P.S. ARTS

PROGRAM GUIDE

PSARTS.ORG

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MISSION

P.S. ARTS' mission is to advance equity and opportunity for children and youth by providing arts education in systemically under-resourced schools and communities.

VALUES

- COMMUNITY
- EQUITY
- ARTISTIC EXPRESSION
- INNOVATION
- EXCELLENCE

ORGANIZATION BACKGROUND

The P.S. in P.S. ARTS stands for public schools. P.S. ARTS was founded in 1991 out of the Crossroads Community Foundation by Dr. Paul Cummins with seed funding from musician and philanthropist, Herb Alpert. They recognized that a steady decline in funding since the late 1970s had produced massive resource inequities in California public schools, and arts programs were virtually nonexistent in the schools serving the highest numbers of youth affected by poverty and systemic racism. Since 1991, P.S. ARTS has grown from serving 285 students in one school to more than 30,000 students, expanding its program offerings across Southern and Central California.

P.S. ARTS offers free, subsidized, and fee-for-service programs based on school/organization eligibility and P.S. ARTS' capacity. P.S. ARTS' programs are rooted in the viewpoint that learning is a hands-on, constructive process driven by students' prior knowledge and natural curiosity. P.S. ARTS Teaching Artists tailor arts activities to encourage learning through supported curiosity, exploration, and collaboration with a focus on community-mindedness. Our programs emphasize the role of empathy, caring, and authenticity in effective teaching practice.

Arts education can provide children with resilience, creativity, and empathy.

EQUITY STATEMENT

P.S. ARTS recognizes that individuals and communities need varying resources and levels of support to have equal opportunities for success.

“As proponents of the human right to claim equity and quality of life, we strive, through our operations and arts education programs, to increase collective knowledge, means, and actions that recognize resources and levels of support must be tailored to the unique needs of individuals and communities in order for all people to have equal opportunities for success.”

- P.S. ARTS Diversity, Equity, and Inclusion Committee, 2020

PROGRAM GOALS

GOAL 1

STUDENT LEARNING

P.S. ARTS Arts Education programs foster participants' development of knowledge, skills, and social emotional assets linked to wellbeing and success in school, work, and life.

GOAL 2

EFFECTIVE TEACHING

P.S. ARTS Educator Development programs promote equity and inclusion, align with current education standards and best practices, and increase teacher effectiveness.

GOAL 3

ENGAGED COMMUNITY

P.S. ARTS Community programs increase family and community engagement in students' education and lives.

GOAL 4

HEALTHY CLIMATE

All P.S. ARTS programs contribute to a healthy, inclusive, and aspirational learning climate.

PROGRAM MODEL

The P.S. ARTS Program Model

- Provides an evidence-based foundation for designing programs in response to educational and social context, as well as students' individual needs.

- Builds on the four aspects of quality identified in the 2010 Harvard University report, "Qualities of Quality," affirming the role of arts education in building just, high-performing schools.

- Responds to the impact of systemic factors on student wellbeing and success, such as teacher effectiveness, parent and community engagement, and learning climate.



GUIDING PRINCIPLES & PRACTICES

QUALITIES OF QUALITY
Harvard Project Zero

Research identifying domains of quality arts education: student learning, pedagogy, community dynamics, and environment.

SOCIAL EMOTIONAL LEARNING
CASEL

Framework to support understanding of social emotional development and competencies across five key domains.

UNIVERSAL DESIGN FOR LEARNING
CAST

Neuroscience-based principles to guide inclusive teaching and assessment strategies.

VISUAL THINKING STRATEGIES
Visual Thinking Strategies

Image-based discussion facilitation method encouraging observation, listening, and considering multiple perspectives.

ORFF SCHULWERK METHOD
AOSA

Child development-centered approach to music education combining music, movement, and dramatic play.

COUNCIL PRACTICE
Center for Council

Practice involving coming together in a circle to share, listen without judgement, and recognize group interconnectedness.

ALIGNED EDUCATION STANDARDS

VAPA STANDARDS
CA Department of Education

Standards to promote creative expression, cultural awareness, and literacy in art, theater, music, dance, and media arts.

SOCIAL JUSTICE STANDARDS
Southern Poverty Law Center

Standards to guide anti-bias instruction focused on four domains: identity, diversity, justice, and action.

COMMON CORE STATE STANDARDS
CA Department of Education

English language arts and math standards addressing knowledge and skills needed for school and career success.

NEXT GEN SCIENCE STANDARDS
CA Department of Education

Standards for gaining proficiency in: science and engineering, disciplinary core concepts, and cross-disciplinary ideas.

OUR PROGRAMS

Classroom Studio

P.S. ARTS Teaching Artists teach weekly, standards-based arts classes to our students during the regular school day for the entire school year. P.S. ARTS also offers stARTer kits with curriculum, supplies, and resources for classroom teachers wanting to integrate art into the school day.

Extended Learning

P.S. ARTS provides lunchtime, after-school, and summer programs in multiple arts disciplines, including P.S. ARTS' national award-winning theater based youth development program, Inside Out Community Arts.

Community Engagement

P.S. ARTS provides arts experiences for the entire family. Our free, intergenerational, community events such as our Family Art Nights or annual arts festivals reach nearly 5,000 students and families throughout the year.

Educator Development

P.S. ARTS conducts professional development for our Teaching Artist faculty, training for artists who want to teach such as our seasonal intensive trainings, as well as arts integration training for classroom teachers to foster equity, wellbeing, achievement, and opportunity.

PROGRAMS OVERVIEW

Researchers across human development-related fields agree that learning, wellbeing, and success in school, work, and life are interconnected. P.S. ARTS works within the public education sytem in our pursuit of social justice because it provides a broad-scale opportunity to create generative spaces for youth that foster learning and wellbeing and, therefore, increase education and opportunity equity. We work through the arts because of an abundance of research linking arts education to increased critical and creative thinking capacities and academic achievement
(see Bowen & Kisida, 2019; Deasy, 2002; Hetland et al, 2007; Winsler et al, 2019). Further, P.S. ARTS programs are intentionally designed to support students' growth beyond the intrinsic cognitive and developmental benefits of participating in the arts by directly addressing social emotional learning (SEL) objectives. P.S. ARTS curriculum framework and faculty training particularly target SEL competencies in three domains identified by University of Chicago researchers as critical to success and wellness in adulthood (Nagaoka et al, 2015).

NOTE: P.S. ARTS offers free, subsidized, and fee-for-service programs based on school/organization eligibility and P.S. ARTS' capacity. Please contact info@psarts.org for more information or to request a service application for your school or visit https://psarts.org/getpsarts/ to submit your inquiry.

IN-SCHOOL ARTS EDUCATION PROGRAMS

CLASSROOM STUDIO

This full-service, signature P.S. ARTS program offers K-8 students fine arts residencies in theater, media arts, and visual arts during the school day. Students customarily receive between 10-30 weeks of single or 10/10/10 rotation. Curriculum is customizable, and all supplies are included. In addition to standards-based arts instruction, the Classroom Studio program offers opportunities for family involvement and showcasing student artwork. Classroom Studio is currently only available in Central and Southern California. Please view our Starter Kits for out-of-area schools.

stARTer KITS

This pre-packaged program includes a 10-week curriculum guide, all needed supplies, and access to P.S. ARTS online resources for classroom teachers wanting to include art into the school day.

Visit https://psarts.org/programs/extended-learning/ for more information.

EXTENDED LEARNING PROGRAM

INSIDE OUT COMMUNITY ARTS

Inside Out Community Arts (IOCA) is a nation award–winning, after–school theater arts program for middle school students supports creative expression, identity development, civic leadership, and technical acting and playwriting skills. In addition to weekly instruction, students participate in creative workshops alongside their families. Students perform their original plays in a culminating event open to the community.

AFTER SCHOOL & SUMMER

Our visual art, theater, music, and dance enrichment programs offered after school, over the summer, and during school breaks are customizable to schools, parks, and other community settings.

SAC LUNCH

The Student Art Club (SAC) is a middle school lunch-time visual arts program designed to provide a safe and creative social activity during lunch for anyone who wants to participate, but especially for students who may otherwise feel isolated or disengaged at school.

Visit https://psarts.org/programs/extended-learning/ for more information.

COMMUNITY ENGAGEMENT PROGRAM

FAMILY ART NIGHTS

These popular after-school and evening events for the whole family are facilitated by a Teaching Artist and include all the materials needed for multi-generational participants to create original artworks inspired by an artist or art form connected to our annual theme.

COMMUNITY ARTS EVENTS

P.S. ARTS helps with the planning and production of community arts events, such as festivals, open houses, and celebrations for schools, community groups, corporations, or outdoor public venues.

P.S. ARTS TO GO!

Visit psarts.org/togo to find free videos and activity guides for art, theater, music, and dance projects for all ages.



Visit https://psarts.org/programs/extended-learning/ for more information.

EDUCATOR DEVELOPMENT PROGRAMS

ONLINE COURSES

Over the last several years, P.S. ARTS has converted our faculty professional development program into a series of online courses to support Teaching Artists' professional practice. Course topics include fostering inclusion and social emotional learning in arts classrooms, arts integration strategies, and discipline-specific knowledge and skill-building.

TEACHING ARTIST SEASONAL INTENSIVES

P.S. ARTS Teaching Artist Seasonal Intensives are designed for those new to the field of arts education as well as seasoned Teaching Artists looking to expand and deepen their practice. The training provides participants with the foundational skills and knowledge to create an inclusive and engaging arts experience for students.

P.S. ARTS FACULTY DEVELOPMENT

P.S. ARTS provides a minimum of 30 hours a year of group professional development and one-on-one coaching for faculty, including a series of online training modules covering essential teaching competencies.

ARTS INTEGRATION COACHING

P.S. ARTS faculty work alongside credentialed teachers in classrooms to co-develop and/or model integrated arts learning into academic curricula and support implementation of the Common Core State Standards.

PROFESSIONAL DEVELOPMENT WORKSHOPS

P.S. ARTS' dedicated educator development staff are available to deliver 2–hour, half–day, or full-day workshops on a variety of critical arts education topics and techniques in small or large group formats.

NOTE: P.S. ARTS arts integration coaching and professional development workshops are customizable to meet the needs of each school and teacher. Schools may be eligible for free or subsidized educator development services through our community and philanthropic partners. For more information, please contact us at: info@psarts.org or visit https://psarts.org/programs/extended-learning/ for more information.

CURRICULUM

Content for all P.S. ARTS programs is guided by the P.S. ARTS Scope and Sequence curriculum framework in alignment with the 2019 CA Visual and Performing Arts education standards. In addition, P.S. ARTS curricula incorporate social emotional learning objectives and the Learning For Justice's Social Justice Standards.
P.S. ARTS curricula can also be customized to address CA English Language Arts and Math Common Core standards and the National Next Generation Science standards. Finally, all P.S. ARTS curricula reflects our commitment to increasing diversity, equity, and inclusion in public education, in addition to integrating artists and artworks representing students' diverse cultural backgrounds, identities, experiences, learning styles, perspectives, and interests.

P.S. ARTS Teaching Artists engage students in learning through inquiry, experimentation, and collaboration. Faculty participates in a minimum of 30 hours of professional development annually emphasizing culturally responsive, trauma-informed, and student-centered teaching and classroom management strategies. Further, Teaching Artists and program staff acknowledge the important role of an engaged community in student wellbeing and success, and welcome collaboration with teachers, parents, and other school and community partners.

NOTE: All P.S. ARTS' programs align with our curriculum and instruction guidelines, including: Classroom Studio and P.S. ARTS stARTer Kits, Extended learning including IOCA, SAC Lunch, after school and summer programs.

K-5 SCOPE & SEQUENCE

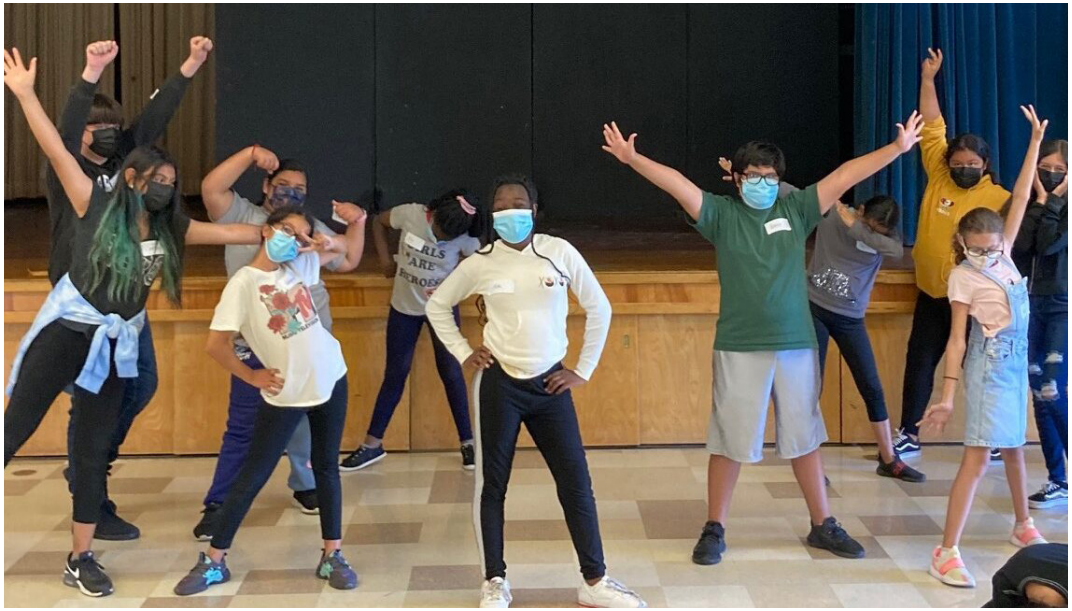






P.S. ARTS programs include Classroom Studio for K-5 students 10 to 30 weeks, 1 hour per week, of art, theater, music, or dance instruction during the school day. Curriculum is customizable, and all supplies are included. In addition to standards-based arts instruction, the Classroom Studio program offers opportunities for family involvement and showcasing student artwork.

MIDDLE SCHOOL AND HIGH SCHOOL PROGRAMS







P.S. ARTS' national award-winning middle school theater program program, Inside Out Community ARTS (IOCA), focuses on empowering middle school youth with the tools, confidence, and inspiration to make a positive difference in their lives and their communities through the arts. Other P.S. ARTS programs can be customized on a per-school or community-setting basis for middle and high school.

VISUAL ARTS KNOWLEDGE

	K	1	2	3	4	5
ART ELEMENTS **LINE**	Types of lines (straight, curved, zig-zag, spiral...)	Direction of line (horizontal, vertical, diagonal)	Quality of line (delicate/heavy...)	Lines to create textures	Lines to define space (parallel/converging perpendicular...)	Contour lines Gesture lines
COLOR	Color Wheel Primary/Secondary	Color Family Cool/Warm	Complementary Analogous	Monochromatic Gradation	Polychromatic	Optical effects
TEXTURE	Rough/Smooth Touch perception	Natural/Man-made Visual perception	Related to pattern	Related to media Related to form	Simplified Exaggerated	Tactile collage
PATTERN	A/B & ABC pattern	Patterns found/not found in nature	Radial patterns	Texture pattern 3-D pattern	Tessellation Receding pattern	Related to motif Kinetic pattern
SHAPE/FORM	Edges/Plane Basic 2d Shapes	Geometric/Organic Basic 3D Shapes	Iconic Representational	Complex 2D/3D Shapes	Non-objective Symbolic	Silhouette
SPACE	Near/Far Under/Over/ Around/Through	Foreground Middle-ground Background	Negative/Positive Horizon Vantage point	Illusion of depth	Ratio/Scale Perspective	Distortion with expressive intent
VALUE	Distinguish from hue	Light Dark	Tint Shade	Contrast Tone	Reflection Shadow	Create a value scale
COMPOSITION	Visual balance	Symmetry Asymmetry	Focal point Point of view	Flow Movement	Open/Closed Synthesis	Theme Harmony
CRITICAL RESPONSE	Express personal response to and preference in art KVA:Re9	Describe and classify art (self-perception and formal criteria) 1VA:Re9	Use formal criteria to describe artisitc preferences 2VA:Re9	Evaluate artwork based on art elements 3VA:Re9	Evaluate artwork using a provided rubric 4VA:Re9	Evaluate artwork in context 5VA:Re9
ART IN SOCIETY	Speculate the purpose/ intention of an artwork KVA:Cn11	Identify reasons to make art (express, influence, document...) 1VA:Cn11	Compare/Contrast art from different eras/cultures 2VA:Cn11	Recognize people interpret art differently 3VA:Cn11	Discuss reasons people perceive art differently 4VA:Cn11	Give examples of art/artists that influences people 5VA:Cn11

VISUAL ARTS SKILLS

	K	1	2	3	4	5
TECHNIQUE DRAW/PAINT	Draw/Paint lines Represent facial features	Draw/Paint shapes vary pressure Mix colors	Layer/Blend Face/Figure proportion	Depict texture Stippling/ Hatching	Etch on surface Linear perspective Create contour	Vary technique to accommodate tool/media
2D CONSTRUCT	Cut lines Use pre-measured paste and glue	Cut shapes Fold paper Weave paper	Cut patterns in folded paper Use glue from bottle	Cut materials of varied thickness Fasten paper	Score with pointed tools Fasten thin objects	Vary cutting tool for material Fasten dense objects
PRINT	Stamp on paper/clay	Rub overlaid surface Make monoprint	Make-relief print Make collagraph	Transfer image across surfaces	Etch/Engrave on solid surface	Print on textiles
3D CONSTRUCT	Roll clay flat Make clay sphere Make clay coils	Pinch and pull clay to make forms Use tool for texture	Pinch and pull to make vessels Paper sculpture	Wire sculpture Found object sculpture	Create slab vessels/notches Build scale model	Sculpt clay by additive/ subtractive techniques
CREATE EXPRESS	Use line/color/texture/ shape to express emotions	Use line/color/texture/ shape to tell a story	Arrange composition to set a mood/tone	Apply elements of art/design to depict time/context	Apply elements of art/design to depict time/context	Exaggerate/abstract subject to make a point
DEVELOP	Experiment with a range of tools KVA:Cr1.1	Build skills in various media 1VA:Cr1.1	Explore relationship between media/tools 2VA:Cr1.1	Use media/tools with expressive intent 3VA:Cr1.1	Create personally satisfying artwork 4VA:Cr1.1	Use “nontraditional” media tools to make art 5VA:Cr1.1
PRODUCE	Imaginative play with various art materials/tools KTH:Cr2.1	Collaborative imaginative play with art materials 1TH:Cr2.1	Brainstorm multiple approaches to creative challenge 2TH:Cr2.1	Elaborate on an imaginative idea 3TH:Cr2.1	Collaboratively brainstorm on creative challenge 4TH:Cr2.1	Combine ideas to generate an innovate artwork 5TH:Cr2.1

THEATER KNOWLEDGE

	K	1	2	3	4	5
ACTORS' TOOL **MIND**	Distinguish real form imagined	Define character trait/attribute Explain point of view	Compare/Contrast Make inferences	Make predictions Identify themes	Perceive intentions Explain motivation	Make a contingency plan Express empathy
MOVE	Five senses Personal Space	Facial expression Gesture/Posture	Embodied emotion Body language	Spatial awareness Proprioception	Body image Body boundaries	Sense memory Kinesthetic response
VOICE	Volume Speak vs. Shout	Breath control Vocal cadence	Tone Inflection	Projection Pronunciation	Diction Emphasis	Accent Dialect
DRAMATIC ELEMENTS	Setting Character Story Structure	Plot Genre (comedy/ tragedy/drama)	Conflict Resolution Motiviaiton	Story Arc Five Ws Universal themes	Archetype Anti-hero Climax	Antagonist Protagonist Episodic
PRODUCTION	Audience Expectations	Set Prop Custome	Stage areas Levels Audition	Stage directions Blocking Choreography	Technical theater production Alternate venues	Actor's position Careers in theater Film/Digital
CRITICAL RESPONSE	Make decisions with others in dramatic play KTH:Re9	Build on others' ideas in a guided drama experience 1TH:Re9	Collaborate on a scene in a guided drama experience 2TH:Re9	Understand various ways to evaluate theater 3TH:Re9	Develop a plan to evaluate theater 4TH:Re9	Evaluate theater in context 5TH:Re9
THEATER IN SOCIETY	Identify skills and knowledge from other areas through dramatic play KTH:Cn11.1	Apply skills and knowledge from different art forms to theater experience 1TH:Cn11.1	Apply knowledge from different eras/ cultures to evaluate theater 2KTH:Cn11.1	Identify connections to community, social issues, and personal life experience 3TH:Cn11.1	Respond to social issues through theater craft 4TH:Cn11.1	Investigate historical, and global events through theater craft 5TH:Cn11.1

THEATER SKILLS

	K	1	2	3	4	5
TECHNIQUE **CHARACTER**	Maintain focus Follow directions Mirror movement Mimic vocalization Describe experience using 5 senses	Vary posture/gesture to portray character Respect personal space boundaries Explore cadence	Shift focus w/intent Use breathe control Project voice Vary vocal intonation Maintain spatial relationships in scene	Stay "in character" Communicate with gesture Use vocal inflection Practice diction Apply body langauge	Transform on stage between characters Practice voice projection and diction in outdoor spaces and on film	Apply accent/dialect to portray character Transform physical attributes to reflect a character arc Exaggerate attributes
PLOT	Act out read story Pantomime animals/people Pantomime system Mimic/Mirror	Form a tableau Partner improvise with prompting Dramatize story Recite a poem	Partner improvise form a prompt Re-enact a historical event in an ensemble Create a tableau	Perform vignette with costume/props Perform readers Theater/Dialogue/ Monologue	Narrate a story in real-time (improv) Perform in a public space	Incorporate physical humor and slapstick Perform magic/illusion
CREATE **DEVELOP**	Invent and inhabit an imaginary world in dramatic play KTH:CR2	Suggest potential choices characters could make in story 1TH:CR2	Suggest potential new details to character and plot 2TH:CR1	Create roles and imagined worlds when improvising 3TH:CR1	Articulate the visual/ sensory details of imagined world 4TH:CR1	Identify physical qualities reveal a character's inner traits 5TH:CR1
PERFORM	Interact with peers through dramatic play KTH:CR2	Contribute to the development of a sequential plot 1TH:CR2	Collaborate with peers to devise dialogue for provided scenario 2TH:CR2	Brainstorm ways to generate character, plot, and setting 3TH:CR2	Collaborate to create an original work of theater 4TH:CR2	Develop an original theatrical work in response to an inquiry 5TH:CR2

MUSIC KNOWLEDGE

	K	1	2	3	4	5
ORFF PROGRESSION	Imitate →		Explore →		Improvise →	Compose
MUSIC ELEMENTS **RHYTHM**	Steady beats (pulse) Fast/Slow (tempo) Sound/Silence	Long/Short Accent Rest	Quarter/Half notes Meter (ratio) (2/4, 4/4)	Strong/Weak beats Ritardando (slower) Accelerando (faster)	Pulse Meter (5/4, 7/8)	Triplet Mixed meter
MELODY	High/Low Up/Down Pitch matching	Pentatonic scale Treble clef patterns using Sol, La, Mi	Pentatonic melodies w/Do, Re scale Contour	Major/Minor scales Do, Re, Mi, Fa, Sol, La	Major diatonic scale Treble clef	Modal melodies Sharp/Flat
HARMONY	Unison Solo/Ensemble	Accompanied vs. Unaccompanied	Experience bordun Experience ostinato	Partner songs Round	Canon Play ostinato/bordun	Moving bordun chord changes
FORM	Same vs. Different Repetition Pattern	Phrase Echo AB, ABS	Repeat signs Coda	Bar Measure	Motif Rondo D.C al fine	D.S. al fine
TIMBRE	Vocal quality (singing, speak, whisper, shout) Loud/Soft	Child vs. Adult voice Identify percussion instrument families	Indentify instrument families by sight Forte/Piano	Identify instrument families by sound	Allegro (fast) Moderato (medium) Largo (slow)	Gradual speed/slow (Accelerando/ Ritardando)
CRITICAL RESPONSE	Describe personal interest/experience related to music KMU:Re7.1	Explain personal music listening preferences 1MU:Re7.1	Explain personal music making preferences 2MU:Re7.1	Discuss how music influences you 3MU:Re7.1	Discuss how music influences communities 4MU:Re7.1	Evaluate a musical performance in context 5MU:Re7.1
MUSIC IN SOCIETY	Consider connection between culture and music KMU:CN11	Discuss connection between culture and music with support 1MU:CN11	Describe connection between culture and music 2MU:CN11	Describe connection between culture and music and history 3MU:CN11	Indentify how music has influenced societies and cultures 4MU:CN11	Compare/Contrast music from different cultures and eras 5MU:CN11

MUSIC SKILLS

	K	1	2	3	4	5
TECHNIQUE **LISTEN**	Variety of styles, timbres, genres, cultures, meters	Traditional and contemporary work/ play music	Music from a variety of well known composers	Compare music from similar time periods across cultures	Discriminatory listening for form (motif and phrase)	Recognize/Identify voices parts/types
MOVE	Irritate teacher Persona: space	Improvise to music to reflect music elements	Simple folk dances Movement response	Reflect melody, tempo, rythm in movement	Expanded folk dance w/ partnering	Choral choreography
SING	Vocal exploration Unison	Singing posture Match pitch	Sing Mi, Sol, La melodic patterns	Partner song Rounds	Follow simple notation while singing	3 part rounds Octave intervals
PLAY	Rest, ready, play positions Body percussion	Demonstrate proper mallet technique Instrument care	Strong/Weak beats Accompaniment	Two/Three part instrumental accompaniment	Pitched (recorder) and pitched percussion	Play repertoire in groups and solo
READ/NOTATE	Follow pictorial diagrams beat/pitch	Follow visual or gestural (solfege) cues when singing	Musical staff Time signature Read repeat signs	Label eight, quarter, half, and whole notes Label repeat signs	Play simple melodies from notation	All solfege syllables Rythmic symbols
CREATE **DEVELOP**	Experience music concepts (pitch, melody, beat...) KMU:Cr1	Discuss music created for a specific purpose 1MU:Cr1	Improvise rhythmic/ melodic patterns 2MU:Cr1	Make connection between rythm melody/music intent 3MU:Cr1	Improvise rythmic, melodic, and harmonic ideas 4MU:Cr1	Synthesize techniques to compose music 5MU:Cr1
COMPOSE	Describe a favorite piece of music KMU:Cr1	Explain reasons for musical preference 1MU:Cr2	Identify expressive music elements 2MU:Cr2	Improvies music to build composition 3MU:Cr2	Draw inspiration from music through history 4MU:Cr2	Create music with expressive intent 5MU:Cr2

DANCE KNOWLEDGE

	K	1	2	3	4	5
DANCE ELEMENTS **BODY**	Body awareness Body parts/zones	Posture/Gesture Body Shape	Dominate side Irritiation	Body patterns (cross-lateral)	External body system (muscle, skeletal...)	Internal body systems (proprioceptive)
ACTION	Traveling/Stationary Pedestrian/Formal	Balance Turn/Rotate	Expand/Contract Suspend/Slide	Aerial/Acro Hop/Jump/Leap	5 types of jumps Shake/Vibrate	Lift/Carry/Catch Roll/Tumble
SPACE	Levels/Directions General/Personal Pathway	Size Relationship Curved/Angular	Positive/Negative Open/Closed	Orientation Symmetrical/ Asymmetrical	Angle/Degree Center/Off-center	Parallel/ Perpendicular Contrasting
TIME	Tempo/Rhythm Relationship/Unison	Pause/Freeze Counting	Varied tempo Metered vs. Free	Accent Pulse	Complex rhythm Cue	Canon Sensed timing
ENERGY	Focus/Attack	Force/Weight	Effort/Flow	Quality	Harmonious	Contrasting
CHOREOGRAPHY	Movement can portray objects, feelings, ideas Narrative structure	Solo/Duet/Group Basic Patterns Form	Unison Transitions Contrast	Theme/Motif Placement on stage and orientation	Repetition Variation Composition	Style/Genre Vertical/Horizaontal palette
CRITICAL RESPONSE	Identify a movement that stands out in a dance KDA:Re9	Describe features of movements you find interesting 1DA:Re9	Observe/Attempt dance from other cultures/eras 1DA:Re9	Compare/Contrast dance from other cultures/eras 1DA:Re9	Define what makes a dance “artistic” 1DA:Re9	Evaluate a dance performance in context 1DA:Re9
DANCE IN SOCIETY	Recognize dance as an emotional expression KDA:Cn10	Identify dance as storytelling 1DA:Cn10	Create a dance that expresses personal meaning 2DA:Cn10	Compare/Contrast dance (concert, social, ritual...) 3DA:Cn10	Make connections between a dance and own experience 4DA:Cn10	Compared dances with different themes and motifs 5DA:Cn10

DANCE SKILLS

	K	1	2	3	4	5
DEVELOP TECHNIQUE	Perform isolations/bend/ stretch/twist Move through space varying speed, level, and direction Start/Stop on cue Balance on one foot Hop on one foot	Articulate body parts/ shapes/action Move in various pathways on ground Vary time/space dance elements Execute 1/2 & full turns on the ground	Balance on various parts of the body Vary force/weight dance elements Shift weight to maintain balance Contrast weight/effort Basic ballet positions	Demonstrate transitions between movement Vary effort/flow dance elements Perform a range of hops, jumps, leaps Basic ballet steps	Vary quality/dynamic dance elements Move in various pathways in the air Execute 1/2 & full turns in the air Practice with non-dominate side	Execute movements with layers/variation in dance elements Execute all five types of jump in dance Practice partner life/carry/ catch Reverse combinations
CHOREOGRAPH	Portray/Pantomime animals/people Make dance with beginning/middle/end Improvise movement to story	Cooperate with a partner or small group Invent solutions to movement challenge Improvise movement to music	Begin/End in stillness Connect movement phrases w/transitions Replicate dances Attend to negative space in dances	Combine dance elements in phrases Create a dance with a predictable pattern Incorporate aerial movement	Apply a theme Dance in unison with varied orientation/pathways by group Dance in canon and incorporate stillness expressively	Layer elements of dance w/extensive movement repertoire in extended phrases Create dance for a group with parts/entrances/exits
DEVELOP MUSICALITY	Dance on beats, and w/simple rhythems Dance on tempo	Dance with responsiveness to the mood of music	Double/half-time Dance in consistent opposition to music	Maintain tempo and tone in dance during music pauses	Partner improvise to music sensing beginning/end	Dance in duple and triple meters, even and uneven rhythms
PERFORM	Demonstrate appropriate dancer/audience behavior	Practice entering/exiting performance space Identify dance production roles (dancer/audience)	Dance with focus/intent Practice transitions Identify dance production roles (choreographer)	Dance with fullness of movement and expressiveness Identify dance production roles (dance caption, production)	Remember a dance with multiple parts, entrances, and exits Experience multiple roles in dance production	Reproduce complex sequence accurately Dance with sensitivity to an ensemble Incorporate technical elements
INTEGRATE TECHNOLOGY	To conduct research	To practice/rehearse	To document	To represent ideas/choreography	To present work	To manipulate
SUGGESTED IPAD APPS	Ballet Lite Tap App Salsa	Coach's Eye iTalk Recorder Tempo Magic Pro	8counts Dance Journal SloPro	Notatethis LabanWriter Passe-Partout	Shazam iMovie YouTube Capture	Just Dance Now! iMotion HD Tellagami

ANNUAL DEMOGRAPHICS

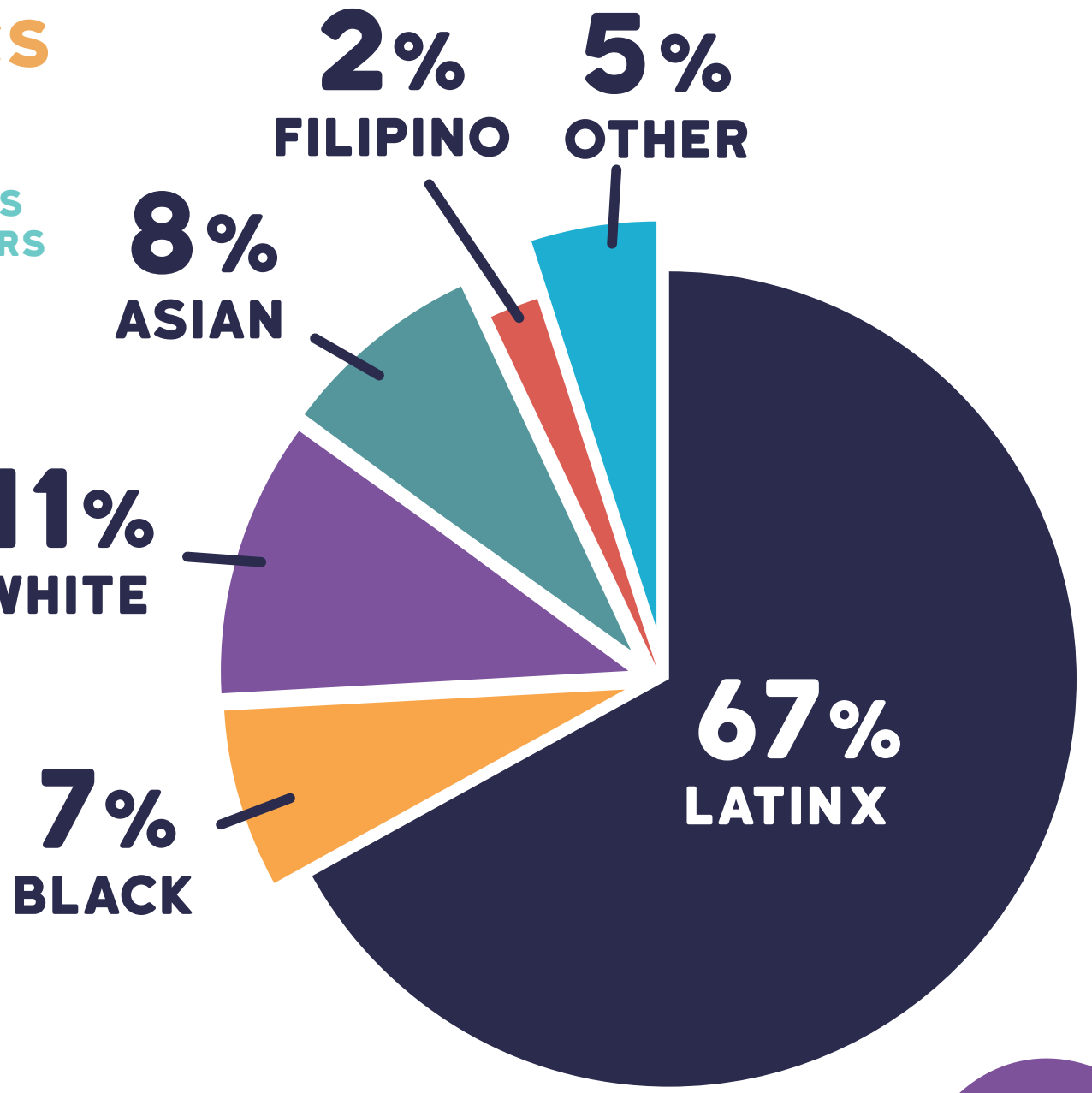
31,000
TK-8TH GRADE STUDENTS AND COMMUNITY MEMBERS

181
EDUCATORS TRAINED IN ARTS INTEGRATION

81
TEACHING ARTISTS INCLUDING P.S. ARTS FACULTY AND COACHES

88
PUBLIC SCHOOLS, INCLUDING 80 TITLE 1 SCHOOLS

14
SCHOOLS DISTRICTS



According to our 2023-2024 survey data, by the end of 5th grade:

85% of P.S. ARTS students meet or exceed the Department of Education standards for the visual and performing arts.

92% of P.S. ARTS students demonstrate social emotional competencies linked by research to success in school, work, and life.



14% Special Education Services

25-30%

Approximately 25-30% of P.S. ARTS students are English learners

15% have disabilities

10% are in the foster care system

78% reside in low- or extremely low-income households

Two decades of research confirm that Social Emotional Learning (SEL) contributes to important student outcomes, including academic attainment (on average SEL programs improved students' academic performance by 11%) and "improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school."

SEL competencies are essential to college and career readiness and success, and also associated with longer term benefits, such as improved economic mobility and decreased likelihood of being incarcerated. (from: https://www.cde.ca.gov/)






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the HERB ALPERT foundation








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ON












MR. TEE = DRAMA
TEAMWORK
EFFORT
RESPECT
FUN
This is a P.S. ARTS School!







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