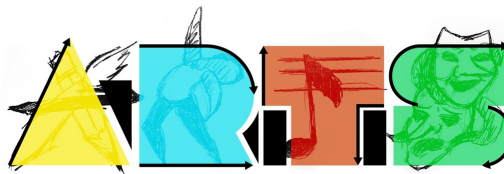


**BALTIMORE CITY  
PUBLIC SCHOOLS**



**Baltimore Arts Education Initiative**

### **Baltimore City Public Schools Arts Education Strategic Plan**

The Baltimore City Public Schools Arts Education Strategic Plan seeks to increase access to the highest quality of music, visual art, theatre, dance and media arts instruction, while nurturing each student's unique gift of talent and creativity. We wish to encourage our students to achieve their fullest potential – to support them as they grow artistically and academically, and develop into well-rounded individuals – nourished in body, mind and spirit.

Baltimore City Public Schools (City Schools) will institute a fine arts education strategic plan that includes 5-year implementation goals and an accountability process to ensure all City School students have equitable access to a comprehensive arts education taught by highly qualified teachers<sup>1</sup> who meet state standards, support student wholeness, and prepare students to practice and appreciate fine arts throughout their lives. The creation and implementation of the Arts Education Strategic Plan recognizes that high quality arts instruction is an essential component of the City Schools Blueprint for Success. Comprehensive arts education is an essential part of a world class education, a best practice that research has consistently shown results in increased student engagement, empowerment, self-expression and achievement, improved school climate, and positive parent and community engagement.

#### **Values/Equity Statement**

The Baltimore Arts Education Strategic Plan ensures representational structures including but not limited to hiring processes, curricula, environment, access to resources, and continuous access to sequential arts instruction in all art disciplines. The overarching goal of this plan is to increase student agency, facilitate authentic self-expression, and prepare students for post-secondary success to better the community through the arts.

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<sup>1</sup> [1] Highly Qualified Teachers: As defined by the federal government, highly qualified teachers are those who hold a bachelor's degree and a teaching license from their state, and who demonstrate competence in the subject areas they teach. High Quality Maryland fine arts teachers have the depth of knowledge and skills necessary to teach the courses in their arts discipline to which they have been assigned.

**GOAL 1: Implement the arts as core subjects in compliance with COMAR for Fine Arts (13A.04.16) and ensure that all Baltimore City students, regardless of where they attend school, have access to a high quality in-school arts education meet state and national standards.**

The Baltimore City Public School System defines the arts instructional program for:

- PK-5 grade span: all students will have instruction in the art disciplines of dance, media arts, music, theatre, and visual art each year;
- 6—8 grade span: all students will have arts instruction each year and may specialize in one or more of the art disciplines of dance, media arts, music, theatre, and visual art;
- 9—12 grade span: all students are provided an arts instructional program to meet graduation requirements specializing in one or more of the arts disciplines- dance, media arts, music, theatre, and visual art. Students will have access to arts instruction learning pathways to specialize and prepare for post-secondary education and careers in the arts.

The school system must allot dedicated time in the instructional program aligned to the content standards set forth in COMAR for Fine Arts (13A.04.16) and must adhere to the Universal Design for Learning (UDL) principles to maximize learning opportunities for all diverse learners, including students with disabilities, students who are English learners, and students who are gifted and talented. UDL shall guide the school system in the development of curriculum, instructional planning, instructional delivery, material selection, and assessment.

**GOAL 2: Ensure consistency in arts curriculum, instruction, and assessment, alignment with the MSDE Fine Arts Standards, and support of arts learning pathways from PK through Grade 12 utilizing direct arts instruction in all arts disciplines.**

a) Sequential Arts Instruction is standards-based arts instruction that sequentially develops a student’s knowledge base, skills, understandings and competencies in one or more of the arts disciplines. Curricula is revised on a regular basis and aligned with MSDE Fine Arts Standards (COMAR). Students shall demonstrate the ability to:

- 1) Generate and conceptualize artistic ideas and work.
- 2) Organize and develop artistic ideas and work.
- 3) Refine and complete artistic work.
- 4) Analyze, interpret, and select artistic work for presentation.
- 5) Develop and refine artistic work for presentation.
- 6) Convey meaning through the presentation of artistic work.
- 7) Perceive and analyze artistic work.
- 8) Interpret intent and meaning in artistic work.
- 9) Apply criteria to evaluate artistic work.
- 10) Synthesize and relate knowledge and personal experiences to make art.
- 11) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

b) Formative Assessment: Develop formative assessment tools and procedures for each art discipline.

c) Arts Learning Pathways: PK-12 students have access to arts learning pathways to continue sequential arts instruction that allows them to be college and career ready including access to: Career Technology Education certification, International Baccalaureate certificates, Advanced Placement courses, portfolio development, audition/performance preparation.

**GOAL 3: Support student learning in- and through the arts by integrating the arts across the curriculum.**

The Baltimore City Public School System defines arts integration as an APPROACH to TEACHING in which students construct, demonstrate, and deepen UNDERSTANDING through an ART FORM. Students engage in a CREATIVE PROCESS which CONNECTS an art form and another subject area and meets EVOLVING OBJECTIVES in both using multiple modes of thought and expression to deepen understanding.

**GOAL 4: Ensure access to student experiences support quality arts through in- and out-of-school partnerships that augment student learning while celebrating student voice, culture, and traditions.**

a) Develop and implement guidelines and evaluation tools that support high quality in-school , out-of-school and summer time programming to support district administrators, arts partners and organizations.

b) Build intentional communication and connection between the school and out-of-school time partners.

**GOAL 5: Establish an administrative structure to initiate, coordinate and execute system-wide arts initiatives, professional development and curriculum.**

a) Provide staff at the district level supporting dance, media arts, music, theatre, and visual art;

b) Prioritize the recruitment and retention of highly qualified arts teachers;

c) Include arts discipline-specific professional development in district professional development;

d) Develop and implement arts specific teacher evaluation supports for administrators.

e) Provide administrator participation in professional development for evaluation of arts discipline instruction (dance, media arts, music, theatre, and visual art).

**GOAL 6: Ensure that adequate and sustainable arts education funding is equitably distributed across the district and additional funds are available to support arts innovation and partnerships.**

a) Establish systems to define and maintain adequate equipment and arts materials required for instruction.

1. Support maintenance of system-wide inventory of arts related equipment and technology.
2. Establish per pupil expenditure for consumable arts supplies, maintenance and replacement of durable equipment.

**Goal 7: Build a sustainable system infrastructure to track, analyze and disseminate standardized data on arts instruction, programming and partnerships in order for parents and schools to make informed decisions.**

- a) Adopt an Arts-Rich School designation and framework to support principals as they plan for and expand the arts in- and out-of-school time;
- b) Establish a Arts Education Strategic Plan Implementation Committee comprised of student leaders, community members, district representatives, and school board commissioners;
- c) Annual Data Collection and Reporting: Arts Education Implementation Committee will collect, publish, and present to the School Board an annual report on the state of student access to and successful matriculation through the arts;
- d) Publicly Accessible Arts Data: Develop a publicly accessible online dashboard of school by school access to the arts;
- e) Include arts access on school performance reports such as school data profiles, school effectiveness evaluations, and other district initiatives.