive.google.com/file/d/1jUYspeH_jQk2oqz1ogeTwoFqjOOGYk2R/view?usp=sharing. Piano

tunings & repairs: <https://drive.google.com/file/d/16n8jyhr--H4Vtb8ZxAmXwm-w-E62JJsK/view?usp=sharing>.

Music Library Guidelines

The Arts Office maintains a Music Library for individual schools to borrow sheet music for ensemble performance. Additional information:

<https://drive.google.com/file/d/15NnHpSA1SUWZS0-yU0HArxMipGzPNBam/view?usp=sharing>.

Communications and Stakeholder Engagement

NBOE Visual & Performing Arts Communications

The Office of Visual and Performing Arts is committed to effective communications with administrators and arts educators. Toward that end, the following communications vehicles will be employed:

- **NBOEARTS Updates**—a biweekly newsletter that will continue to inform administrators and teachers about information and guidance for arts education
- **Principal Points**—a comprehensive weekly newsletter to all NPS principals that streamlines important administrative information and announcements
- **Teacher Talk**—a bi-weekly newsletter for teachers that includes best practices, news around the district, resources and opportunities, teacher tips, and a note from the Superintendent
- **Twitter**—#ArtsNBOE

Stakeholder Engagement

Schools are encouraged to engage a variety of stakeholders including parents, families, and the community through ongoing promotion of arts education activities, exhibitions/performances, and events. When crafting communications materials, consider your audience and necessary translations. Many schools are using the following to strengthen stakeholder engagement and support for the arts:

- **Print Media**—Newsletter, Flyers, Programs
- **Social Media**—Facebook, Twitter, YouTube
- **Public Relations/NBOE Office of Communications**—special recognitions or awards, events, etc.

Grants & Philanthropic Opportunities

Grant Seeking

Guidance

Grants are available through private foundations, arts councils, and cultural/arts organizations. Many schools receive grants each year to strengthen arts education capacity and school arts plans to bring the arts to every student. Grant seeking should be strategic, aligned to district arts goals and explored as a viable strategy to secure necessary resources to achieve goals in school arts plans.

Grant Calendar

Grant Opportunity (competitive)	Grantmaker	For Additional Information	Awards	Deadline
Artist in Education (AIE) Residency Grant Program	New Jersey State Council on the Arts and Young Audiences of NJ & Eastern Pennsylvania	http://njaie.org/	20-day artist in school arts education residency; programming value up to \$11,000	Early Bird-February 2022, Final-March 2022
ArtStart Grant Program	Newark Arts	https://newarkarts.org/artstart/	Up to \$3000	April 2022
DonorsChoose	DonorsChoose	https://www.donorschoose.org/teachers	Classroom Materials & Supplies	Ongoing
Field Trip NJ—Pi Chubb Newark Field Trip Fund	Community Foundation of NJ	https://cfnj.org/fieldtrip/	Up to \$700	*Fall-TBD; Winter-TBD
Renew the Arts Step-1 Fund	NPS Arts Office	Michelle Butler, Renew the Arts Consultant, 862.222.4768, mbutlerconsulting@gmail.com	Up to \$1500	October 1, 2021
Renew the Arts Capacity Building Fund	NPS Arts Office		Up to \$7500	October 15, 2021

Renew the Arts

With funding from the Prudential and Geraldine R. Dodge Foundations, the Renew the Arts (RTA) initiative was established in 2013 to explore and pilot strategies that ensure all students receive rigorous sequential arts programming, and exposure to high quality community arts experiences to help inform a larger, district-wide arts education strategy. Since 2013, 39 schools have participated in this initiative to build capacity through school-based arts assessment and planning, supplemental funding, and new and strengthened partnerships to support artists processes and curricular alignment.

This initiative has now been seamlessly integrated into the Office of Visual and Performing Arts. The school-based self-assessment and arts planning process that Renew the Arts schools have been doing annually will be rolled out to all schools this year with streamlined tools developed to support the Office of Visual and Performing Arts Goals and Benchmarks.

This year, Renew the Arts Funding will be available through two funding streams: **Step-1 Funds**, and **Capacity Building Funds**. Information regarding guidelines and requirements will be forthcoming and requests will be considered to support school arts plans.

Arts Education Goals & Benchmarks

1 Student Access & Participation

Goal: Every student will participate in rigorous PreK-12 sequential arts education in multiple art forms, in the recommended frequency to achieve grade-level proficiency in the artistic processes consistent with N.J.A.C.6A:8.

Benchmarks:

- 1.1 Pre-K Participation: Students receive a minimum of 144 class periods; 36 class periods in each arts discipline—Dance, Music, Theatre, Visual Arts.
- 1.2 K-5 Participation: Students receive a minimum of 144 class periods; 36 class periods in each arts discipline—Dance, Music, Theatre, Visual Arts.
- 1.3 6-8 Participation: Students receive a minimum of 72 class periods in an arts discipline of student choice.
- 1.4 9-12 Participation: Students receive 5-credit graduation requirement during grade 9 or 10, allowing for advanced study in grades 10, 11 and 12.

School-Based Actions 2021-2023:

- **Dedicate time for arts instruction through minimum scheduling benchmarks.**
 - PreK-5: Every student enrolled in both music and visual art, dance and theatre as available and receive instruction a minimum of 1x per week (36 days) in each art form at each grade level.
 - 6-8: Every student enrolled in one art form based on student choice and receive instruction a minimum of 2x per week (72 days) at each grade level.
 - HS: Every student enrolled in one art form to meet the graduation requirement during grade 9 or 10 based on student choice.
- **Increase the number of high schools offering at least one Advanced Placement arts course.**

2 Capacity Building

Goal: The Office of Visual and Performing Arts and every school it supports will have sufficient capacity to implement arts plans, provide relevant professional development for arts leadership and certified arts educators, and establish internal structures and supports to deliver sequential arts education for all students.

Benchmarks:

- 2.1 Arts Administrator Professional Development: All school arts administrators attend the district’s full Professional Development series and scheduled meetings to strengthen infrastructure and arts education capacity (leadership, planning, curriculum, instruction and assessment, resources).

- 2.2 School Arts Plans: All schools have an arts education plan to meet student achievement benchmarks.
- 2.3 Scheduling: Scheduling is strategic to meet NJ state arts guidelines and provides all students through 8th grade with adequate frequency and vertical pathways to enter high school fully prepared. K-5: all arts disciplines; 6-8: arts discipline of choice; 9-12: 5-credit graduation requirement in arts discipline of choice. Grade 9-12 scheduling reflects advanced coursework opportunities.
- 2.4 Arts Educator Membership in Professional Associations: All arts educators participate in professional visual and performing arts associations.
- 2.5 Arts Educator Professional Development: All visual and performing arts educators attend scheduled professional development provided by the district or approved providers to ensure equitable arts for all through consistent and high-quality curriculum, instruction and assessment.
- 2.6 VPA Professional Learning Communities: All arts educators participate in weekly professional learning communities and opportunities for arts discipline-specific learning within school leadership teams.

School-Based Actions 2021-2023:

- **Improve arts educator delivery of quality instruction by structuring virtual arts PLCs within SLTs with a focus on the four questions of PLCs in the context of looking at student work, assessment data, and the instructional core.**

3 Curriculum, Instruction & Assessment

Goal: Every school will use district arts curriculum based on New Jersey Student Learning Standards— Visual and Performing Arts that will guide teaching, learning and assessment for student engagement with the artistic processes. Sequential pathways for proficient through advanced learning will be available to all students through progressive class offerings, arts-based co-curriculars, National Art Honor Societies, and community, regional and national arts experiences and opportunities.

Benchmarks:

- 3.1 Curriculum: All arts educators use district-created, board-approved curriculum aligned to the New Jersey Student Learning Standards-Visual and Performing Arts for every arts discipline and grade level.
- 3.2 Co-Curricular Arts Offerings: Each school provides co-curricular experiences that support classroom instruction in the arts, so students have the opportunity for deeper learning and increased self-expression.
- 3.3 Performances & Exhibitions: All schools produce and present school-based performances and exhibitions aligned to the NJSLS-VPA.
- 3.4 National Arts Honor Societies: All schools have active National Arts Honor Societies run by Certified Arts Educators.
- 3.5 District-Wide Foundational Arts Initiatives - R.A.M.P.: Grade 3 students participate in the R.A.M.P. program as a foundational music experience and introduction to instrumental music.

- 3.6 Annual District-Wide Performances & Exhibitions: Every student in targeted grades is eligible to participate in annual district-wide performances and exhibitions recognizing excellence in dance, music, theatre, and visual arts: Teen Arts Annual, All City Music, All City Dance, and Young Artists Annual.
- 3.7 District-Wide Arts Experiences: All students will experience the arts in their community beyond the classroom. Every school participates in district-sponsored foundational experiences that are made available at no cost.

School-Based Actions 2021-2023:

- Implement curricula aligned to 2020 NJSLS-VPA.
- Implement music ensemble programs in all elementary schools for grades 6-8.
- Increase district-wide festival offerings and participation levels.

4 Partnership and Collaboration

Goal: All students' arts education will be enhanced through strategic collaboration with arts and cultural partners that will strengthen understanding of the artistic processes, deepen connections to the Newark arts community, increase cultural awareness, and develop identity as a citizen of the world.

Benchmarks:

- 4.1 Equitable & Culturally-Responsive Arts Opportunities: NPS strategically cultivates and implements culturally-responsive arts partnerships to enhance student learning, arts opportunities, and community relationships. Arts partner experiences are distributed equitably and are accessible across all NPS schools.
- 4.2 Curriculum-Alignment: Arts partner experiences are aligned with NJSLS-VPA standards and NPS arts education curriculum, goals, and priorities.
- 4.3 Evaluation: Arts partner experiences are systematically documented and evaluated.

School-Based Actions 2021-2023:

- Analyze current arts partnerships and develop a foundational core arts partnership map inclusive of anchor arts institutions.
- Align partner experiences with district curricula.
- Collaborate with Newark Arts and Arts Ed Newark to identify critical small community arts organizations and artists to expose and engage teachers and their students with the broader grassroots Newark arts community.

5 Infrastructure and Sustaining the Arts

Goals: Sustaining a high-quality arts education for all students requires a diversified strategy of district funding, school budgets, private philanthropy and partnerships to ensure continued capital investment and sufficient district and school capacity (staffing; instructional materials, equipment and supplies; and artistic experiences).

Benchmarks:

- 5.1 Annual Arts Budget: All schools (100%) designate an annual arts budget to purchase materials, supplies and equipment specifically for arts classroom instruction, arts co-curriculars, and arts field trip experiences. Schools also establish long-term budgetary goals for capital investments to support facility and other enhancements.
- 5.2 Classroom Facilities & Equipment: Arts classes are conducted in discipline-specific spaces outfitted with proper equipment, utilities, and technology that support arts teaching and learning
- 5.3 Performance Spaces: All schools have dedicated performance spaces.
- 5.4 Performance Space Equipment: All performances spaces are well-equipped and fully-functional (sound, lighting, curtains).
- 5.5 Philanthropy: Grant seeking is strategic, aligned to district arts goals, and explored as a viable strategy to secure resources needed to achieve goals in a school arts plan.

School-Based Actions 2021-2023:

- **100% of schools complete Arts Planner (RTA) and develop a three-year arts action plans inclusive of capital improvements, additional staffing, etc.**
- **Each school maintains a budget for arts classroom instructional needs set at a minimum percent of each school's overall budget or per pupil formula.**
- **100% collaboration between administrators and arts educators in making decisions for school arts plans and purchases.**
- **Coordinate with the Office of Facilities and district leadership to prioritize and allocate funds for capital improvements and repairs to arts classrooms and performance spaces.**

References

- NJSLS Frequently Asked Questions - <https://www.state.nj.us/education/aps/cccs/arts/faq.htm>
- 2021 VPA Curriculum - <https://drive.google.com/drive/folders/1EVUEjoEYDnlvAUIZpr95NcY48gtUllpH?usp=sharing>
- NJSLS-VPA: <https://njartsstandards.org/>
 - 2020 NJSLS Dance Standards - <https://docs.google.com/document/d/1kaejzesosTXH1EYHCABam6Pqh9PPooY7B1n6p2ZHjoM/edit?usp=sharing>
 - 2020 NJSLS Music Standards - <https://docs.google.com/document/d/1cntnKE4m1lpwBhwT6ALeuVDywKvYxMU-FNIB4PTWUT4/edit?usp=sharing>
 - 2020 NJSLS Theatre Standards - <https://docs.google.com/document/d/13EOwwirNX4gp3S8QL7ymRjbqH8XYIFoWYUBfaKOC2po/edit?usp=sharing>
 - 2020 NJSLS Visual Art Standards - https://docs.google.com/document/d/1bVHS3DD1_w31I3S8kprKwQb3t4GMkXVDDSNbE9ry4uY/edit?usp=sharing
- ArtsEdSEL - <https://selarts.org/>
- Budget Recommendations by art discipline and grade bands https://docs.google.com/spreadsheets/d/1aF5EKAMRNf8mSIyDoH4eFJD0WJ2W_jWuY6tyOzGZcQQ/edit?usp=sharing
- COVID-19 Guidelines (these should be updated for the fall, based on any new guidance) - <https://drive.google.com/file/d/1OY0Eo69fOhCBr8O-ohRWqNCL-gF5Gm4v/view?usp=sharing>
- September Forward 2021: Fall 2021 Guidance for Arts Education in Changing Conditions <https://www.artsednj.org/september-forward/>