

Virginia Department *of* Education

Fine Arts Update

August 3, 2022

VDOE Fine Arts Contacts

Virginia Department of Education Office of Humanities

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Purpose

Provide fine arts division leaders with new resources from the VDOE fine arts office for the start the 2022-2023 school year.

Accessing the Recording, Slide Deck, and Resources

All resources, this slide deck, and a recording of this presentation will be sent in the August edition of the fine arts monthly news. To be added to the mailing list, please email VDOE Fine Arts Coordinator, Kelly Bisogno at Kelly.Bisogno@doe.virginia.gov.

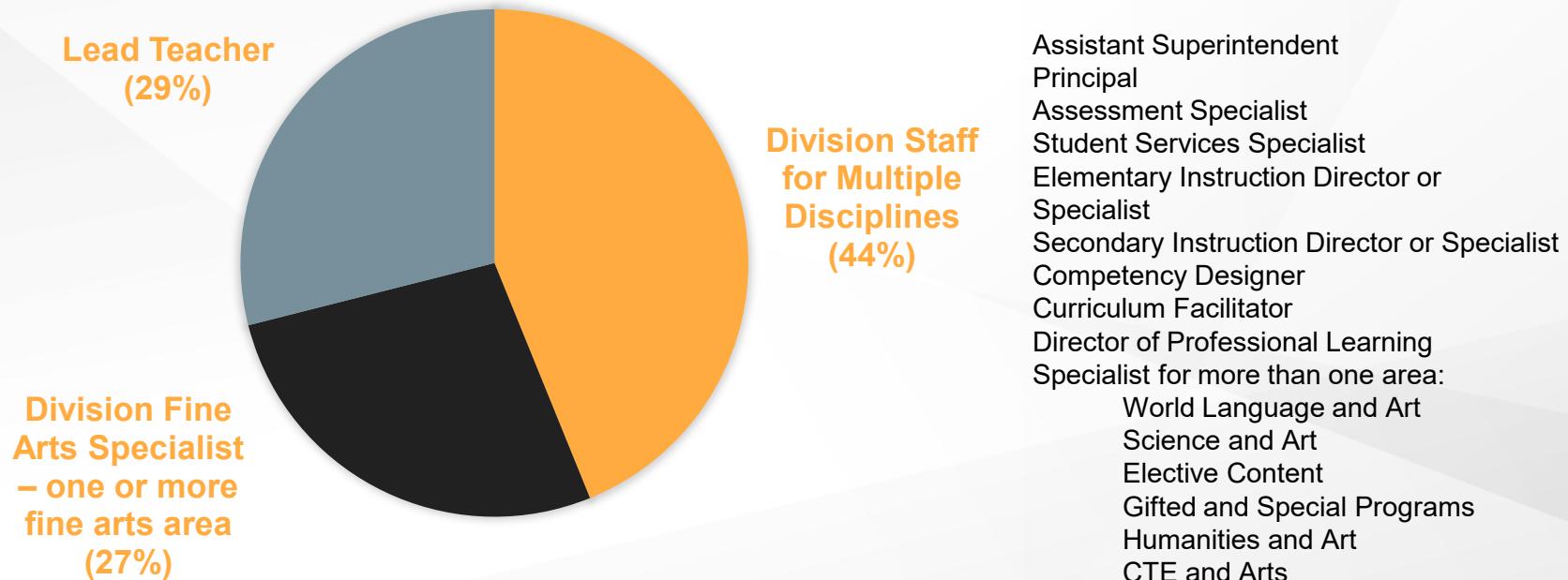
The monthly newsletter archive is available on the bottom of the [Fine Arts Instruction page of the VDOE website.](#)

General Information

Who is a Fine Arts Division Leader?

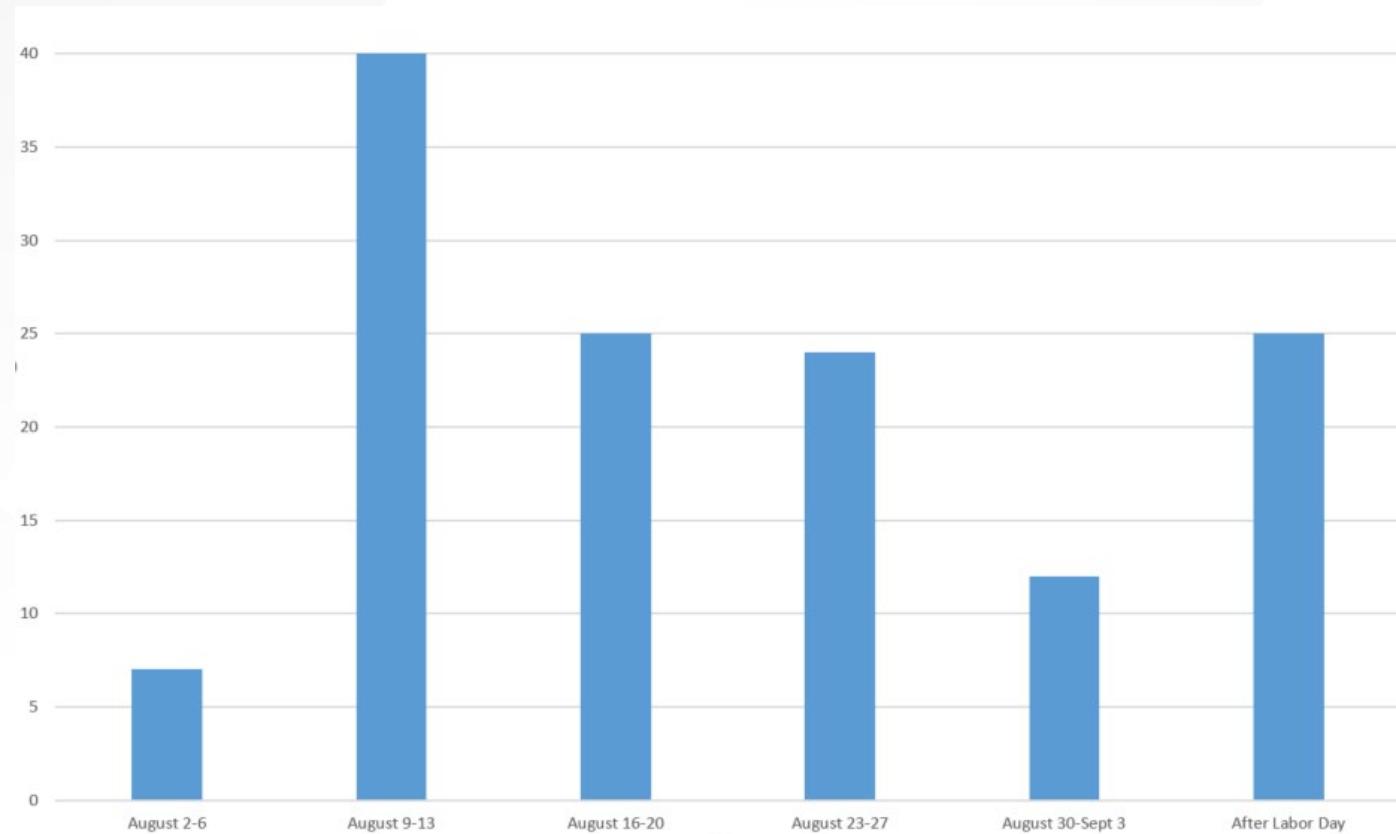
- A leader of fine arts curriculum and instruction at the division level. Individuals may oversee all fine arts, one or two areas of fine arts, or many instructional areas, one of which includes fine arts.
- A fine arts division leader may or may not have a background or expertise in the fine arts content they oversee.
- An educator identified by a division staff to provide leadership in fine arts curriculum and instruction.

2021 VDOE Fine Arts Division Leader Meetings



When is “Back-to School”?

Virginia 2021
Opening Dates

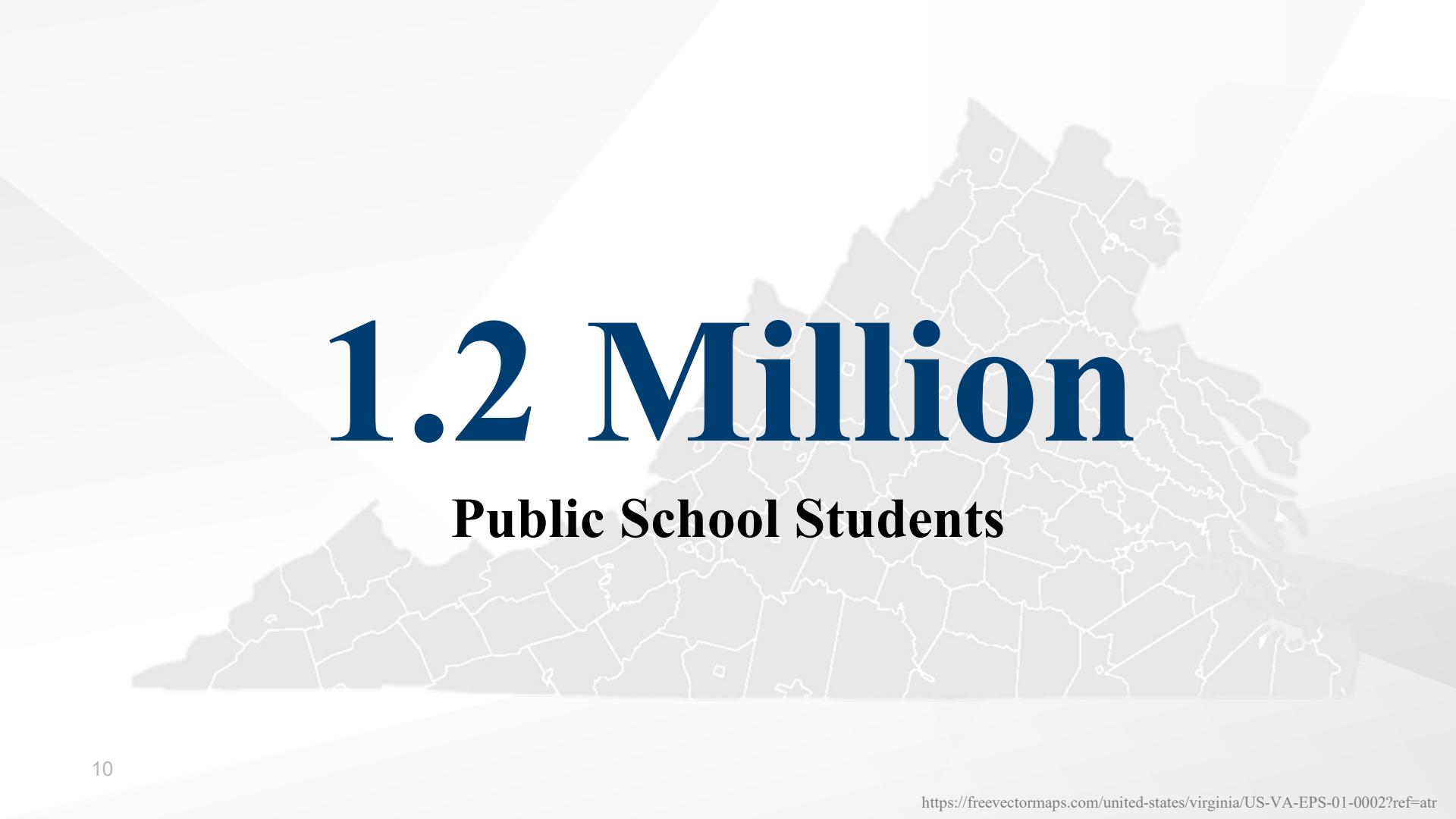




132
School Divisions



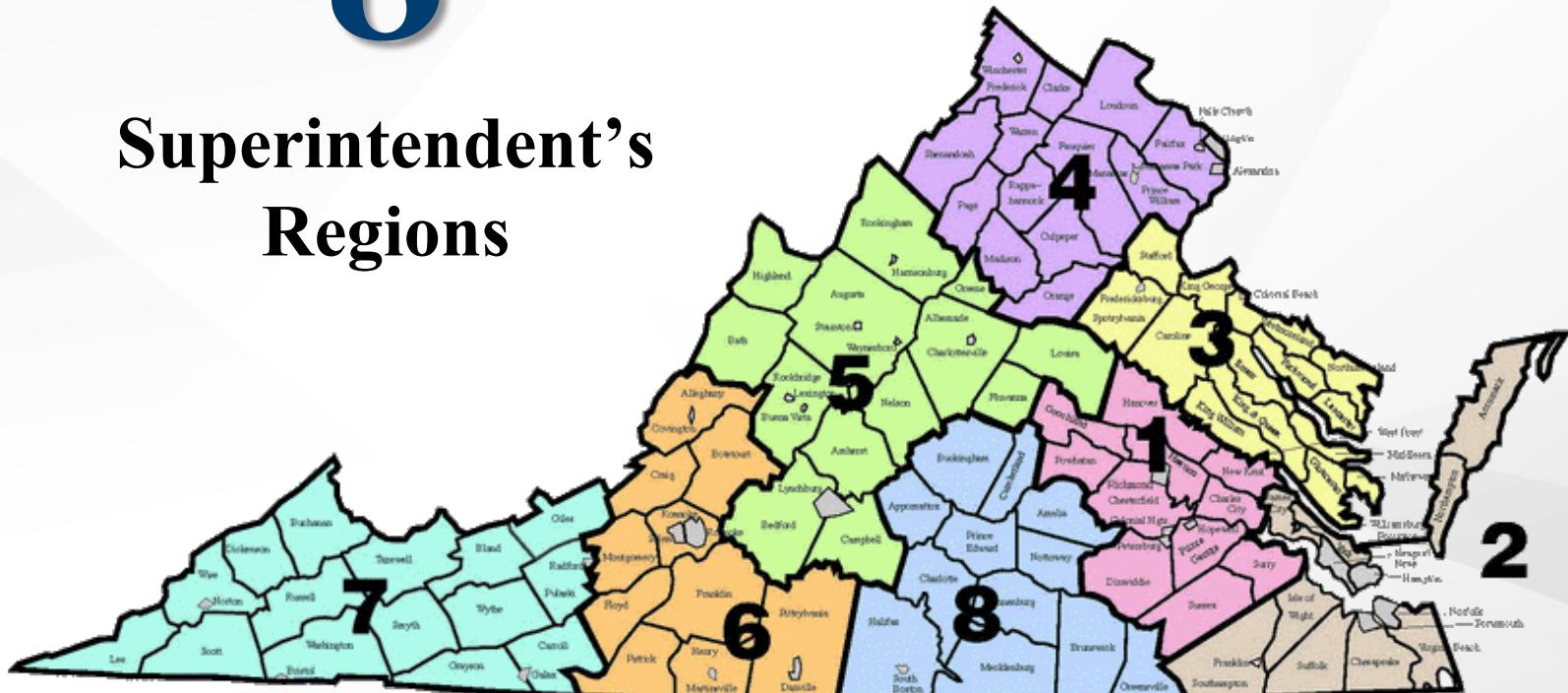
Over 1,900
Public Schools



1.2 Million
Public School Students

8

Superintendent's Regions



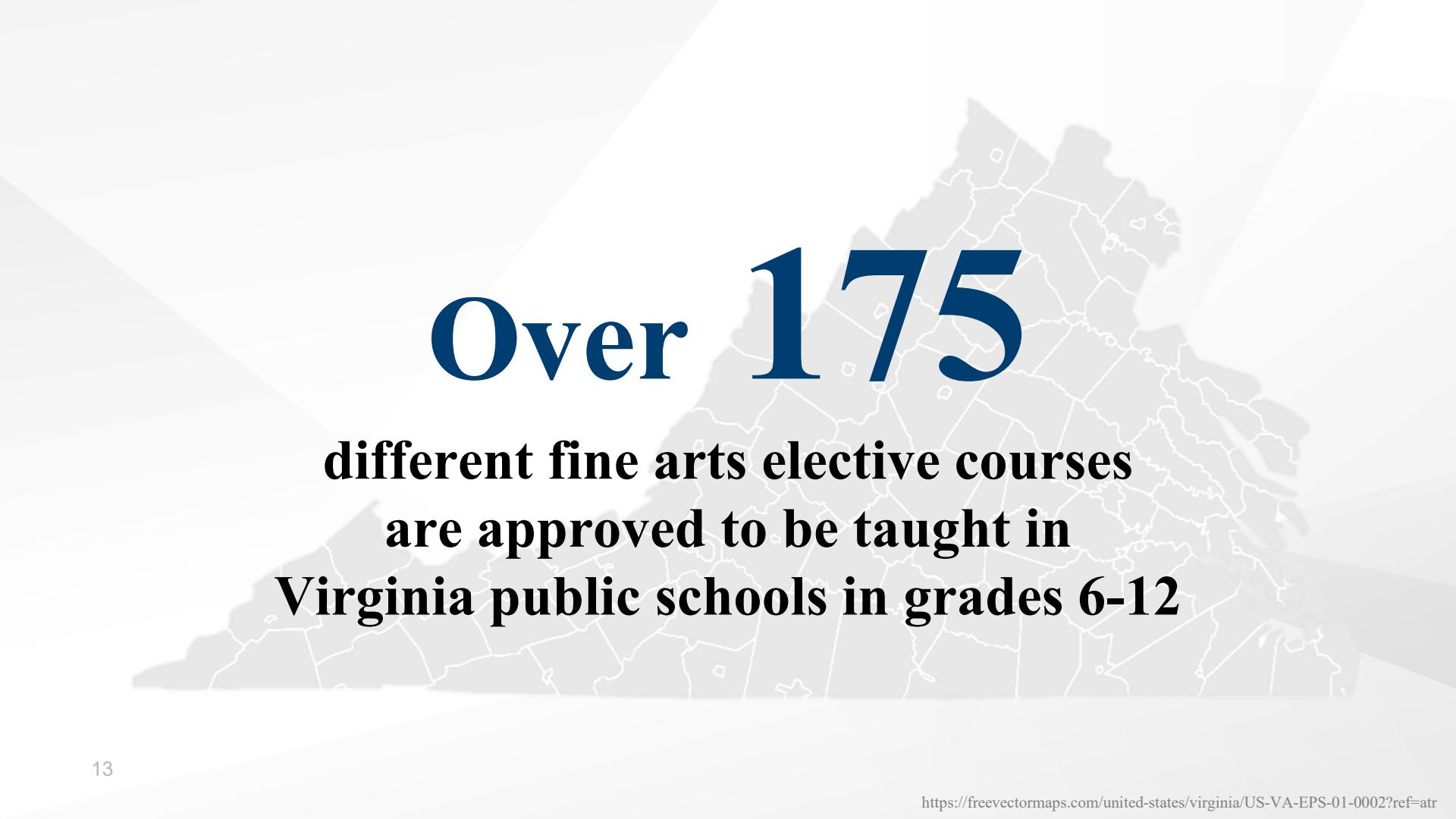
4 Fine Arts Disciplines of Virginia

Dance Arts

Music

Theatre Arts

Visual Arts



Over 175
different fine arts elective courses
are approved to be taught in
Virginia public schools in grades 6-12

What do we mean by Visual Arts?

Visual Arts, as defined by the National Art Education Association, include the traditional fine arts such as drawing, painting, printmaking, photography, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

General Music

<https://nafme.org/should-we-keep-using-term-general-music/>

“...The general music teacher is typically afforded the freedom to construct a curriculum that is not restricted to any one form of music making and learning, or specific style and genre of music. This freedom and breadth can seem overwhelming, especially for the inexperienced general music teacher, but it also offers the potential for the development of students’ diverse musical intelligences, which can lead to more specialized forms of music instruction, if so needed or sought by students...”

Fine Arts Courses and SCED Codes

Active SCED codes, which represent available courses to be taught in Virginia can be found on the [Master Schedule Collection page of the VDOE website](#). Fine Arts courses start with the numbers 05.

Divisions can adjust the titles of the courses on this list to best align courses to division level needs. Content of courses with a fine arts SCED code should generally fit the description available on the national [SCED Finder page of the National Center for Education Statistics website](#).

VDOE Fine Arts
Resources *for the*
2022-2023 School Year

Fine Arts Administrator Links and Resources for the start of the 2022-2023 School Year

Fine Arts Administrator Links and Resources *for the start of the 2022-2023 School Year*

Communication

- **Fine Arts Monthly Newsletter**: VDOE fine arts staff send a monthly newsletter of timely resources, opportunities, and news. You can get on the list by emailing Kelly.Bisogno@doe.virginia.gov. Archives of the monthly newsletter are available at the bottom of the [Fine Arts Instruction page of the VDOE Website](#).
- **TeacherDirect**: This weekly e-mail list establishes a direct line of communication with classroom teachers and educators. The goal of TeacherDirect is to provide a way to share new instructional resources created by VDOE staff as well as make teachers aware of professional development and grant opportunities, and other information of special interest to teachers and their students.

Standards and Standards-aligned Resources

- **Fine Arts Standards of Learning**: This website includes the official 2020 Standards of Learning documents and crosswalks between the 2013 and 2020 standards.
- **Fine Arts Instruction Resource site**: Includes professional development, progression charts, instructional resources, professional organization links, and fine arts monthly newsletter archive.
- **Overviews of the Fine Arts Standards of Learning** - An overview of the 2020 Fine Arts Standards of Learning is available for teachers. The presentations provide background and context for the 2020 Fine Arts Standards of Learning. Instructional and professional learning resources are available. A 30-minute recording and accompanying slide deck are available for each discipline: [Dance Arts](#), [Elementary Music](#), [Secondary Music](#), [Theatre Arts](#), [Elementary Visual Arts](#), and [Secondary Visual Arts](#).

Curriculum

Teacher Resource Pages for the 2022-2023 School Year

These resource lists are for new fine arts educators, experienced fine arts educators new to Virginia, and any fine arts educator teacher looking for a refresher on standards, standards-aligned instructional strategies, and professional learning resources.

Dance Arts Teacher Resources 2022-2023 School Year

This resource list is for new dance educators, experienced dance educators new to Virginia, and any dance teacher looking for a refresher on standards, standards-aligned instructional strategies, and professional learning resources specific to dance arts instruction.

Standards of Learning

- The 2020 Dance Arts Standards of Learning:** The current standards are the *2020 Dance Arts Standards of Learning*. The foreword, introduction, goals, explanation of the strands, and health and safety information are at the front of the Standards of Learning document and contain essential about dance education in Virginia.
- Progression Charts:** The progression chart shows how the *Dance Arts Standards of Learning* progress in depth and complexity over the sequence of a course of study. Educators can use the progression charts to understand the standards' significant concepts and skills. In addition,
 - Elementary (PDF)**
 - Middle (PDF)**
 - High School (PDF)**
- SOL Overview Recorded Webinar:** This 30-minute recording and accompanying slide deck file provides an overview and explanation of the 2020 standards.

Curriculum

- The Code of Virginia requires local school boards to implement standards and approve local curriculum aligned to the standards. Discuss curriculum with the staff who oversee fine arts instruction in your division. If your division does not have a curriculum available, you may find this [curriculum writing slide deck](#) helpful for creating a framework for the scope and sequence of learning in your course(s).

Virginia Department of Education Fine Arts Resource *August 2022*

Standards-aligned Sample Lessons

- VDOE Dance Arts Instructional Plans on GoOpenVA:** Dance Arts instructional resources in this folder are created by Virginia educators and curated by the Virginia Department of Education. Resources are aligned to the *Dance Arts Standards of Learning*.
- Dance Arts Resources on eMediaVA:** Sample lessons are searchable by topic, keyword, discipline, grade level, and SOL number. To learn more about fine arts resources on eMediaVA, [you can view a recorded webinar](#) to explain the platform, how to gain access, and how to start, and organize a curated collection of instructional materials.

Professional Learning

- VDOE Professional Learning Resources on GoOpenVA:** On-demand professional learning recorded webinars, resource documents, and other materials.
- Virginia Association for Health, Physical Education, Recreation, and Dance:** The website includes information on the yearly state conference, regional opportunities, and more.
- National Dance Education Organization:** The website includes information on the annual state conference, regional opportunities, advocacy tools, and more.

Communication

- VDOE Fine Arts Standards of Learning Website**
- VDOE Fine Arts Instructional Resources**
- Fine Arts Monthly Newsletter:** VDOE fine arts staff send a monthly newsletter of timely resources, opportunities, and news. You can get on the list by emailing Kelly.Bisogni@doe.virginia.gov. Archives of the monthly newsletter are available at the bottom of the [Fine Arts Instruction page of the VDOE Website](#).
- TeacherDirect:** This weekly e-mail list establishes a direct line of communication with classroom teachers and educators. The goal of TeacherDirect is to provide a way to share new instructional resources created by VDOE staff and make teachers aware of professional development and grant opportunities and other information of particular interest to teachers and their students.

Virginia Department of Education Fine Arts Resource *August 2022*

Standards of Learning

Fine Arts Standards of Learning: This website includes the official 2020 Standards of Learning documents and crosswalks between the 2013 and 2020 standards. The official documents contain important information on the vision and mission of fine arts education in Virginia, health and safety information, and descriptions of the strands.

Standards of Learning Progression Charts

A progression-chart format of the standards is available by discipline on the [Fine Arts Instruction page of the VDOE website](#).

Progression charts allow a teacher to see how the standards progress in depth and complexity over the course of K-12 instruction.

Fine Arts Standards of Learning



Music High School Choral

Creative Process		Beginning	Intermediate	Advanced	Artist
1	HCR.1 The student will use music composition as a means of creative expression. a) Compose a four-measure rhythmic-melodic variation. b) Improvise simple rhythmic and melodic examples in call-and-response styles. c) Compose, improvise and perform rhythmic and melodic variations of four-measure selections taken from but not limited to songs, exercises, or etudes.	HCI.1 The student will use music composition as a means of creative expression. a) Compose an eight-measure rhythmic-melodic variation. b) Create and perform simple rhythmic and melodic examples using call-and-response and basic improvisation. c) Compose, improvise, and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works.	HCAD.1 The student will use music composition as a means of creative expression. a) Compose a rhythmic-melodic variation. b) Improvise a melody to a I-IV-V(V7)-I chord progression. c) Arrange or compose accompanying harmonies and/or counter melodies to a given melody. d) Create, improvise, and perform rhythmic and melodic examples to a I-IV-V(V7)-I chord progression using call-and-response and improvisation. e) Perform accompanying harmonies and/or counter melodies to a given melody. f) Create movement individually or collaboratively.	HCAR.1 The student will use music composition as a means of creative expression. a) Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact. b) Compose a rhythmic-melodic variation. c) Improvise a melody to a I-IV-V(V7)-I chord progression. d) Arrange or compose accompanying harmonies and/or counter melodies to a given melody. e) Improvise movement individually or collaboratively.	
2	HCB.2 The student will identify and apply steps of a creative process. a) Develop, draft, and share choral music ideas. b) Refine choral music ideas and skills collaboratively with peers and the teacher through ongoing feedback. c) Independently identify and examine inquiry-based questions related to choral music.	HCL.2 The student will apply steps of a creative process. a) Develop, improvise, draft, refine, and share choral music ideas. b) Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. c) Research and document findings of inquiry related to choral music.	HCAD.2 The student will apply steps of a creative process. a) Develop, compose, improvise, draft, refine, and share choral music ideas. b) Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. c) Document research, inquiry, and analysis of a focused choral music topic of personal interest. d) Develop a portfolio that demonstrates growth and learning of choral music ideas and skills.	HCAR.2 The student will apply steps of a creative process. a) Develop, compose, improvise, draft, refine, and share choral music ideas in a variety of contexts. b) Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance. c) Analyze research of a focused choral music topic of personal interest. d) Document growth, skill development, and learning in the development of an individual musical repertoire that includes documentation of a creative process as well as final products.	

Overviews of Fine Arts Standards of Learning (SOL)

An overview of 2020 Fine Arts SOL by discipline is available for teachers and division leaders. The presentations provide background and context for the standards. Instructional and professional learning resources are also shared. A 30-minute recording and accompanying slide deck are available for each discipline: [Dance Arts](#), [Elementary Music](#), [Secondary Music](#), [Theatre Arts](#), [Elementary Visual Arts](#), and [Secondary Visual Arts](#).

Curriculum

The Code of Virginia requires local school boards to implement standards and approve local curricula aligned to the standards.

Division staff and individual educators may find this [curriculum writing slide deck](#) to be a helpful resource for creating a framework for the scope and sequence of learning in a fine arts course.

Instructional Resources

Fine Arts Instruction Resource site: Includes professional development, progression charts, instructional resources, professional organization links, and fine arts monthly newsletter archive.

VDOE Fine Arts Groups on GoOpenVA

Contain instructional resources and sample lessons

- [Dance Arts](#)
- [Music](#)
- [Theatre Arts](#)
- [Visual Arts](#)

Professional Learning Resources

The VDOE fine arts program has developed recorded professional learning materials that can be used on-demand for professional learning events or professional learning communities. These sessions and resources are available on the VDOE fine arts groups of GoOpenVA, and can be found at the links below:

- [Dance Arts](#)
- [Music](#)
- [Theatre Arts](#)
- [Visual Arts](#)

NEW! Creative Sprint® at School with Noah Scalin

Learn the basics of designing your own creativity-boosting challenge for learners of all types. Noah Scalin explains why Creativity as a Practice and how this mindset shift has transformed how he works. He introduces Creative Sprint, a tool designed to help anyone develop a creative practice. Then, he demonstrates a simple activity you can do right away that requires no special materials and only a few minutes of time. Download the 30 prompts and quickstart guide provided so you can get started planning your Creative Sprint.



<https://goopenva.org/courseware/lesson/5682/overview>

Southwest Virginia and Appalachian Music Resources for Music Educators

This resource page is a collection of resources that can be used by music educators to include music and culture of Southwest Virginia in music classroom instruction.

<https://goopenva.org/course/ware/lesson/5547>



Native American Arts and Culture Resources for Fine Arts Educators

This resource page is a collection of resources that can be used by fine arts educators to respectfully include arts and culture of indigenous people of Virginia in fine arts classroom instruction.

<https://goopenva.org/courseware/lesson/5544>



Zelma "Deer in the Water" Wynn with her pottery at the 2022 VDOE Chickahominy Tribal Arts and Culture Institute.

Rehearsal Strategies for Engaging English Learners in Music

Dr. Angela Ammerman shares rehearsal strategies specifically geared toward English Learners (ELs). Learn about resources and strategies to provide language support and engage English Learners in the music classroom.

<https://goopenva.org/courseware/lesson/5535>

Literacy Strategies for Elementary Fine Arts Teachers

In this session, VDOE Reading Specialist Carmen Kurek shares how to effectively implement and connect to literacy strategies in the elementary resource classroom.

<https://goopenva.org/courseware/lesson/5681>

Using Recorded Professional Learning Sessions

- **Show the recording to a group:** Show a recorded session at a district or school professional learning event. Discuss webinar themes and develop classroom applications in-person as a group.
- **Flipped PD:** Invite educators to watch a specific session on their own time prior to an in-person event. Focus a collaborative in-person work session on developing classroom strategies based on the theme of the recorded session
- **Professional Learning Community (PLC) Discussions:** Ask a PLC or PLC leader to select a relevant topic from a list of available options then watch the recording in PLCs or on-demand. PLCs can then discuss the content and develop strategies for new classroom applications.
- **PD Menu:** Ask the fine arts educator to select a recorded webinar of special interest to them from a menu of options, then engage in and report on reflective practices based on strategies learned.

Scheduling, Staffing, Materials, and Equipment

The [Standards of Quality \(SOQ\)](#) and [Standards of Accreditation \(SOA\)](#) provide minimum requirements for class sizes and planning time for teachers. The Virginia Department of Education does not offer additional guidelines or requirements beyond what is in the SOA or SOQ. Division leaders may find the following resources helpful in determining effective practices for scheduling, staffing, and other fine arts program considerations:

- The [Virginia Art Education Association \(VAEA\)](#) has written guiding principles for visual arts programs for [Elementary](#), [Middle](#), and [High School](#) levels.
- The National Association for Music Educators has created guidance for music education programs called the [Opportunity to Learn Standards](#).

Facilities

VDOE has created [Guidelines for School Facilities \(2021\)](#), which guides new construction and could be used as a resource to evaluate and improve current facilities. Facility guidelines specific to fine arts start on page 25.

Conducting Observations of Fine Arts Teachers

The purpose of these resource documents is to support the school and division administrator through observations and coaching conversations for fine arts teachers in Virginia public schools. The goal is to observe strategies that support effective instruction connected to skills and concepts of the Fine Arts Standards of Learning.



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VDOE Fine Arts Resource

Visual Arts Teacher Observations

The purpose of this resource is to support school and division administrators in observations and coaching conversations for visual arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the [2020 Visual Arts Standards of Learning](#). The instructional strategies listed in this resource do not encompass what could be seen in a single observation session. Instead, the administrator would see these strategies over the course of a school year. The strategies in this list can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning community. It could also be a tool for teacher self-reflection.

This resource can be used in combination with school and division expectations for classroom management, planning, and assessment.

Visual Art Instruction Look-fors

- Art content is the central focus of the lesson.
- Students understand the goal or purpose of the lesson/unit.
- Lessons include the asking of open-ended questions to foster critical thinking skills, and asking students to expand on or explain their thinking.
- Students generate artistic ideas individually, in groups, and/or as a class.
- Students are given opportunities to view and respond to many different works of art.
- Students engage in creative problem solving and student art products reflect individual creative ideas and outcomes.
- Students reflect on their work and the process of creating it in ways such as small or large group critique, exit tickets, video or audio reflections, self-assessments, and/or artist statements.
- Students document their work and their creative process through electronic and/or non-electronic means such as sketchbooks and portfolios.
- Digital methods to create and present works of art are demonstrated and incorporated in the classroom.
- Authentic connections between fields of knowledge support quality visual arts instruction.
- A variety of media, skills, and processes for creating art are introduced and developed.
- A safe, supportive, and organized creative studio environment is evident.
- Encourage skill and craftsmanship.
- The correct and safe use of art materials and tools is emphasized and modeled.
- Ethical and legal considerations of copyright and acceptable use of media and images are modeled and adhered to.

August 2022

Look Fors

The instructional strategies listed do not encompass what could be seen in a single observation session. Instead, the administrator would see these strategies over time. The strategies in the lists can guide conversations between the educator and an administrator, instructional coach, department team, and professional learning communities. They could also be a tool for teacher self-reflection.

The “look-fors” on these lists are meant to be used alongside school or division level expectations for planning, classroom management, professionalism, assessment, etc. These lists represent specific items related to the fine arts discipline. They can be found on the resource pages for Fine Arts Administrators.

Monthly Meetings for Fine Arts Division Leaders

Monthly VDOE Fine Arts Update and Leadership Meeting: VDOE is hosting monthly fine arts leadership meetings in the fall of 2022. Sessions will be recorded and shared in the monthly newsletter. Dates and registration links:

- [Wednesday, September 14, 2022, 3:15-4:00 p.m.](#)
- [Wednesday, October 12, 2022, 3:15-4:00 p.m.](#)
- [Wednesday, November 9, 2022, 3:15-4:00 p.m.](#)

Professional Organization Groups for Fine Arts Administrators

- Virginia Art Education Association (VAEA) Supervision Division
- Virginia Association of Music Education Administrators (VAMEA)

Thank You