

# 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](mailto: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

- The Code of Virginia requires local school boards to implement standards and approve local curricula aligned to the standards. Divisions and individuals working on writing curriculum may find this [curriculum writing slide deck](#) helpful for creating a framework for the scope and sequence of learning in a fine arts course.

### Professional Learning for Fine Arts Educators

- **Recorded Sessions:** Fine arts educators often report that their biggest issue with professional learning is that they are not often offered professional learning opportunities specific to their discipline. For this reason, the VDOE fine arts program has developed recorded professional learning sessions 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](#)
- **Sample Strategies for using recorded webinars:**
  - **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.

## Professional Learning 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. 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 Division Leaders**
  - [VAEA Supervision Division](#)
  - [Virginia Association of Music Education Administrators \(VAMEA\)](#)

## 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](#).

## 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.

## Observations of Fine Arts Teachers

The following pages include resource documents to support school and division administrators in observations and coaching conversations for fine arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the [2020 Fine 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 time. 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.

These resources can be used in combination with school and division expectations for classroom management, planning, professionalism, and assessment.

## Dance Arts Teacher Observations

The purpose of this resource is to support school and division administrators in observations and coaching conversations for dance arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the [\*2020 Dance 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 time. 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, professionalism, and assessment.

### Dance Arts Instruction Look-fors

- Dance content is the central focus of the lesson.
- The dance space is safe and organized, and the floor is uncluttered.
- The correct and safe use of tools, equipment, and materials is emphasized and modeled.
- The teacher leads appropriate warm-up activities and focuses on proper form and injury prevention.
- Movement sequences are differentiated for various skill levels so that all students can participate safely.
- Students understand the conceptual and movement goal in the lesson or activity.
- Students engage in creative problem solving for choreographic, performance, and production ideas individually, in groups, or as a class.
- Students reflect on the work and the process in ways such as small or large group critique, exit tickets, video or audio reflections, self-assessments, or artist statements.
- Students document their artistic work and creative process through electronic or non-electronic means.
- Students have opportunities for self-discovery and developing personal goals for dance.
- Students have opportunities to view, perform, and respond to many different dance styles and works.
- Authentic connections between fields of knowledge support quality dance instruction.
- Instruction is provided in multiple ways, such as demonstration (facing the students and facing away from them), verbal cueing, musical cueing (sings the rhythms), imagery, student demonstration, props, etc.
- Ethical and legal considerations of copyright and acceptable use of media are modeled.

## Music Teacher Observations

The purpose of this resource is to support school and division administrators in observations and coaching conversations for music teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the [\*2020 Music 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 in an instructional and performance setting. 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 used as a tool for self-reflection.

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

### Music Instruction Look-fors

- Music content is a central focus of the lesson.
- Students understand the music-related goal or purpose of the lesson/unit.
- The teacher demonstrates correct music pedagogy and teaches music skills and techniques in context.
- Lessons include asking open-ended questions to foster critical thinking skills and asking students to expand on or explain their thinking.
- Students have opportunities to create, observe, share, and perform music.
- Students experience a variety of styles of music.
- Students collaborate and demonstrate practical communication skills for rehearsal, creation, and performance.
- Students express their musical ideas, preferences, and interests.
- Students experience various media, skills, and processes for creating and performing music.
- Students document their work, creative process, and progress towards goals through electronic or non-electronic means.
- Feedback is differentiated, individualized, and collaborative throughout the learning process.
- Students receive feedback and discuss ideas and solutions to refine and reflect on work as part of an ensemble.
- Authentic connections between fields of knowledge support quality music instruction.
- A safe, supportive, and organized music classroom environment is evident.
- The correct and safe use of instruments, equipment, and materials is emphasized and modeled.
- Ethical and legal considerations of copyright and acceptable use of media and images are modeled.

# Theatre Arts Teacher Observations

The purpose of this resource is to support school and division administrators in observations and coaching conversations for theatre arts teachers in Virginia public schools. The strategies listed support effective instruction connected to skills and concepts of the [\*2020 Theatre 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.

## Theatre Arts Instruction Look-fors

- Theatre content is the central focus of the lesson.
- Students understand the theatre-related goals or purpose of the lesson/unit.
- Theatre games, improvisational exercises, and vocal exercises are used to develop vocal and physical techniques for acting, serve as warm-up activities, and for developing ensemble skills.
- Theatre literature is analyzed and interpreted for stage.
- Students engage in creative problem solving of performance and production challenges.
- Students generate performance and production ideas individually, in groups, or as a class.
- Students have opportunities to view, perform, and respond to theatrical styles and works of various times and cultural influences.
- Students reflect on performances and the processes for creating them in ways such as small or large group critique, exit tickets, video or audio reflections, self-assessments, or artist statements.
- Students document their work, creative process, and progress towards goals through electronic or non-electronic means.
- Students experience a variety of theatre roles and responsibilities such as actor, set designer, stage manager, props manager, and more.
- Authentic connections between fields of knowledge support quality theatre instruction.
- A safe, supportive, and organized theatre classroom environment is evident.
- The correct and safe use of tools, equipment, and materials is emphasized and modeled.
- Ethical and legal considerations of copyright and acceptable use of media and images are modeled and adhered to.

## 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 art-related 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 have 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.
- The teachers 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.