

# Foundational Structure Reflection Rubric



## ART AND CULTURAL APPRECIATION

- Comprehensive pre-K-12 standards-based fine arts curriculum and offerings (music, dance, visual arts, theatre).
- Extra-curricular opportunities that align with and support arts and culture to enable each student to appreciate his or her cultural and historical heritage.
- Develop a more inclusive school culture through the fine arts to enhance cultural appreciation and understanding.

### Definition

Systems must provide pre-K-12 curricula/programs/services to support students gaining an appreciation for the fine arts.

This also ensures students have opportunities (formal and informal) to gain an awareness of and appreciation for the culture and heritage of diverse groups through art, music, dance, theatre, forensics, etc.

	EMERGING	IMPLEMENTING	TRANSITIONING	MODELING
	<ul style="list-style-type: none"> <li>• Work is becoming more evident.</li> <li>• Plans are taking form.</li> <li>• All of the relevant pieces are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is being done.</li> <li>• Plans are being actively put into action.</li> </ul>	<ul style="list-style-type: none"> <li>• There is evidence that work is moving in a positive direction.</li> <li>• There are pockets of implementation and sustained efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• Work is a part of the school culture, and efforts are being made to maintain, embed and improve quality.</li> </ul>
Equal Access	System provides a limited range of standards-based fine arts curricular opportunities. Systemic barriers exist that limit participation by all students.	System provides a comprehensive K-12 fine arts curriculum and opportunities, but barriers still exist that limit participation by all students.	System provides comprehensive K-12 fine arts curriculum and opportunities for <b>all</b> students. All students have equal opportunities and access to standards-based fine arts education.	System provides a comprehensive K-12 fine arts curriculum and opportunities for <b>all</b> students. All students have equal opportunities and access to standards-based fine arts education, and the diversity of the student body is represented in student participation.
Art and Cultural History	The fine arts curriculum does not have an emphasis on historical time periods or cultural understanding.	The curriculum embeds works of art from different historical time periods, but does not address cultural impacts.	The curriculum assists students in knowing and understanding artwork from varied historical periods and cultures.	The curriculum assists students in knowing and understanding artwork from varied historical periods and cultures. Students develop a greater appreciation for cultural diversity.
Cultural Diversity	The standards-based fine arts curriculum does not address diverse forms or genres of artwork, and students are not actively encouraged to seek out diverse examples of artwork.	The standards-based fine arts curriculum exposes students to diverse forms or genres of artwork on a basic level, but lacks depth of cultural appreciation.	The standards-based fine arts curriculum exposes students to diverse forms or genres of artwork on a basic level, but students are encouraged to seek out examples on their own.	The standards-based fine arts curriculum comprehensively exposes students to diverse forms or genres of artwork. Students are actively encouraged to seek and appreciate diverse forms and genres of artwork of enduring quality/significance
Arts Connection	There is some evidence of integrated/cross-curricular work within the fine arts programs, but limited evidence of fine arts being intentionally integrated with other core curricular areas.	There is evidence of integration/cross-curricular work within some curricular areas, and within the fine arts programs.	There is evidence of intentional integration/cross-curricular work within all curricular areas.	The fine art curriculum and programs assists students in understanding the relationships among the arts, and cultivates habits of searching for and identifying patterns, relationship between the arts and other knowledge area.